



# Special Meeting of the Richmond Fund for Children and Youth Oversight Board of the City of Richmond

Friday, December 18, 2020 | 6:20 PM

- A.** Call to Order and Roll Call
- B.** Agenda Review and Modifications
- C.** Report from the Director
- D.** Public Forum
- E.** Consent Calendar:
  - E-1.** APPROVE the minutes of the November 2, 2020, meeting of the Richmond Fund for Children and Youth Oversight Board
  - E-2.** APPROVE the minutes of the November 30, 2020, meeting of the Richmond Fund for Children and Youth Oversight Board
  - E-3.** APPROVE the minutes of the December 10, 2020, meeting of the Richmond Fund for Children and Youth Oversight Board
  - E-4.** APPROVE the 2020 Community Needs Assessment Report
- F.** Oversight Board as a Whole
  - F-1.** APPROVE the 2021-2024 Request for Proposals (RFP), or grant application process, to award funding to youth-serving organizations beginning in 2021
- G.** Adjournment

# MEETING INFORMATION

## Oversight Board members

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

## Staff Liaison

David Padilla

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

### **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.

### **Zoom Information**

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

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

<https://zoom.us/j/99501285386?pwd=VTRpM1VuTEk4dFpEVEVTbG1ZUFBMZz09>

Step 2: Enter the following password: 349363

#### **By Telephone:**

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

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

Step 2: Webinar ID: 995 0128 5386

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## Staff Liaison

David Padilla

## **How to participate in Public Forum and/or speak on an agenda item in the meeting:**

### **Public Comment via Email:**

Comments can be submitted via email to [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us). All comments received by 3:50 p.m. on Friday, December 18, 2020, will be provided to the Oversight Board during Public Forum or their respective agenda item, be considered a public record, and be considered before Oversight Board action. Email must contain in the subject line: **public comments – not on the agenda** or **public comments – agenda item #**. All public comments will be available after the meeting as supplemental materials and will be posted as an attachment to the meeting minutes when the minutes are posted.

### **Public Comment via Zoom:**

Step 1: Tune in to the videoconference at the following link (please see Page 2 for additional Zoom information): <https://zoom.us/j/99501285386?pwd=VTRpM1VuTEk4dFpEVEVtG1ZUFBMZz09>

Step 2: To comment by video conference, click on the Participants button at the bottom of your screen and select the **"Raise Your Hand"** button to request to speak when Public Comment is being asked for. Attendees will then have two (2) minutes to click the "Raise Your Hand" button at that time. Speakers will be called upon in the order they select the "Raise Your Hand" feature. When called upon, you will be unmuted. After the allotted time, you will then be re-muted.

To comment by phone, you will be prompted to **"Raise Your Hand"** by pressing **"\*9"** to request to speak when Public Comment is asked for. Attendees will then have two (2) minutes to click the "Raise Your Hand" button at that time. When called upon, you will be unmuted. After the allotted time, you will then be re-muted. Instructions on how to raise your hand by phone are available at: <https://support.zoom.us/hc/en-us/articles/201362663-Joining-a-meeting-byphone>.

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.

## **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 will be granted whenever possible and resolved in favor of accessibility.

# MEETING INFORMATION

## Oversight Board members

Geselle Alvarado  
Khaliqehya Dandie-Evans  
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Katherine Lee  
Kristin Kilian Lobos  
Madiha Qader  
Stephanie Sequeira

## Staff Liaison

David Padilla

### **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 Soublet, 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.



# Regular Meeting of the Richmond Fund for Children and Youth Oversight Board of the City of Richmond

Monday, November 2, 2020  
Zoom Webinar Meeting

## MINUTES

### A. Call to Order and Roll Call

The meeting was called to order at 6:02 PM by Co-Chair Guadalupe Enllana.

**Present:** Geselle Alvarado, Khaliieghya Dandie-Evans, Guadalupe Enllana, Teyona Galloway, Carol Hegstrom, Kapris James, Zeonta Johnson, Katherine Lee, Kristin Kilian Lobos, Madiha Qader, Stephanie Sequeira

**Absent:** None.

**Vacancies:** 4 Vacancies

#### **Staff**

**Liaison:** David Padilla – Present

### B. Agenda Review and Modifications

None.

### C. Report from the Director

Department Director LaShonda White provided a report to Board members. Topics discussed included an update on the 4 vacancies of the Oversight Board in which Ms. White shared that the 4 vacant seats are for youth between the ages of 15 and 24. Ms. White also shared information on the Department's presentation to the City Council on October 27, 2020. A recording of this presentation and can be found on the Department's website under its Resources page. Lastly, Ms. White welcomed back Board member James to the Oversight Board.

## **D. Public Forum**

Cordell Hindler commented by email, informing Board members that at the recent City Council meeting, the Mayor mentioned the Oversight Board and its 4 vacancies. In addition, Mr. Hindler stated that he will follow up with Richmond High School and De Anza High School regarding the Oversight Board application and will reach out to a member of the Richmond Youth Council regarding his project.

## **E. Consent Calendar**

- E-1.** A motion by Board member James, seconded by Board member Galloway, to approve the minutes of the July 30, 2020, meeting of the Richmond Fund for Children and Youth Oversight Board passed by the following vote: **Ayes:** Board members Alvarado, Dandie-Evans, Enllana, Galloway, Hegstrom, James, Johnson, Lee, Lobos, Qader, Sequeira **Noes:** None. **Abstentions:** None. **Absent:** None.
- E-2.** A motion by Board member Sequeira, seconded by Board member Alvarado, to approve the minutes of the September 9, 2020, meeting of the Richmond Fund for Children and Youth Oversight Board passed by the following vote: **Ayes:** Board members Alvarado, Dandie-Evans, Enllana, Galloway, Hegstrom, James, Johnson, Lee, Lobos, Qader, Sequeira **Noes:** None. **Abstentions:** None. **Absent:** None.

## **F. Oversight Board as a whole**

- F-1.** Department Director LaShonda White provided an update on the Community Needs Assessment and Strategic Investment Plan. Topics presented on included an overview of community engagement to-date (including focus groups, community forums, interviews, and surveys), data from the Community Needs Assessment, and information on emerging priorities. Discussion continued. There were no public comments on this item.
- F-2.** Department staff member Patrick Seals provided an overview of the Request for Proposals (RFP), or grant application process, to award funding to youth-serving organizations beginning in 2021. Topics presented on included an overview of the Request for Proposals and its possible components and instructions. Discussion continued. There were no public comments on this item.





## Special Meeting of the Richmond Fund for Children and Youth Oversight Board of the City of Richmond

Monday, November 30, 2020  
Zoom Webinar Meeting

### MINUTES

#### **A. Call to Order and Roll Call**

The meeting was called to order at 6:05 PM by Co-Chair Guadalupe Enllana.

**Present:** Geselle Alvarado, Khaliaghya Dandie-Evans, Guadalupe Enllana, Teyona Galloway, Carol Hegstrom, Kristin Kilian Lobos, Madiha Qader, Stephanie Sequeira

**Absent:** Kapris James, Zeonta Johnson, Katherine Lee

**Vacancies:** 4 Vacancies

#### **Staff**

**Liaison:** David Padilla – Present

#### **B. Agenda Review and Modifications**

The agenda was approved with no modifications.

#### **C. Report from the Director**

Department Director LaShonda White provided a report to Board members. Topics discussed included information on the Department's presentation to the City Council on December 1, 2020. Ms. White provided an update on upcoming reappointments, shared an update on the 4 vacancies of the Oversight Board and applications received, and discussed next steps to fill the 4 vacancies.

## **D. Public Forum**

Cordell Hindler commented by email, informing Board members that at the recent City Council meeting, the Mayor mentioned the Oversight Board. In addition, Mr. Hindler stated that he will follow up with Richmond High School and De Anza High School to set up a meeting regarding the Oversight Board vacancies.

## **E. Consent Calendar**

None.

## **F. Oversight Board as a whole**

- F-1.** Department Director LaShonda White provided an update on the Community Needs Assessment and Strategic Investment Plan. Topics presented on included an overview of the Community Needs Assessment, community engagement (including surveys, community forums, focus groups, interviews, and surveys), data from the Community Needs Assessment, and information on emerging priorities as listed in the draft Investment Options Brief. Discussion continued. There were two public comments on this item. Maria Resendiz gave comments regarding the need of services among immigrant and undocumented families and provided a recommendation that the Request for Proposals have a condition for funding when it comes to outreach. Ms. Dandie gave comments regarding the need for mental health clinics in Richmond, shared information on the current status of mental health clinics in the local area including a lack of access in Richmond, and emphasized the need for resources for Black mental health clients.
- F-2.** Department staff member Patrick Seals provided an overview of the Request for Proposals (RFP), or grant application process, to award funding to youth-serving organizations beginning in 2021. Topics presented on included an overview of the RFP process, categories of application types, funding request summary table, evaluation and scoring criteria, Results-Based Accountability framework, and next steps. Discussion continued. There were no public comments on this item.





## Special Meeting of the Richmond Fund for Children and Youth Oversight Board of the City of Richmond

Thursday, December 10, 2020  
Zoom Webinar Meeting

### MINUTES

#### **A. Call to Order and Roll Call**

The meeting was called to order at 6:03 PM by Co-Chair Guadalupe Enllana.

**Present:** Khaliieghya Dandie-Evans, Guadalupe Enllana, Carol Hegstrom, Kapris James, Zeonta Johnson, Katherine Lee, Kristin Kilian Lobos, Madiha Qader

**Absent:** Geselle Alvarado, Teyona Galloway, Stephanie Sequeira

**Vacancies:** 4 Vacancies

#### **Staff**

**Liaison:** David Padilla – Present

#### **B. Agenda Review and Modifications**

None.

#### **C. Report from the Director**

Department Director LaShonda White provided a report to Board members. Topics discussed included information on the Department's presentation to the City Council taking place on December 15, 2020, to receive approval of the Strategic Investment Plan. Ms. White also shared an update on upcoming reappointments on December 15, 2020. Lastly, Ms. White shared information on an event held on Thursday, December 10, 2020, that Department staff attended in which Kennedy High School students presented their racial equity research projects in partnership with Y-PLAN.

#### **D. Public Forum**

Cordell Hindler commented by email, informing Board members that his projects are coming along exquisitely and that he will keep the Oversight Board and Department staff informed. In addition, Mr. Hindler stated that he received a follow-up email from De Anza High School regarding the Oversight Board vacancies.

#### **E. Consent Calendar**

None.

#### **F. Oversight Board as a whole**

- F-1.** Department Director LaShonda White and Hatchuel Tabernik & Associates Director Lorene Allio, PhD provided an overview of the Community Needs Assessment and Strategic Investment Plan. Topics presented on included an overview of the Richmond Department of Children and Youth, community engagement (including key stakeholder interviews, focus groups, community forums, and surveys), and priorities as listed in the Strategic Investment Plan. Discussion continued. There was one public comment on this item. Ms. Dandie gave comments regarding the need for support for teenage fathers, discussed the possibility of providing culturally-competent mental resources in classrooms and virtual spaces, and shared information on their services that provide Christmas toys to families. A motion by Board member Dandie-Evans, seconded by Board member Lobos, to approve the Investment Plan as stated passed by the following vote: **Ayes:** Board members Dandie-Evans, Enllana, Hegstrom, James, Johnson, Lee, Lobos, Qader **Noes:** None. **Abstentions:** None. **Absent:** Board members Alvarado, Galloway, Sequeira
- F-2.** Department staff member Patrick Seals provided an additional update on the Request for Proposals (RFP), or grant application process, to award funding to youth-serving organizations beginning in 2021. Topics presented on included an overview of the RFP and grant application structure, a proposed evaluation of application types, a funding request summary table by application type, a proposed score chart and evaluation criteria, and a proposed timeline. Discussion continued. There were no public comments on this item.





# AGENDA REPORT

Department of  
Children and Youth

**DATE:** December 18, 2020

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

**FROM:** LaShonda White, Director  
David Padilla, Management Analyst  
Patrick Seals, Supervising Office Assistant  
Guadalupe Morales, Administrative Aide

**SUBJECT:** ADOPTION OF THE 2020 COMMUNITY NEEDS ASSESSMENT REPORT

**RECOMMENDED ACTION:**

APPROVE the Richmond Fund for Children and Youth's 2020 Community Needs Assessment Report

**FINANCIAL IMPACT OF RECOMMENDATION:**

There is no financial impact.

**DISCUSSION:**

On June 5, 2018, Richmond voters approved Measure E and Measure K, known as the Richmond Kids First Initiative, which approved a City of Richmond Charter amendment (Article 15) and authorized the creation of the Richmond Department of Children and Youth (Department) and the Richmond Fund for Children and Youth (Fund) to provide increased and dedicated funding for children, youth, and young adult services. The ballot initiative also authorized the establishment of a 15-member Oversight Board and required that the Department conduct a Community Needs Assessment that would guide the development of a Strategic Investment Plan and the first three-year grant cycle of the Fund. Additional information about the Department can be found at [www.richmond youth.org](http://www.richmond youth.org).

## Community Needs Assessment

The CNA and SIP process formally began in February of 2020, and in March 2020, the City selected Hatchuel Tabernik and Associates (HTA) to assist in this effort. A CNA is a comprehensive overview of the needs of children and youth, birth to age 24, and their families, and is a method of collecting information and reporting on the strengths, resources, and gaps in services for youth and their families in the community.

The CNA report is now available to view on the Department website. The CNA process provided an overview of current data and findings related to children, youth, and their families in Richmond. Participants in the CNA process were offered multiple opportunities to weigh in, responding to questions regarding their thinking on where the greatest need was, and what kind of youth-serving programming would be most valuable in each priority issue area. Department staff is seeking approval of the 2020 Community Needs Assessment Report by the Oversight Board.

## Strategic Investment Plan

Article 15, Section 8 of the Charter describes that each SIP shall set forth funding priorities for a three-year period, and that those priorities shall be based on the CNA and input from the community. The Charter also states that the SIP shall set forth a plan for overseeing and evaluating the Fund and the programs supported by the Fund.

As shared previously, the CNA included a wealth of information from outside data sources, interviews, focus groups, community forums, and survey data collected for the Richmond Department of Children and Youth. Priorities were identified by synthesizing these data sources and surfacing issues that were raised across multiple groups and subgroups and within the framework of the legislation informing the Richmond Kids First Initiative. Based on the information collected, six areas were identified as funding priorities; albeit, staff recognizes that there is significant overlap in these categories.

In the final SIP, programmatic strategies were attached to each of the priority areas. The six priority areas, not listed in order of importance, were then assigned a percentage allocation based on considerations of the urgency of the need and potential for equity impact. The priority areas are as follows along with the allocation.

<b>PRIORITY AREAS</b>	<b>% ALLOCATION</b>
<b>1. Behavioral Health: Mental Health and Wellness</b>	<b>20%</b>
<b>2. Education Support and Employment/Training Support</b>	<b>20%</b>
<b>3. Out of School Time, Afterschool, Sports and Enrichment</b>	<b>20%</b>
<b>4. Youth Violence Prevention</b>	<b>20%</b>
<b>5. Access to Basic Needs</b>	<b>10%</b>
<b>6. Information, Guidance and Case Management</b>	<b>10%</b>

At the December 10<sup>th</sup> meeting of the Oversight Board, Board members unanimously approved the Strategic Investment Plan. At the December 15<sup>th</sup> meeting of the Richmond City Council, Councilmembers also approved the Strategic Investment Plan.

## Next Steps

Department staff will continue to update the 2020 Community Needs Assessment Report for the purpose of having a finalized report, acknowledgments section, and reference section that community partners may utilize. Department staff will also continue to develop its Resources webpage to include the 2020 Community Needs Assessment Report and additional documents.

## **ATTACHMENTS:**

1. 2020 Community Needs Assessment Report



Richmond Department of Children and Youth

# 2020 Community Needs Assessment Report



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# Background

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## Introduction

This Community Needs Assessment Report has been designed to provide an overview of current data and findings related to children, youth, and their families in Richmond, California – specifically as related to the focus of the Richmond Fund for Children and Youth. Most of these data are from publicly available and reliable sources such as the American Community Survey, the California Department of Education, the California Healthy Kids Survey, and the US Census. The report also includes focus group, community forum, and survey data collected for the Richmond Department of Children of Youth.

## About Measure E and Measure K

On June 5, 2018, Richmond voters approved Measure E and Measure K, known as the Richmond Kids First Initiative, which approved a City of Richmond Charter amendment (Article 15) and authorized the creation of the Richmond Department of Children and Youth (Department) and the Richmond Fund for Children and Youth (Fund) to provide increased and dedicated funding for children, youth, and young adult services. The ballot initiative also authorized the establishment of a 15-member Oversight Board and required that the Department conduct a Community Needs Assessment which would guide the development of a Strategic Investment Plan and the first three-year grant cycle of the Fund.

As stated in the Charter of the City of Richmond, Article 15 Section 2, the City is required to allocate \$250,000 from the City's annual General Fund budget in Fiscal Year (FY) 2018-19, and \$700,000 in FY 2019-20 for the purpose of supporting the establishment of the Department and the Fund. There is no allocation in FY 2020-21. The Charter also requires the City to allocate one, two, and three percent of the City's General Fund in FYs 2021-22, FY 2022-23, and FY 2023-24 respectively, and three percent each fiscal year thereafter through FY 2027-28 to support the implementation and ongoing needs of the Department and Fund. Additional information about the Department can be found at [www.richmond youth.org](http://www.richmond youth.org).

# Goals and Guiding Principles of the Richmond Fund for Children and Youth<sup>1</sup>

Per the Charter, the goals of the Department and Fund are:

- To ensure that Richmond’s children, youth, and young adults are physically, emotionally, mentally, and socially healthy, educated, successful in school, and live in stable, safe, and supported families and communities
- To increase safety for children, youth, young adults, their parents/guardians, families and the communities in which they live by preventing problems and enhancing the strengths of children, youth, young adults and their families
- To ensure young people are provided with gender responsive, trauma-informed, population specific and culturally-competent services;
- To strengthen collaboration among public agencies and community-based organizations around shared outcomes among all service providers for children, youth, young adults and their parents/guardians;
- To ensure an equitable distribution of resources to all of Richmond’s young people in recognition of the importance of investment in their futures from birth through young adulthood;
- To fill gaps in Services and leverage other resources whenever feasible

Creation of this Community Needs Assessment (CNA) is one of the early tasks in the initial funding cycle for the Fund and will be followed by the development of a Strategic Investment Plan (“SIP”). The City of Richmond’s Department of Children and Youth has initiated a needs assessment and strategic planning process that honors community voice, includes a diverse range of youth and adults in order to develop a comprehensive, equitable investment plan that reflects community vision. The City has committed to guiding principles for creating the CNA and the SIP, as follows:

- We will communicate in a way that is accessible and easy to understand
- We will be inclusive of all ages, races, ethnicity, gender expressions, languages, abilities/disabilities, and socioeconomic status
- We believe all voices should contribute and we encourage participants to bring their full authentic selves to this process
- We value collaboration and shared ownership
- We believe that community assets are our core strengths
- We believe that considerations of race and equity are critical to this process

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<sup>1</sup> Goals of Expenditures (section 3 of legislation)

- We believe that Richmond and North Richmond residents are experts in their lived experience and have valuable insight to share, and
- We believe that it is important to be (1) innovative and flexible and (2) transparent and accountable

## Outcome Areas Eligible for Funding

The legislation establishing The Fund has nine key investment priorities. While these areas are deeply interconnected, we are reporting on them in the following legislated categories. Eligible populations for funding include children birth to 18, their caregivers when applicable, or disconnected transitional aged young adults ages 18-24, and their caregivers when applicable. Funding categories include:

- Violence Prevention and Response
- Education and Job Training
- Parent/Guardian Support
- Media, Arts, Culture and Technology
- Youth and Family Leadership, Organizing and Civic Engagement
- Health and Well-Being
- Environmental Health and Justice
- Outdoor Education and Recreation
- Deportation Support - Support for those experiencing or being threatened with deportation

## Who is the Fund designed to support?

The Fund will prioritize Richmond and North Richmond children (ages 0-12); youth (ages 13 to 17) and disconnected young adults (ages 18-24) who are most impacted by harm, inequity and lack of access to support services.

The priority populations include, but are not limited to:

- System involved young people
- Young people who have been pushed out of school
- Young people who themselves are homeless, or whose families are homeless or threatened by homelessness
- Young people living in poverty; immigrant and undocumented children, youth, and families
- LGBTQ children, youth, and families
- Teen parents and families, including single mothers; young people with poor physical, mental, emotional, and behavioral health outcomes, and children with disabilities
- Families with children and youth who are impacted by the criminal justice system and /or who have family members who are incarcerated; and/ or are involved in or transitioning from the foster care, juvenile justice, criminal justice, or special education systems

## Learning Questions

The Community Needs Assessment team created guiding learning questions to focus the CNA effort.

- What is working? What are the key assets for children, youth, and their families in Richmond and North Richmond?
- How are resources and services that support youth currently dispersed?
- What are the barriers to accessing current and future services?
- What resources do families in Richmond and North Richmond need to thrive?
- Which families need these resources the most? Where do these families live? What makes these families unique?
- What are the needs of the most hard-to-reach groups?

# Process and Methodology

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## Community Needs Assessment: Engagement in the Midst of a Pandemic Response

The Community Needs Assessment and Strategic Investment Planning process formally began in February of 2020. At this point, the City began to formally plan the needs assessment process with the assistance of consultants from Hatchuel Tabernik and Associates (HTA). This effort built upon the foundations laid by Department staff who had worked for months to build the new Department of Children and Youth and its essential infrastructure.

shelter in place at their residence in response to the rising numbers of COVID-19 infections and hospitalizations. On March 17, 2020, the State of California also issued a shelter in place order. What followed was an unprecedented shift in the way people, community based organizations and public entities conducted their daily work, engaged with the public and colleagues, and communicated. For the needs assessment process, this meant that the planning work continued but meetings normally conducted face-to-face could not be conducted in that manner. Many participants were able to continue working from their homes. Others were considered essential workers and were expected to continue going to their regular workplaces. In order to adjust the CNA to meet the requirements of social distancing, we engaged the public using live video platforms which most groups became adept at using fairly quickly. The CNA team was able to conduct complex meetings with breakout groups, interactive discussion, shared presentations, conversations, and multiple forms of shared on-demand data visualization and media such as word clouds and virtual white boards.

This CNA work had been planned as an intensely interactive process with strong community based interaction and hands-on engagement. The Department and HTA had to pivot from best practices in face-to-face community engagement and planning to community planning in online virtual spaces. Community Based Organizations (CBOs), the Department staff and HTA partnered to co-create the needs assessment, recruit participants, and engage the community in a series of virtual focus groups, listening sessions, and forums as part of the CNA process.

## Working with Community to Include Multiple Voices

### Co-Design and Building on Existing Work

Consultants engaged the CBO community early on with a virtual co-design process that allowed the CNA to be tailored to the community's values and culture of inquiry at the same time that the pivot to virtual engagement while shelter in place orders were in effect. CBOs and service providers shared invaluable insight for the City staff and consultant team that was incorporated into the CNA design and implementation.

The City of Richmond, CBOs, and additional organizations have done a significant amount of effective work in Richmond for many years, and there are multiple reports, needs assessments, transcripts, and data sets that were reviewed for the CNA. The CNA built on the work that was already done in the community. The CNA design has worked to reduce redundancy while ensuring that due diligence has been applied for the Department.

## **Community Engagement, Data Collection, and Analysis**

### **Secondary Quantitative Data Analysis**

The CNA data collection began with secondary data related to the priorities of the Richmond Kids First Initiative and the learning questions. The project sought to build on existing resources gathering and analyzing quantitative data from a variety of secondary sources and reviewing existing analysis and reports. As described below, this data was combined with qualitative data gathered by the CNA team some of which was presented to the community during a series of forums.

### **Key Stakeholder Interviews**

The CNA team conducted key stakeholder interviews early on to help shape and inform the process and to deepen understanding of issue areas. Additional key stakeholder interviews were also held to gain a better understanding of resources and barriers to service.

### **Community Focus Groups and Community Listening**

Community focus groups and small group listening sessions were incorporated as key components of the needs assessment. We used these sessions to gather qualitative data directly from groups that are representative of priority populations among local youth, their families, providers, and others. The focus groups drilled down into the themes emerging from the needs assessment, providing insight from the group interactions and feedback. Stakeholders assisted with moderating these groups and partnered with the CNA team to identify participants and support logistics.

### **Community Surveys**

The needs assessment included a survey that gathers input from a broad sample of youth and their parents and guardians. The survey was brief, digital, and sought to reach a broad subset of individual children, youth and their parents and guardians. The survey gathered input on strengths, needs, and preferences regarding services and programs.

### **Community Forums: Refining Assets and Gaps Analysis and Making Meaning**

As part of this analysis, Department staff worked with stakeholders to conduct four community forums that were accessible online to participants across Richmond and North Richmond. Participants were asked to identify the greatest needs of Richmond children, youth, and their families and to prioritize resource areas.

### Quantitative and Qualitative Analysis

All of the quantitative and qualitative data collected in surveys, interviews, focus groups and community forums were analyzed and synthesized. Particularly relevant information was shared at community forums and with governing bodies such as the Oversight Board to support community input and decision making. The resulting priorities found at the end of this document rose to the top after careful analysis that gave weight to community voice and found that the data aligned to support community voice.



# What We Found: Demographics

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## About Richmond: Our Assets and Demographics

The City of Richmond is located 16 miles northeast of San Francisco on the western shore of Contra Costa County. Richmond was incorporated on August 7, 1905, and became a charter city on March 24, 1909.

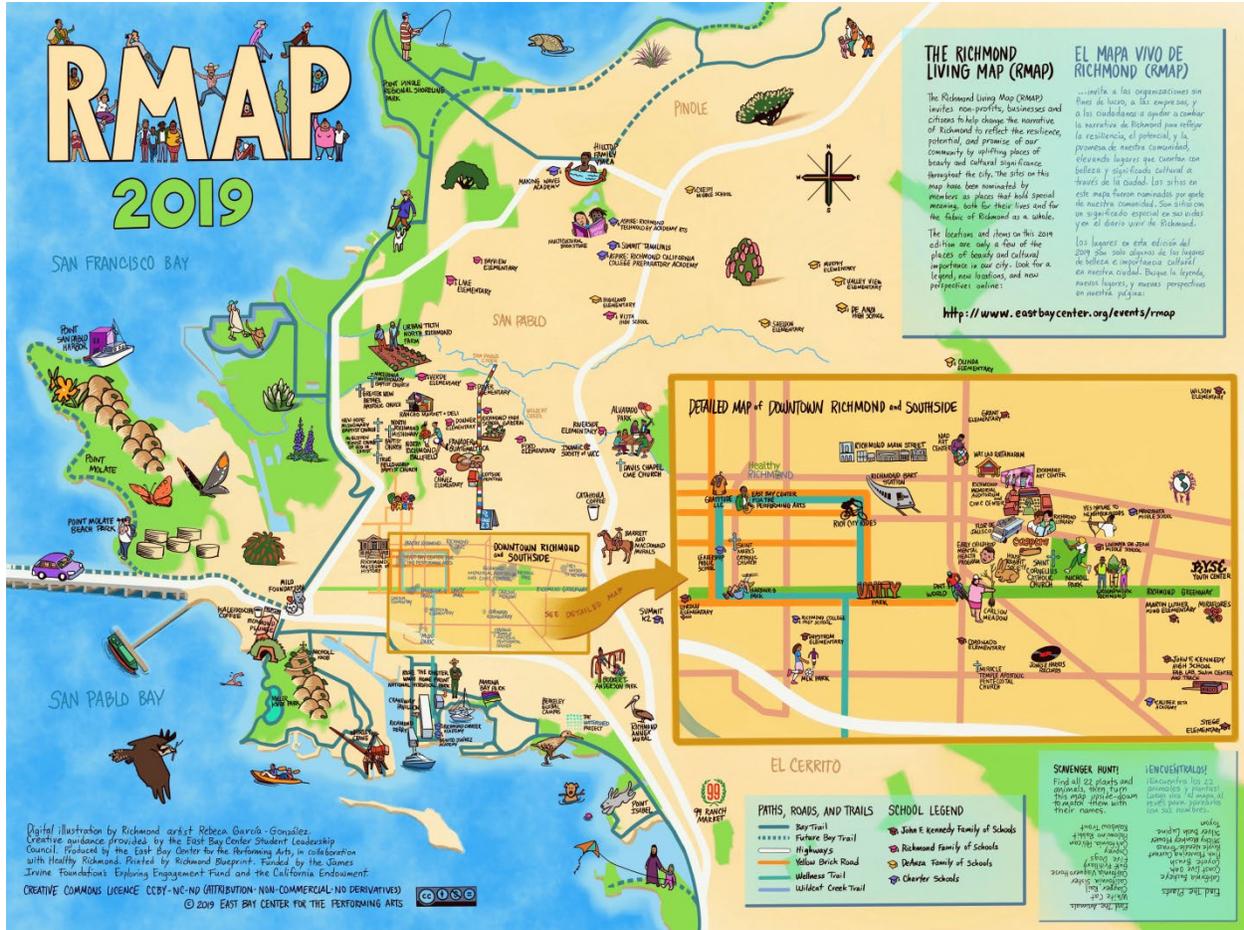
Today, the City is a unique community with a vibrant culture, strong civic organizations and a number of unique community assets and community-based initiatives promoting community improvement and wellbeing. Civil society in Richmond and North Richmond has been flourishing for many years and networks, relationships and a sense of collective purpose are notable at the time of this needs assessment.

The Richmond and North Richmond community has a number of nonprofit and CBOs that are actively working to make Richmond and North Richmond a community where children, youth, and their families thrive.



The RMAP<sup>2</sup> is a collectively generated map of assets in the Richmond and North Richmond Community.

**Map 1: The Richmond Living Map**



Source: Richmond Living Map, East Bay Center for the Performing Arts, 2019.

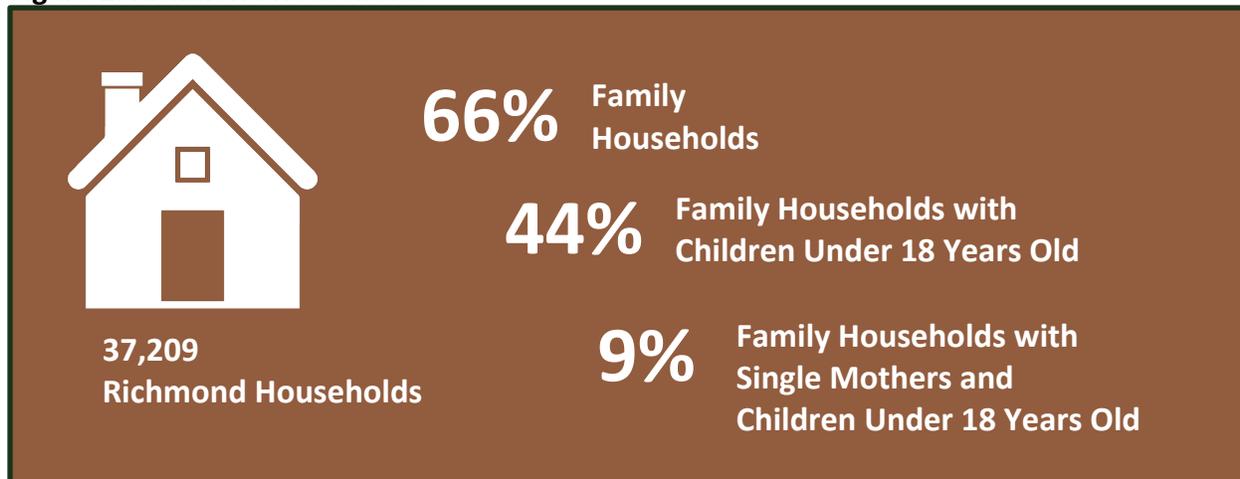
**Demographics**

Like many other places in the San Francisco Bay Area, the demographics of Richmond and North Richmond are changing as affordability and gentrification push some residents further out from the shoreline of the San Francisco Bay. That said, the Richmond and North Richmond community remains very diverse.

There are 37,209 households in Richmond, of which 24,474 (66%) are families. 29% of all households (or 44% of family households) have children under the age of 18.

2 EastBayCenter.Org, RMAP, accessed July 2020, (<https://www.eastbaycenter.org/~media/d74f364dc8eb4f2a196d65c3e5ce5ce.ashx?la=en>).

**Figure 1. Richmond Households**

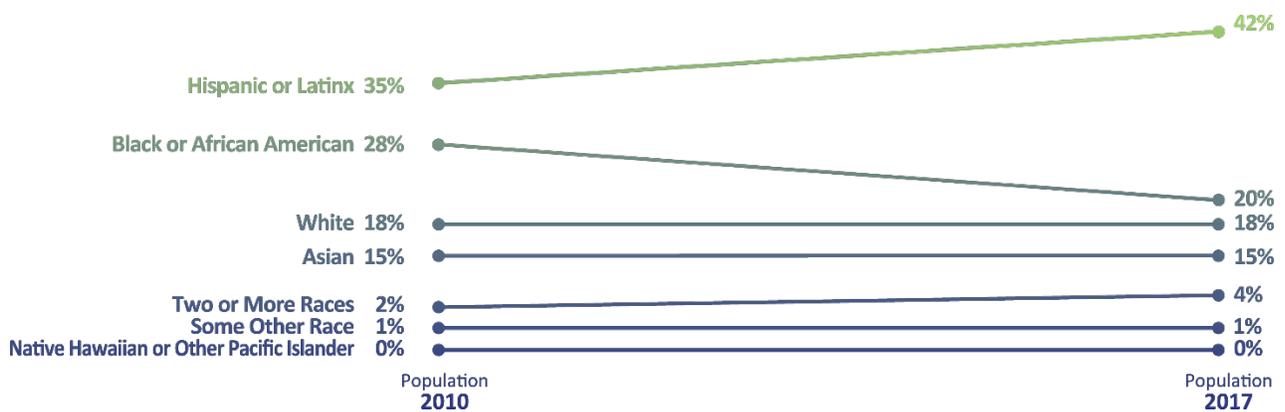


Source: 2018 American Community Survey Five Year Estimates, U.S. Census Bureau.

**Race and Ethnicity**

The population in Richmond is growing and shifting: from 2010 to 2018 the population increased from 102,264 to 109,340 with the African American population rate declining and the Latino/Latinx population rising. Richmond’s largest population is the Hispanic/Latino/Latinx population, which grew from 36% of all residents in 2010 to 41% in 2018. The second largest racial/ethnic group in Richmond is the Black/African American population. The Black/African American population dramatically decreased from 28% in 2010 to 20% in 2018. The White and Asian American populations remained about the same as a percentage of the population with white residents remaining at 18% of the population and Asian Americans declining slightly from 16% in 2010 to 15% in 2018.

**Figure 1: Richmond Population by Race/Ethnicity 2010 to 2017<sup>3</sup>**



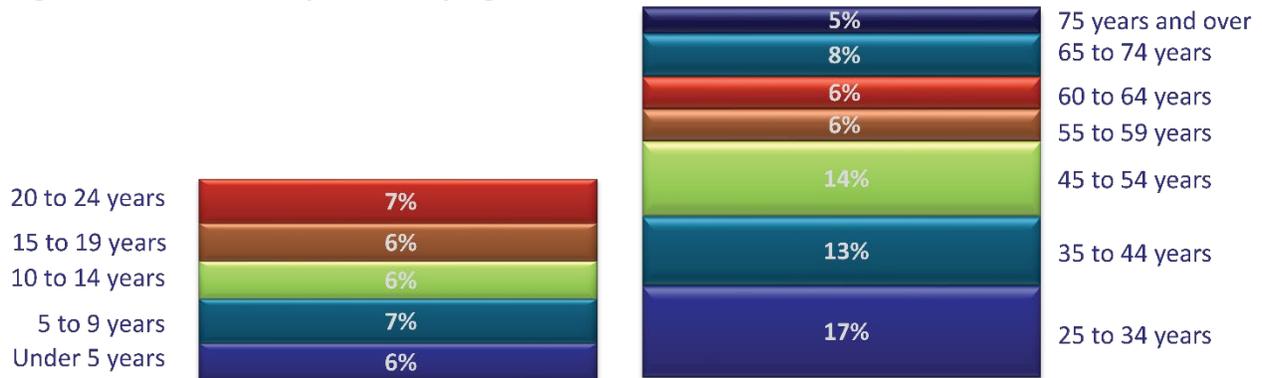
Source: Richmond Youth Demographic Profile. 2010 and 2018 American Community Survey Five Year Estimates

<sup>3</sup> Individuals who identify themselves as American Indian/Alaskan Native, Pacific Islander/Native Hawaiian, or some other race comprise less than one percent of Richmond’s population and are not shown in this Figure.

## Age

Richmond has a young population. Children and youth under age 24 make up 32% of Richmond's residents. Children under five years of age make up 6% of residents while children between 5 and 19 made up 19% and young adults 20 to 24 were 7%. Richmond's median age is 35.9, while this is an increase from 34.5 in 2010, Richmond is still below the median age of Contra Costa County residents (39.4).

**Figure 2. Richmond Population by Age**



Source: 2018 American Community Survey Five Year Estimates

## Language Spoken at Home

Higher percentages of residents in Richmond were born outside of the US and speak a language at home other than English than in Contra Costa County overall. A third (35%) of Richmond Residents were born outside of the U.S., a small increase over 32% in 2010. Just under half of the residents, five years or older, speak English at home (46%), followed by 36% who speak Spanish at home, 12% who speak an Asian or Pacific Islander language at home, and 6% who speak some other language at home.<sup>4</sup> In 2016, 12% of children and youth enrolled in the West Contra Costa Unified School District lived in linguistically-isolated households, that is, a household in which the adult members do not speak English.<sup>5</sup> This often puts an additional burden on children to provide interpretation for family members and can be a barrier to navigating programs and services.

<sup>4</sup> 2018 American Community Survey Five Year Estimates and 2010 Census.

<sup>5</sup> Population Reference Bureau analysis of the 2016 American Community Survey Five Year Estimates. Downloaded from <https://www.kidsdata.org/topic/765/linguistically-isolated65/table#fmt=1169&loc=190,172,176,188,192,193,171,212&tf=88&sortType=asc..>

# What We Found: Priority Populations

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## Priority Populations of Focus

This needs assessment is informed by legislation that identifies priority youth populations understood to have higher levels of need. The identification of these particular populations and omission of others does not suggest that additional populations do not have needs. Nor does the absence of deep data on some of these populations suggest a lack of need. In most cases, this absence indicates a lack of available data. The populations identified in the legislation intersect and overlap and we share data we have collected relevant to these groups including but not limited to the following:

- Young people living in poverty
- Young people who themselves or whose families are homeless or threatened by homelessness
- Immigrant and undocumented children, youth and families
- LGBTQ children, youth and families
- Teen parents and families, including single mothers
- Young people with poor physical, mental, emotional and behavioral health outcomes and disabilities
- System-involved young people and their families

## Young People Living in Poverty

### Children, Youth, and their Families Living Under the Federal Poverty Level

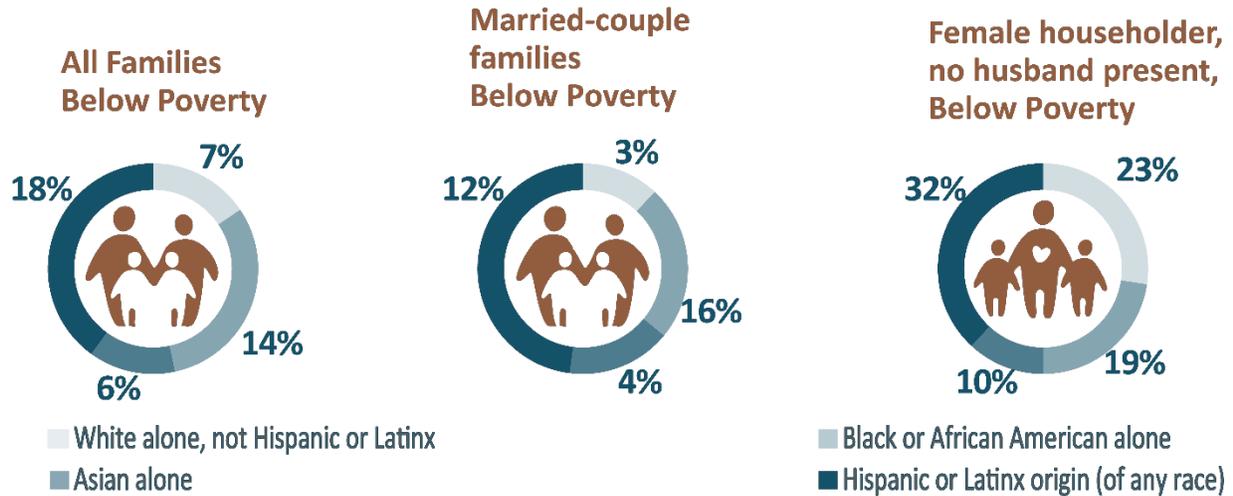
Insufficient income has a negative impact on the health, academic achievement, personal development, and well-being of children in Richmond and North Richmond. The San Francisco Bay Area has a high cost of living and many families struggle to make ends meet. Sufficient household income and resources are critical to providing for basic needs of Richmond and North Richmond's children and youth. As the cost of living has gone up, many households are struggling to provide for basic necessities.

Children and youth whose households are in poverty are one of the priorities of the Department. 15% of Richmond residents have incomes below the federal poverty line, including 22% of all children under age 18.<sup>6</sup> Though significant percentages of children and youth in Richmond live below the poverty line, this measure actually underrepresents the number of young people and families struggling with basic needs given the high cost of living in Richmond and North Richmond.

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<sup>6</sup> 2018 American Community Survey Five Year Estimates, U.S. Census Bureau.

**Figure 3: Percentage of households with income under 100% poverty by race/ethnicity and household structure**



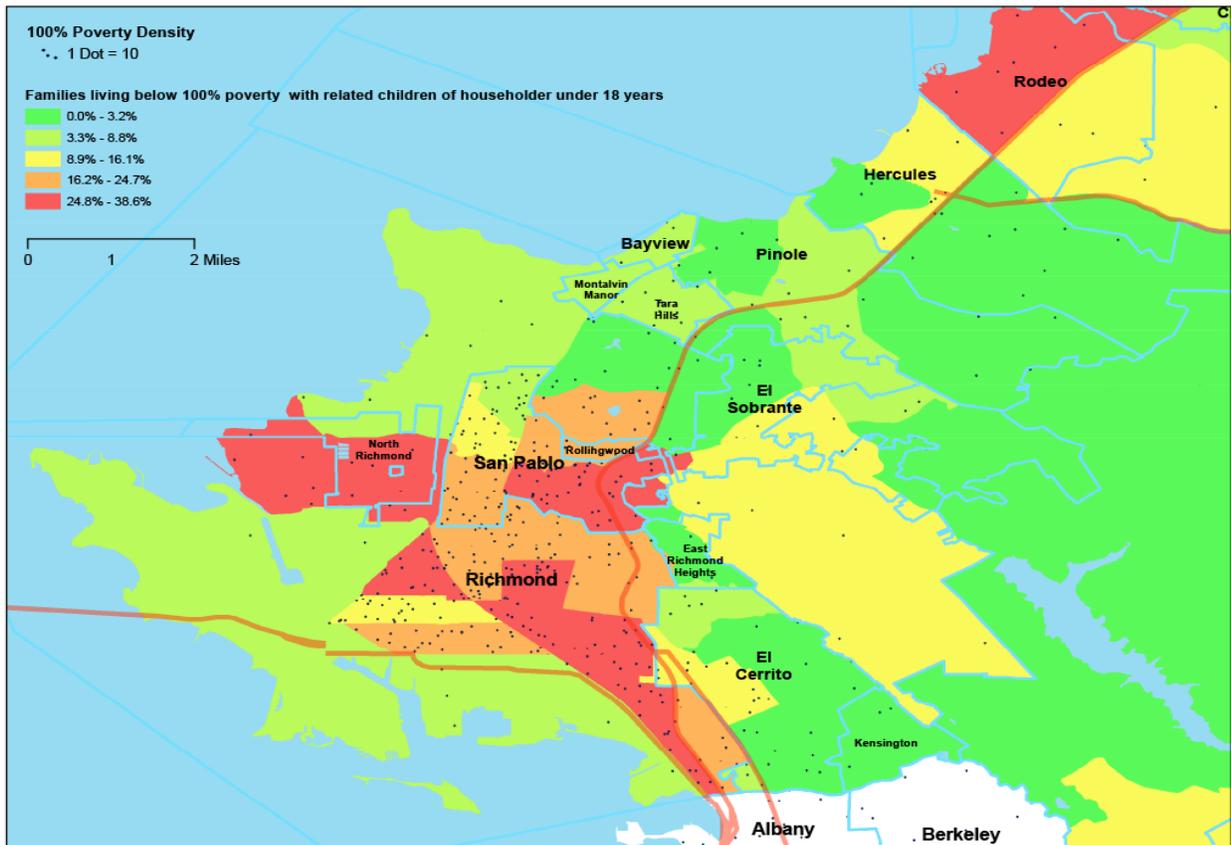
Source: 2017.S1702, Poverty Status in the Past 12 Months of Families 2013-2017. American Community Survey 5-Year Estimates, U.S. Census Bureau

The Federal Poverty Level for a family of four is a combined income of \$25,100 per year which is extremely low income in Richmond and North Richmond. In California’s San Francisco Bay Area, where the cost of living is significantly higher than the nationwide average, the more accurate low income threshold is that of a household living under 200% of the Federal Poverty Level. For this reason, many programs in the region provide support for families and youth who are living below 200% of Federal poverty level or a combined income of \$50,200 per year for a family of four.<sup>7</sup> As noted in the chart below, single female headed households are more likely to face poverty than married households. The median household income in Richmond is \$64,575 per year.

The map below shows the density of households with related children under eighteen years of age living at or below the (100%) federal poverty line or extremely low income. The Iron Triangle, Shields-Reid, Pullman, Park Plaza, Laurel Park, Eastshore, Park View, and Stege neighborhoods have the highest percentage of families with children living in poverty.

<sup>7</sup> The 2010 Census defined poverty level is based on the number and age of persons in household. For example, the poverty level for a household with two adults and two children is \$24,250. (*Federal Register*, Vol. 80, No. 15, January 22, 2015, pp. 3236-3237. Also see [aspe.hhs.gov/poverty](http://aspe.hhs.gov/poverty)).

## Map 2. Map of Families with Related Children Under 18 Years of Age At or Below Federal Poverty Level



Source: 2018 American Community Survey Five Year Estimates

### Employment

At this writing, the COVID 19 virus is surging, and the economy and families are suffering. There is significant uncertainty as to how and when the economy will recover. The unemployment rate on September 20, 2020, was 12.20% which is lower than it was at its recent peak of 17.10% on April 30, 2020, but much higher than what it was a year ago, September 2019 when it was 3.2% (California EDD). Unemployment has left many without the resources to pay for housing, food, and power, but the blow of this has been softened somewhat by resources in the community to support renters, provide food, and sustain the community. Richmond and North Richmond residents are likely to require support with basic needs as the economic shock from COVID 19 take their continued toll on the community.

### Educational Attainment for Adults

Educational attainment for adults is closely correlated to their employment. Of Richmond residents age 25 years or older, 36% have earned a post-secondary degree, including 8% who received an Associate's degree, 18% a Bachelor's degree, and 10% who earned a graduate or

professional degree.<sup>8</sup> Educational attainment varies by race with those who are Black/African American, White, or Asian most likely to have a bachelor’s or graduate degree.

**Figure 4. 2017 Percent of Adults (25 years and Older) by Educational Attainment**

	< 9 <sup>th</sup> grade	9 <sup>th</sup> -12 <sup>th</sup> grade	High school diploma	GED	Some college	Associate's degree	Bachelor's degree	Graduate degree
White	0%	6%	6%	3%	18%	9%	34%	25%
Hispanic/Latino	24%	13%	21%	3%	19%	6%	11%	3%
Some Other Race	21%	14%	30%	4%	18%	7%	7%	1%
Black /African American	3%	6%	21%	4%	32%	10%	18%	6%
Asian	7%	9%	21%	1%	20%	13%	18%	10%

Source: 2018 American Community Survey One Year Estimates



“There’s a lot of gentrification and that affects us in our community.”  
- LGBTQ+ Youth Focus Group

“We are grownups and now we have to pay bills.”  
- Justice-Involved Youth Focus Group

“Financial literacy. A lot of youth are born in low socioeconomic situations. They don’t come from money sometimes at all. When we receive money we don’t know how to manage it or how use it.”  
- TAY/Foster Youth and Emancipated Focus Group

<sup>8</sup> 2018 American Community Survey Five Year Estimates, U.S. Census Bureau.

## Young People Experiencing Homelessness – Basic Needs

### Housing

The San Francisco Bay Area has been experiencing a housing crisis because the cost of housing has moved steadily higher over the last decade. Avoiding homelessness and maintaining healthy, safe housing were identified among the top community priorities in Kaiser Permanente’s 2019 Richmond Community Health Needs Assessment.<sup>9</sup> Gentrification and rising rents are an increasing burden on low income residents in Richmond. While policy solutions have been proposed<sup>10</sup>, the housing crises continues to grow.

Owner-occupied housing accounts for 51% of all households and renter-occupied housing accounts for 49% of all householders. Black/African American and Hispanic/Latino families are more likely to rent than White and Asian Families who are more likely to own their own home. Housing units in Richmond are generally older, 45% of all housing units were built before 1960 and only 10% of housing units were built after 2000.

As rents have gone up, many Richmond and North Richmond residents have been dislocated. In Richmond, 51% of all units (houses and apartments) are renter-occupied. Additionally, 64% of all owner-occupied homes have a mortgage. In February of 2020, the average rent for an apartment in the U.S. was \$1,468, whereas it was \$2,648 in Richmond with the average apartment size of 1,152 square feet. About 32% of apartments were renting for between \$1,501 and \$2,000 per month at this time, while 68% of apartments rented for over \$2,000.<sup>11</sup> In Richmond, the median monthly mortgage payment is \$1,662.<sup>12</sup>

The U.S. Department of Housing and Urban Development considers families who pay more than 30% of their income on housing to be cost-burdened, which means they will have difficulty affording necessities such as food, clothing, transportation, and medical care since so much of their income is committed to housing costs. In Richmond, median household income is \$64,575 and over half of all renters and homeowners are cost-burdened: 58% of all renters are cost-burdened and 67% of all home-owners are cost-burdened.<sup>13</sup> The result of rapidly rising costs in low income communities is that many households have to double up and triple up and are at risk of homelessness. In addition, the 2019 Richmond Community Health Needs Assessment found that recent increases in housing costs which particularly affect renters and low income residents were more likely to require mental health services – “indicating that the stress of maintaining housing is negatively impacting families including children.”

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<sup>9</sup> KFH Richmond 2019 Community Health Needs Assessment, p. 14.

<sup>10</sup> Haas Institute for a Fair and Inclusive Society, U.C. Berkeley, Housing Policy and Belonging in Richmond, Research Report, January 2018.

<sup>11</sup> RentCafe.com, Richmond CA Rental Market Trends, [www.rentcafe.com/average-rent-market-trends/us/ca/richmond](https://www.rentcafe.com/average-rent-market-trends/us/ca/richmond) (Accessed 7/19/2020).

<sup>12</sup> 2018 American Community Survey Five Year Estimates, U.S. Census Bureau.

<sup>13</sup> 2018 American Community Survey Five Year Estimates, U.S. Census Bureau.

**Figure 5: Increasing Cost of Rent**



Source: 2017. Average Rents in Richmond. Richmond Youth Demographic Profile

### Individuals Experiencing Homelessness

The county-wide point-in-time count of homelessness<sup>14</sup> identified the number of individuals experiencing homelessness and the number of individuals utilizing homelessness services. There are many more individuals using homeless services than individuals who were identified as currently homeless, suggesting an undercount. The point-in-time count found within Richmond, 270 individuals experiencing homelessness in 2018, and 333 in 2019 representing 71% and 65% respectively of homeless individuals counted in West Contra Costa County. In 2018, there were an additional 1,119 individuals in Richmond who lost housing.

Kaiser Permanente’s 2019 Richmond Community Health Needs Assessment reports that professionals and residents alike “described concerns about the growing numbers of unstably housed and the displacement of families.”<sup>15</sup>

In 2020, there were 2,277 people experiencing homelessness across Contra Costa County. Countywide, 7% of those experiencing homelessness were children under 18 and 5% were transitional age youth. There were 154 children experiencing homelessness identified in the county and 92 families with children.<sup>16</sup> A 2018 review of data in the County continuum of care found that minors made up a third or more of individuals experiencing homelessness identifying as Native Islanders (35%), Hispanics/Latinx (33%), and persons of multiple races (34%).<sup>17</sup>

<sup>14</sup> Contra Costa County Homeless Continuum of Care 2018 Annual Report. Contra Costa Health Services.

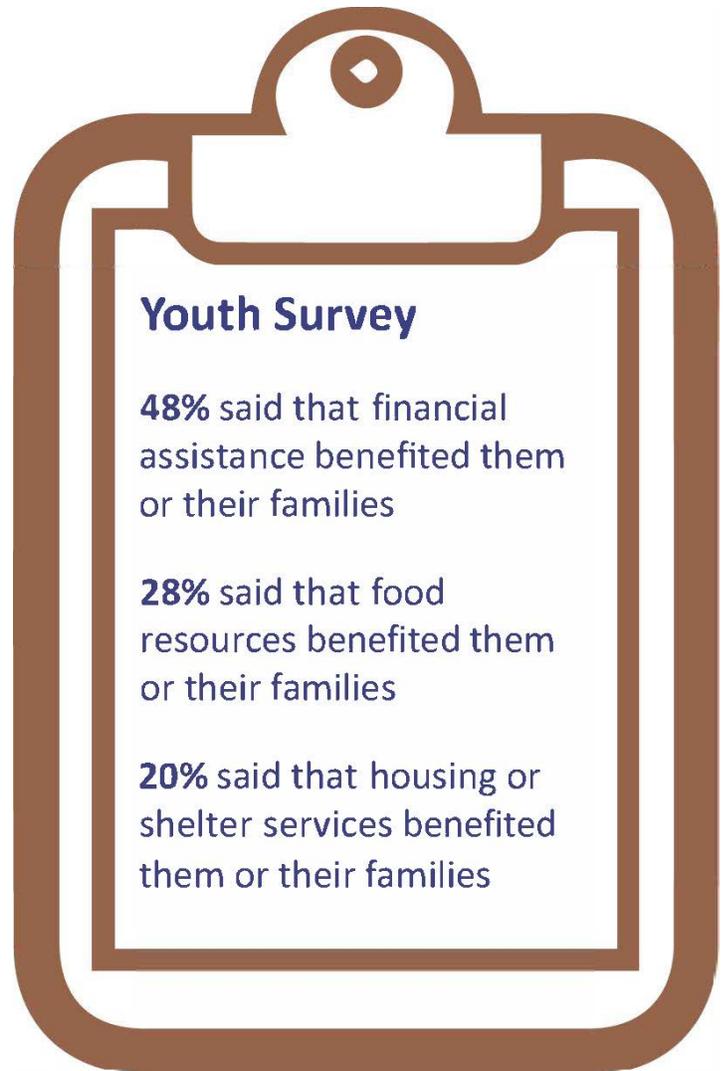
<sup>15</sup> Kaiser 2019 Richmond CHNA.

<sup>16</sup> Contra Costa Health Housing and Homelessness: A Division of Contra Costa Health Services, Contra Costa County Point in Time County, <https://cchealth.org/h3/coc/pdf/PIT-report-2020.pdf> (accessed July 2020).

<sup>17</sup> Contra Costa Health, Housing and Homelessness: A Division of Contra Costa Health Services, Race & Ethnicity Equity Assessment: Review of consumer’s 2018 demographic and service utilization data by race and ethnicity across the Continuum of Care, September 2019, <https://cchealth.org/h3/coc/pdf/Race-Ethnicity-Assessment.pdf> (Accessed July 2020).

County-wide, not all groups access homelessness services as much as others. Most notably in 2018, African Americans were more likely to access services. They represented 10% of the overall homeless population but 39% of those receiving services in Contra Costa County. Key informant interviewees shared that there was a need for centralized, simple information to assist those attempting to transition from homelessness, and that case management was critical. The interviewee expressed that children are often segregated from parents at shelters and they also feared that children might be taken away from the parent as a consequence of accessing services<sup>18</sup>.

There are insufficient shelter beds to meet the needs of individuals and families experiencing homelessness. In 2018, there were 558 shelter beds for individuals and 60 shelter beds for families Countywide. This leaves 72% of individuals and 40% of families experiencing homelessness without shelter.



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<sup>18</sup> Richmond Department of Children and Youth, Key Informant Interview: Youth and Families Experiencing Homelessness, October 2020.



“The biggest fear for a parent experiencing homelessness is that their child will be taken away from them.”

- Key Informant Interview: Youth and Families Experiencing Homelessness

“I would say personally the low income subsidized housing that is what my family used for almost all of our entire stay in Richmond. From the age of ten, that is when my family was able to afford a house. We used to live in a small one bedroom apartment and for a family of five that was very crowded. Then when I was ten we got approved for low income housing, it took us three years being on the waitlist.”

- Latinx Youth Focus Group

“I do think that rents are getting really high and cost is high and the reason why we stay here is because Richmond is the most centered place, but everything is so high like rent, food, and everything has been raising their prices. It has been a challenge.”

- Parents/Guardians of Youth, Focus Group

“When I was younger I was adopted and they promised my mom a lot of things for housing and other resources. At the end they took them away so once the youth turned eighteen it was as if they were never in the system. I think this plays a big part for foster youth, because even if they went to a family we still need a lot of resources due to what we went through.”

- Foster Youth and Emancipated, Focus group

“One of the downsides is that I’ve noticed gentrification going up, prices increasing, buildings looking more higher up in comparison to others.”

- Latinx Youth, Focus Group

## Immigrant and Undocumented Children, Youth, and Families

Richmond and North Richmond has a large immigrant community that has grown in the last decade. The national climate for immigration has been even more difficult for families. Recent national efforts have created confusion as to whether accessing services will impact the pathway to citizenship for immigrants. For those that are undocumented, the threat of deportation has increased and threatened family well-being and mental health. This climate has added to the burdens faced by immigrants including language barriers, limitations on access to work, and discrimination.

Immigrant students reported in focus groups that they faced significant challenges in trying to do well in school while learning the English language. They felt that they needed additional support in order to succeed. Reportedly, this was particularly true of newcomers and unaccompanied minor immigrants who faced challenges not only with language but with navigating new systems often without sufficient family support. In terms of data, 53% of Richmond residents speak a language other than English and 20% of Richmond children and youth aged 5 to 17 speak a language other than English<sup>19</sup>.

**Figure 6: Foreign-Born Population, in California and WCCUSD by Age Group: 2012-2016**

Age Groups	Foreign Born California Population Percent	Foreign Born WCCUSD Enrollment Percent
Ages 0-4	1.9%	1.6%
Ages 5-17	6.3%	8.1%
Ages 18-24	15.4%	22.0%

Source: U.S. Census Bureau, American Community Survey (Jan. 2018).

### Youth Survey

24% said immigration services benefited them or their families  
 24% said that language translation and interpretation benefited them or their families

<sup>19</sup> Richmond Youth Demographic Profile, 2020. Data origin: US Census Bureau, 2013-17 American Community Survey 5-Year Estimates.



“There is a lack of work and if there is work you need documents. I think immigrant people need a lot of financial help, because they don’t have support from a stable job.”

- Immigrant Youth Focus Group

“Something hard that has been because of my identity. I am Mexican and my mom is undocumented and when we got to that age where we started to talk about detention centers and ICE. All this stuff that is going on in the community. It was really hard for me to think what am I going to do if my mom is not here. As a young person having to constantly think about what if they take my mom away from me, what if they take one of my relatives is a struggle.”

- Latinx Youth Focus Group

“A lot of youth come here alone and they don’t have a place to go. Sometimes they live with friends of their family and a lot of them are disoriented or feel alone... I would like to see more support for them and their mental health because a lot of youth that come here have lived through different experiences in their life. Here they are set aside and that is not right.”

- Immigrant Youth Focus Group

“Schools don’t see that there are a lot of immigrant students who recently arrived and they don’t put much focus on them.”

- Immigrant Youth Focus Group

“I have had bad experiences looking for jobs being an immigrant. There are places that pay cash. I haven’t been able to get a job because we have that barrier of not being able to... I am in college and trying to get by, but you can’t.”

- Immigrant Youth, Focus Group

## LGBTQ+ Children, Youth and Families

It is difficult to estimate the number of children and youth who are LGBTQ+ in Richmond and North Richmond even though children today are identifying their sexual orientation at a younger age than in previous decades. According to a report by the Trevor Project, which highlights data from the Center for Disease Control and Prevention’s 2017 Youth Risk Behavior Survey, 1.8% of the 118,803 high school students surveyed in ten states and nine large urban school districts identified as transgender. The transgender youth who participated in the survey reported “significantly increased rates of depression, suicidality, and victimization” as compared to their peers. One in three of the transgender youth reported having attempted suicide in the previous year<sup>20</sup>. Data from the California Healthy Kids Survey shows that those who do identify as Gay, Lesbian, or Bisexual in Richmond and North Richmond face a number of challenges. This group reported more harassment than other children and youth who identified their sexuality as straight or “not sure”. Youth participating in focus groups shared that they felt it was difficult to feel like they belonged and that spaces like the RYSE Center were an important but rare resource in Richmond and North Richmond.

**Figure 7: WCCUSD Students that were Bullied/ Harassed by Sexual Orientation: 2015-2017**

West Contra Costa Unified School District Students	Percent reporting they were bullied and harassed at school for any reason in the previous year	
Sexual Orientation	Some	None
Gay/Lesbian/Bisexual	53.9%	46.1%
Straight	24.5%	75.5%
Not Sure	32.8%	67.2%

Source: As cited on kidsdata.org, WestEd, California Healthy Kids Survey (CHKS) and Biennial State CHKS. California Dept. of Education (March 2019).

Gay, Lesbian, and Bisexual identifying students in grades 9, 11 and in non-traditional programs were more likely to have seriously considered attempting suicide in the previous year (42.5%) than students who identified as “straight” (10.8%) or “not sure” (28.1%). This is also double that of any racial group whose responses ranged from 11.3% to 21.2%.

**Figure 8: WCCUSD Students in grades 9 and 11 with Suicidal Ideation by Sexual Orientation: 2017-2019**

West Contra Costa Unified School District	Percent
Sexual Orientation	Yes
Gay/Lesbian/Bisexual	42.5%
Straight	10.8%
Not Sure	28.1%

Source: As cited on kidsdata.org, WestEd, California Healthy Kids Survey (CHKS) and Biennial State CHKS. California Dept. of Education (Aug. 2020).

<sup>20</sup> The Trevor Project, The Trevor Project Research Brief: Data on Transgender Youth, February 2019.



“As a person in the LGBTQ, we were never given a safe space before. To be comfortable with one another and not feeling like they have to fit in.”

*- LGBTQ+ Youth Focus Group*

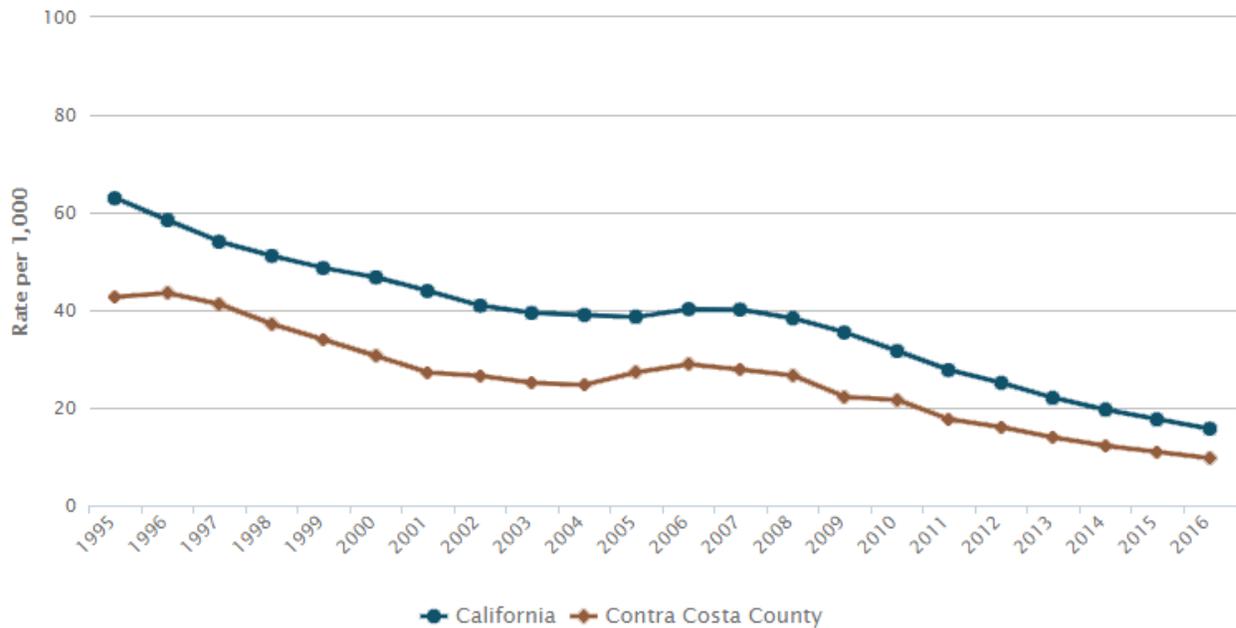
“There’s a statistic where it says 25-30% of LGBTQ youth are homeless and a good percentage of that is youth of color and Richmond is majority a community of color, and one of my big dreams is to have a network of people that can give resources for housing and things like that for those in that have found themselves in that situation. I think something like that is important given it’s something that’s been prevalent in our community for like generations now and can be remedied through networks in our community.”

*- LGBTQ+ Youth Focus Group*

## Teen Parents and Families, including Single Mothers

The teen birth rate has been declining in much of the San Francisco Bay Area over the last decade. This is also true for Contra Costa County where teen births declined and remained under the state rate

**Figure 9: California and Contra Costa County Teen Births per 1000: 1995 to 2016**



Source: California Dept. of Public Health, Birth Statistical Master Files; California Dept. of Finance, Population Estimates and Projections, 2000-2009, 2010-2060; CDC WONDER, Natality Public-Use Data (Feb. 2019).

There are many challenges faced by teen parents. Richmond does have a number of resources for parenting teens but focus group participants indicated there continue to be gaps such as child care support to enable teens to study and remain in school. As noted in Figure 3 above, single mothers or all ages are also more likely to face poverty than households with more than one parent.



“Provide some sort of childcare support for youth that have kids or are single parents so they can go study. Have it be for low income so they can access it if they need it.”  
- Immigrant Youth Focus Group

“[Need to have programs for single parent households.] I would like to see a program were there are male and female mentors and tutors as well because as woman we can parent our sons but we cannot father them and there is a difference. So I would like to see a program in place especially for ages twelve and up.”  
- Parents/Guardians Focus Group

“In elementary school my mom couldn’t watch and I had to be placed in an afterschool program. It was really engaging, we had tutoring and got to go to field trips sometimes. That is really beneficial for parents that have to work during the times children get off of school.” –  
- Asian Youth Focus Group

## Young People with Poor Physical, Mental, Emotional and Behavioral Health Outcomes and Disabilities

Kaiser Permanente’s 2019 Richmond Community Health Needs Assessment designated behavioral health, including mental health and substance abuse, as one of the top three needs of the Richmond community. They noted that “Community members from the service area emphasized depression and stress as well as the co-occurrence of mental health and substance abuse.”

Even before the COVID-19 pandemic and the resulting economic crisis, many students responding to surveys reported feelings of depression and anxiety.

**Figure 10: Percentage of WCCUSD Staff who Believe Student Depression or Mental Health Is a Problem at School: 2015-2017**

West Contra Costa Unified School District Type of School	Percent			
	Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem
Elementary School	33.4%	45.6%	15.4%	5.5%
Middle School	13.7%	40.3%	30.0%	16.0%
High School	8.8%	39.2%	38.0%	14.1%
Non-Traditional	0.0%	20.7%	44.8%	34.5%

Source: WestEd, California School Staff Survey. California Department of Education (March 2019).

A large number of students reported thinking about suicide. Rates were particularly high for Asian students (21.2%) and multiracial students (19.1%). As noted above, rates for Lesbian, Gay and Bisexual students were more than double that of other groups at 42.5%.

**Figure 11: Suicidal Ideation (Student Reported), by Race/Ethnicity: 2017-2019**

West Contra Costa Unified School District Race/Ethnicity	Percent Yes
African American/Black	11.3%
American Indian/Alaska Native	11.8%
Asian	21.2%
Hispanic/Latino	14.1%
Native Hawaiian/Pacific Islander	15.6%
White	15.4%
Multiracial	19.1%
Other	12.5%

Source: WestEd, California Healthy Kids Survey (CHKS) and Biennial State CHKS. California Department of Education (August 2020).

## Young People Not in School

Graduation rates in Richmond indicate that many youths are not completing school. The schools that primarily serve youth from Richmond have the lowest graduation rates in WCCUSD which include De Anza High School (90%), Richmond High School (82%), and Kennedy High School (71%). This suggests that many young people are not in school and many of those youth are also not employed and therefore defined as “disconnected youth.”

### Disconnected Youth

Disconnected youth are defined as youth ages 16-19 who are not enrolled in school and not employed. This measure has significant implications for well-being. In 2018, 15% of Richmond youth were disconnected from school and work.<sup>21</sup>

**Figure 12: Percent of Disconnected Youth in Richmond and Contra Costa County**  
Percent Disconnected Youth Ages 16 through 19



Source: 2015. American Community Survey; Geolytics, Inc; Bay Area Equity Atlas

<sup>21</sup> 2018 American Community Survey Five Year Estimates.

# System-Involved Young People (Foster Youth and Transitional Age Youth, Justice-Involved Youth)

## Justice-Involved Youth

The Juvenile Justice Crime Prevention Act (JJCPA) and the Youthful Offender Block Grant (YOBG) Consolidated Annual Plan demographics show that 72% of cases referred to the Probation Department between 2015 and 2017 were high school aged youth between the ages of 14 and 17 with over 75% of these being male. The disparities in these data are dramatic. For example, in 2016 approximately 9% of youth in Contra Costa County were Black while 46% of cases referred to Probation in that year were Black.<sup>22</sup>

The number of youths in Contra Costa County served by probation declined since 2015 from 1,295 to 509 in 2019. The decline is largely attributed to the decrease in misdemeanor probation cases. The Juvenile Justice Crime Prevention Act (JJCPA) and the Youthful Offender Block Grant (YOBG) Consolidated Annual Plan used a review of quantitative data, and a series of focus groups and interviews with juvenile justice stakeholders to identify the following needs and gaps in services that are key to successful reentry and rehabilitation for Contra Costa youth.

These include the following gaps by issue area:

### Behavioral health services

- Insufficient capacity and availability of mental health services that are both culturally and gender-responsive
- Limited youth-appropriate substance use treatment services

### Housing

- Limited affordable housing for youth and transitional housing for transitional age youth

### Geographic service accessibility

- Disparities in services by region

### Prosocial supports and personal development

- Limited number of and access to prevention programs for youth
- Limited mentoring and peer support opportunities for youth

### Diversion and prevention services

- Limited county-wide approach to informally and formally divert youth
- Limited information about available juvenile justice system prevention options

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<sup>22</sup> Contra Costa County Probation Department, JJCPA-YOBG Consolidated Annual Plan, Fiscal Year 2020-2021, p.12.

### Systemwide coordination

- Limited service coordination and information sharing among juvenile justice system partners
- Limited data collection at the County and program level

### Systemic barriers

- Youth experience barriers to employment opportunities
- Re-entering youth experience barriers enrolling into traditional schools
- Racial disparities exist at various points in the juvenile justice system<sup>23</sup>

### Youth in Foster Care

The number of foster youths enrolled in West Contra Costa Unified School District has been declining for the last four years. There were 119 foster youth enrolled in West Contra Costa Unified School District in 2019 and 157 in 2016.<sup>24</sup> In Contra Costa County the rate of children and youth (birth to age 20) in foster care is 3.7 per 1,000. The rate decreases for Asian/Pacific Islander children (0.9 per 1,000), White children (2.7 per 1,000) and Hispanic/Latino children (2.8 per 1,000). The rate more than quadruples for Black/African American children (17.3 per 1,000).<sup>25</sup> From 2009 to 2017 the number of African American/Black Children in foster care declined. At the same time, the number of Hispanic/Latino children in foster care has increased.

It is well known that youth in foster care often experience difficulty in transitioning out of foster care given the probability that there may not be ongoing family support as they become independent adults. Transitional age youth are at increased risk of homelessness and are an important priority population.



"At times kids go into the juvenile system because of things they are not able to deal with. Sometimes they are able to become successful but in order to get resources and help it seems like they need to be in the system first. These resources should be available to them without having to go into the system."  
- TAY/Foster Youth and Emancipated, Focus Group

"I agree that people should be screened if they are working with youth that have certain experiences. There are some people that do care, but there are others that are just there...Through [this] program I felt more supported as a foster youth."  
- TAY/Foster Youth and Emancipated, Focus Group

"Have more connectedness between programs; connecting juvenile system-involved youth to programs for schooling, jobs, mental health, and mentorship."  
- Justice-Involved Youth Focus Group

<sup>23</sup> Contra Costa County Probation Department, JJCPA-YOBG Consolidated Annual Plan, Fiscal Year 2020-2021, pp19-22.

<sup>24</sup> Data Source: [As cited on kidsdata.org](https://kidsdata.org), California Dept. of Education, California Longitudinal Pupil Achievement Data System (CALPADS) Unduplicated Pupil Count (UPC) Source Files (Sept. 2019).

<sup>25</sup> 2018 Kidsdata.org: A program of the Lucile Packard Foundation for Children's Health.

# What We Found: Priority Areas that Cross Multiple Populations

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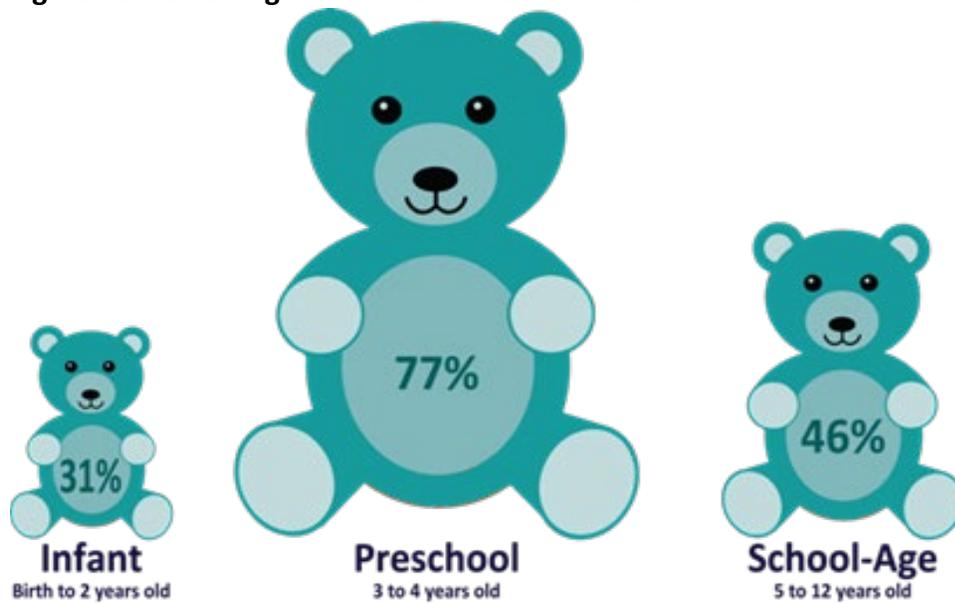
## Education and Learning: Early childhood, K-12, college and career (with COVID 19 reflections)

In the 2019 National Community Survey of Richmond, residents were asked what areas the City should prioritize in order to best support young people in Richmond. Education and Job Training received the highest response rate selecting this as a priority (82% of 308 responses)<sup>26</sup>.

### Early Childhood Care and Education

In Richmond, access to early learning is inadequate with insufficient availability of placements for infants, children 3-4 years old, and school aged children. The percentage gap in childcare seats is biggest for infant care though infants make up the smallest group of children in need of care. The gap is biggest for school age children by quantity of seats needed.

**Figure 13: Percentage of Child Care Demand Met**



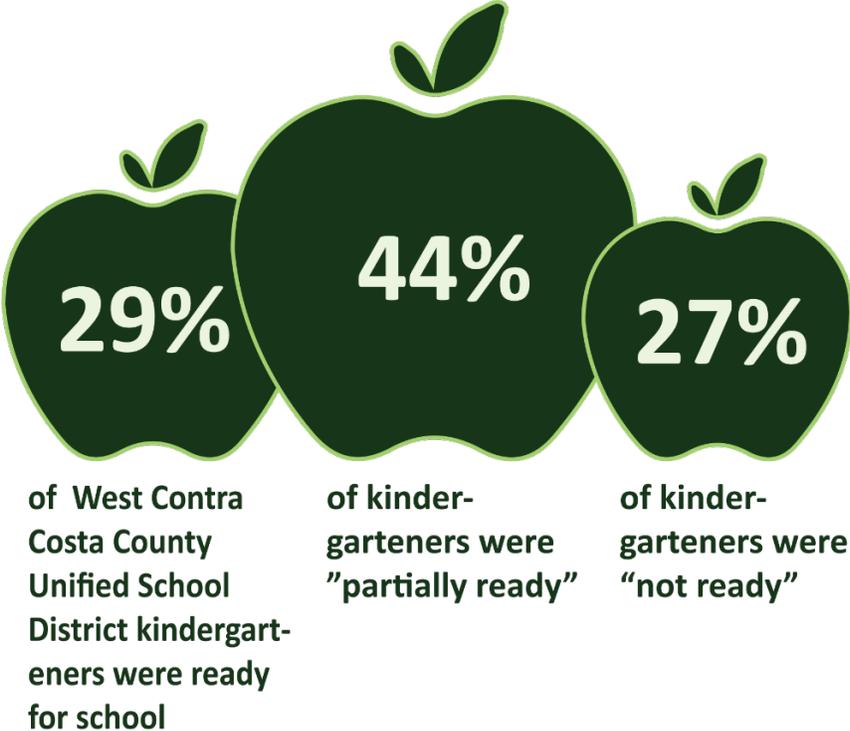
Source: 2018 Contra Costa County Comprehensive Child Care Needs Assessment

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<sup>26</sup> National Research Center and ICMA, The National Community Survey, Richmond, CA Technical Appendices, 2019.

Beyond access to early learning and childcare resources, there are many factors that contribute to a child's readiness for school including getting enough sleep, attending kindergarten and preschool, having higher family income and high maternal education levels, having a two parent household, and activities that prepare the child with information about kindergarten. Black and Hispanic children, English language learners, and children with special needs tend to have lower levels of preparedness. The interplay of these factors suggest that resources targeted to low income households may have a “pronounced impact on school readiness”.<sup>27</sup>

**Figure 14: Percent of West Contra Costa Kindergarten Students who are Ready for School**



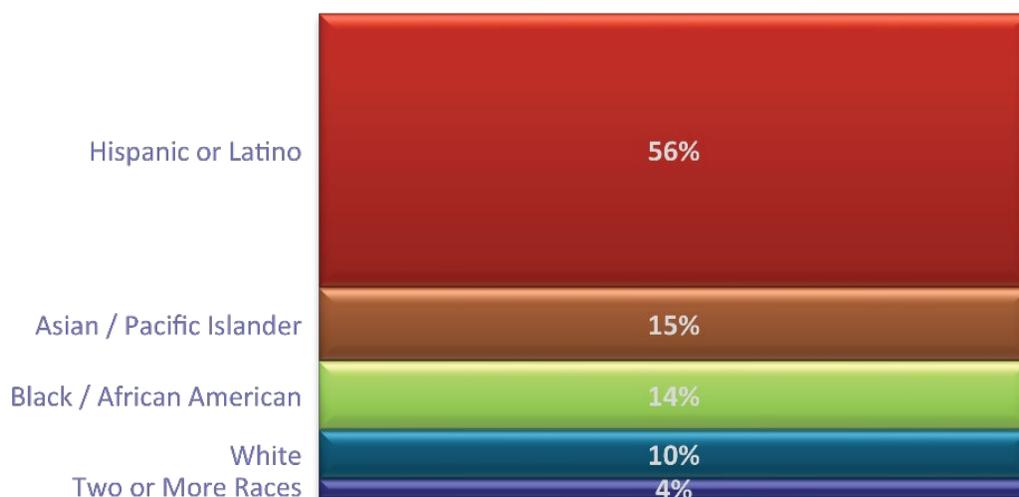
Source Data: First 5 of Contra Costa County, School Readiness Assessment Note: “ready” is defined as a combination of kindergarten academic skills, social expression and self-regulation.

<sup>27</sup> First 5 Contra Costa, Ready or Not Here we Come!: an assessment of kindergarten readiness in Contra Costa County, 2017.

## Education and College and Career Readiness

**The Diversity of the Student Population in Richmond and North Richmond.** The West Contra Costa Unified School District (District) serves 32,143 students, 48% of whom attend a Richmond-based school. The majority of the students are Hispanic/Latino youth (56%), followed by Asian/Pacific Islander (15%), Black/African American (14%), White (10%), and Two or More Races (4%). For a complete breakdown of race and ethnicity by school see Figure A.1 in Appendix A.

**Figure 15. 2019-20 WCCUSD District Student Demographics (N=32,143)**



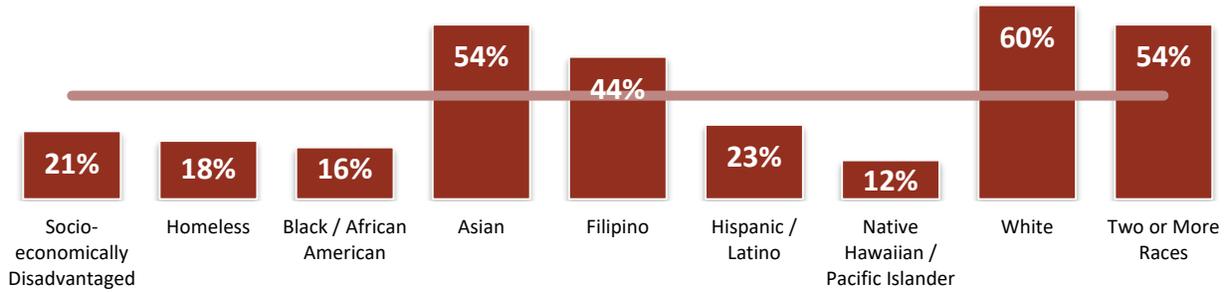
Source: 2019-20 California Department of Education

## Academic Success

Two commonly-cited predictors of a young person's academic success are 3<sup>rd</sup> grade literacy and 8<sup>th</sup> grade math proficiency. The California Assessment of Student Performance and Academic Progress determines whether students are performing at grade level; results are reported as Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. In Figure 14 and 15, we see that in both math and literacy measures, students who were socioeconomically disadvantaged, homeless, Black/African American, Hispanic/Latinx, or Native Hawaiian or Pacific Islander did not meet the standards.

In the 2018-19 school year, 32% of 3<sup>rd</sup> graders across the District met or exceeded the English Language Arts standard. Only 21% of students who were socioeconomically disadvantaged and 18% of students who were homeless met the standards. The highest performing subgroup were White students, of whom 60% met or exceeded the standards. Additionally, Asian, Filipino, and students of Two or More Races had higher percentages than the District average. Native Hawaiian/Pacific Islander students had the smallest percentage, 12%, of students meeting or exceeding the English Language Arts standards of any racial/ethnic subgroup, followed by Black/African American students at 16%, and Hispanic/Latino students at 23%.

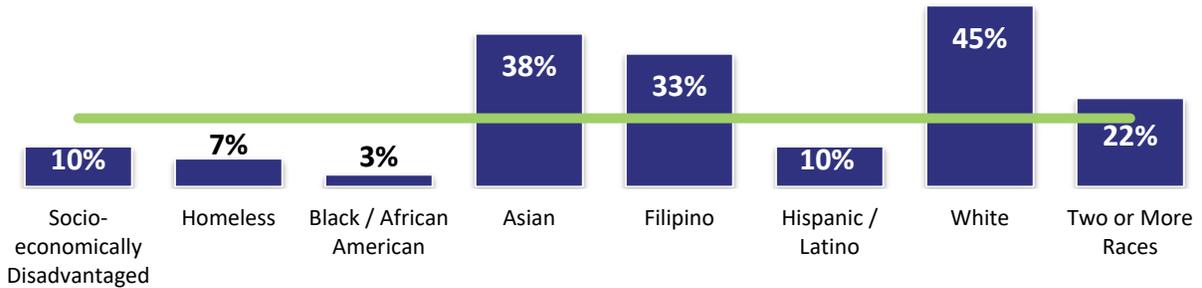
**Figure 16. 2018-20219 Met or Exceeded 3<sup>rd</sup> Grade English Language Arts Standards (Districtwide)**



**Source: 2018-19 California Department of Education (for West Contra Costa USD)**

In the 2018-19 school year, 17% of 8<sup>th</sup> graders across the District met or exceeded the Math standard but only 10% of students who were socioeconomically disadvantaged and 7% of students who were homeless met the standards. Black/African American students were the lowest performing racial/ethnic subgroup with only 3% meeting or exceeding the English Language Arts standard, followed by Hispanic/Latino students at 10%. The highest performing subgroup were White students, of whom 45% met or exceeded the standards. Additionally, Asian, Filipino, and students of Two or More Races had higher percentages than the District average.

**Figure 17: 2018-2019 Met or Exceeded 8<sup>th</sup> Grade Math Standards (Districtwide)**

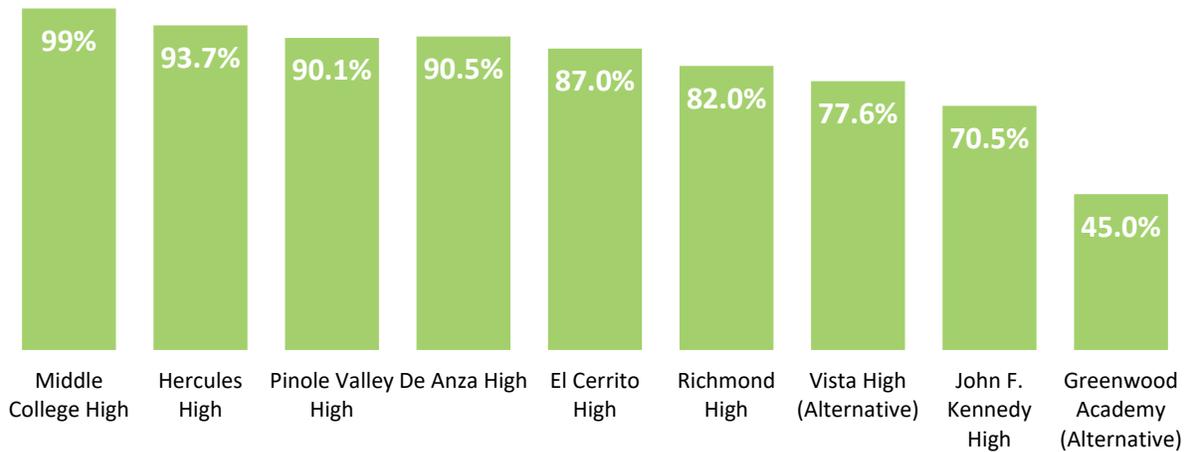


Source: 2018-19 California Department of Education

### High School Graduation Rate

The 2018-19 high school graduation rate by school is in Figure 18 below. The schools that primarily serve youth from Richmond have the lowest graduation rates; De Anza High School (90%), Richmond High School (82%), Kennedy High School (71%). Middle College High is co-located at Contra Costa College and allows students to earn high school and college credit. Students must apply to attend Middle College High and their graduation rate is 99%.

**Figure 18. 2018-2019 Graduation Rate by School**



Source: 2018-19 California Department of Education

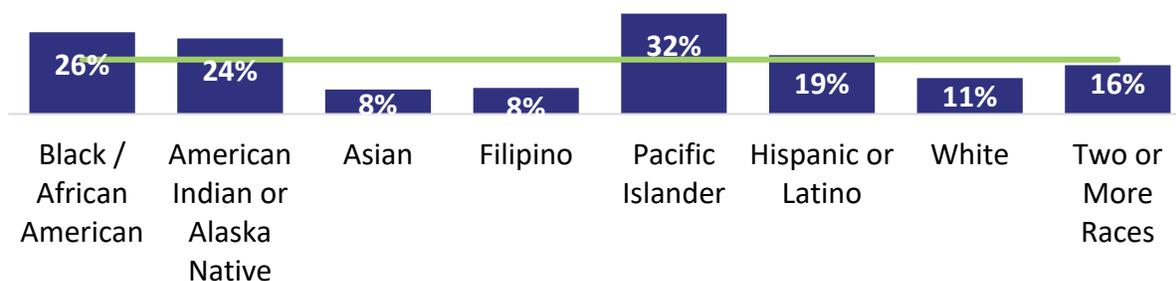
### Chronic Absenteeism

Chronic absenteeism is defined as students who have missed 10% or more of the school days. The data below refers to the 2018-2019 school year. Districts and schools are rethinking

attendance and chronic absenteeism for the 2019-2020 school year as many students missed days due to the COVID-19 shelter in place orders and subsequent distance learning.

Overall, the District has a chronic absenteeism rate of 17%. Pacific Islander students have the highest rate of chronic absenteeism at 32% followed by Black/African American students (26%) and American Indian/Alaskan Native students (24%), see Figure 14 below. Homeless youth and youth in the foster care system also have high rates of chronic absenteeism, 38% and 34%, respectively. Socioeconomic disadvantaged youth have only a slightly higher, 20%, rate than the Districtwide rate. See Appendix A Figure A2. for the chronic absenteeism rate by school.

**Figure 19. 2018-2019 Chronic Absenteeism (Districtwide) by Race/Ethnicity**



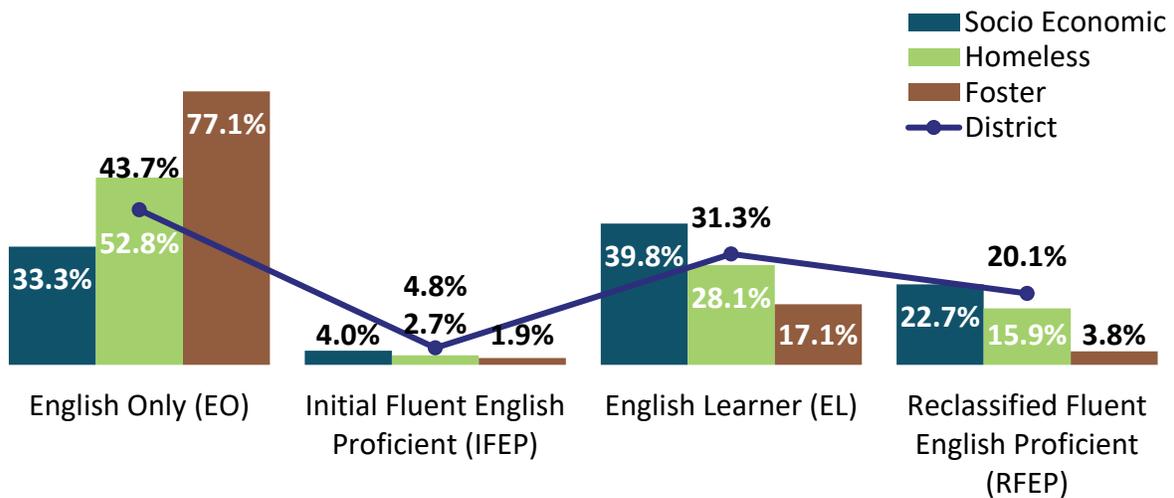
Source: 2018-19 California Department of Education

### English Language Learners

Students are classified into four primary language groups: English only; Initial fluent English proficient, English learner, and Reclassified fluent English proficient. Districtwide there are 10,045 students classified as English learners, 83% of which speak Spanish. Arabic, Portuguese, Filipino (Tagalog), Urdu, Punjabi, Vietnamese, Cantonese, and Mandarin (Putonghua) are each spoken by 1% of the English Learners with dozens of other languages each spoken by fewer than 1% of the English Learners.

Students experiencing homelessness (53%) and foster youth (77%) are more likely to speak English-only compared to the District average (44%). Socioeconomically disadvantaged students (40%) are more likely to be English Learners than the District average (31%). Socioeconomically disadvantaged students (23%) are slightly more likely to be designated as Reclassified Fluent English Proficient than the District average (20%). See Figure 19 on the following page.

**Figure 20. 2019-2020 English Learners (District) by Subgroup**



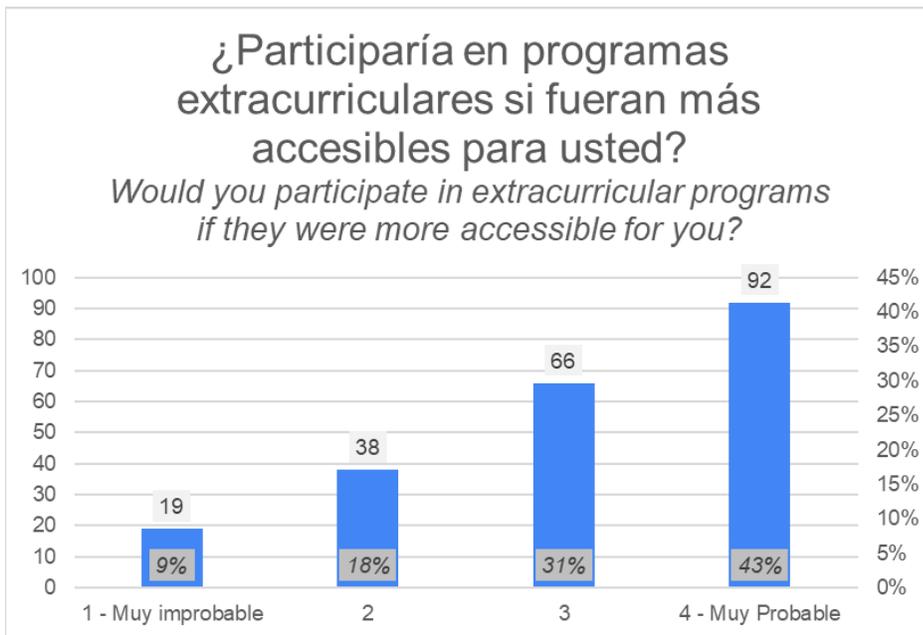
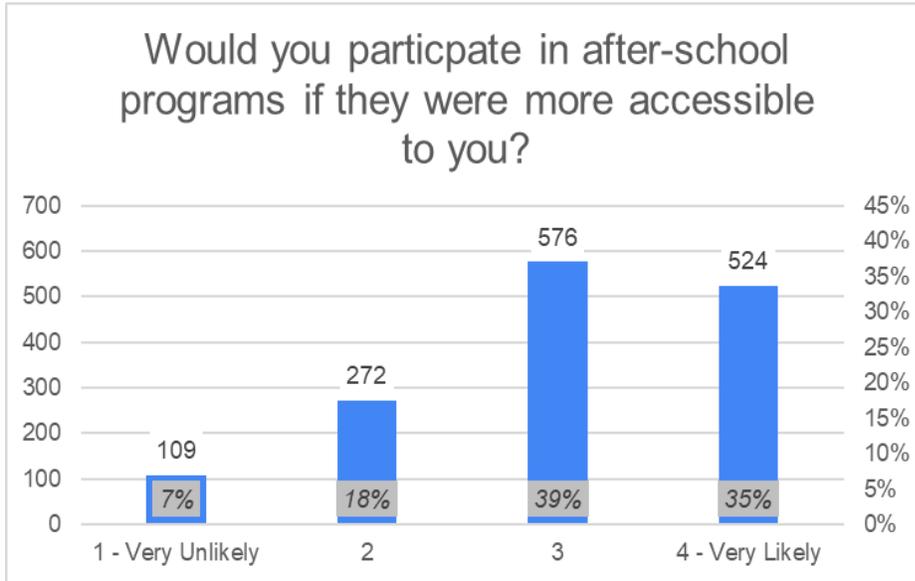
Source: 2018-19 California Department of Education

There are 52 schools in the West Contra Costa Unified School District that meet the 15% and above threshold for translation support, all of these schools qualify for Spanish translation.

### Out of School Enrichment Participation and Barriers

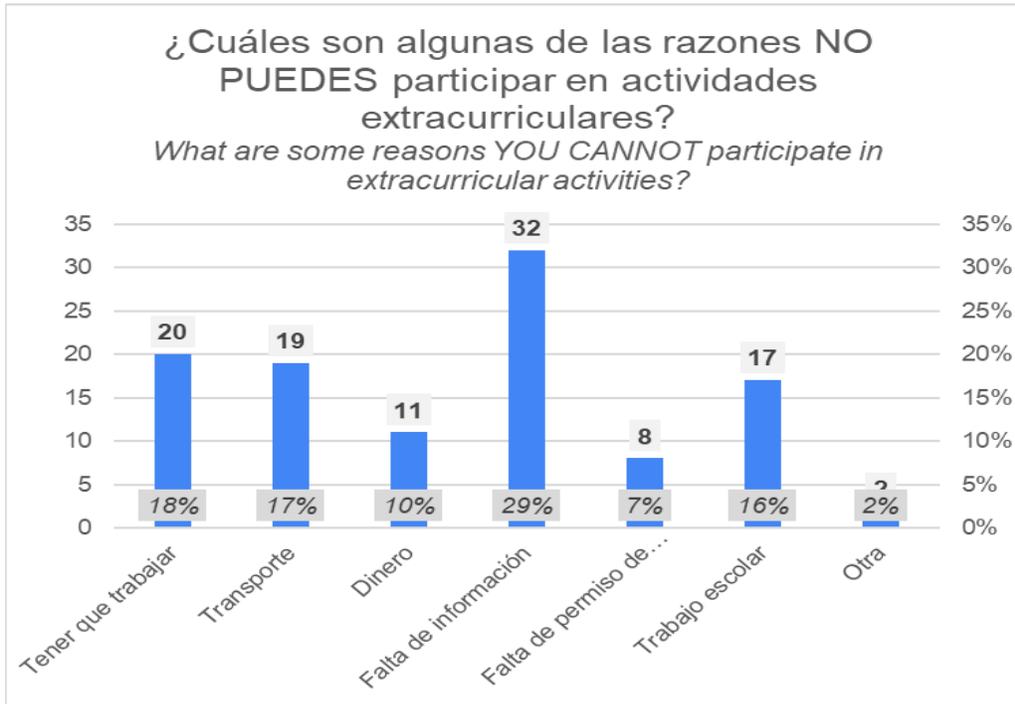
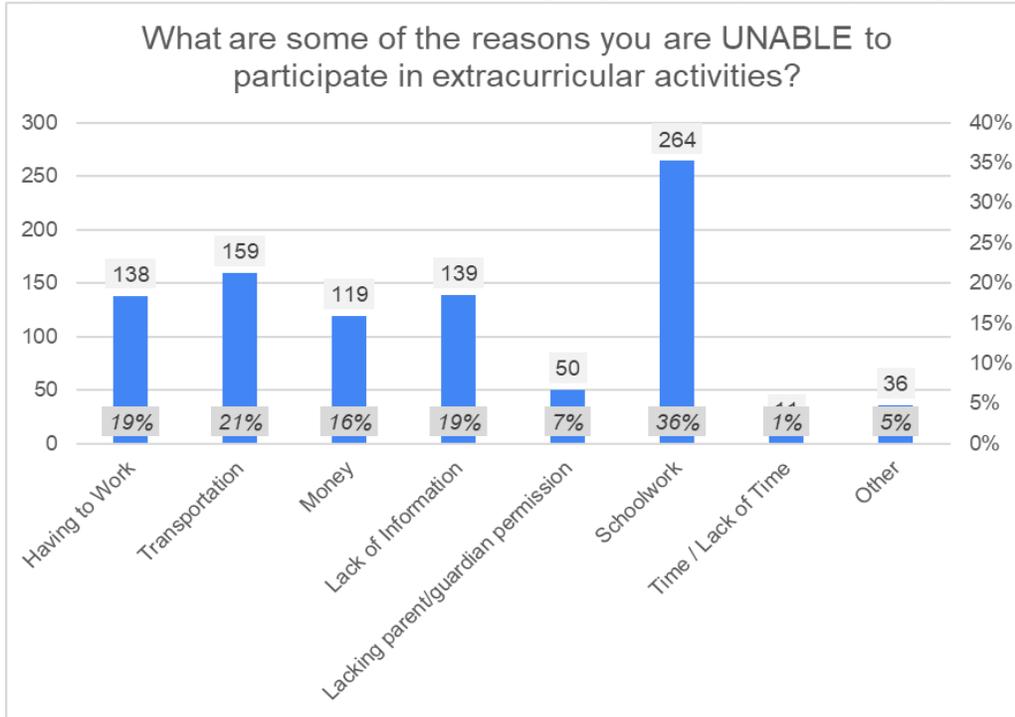
In the fall of 2019 and January of 2020, Information Technology Academy students at Kennedy High School took part in a collaborative research project with Y-PLAN (Center for Cities + School, UC Berkeley). In total, Kennedy High School students conducted surveys and received 572 English survey responses and 85 Spanish survey responses. Despite the supply of afterschool enrichment activities, many students surveyed as part of Y-PLAN at Kennedy Highschool were not participating in extracurricular activities. When asked if they would if they could, 74% of respondents said they were likely or very likely to participate. When asked what barriers they faced to participation, barriers such as costs, lack of information about the programs, and transportation were some of the top reasons. The figures on the following page are examples from the Y-PLAN Student Survey conducted at Kennedy High School in the fall of 2019 and January of 2020. Students indicated they would participate in after-school programs if they were able to, indicating a need to increase access as well as awareness.

**Figure 21. Participation in After School Programs among English and Spanish Speaking Students**



Source: 2020 Y-PLAN Student Survey

**Figure 22. Barriers to Participation among English and Spanish Speaking Students**

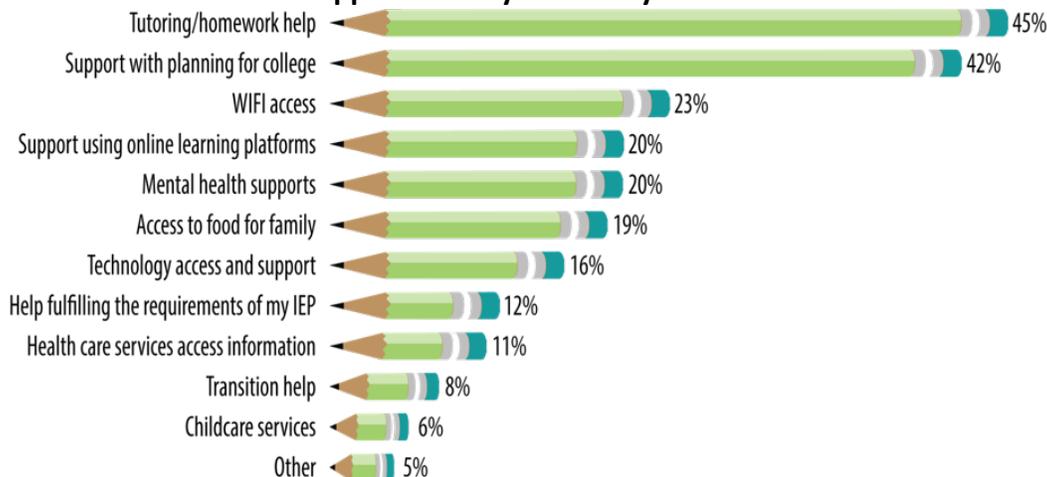


Source: 2020 Y-PLAN Student Survey

## Needs During COVID-19 Shelter-in-Place

During this needs assessment, youth and families in Richmond and around the world were subject to a shelter-in-place and social distancing order. On March 15, 2020, all West Contra Costa Unified Schools closed at noon. The schools moved to distance learning for the remainder of the 2019-20 school year. The Youth Truth Survey administered in the Spring of 2020 during shelter-in-place school closures found the following obstacles to learning among youth surveyed.<sup>28</sup>

**Figure 23. What Resources or Supports Does your Family Still Need**



Source: Spring 2020 Youth Truth Survey

The District has provided several online resources for families, including mobile hotspots via families’ smart phones, however, there are more applicants than mobile hotspots. The District is providing support for staff and families that request technology needs. The District has also aimed to provide Chromebooks and tablets to students and has established a Tech Support Hotline.



“I would have to say a lack of funding for school supplies, like books especially, because at our school we have used books from Kennedy High School and De Anza High School. And sometimes the books are really damaged so we don’t really have good adequate books.”

- Asian Youth Focus Group

“We lack a lot of resources compared to nearby communities. Teachers leave halfway through [the school year].”

- Black Youth Focus Group

“Academics now that I work with an organization that helps students go to college. I definitely see the difference in what I learned in school and the classes they get offered in my school versus what they get offered.”

- Latinx Youth Focus Group

<sup>28</sup> Youth Truth, West Contra Costa Unified School District – Students Weigh In: Covid-19 Report, Spring 2020.

## College access

### Student Aid for College

In West Contra Costa Unified School District, 61% of all youth in the 2013-14 school year submitted a FAFSA -- an increase of almost 20% from the 2011-12 school year (45%). 75% of youth in the West Contra Costa Unified School District applied for Cal Grants, which is a significant increase from 38% in the 2011-12 school year.

### College Going Rates

In the West Contra Costa Unified School District, 82% of the 2018 high school graduating class enrolled in college full time after their senior year (2018-19 academic year). This is an increase from the previous 2017 high school graduating class where only 51% enrolled in college after their senior year. This is in part due to the partnership between the District and Richmond Promise to College, an academic supports and scholarship program for students living in the City of Richmond.

Overall, the 2017 high school graduating class was more likely to attend a two-year college (66%) than a four-year university (34%). The 2017 high school graduating class enrolled full-time were more likely to attend a four-year university (60%) than a 2-year college (40%). The top five schools attended by the 2017 high school graduating class are Contra Costa College, Diablo Valley College, Berkeley City College, San Francisco State University, and University of California, Davis.<sup>29</sup>

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<sup>29</sup> Richmond/West Contra Costa College Success Learning Convening data from the National Student Clearing House.



“Education and career guidance because a lot of people who I know are first generation going to college and need support services. Like counseling and college preparation. I know a lot of students miss out on that because we don’t have people to tell us about it.”  
- Asian Youth Focus Group

“Programs like college prep or can help you find mentors in the career you want to be in really helps you. It can help people create a network.”  
- Asian Youth Focus Group

“In high school ...they don’t have programs that guide or support them so they can go to college. Because at times they need some motivation to attend college and they end up finishing only high school then they might end up becoming involved in drugs and stuff like that. I think having programs for the youth to give them motivation to go to college or guide them.”  
~Immigrant Youth Focus Group

“I want there to be a training program that helps you apply for college and scholarships. When I applied I didn't know what I was doing. So they can let you immigrant youth know what you need to do or have. A lot of people think that if they are immigrants they think that they don’t qualify because they don’t have a social or green card.”  
~Immigrant Youth Focus Group

## Health: Mental Health, Nutrition and Healthy Living, Asthma and Tobacco/E-Cigarette Rates, Students with Disabilities, and Community Safety

Richmond as a city has made a commitment to health equity, adopting the Health in All Policies Ordinance and Strategy (HiAP) in 2014. The ordinance commits the city to evaluating and prioritizing services that promote health equity.<sup>30</sup> Health in All Policies takes the approach of addressing the social determinants of health with multiple departments addressing the stressors that are related to the zip code residents live in. Health in All Policies also provides a piece of the foundation that the Department of Children and Youth can build upon to reduce disparities and promote equity for children and youth.

In 2019, Kaiser Permanente conducted a Richmond Community Health Needs Assessment which included children, youth, and their families in Richmond and the surrounding cities/towns of Crockett, El Cerrito, El Sobrante, Hercules, Pinole, Rodeo, and San Pablo in Contra Costa County, as well as the nearby unincorporated areas<sup>31</sup>. Overall Richmond accounts for just under half of the population of the needs assessment area. The Kaiser report found that the priority health needs were Economic Security, Health Care Access and Delivery, Behavioral health including mental health and substance abuse.

### Mental Health

The Spring 2020 YouthTruth Youth COVID Survey showed that 41% of Elementary and Middle School students and 62% of high school students in Richmond felt depressed, stressed or anxious and that was making it difficult for them to do the at-home learning opportunities.

The stress being felt by children and youth during the COVID-19 pandemic is the most recent manifestation of an ongoing challenge with trauma and mental health among children and youth in Richmond and North Richmond. In the 2019 Kaiser report<sup>32</sup>, a local health expert is quoted as saying, “If young people are coming to school dealing with their own trauma in their neighborhood, it impacts their ability to thrive. The report notes that expulsions in the Kaiser Foundation Hospital- Richmond service area were 375% higher than the state average according to 2016-17 California Department of Education data.

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<sup>30</sup> City of Richmond, Health in All Policies Report 2014-15, 2015, [www.richmondhealth.org](http://www.richmondhealth.org).

<sup>31</sup> Kaiser Permanente, 2019 Community Health Needs Assessment, Kaiser Foundation Hospital in Richmond, September, 2019.

<sup>32</sup> Kaiser Permanente, 2019 Community Health Needs Assessment, Kaiser Foundation Hospital in Richmond, op cit.

### Supplemental Nutrition Assistance Program

In Richmond, 67% of families with children under the age of 18 receive the Supplemental Nutrition Assistance Program (SNAP). 30% of individuals who are Hispanic/Latinx participate in SNAP. Overall, 11% of all households in Richmond receive SNAP.

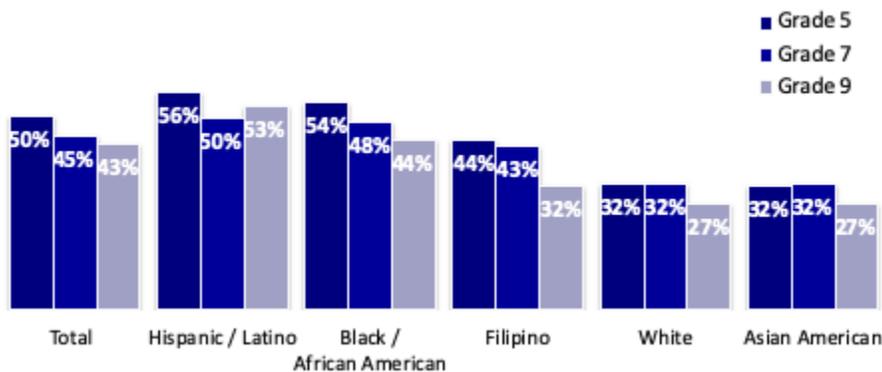
### Healthy Eating and Active Living

Many areas of Richmond are food deserts with limited access to fresh healthy foods. According to a study by Social Compact, Richmond has a ‘grocery gap’ wherein many residents are underserved by food retailers and have to travel longer than average distances to find a store.<sup>33</sup>

- About 33% of the Richmond study area total population (or 30,878 people) reside in “critical food access areas” - areas considered underserved when compared to the study area as a whole. Their data indicates that many communities demonstrate market potential that could support additional grocery retail development
- 18% of the Richmond study area population (or 16,832 people) reside in areas considered underserved – when compared to the study area as a whole – again, these communities demonstrate market potential to support additional grocery retail development. These areas are characterized as “critical food access and market opportunity areas”

Children and youth who attend schools in West Contra Costa Unified School District participate in California Department of Education’s Annual Physical Fitness Test of 5<sup>th</sup>, 7<sup>th</sup> and 9<sup>th</sup> graders. Districtwide in 2018, 50% of all 5<sup>th</sup> graders, 45% of all 7<sup>th</sup> graders, and 43% of all 9<sup>th</sup> graders were overweight or obese.<sup>34</sup>

**Figure 24. Percent of District Youth Who Are Overweight or Obese by Grade and Race/Ethnicity.**



Source: 2018-19 California Physical Fitness Testing

<sup>33</sup> Social Compact, Richmond Grocery Gap, [http://www.ci.richmond.ca.us/DocumentCenter/View/7976/FINAL-GroceryGap\\_Report\\_Richmond](http://www.ci.richmond.ca.us/DocumentCenter/View/7976/FINAL-GroceryGap_Report_Richmond) (Accessed July 17, 2020).

<sup>34</sup> 2018-19. California Department of Education, Physical Fitness Testing Research Files downloaded from Kidsdata.org.

Districtwide in the 2018-19 school year, 13% of 5<sup>th</sup> graders met all six of the physical fitness standards as defined by the California Department of Education. 27% of 7<sup>th</sup> graders and 9<sup>th</sup> graders also met all six standards.<sup>35</sup> Districtwide in 2018, 60% of 9<sup>th</sup> graders and 61% of 11<sup>th</sup> graders reported exercising for at least sixty minutes per day.

**Figure 25. Percent of District Youth Who Reported Exercising for at least sixty minutes by Number of Days**

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
<b>Grade 9</b>	<b>14%</b>	<b>6%</b>	<b>7%</b>	<b>15%</b>	<b>12%</b>	<b>19%</b>	<b>8%</b>	<b>21%</b>
<b>Grade 11</b>	<b>24%</b>	<b>7%</b>	<b>10%</b>	<b>13%</b>	<b>13%</b>	<b>15%</b>	<b>5%</b>	<b>28%</b>

Source: 2017-18 California Healthy Kids Survey School Reports

### Asthma Rates

In 2016, 15.2% of all children in California were diagnosed with asthma. The percent of children with asthma (23.6%) is significantly higher in Contra Costa County, which has the state’s fourth highest county asthma rate.<sup>36</sup> The asthma hospitalization rate in Contra Costa County is 9.8/10,000. Children ages 0-4 are the most impacted with an asthma-related hospitalization rate of 17.6/10,000.<sup>37</sup> It is likely that asthma in Richmond and North Richmond is linked to the overall air quality which is impacted by the location of Richmond and North Richmond near major freeways and the siting of polluting industries in the area.

### Tobacco/E-cigarette Rates

The California Healthy Kids Survey is distributed to every school in the West Contra Costa Unified School District. The survey asks students to self-report the number of times they have smoked or vaped on school property. Districtwide, the rates are relatively low. Only 2% of 5<sup>th</sup> graders reported smoking a cigarette or vaping on school property. The vast majority of 5<sup>th</sup> graders (92%) reported that cigarettes were very bad for your health, and 79% indicated that vaping was very bad for your health. In 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grades, 2-3% of students reported having smoked a cigarette on school property. The percentage of older students who reported vaping were higher; 5-6% of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders.<sup>38</sup>

<sup>35</sup> 2018-19. California Department of Education, Physical Fitness Testing Research Files downloaded from Kidsdata.org.

<sup>36</sup> UCLA Center for Health Policy Research, [California Health Interview Survey](#) (Mar. 2018) downloaded from Kidsdata.org.

<sup>37</sup> [California Breathing](#), tabulation of data from the California Office of Statewide Health Planning and Development, California Dept. of Finance, and U.S. Census Bureau (Feb. 2019) downloaded from Kidsdata.org.

<sup>38</sup> West Contra Costa Unified School District. California Healthy Kids Survey, 2017-18: Main Report. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

### Students with disabilities

In the 2018-19 school year, the District served 4,167 students with disabilities. Students who identify as Black/African American represent 22% of all students with a disability; however, they represent only 14% of students' Districtwide. Approximately, 29% of all students with a diagnosed intellectual disability are Black/African American more than double their representation in the total student body.

**Figure 26. 2018-2019 Students with Disabilities by Race**

	Native American	Asian	Pacific Islander	Multi	Hispanic / Latino	Black / African-American	White
Intellectual Disability	*	21	*	*	148	75	12
Hard of Hearing	0	20	0	*	53	13	*
Deaf	0	*	0	*	13	*	*
Speech or Language Impairment	*	75	*	57	610	149	81
Visual Impairment	0	*	0	0	20	*	*
Emotional Disturbance	0	*	0	*	*	27	*
Orthopedic Impairment	0	*	*	*	37	14	*
Other Health Impairment	0	12	*	13	92	80	33
Specific Learning Disability <sup>39</sup>	*	83	*	47	1,005	437	151
Deaf- Blindness	0	0	0	0	*	0	*
Multiple Disability	*	*	0	0	*	*	*
Autism	*	131	*	41	260	125	77
Traumatic Brain Injury	0	*	0	0	*	*	*

\* Denotes values of 10 or less

Source: 2018-19 California Department of Education

<sup>39</sup> Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.



“We need more mental health services for children, in California a lot of them qualify for ACES. My younger daughter scored ten out of ten in ACES and that is the highest you can go. It was hard navigating and finding support for her so our kids need that.”

- Parents/Guardians Focus Group

“There are oil refineries near the schools which kind of affects the students and their health. One time it exploded and we couldn’t leave school because of that.”

- Asian Youth Focus Group

“Another program that I would like to see in the Asian community is one where we talk more about mental health and mental health awareness. I feel like mental health is still a very taboo topic and some Asian American communities.”

- Asian Youth Focus Group

“I think having health resources like psychologists for the youth because sometimes they are dealing with different things in their life like problems at home, or experiencing bullying at school, and depression.”

- Immigrant Youth Focus Group

## Community Safety

In the Kaiser 2019 Community Health Needs Assessment, participants prioritized community and family safety. “Crime, violence, and intentional injury are related to poorer physical and mental health for the victims, perpetrators, and community at large.” Participants expressed concern for children and youth in particular because of issues such as witnessing or being a victim of violence, trauma, and bullying/cyber bullying. The 2019 National Community Survey of Richmond asked residents what areas the City should prioritize in order to best support young people in Richmond. Violence prevention and response received the second highest response rate with 73% of respondents (275 responses) selecting this as a priority<sup>40</sup>.

We know that exposure to violence can result in trauma for children and can interfere with their development and their learning. Violence was reported by focus group participants as a negative factor impacting the ability of children and youth to access resources, move freely, and to feel safe. In North Richmond, the 2019 Quality of Life Plan identified the need for “supportive environments that are conducive to their learning and education” and “that promote message of social cohesion and belonging. The North Richmond Quality of Life Plan (Plan) process also identified public safety as a priority. As stated in the Plan, “Ultimately we envision a safe and prosperous environment that is home to healthy and engaged residents and creates positive opportunities and outcomes for young people.”<sup>41</sup>

The RYSE Center’s Listening Campaign Report from 2016 identified 56 types of violence that participating youth identified as most significant in Richmond.<sup>42</sup> The RYSE report identified “five categories of violence most commonly identified by youth as most impactful”. Of the 1020 responses, the following were the most frequent.

- Gun violence and gang or turf related forms of violence (456 responses)
- Peer-based forms of violence, including fighting, getting jumped, bullying, dating violence, and forms of harassment (147 responses)
- Drug-related violence, including violence connected to the use and sale of drugs as well as violence seen as committed because of using drugs (155 responses)
- Family-based or in-home forms of violence, including intimate partner violence, physical, sexual, verbal and emotional abuse, as well as neglect (139 responses)
- Sexual violence, including sexual harassment, sexual molestation, rape, date rape, sexual abuse, incest, and larger community and societal pressures on female sexuality (80 responses)<sup>43</sup>

Source: RYSE Center Listening Campaign

<sup>40</sup> National Research Center and ICMA, The National Community Survey, Richmond, CA Technical Appendices, 2019.

<sup>41</sup> Healthy Richmond, North Richmond Quality of Life Plan, Richmond, CA 2019.

<sup>42</sup> 2016, Aran Watson, Kanwarpal Dhaliwal, and Kimberly Aceves, The RYSE Center’s Listening Campaign: Community-engaged inquiry of young people’s experiences and articulations of trauma, violence, coping, and healing, The RYSE Center, 2016.

<sup>43</sup> 2016, Aran Watson, Kanwarpal Dhaliwal, and Kimberly Aceves, The RYSE Center’s Listening Campaign, op cit, p15.

The documentation of youth voices in the RYSE reports also describes continuing threads shared by youth in the listening sessions: the familiarity with violence and the consistent presence of tension created by the risk of violence.

“From self-harming and giving up on oneself through larger forces of violence and oppression, youth shared repeated themes of feeling overwhelmed and marginalized at every level of exposure. One of the most significantly challenging aspects of exposure to ongoing and multi-formed violence is attempting to address one’s trauma/s while still relationally and ambiently submerged in a context of violence.”<sup>44</sup>

### Police Use of Force

In 2016-2017 there were 18 incidents of Police use of force per 100,000 people in Richmond. The rate is slightly higher at 20 incidents per 100,000 people who are Latino/Hispanic and more than doubles at 41 incidents per 100,000 people who are Black/African American. The rate decreases by half at 10 incidents per 100,000 people who are White.<sup>45</sup>



““The safety in some areas, it is sad that the majority of low income areas the parks are unsafe and it is the area where a lot of families are but we have to go farther away to parks or other safer places. Throughout the years I’ve been here I have seen this.”

- Parents/Guardians Focus Group

“I just went back home to Richmond and saw some of my close friends at the park where I grew up and they told me about nearly being shot during a police raid and/or have been caught during the crossfire of a shoot-out. It truly broke my heart hearing their stories. In my ideal Richmond, I would like to see less police militarization and more mental health counselors. I would like to make the mindset of going to college a reality and not a far-fetched goal.”

- Latinx Youth Focus Group

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<sup>44</sup> 2016, Aran Watson, Kanwarpal Dhaliwal, and Kimberly Aceves, *ibid*, pg. 19.

<sup>45</sup> 2016-17 Bay Area Equity Atlas.

# Recommended Priorities

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## Priorities Emerging from the Community Needs Assessment

### Youth and Family Voices: surveys, focus groups, forums and secondary data

The Community Needs Assessment (CNA) included interviews, focus groups, community forums, secondary data review, and a synthesis of multiple existing reports and resources in the community. It was challenging to adapt the process to a virtual environment and, like much under the conditions of social distancing and virtual interaction, the result is imperfect. Nevertheless, there is significant convergence within the data and among the youth and community voices that participated in and guided the process.

We listened carefully and noted that there was strong convergence around a number of topics. The following are the top priorities emerging from the CNA.



### #1 Behavioral Health: Mental Health and Wellness

The issue of mental health and well-being was a concern across all of the focus groups that were conducted. Given high levels of violence and need across Richmond and North Richmond, we would expect many children and youth in Richmond and North Richmond to score high on the Adverse Childhood Experience Assessment (ACES) signaling high levels of trauma. This is particularly true for Black and Latinx residents who are disproportionately exposed to violence leading to long term impacts on health and well-being. Trauma-informed programming, as well as mental health programs, emerged as a significant need for children youth and families along with the need for that programming to consider the rich diversity of residents, many of whom are experiencing the trauma of the constant threat of family deportation, violence in the community, discrimination and more. Coinciding with these stressors on youth, there is a concern that some youth are turning to alcohol and drug abuse. Also, the need for culturally fluent approaches is central to filling this gap as many of Richmond and North Richmond’s children, youth, and families come from non-western cultures where there may be barriers and stigma attached to western approaches to mental health and wellness programming.



## #2 Education Support and Employment Training/Support

The need for education support and employment training emerged across surveys, focus groups, forums and other sources. Richmond and North Richmond children and youth want the chance to excel in school and move successfully to college and career. There was a strong desire for college access programs, tutoring, wraparound support for those who may be struggling such as transitional age youth or new immigrants arriving as unaccompanied minor children. The latter group also needs accelerated language learning. In addition, participants identified mentoring, internships, and job skills training as key to their success. In addition, access to resources such as high-speed internet and computer equipment such as tablets has become a priority in the current distance learning environment. Participants often pointed to disparities between nearby, wealthier districts outside of Richmond and North Richmond that are better resourced and have programs, tools, and infrastructure that allow for students to excel.



## #3 Out of School Time, Afterschool, Sports, and Enrichment

Low cost or no cost out-of-school and after-school sports and enrichment programming scored high as both desired and needed for youth to thrive across groups. Sports were a popular suggestion as were outdoor activities such as gardening and hiking. The arts were very often mixed in with responses to sports but also were often singled out as highly desirable (music, dance, visual arts were all mentioned). Culturally relevant arts and other programming to help them to build awareness, strengthen self-esteem, and create a sense of belonging. Some groups stated there were few or no respectful and safe spaces to be with others like them. For example, Asian focus group participants felt that they were marginalized in many programs where their cultural differences were not recognized. This group discussed the solution of a “club” or space where multiple Asian cultures could be celebrated, practiced, and shared.

A persistent challenge facing youth in North Richmond is the scarcity of places where they can experience joy and happiness. Youth need supportive environments that are conducive to their learning and education and promote messages of social cohesion and belonging. Indoor and outdoor gathering spaces should provide for the civic, educational, social, and recreational needs of the community.



#### **#4 Information, Guidance, and Case Management**

For children, youth, and families, there were a number of voices across the spectrum of youth residents that reported on how difficult it is to navigate the Richmond and North Richmond environment of youth services. Almost all community engagement activities during the CNA identified the need for support that would assist community members in understanding what resources were out there and whether they qualified to access them. Many of those surveyed said they did not access services because they did not know about them. Young people expressed the need for help, including coaching or case management, in navigating the turn toward independence or the journey to college success. Case management or at the very least guidance from a caring adult is needed so that children, youth, and their families can understand and access the services available. Parents and guardians need more support with understanding what was offered and how to make the best use of these programs and services for their children. Information and case management was also mentioned as critical to individuals experiencing homeless successfully regaining housing. This information needs to be in multiple languages with extra effort to reach marginalized children, youth, and their families.



#### **#5 Youth Violence Prevention**

Violence in the community came up as a barrier to participation and even as a significant barrier to everyday activity for all priority populations. This came out most strongly in the focus groups with African American youth saying they couldn't go to many places in Richmond out of fear. They expressed that they couldn't comfortably go out with groups of friends, often because someone felt they were not safe in a particular neighborhood. Others spoke of witnessing violence and being afraid to be in particular locations. Bullying is also a concern for a number of populations. Some participants also reported the fear of gender-based violence as a barrier to movement and participation in the community.



## **#6 Access to Basic Needs**

Many of the focus group participants reported that they had difficulty or needed support with meeting basic needs (housing, food, medicine, utilities, and transportation) for their families: for homeless participants housing and wraparound support was identified; for TAY the need for assistance in supporting their own household after they turned 18 was mentioned (see #3); for immigrant children, the need for financial support for families who were often barred from working full time was mentioned; justice-involved youth suggested that they needed access to support that they said was often contingent on having been in Juvenile Hall; and for some parents and youth who wanted to access particular programs, transportation was identified as a barrier.

### **The Lens of COVID 19 and the Richmond and North Richmond Community**

With COVID 19 and the resulting economic disruption influencing the lives of California residents for upcoming months and possibly years, the issues of the digital divide, mental health, education, basic needs, and many of the above priorities have been exacerbated, and solutions may need to take on new forms and meaning. This situation and its impacts are likely to persist for some time and systemic changes are likely to result. The Richmond and North Richmond community is deeply engaged in both action and ongoing conversations related to this new challenge. Ongoing collaboration, community engagement, and partnership will be essential in moving to the Strategic Investment Planning and Implementation phase.

# Acknowledgments

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The Richmond Department of Children and Youth would like to thank all Richmond and North Richmond community members that participated in the co-design and development of the 2020 Community Needs Assessment Report. The Department would especially like to extend its gratitude to all youth, parents and guardians, and service providers that voiced their input for the purpose of envisioning a Richmond and North Richmond in which all children, youth, and their families may thrive.

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Service Provider Working Group  
Interdepartmental Working Group  
Richmond Kids First Committee  
Information Technology Department, City of Richmond  
West Contra Costa Unified School District

### **Department Partners**

Oakland Fund for Children and Youth  
San Francisco Department of Children, Youth, and Their Families  
Community Services Department, City of San Pablo

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# AGENDA REPORT

Department of  
Children and Youth

**DATE:** December 18, 2020

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

**FROM:** LaShonda White, Director  
Patrick Seals, Supervising Office Assistant  
Cali Luke, Administrative Student Intern

**SUBJECT:** APPROVE AND RELEASE REQUEST FOR PROPOSALS (GRANT APPLICATION)

**RECOMMENDED ACTION:**

APPROVE the Richmond Fund for Children and Youth Fiscal Year 2021-24 Request for Proposals (RFP), or grant application, to support youth-serving organizations beginning in 2021, and AUTHORIZE the Richmond Department of Children to release the grant application (RFP) by December 31, 2020.

**FINANCIAL IMPACT OF RECOMMENDATION:**

There is no financial impact to approving and authorizing the release of the RFP. For the initial grant period (Fiscal Year 2021-2022), RDCY anticipates that approximately \$1.5 million will be available for grants.

**DISCUSSION:**

On November 30, 2020, staff presented various components of the Richmond Fund for Children and Youth Request for Proposals (RFP) including: a timeline of events, categories for organizations by application type, a summary table of funding parameters, Results-Based Accountability data framework, and evaluation criteria for reviewing applications. Oversight Board provided feedback to staff concerning and on December 10, 2020, staff provided an overview of the RFP structure, clarify specific RFP components, and introduced new information.

## **RFP Structure**

RDCY staff is finalizing the legal review for compliance with all City of Richmond policies and requirements. Staff is recommending the following RFP structured:

### **1. Introduction**

- a. Request for Proposal Overview
- b. Richmond Department and Fund for Children and Youth
- c. RFCY Oversight Board
- d. Community Needs Assessment Vision and Goals
- e. Funding Allocation Available by RFCY Strategic Investment Plan 2021-24

### **2. Application Process**

- a. Eligibility
- b. Funding Amounts
- c. Applying for Funding
- d. Pre-proposal Meeting and Question
- e. Important Dates

### **3. Funding Priority Areas**

- a. Behavioral Health: Mental Health and Wellness
- b. Education Support and Employment/Training Support
- c. Out of School Time, Afterschool, Sports and Enrichment
- d. Youth Violence Prevention
- e. Access to Basic Needs
- f. Information, Guidance and Case Management

### **4. Proposal Instructions/Guidelines**

- a. Agency Information
- b. Proposal Information
- c. Narrative
- d. Demographic Information
- e. Activity Projections
- f. Budget Proposal
- g. Required Documents
- h. Submission

### **5. Funding Recommendation and Contract Negotiation**

- a. Proposal Review Process
- b. Evaluations of Proposal
- c. Rejection of Proposal Elements
- d. Contract Negotiations
- e. Contract Award

### **6. Compliance with City Policies**

## **RFP Technical Advice**

RDCY Staff did share the Draft RFP with the Oakland Fund for Children and Youth (OFCY), the San Francisco City & County: Department of Children, Youth & Their Families (DCYF), and Hatchuel Tabernik & Associates for technical advice.

In addition, staff meet with the Kids First First Coalition and plan to incorporate language that reiterates the importance for service providers to center young people and their voices during program development. Furthermore, staff will seek to clarify the aspects of collaboration across the spectrum of public agencies and not-for-profit partners.

## **Next Steps**

Staff is requesting City Council approval of the FY 2021-22 guidelines and application, allowing staff to make changes, as needed, for clarification purposes. The tentative schedule associated with the application is below.

Given Oversight Board approval, RDCY Staff plans to release the RFP on or before December 31, 2020, and return to the RFCY Oversight Board to select a subcommittee to support review and evaluation of submitted grant applications.

Request for Proposal (Application) Timeline	
<b>Activities</b>	<b>Date</b>
Request for Proposal Release	December 31, 2020
Information/Technical Application Workshops (2-3)	Week of Jan. 18, 25, and Feb. 1, 2021
RFP Question Submittal and Response Period	January 1 – February 8, 2021
RDCY Staff Creates Team of Application Readers	January - February 2021
Request for Proposal Deadline	February 19, 2021
Evaluate and Score Proposals	February - April 2021
City Council Approves List of Recommendations	April - May 2021
Awards Announced to City of Richmond Community	May 2021
Contract Negotiations with Selected Organizations	May - June 2021
Grant Funding Dispersed	June 2021

CITY OF RICHMOND

**Richmond Fund for Children and  
Youth  
FY 2021-24  
REQUEST FOR PROPOSALS**

**For Direct Services in the Following Priority Areas:**

**BEHAVIORAL HEALTH: MENTAL HEALTH FOR CHILDREN AND YOUTH**

**EDUCATION SUPPORT AND EMPLOYMENT/TRAINING**

**OUT-OF-SCHOOL, AFTER-SCHOOL, SPORTS AND ENRICHMENT**

**VIOLENCE PREVENTION**

**BASIC NEEDS**

**INFORMATION, GUIDANCE AND CASE MANAGEMENT**

RFP ISSUED: DECEMBER 31, 2020

PRE-PROPOSAL CONFERENCES:

MONDAY, JANUARY 18, 2021

TUESDAY, JANUARY 26, 2021

WEDNESDAY, FEBRUARY 3, 2021

Richmond Fund for Children and Youth  
4500 Quince Orchard Road, Suite 100  
Richmond, CA 94612  
**FULL PROPOSAL DUE: FRIDAY, FEBRUARY 19, 2021 BY 5:00 P.M.**

Richmond, CA 94612  
Phone 510.620.6523 ♦ [www.richmondyouth.org](http://www.richmondyouth.org)

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## I. Introduction

### REQUEST FOR PROPOSAL OVERVIEW

This Request for Proposal (RFP) is being issued by the City of Richmond, Department of Children and Youth (RDCY) for the Richmond Fund for Children and Youth (RFCY). This RFP aims to solicit program proposals from non-profit organizations and public agencies to provide services to young people under the age of 24 in Richmond and North Richmond.

#### **Voluntary Pre-proposal (Bidders Conference) Meeting Date and Time:**

In order to provide information on the RFP, RDCY will host three virtual pre-proposal conferences for interested applicants. A video of the pre-proposal meeting will be available on the RDCY website at [www.richmondyouth.org](http://www.richmondyouth.org) by January 27, 2021.

- Monday, January 18, 2021: 10:00 a.m. to 12:00 p.m.
- Tuesday, January 26, 2021: 2:00 p.m. to 4:00 p.m.
- Wednesday, February 3, 2021: 5:00 p.m. to 7:00 p.m.

**Deadline for Questions:** 5:00 PM, February 8, 2021, by email to the Project Manager, LaShonda White, [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us).

**Proposal Submittal Deadline Date and Time:** Friday, February 19, 2021, by 5:00 p.m.

**Deliver To:** Proposals must be submitted online through {ENTER WEBSITE NAME}

The Contractor shall be required to comply with all applicable City programs and policies. Details are presented in the project documents and will be discussed at the pre-proposal meeting.

Contractors who wish to participate in the RFP process are recommended to register for RFCY FY 21-24 RFP Listserv **{INSERT WEB LINK}**, BidsOnline System **{INSERT WEB LINK}**, and visit the RDCY webpage in order to receive addenda, updates, announcements, and notifications of contracting opportunities. If you have any questions, please email **{INSERT PHONE NUMBER}**.

**1. Registration/Login:**

- a. {INSERT DIRECTIONS/STEPS FOR EACH SYSTEM LISTED ABOVE}**

**Contact Information:** The following City staff are available to answer questions regarding this RFP.

1. Project Manager: David Padilla at [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us)
2. Project Manager: Patrick Seals at [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us)

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## **RFCY Introduction**

The Richmond Fund for Children and Youth (RFCY) is pleased to release the 2021-2024 Request for Proposals (RFP) to solicit program proposals from non-profit organizations and public agencies to provide services to children and youth in Richmond and North Richmond, California. We look forward to the opportunity to partner with strong community agencies to best serve the needs of Richmond's children and youth.

This RFP covers the six priority areas outlined in the **2021-2024 Strategic Investment Plan**, which can be found on RFCY's website ([www.richmond.youth.org](http://www.richmond.youth.org)). All applicants are strongly encouraged to read the 2021-2024 Strategic Investment Plan in addition to this RFP before starting the application process.

Grants awarded through this RFP process will be for an initial one-year period, July 1, 2020 to June 30, 2021 (FY 2021-2022), which can be renewed up to two additional one-year periods between July 1, 2021 – June 30, 2023, contingent on past year's grant performance and availability of funds. The total projected amount available for FY2021-2022 grant awards through this RFP is approximately \$1.5 million in the initial year. The available funds for grants in years two and three will increase based on the funding allocations outlined in the Charter.

RFCY seeks to award funds to programs and collaborations that propose to address the goals and objectives outlined in each of the six priority areas in order to best support children and youth from birth through twenty-four years of age in Richmond and North Richmond.

## **The Richmond Fund for Children and Youth**

On June 5, 2018, Richmond voters approved Measures E and K, known as the Richmond Kids First Initiative, which approved a City of Richmond charter amendment (Article 15) to create a Department of Children and Youth (Department), require that a portion of the General Fund be set aside to fund youth programs and services (Fund), establish a 15-member Oversight Board, conduct a Community Needs Assessment (CNA), and develop a three-year Strategic Investment Plan (SIP) which guides a 3-year grant-making process.

Per the ballot measure's Statement of Purpose, "Children, youth and young adults under the age of 24 comprise approximately 35% of the City of Richmond's overall population, and young people in Richmond experience extremely high rates of violence, trauma, poor health and social outcomes, and stress." The Richmond Fund for Children and Youth was set up to provide a dedicated funding source to help address some of the issues facing Richmond's young people.

Richmond and North Richmond's children and young people demand consistent and equitable access to healthy, safe, supportive, and inspiring environments at home and in community to foster their learning, growth, empowerment, and fulfillment. The Fund focuses on community-based initiatives and interventions that improve the community institutions and environments that our children and young people interact with and navigate daily.

As stated in the Charter of the City of Richmond - Article 15 Section 2, the Fund will be maintained separate and apart from all other City funds and shall be appropriated annually at the time of the City's budget adoption. The City of Richmond is required to set aside a portion of the annual actual unrestricted general purpose revenues of the City to be transferred in the amounts specified below:

- For Fiscal Year 2021-2022, set aside for the Fund is an amount equal to one percent (1%) of the City's annual actual unrestricted general purpose revenues
- For Fiscal Year 2022-2023, set aside for the Fund is an amount equal to two percent (2%) of the City's annual actual unrestricted general purpose revenues
- For Fiscal Year 2023-2024, and each fiscal year thereafter through Fiscal Year 2027-2028, set aside for the Fund is an amount equal to three percent (3%) of the City's annual actual unrestricted general purpose revenues

## **Goals of the Richmond Fund for Children and Youth**

Per the Charter, the Fund will support services for young people that fulfill the following goals:

- To ensure that Richmond's children, youth, and young adults are physically, emotionally, mentally, and socially healthy, educated, successful in school, and live in stable safe and supported families and communities
- To increase safety for children, youth, young adults, their parents/guardians, families and the communities in which they live by preventing problems and enhancing the strengths of children, youth, young adults and their families
- To ensure young people are provided with gender responsive, trauma-informed, population specific and culturally competent services
- To strengthen collaboration among public agencies and community-based organizations around shared outcomes among all service providers for children, youth, young adults and their parents/guardians
- To ensure an equitable distribution of resources to all of Richmond's young people in recognition of the importance of investment in their futures from birth through young adulthood
- To fill gaps in services and leverage other resources whenever feasible

The Fund will prioritize Richmond and North Richmond children (ages 0-12); youth (ages 13 to 17) and disconnected young adults (ages 18-24) who are most impacted by harm, inequity and lack of access to support services. The priority populations include but are not limited to:

- System involved young people
- Young people who have been pushed out-of-school

- Young people who themselves are homeless, or whose families are homeless or threatened by homelessness
- Young people living in poverty; immigrant and undocumented children, youth, and families
- LGBTQ+ children, youth, and families
- Teen parents and families, including single mothers; young people with poor physical, mental, emotional, and behavioral health outcomes, and children with disabilities
- Families with children and youth who are impacted by the criminal justice system and /or who have family members who are incarcerated; and/ or are involved in or transitioning from the foster care, juvenile justice, criminal justice, or special education systems

More information is available online from the Richmond Fund for Children and Youth website at [www.richmondyouth.org](http://www.richmondyouth.org).

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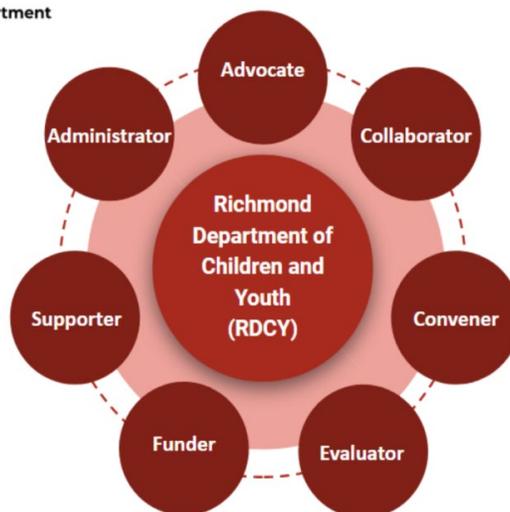
## Richmond Department of Children and Youth (Department)

The purpose of the Department is to facilitate the allocation of funds for youth-serving organizations by administering an open and fair application process that is in compliance with the policies adopted by the Oversight Board. Furthermore, the Department supports the Oversight Board in the development of a Strategic Investment Plan and conducts a community needs assessment.

The roles and responsibilities of the Department include but are not limited to:

- Administrator: Administering the grant program in alignment with Measures E & K and Oversight Board direction
- Advocate: Working to advocate for services and adequate funding for children and youth supported by this Fund
- Collaborator: Collaborating with various governmental, faith-based, community-based organizations, and philanthropy to support work in the community and ensure that children and youth needs are met
- Convener: Holding space for City interdepartmental meetings, as well as cross-entity meetings to discuss service delivery, opportunities for collaboration, etc.
- Evaluator: Developing and implementing a process to evaluate and/or support the evaluation of grantees, the grant process, collaborative work with other entities, and the program. The Department will help collect and analyze meaningful data and use the evaluation process to document the collective impact of the Fund.
- Funder: Developing and administering the grant program in alignment with the Community Needs Assessment and Strategic Investment Plan
- Supporter: Providing support to the Oversight Board (e.g., assist with recruitment, retention, development, training, agenda setting, meeting facilitation, etc.)

Department Roles



## Community Needs Assessment Guiding Principles

The City of Richmond’s Department of Children and Youth initiated a needs assessment and strategic planning process in 2020 that sought to honor community voice, include a diverse range of youth and adults in order to develop a comprehensive, equitable investment plan that reflects community vision. The City committed to guiding principles for creating both the Community Needs Assessment and the Strategic Investment Plan, as follows:

 <p>Community assets are our core strengths</p>	 <p>Richmond residents are experts in their lived experience and have valuable insight to share</p>	 <p>We value collaboration and shared ownership</p>
 <p>We believe considerations of race and equity are critical to this process</p>	 <p>We will be inclusive of all ages, races, ethnicities, gender expressions, languages, abilities/disabilities, and socioeconomic status</p>	 <p>We will communicate in a way that is accessible and easy to understand</p>
 <p>We believe all voices should contribute and encourage participants to bring their full, authentic selves to this process</p>	 <p>We believe it is important to be (1) innovative and flexible and (2) transparent and accountable</p>	 <p>We center the needs and dreams of children and youth</p>

### LEARNING QUESTIONS

The following guiding learning questions were developed to focus the CNA effort.

- What is working? What are the key assets for children, youth, and their families in Richmond and North Richmond?
- How are resources and services that support youth currently dispersed? What are the gaps?
- What are the barriers to accessing current and future services?
- What resources do families in Richmond and North Richmond need to thrive?
- Which families need these resources the most?
- What are the needs of the most hard-to-reach groups?

## Funding Allocation Available by RFCY 2021-2024 Strategies

The following chart provides a summary of projected allocations for all priority areas, based on an estimated \$1.5 million in total available grant funding for FY 2020-2021. For more comprehensive strategy summaries and guidelines, please refer to the **Priority Areas for FY2021-2024** section (pages 18-31) of the RFP and the **2021-2024 Strategic Investment Plan**, which can be found on RFCY’s website ([www.richmondyouth.org](http://www.richmondyouth.org)).

	<b>Estimated % of Total Funds</b>
<b>Priority Area 1: Behavioral Health Mental Health and Wellness</b>	<b>20% (\$300,00)</b>
<b>Priority Area 2: Education Support and Employment Training</b>	<b>20% (\$300,000)</b>
<b>Priority Area 3: Out of School, After School, Sport and Enrichment</b>	<b>20% (\$300,000)</b>
<b>Priority Area 4: Youth Violence Prevention</b>	<b>20% (\$300,000)</b>
<b>Priority Area 5: Access to Basic Needs</b>	<b>10% (\$150,000)</b>
<b>Priority Area 6: Information Guidance and Case Management</b>	<b>10% (\$150,000)</b>
<b>Total Estimated Funding in 2021: \$1.5M</b>	

Once grant award decisions are finalized, the allocation amounts, as shown above, may vary slightly depending upon the type and number of grant applications submitted and grants awarded in each priority area. Also, it is important to note that per the Charter, any change in an approved SIP, which could include the priority areas and allocations, shall be based on the community needs assessment and input from the community.

## II. Application Process

### Eligibility

An applicant must be either a public agency or be tax-exempt under section 501(c)(3) of the Internal Revenue Code. **For-profit agencies are not eligible for funding.** Applicants must upload an IRS statement certifying their organization's nonprofit status under section 501(c)(3). To obtain this letter, call IRS at 1-877-829-5500 (Note: in some cases, it can take over two weeks to obtain this form).

Organizations (other than public agencies) that do not have 501(c)(3) status must apply using a fiscal sponsor. In this case, the fiscal sponsor is the applicant and, if a grant is awarded, would be the organization that contracts with the City of Richmond and is legally liable for all aspects of the contract including program implementation, fiscal management, and communication with the City regarding subcontractor or fiscal partner activities.

The fiscal sponsor would be expected and authorized to oversee and manage all aspects of the contract including finances; and to monitor and implement program activities of contracted or partner agencies; **A public agency must apply on its own behalf and may not use a fiscal sponsor.** See Use of Funds (pages 12-13) or Article 15 Section 5 for a list of excluded services and service providers and any allowed exceptions.

### TYPE OF APPLICANTS & NUMBER OF APPLICATIONS

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#### **Single Agency Applicant**

A Single Agency Applicant is one agency applying for RFCY funding. This applicant is also referred to as the lead agency and will be the agency that contracts with the City of Richmond. The lead agency applicant shall receive the majority of funds requested through the application. Applicants in this category have an organizational budget over \$250,000, not including the RFCY grant request.

#### **Collaborative Applicants**

A Collaborative Applicant must consist of two or more agencies, each contributing substantial participation toward a mutual goal, and at least two of which are proposed to receive RFCY funds. Substantial participation includes providing direct services, and/or planning and coordinating services, and/or having equal partnership in decision making around program design and/or implementation. No one agency should receive more than eighty percent (80%) of the funding. RFCY strongly encourages collaboration between private nonprofit and public entities to create and sustain partnerships that maximize the cost-effectiveness and quality of service delivery. Additionally, RFCY encourages centering youth voice, perspective, and input in program development decision.

The lead agency of a collaborative will be the agency that contracts with the City of Richmond. Collaboratives must choose a lead agency that has the fiscal and management capacity to support the other partners by issuing payments in a timely and professional manner. All partners

of a collaborative must have the capacity to provide services according to the activities submitted by the fiscal sponsor for the collaborative.

The collaborative should examine how the involvement of other partners will be best coordinated within the model. RFCY will not consider lead agencies that act simply as a fiscal pass through. All agencies, schools, and/or program sites must be active parts of program implementation.

### **Small and Emerging Applicants**

The Small and Emerging designation focuses on smaller organizations and assists new grass root organizations to be funded by RFCY. They may have recently received their 501(c)(3) status, after having been fiscally sponsored. If the organization does not have a 501(c)(3) status, it must apply using a fiscal sponsor. If the organization has 501(c)(3) status, it may still choose to use a fiscal sponsor.

If the organizational budget is under \$250,000 in the current or most recent fiscal year and the organization has never received RFCY funding, it must identify/apply as a Small and Emerging Applicant. All conditions (i.e., total request % of organizational budget, match requirements, indirect rate and grant limits) pertaining to the single agency applicant apply, including the requirement of having recently audited financial statements available.

### **Number of Applications**

An agency can submit more than one proposal requesting funding, as long as the proposals are requesting funding for programming that is substantially different. Substantially different programming is defined as having a different program design, staffing, program location, or target population receiving services.

Applicants may submit separate proposals for their own program and be part of a collaborative proposal, as long as the proposals are substantially different. Applicants may not receive funds as a single agency and as part of a collaborative for the same program.

Applicants may not submit the same proposal more than one time to different RFCY funding strategies. Select the most appropriate priority area that aligns to your program, and submit only one request proposal for the proposed program.

Agencies may submit more than one grant request. However, Small and Emerging applicants and Single Agency Applicants/Collaborative Applications must limit their total and/or combined RFCY request(s) to no more than 40% of their current year overall organizational budget excluding current RFCY funding, respectively.

## Funding Amounts

### FUNDING PARAMETERS

Each grant award amount will depend on the frequency of service, the amount of service, the number of service sites, the number of children and families served, the proposed staffing, and the range and depth of expertise provided. Please use the following funding parameters as a guide to determine how much funding is appropriate and allowed.

#### **Small and Emerging Applicants**

- A Small and Emerging applicant request size must be between \$30,000 and \$100,000.
- No more than 25% may be allocated to indirect costs, calculated as a percentage of the total grant request.
- Agencies may submit more than one grant request. However, Small and Emerging Applicants must limit their total and/or combined RFCY requests to no more than 50% of their overall organizational budget.

**Example:** A Small and Emerging organization with an annual budget of \$200,000 could request one or more grants for a maximum RFCY funding of \$100,000.

#### **Single Agency Applicant**

- Single agency applicants may apply for between \$40,000 and \$150,000.
- No more than 25 % may be allocated to indirect costs, calculated as a percentage of the total grant request.
- Agencies may submit more than one grant request. However, Single Agency Applicants must limit their total and/or combined RFCY request(s) to no more than 35% of their current year overall organizational budget excluding current RFCY funding.

**Example:** A Single Agency organization with an annual budget of \$420,000 or more could request one or more grants for a maximum RFCY funding of \$150,000.

#### **Collaborative Applicant**

- Collaboratives may apply for between \$50,000 and \$200,000.
- No more than 25% may be allocated to indirect costs, calculated as a percentage of the total grant request.
- Agencies may submit more than one grant request. However, Collaboratives must limit their total and/or combined RFCY request(s) to no more than 35% of the lead agency's current year overall organizational budgets excluding current RFCY funding.

**Example:** A lead agency in a collaborative with an annual budget of \$570,000 or more could request a grant award maximum of RFCY funding of \$200,000.

## SUMMARY TABLE BY APPLICATION TYPE

	<b>Small and Emerging</b>	<b>Single Agency</b>	<b>Collaboratives</b>
<b>Minimum Grant Request</b>	<b>\$30,000</b>	<b>\$40,000</b>	<b>\$50,000</b>
<b>Maximum Grant Request</b>	<b>\$100,000</b>	<b>\$150,000</b>	<b>\$200,000</b>
<b>Maximum Indirect Rate</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>
<b>Total RFCY Request as % of Org. Budget</b>	<b>50%</b> of Agency Budget	<b>35%</b> of Agency Budget	<b>35%</b> of Agency Budget
<b>Minimum Match Requirement</b>	<b>15%</b> of RFCY grant request	<b>15%</b> of RFCY grant request	<b>15%</b> of RFCY grant request
<b>Audit Upload Requirements*</b>	Most recent fiscal year Profit & Loss and Balance Sheet. If the proposal is recommended for funding, submit a CPA Review of Financial Statements no later than June 30, 2021.	Audited Financial Statements as part of application	Audited Financial Statements as part of application

### **Audited Financial Statements**

All Audited Financial Statements must be from within the past two years. If an Applicant is a public agency, other than the City of Richmond, the applicant must submit proof of the existence of an independent single audit. If applying with a fiscal sponsor, applicant must submit fiscal sponsor’s audited financial statements.

If your agency is in the process of obtaining your audited OR reviewed financial statements, but the audit and financial statements will not be complete before the grant deadline, you will be able to submit proof of a contract with a Certified Public Accountant as part of your application submission. In the **Agency Information** section of the proposal, provide a copy of your contract or engagement letter with a CPA as proof that an audit of your agency will be conducted, and include the expected date of completion as part of proof. All audited financial statements must be completed and delivered to RDCY by June 30, 2021 (both hard copy and electronic copy via email).

### **USE OF FUNDS**

- 1) The proposed program must provide **direct services** provided to children and youth from birth to 24 years old and their caregivers, and, as defined in Section 4.b., disconnected transitional-aged young adults from ages 18 to 24 years and, when relevant, their caregivers, or as part of programs that predominantly serve children, youth and disconnected transitional-aged young adults within those ages and their caregivers.

- a. The Fund will prioritize three groups of young people living in Richmond and adjacent unincorporated North Richmond: children ages 0 to 12; youth ages 13 to 17; and disconnected young adults ages 18 to 24, who are most impacted by harm, inequity and lack of access to support and services. The priority populations include but are not limited to: system-involved young people; young people who have been pushed out of school; young people who themselves or whose families are homeless or threatened by homelessness; young people living in poverty; immigrant and undocumented children, youth and families; Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) children, youth and families; teen parents and families, including single mothers; young people with poor physical, mental, emotional and behavioral health outcomes and disabilities; and families with children and youth who are impacted by the criminal justice system and/or who have family members who are incarcerated; and/or are involved in or transitioning from the foster care, juvenile justice, criminal justice or special education systems.
- 2) Funds may **NOT** be used for:
- a. Services provided by the Police Department, Sheriff, other law enforcement agencies, Courts, District Attorney, Public Defender, City Attorney or Fire Department; detention or probation services mandated by state or federal law; or public transportation, except to the extent that transportation may be needed to access eligible services supported by the Fund;
  - b. Services provided by the West Contra Costa Unified School District, Richmond libraries, Office of Neighborhood Safety, Richmond Promise College Scholarship Program, Richmond Housing Authority and Youth Works, **except for** collaborations between the above mentioned entities and community-based organizations and programs that meet the goals and eligible uses of the Fund;
  - c. Any service that primarily benefits adults over 24 years;
  - d. Any service for which a fixed or minimum level of expenditure is mandated by state or federal law, to the extent of the fixed or minimum level of expenditure;
  - e. Acquisition of any capital item not for primary and direct use by children or youth; acquisition, other than by lease for a term of ten years or less, of any real property; or maintenance, utilities or any similar operating costs of any facility not used primarily and directly by children or youth, or of any recreation or park facility, library, or hospital;
  - f. Capital expenditures for housing, or rent subsidies;
  - g. Primary and specialized medical and direct mental health services; however, prevention, education, and other behavioral and mental health support services are eligible for funding;
  - h. Income supports that supplant state or federal benefits or post-secondary tuition assistance;
  - i. Political campaigning or lobbying;
  - j. Subsidization of existing contracts;
  - k. Repayment of existing debt or pre-existing tax liens or obligations;

- l. Advancement of certain sectarian, politically partisan, or religious projects (grant funds should be used for specific programs and not to advance the causes of any of the stated group);
- m. Legal, loan, or bank fees;
- n. A project or program which is clearly intended for commercial gain;
- o. A project or program that occurs before or after the grant award period; or
- p. For businesses established for personal benefit or profit;

## **MATCHING FUNDS**

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- 1) Matching Funds refers to all program funding above the RFCY award that are necessary to provide the services at the proposed levels. Proposals must demonstrate, and if awarded will be held accountable for, raising and documenting funding that equals at least 15% of the RFCY grant award as a program match. This 15% match of RFCY program funding must be a cash or in-kind match and must support the costs of the proposed program.

**Example:** An organization is seeking \$100,000 from RFCY to run a youth program. If awarded a \$100,000 grant from RFCY, the organization would be held accountable for raising and documenting a minimum of 15% match of the grant award amount, which is \$15,000.

- 2) Grantees may **NOT** use one RFCY grant as a match for another.

## **FUNDING PERIOD**

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This RFP represents a three-year grant cycle. The initial contract is for a one year period (July 1, 2021, through June 30, 2022) with the option to renew for two additional one-year periods based on fund balance, satisfactory evaluation, grant monitoring reports, and overall grant performance. The second and third grant period will run from July 1, 2022, through June 30, 2023; and from July 1, 2023, through June 30, 2024. It is the intention of RFCY that programs operating solely during the summer months will have a contract start date of June 1, 2021. Selected applicants will not receive their first disbursement of funds until they submit all required contract documents. After all contract documents are received it takes approximately, 6-8 weeks before the contract is executed. Additionally, any open contracts, invoices, or reports that remain from any previous fiscal year must be closed before selected applicants may receive their first disbursement of grant funds.

## Applying for Funding

### STARTING YOUR PROPOSAL

The RFCY application process is entirely online through the RFCY Forms CivicPlus website[. All proposals must be completed and submitted through the online application system to be considered for funding.

- **Step 1 – Registration and Login** – create a unique RFCY CivicPlus account for each your agency application.
- **Step 2 – Agency and Proposal Information** provide information specific to your agency and program requesting funding and RFCY priority area aligned to your program.
- **Step 4 – Narrative** – upload your proposal responses completed on the template
- **Step 5 – Demographics and Operations** – upload your Demographic Table that estimate the individuals projected to be served annually by your program and the hours of operation.
- **Step 6 – Activity Projections** – upload your Activity Projection Table that summarizes the expected programming by projecting the types of activities to be delivered by the program requesting funding.
- **Step 7 – Budget** – upload a detailed program budget showing RFCY funding requested and total budget costs.
- **Step 8 – Required Documents Upload**
- **Step 9 – Proposal Signoff** – verify that the information is complete, all forms have been submitted, and submit the online proposal.

To access **the Narrative Template, Demographics and Operations Table, Activity Projections Table, and Budget** Template sections of the RFP at **[ENTER WEB ADDRESS]**.

You may enter your application over multiple sessions. Remember to save often and log out when you have finished a session.

Please review the elements of your application including all uploads before submitting. It is recommended that you wait until the entire application is complete before submitting each form. Once you submit, you will not be able to edit any of your work. If for any reason you need your submitted form unlocked, please contact RFCY Staff at (510) 620-6523.

The **Proposal Instructions** on pages 30-44 will provide detailed instructions on completing the application, and the additional submission of forms required by the City of Richmond – Richmond Fund for Children and Youth. Be sure to read these instructions carefully.

Contact the **RDCY** at [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us) or **{ENTER PHONE NUMBER}** for all technical issues and questions regarding the online application system.

## Pre-Proposal Meetings, Training, & Technical Assistance

### PRE-PROPOSAL MEETINGS (BIDDERS CONFERENCES)

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To provide general information and guidance to all potential applicants, RFCY will hold three Pre-Proposal Meetings (Bidders' Conferences). All potential applicants are strongly encouraged to attend one of the three Pre-Proposal Meetings. A video of the pre-proposal meeting will be available on the RDCY website at [www.richmond youth.org](http://www.richmond youth.org).

- Monday, January 18, 2020: 10:00 a.m. to 12:00 p.m.
- Tuesday, January 26, 2020: 2:00 p.m. to 4:00 p.m.
- Wednesday, February 3, 2020: 5:00 p.m. to 7:00 p.m.

### TRAINING SESSIONS: APPLYING ONLINE

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For assistance in navigating the online application submittal process, RFCY will offer training sessions to apply online. The training sessions will be held virtually in-lieu of in-person sessions at 440 Civic Centr Plaza, City Council Richmond, CA 94804. Please see "**Important Dates**" below. To register for a training session, visit {ENTER REGISTRATION WEB ADDRESS}

### GENERAL TECHNICAL ASSISTANCE BY EMAIL

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General Technical Assistance (TA) by e-mail begins January 1, 2020, and concludes February 8, 2020 at 5:00 p.m. E-mail TA questions to RFCY staff at [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us). Staff will answer questions about eligibility, funding parameters, and required information and documents for online submission. The assistance is not intended to provide professional advice on program design, feasibility, or other program development and implementation issues. This TA is provided by email only. **All questions received and responses will be publicly posted to the RFCY website. No phone or in-person technical assistance will be provided.** RFCY will aim to provide a response within two (2) business days to TA requests.

## Important Dates

*These dates are tentative and subject to change:*

	Date
Request for Proposals (RFP) Released	December 31, 2020
Pre-Proposal Meetings Virtual/Video Conferencing	Monday, January 18, 2021 10:00 a.m. to 12:00 p.m. Tuesday, January 26, 2021 2:00 p.m. to 4:00 p.m. Wednesday, February 3, 2021 5:00 p.m. to 7:00 p.m.
Questions Due by E-mail	February 8, 2021
Response to Questions Published	February 12, 2021, 5:00 p.m.
Online Proposals Due	Friday, February 19, 2021, <u>BEFORE</u> 5:00 p.m. An online receipt will be produced upon submission. Proposals submitted after the deadline will not be considered for review.
Oversight Board and City Council Approves Recommendations for Funding	May/June 2021
Contracting and Negotiations Begins	June 2021
Program Year/ Contract Begins	July 1, 2021 (June 1 for Summer Programs)

## Additional RFCY Resources

The following documents can be found on the RFCY website at [www.richmondyouth.org](http://www.richmondyouth.org):

RFCY Community Needs Assessment	{ENTER WEB ADDRESS}
RFCY 2021-2024 Strategic Investment Plan	{ENTER WEB ADDRESS}
RFCY Oversight Board	{ENTER WEB ADDRESS}
RFCY Contract Documents	{ENTER WEB ADDRESS}

### III. Funding Priority Areas for FY 2021-2024

The Community Needs Assessment process provided an overview of current data and findings related to children, youth, and their families in Richmond, and North Richmond, California – specifically as related to the focus of the Richmond Fund for Children and Youth. The Community Needs Assessment identified six priority areas for investment. Community input was gathered through focus groups and interviews with youth and providers, surveys, forums, and the review of multiple reports and secondary data resources. Priorities were identified by synthesizing these data sources and surfacing issues that were raised across multiple groups and subgroups and within the framework of the legislation informing the Richmond Kids First Initiative.

The six priorities areas, not listed in order of importance, were then assigned a percentage allocation based on considerations of the urgency of the need and potential for equity impact. The priority areas are as follows and include the allocation.

PRIORITY AREAS
<b>1. Behavioral Health: Mental Health and Wellness</b>
<b>2. Education Support and Employment/Training Support</b>
<b>3. Out of School Time, Afterschool, Sports and Enrichment</b>
<b>4. Youth Violence Prevention</b>
<b>5. Access to Basic Needs</b>
<b>6. Information, Guidance and Case Management</b>

This plan will guide the Department’s grant cycle between 2021 and 2024. The first round of grant funding for Fiscal Year 2021-2022 (July 1, 2021 – June 30, 2022) is estimated to total approximately \$1.5 million (based on the City’s Fiscal Year 2020-21 revenue amounts). Estimated funding is approximate for the strategy areas. The available funds for grant awards in years two and three of the SIP will increase based on the funding allocations outlined in the Charter.

#### **Cross-Strategy Approaches**

This plan provides further information related to these priorities and begins to detail options regarding programming, approaches and populations that will benefit from investment. There were also several approaches identified related to programming that could cross several of the six inter-related areas identified above. These cross-cutting approaches include but are not limited to:

- Trauma informed programming
- Healing
- Caring adults participating in the lives of youth
- Trusting relationships with providers
- Meeting children and youth where they are (e.g. school or neighborhood)

- “Push in” supports rather than “opt in” supports for those hard to reach (e.g. reaching out to our most marginalized students)
- Valuing and recognizing identity while building belonging
- Staffing programs with individuals with lived experience or cultural fluency who can effectively engage youth – “Gave staff who can not only represent a culture but can be restorative and beneficial to the culture”
- Providing culturally competent programming and services which reflect the diversity of Richmond and North Richmond
- Improving translation and language equity
- Improving access by robustly sharing information out to the community
- Equity in place
- Including and valuing youth voice in the design and implementation of programming

There are numerous options for programmatic strategies identified under each priority. Realistically, it is likely that not all of these programmatic strategies will be put forward and that not all of them could be funded in this initial year of the Fund. The staff of the Richmond Department of Children and Youth is committed to using an equity perspective in its grant programs to ensure that the Richmond Fund for Children and Youth fills gaps in services, provides resources to those populations that have been identified as under-resourced, and strategically contributes to meaningful results for children and youth.

## **Priority 1: Support Behavioral Health: Mental Health and Wellness for Children and Youth**

Mental Health and wellness for Richmond and North Richmond children and youth clearly stood out in the Community Needs Assessment. The community has identified stress and trauma as an issue for children and youth in the community. Given the many health stressors in the community, there are children at risk of mental health and developmental impact given their exposure to “adverse childhood experiences.” At the same time, youth express that they have experienced depression. Programs that support mental health and wellness and that address mental health needs will help Richmond and North Richmond children and youth to thrive. Included in this priority is mental health education which will be targeted toward reducing stigma and increasing understanding of mental health and wellness issues.

The issue of mental health and well-being was a concern across all of the focus groups that were conducted. This is particularly true for Black and Latinx residents who are disproportionately exposed to violence leading to long term impacts on health and well-being. Trauma-informed programming, as well as mental health programs, emerged as a significant need for children, youth, and families along with the need for that programming to consider the rich diversity of residents many of whom have are experiencing the trauma of the constant threat of family deportation, violence in the community, discrimination and more. Also, the need for culturally fluent approaches is central to filling this gap as many of Richmond and North Richmond’s children, youth, and families come from non-western cultures where there may be barriers and stigma attached to western approaches to mental health and wellness programming.

### ***Options for Supported Programming***

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- Integrate behavioral health strategies into programming that support mental health and wellness
  - Provide a “safe space” and support mental health along with social and emotional well-being for young children and youth
  - Provide supportive relationships, including counseling and support for children and youth
  - Strengthen school-based and group programming (e.g., anxiety or anger management)
  - Diversify access (e.g., by opening access to short term needs and those not being served)
  - Address trauma and support healing skills
- Behavioral and mental health education for children, youth, and families; build access and openness to receiving support

### ***Priority Populations***

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- Disconnected youth
- Young people who themselves are homeless, or whose families are homeless or threatened by homelessness
- Young people living in poverty
- Immigrant and undocumented children and youth
- LGBTQ+ children, youth, and families
- Youth who have experienced trauma
- Young people with poor physical, mental, emotional, and behavioral health outcomes

### ***Desired Results***

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- Increased access to mental or behavioral health programs and services (Indicator: number of unique and new participants)
- Decreased stigma about receiving mental health services
- Reduced reliance on substances to deal with mental and behavioral health issues
- Increased awareness of available mental or behavioral health services

## **Priority 2: Provide Education Support and Employment/Training Support so that Youth Can Move to College and Career**

Richmond and North Richmond youth participating in the Community Needs Assessment consistently expressed the desire to be successful in school and go on to college or employment. In the 2019 Richmond Community Survey, residents were asked what areas the City should prioritize in order to best support young people in Richmond. Education and Job Training received the highest response rate with 82% of respondents (308 responses) selecting this as a priority<sup>1</sup>.

In the Community Needs Assessment, participants also identified the need for programs that support children and youth along their journey toward educational success, college, career, and employment. These needs emerged across surveys, focus groups, forums, and other sources. Richmond and North Richmond children and youth want the chance to excel in school and career. There was a strong desire for more tutoring, broader college access programs, and extra support for those who may be struggling with a range of barriers such as transitional age youth (TAY) or new immigrants arriving as unaccompanied minor children. The latter is also an example of a group that needs accelerated or intensive language learning support.

Many older youth participants wanted support in moving toward employment and identified the need to learn more about employment requirements and career options via mentoring, internships, and, in some cases, job skills training as key to their success.

It is also notable that reliable access to resources such as high-speed internet and computer equipment, such as tablets, has become even more important in the current distance learning environment. Participants often pointed to disparities between nearby, wealthier districts outside of Richmond and North Richmond that are better resourced and have programs, tools, and infrastructure that allow for students to excel.

### ***Options for Supported Programming***

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- Programs that improve educational outcomes for high-need young children
- Targeted educational support (e.g. tutoring, language, homework assistance) for children and youth facing multiple challenges in moving forward to post-secondary education and employment (e.g. populations such as unaccompanied minor immigrants, system involved youth, or very low-income students)
- Career and college exposure at earlier ages (e.g. middle school programs)
- Internships to provide experience, skill building and exposure for youth

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<sup>1</sup> National Research Center and ICMA, The National Community Survey, Richmond, CA Technical Appendices, 2019

- Outreach and strategies directed to disconnected youth and systems-impacted youth who are not engaged in community programming
- Expand access to West Contra Costa Unified School District (WCCUSD) career readiness resources to students not in pathways

### ***Priority populations***

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- Youth of color
- System involved young people and TAY
- Disconnected youth
- Young people who themselves are homeless, or whose families are homeless or threatened by homelessness
- Socioeconomically disadvantaged children and young people
- Immigrant and undocumented children and youth
- Students with disabilities
- Youth from under-resourced neighborhoods (e.g. North Richmond, Iron Triangle)

### ***Desired Results***

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#### Education Support

- Increased access to early learning
- Kindergarten readiness
- Improved third grade reading levels
- Improved school attendance
- Improved High School graduation rates
- College entry and success rates
- Reduction in chronic absenteeism
- Black and Latinx college enrollment and persistence

#### Employment

- Increased numbers of youth with work experience opportunities
- Increased numbers of youth accessing career and college
- Increased knowledge of programs
- Increase in earnings/income for youth and young adults

## **Priority 3: Support Out-of-School Time, After-school, Sports and Enrichment**

This strategy builds on and expands available out-of-school and afterschool programming. Participation in afterschool and out-of-school programs is linked to better academic outcomes. For Richmond and North Richmond’s priority populations, targeted afterschool programming could improve their chances of completion and success in school as well as their connection to caring adults with whom they feel a connection. Programs must be provided in a safe space with safe access for students.

Low-cost or no-cost out-of-school and after-school sports and enrichment programming scored high as both desired and needed for youth to thrive across groups. Sports were a popular suggestion as were outdoor activities such as gardening and hiking. The arts were very often mixed in with responses to sports but were also often singled out as highly desirable (music, dance, visual arts were all mentioned). This is in addition to culturally relevant arts and other programming to help them to build awareness, strengthen self-esteem, and create a sense of belonging. Some groups stated there were few or no respectful and safe spaces to be with others like them. Existing after-school resources should be leveraged so that funding from the Richmond Fund for Children and Youth (Fund) bring in those not participating and engage students who have barriers to participation.

### ***Options for Supported Programming***

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- Programming specific needs of children and youth at their age and stage
- Support youth voice to support diverse programming for students in later grades to develop their strengths and interests
- Free or very low-cost programming
- Funding to also engage parents to understand barriers to participation
- Enrichment programming (e.g. music & arts, science & technology, sports & recreation)
- Culturally relevant and fluent programming
- Academic support such as tutoring, homework support, etc.
- Outdoor programming
- Accessible programming for students with disabilities
- Youth development and leadership opportunities for positive youth engagement

### ***Priority Populations***

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This could include all of the priority populations and programs should be targeted toward including these hard to reach/underserved groups.

- Young people living in poverty
- Immigrant and undocumented children and youth

- Young people with poor physical, mental, emotional, and behavioral health outcomes
- Children with disabilities
- Students experiencing homelessness
- Students who are not engaged in out-of-school extracurricular activities
- Students at schools with high levels of free and reduced lunch
- Students in very high need locations

### ***Desired Results***

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- Expanded access to out of school, afterschool, sports, and enrichment programming (Indicator: number and demographics of unique participants )
- Increased learning opportunities year round
- Increased and more diverse offerings of culturally relevant programming
- Increase in caring adult relationships
- Increased number of hours of academic support provided
- Increased number of no-cost or low-cost/fully subsidized programs
- Improved attendance

## **Priority 4: Expand Youth Violence Prevention Efforts**

Violence in the community came up as a barrier to participation and even as a significant barrier to everyday activity for priority populations. Violence manifests itself in many forms including gun violence, domestic violence, and more. In the focus groups, youth stated they couldn't go to many places in Richmond and North Richmond out of fear and that they were frequently uncomfortable to go out with groups of friends when one of them did not feel safe in a particular neighborhood. Others participating in the needs assessment spoke of witnessing violence or dangerous spots in their neighborhood. Bullying is also a concern for children. In addition, some participants also reported the fear of gender-based violence as a barrier to movement and participation in the community.

The 2019 Richmond Community Survey asked residents what areas the City should prioritize in order to best support young people in Richmond. Violence prevention and response received the second highest response rate with 73% of respondents (275 responses) selecting this as a priority<sup>2</sup>. Other plans and reports including the 2019 Kaiser Community Health Needs Assessment and the North Richmond Quality of Life Plan also identified community safety as a priority.

### ***Options for Supported programming***

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- Programs supporting healthy development for children
- Mentorship and other programs for youth that feature a caring adult
- Programs that support connection to after-school activities and reduce exposure to community risks
- Programs outside of school
- Peer-to-peer groups
- Whole family/parent support
- Anti-bullying programs
- Programs focusing on African American and Latino/Latinx youth
- Youth skills programs: non-violent coping and communication skills
- Street outreach and community norm changes
- Support for families experiencing domestic violence
- Access to programs that are "close to home" or that provide safety support or community travel support that reduces risk of violence for youth (e.g. transportation vouchers or programs located next to public transportation)

### ***Priority populations***

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- African American youth
- Latino/Latinx youth

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<sup>2</sup> National Research Center and ICMA, The National Community Survey, Richmond, CA Technical Appendices, 2019

- System-involved young people
- Young people who have been pushed out-of-school
- Young people living in poverty
- Children and youth who are impacted by the criminal justice system and/or who have family members who are incarcerated

### ***Desired Results***

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- Reduction in the number of youths involved in criminal activity
- Reduction in the numbers of youth homicides for those aged 0-24.
- Reduction in the numbers of youth that perpetrate violence
- Increase in the number of students who feel safe at school
- Reduction in bullying
- Reduction in the number of children and youth that witness violence
- Increase in services that support whole-family violence prevention

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## **Priority 5: Strengthen Access to Basic Needs**

The Community Needs Assessment identified that many Richmond and North Richmond children, youth, and their families were struggling and needed support with meeting one or more of their basic needs (e.g., housing, food, medicine, utilities, and transportation) for their families. For homeless participants, housing and wraparound support was identified. For TAY, the need for assistance in supporting their own household after they turned 18 was mentioned. For immigrant children, the need for financial support for families who were often barred from working full time was mentioned. Justice-involved youth suggested that they needed access to support that they said was often contingent on having been in Juvenile Hall. For some parents and youth who wanted to access particular programs, transportation was identified as a barrier.

Given that this planning work was conducted during the COVID-19 pandemic, basic needs issues were heightened beyond the norm. It is widely expected that many families will face ongoing economic hardship as the pandemic wanes and the economy moves toward recovery.

### ***Options for Supported Programming***

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- Childcare support including childcare to provide relief to youth caring for siblings or parenting youth
- Meal and nutrition support
- Rental support
- Navigation of available basic needs resources
- Support for family resource centers
- Support for families with barriers to access
- Expanded homelessness prevention resources to identify and support children and youth at risk of homelessness in Richmond and North Richmond
- Support for children and youth experiencing homelessness including coordination between outreach workers, after-school providers, schools, and shelter/housing resources

### ***Priority Populations***

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- Young people who themselves are homeless, or whose families are homeless or threatened by homelessness
- Young people living in poverty
- Immigrant and undocumented children and youth
- Teen parents and families, including single mothers
- Families with children and youth who are involved in or transitioning from the foster care, juvenile justice, criminal justice, or special education systems

### ***Desired Results***

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- Fewer children, youth and their families will experience homelessness in Richmond and North Richmond
- Increased housing security
- Increased access to childcare
- Increased food security
- Increased access to services by mitigating financial or resource barriers
- Improved transportation to service locations
- Increased access to high-speed internet and Wi-Fi
- Decreased rates of poverty in Richmond and North Richmond, particularly for households of color

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## **Priority 6: Strengthen Access to Guidance and Information about Resources Available for Children and Youth**

For children, youth, and families, there were a number of voices across the spectrum of youth residents that reported on how difficult it is to navigate the Richmond and North Richmond environment of youth services. Almost all community engagement activities during the Community Needs Assessment identified the need for support that would assist community members in understanding what resources were out there and whether they qualified to access them. Many of those surveyed said they did not access services because they did not know about them. Young people expressed the need for help, including coaching or case management, in navigating the turn toward independence or the journey to college success. Case management, or at the very least guidance from a caring adult, is needed so that children, youth, and their families can understand and access the services available. Parents and guardians need more support with understanding what was offered and how to make the best use of these programs and services for their children. Information and case management was also mentioned as critical to individuals experiencing homelessness successfully regaining housing. This information needs to be in multiple languages with extra effort to reach marginalized children, youth, and their families.

### ***Options for Supported programming***

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- Fund the creation and hosting of an inclusive web resource that can provide robust information on children and youth programming in multiple languages
- Fund navigation support or case management for children, youth and their families who face complex challenges
- Support mentorship and guidance that helps disadvantaged children and youth with understanding and accessing resources that will move them forward on their path toward college and/or employment
- Social media strategies and outreach
- Provide resources and capacity for guidance and case management in programming for those who most need it
- Make sure that staff providing guidance and case management reflects the diversity of the clients

### ***Priority populations***

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This priority will support children and youth across Richmond and North Richmond inclusive of all priority populations.

- System-involved young people
- Young people who have been pushed out-of-school

- Young people who themselves are homeless, or whose families are homeless or threatened by homelessness
- Young people living in poverty
- Immigrant and undocumented children, youth, and families
- LGBTQ+ children, youth, and families
- Teen parents and families, including single mothers; young people with poor physical, mental, emotional, and behavioral health outcomes, and children with disabilities
- Families with children and youth who are impacted by the criminal justice system and/or who have family members who are incarcerated; and/or are involved in or transitioning from the foster care, juvenile justice, criminal justice, or special education systems.

### ***Desired Results***

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#### Information

- Increased access to information: (Indicators: Number of inquiries and posts on one stop shop platform)
- Increased access to information in multiple languages other than English (Indicator: Increased number of requests for information that are made in other languages)
- Increase in the number of children and youth and their families that are aware of programming and know how to access information needed to participate
- Increased access to Wi-Fi connectivity

#### Navigation Support, Guidance, and Case Management

- Increase in number of case management spots available for high need youth or those with complex situations
- Increase in number of mentors available for high-need youth
- Increased navigation support for youth who want to access post-secondary education or who are transitional aged youth moving to independence
- Increased numbers of youth have connection to caring adults
- Increased number of programs or collaborations that offer wraparound services/programming targeted at high need youth

## IV. Proposal Instructions

All applications must be completed and submitted online through the RFCY portal on **{ENTER WEB ADDRESS}**. The online application will consist of the following elements:

- 1) **Registration**
- 2) **Agency & Proposal Information**
- 3) **Narrative**
- 4) **Demographics and Operations**
- 5) **Activity Projections**
- 6) **Budget**
- 7) **Required Documents**
- 8) **Proposal Signoff**

More information is provided on each of these elements in the Steps on the following pages.

### Step 1: Registration and Login

Register for an RFCY RFP account at **{ENTER WEB ADDRESS}** you are comfortable sharing.

When you come back to work on your application, go to: **{ENTER WEB ADDRESS}**. Provide your username and password to enter the application system.

Questions about the content of the RFP can be directed by email to RFCY Project Manager at [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us). Questions by phone or in person will not be taken.

## Step 2: Proposal and Agency Information

Begin your application by completing the Proposal and **Agency Information** section. Organizations {may submit only one proposal OR one or more program proposals under their agency account}, and will only need to complete the Proposal and **Agency Information** section once per organization.

To complete the Proposal and **Agency Information**, provide your location, annual agency budget, mission statement, years in operation, staffing, and contact information for key leadership.

Enter the **Program Name** for the program you are applying for funding. Click “**Add New Proposal**” to save this as a new Program Application. Please be sure to use the most accurate program name that will be used to identify your proposal throughout the review and selection process.

### **TYPE OF APPLICANT**

Select whether the organization is applying as a “Collaborative” or “Single Agency”, or “Small and Emerging Applicant.” For collaborations, list the agency name for all collaborative partners for the proposed program. For more information on types of applicants, please refer to the **Eligibility** section of this RFP.

### **RFCY PRIORITY AREA**

Select the appropriate strategy under which the proposal is being submitted for funding consideration. You must select a priority area and submit the **Proposal Information** to be able to access the Narrative, Demographics and Operations, Activities Summary, and Budget sections of the RFP.

### **PROPOSAL CONTACT**

Identify the main contact person for your proposal. Be sure that the contact person is someone in your agency that can be responsive to questions from RFCY during the proposal review and selection process.

**Tip:** During the course of preparing your application, you may find a need to edit information in your application after submitting. Instead of starting a new application, contact RDCY Staff at {ENTER PHONE NUMBER} or [youth@ci.richmond.ca.us](mailto:youth@ci.richmond.ca.us) to unlock to assist you.

When you have finished with the **Proposal and Agency Information** section, move on to upload the Narrative, Demographics and Operations, Activities Projections, and Budget sections of the RFP.

### Step 3: Narrative

The Proposal Narrative must include the following elements, presented in the order listed below. Each question will have its own text box with a character limit.

Reviewers will score the Proposal Narratives based upon the adequacy and thoroughness of the response to the RFP requirements and according to the following point system<sup>3</sup>:

<b><u>Narrative Element</u></b>	<b><u>Points</u></b>
Program Summary	(no points)
Agency History and Capacity	20
Program Design	35
Outcomes and Impact	25
<u>Required Resources and Budget Request</u>	<u>20</u>
<b>TOTAL</b>	<b>100</b>

For more information regarding scoring of the application, see the **Evaluation of Proposals** section on **page 48**.

**Tip:** RFCY recommends that programs first draft responses to the Narrative section in the template provided. Be sure to review your submissions in for accuracy, formatting, and character spacing, prior to uploading your proposal narrative template

<sup>3</sup> This point system applies only to the scoring of the narrative section. The RFCY Planning and Oversight Committee (POC) will use this score along with other criteria, including but not limited to service location, service to priority populations, strategic alignment, past performance, and reasonableness of budget and activities, when making funding recommendations.

## **Priority Area Narratives**

### **PROGRAM SUMMARY (NOT SCORED)**

Provide a clear and concise summary of your program. The summary should describe the program in terms of who will be served, numbers to be served, types of services, location and frequency of services, and the purpose of your program and outcomes to be achieved. This Program Summary will be used to describe the proposed program throughout the review process. (600 Character Limit)

### **AGENCY HISTORY AND CAPACITY (15 POINTS)**

- 1) Describe your agency's experience providing the services proposed in your application. Include information on years of service in the community being served and any partnerships or collaboration with other organizations or systems of care. (1,500 Character Limit)
- 2) Describe the staffing plan for your proposed program. Identify the person who will have primary responsibility for managing the program and discuss their experience managing similar projects. Provide information on how many people will be directly working on the project and their qualifications to work effectively with your target population. (2,000 Character Limit)
- 3) Please discuss how your youth development program and organization has been financially impacted by COVID-19. What have been the implications for the services you provide?

### **PROGRAM DESIGN (50 POINTS)**

- 4) Describe the program and proposed services. Provide information on the program design, type of services, average length of participation, location of services (include the defined boundaries for each targeted neighborhood/geographical area), and how services will be delivered. (4,000 Character Limit)
- 5) Describe how your program will engage and meet the needs of priority populations of children and youth? What are challenges that you anticipate, and how do you plan to address the challenges? (1,500 Character Limit)
- 6) Identify the population that will be served in your program. How do you plan to recruit, engage, and retain children, youth, and/or caregivers in your services to reach your program's goals?
- 7) Who are the other partners that will support the program? Identify the roles, responsibilities and functions of each partnership.

- 8) Provide information on how the organizations has operated amidst the negative effects of COVID-19 and how the organization has met the needs of their target populations since COVID-19 began?

**OUTCOMES AND IMPACT (15 POINTS)**

- 9) What are the needs that your program is designed to address? How will parents and children directly benefit from the proposed services? What are the short-term outcomes, and what are the long-term impacts? (2,500 Character Limit)
- 10) Describe how your program will measure its impact and achievement of outcomes. What are the performance targets that will be met? How will you know that your program is successful? (1,500 Character Limit)
- 11) List your program’s annual outcomes and performance for the past three years. Explain any fluctuations in outcome and performance year-to-year. (1,500 Character Limit)

**REQUIRED RESOURCES AND BUDGET REQUEST (20 POINTS)**

- 12) What are the total proposed annual program expenses for the 2021-2022 fiscal year? What were the total program expenses in the most recently completed calendar or fiscal year? What is changing? (1,500 Character Limit).
- 13) Describe the proposed program expenses and explain how funds requested are reasonable to support the proposed numbers of children to be served, hours of service to be provided, and overall program design. (2,000 Character Limit)

Provide information on the other sources of revenue supporting the program. Include the name of the funding entity, amount of funds, duration of funds, and whether the funds have been received, are committed, are pending, or will be planned to be requested. State whether your program will collect fees for participation or if it will be free of charge to all participants. If collecting fees, describe your fee structure, estimated annual revenue, and estimated percent of students participating for free compared to students paying a fee. (1,500 Character Limit)

## Step 4: Demographics and Operations

Please estimate the total number of unique clients your program projects to enroll and serve during the period July 1, 2021 and June 30, 2022, if funded by RFCY. For programs operating only in summer, estimate for the period June 1, 2021 – August 31, 2021. If awarded RFCY funding, programs will be required to enroll all clients into the CivicPlus database system. All individuals (youth and adults) enrolled as participants in the program will be required to provide First Name, Last Name, Date of Birth, Gender Identity, Race/Ethnicity, and residential Zip code. Enrolled clients are required to provide (and their parent, guardian, or other legally authorized representative if a minor) a Release of Information Form giving consent to being entered and their participation tracked and agreeing to participate in an annual evaluation of the funded program by the City and/or its evaluation consultant.

### **TOTAL UNDUPLICATED PARTICIPANTS**

- Youth participants must be Richmond residents from birth - 24 years old.
- The totals of **Race/Ethnicity, Ages to be Served, Gender Identity, Residential, and Dosage** must each equal the **Total Unduplicated Youth Participants**.
- The Dosage table is a projection of how many hours of programming you expect each participant to receive in a program year.
- Do not include in your projections participants that only receive ancillary services such as sitting through a one-time workshop. Do not include projected number of participants reached in outreach efforts; outreach will not be tracked through Activities.

### **PROGRAM OPERATIONS DATES**

Provide information on the months that the program will be active, projected number of weeks the program will be active over the course of one year, and the projected days and hours of operation.

## Step 5: Activity Projections

In the **Activity Projections** section, you will provide an overview of the total expected activities to be supported during the first year of funding support. Provide an estimate on the overall activities in this section that correspond to the detailed activities you will provide throughout the year. Do not provide a detailed list of each and every expected activity that would constitute a completed Scope of Work. If selected for funding, applicants will be required to translate their Activity Projections into a detailed Scope of Work and set of specific activities prior to entering into contract with the City of Richmond.

The activity types that are available are dependent upon the RFCY priority area selected. There are four activity types that are available:

- **Individual Activities**
- **Group Activities**
- **Consultation Hours**
- **Internships and Employment**

Select the appropriate type of activity based on your services. For each activity category, you will be able to enter one or more activities.

**Example:** A program proposes to provide summer camp for four weeks for 100 students. Each day the program provides youth with three hours of arts and enrichment, and three hours of academic programming. Select "**Group Activities**" and complete *one activity* to capture the arts and enrichment programming, and *a second activity* to capture the academic programming.

For **Individual** and **Group Activities**, you will be required to provide the following information:

- **Activity Name**
- **Activity Category**
  - Select the most appropriate activity category from the drop-down list.
- **# of Sessions by quarter**
  - Enter the number of sessions that this activity is projected to occur by quarter. The quarters follow the City of Richmond's fiscal year July 1st – June 30th. For programs operating solely in summer, the system will prompt you to complete the # of Sessions for June, July and August.
- **Average # of Participants per session**
  - Project the number of youth expected to be present per session on average.
- **Average Length of Session (hours)**
  - Project the average length of each activity session. Make sure to project out in hours, not minutes. For example, a 30-minute session should be entered as 0.5.
- **Service Description**
  - Provide a short summary of the activity to provide information on the type of activity proposed.

**Note:** The **Service Hours** per activity will auto-calculate based on your projected number of participants, number of sessions, and length of sessions.

Service Hours = (# of participants) x (# of sessions) x (average hours per session).

## **PROGRAM ACTIVITIES CATEGORY**

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Select the most appropriate category for each of your **Individual** and **Group** activities.

- Academics – includes literacy, math, STEM and STEAM programming
- Arts, Dance, Music and Culture
- College and Career Readiness
- Community Building
- Early Learning
- Family Engagement and Parent Education
- Field Trips
- Health Education and Wellness – includes gardening, cooking and nutrition
- Internships and Employment
- Leadership and Civic Engagement – includes community service
- Sports and Recreation
- Supportive Services – includes mental health services, case management, mentoring, resource referrals, legal services, housing support, restorative justice

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## **SERVICE LOCATIONS**

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To complete the **Activities Projections**, provide information on the service site location. If your program is operating at multiple locations, provide information for each program site location. Do not include service site locations where only brief activities will take place, such as field trips or showcase event locations.

For each **Service Location**, provide the following information:

- **Location Name:** Provide a clear name for the site (do not use acronyms).
- **Address:** Including Street Address, City, and ZIP code.
  - **Note:** RFCY uses this information to inform the Planning and Oversight Committee and Richmond City Council of potential program locations and to determine locations of services throughout the City of Richmond. Please be sure to include accurate information in this section to be able to map potential service locations.
- **Type of Site:** Select from the drop-down list the most appropriate category for the proposed service site location.

## Step 6: Budget

The program budget is an important component of your proposal that should be clearly linked to support the proposed program, with reasonable and justifiable expenses for staffing and program costs. The budget proposed should be an appropriate and accurate projection of the program expenses for one program year: FY 2021-2022 (July 1, 2021 to June 30, 2021). Summer programs should project a three-month budget from June 1, 2021, to August 30, 2021).

This section also allows you to show the cost effectiveness of your program and demonstrate how you will leverage other funds for the programs you are proposing. This online budget should be reflective of what was written in the Narrative section and your proposed Activities.

The budget section is organized in three columns:

- **Total Program Budget**
  - The total cost of funding a line item to operate the proposed program.
- **RFCY Funds Requested**
  - The portion of the total program cost for which you are requesting RFCY funds.
- **Projected Match**
  - This column is auto-calculated by the formula:
  - Total Program Budget (-) RFCY Funds Requested (=) Projected Match
  - If awarded, grantees must provide detail on how this projected match was achieved annually. Each budget must have matching funds of at least 25% of RFCY Funds Requested.

Provide a narrative justification for each line item in the budget. In general, each **Budget Justification and Calculation** statement should describe, in as much detail as required for clarity, what the specific item is and how the amount shown in the budget was calculated, and why the specific item is important to the program.

### **DIRECT COSTS**

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#### **PERSONNEL**

Please list all direct service staff including line staff, supervisory staff that supervises line staff, and support/clerical staff that work directly on the proposed program.

- Create a separate line item for **EACH** individual staff working directly on the program including Lead Agency Position, First Name, Last Name, Total Annual Salary/Wages.
- Please list all direct program staff responsible for the success of the project, even if their salaries or wages are being covered by other matching funds, and not RFCY funds. This will help RFCY better understand the total cost of operating your program.
- Do not include administrative staff not providing direct supervision of line staff, subcontractors, interns, or volunteers.

## **FRINGE AND BENEFITS**

This line item represents benefits (health, dental, retirement, etc.) as well as mandatory employment costs such as FICA, Social Security, SDI, and unemployment taxes. Enter in a numerical total for all fringe benefit costs paid by RFCY and by your match. The total fringe amount is only for those personnel receiving benefits from your agency. In the **Budget Justification and Calculation**, provide a clear response of how your agency is calculating the Fringe and Benefits.

## **OTHER DIRECT COSTS**

All items listed must directly benefit and support the operation of the proposed program. Direct costs that support the program include:

### **Equipment/Furniture**

- Durable goods such as computers and furniture.

### **Facility Rental**

- Pro-rated costs of space rental, utilities, building maintenance and other occupancy costs.

### **Food**

- Meals, snacks and food for regular programming and special events.

### **General Office Supplies**

- Paper, pens, toner, and other reasonable office supply expenses.

### **Participant Incentives**

- Monies or other non-cash incentives, such as gift certificates, provided to a program participant as a reward for completing a program or achieving a programmatic milestone. Detail how many participants are projected to receive incentives, amount of incentive, and the reason for receiving the incentive.

### **Professional Development**

- Please justify how you intend to use this amount in the narrative text box to support the professional development and training of your direct service staff.

### **Program Supplies**

- Art supplies, workbooks, sports equipment, and other reasonable program supply expenses that are required for the proposed program.

### **Telephone/Internet/Communications**

- May include mobile phone, telephone, internet and postage. Please be specific on how this cost was calculated and how it relates to the proposed program.

### **Travel/Transportation**

- This item includes expenses for field trips and access to programs. The basis for the calculation as well as the purpose for all travel should be provided. Travel expenses for staff are allowed when directly benefiting children and youth. Funds cannot be used for travel to trainings or professional development conferences. Local travel estimates should be based on your organization's current policies, for example, 55.5 cents per mile or for AC Transit or BART. Any non-local travel needs to be carefully itemized and justified.

## **YOUTH WAGES AND STIPENDS**

### **Youth Wages**

This line item is for programs that offer youth an hourly wage or stipend for internships or employment experiences. Please enter a separate line item for each unique hourly wage. Do **NOT** enter a range for wages. Provide a description of what the employment is and how the cost was calculated.

### **Youth Wages Fringe**

- Enter the total amount of fringe benefits associated with employing youth including any benefits youth may receive and mandatory employment costs such as FICA, SDI, and UI.

### **Youth Stipends**

Stipends are used to support youth participants enrolled in your program in limited duration work experiences and internships. Please enter a separate line item for each unique stipend profile and stipend amount. Do **NOT** enter a stipend range. Provide a description of what the internship is and how the cost was calculated. Do **NOT** include incentives for program participation in this line item. These should be included in the line item **Participant Incentives** under **Other Direct Costs**.

## **ADMINISTRATIVE/INDIRECT COSTS**

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Administrative/Indirect costs by applicant designation are:

- **Single Agency:** Up to a total of 15% of total grant request may be requested.
- **Collaborative Applicants:** Up to a total of 15% of total grant request may be requested.
- **Small & Emerging:** Up to a total of 20% of total grant request may be requested.

Administrative/ indirect costs cannot exceed the limits stated above, including subcontractors.

Examples of allowable expenses in the administrative/indirect line item include: audit, bookkeeping, payroll/finance, facilities maintenance, fiscal sponsor costs, insurance, rent, storage, utilities, and allocated personnel costs (Executive Director's time or any other staff who works minimally on the funded program).

**Example: Indirect Costs** are calculated as a percentage of the total RFCY Funds requested. A Single Agency applicant can request up to 15% of the total grant as **Indirect Costs**. If the agency applies for a grant requesting \$100,000 from RFCY, the maximum indirect costs that can be requested is \$15,000.

## Step 7: Required Documents

In the **Required Documents Section** you will **upload the following required attachments**:

- Copy of IRS Letter Certifying Tax Exempt Status.**
  - Refer to the Eligibility section on **{INSERT PAGES}** for information on how to obtain a letter from the IRS. For Public Agencies, submit a blank document as an attachment.
- Fiscal Audit**
  - Agency Audited or Reviewed Financial Statements or other required fiscal documents. See **{INSERT PAGES XX}** for guidance regarding submission of financial statements.
- IRS Form 990/99N**
  - Provide a copy of your agency's most recently submitted IRS Form 990.
- Organizational Budget**
  - Provide your agency's current year organizational budget for the current fiscal or calendar year (FY 2021-2022). The organizational budget must clearly list sources of income/revenue, and detail personnel, direct, and indirect expenses. Fiscal Sponsors (applicant) must upload Overall Agency Budgets for themselves and their Sponsored Organization.
- Board Roster**
  - Upload the current active board roster indicating officers and professional affiliations.
- Fiscal Sponsorship Letter of Agreement (LOA)**
  - If applying with a fiscal sponsor, provide a letter of agreement between the fiscal sponsor and the sponsored organization. Among other responsibilities, the LOA must state that the Fiscal Sponsor or contractor is aware of their responsibility both fiscally and programmatically for all grant requirements if funds are awarded. The Fiscal Sponsor will be the applicant and will be the responsible party for the contract if the application is successful.
- Public Agency Partnership Letter of Agreement (LOA)**
  - If the successful implementation of your proposed ECIA grant-funded program is dependent on the collaboration with a governmental entity (i.e., state, county, city, school district, etc.), then a LOA authorizing the collaborative relationship must accompany your grant application.

**Tip:** For example, if the implementation of your proposed program is contingent upon working at a school in the West Contra Costa County Unified School District or utilizing space at a Richmond recreation center, then a letter from the collaborating entity must agree to the proposed partnership.

All **Letters of Agreement** should include:

- Description of the nature, history and extent of the partnership including past successes and accomplishments of the partnership.

- Responsibilities of each party detailing administrative and operational duties including staffing, service delivery specifics, facility space, data management, evaluation, etc.
- Any funds being exchanged.
- Signature of director level person or someone who has the organizational authority to enter their respective organizations into an agreement.

Each document can be uploaded in any format (e.g. word, pdf, excel, etc.,) but cannot be over {XXGB} in size.

**Tip:** Be sure to **save your progress**. You can save your proposal by clicking the yellow **'Save'** button on the top of the page of CivicPlus. Be sure to **Submit** only when you are completely sure that the information is accurate and ready for submission to RFCY.

Once you have entered the information into the **Agency Information** section, you can navigate to your **Agency Proposals** by clicking the **"Agency Proposal"** tab on the left side of the Y page.

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## Step 8: Proposal Submission & Signoff

The final step to complete your online proposal is to click “**Submit**”. Please review the elements of your application including all uploads. RFCY recommends that you wait until the entire application is complete before submitting form. Once you submit, you will not be able to edit any of your work. If for any reason you need your submitted form unlocked, please contact RDCY at **{INSERT PHONE NUMBER}**.

After all the forms are submitted, enter the **Proposal Signoff** for the final confirmation of submission for your proposal. The form requires the applicant to verify the following:

- I understand that by clicking 'Submit', I am submitting this proposal to RFCY for review and may only edit the proposal by contacting the RDCY before the proposal submission deadline. I verify that all information in this proposal is accurate, that I have read all RFP sections related to this priority area, and that I have carefully reviewed all parts of my proposal before submitting.

Once you click “Submit”, your application will be submitted to RFCY.RFP Forms and CivicPlus will generate and e-mail a **Receipt of Submission** to verify proof of submission, which will include your Agency Name, Program Name, and the date and time of your submission. Save the e-mail of your receipt for your records **Step 9: Required Schedules and Additional Preference Points**.

### **ONLINE PROPOSAL DUE: FEBRUARY 19, 2021, BY 5:00 P.M.**

You must have completed and submitted all forms and uploads by 5:00 p.m., February 19, 2021. All proposals submitted after 5:00 pm on Friday, February 19, 2021, will be deemed ineligible. This will be strictly enforced. **RDCY strongly encourage you not wait until the last minute to submit your proposal to avoid any unforeseen technical issues.**

**All proposals must be submitted online through the RFCY CivicPlus system. Proposals that are mailed, e-mailed, or faxed will not be accepted.**

**CITY OF RICHMOND/ RICHMOND FUND FOR CHILDREN AND YOUTH RIGHTS AND RESERVATIONS**

By submitting a proposal, an applicant authorizes RFCY to verify any information the proposal contains. At any time before a contract is issued, RFCY may conduct site visits, interviews, and/or undertake other means to verify applicants' provision of services before making a final determination of grant awards. RFCY has the right to disqualify applicants whose proposals present false, inaccurate, or incorrect information or are incomplete in any fashion.

Once a final award is made, all RFP responses, except financial and proprietary information, become a matter of public record and shall be regarded by the City as public records. To withhold financial and proprietary information, please label each page as "confidential" or "proprietary". Although a document may be labeled "confidential" or "proprietary", information is still subject to disclosure under the Public Records Act or Sunshine Ordinance, and is, at the City's discretion, based on the potential impact of the public's interests whether or not to disclose "confidential" or "proprietary" information. The City shall not in any way be liable or responsible for the disclosure of any such records or portions thereof if the disclosure is made pursuant to a request under the Public Records Act or the City of Richmond Sunshine Ordinance.

If an inadequate number of proposals is received or the proposals received are deemed nonresponsive, not qualified, or not cost effective, the City may at its sole discretion reissue the RFP

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**ADDITIONAL OPTIONAL PREFERENCE POINTS**

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While not a requirement, applicants may receive preference points from the City of Richmond for having a Richmond resident workforce or being Richmond-based or adjacent .

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## V. Funding Recommendations and Contract Negotiation

### Rejection of Proposal Elements

The City reserves the right to reject any or all proposals, whether or not minimum qualifications are met, and to modify, postpone, or cancel the RFP/RFQ without liability, obligation, or commitment to any party, firm, or organization. In addition, the City reserves the right to request and obtain additional information from any candidate submitting a proposal. **A proposal may be rejected for any of the following reasons:**

- Proposal received after designated time and date.
- Proposal not containing the required elements, exhibits, nor organized in the required format.
- Proposal considered not fully responsive to this RFP.
- Proposal not in compliance with the City of Richmond with contracting procurement policies, city ordinances, and legal requirements.

### Proposal Review Process

RFCY staff will review proposal submissions to ensure that the required proposal elements have all been provided according to the directions included in this RFP by submission deadlines. Applications that are complete and comply with the RFP requirements will then be reviewed and scored based on responses provided to the proposal narrative according to a 100-point scale. The average of reviewer scores will be used to provide a ranking of submissions by priority area. Additional Preference Points may be awarded by the City of Richmond – Contracts and Compliance Division. These points will be awarded above the 100-points scale and will be considered by the RFCY Planning and Oversight Committee (POC) in their funding determinations. Please see **Additional Preference Points** on page 46 for more information on applying for the additional preference points.

City of Richmond staff will provide the Richmond Fund for Children and Youth Review Committee with the average scores and ranking of proposals within each priority area to assist in their selection of programming. In addition to the ranking and scoring, the Committee will make funding determinations with consideration to location of services, services to priority populations, strategic alignment, past performance, and reasonableness and feasibility of budget and activities. The Committee will make their funding recommendations to support programming aligned with their vision, mission, values and strategic objectives as detailed in the 2021-2024 RFCY Strategic Investment Plan, and will then present their funding recommendations to Richmond City Council for approval and adoption.

## Evaluation of Proposals

The City has allocated approximately eight weeks for review for the proposals. The following specific criteria and the points for each criterion, for a total of 100 points, will be used in evaluating and rating the proposals:

### **1) AGENCY HISTORY AND CAPACITY..... 20 POINTS**

- Past, recently completed, or on-going projects to substantiate experience.
- Demonstration of ability and experience in working with diverse communities and youth.
- Agency has achieved success and accomplishments demonstrate capacity for effective delivery of proposed services.
- Identification of impacts of COVID-19 on the organization’s budget, programming, and staffing needs
- Professional background and qualifications of team members proposed to deliver direct services and manage the program; quality and appropriateness of proposed project personnel, including subcontractors. Racial, ethnic, cultural and linguistic characteristics of staff reflect communities proposed to be served.

### **2) PROGRAM DESIGN ..... 35 POINTS**

- A clear and specific outline of the proposed services, including frequency of programming, average number of clients to be served daily and over the course of the year, location of services, and extent of proposed services to be delivered.
- Outreach and engagement, culturally relevant
- Awareness of the community and target population, and identification of potential problems and providing possible solutions.
- Special resources the team offers that are relevant to the successful completion of the project, including partnerships and subcontractors.
- The organization has a plan on how the program or project will sustain and thrive in a COVID-19 impacted
- Organization has explained thoroughly how the program activities will function and thrive given the impacts of COVID-19

### **3) OUTCOMES AND IMPACT..... 25 POINTS**

- Clearly describes the needs of the intended participants that the program is designed to address, providing accurate, current, and specific data to demonstrate need.
- Program provides clear outcomes that have been achieved through past services, with outcomes clearly linked to intended impacts identified in the funding strategies.
- Ability to clearly articulate outcomes and impact, with reasonable demonstration of ability to account for impact.

### **4) REQUIRED RESOURCES AND BUDGET REQUEST ..... 20 POINTS**

- Program provides a clear budget that describes staffing and associated direct costs required for successful program implementation.
- Expenses are reasonable and commensurate with the scale of services proposed.

- Additional resources are identified to support the program, with reasonable plan for securing matching funds.
- Total program budget of RFCY funding and additional matching funding is realistic and reasonable for proposed level of services.

The RFCY Oversight Board will convene to approve funding decisions at their public monthly meeting in Spring of 2021, and will subsequently forward the funding recommendations to the Richmond City Council for adoption. The Board meetings are held monthly on the first Monday of the month, and depending on the status of COVID-19, are hosted in Richmond City Hall, located at 440 Civic Center Plaza, Richmond, CA 94804 or video conference platform. The Board will base funding recommendations upon the ranking of proposals according to the point system described above for the narrative section of the proposal along with additional considerations and criteria, including but not limited to service location, service to priority populations, strategic alignment, past program performance and agency capacity, and reasonableness of budget and scope of services.

## **Contract Negotiations**

An applicant recommended for funding should expect that RFCY staff will have recommendations for modifying Scopes of Work and Budgets. During contract negotiation, scopes of work and budgets will be reviewed in detail and negotiated as necessary to ensure that they meet the goals, objectives and policies of RFCY and the POC. Revisions to scopes of work include completing detailed activity projections and updating projected client demographics.

Should the City and the applicant not be able to reach an agreement as to the contract terms within a reasonable timeframe, the City may terminate the negotiations and begin negotiations with the next most qualified applicant within the priority area, as identified and selected by the Oversight Board, and proceed down the list of qualified applicants as necessary until an agreement is reached or the list is exhausted.

All grantees must use the CivicPlus online reporting system to report scope of work activities, demographics, budget, program activities, enrollment, attendance, and invoices. Grantees are also required to submit quarterly progress reports in a timely manner.

All grantees must participate fully in the RFCY independent evaluation process so that meaningful data may be gathered to report to all parties interested in RFCY. Participation includes attending trainings and workshops, collection of participant survey data, gathering adequate data on effort and results at the evaluator's request, and hosting site visits. Organizations are also required to attend RFCY grantee convenings and other RFCY informational, technical assistance, training and service coordination meetings.

At any time during or before a grant agreement is issued, City of Richmond staff may conduct site visits, interviews, and/or undertake other means to verify Applicants' provision of services.

## Contract Award

- 1) The contract amount (including reimbursements) shall be a not to exceed amount, to be established based upon a mutually agreeable Scope of Services and fee schedule.
  - a) Percentage advance 25%
  - b) Percentage advance 25%
  - c) Reimbursement of 40%
- 2) The City will withhold the final 10% of contract amount pending successful completion of work.
- 3) Upon successful completion of the negotiations, the City Administrator will award the contract to the selected contractor.
- 4) A sample City standard professional services agreement is provided on the RFCY website as a reference and is available at **{INSERT WEBSITE/LINK}**.
- 5) The selected contractor will be required to enter into a contract that contains similar terms and conditions as in the standard agreement. Please note that the City Attorney's Office is typically not inclined to make any modifications to the standard agreement terms and provisions.
- 6) The selected contractor and its other members will be required to maintain auditable records, documents, and papers for inspection by authorized local, state and federal representatives. Therefore, the contractor and its other members may be required to undergo an evaluation to demonstrate that the contractor uses recognized accounting and financial procedures.

### **CONTRACT AND COMPLIANCE**

Please review **Appendix A: City Schedules and Policies** for details on the City policies that are required of funded agencies.

1. Grantees must provide the services projected in the proposal and Scope of Work, subject to contract negotiations. Failure to provide these services may result in reduced payments or suspension of payment.
2. Grantees must provide evidence of in-kind and cash matches at the end of the third quarter, e.g. through letters, copies of checks, grants, or records of volunteer or donated services.
3. After a contract is awarded, RFCY and the City reserve the right to amend it as needed throughout the term of the contract to best meet the needs of all parties.
4. The City Auditor and the City department administering this Contract shall have the right to audit this Contract and all books, documents and records relating thereto.