



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

Monday, August 5, 2024 | 6:00 PM
Council Chambers | 440 Civic Center Plaza
Richmond, CA 94804

- A.** Call to Order and Roll Call
- B.** Agenda Review and Modifications
- C.** Report from the Department
- D.** Public Forum
- E.** Consent Calendar:
 - E-1.** APPROVE the minutes of the June 3, 2024, meeting of the Richmond Fund for Children & Youth Oversight Board.
- F.** Oversight Board as a Whole
 - F-1.** APPROVE the Richmond Fund for Children and Youth's 2024 Community Needs Assessment and FY 2025 – 2028 Strategic Investment Plan.
 - F-2.** APPROVE the Richmond Fund for Children and Youth Fiscal Year 2025-27 Request for Proposals (RFP), or grant application, to support youth-serving organizations beginning in 2025, and AUTHORIZE the Richmond Department of Children and Youth to release the grant application (RFP) by August 23, 2024.
- G.** Adjournment

MEETING INFORMATION

Oversight Board Members

Khalieghya Dandie-Evans
Guadalupe Enllana
Teyona Galloway
Carol Hegstrom
Katherine Lee
Madiha Qader
Stephanie Sequeira

Staff Liaisons

Patrick Seals
Guadalupe Morales
Nicholas Delgado
Abdul Black

Director

LaShonda White

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. All comments received by 3:30 p.m. on the day of the scheduled meeting, 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.

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.

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.

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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.

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 or submitted by phone at (510) 620-6553. Requests will be granted whenever possible and resolved in favor of accessibility.

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



Monday, June 3, 2024
Council Chambers
440 Civic Center Plaza
Richmond, CA 94804

MINUTES

A. Call to Order and Roll Call

The meeting was called to order at 6:04 P.M. by Co-Chair Guadalupe Enllana

Present: Khalieghya Dandie-Evans, Guadalupe Enllana, Teyona Galloway, Carol Hegstrom, Madiha Qader, Stephanie Sequeira

Absent: Katherine Lee

Vacancies: 8 Vacancies

Staff

Liaison: Patrick Seals, Guadalupe Morales, Nicholas Delgado, Abdul Black – Present

B. Agenda Review and Modifications

Staff Liaison Nicholas Delgado noted there was a change in location for agenda item G-1. The working session will be moved to Staff Room 1 instead of the Shimada Room.

C. Report from the Director

The department staff briefed the Board with several updates. Staff Liaisons Delgado, Morales, and Black provided brief summaries on several City events that took place including Park Rx Day on April 27, 2024, Cinco De Mayo on May 4, the Community Needs Assessment Visioning Event on May 9, a Community Mural Painting event, and preparation for the City's Juneteenth celebration taking place on June 22, 2024.

Board members briefly discussed their presence and positive experience at the Visioning event and others.

D. Public Forum

1. Cordell Hindler provided updates about Mayor Martinez mentioning the Oversight Board at the previous Council meeting. He noted that he has people in mind to fill the vacant seats, including members from the Youth Council. He also invited the Oversight Board to the Contra Costa Mayors' Conference on October 3, 2024 hosted by the City of Richmond at 6:30 P.M. at a location to be determined. He also invited the Board to the Richmond Chamber of Commerce's Board Dinner on October 4, 2024 at Riggers' Loft at \$100 per ticket. He also noted that he attended the Visioning event and had a positive experience hearing from the youth participants.

E. Consent Calendar

E-1. APPROVE the minutes of the March 4, 2024 meeting of the Richmond Fund for Children & Youth Oversight Board.

A motion was made to approve the minutes by Board member Enllana, seconded by Board member Hegstrom, and was approved unanimously by all present Board members.

F. Oversight Board as a whole

F-1. RECEIVE a presentation from WestEd regarding updates on the evaluation of the Richmond Fund for Children and Youth.

Consultants from WestEd, a non-profit educational research organization, presented on this agenda item including staff Nicole Tirado-Strayer, Senior Research Associate, and Jaquelyn Tran, Research Assistant. Tirado-Strayer and Tran informed the Board with updates on evaluation planning and community engagement in the past few months, Youth data collectors and youth survey development, the pilot data collection, implementation of performance evaluation measures, and next steps for the evaluation.

The evaluation plan, initiated in October 2023, involved a structured process starting with listening sessions, followed by the development of survey instruments, and resulting in the pilot data collection. Surveys were designed for students, grantees, and parents, while service provision data and document reviews were also incorporated. The student survey, covering seven core domains, was administered through different methods depending on program needs, with some receiving onsite support from WestEd and youth data collectors. The pilot evaluation included diverse sites, with findings showing high levels of satisfaction among youth and positive feedback from grantees.

The results from the pilot indicated that 95% of surveyed youth liked the program, 98% felt cared for by an adult at the program, and 93% felt they could be themselves. Additionally, the evaluation revealed that RFCY programs connected youth to various resources, including education, counseling, and employment support. WestEd staff noted that Grantee surveys reflected strong satisfaction with RDCY, with 100% of respondents viewing RDCY staff as valuable partners. Moving forward, WestEd will shift the focus will be on finalizing the Year 1 Report, developing qualitative protocols, and continuing data collection during summer programs. The evaluation team is also working on defining program quality and establishing performance benchmarks to guide future assessments. Discussion ensued.

There was no public comment for this agenda item.

F-2. RECEIVE a presentation on the status of the Community Needs Assessment and Strategic Investment Plan.

Staff Liaison and Administrative Chief Patrick Seals provided a brief overview on behalf of Public Works LLC for this agenda item which encompasses an update on the Community Needs Assessment and Strategic Investment Plan. The update highlighted the community engagement process and secondary data analysis. Liaison Seals noted that the assessment involved a wide range of focus groups, including African American, Latinx, LGBTQ+IA, and justice-impacted youth, as well as parents, caregivers, and teachers. Community engagement efforts included 25 key informant interviews, focus groups with 110 participants, and a community survey with 200 respondents. The research also incorporated data from various sources like the U.S. Census, the American Community Survey, and other governmental and research reports.

Further, Public Works in their assessment work identified five core categories of needs: mental health and behavioral health, physical health and access, learning, community safety and belonging, and supportive services. Liaison Seals noted that key findings revealed a high demand for mental health services, with 90% of survey respondents rating this need as "very high or high." There were also significant concerns about physical health, access to healthy foods, and safety in public spaces. Learning needs were highlighted, particularly the need for career and college preparation, as well as the lingering effects of pandemic-related learning loss. Issues of community safety, belonging, and the need for supportive services like transportation and peer navigators were also emphasized throughout the process.

The next steps include finalizing the Community Needs Assessment Report by June 28, 2024, and developing a Strategic Investment Plan based on the findings soon after. A Virtual Community Insight Session will be held on June 26, 2024 to discuss the plan, with

the final Strategic Investment Plan scheduled for completion by August 5, 2024. Discussion ensued.

There was no public comment for this agenda item.

G-1. Open Session

G-1. WORKING SESSION hosted by WestEd in Staff Room 1 (Continuation of item F-1)

WestEd proceeded with the working session of the Oversight Board.

H. Adjournment

There being no further business, Co-Chair Guadalupe Enllana adjourned the meeting at 8:00 P.M.

Staff Liaison

Approved:

Katherine Lee, Co-Chair

Guadalupe Enllana, Co-Chair



AGENDA REPORT

Department of
Children and Youth

DATE: August 5, 2024

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

FROM: LaShonda White, Deputy City Manager
Patrick Seals, Administrative Chief
Kaitlen Burnom, Management Analyst

SUBJECT: ADOPTION OF THE RICHMOND FUND FOR CHILDREN AND YOUTH
COMMUNITY NEEDS ASSESSMENT AND STRATEGIC INVESTMENT
PLAN

RECOMMENDED ACTION:

APPROVE the Richmond Fund for Children and Youth's 2024 Community Needs Assessment and FY 2025 – 2028 Strategic Investment Plan.

FINANCIAL IMPACT OF RECOMMENDATION:

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 of Children and Youth and the Richmond Fund for Children and Youth. 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 2025-28.

The Strategic Investment Plan will guide the Department's grant cycle between 2025 and 2028. Staff anticipates between \$5 and \$6 million dollars will be distributed in grants each year.

Strategic Investment Plan: Core Needs, Strategies, and Allocations

Article 15, Section 8 of the City of Richmond Charter mandates 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 previously shared, the CNA incorporated extensive information from external data sources, interviews, focus groups, community forums, and surveys collected for the Richmond Department of Children and Youth. Priorities were determined by synthesizing these data sources and identifying recurring issues across various groups and subgroups, within the framework of the Richmond Kids First Initiative legislation. Based on the collected information, five core needs were identified as funding priorities; however, staff acknowledges that there is significant overlap among these categories.

In the final SIP, programmatic strategies were attached to each of the core needs. The five core needs, 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 core needs are as follows along with the proposed allocation:



Mental & Behavioral Health Needs: Stressors from living in poverty, bullying, discrimination, and safety concerns were repetitive themes. Youth report high levels of anxiety and depression among their peers and a lack of access to counseling and therapy sessions. Parents/caregivers seek guidance on recognizing mental health issues and supporting their children. Social isolation from the pandemic remains a significant issue.

Physical Health, Wellness & Access Needs: The need for safe parks, open spaces, and access to healthy foods, nutrition, and fitness programs is high. Concerns over healthcare access were repeatedly cited, with Richmond designated as a Medically Underserved Area, lacking the adequate number of primary care physicians, mental health professionals, and dentists. There is a high demand for drug awareness, prevention, and treatment programs.

Learning Needs:

Learning loss from the pandemic continues to impact students, with third grade reading levels and other benchmarks negatively affected. There is a significant need for career and college preparation, one-on-one mentoring, and guidance. Schools are seen as under-resourced, with high demand for homework assistance, after-school programs, and quality early childhood education.

Safety Community & Belonging Needs: Fear of lack of safety is extremely high among youth, with violence becoming normalized. Priority populations report harmful stereotypes and isolation. Justice-impacted youth and LGBTQIA+ groups particularly report feeling othered along with black and brown populations. Community members report a need for more activities and initiatives that nurture safe and friendly neighborhoods.

Connective Supportive Service Needs: Navigation of available services is challenging, and many families lack transportation to access after school programs and other activities. Youth organizations would benefit from connecting with the whole family to support and uplift children and youth.

Proposed Allocations

Core Need Area	Percent allocation
Mental & Behavioral Health Needs	25%
Physical Health, Wellness & Access	20%
Learning Needs	25%
Safety, Community & Belonging Needs	20%
Connective Supportive Services: Navigation, Transportation, 2Gen	10%

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.

Next Steps

Given Oversight Board approval of the CNA and SIP, staff will share the CNA and SIP with City Council. Will release Request for Proposals (grant guidelines and application) on or before August 23, 2024, and make grant funds available by January 1, 2025.

ATTACHMENTS:

1. Community Needs Assessment
2. Strategic Investment Plan
3. Slide Deck



RFCY COMMUNITY NEEDS ASSESSMENT REPORT



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1. EXECUTIVE SUMMARY

Executive Summary

Why a Community Needs Assessment?

The Richmond Fund for Children and Youth (RFCY or Fund) plays a crucial role in guiding the distribution of the City's three-percent allocation of general funds dedicated to improving the lives and addressing the needs of Richmond's children and youth under 24. To ensure that their guidance and grant-making are informed and strategic, RFCY conducts Community Needs Assessments every 3 years as mandated by Article XV of the City of Richmond Charter. These assessments engage community members, including youth, agencies, and organizations that serve children and youth in Richmond, to identify needs through their knowledgeable lived-experiences. Additionally, data analysis, reports, and research further enhance understanding of the pressing needs that the Fund and its Oversight Board Committee seek to address.

How We Identified Children and Youth Needs

The principle of "Nothing About Me, Without Me" was central to this community needs assessment, emphasizing the importance of listening to and learning from youth, their families, and organizations serving them. Through a highly interactive community engagement process, spanning from January to July 2024, the voices of approximately 400 individuals are reflected in this report. The assessment began with interviews of 24 thought leaders experienced in working with children and youth and those involved in policy, allocation, and program decisions within city departments and public offices. These interviews framed questions for focus groups involving more than 100 individuals from the Priority Populations identified by RFCY per the charter: African American Youth, Asian American Pacific Islander Youth, Immigrant Family Youth, Justice Impacted Youth, Latinx Youth, LGBTQIA+ Youth, Transitional Age Youth, and Youth Experiencing Homelessness. Youth participants received dinner and a gift card in appreciation for their time. Additional focus groups included a Parent/Caregiver Group and a Teacher/Counselor Group.

A 14-question survey developed from focus group insights was distributed to 33 youth-serving

organizations, resulting in 200 completed surveys from youth, service providers, parents/caregivers, and community members. The findings were presented at a two-hour Community Visioning Event attended by over 70 people, generating nearly 50 ideas for consideration in the next phase of this project, a Strategic Investment Plan.

Investing in Children and Youth

The City of Richmond's commitment to enhancing the lives of its children and youth is evidenced by its creation of the Richmond Fund for Children and Youth. By harnessing the community's assets of non-profits and community partners in both the public and private sectors along with the City dedicating millions of dollars towards programs that advance opportunities for children and youth to thrive, RFCY is building futures and the community's capacity to assure that those futures are bright.

A Resource Gap

The City and its robust network of community partners offer a wide array of programs and services to address the needs of children and youth. In so doing, they fully recognize that these needs persist and are substantial requiring continued and increased resources while creatively finding ways to achieve the best return on investment for children, youth and their families. This Community Needs Assessment is a foundational step in giving voice to these needs and developing a roadmap to address them.

Envisioning Ideas to Address Needs: Next Steps

The commitment and innovative ideas generated from the Community Visioning Event show that community members are ready to tackle the core needs identified. RFCY will engage the consulting team of Public Works LLC to develop a Strategic Investment Plan, addressing connectivity issues, transportation, and holistic family support. The plan will identify benchmarks and outcomes to guide RFCY's grant-making process, ensuring that funded programs provide a return-on-investment worthy of Richmond's children and youth.

1. EXECUTIVE SUMMARY

What We Learned

As a result of nearly 400 community and youth voices informing the consulting team and RFCY leadership on the needs of children and youth along with conducting research on the extent and impact of those needs within the Richmond community, five core needs emerged:

Five Core Needs Emerge from Community Engagement



1. Mental & Behavioral Health Needs

Stressors from living in poverty, bullying, discrimination, and safety concerns were repetitive themes. Youth report high levels of anxiety and depression among their peers and a lack of access to counseling and therapy sessions. Parents/caregivers seek guidance on recognizing mental and behavioral health issues and supporting their children. Social isolation from the pandemic remains a significant issue.



2. Physical Health & Access

The need for safe parks, open spaces, and access to healthy foods, nutrition, and fitness programs is high. Concerns over healthcare access were repeatedly cited, with Richmond designated as a Medically Underserved Area, lacking primary care physicians, mental health professionals, and dentists. There is a high demand for drug awareness, prevention, and treatment programs.



3. Learning Needs

Learning loss from the pandemic continues to impact students, with third-grade reading levels and other benchmarks negatively affected. There is a significant need for career and college preparation, one-on-one mentoring, and guidance. Schools are seen as under-resourced, with high demand for homework assistance, after-school programs, and quality early childhood education.



4. Safety, Community & Belonging Needs

Fear of lack of safety is extremely high among youth, with violence becoming normalized. Priority populations report harmful stereotypes and isolation. Justice-impacted youth and LGBTQIA+ groups particularly report feeling othered.



5. Connective Supportive Services

Navigation of available services is challenging, and many families lack transportation to access after-school programs and other activities. Youth organizations would benefit from connecting with the whole family to support and uplift children and youth.

2. SNAPSHOT OF RICHMOND



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 creation of the Richmond Department and Fund for Children and Youth to provide increased and dedicated funding for children, youth, and young adult services for those under 24 years of age.



111,441
Since 2020, population has decreased by 4.3% ¹



52%
Homeowners



\$88,594
Median household income



35%
Households with children under 18



2.9 people
Average household size



37%
Children living in poverty (200% FPL)



4.7%
Unemployment rate (April 2024)



79.5%
High school graduates



34.4%
Born outside U.S.

Richmond has significant strengths and assets. Despite the challenges of over one-third of children and youth living in poverty, limited access to health care, high mental health needs, and concerns about neighborhood safety, the community highly values the resources provided by the City. Youth attending focus groups spoke highly of the programs supported by RFCY and expressed a desire for more of what community-based organizations offer, with services available closer to their homes.

A young, diverse city

Richmond is a young city, relative to cities across California with 24% of residents under the age of 20 years.

- 44% Hispanic/Latino
- 24.2% White
- 18.3% Black
- 14.2% Asian
- 13.3% Multiracial



¹<https://worldpopulationreview.com/us-cities/richmond-ca-population>

3. BACKGROUND

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 creation of The Richmond Fund for Children and Youth City of Richmond Department.

The ballot initiative also authorized establishment of a 15-member Oversight Board and required the Department to conduct a Community Needs Assessment to guide the development of a Strategic Investment Plan.

Under Section 2 of Article 15, the City is required to allocate 3% of the City's General Fund to the Richmond Fund for Children and Youth each fiscal year, starting FY 2023-24 through FY 2027-28 to support the ongoing needs of the Department and Fund (Additional information about the Department can be found at www.richmondyouth.org).



The City of Richmond's Department of Children and Youth has initiated a needs assessment and strategic planning process that honors community voices and includes a diverse range of youth and adults to develop a comprehensive, equitable investment plan that reflects community vision.

Goals of the Richmond Fund for Children and Youth

- 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.

3. BACKGROUND

Vision Statement

The City of Richmond's Department of Children and Youth has initiated a needs assessment and strategic planning process that honors community voices and includes a diverse range of youth and adults to develop a comprehensive, equitable investment plan that reflects community vision.

Richmond Department of Children & Youth Guiding Principles

- Community assets are our core strength. Richmond residents are experts in their lived experience and have valuable insight to share;

We center the needs and dreams of children and youth;
- We value collaboration and shared ownership;

We believe considerations of race and equity are critical to this process;
- We will be inclusive of all ages, races, ethnicities, gender expressions, languages, and abilities/disabilities;
- We will communicate in a way that is accessible and easy to understand;
- We believe all voices should contribute and encourage participants to bring their full, authentic selves to this process; and
- We believe it is important to be (1) innovative and flexible and (2) transparent and accountable.



3. BACKGROUND

Who is the Fund Designed to Support?

The Fund prioritizes Richmond and North Richmond children (birth 0-12); youth (ages 13 to 17) and transitional age youth (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:



Funding Categories

- Violence Prevention/Response
 - Education/Job Training
 - Parent/Guardian Support
 - Media, Arts, Culture & Technology
 - Youth/Family Leadership, Organizing & Civic Engagement
 - Health and Well-Being
 - Environmental Health & Justice
 - Outdoor Education/ Recreation
 - Deportation Support
- Justice-impacted youth;
 - 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;
 - LGBTQIA+ 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 who are involved in or transitioning from the foster care, juvenile/ criminal justice, or special education systems.

This Community Needs Assessment (CNA) will be used by the Richmond Department of Children and Youth to develop of a Strategic Investment Plan, which will guide the Department's grant decisions for the Fund from January 1, 2025 through December 31, 2027.

4. METHODOLOGY OF COMMUNITY NEEDS ASSESSMENT

Methodology of the Community Needs Assessment

To develop a Community Needs Assessment that reflects the community's concerns and priorities, Public Works LLC public policy consulting firm conducted individual and group interviews, focus groups, and brainstorming sessions to identify key issues and gaps in services impacting Richmond's children and youth and their families.

Throughout this highly interactive community-engagement process, Public Works partnered with the leadership team of the Richmond Fund for Children and Youth (RFCY) to ensure that representatives from the Priority Populations, community-based organizations and community members would inform the research, findings and recommendations of the Community Needs Assessment.



Key Informant Interviews

- Public Works launched this project in March 2024 by conducting initial interviews with the Department's project management team and senior staff about the Richmond Fund for Children and Youth's current grantees, the communities they serve, and their perception of the unmet needs of Richmond's children and young people. Based on those interviews, the consulting team developed a list of diverse interest holders, including City officials and employees, community-based organizations, providers, business leaders, educators, and Richmond youth and their families. Interviews were held with twenty-four individuals in one-on-one and group interviews conducted in person, over the phone, and via Zoom.

Community Surveys and Focus Groups

- Based upon the insights shared by community members resulting from interviews, combined with extensive research on demographic, economic, and other data related to Richmond and its residents, Public Works developed, distributed, and administered a 14-question community survey made available in English and Spanish. A survey link was sent via email to 33 community organizations to distribute among their constituencies generating 200 completed surveys over a two-month period. The survey received over 300 open-ended comments in addition to the multiple-choice questions they answered.
- Ten focus groups were held involving 104 participants representing priority youth populations identified in the City of Richmond Charter Article 15, as detailed on the previous page. In addition to the youth groups, two others were held: one with parent and caregivers and the other with school counselors and teachers. These sessions were designed to give young people a chance to speak directly about their needs and those of their friends and family, how they view living in Richmond, what their goals are and what type of support they need to reach them. The participants were referred by 33 community organizations serving Richmond's children and youth. Most were held in-person at community centers; each participant received dinner and a stipend in appreciation for their time. Youth also discussed the types of activities and programs they attend and shared perspectives on obstacles they face in accessing youth-oriented programs and services that are most valuable to them.

4. METHODOLOGY OF COMMUNITY NEEDS ASSESSMENT

Public Visioning Event

After gathering and analyzing insights on children and youth needs from over 300 community members, the consulting team partnered with RFCY leaders to co-design and present a public “visioning” event. The event held at the Richmond Auditorium provided dinner while diverse groups of participants were seated at round tables for break-out discussions following 5-minute Ted-Talk type “briefings” covering three topics: Mental & Behavioral Health Needs, Learning Needs and Safety, and Community and Belonging during the two-hour event. Participants spent break-out sessions at their tables generating ideas on how to address each of the three topics and then reported on their ideas to the entire group. The event created a highly interactive, social opportunity for members of the Richmond community to share their experiences, insights and perspectives on the needs of children and youth and offer experienced and innovative ideas on how to address them. Nearly fifty ideas were generated and will become part of the research in developing the Strategic Investment Plan, the second component to the Community Needs Assessment.

The “Visioning” event drew more than 70 community members (both adult and youth) with representatives from 17 organizations. An interactive feature of the evening was the live illustration of the ideas that participants reported at the plenary sessions. An artist (Graphic Recorder) drew these ideas on a large white board in real-time creating an eight-foot mural shown at the end of this report. This method is highly useful in revealing key ideas, highlighting diverse perspectives, and creating an engaging record of participants’ collective input. Using this type of creative, dynamic, visual record has proven especially helpful in sparking input from younger participants – as shown by a group of youth taking selfies and pictures in front of the mural at the end of the event.

Data Analysis

- All responses and comments gleaned from surveys, interviews, focus groups and community forums

MEETING THE NEEDS OF RICHMOND'S CHILDREN & YOUTH



Richmond Fund for Children & Youth Community Needs Assessment 2024
(Section of mural from Visioning Event)

were collected and analyzed. The consulting team’s research drew from a wide range of validated sources, including: the U.S. Census and its American Community Survey, local, regional, and state governmental reports, and whitepapers published by foundations and nonprofit organizations. Dashboards, Scorecards and Data Depositories, Bills and Legislative Documents, Surveys (e.g. Juvenile Detention Profile Survey; CA Healthy Kids Survey), Child Opportunity Index by DiversityDataKids.org and GIS Mapping were also reviewed as part of the secondary research component of the Community Needs Assessment.

- The consulting team has looked for patterns across all elements of its data analysis enlightened and informed by over 400 voices heard through the community engagement process. The needs and priorities laid out in this document represent careful validation and synthesis of community voices supported by independent data and research.

5. IMPACTS OF POVERTY ON CHILDREN AND YOUTH

Impacts of Poverty on Children and Youth

In its simplest terms, poverty is an economic state in which an individual's or family's income cannot cover the basic needs of everyday life. They struggle to pay for necessities such as housing, food utilities, child-care and transportation. The fear of losing their housing as they struggle between paying rent/mortgage versus medications, food, a child's school supplies, clothing or an unexpected repair bill, all lead to high stress levels for the entire family unit. The state of experiencing poverty both causes and worsens hardships.

Poverty can be situational, due to a life event such as a death of a main income earner, job loss, divorce, health condition, recession or pandemic that throws one into poverty. Sometimes it is chronic when at least two generations have been born into poverty and there is no wealth to share among family members during difficult times or hand down. Eight determinants that interconnect, cause and sustain poverty are shown in this graphic to illustrate the multiple factors that impact families, children and youth who must contend with poverty every day.



Concentrated Poverty

Many children live in concentrated poverty in which high numbers of people living in a neighborhood or census tract are poor. A common benchmark used to determine a concentrated poverty area is generally 30% or more of the residents living in poverty.¹ Richmond has five such census tracts ranging from 29% to 47% of children living at or below the Federal Poverty Level (FPL) within their neighborhood.²

¹ <https://www.aecf.org/topics/concentrated-poverty>

² ACS 5-Year Estimates. Census Tracts 3740.00,3760.00,3820.00,3810.00, 3770.00

5. IMPACTS OF POVERTY ON CHILDREN AND YOUTH

Children and adults living in highly disadvantaged neighborhoods face poorer health, food insecurity, lack of access to quality health care, attend schools that are resource challenged and underperforming and are often exposed to crime and environmental pollution.³ Most often, People of Color are overrepresented within such communities which holds true for the five highly concentrated tracts in Richmond just referenced. This speaks to the consequences of structural racism when laws, rules, regulations and practices in society unfairly treat certain racial groups differently. This kind of racism is essentially “built into” the systems that run or oversee, for example, schools, workplaces, housing, local governments, and healthcare resulting in perpetuating racial disparities.

Research shows that, “children who experience the disadvantages of growing up in and surrounded by poverty will continue to bear the burden of those disadvantages into adulthood.”⁴

Measuring Poverty. How poverty is defined and measured has a powerful impact on how a community marshals its resources (or not) to address and prevent it. The measure draws the line as to who is eligible for services, who must wait and who will be turned away. The current Federal Poverty Level (FPL) was created sixty years ago and significantly underestimates the true costs of meeting basic needs of everyday life in today’s economy. Most federal and state programs use 150% to 200% of FPL as a marker of need for eligibility of services. As was recommended in RFCY’s 2020 Community Needs Assessment, we also recommend that RFCY use a threshold of twice the FPL (200%) to determine the numbers of children living in poverty within Richmond in need of services.

Currently, more than one-third (**37%**) of youth and children under the age of 18 years in Richmond are below 200% of the Federal Poverty Level while 35% of adults are below this threshold.⁵ This means that a family of four in 2024, for example, lives on an income of \$5,200 per month and an individual at \$2,510 per month.⁶ Most of these individuals and families are cost-burdened by paying more than thirty percent of their income (\$1,560) towards their monthly rent. This leaves the remaining \$3,640 dollars to cover all expenses for a family of four.

Housing costs are significantly impacting middle income families, as well. Richmond, where median household income is \$88,594,⁷ is the second most housing cost-burdened city in the Bay area, with 42% of residents paying more than 30% of their income on housing costs. **Over half (54%) of all renters and 38% of homeowners in Richmond are housing cost burdened.**⁸ Access to affordable and secure housing has been consistently identified as a community need impacting health in Richmond.⁹

Half of Richmond renters are cost-burdened.

37% of Richmond youth living in poverty.

³ <https://www.aecf.org/topics/concentrated-poverty>

⁴ <https://www.cbpp.org/sites/default/files/atoms/files/11-3-15hous2.pdf>

⁵ <https://data.census.gov/table?q=s1701%20Richmond,%20California>

⁶ <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>

⁷ U.S. Census Bureau. “Income in the Past 12 Months (in 2022 Inflation-Adjusted Dollars).” *American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1901, 2022*, [https://data.census.gov/table/ACSST1Y2022.S1901?q=median household income&g=160XX00US0616000,0660620,0681666](https://data.census.gov/table/ACSST1Y2022.S1901?q=median%20household%20income&g=160XX00US0616000,0660620,0681666). Accessed on March 9, 2024.

⁸ <https://www.sfchronicle.com/bayarea/article/housing-costs-rent-mortgage-18535110.php>

⁹ <https://about.kaiserpermanente.org/content/dam/kp/mykp/documents/reports/community-health/Richmond-CHNA-2019.pdf>, <https://about.kaiserpermanente.org/content/dam/kp/mykp/documents/reports/community-health/richmond-chna-2022.pdf>

5. IMPACTS OF POVERTY ON CHILDREN AND YOUTH

Beyond Poverty: Geography & Opportunity. We've applied a tool known as the *Childhood Opportunity Index (COI)* to assess the level and breadth of need among Richmond's children and youth. This index is based on the premise that a neighborhood's resources and conditions matter and that children growing up in neighborhoods with "quality schools, safe housing, access to healthy food, parks, clean air and economic opportunities are more likely to grow into healthy, productive adults than children who do not have access to these resources."¹⁰

Using a set of 44 indicators in the domains of Education, Health and Environment, and Social and Economic, the COI measures and maps the quality of resources and conditions in the neighborhoods where children and youth live. The COI groups all neighborhoods via census tracts into five Opportunity levels: Very Low, Low, Moderate, High, and Very High-opportunity neighborhoods.

Children living in "low opportunity" neighborhoods experience few of the conditions necessary to thrive as compared to their counterparts living in "High Opportunity" communities. Black, Hispanic and Native American children are especially likely to live in very low-opportunity neighborhoods. A complete listing of all 44 indicators is provided in Appendix A. The table below shows the three domains of the Child Opportunity Index and the sub-domains of indicators assessed by each.

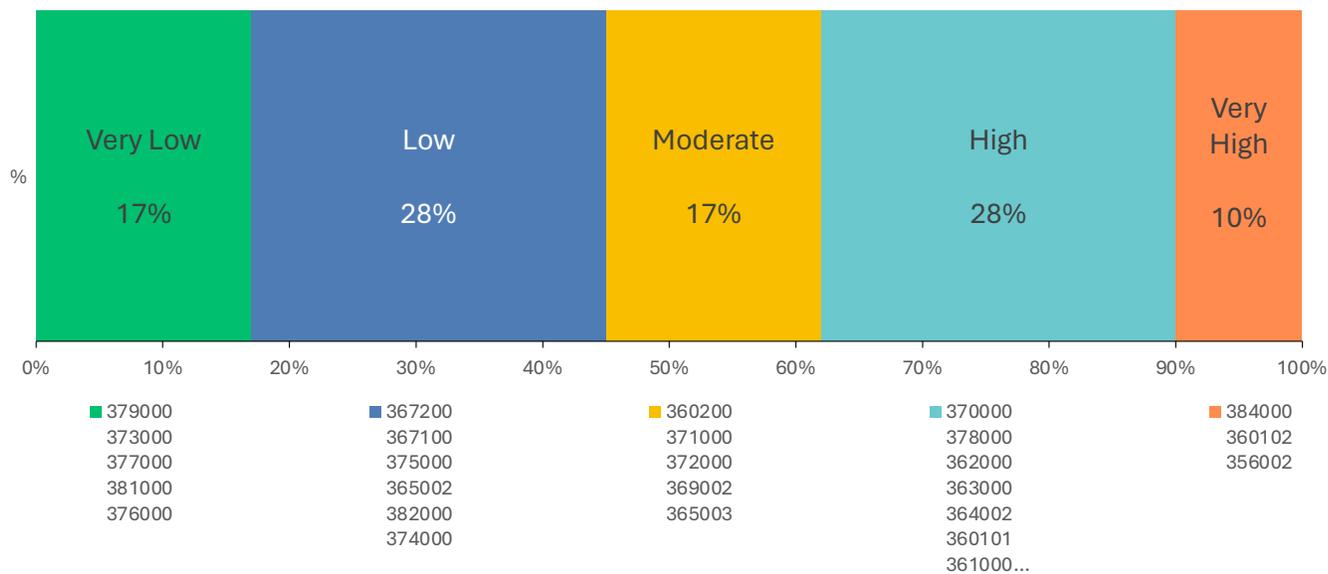
Table of Childhood Opportunity Index Neighborhood Indicator Domains and Sub-domains

EDUCATION	HEALTH & ENVIRONMENT	SOCIAL & ECONOMIC
Early Childhood Education	Pollution	Employment
Elementary Education	Healthy Environment	Economic Resources
Secondary & Post-secondary Education	Safety Related Resources	Socioeconomic Inequity
Educational Resources	Health Resources	Housing Resources
		Social Resources
		Wealth

¹⁰ <https://www.diversitydatakids.org/child-opportunity-index>

5. IMPACTS OF POVERTY ON CHILDREN AND YOUTH

Percentage of COI Ratings Among Richmond Census Tracts on Education, Health & Environment, Social & Economic Indicators



The graphic chart above shows the percentage of census tracts distributed among the five Child Opportunity Index levels and cites the census tracts below each level. This illustrates that nearly half (45%) of Richmond’s neighborhoods show “Very Low” and “Low” opportunities for children and youth to thrive. In contrast, thirty-eight percent experience High and Very High Opportunities while seventeen percent fall between them.

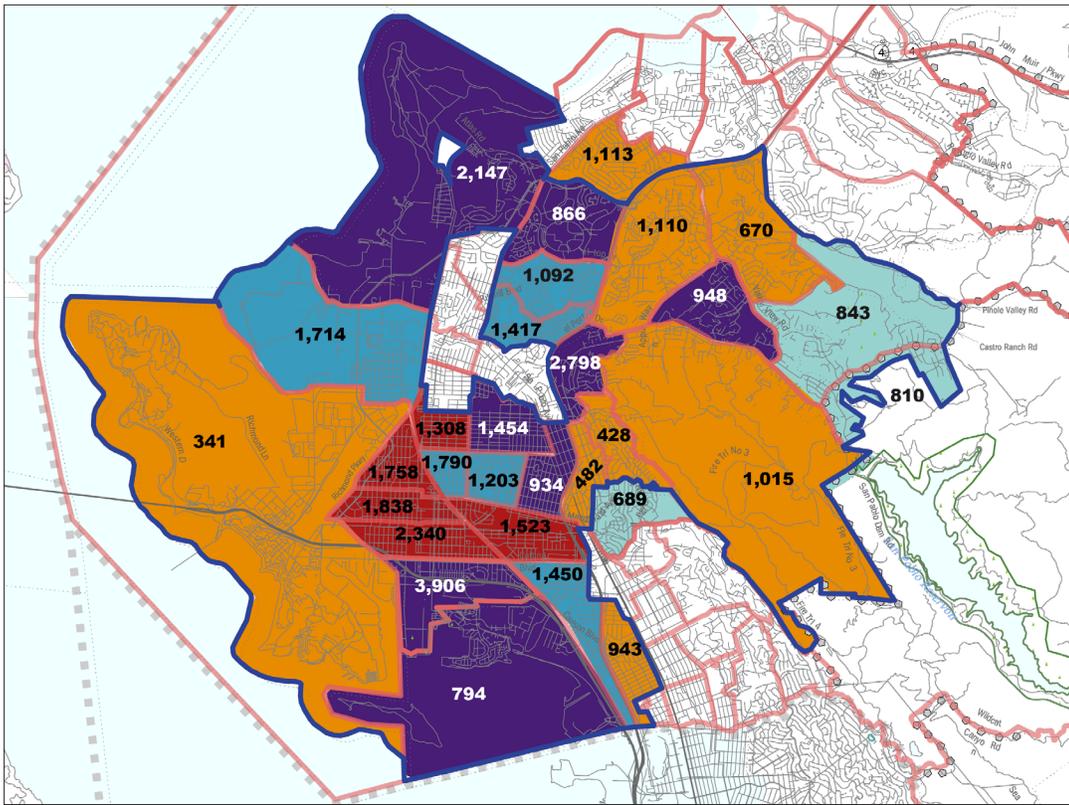
While the COI incorporates income and non-income-based factors, a correlation can be seen between Richmond census tracts with higher levels of child

poverty and lower COI scores. Like poverty rates, there is a wide disparity in COI across the different census tracts in Richmond, ranging from Very Low to Very High Opportunity. And like national trends, there is a stark disproportionate number of Black and Hispanic children living in the low COI neighborhoods.

If you are interested in learning more about the Child Opportunity Index and using their dashboard, go to Diversity Data Kids by going to <https://www.diversitydatakids.org/child-opportunity-index>.

¹¹ <https://www.diversitydatakids.org/child-opportunity-index>

5. IMPACTS OF POVERTY ON CHILDREN AND YOUTH

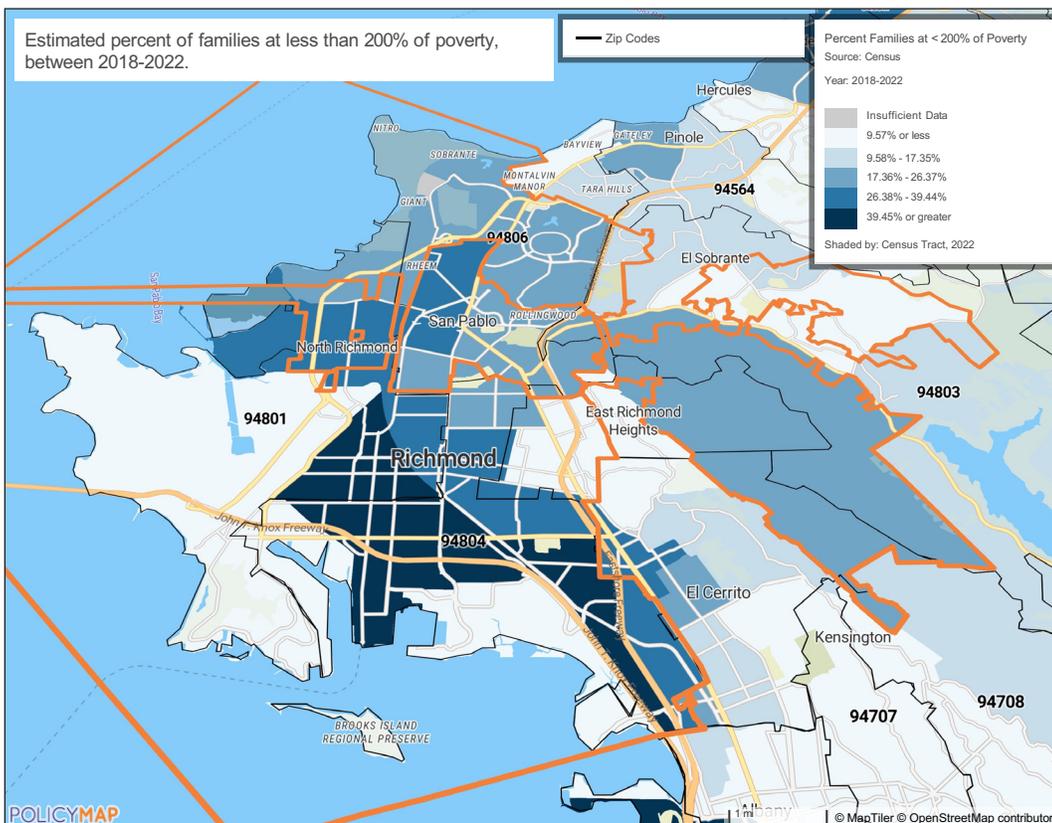


CHILD OPPORTUNITY INDEX (COI) LEVELS AND CHILD/YOUTH POPULATION DISTRIBUTION IN RICHMOND CENSUS TRACTS

CHILD OPPORTUNITY INDEX



The following map shows the Child Opportunity Index (COI) level and the number of children and youth residing within each of the twenty-six census tracts and their corresponding neighborhoods as they geographically appear on a census map of Richmond.



ESTIMATED PERCENT OF FAMILIES LIVING AT LESS THAN 200% FPL – RICHMOND (2018-2022)

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Five core needs emerged that significantly impact children and youth in Richmond resulting from interviews, focus groups, surveys and research. This section of the needs assessment reviews each of the five: Mental & Behavioral Health, Physical Health, Learning, Safety, Belonging & Community and Connective Supportive Services.

A. MENTAL AND BEHAVIORAL HEALTH SECTION

What do we mean by Mental and Behavioral Health?

Mental health involves our emotional, psychological and social well-being affecting how we think, feel, and act. It influences how we handle stress, relate to others and make choices. Biological and environmental factors, family history and life experiences play significant roles in maintaining one's mental health. **Behavioral Health**, on the other hand, involves how our actions influence our health and well-being. Engaging in unhealthy behaviors such as smoking, vaping, drinking, abusing substances, or consuming a diet of largely fast-foods will negatively impact mental health and well-being.

Among all categories of needs impacting children and youth, mental and behavioral health rose to the top. Youth, parents, grandparents, caregivers and those working with children and youth all agree that young people are facing high levels of stress that negatively

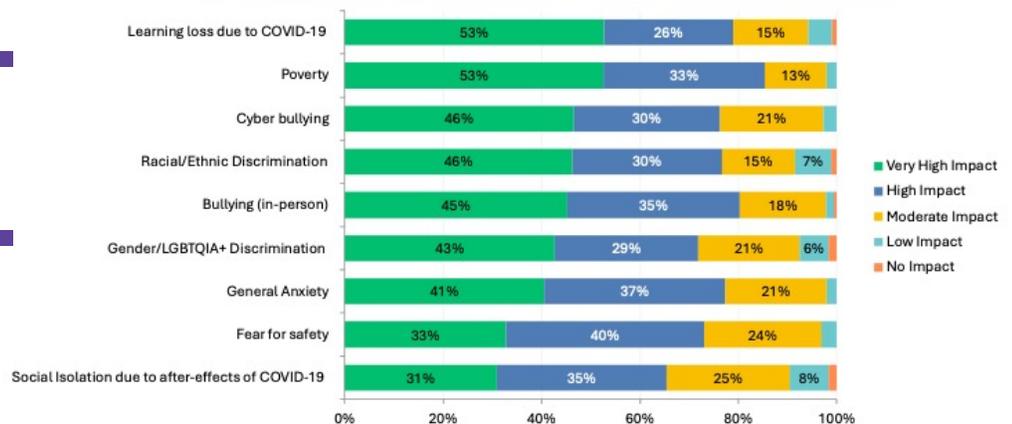
affect their mental well-being. Richmond youth are struggling with poverty, bullying, racial discrimination, safety concerns in neighborhood and schools, trauma and stress associated with exposure to violence which are taking a serious toll on Richmond's children and youth.

Depression and Anxiety. Most youth in focus groups commented that the two most common mental health issues facing young people -- even grade schoolers -- are depression and anxiety. They report experiencing growing levels of anxiety and depression exacerbated by the loss of learning and social isolation due to the pandemic's closure of schools, cancellation of socio-recreational activities and the practice of social-distancing.

The Impact of COVID-19 Continues. Many children and teens missed out on vital opportunities to develop social skills that would aid them in peer interactions, ability to work in teams, and leadership development. Due to the need for masking, young children missed out in learning how to interpret body language, facial expressions and social cues. Focus group youth shared that the pandemic also set the stage for excessive use of "screen time" influenced by the shift from in-person teaching to remote learning. Beyond hearing these concerns from over one-hundred youth participating in focus groups, two-hundred respondents to the *RFCY Community Needs Assessment Survey* echoed similar views as shown below.

Impact to Children and Youth

How much do the following impact children and youth in Richmond?



RFCY awarded \$1,045,923 in grants addressing Mental & Behavioral Health to 10 organizations during 2021-2023."

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Overall, three out of four survey respondents rated the following 5 impacts as having “Very High and High” degree of impact on children and youth’s mental wellbeing: poverty (86%), bullying (80%), learning loss (79%), general anxiety (78%), racial and ethnic discrimination (76%).

California Healthy Kids Survey (CHKS). Data collected by the California Department of Education through the CHKS among students in 5th, 7th, 9th and 11th grades validate the sentiments expressed during the community engagement process of this needs assessment. The table below shows the results of three key mental health measures among West Contra Costa County Unified School District students.

One of the more concerning trends revealed by this table, is among fifth graders. In the school year when fifth graders were first asked about feelings of sadness: one in five (20%) of fifth graders reported being “sad most or all of the time.” **Today, one in four (25%) of ten-to-eleven-year-olds in fifth grade say they feel sad “most or all of the time.”** Nearly 40% of eleventh graders frequently say they feel sad, as do at least one-third of 7th and 9th graders. On average, 30% – nearly one-third -- of 7th through 11th graders are experiencing “social and emotional” distress and on average 15% have considered suicide.

California Healthy Kids Survey (2022-2023) on Mental Health Measures Among West Contra Costa County Unified School District 5th, 7th, 9th and 11th Graders.¹

Mental Health Measure	Percent 2022 2023		Percent 2022 2023		Percent 2022 2023		Percent 2022 2023	
	5th Graders	7th Graders	9th Graders	11th Graders	5th Graders	7th Graders	9th Graders	11th Graders
Chronic Sadness	21%	25%	36%	33%	34%	35%	39%	39%
Socio-Emotional Distress	Not Asked on Survey	30%	27%	29%	26%	31%	35%	
Considered Suicide	Not Asked on Survey	15%	14%	17%	14%	15%	13%	

“Today, one in four (25%) of ten-to-eleven-year-olds in fifth grade say they feel sad most or all of the time.”

¹California Department of Education. California Healthy Kids Survey (CHKS). <https://calschls.org/my-surveys/4954886f-dbf4-469b-ad47-9452d4e2efda/> and <https://calschls.org/my-surveys/f882f1e2-dfc0-4448-b90b-f49cef6e6d3f/>. Accessed on February 22, 2024.

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Two Key Areas of Need Identified. Among the hundreds of comments offered on mental and behavioral health, two major challenges emerge:

- **Need for Increased Awareness and Education.** Parents, grandparents, teachers, and caring adults report needing support and education regarding how to recognize the signs of mental and behavioral health needs, how to respond to someone who needs help, assistance with accessing mental behavioral health resources, and how to respond to the youth or child experiencing these issues in a sensitive and culturally-appropriate manner.
- **Lack of Access to Mental Health Resources.** Even though 96.5 % of children and youth are insured in Richmond through Medi-Cal²; focus group participants, key informant interviewees and survey respondents report long wait times associated with scheduling appointments for mental and behavioral health services. There is also a mental health provider workforce shortage.³ Schools often lack sufficient mental health professionals to adequately address the mental and behavioral health needs of students.

When survey respondents were asked whether they think the mental health needs of children and youth are being met in Richmond, more than half (52%) felt “Not So Well or Not Well at All.”

Addressing Needs

Another way of assessing needs is asking youth, community members and key informant interviewees what types of programs and initiatives they believe are needed to address the impacts on the mental and behavioral health of children and youth.

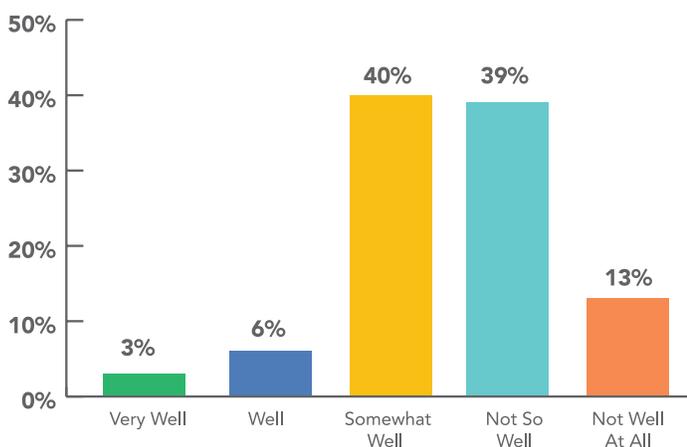
The top three programs and services to address mental and behavioral health needs among survey respondents and community visioning event attendees were:

- Affordable 1:1 Mental Health Counseling (In-person or Virtual)
- Access to Behavioral Health Services (e.g. anger management)
- Programs that address youth trauma and exposure to violence (later addressed in the Safety Section of this report).

Overall, mental and behavioral health needs were front and center throughout the community engagement process. Efforts and strategies to address mental and behavioral health needs will remain a priority in the next phase of this project: the development of the RFCY Strategic Investment Plan.

Mental Health Needs

Overall, how well do you think the mental health needs of youth are being met in Richmond?



² CHKS, Percent of youth under age 19 years insured by Medi-Cal (2022)

³ Kaiser Permanente Medical Center 2022 Community Health Needs Assessment.

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

B: PHYSICAL HEALTH & WELLNESS SECTION

The physical well-being of children and youth is strongly influenced by what public health experts refer to as social determinants of health (SDOH). These are “the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.”¹ Access to quality health care, a living wage job, good schools, safe neighborhoods, affordable quality housing and living in a welcoming and thriving community – all make up the social determinants that impact one’s health.

If children grow-up in neighborhoods where they witness or hear gun shots, are exposed to lead or mold in run-down housing or exposure to pollution from traffic or industrial sites near dense neighborhoods, don’t have playgrounds or open space to safely play or exercise, lack access to dental and primary health care, or live in “food deserts” with limited access to affordable, healthy foods often over-populated with fast food paving a path towards obesity, their health will suffer. Living under these conditions fuels a constant state of stress that robs children and youth of physical well-being vital to their growing bodies and cognitive development.

Through focus groups with youth, parents and caregivers, school counselors and a general public survey, we explored whether or not children and youth are being impacted by these types of social determinants of health.

Childhood Opportunities Index (COI) and Health Indicators. As shown in the “Poverty and Childhood Opportunities Index” section of this report, 45% of children and youth live in neighborhoods of concentrated poverty. The overall rate of children and youth at 200% of FPL accounts for 37% impacted by poverty which is a social determinant of health. The COI measures physical health and health care access among four categories: Pollution, Healthy Environment, Safety Related Resources and Health Resources. Within these categories, the index includes

measuring factors such as air pollution, living near hazardous waste sites, how many fast-food chains vs. fresh produce, meats, fish grocery stores are in the neighborhood, walkability and open spaces, vacant housing, health care resources provided by non-profits and health insurance. Thus, those neighborhoods rated by the COI as “Very Low and Low” indicate low opportunities to foster and achieve physical well-being resulting from the high incidence of negative outcomes among the factors analyzed by the index.

Barriers to Access: Findings on Shortages

A consistent theme among the 400 voices we listened to during our community engagement, centered on access. Youth, parents, school counselors and survey respondents raised the need for better access to health care services and resources. And it’s no wonder. Beyond COI indicators verifying Richmond faces four shortage areas in health care that clearly explains why access to health care and health resources is significantly inadequate and is negatively impacting thousands of children and youth in Richmond. It also speaks as to why the “Resource Needs” described in this report is so wide when it comes to meeting the physical health needs of children and youth.²

RFCY awarded \$218,000 in grants addressing Basic Needs to 4 organizations during 2021-2023.

Richmond’s Four Designated Professional Health Shortage Areas

- **Medically Under-served Area (MUA)**
- **Primary Care Health Professional Shortage**
- **Mental Health Professional Shortage**
- **Dental Health Professional Shortage**

Source: CA Statewide Office of Health Planning & Development, 2024.

¹ <https://health.gov/healthypeople/priority-areas/social-determinants-health>

² <https://www.transparentrichmond.org/stories/s/Quality-and-Accessible-Health-Homes-Services/y8gx-ywn5>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Two Resounding Themes. Among the hundreds of comments shared through the community engagement process and responses to multiple-choice questions exploring specific social determinants of health, two essential areas of needs related to physical health and access emerged.

(1) Healthy Food Access, Fitness & Nutrition Programs.

There is a strong interest within the Richmond community in finding ways to live more healthily. Ninety percent of survey respondents rate the need for access to affordable healthy foods as “Very High and High,” while eight out of ten rate the need for Food Banks and Food Vouchers at the same levels.

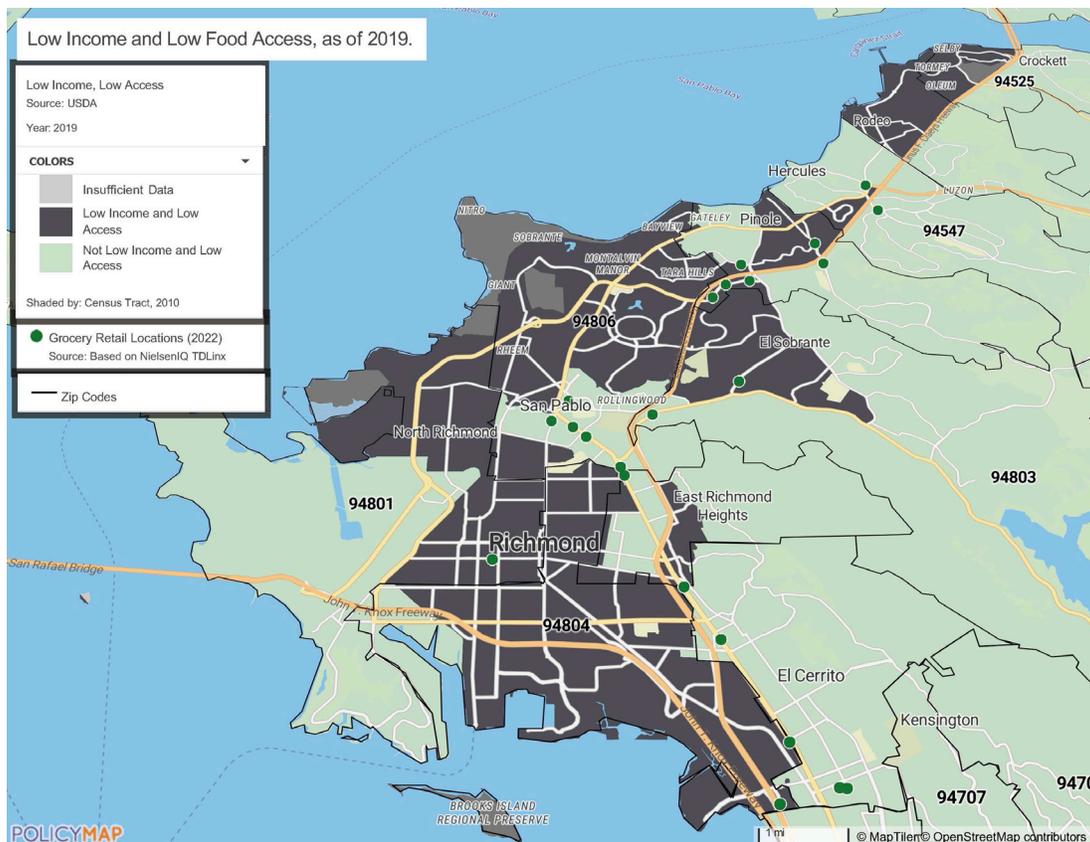
Eighty-six percent feel there’s a “Very High or High Need” for fitness and nutrition programs for youth while 84% feel the same way towards providing children and youth outdoor activities such as hiking, gardening and camping. Youth focus group participants voiced these same sentiments towards the high need for these types of healthy lifestyle programs. Youth want

to be more active outside and socialize in open spaces but are hesitant because they are not feeling safe in many neighborhoods. Parents and grandparents report keeping young children at home for the same concerns. This is discussed in more detail in the Safety, Community and Belonging section of this report.

One youth shared how her mother was forced to hold-off getting her an x-ray for an injured foot until she received her paycheck a week later.

(2) Access to Clinics, Urgent Care and Drug Awareness and Treatment Programs.

As with Mental and Behavioral Health, children and youth are mostly insured through Medi-Cal, however, the wait to getting into seeing a specialist can be long. Receiving



6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

care at an Urgent Care Center can require a co-pay that a low-income individual or family can ill-afford. Overall, those responding to the survey expressed a “Very High and High” need for easily accessible free clinics and walk-in centers (86%) without long wait times. Focus group participants also felt the same while older youth favored the idea of being able to seek services and education on their own. Urgent Care was seen as a preferable way of receiving care without the necessity of going to an Emergency Department. Some respondents, however, express concerns that their insurance does not cover co-pays which they felt were rather high and pose a barrier to seeking urgent care.

One of the more concerning physical health issues facing children and youth, as cited by focus group youth and survey respondents, is the growing incidence of substance abuse, especially related to drugs. They raised concerns about the fentanyl crisis; Contra Costa County reported 181 deaths due to the drug, accounting for 15.6 deaths per 100,000 population in the past twelve months.³ Though this rate is low compared to other communities throughout the state, news reports about the dangers of this drug were alarming. It may explain why 85% of survey respondents, rate

“preventive education and awareness of drug usage (e.g. vaping)” as a “Very High or High Need.”

Not just older adults raised concerns about the growing use of vaping, but so did youth who were beginning to question, “if it’s really that safe” despite all the hype that it’s much better than smoking a cigarette. According to California School Climate, Health, and Learning Surveys, 11% of eleventh graders report electronic cigarette/vaping and 14% are using marijuana in Contra Costa County.⁴

Overall, the most overarching need raised by community members is addressing the multiple barriers to accessing health-related care and resources that will better enhance the physical well-being of Richmond’s children and youth. And that includes living in healthy neighborhoods.

85% rate drug prevention & education as a High Priority.

2024 RFCY Community Needs Assessment Survey



³ Data is preliminary for the last 12 months, as of 2023 Q1. County is based on place of residence. <https://calmatters.org/explainers/california-opioid-crisis/#1ceb3f93-f2a1-44fc-a556-4c039bd4861b>

⁴ <https://calschls.org/my-surveys/f882f1e2-dfc0-4448-b90b-f49cef6e6d3f/>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

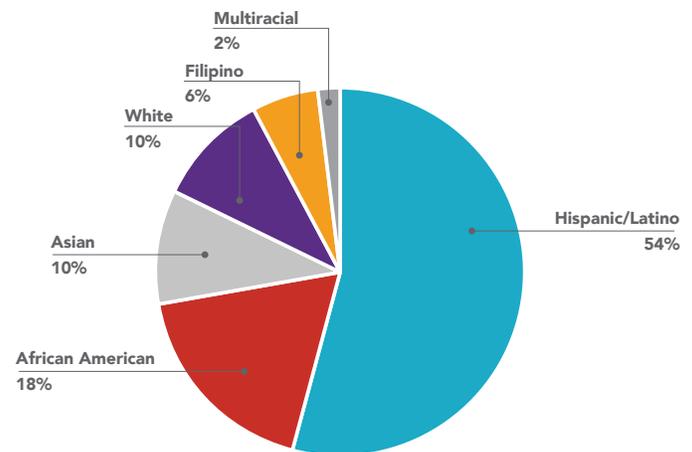
C. LEARNING NEEDS SECTION

Understanding Learning Needs. The scope of learning reviewed in preparation for this Community Needs Assessment spans a wide spectrum from pre-kindergarten, elementary, middle and high school to post-secondary education through youth 24 years of age. The learning needs of children and youth were also a leading discussion topic among focus group participants, survey respondents, key informants and Community Visioning event attendees.

Key learning benchmarks were identified and reviewed along this spectrum to assess whether children and youth are falling behind indicating a “learning need” to address. Needs were discussed along this learning spectrum providing deeper, lived-experience insights to the data and benchmarks reviewed.

The following information, data, benchmarks and insights from community members provide a fuller understanding as to the learning needs of Richmond’s children and youth.

Richmond’s Diverse Student Population. The West Contra Costa School District (WCCUSD) consists of 54 schools and serves a student population of 26,312 students.¹ Families in the school district speak more than 50 different languages²; 36% of students are English Language Learners. The district’s minority enrollment is 90% and 31% of students are economically disadvantaged.³



Pandemic-Related Learning Loss. Among over 100 youth attending focus groups, many shared how they’ve experienced learning loss and have found it challenging to make up for lost time. **Nearly 80% of survey respondents feel the learning loss due to COVID-19 is having a “Very High or High Impact” upon children and youth in Richmond.**

Access to Quality Childcare. Richmond has the largest number of children in Contra Costa County; more than half (53%) of the preschool-aged children countywide are income-eligible for subsidized preschool programs. Childcare providers, that receive funding for state and federally-subsidized childcare programs, served 40% of eligible preschool-aged children, **leaving the childcare and pre-school needs of 60% of eligible children unmet.**⁴ This unmet need is significantly greater than the 47% of unmet need cited in 2017.

¹ <https://www.usnews.com/education/k12/california/districts/west-contra-costa-unified-104246>

² <https://www.wccusd.net/domain/2594>

³ <https://www.usnews.com/education/k12/california/districts/west-contra-costa-unified-104246#:~:text=Students%20at%20West%20Contra%20Costa,Hawaiian%20or%20other%20Pacific%20Islander.>

⁴ https://cdsm5-ss16.sharpschool.com/UserFiles/Servers/Server_1077313/File/Final%20Contra%20Costa%20County%20Child%20Care%20Needs%20Assessment%202022%20Report.pdf p. 10

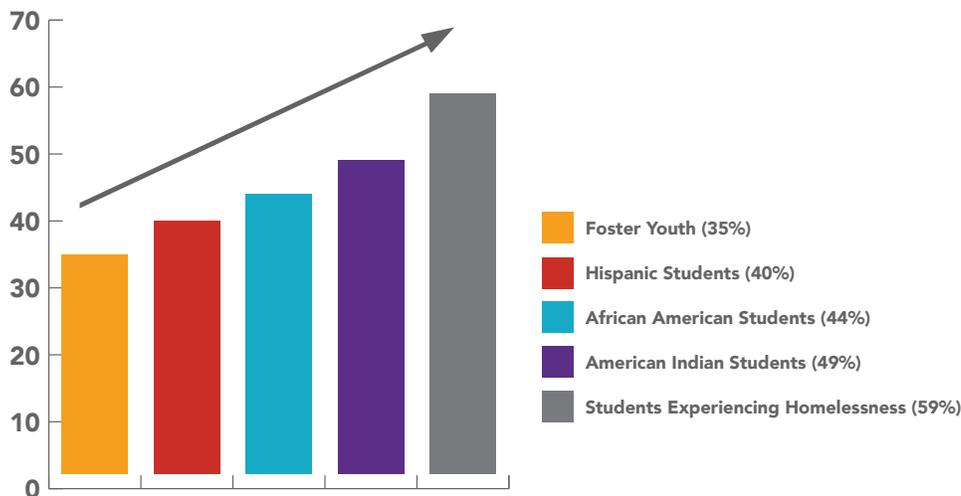
6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Readiness for Kindergarten. A School Readiness Assessment by the West County First Five Center, a non-profit family resource center for 0-5 year old children, found that only 29% of WCCUSD kindergartners are prepared for school.⁵ Forty-four percent of kindergartners are partially ready, and 27% are not ready for school. This is the most recent school readiness assessment available, but this data has not been updated since 2018. Notably, children born between September 2, 2019 and June 2, 2020 will be eligible for Universal Transitional Kindergarten (UTK), a new grade level preceding kindergarten that all children in California will be eligible for.⁶

Chronic Absenteeism. Chronic absenteeism is defined as the percentage of students who are absent more than 10% of instructional days they are enrolled. WCCUSD has a chronic absenteeism rate of 32% (2022-23). This is a marked improvement from the year prior (2021-2022) which was at 42% and influenced by the pandemic. However, the 2021-2022 rate was nearly double that of 2017-2018 (17%), suggesting that chronic absenteeism has not returned to pre-pandemic levels. Chronic absenteeism is highest among the following groups⁷:



CHRONIC ABSENTEE RATES



⁵ April 2018. Applied Survey Research. Ready or Not Here We Come: An Assessment of Kindergarten Readiness in Contra Costa County.

⁶ <https://cauniversalprek.org/families/>

⁷ blob:<https://caschooldashboard.org/7cfd0219-5919-4418-807a-39b9d6a72320>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

English Language Learners. Over one third (36%) of WCCUSD students are English Language Learners (ELL).⁸ The majority of ELL students speak Spanish (83%), however approximately 50 languages are represented among ELL students. About 40% made progress (increasing one level) on the English Language Proficiency exam in 2023 (down from 44% in 2022).⁹

Predictors of Future Success in School. Third grade literacy and eighth grade math proficiency are benchmarks used to predict how well a child will do throughout their school years. Both of these current benchmarks are below pre-pandemic levels in Richmond. In 2023, less than a third (29%) of third graders met or exceeded grade-level reading standards -- down from 32% in 2018-2019. A mere 14% of **8th graders** met or exceeded grade-level math standards.¹⁰

Disparities in Learning. There are significant disparities in academic achievement across student racial/ethnic groups in WCCUSD.

- In 2022-2023 only 20% of African American students and 21% of Hispanic students met or exceeded English Language Arts standards.
- Only 9% of African American students and 12% of Hispanic students met or exceeded mathematics standards.¹²

Prepared to Graduate. Nearly half of the graduating class of WCCUSD in 2023 (48 %) was **NOT** considered prepared for college or a career, according to the College/Career Indicator (CCI), one of several indicators used by the California Department of Education. Just over a third (34 %) were “prepared” and nearly one in five (18%) were “approaching prepared.”^{13 14}



HALF OF HIGH SCHOOL SENIORS ARE NOT PREPARED FOR COLLEGE OR CAREER.



⁸ <https://www.usnews.com/education/k12/california/districts/west-contra-costa-unified-104246#:~:text=Students%20at%20West%20Contra%20Costa,Hawaiian%20or%20other%20Pacific%20Islander.>

⁹ <https://www.caschooldashboard.org/reports/0761796000000/2023/academic-performance#english-learner-progress>

¹⁰ Ibid, 8th Grade Math Scores

¹¹ <https://webutil.csac.ca.gov/Dashboard/>

¹² <https://www.ed-data.org/district/Contra-Costa/West-Contra-Costa-Unified>

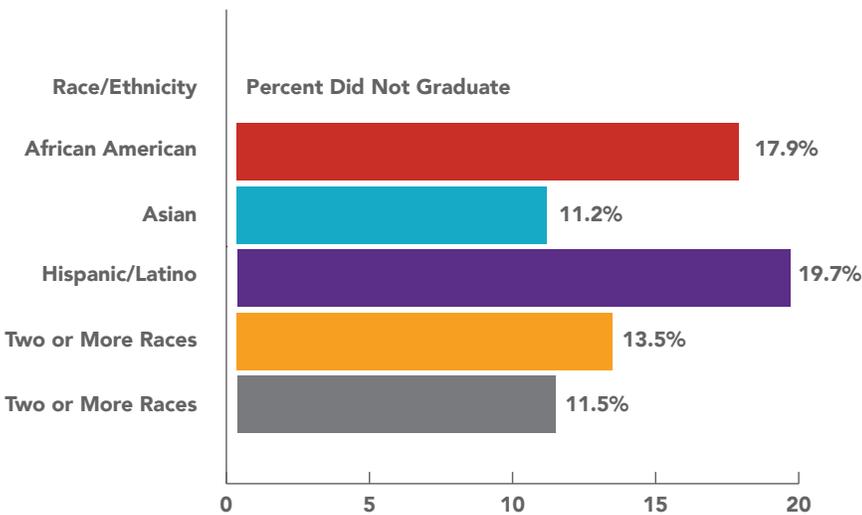
¹³ <https://www.caschooldashboard.org/reports/0761796000000/2023/academic-performance#college-career>

¹⁴ The College/Career Indicator (CCI) is one of several state indicators that the California Department of Education (CDE) reports on the California School Dashboard. It represents the percentage of high school graduates who are prepared for college or a career. This indicator is reported for any local educational agency (LEA) and high school that enrolls students in grade twelve.

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

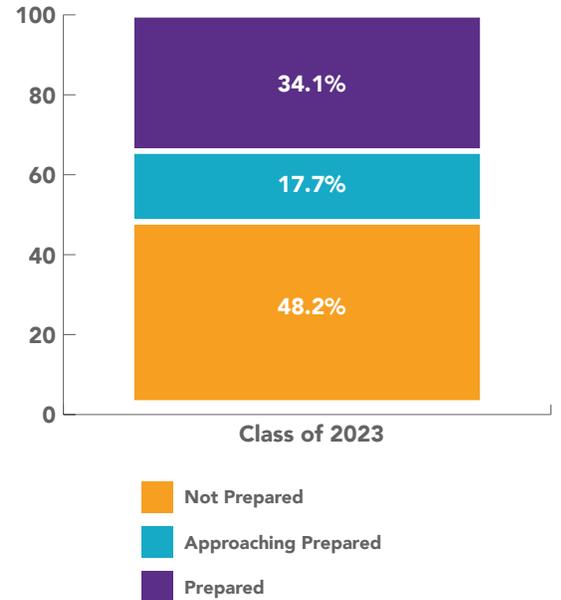
Graduation Rate. Graduation rates at WCCUSD have been relatively steady (84 - 86%) since 2018 except for the 2020-2021 school year during the pandemic.¹⁵ The graduation rate among students who attended high school together (cohort rate) was 85% in the 2022-2023 school year according to Ed Data Education Data Partnership ¹⁶

Racial/Ethnic Breakdown - Students Not Graduating Within 5 Years of Entering Ninth Grade¹⁷



College/Career

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.



Groups of students at risk of not graduating with their high-school classmates are: Foster Care Youth (40%), Youth Experiencing Homelessness (26%), Socioeconomically Disadvantaged Youth (19%), English Language Learners (29%) and Students with Disabilities (43%).

¹⁵ <https://www.ed-data.org/district/Contra-Costa/West-Contra-Costa-Unified>

¹⁶ <https://www.ed-data.org/district/Contra-Costa/West-Contra-Costa-Unified>

¹⁷ <https://www.caschooldashboard.org/reports/0761796000000/2023/academic-engagement#graduation-rate>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Student Aid for College. In the West Contra Costa Unified School District, 65% of graduating high school seniors in 2023 submitted a FAFSA and 59% applied for Cal Grants.¹⁸ The percent of students that applied for CalGrants in WCCYSD is significantly lower than the 70% of WCCUSD students that applied for it a decade ago.¹⁹ Overall, 40% of students are not applying for financial aid. Most of those who aren't applying for financial aid fall into the category of the Priority Populations that RFCY addresses. These students have a high likelihood of qualifying for financial aid if they apply. This is a lost opportunity for these students who could receive assistance to attend college. This speaks to the fact that **85% of survey respondents cited a "Very High or High" need for "College and Career Prep Assistance."**

Key Areas of Need Identified. Overall, the learning needs of children and youth in Richmond are significant as demonstrated not only by facts and figures, but also through the more than 400 individuals who participated in this needs assessment and voiced their ideas and concerns regarding their needs.

Among the hundreds of responses and comments related to learning needs, these two areas surfaced:

(1) High Need for Career and College Preparation.

Schools were seen as under-resourced in helping students explore careers, learn how to prepare for those careers, and acquire training after graduating from high school. Youth interested in college, reported needing access to college preparatory courses and 1:1 guidance that assists them in searching for and applying to colleges along with finding financial aid. High-speed broadband for all ages was seen as strongly needed to support learning at home.

(2) High Need for Mentors, Parental Support, After School Programs, Summer Jobs and Camps. Nine out of ten survey respondents felt that each of these types of programs and initiatives are vital to support learning. Caring adult mentors, especially those who can relate and "look like me" were seen as crucial, for youth of color, Justice-Impacted Youth and LGBTQIA+ youth.

Ninety percent of survey respondents cite educating parents/caregivers on how to support children's learning needs as "Highly Needed." Teachers also felt that aiding parents in methods to further their child's learning is an extremely valuable partnership to form and skill to impart to parents and caring adults. Youth and adults would like to see additional after-school programs, summer camps and summer jobs for teens.

RFCY awarded \$1,136,150 in grants addressing Education, Employment, Training to 13 organizations during 2021-2023."

85 percent of survey respondents cited a "Very High or High" need for "College and Career Prep Assistance."

¹⁸ <https://webutil.csac.ca.gov/Dashboard/>

¹⁹ <https://webutil.csac.ca.gov/Dashboard/>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

D. SAFETY, BELONGING AND COMMUNITY SECTION

A recurrent theme among those interviewed, focus group participants, and hundreds of survey respondents was that residents are proud to live in Richmond. While they embrace its diversity, sense of community, and believe in its promise, they are also aware of their city's challenges and are willing to roll up their sleeves to take them on.

Safety

Concerns about safety is one of the most pressing challenges raised by all groups engaged in this needs assessment. Youth made it very clear that they long for a community where everyone can feel safe *everywhere* in Richmond. When asked, "How much do you think youth worry about their safety in their neighborhoods," nearly all respondents believe youth are worried (95%) about safety.

Three out of four respondents believe that the "fear for safety," among children and youth is having a "Very High or High" impact on their well-being. It explains why 92% of respondents rate "Creating safe and quality spaces for 13-year plus age group" as a "Very High or High Need."

Major themes arising from open-ended survey comments and focus groups with youth include: varying levels of safety by neighborhoods, with some considered dangerous; youth viewing violence as *normal* due to their daily experiences; the urgent need to address the lack of safe, public spaces; inadequate safety in and around

schools; and the need for community policing to deter crime. They cautioned, however, against profiling racial and ethnic populations or justice-impacted youth.

In West Contra Costa County Unified School District **fewer** than half of high school students perceive their school as "safe" or "very safe," according to the 2023 California Healthy Kids Survey¹ (Only 43% of 9th graders, 38% of 10th graders, 42% of 11th graders, and 44 % of 12th graders said they felt safe at school.) While in 2023 the number of homicides in Richmond reached its lowest point in a generation, evidence also suggests that many youth in Richmond have experienced cumulative exposure to violence, specifically gun-violence over the past decade. Of the 2,300 gunshots fired in Richmond since 2013, 41% took place within a half-mile of a school, and 81% of those took place near an elementary school.



RFCY awarded \$339,625 in grants addressing Youth Violence Prevention to 5 organizations during 2021-2023.

“ 65 % say youth are “Extremely or Very Worried” about safety in their neighborhoods. ”

— RFCY Community Needs Assessment Survey 2024.

¹ <https://www.caschooldashboard.org/reports/0761796000000/2023/conditions-and-climate#priority6>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

“There have been many incidents involving gang disputes, physical altercations, and drug sales around and even within my school campus. Just recently, there had been a shooting in front of my school campus which had left many of my fellow students appalled.”

— Youth Survey Respondent, RFCY
Community Needs Assessment Survey 2024

The campuses with the most incidents nearby were those in neighborhoods with lower median incomes than the rest of the city, census data showed. One elementary school has seen an average of six nearby shootings per year over the past decade.²

According to the 2021 National Community Survey (NCS) 73% of people in Richmond say they feel safe in their neighborhood during the day and 43% say they feel safe in the commercial/downtown area during the day. Fewer people report feeling safe in their Richmond community than 99% of communities surveyed nationally.

Crime Trends in Richmond

Richmond recorded eight homicides in 2023, — the fewest since officials started keeping track in 1971. This represents a 64% reduction from the 22 homicides the city recorded in 2020 and a 56 % reduction from the 18 logged each during both 2021 and 2022. This is consistent with nationwide trends, with major U.S. metro areas reporting a roughly 12% decrease in 2023.³ Four types of crimes that increased over the last year are: burglaries at 30%; vehicle theft at 18%; robberies and aggravated assault each at 10%. Decrease in types of crime were seen in Larceny Theft (29 %) and sexual assault (12%) while the remaining crimes showed slight decreases.

Crime Trends in Richmond 2021-2023⁴

Year Over Year Crime Statistics

YEAR OVER YEAR	2021	2022	2023
Homicide	18	18	8
Sexual Assault	86	86	100
Robbery	243	258	298
Aggravated Assault	832	857	941
Burglary	311	262	343
Larceny-Theft	1,849	1,993	1,696
Vehicle Theft	1,044	1,068	1,258
Arson	44	34	30
Index Crime Totals	4,471	4,604	4,674

Source: Richmond Police Department

² <https://www.theguardian.com/us-news/2023/jun/26/children-gun-violence-schools-bay-area-ptsd-richmond-california>

³ AH Datalytics. <https://www.ahdatalytics.com/dashboards/yttd-murder-comparison/>

⁴ <https://www.ci.richmond.ca.us/4010/Crime-Statistics-Reports>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Police Use of Force

Justice-impacted youth and young adults between the ages of 18-24 years are considered Priority Populations by the Richmond Fund for Children and Youth. Justice-impacted youth are those who “are at risk of being incarcerated or have been formally incarcerated, have had a sibling, parent or extended family member impacted by the justice system, or have been arrested, convicted or involved in the juvenile justice system. All too often, they have “been affected by law enforcement to the point where such an involvement has altered their life.”⁵

Justice-impacted youth are also more at-risk of experiencing encounters with police, especially those living in poor communities and are youth of color.⁶ In a focus group with justice-impacted youth for this needs assessment, participants expressed concerns over interactions with police that had or could evolve into use of force.

From 2018 to 2022 the number of annual arrests made by Richmond Police Department fell by 58% from 2,376 arrests to 999 arrests and use of force fell by 23%. In 2021 and 2022 the use of force rate per one hundred arrests averaged about 10%, a significant increase from the two years prior that averaged six percent.⁷

Three demographic groups (gender, race, and age) made up **half** of all use of force subjects: Black and Hispanic males between 18 and 39 years of age.

Insights from Justice-Impacted Youth Focus Group

In a focus group of 22 justice-impacted youth, participants shared experiences of being unfairly targeted by law enforcement. They believe race factors into why they are pulled over for traffic stops and that they are treated differently due to their involvement with the justice system. They shared that they value programs that support them in moving away from or steering clear of gang culture in Richmond. Mentors that have “walked in their shoes” are extremely important to them. They are concerned about limited job opportunities, low

Most Common Characteristics of Use of Force Subjects 2018 – 2022

GENDER	RACE	AGE	NUMBER OF SUBJECTS	% OF FORCE INCIDENTS
Male	Black	18-39	161	26%
Male	Hispanic	18-39	147	24%
All Other Demographic Groups & Unknown		18-39	302	50%
Total			610	100%

Source: Richmond Police Department

wages and the need for more vocational training and employment. They feel that there’s a need for greater community collaboration to ensure safe communities, foster unity and reduce violence. Access to education, social services, and mental health counseling focused on helping them cope with the amount of violence they’ve experienced; substance abuse counseling and treatment are all vitally needed. They would also like to know their rights when approached by police officers.

“PTSD is one of the biggest causes of stress for us.”

— Focus Group Participant

⁵ <https://www.csusb.edu/educational-opportunity-center/information-resources/justice-impacted-students>

⁶ <https://www.lsac.org/data-research/research/justice-impacted-individuals-pipeline-national-exploration-law-school>

⁷ <https://www.ci.richmond.ca.us/DocumentCenter/View/65620/Second-Summary-Use-of-Force-Report---Richmond-PD---April-2023?bidId=>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Belonging

Children and youth thrive from a feeling of belonging among their family and friends, their neighborhoods, schools, and community. A true sense of belonging requires appreciation for who someone is and not being seen through a lens of harmful stereotypes. As one justice-impacted youth, who wasn't made to feel like he belonged, put it: "The way they see me is how they treat me."

Article 15 tasks RFCY with identifying and addressing the needs of vulnerable priority populations among children and youth in Richmond. To better understand their needs, sense of belonging and perspectives, focus groups were held with priority populations youth and one survey question asked, "How well do you think the needs of the following groups of youth are being met?"

The chart below shows seven such groups illustrating that 50% of over 200 survey respondents felt that Justice-Impacted and LGBTQIA+ youth's needs are **not** being met. (Not so Well and Not Well at All) as are the needs of African-American youth (44%), Immigrant Family Youth (33%) and Latinx, Asian and Second Language Youth at (30%).

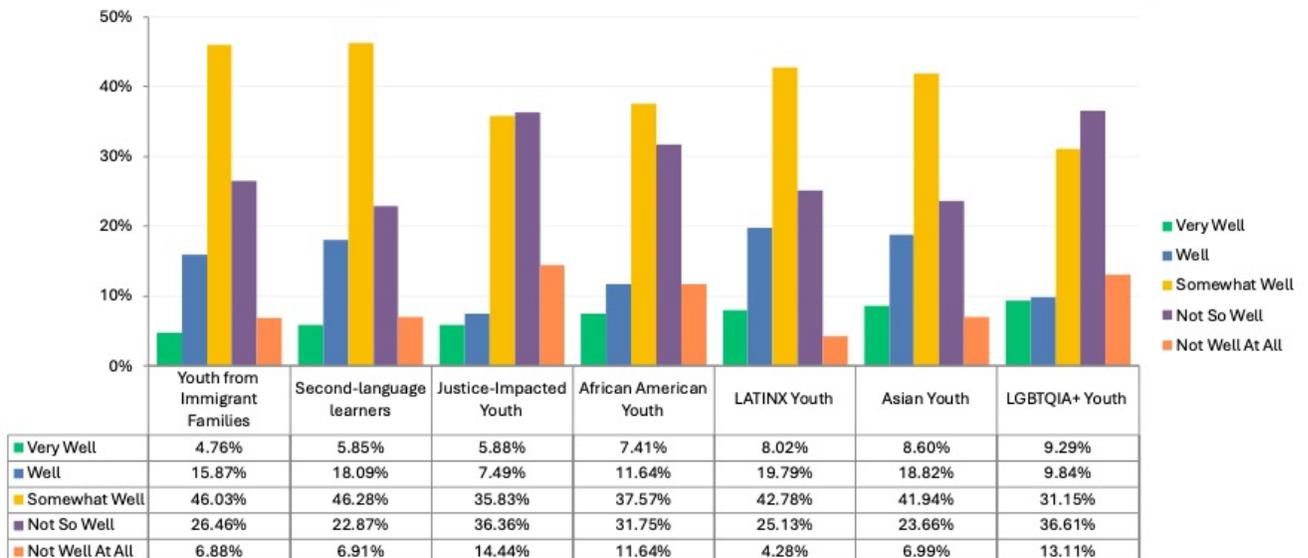
All priority population groups face the five categories of needs presented in this report, each struggling with their unique challenges and often navigating them alone.

“As one justice-impacted youth, who wasn't made to feel like he belonged, put it: "The way they see me is how they treat me."”



Priority Youth Populations

How well do you think the needs of the following groups of Youth are being met?



6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Two Other Populations in Need of Belonging & Support

Two vulnerable populations are discussed throughout the 2024 Community Needs Assessment:

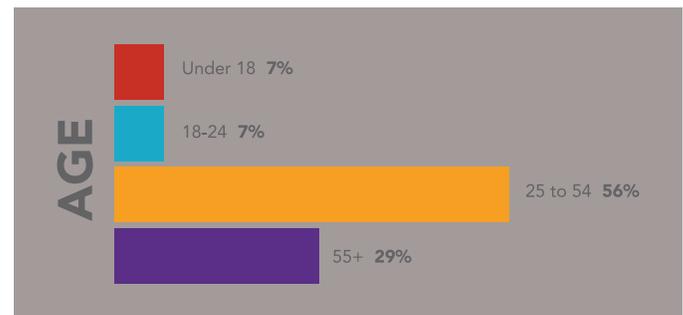
Disconnected Youth are defined as youth between 18 and 24 years of age who are out of school, are on their own without jobs or support and/or have transitioned out of the Foster Care System. These youth require a great deal of support as they transition into adulthood. One of the most highly needed services they require is training and job placement along with support in gaining a secondary education should they want to pursue it. They also need assistance in securing stable housing, mentoring and support from a caring adult.

Youth Experiencing Homelessness are those without a stable sleeping/living arrangement or living in shelters. This includes what is referred to as “hidden homelessness,” for example, when a single mom and her children repeatedly live for short stays at friends or relatives; often disrupting where the children attend school.

The most current count of people experiencing homelessness in Contra Costa County is 2,843 persons, marking an increase from 2,372 persons in 2023. Among those numbers, Richmond shows a decrease from the year prior while the East County accounts for most of the increases. This number is a result of the Point in Time (PIT) Count taken of people experiencing homelessness on a given night in the County. This count is a nationwide initiative of the federal Housing and Urban Development agency.

As illustrated below, 14% of the homeless population were under the age of 24, and half of these individuals (7%) were under the age of 18.⁸ The number of younger persons experiencing homelessness has increased by 2% since 2023.

Students who are experiencing homelessness are at greater risk of underperforming in school largely due to high rates of chronic absenteeism. Nearly sixty percent (59%) of unhoused students in 2023 attending WCCUSD were chronically absent placing them at significant risk of not graduating or moving up to the next grade-level.⁹



Source: West Contra Costa Point in Time Count 2024

In a focus group to gather insights from youth and families experiencing homelessness, several needs were identified: accessing basic necessities such as transportation, laundry services, clothing and food; mental health support for youth struggling with depression and anxiety due to being without a stable homelife and the stigma of being unhoused; loss of access to school activities and remaining with their peers when they've moved out of the school district; and the impact of their family's loss of income due to COVID-19.

⁸ West Contra Costa County Point in Time Count 2024, <https://www.cchealth.org/home/showpublisheddocument/30271/638525089151900000>

⁹ <https://www.cde.ca.gov/homelessyouth.asp>

6. RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS

Building Community

One of the most popular types of programs that youth and parents view as valuable in both fostering child and youth development and building “community” are neighborhood and community centers that offer multiple enrichment programs (performing arts, music, STEM programs) along with social, sports and recreational activities. They envision these centers also offering programs and resources for parents and families that uplift the whole family, often times intergenerational families, in raising their children and youth.

These would include services to help parents navigate social and health care services, parenting classes, or teach caring adults how to help children with homework. Youth in focus groups spoke highly of the multi-purpose neighborhood centers that exist in Richmond but say waiting lists and transportation issues prevent youth from participating. Affordable after-school programs, summer camps and summer jobs for youth also rate high in need.

85% rate the need for neighborhood centers as “Very High or High Need.”

At the Community Needs Assessment Visioning Event involving over 70 community members and youth, there was high interest in creating community events with residents and families throughout the year and in using locations throughout the city to build a stronger sense of community all over Richmond.

RFCY awarded \$1,361,200 in grants addressing After School Sports, & Enrichment to 18 organizations during 2021-2023



7. RESOURCE NEEDS: CURRENT STATE

E. CONNECTIVE SUPPORTIVE SERVICES SECTION

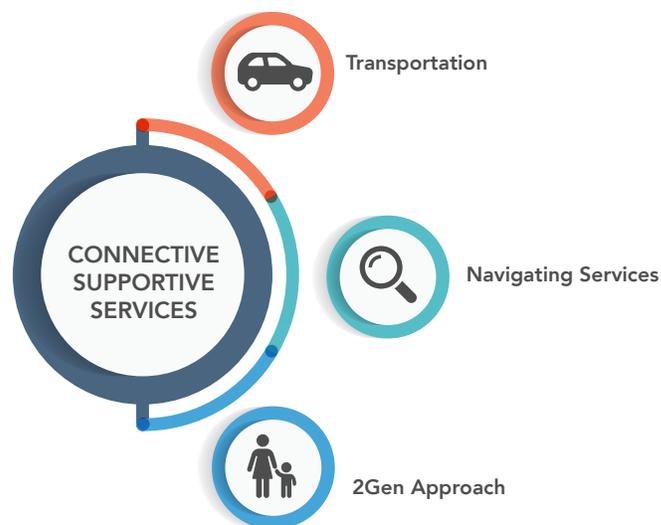
Throughout the entire community engagement process with over 400 individuals sharing insights on needs of Richmond's children and youth, three connective and overarching needs stand out:

1. Transportation. The need for transportation to connect families and individuals to jobs, schools, childcare, job training, education, health care and after-school programs that enrich their children is central to moving beyond poverty. Most low-income individuals and families can't afford reliable transportation and if they do, can't afford costly car repairs. Public transportation isn't conducive to schedules when juggling getting to childcare, jobs and after-school programs. This may explain why only 10% of workers in Richmond use public transportation to get to their jobs while 63% drive alone.¹ Youth often cited that there are neighborhood centers and programs they'd love to attend but there's no reliable source of transportation that allows them to get there from school and then back home. As a result, they simply don't have access to these valuable resources that could enrich their lives.

2. Navigation Support. There is a need to assist families and individuals in navigating social services, housing, educational services and health care delivery systems that could connect them to resources needed to address the numerous challenges they face. Parents and grandparents who attended the "Parent and Caregiver" focus group raised this as a very high need. They find that the eligibility criteria and application process to receive services is complex and overwhelming with every organization demanding its own set of requirements. It is a time-consuming task to track down much-needed resources, determine whether you're eligible and then provide the documents required to apply. This is why participants at the Community Needs Assessment Visioning event

viewed the idea of "Developing a city-wide universal application for health and social services" as a high priority.

3. It Takes Two Generations. There is a need for children and youth service providers and organizations to embrace a multi-generational approach (2-GEN) to support children and youth. This approach is based on the premise that if they uplift parents, they uplift children. Two-generation (2Gen) approaches "build family well-being by intentionally and simultaneously working with children and the adults in their lives together. 2Gen begins with the mindset that by designing pathways to educational and economic success that support children and families together, the resulting structure is stronger and better for both generations."² For example, if a center offers teens socio-recreational activities and homework help, they could arrange for assistance with resume writing, job-hunting or financial literacy to their parents to ensure the whole family's economic security. The 2Gen approach engages all organizations working with children to think of offering services that promote a family's well-being which secures the well-being of every member in it and community as a whole. This 2-Gen approach includes grandparents raising grandchildren, as well.



RFYC awarded \$300,000 in grants addressing Information, Guidance, & Case Management to 5 organizations during 2021-2023

¹ U.S. Census Bureau. "Selected Economic Characteristics." American Community Survey, ACS 5-Year Estimates Data Profiles, Table DP03, 2022, https://data.census.gov/table/ACSDP5Y2022.DP03?g=040XX00US06_160XX00US0660620. Accessed on March 16, 2024.

² https://ascend.aspeninstitute.org/wp-content/uploads/2023/01/Ascend_FactSheet_2Gen_1.18.2024.pdf

7. RESOURCE NEEDS: CURRENT STATE

Child and Youth Community-Based Services in Richmond: The Current State

The City of Richmond seeks to ensure that all children and youth within the community are given the resources and opportunities they need to thrive, prosper, and grow within their vibrant and diverse hometown. One way of addressing those needs is through organizations from the public, private, non-profit, education and faith-based sectors offering a wide-range of quality services to children, youth and their families.

The 2022 Resource Guide that the Richmond Department of Children and Youth (RDCY) developed following the 2020 Community Needs Assessment and the Strategic Investment Plan for Fiscal Years 2021-2024, provides a framework of what the community-based services delivery system for children and youth looks like in Richmond. This is especially relevant to RFCY's focus on providing funds to community-based organizations seeking to enhance the lives of children and youth.

The goal of the guide is in response to community members needing a centralized list of organizations to easily find basic information on what resources and services are available to address their needs. Organizations have also found it useful as an "Information & Referral" guide for the youth and families they serve and as a means of learning about other organizations with which they can partner and collaborate to better serve their constituencies.

The 2022 RDCY Resource Guide identified 52 organizations that offer services to Richmond children and youth and their families. The Resource Guide provides the following information for each listed organization: name, address, phone number, description of services, age group, and link to its website. Among the 52 organizations listed in the Resource Guide, one-third are in the Health and Well Being Category and nearly one-quarter in the Education and Job Training Category while about ten percent are in each of the remaining Category.

The 2022 RDCY Resource Guide

CATEGORY	NUMBER OF ORGANIZATIONS	PERCENT OF ORGANIZATIONS
Health and Well Being	17	32.7%
Education and Job Training	12	23.1%
Media, Arts, and Culture	6	11.5%
Youth & Family Leadership/Organizing and Civic Engagement	5	9.6%
Outdoor Education and Recreation	5	9.6%
Parent and Guardian Support	7	13.5%
TOTAL	52	100%

A list of the 52 organizations in the Resource Guide by Priority Area is shown in Appendix C.

7. RESOURCE NEEDS: CURRENT STATE

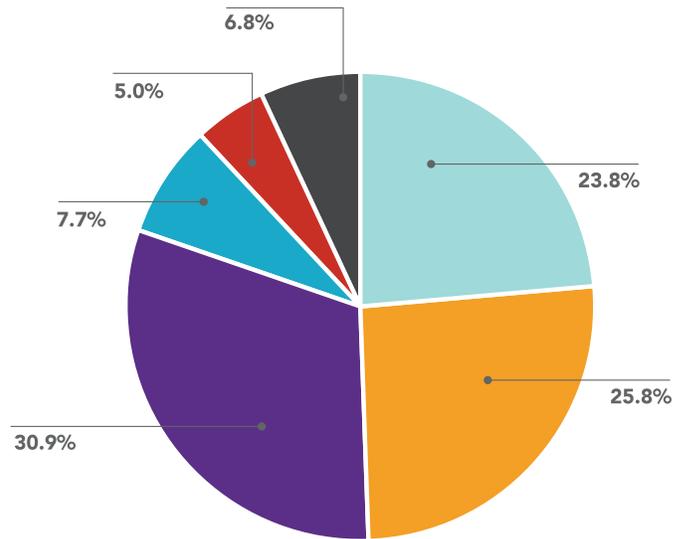
RFCY COMMUNITY INVESTMENTS

In response to the needs identified by RFCY in its previous 2020 Community Needs Assessment, the Fund has invested nearly 4.5 million dollars into services, programs and activities within Richmond. These have been delivered through non-profit community-based organizations to address needs identified by the community and cited in Article XV among the following six priority areas: School Time, After School, Sports & Enrichment; Employment/Training Support; Behavioral Health, Mental Health and Wellness; Youth Violence Prevention; Information, Guidance & Case Management; and Access to Basic Needs.

**\$4.5 million dollars
invested in children
& youth programs.**

In the three years following the 2020 Community Needs Assessment and the development of the Strategic Investment Plan, RFCY has awarded 55 grants to community organizations ranging from \$15,000 to \$150,000. The largest number of grants was awarded in the areas of: School Time, After School, Sports & Enrichment (18); Employment/Training Support (13); and Behavioral Health, Mental Health and Wellness (10). The remaining three areas were awarded four to five grants over the past three years: Youth Violence Prevention (5); Information, Guidance & Case Management (5); and Access to Basic Needs (4).

RFCY DISTRIBUTION OF GRANTS 2021-2023



	Behavioral Health, Mental Health & Wellness: Number Of Grants & Range: 10 Grants Range: \$41,000-\$150,000 Total: \$1,045,923
	Education Support & Employment/Training Support: Number Of Grants & Range: 13 Grants Range: \$22,000-\$150,000 Total: \$1,136,150
	Out-Of-School Time, After School, Sports & Enrichment: Number Of Grants & Range: 18 Grants Range: \$15,000-\$150,000 Total: \$1,361,200
	Youth Violence Prevention: Number Of Grants & Range: 5 Grants Range: \$35,000-\$100,000 Total: \$339,625
	Basic Needs: Number Of Grants & Range: 4 Grants Range: \$25,000-\$75,000 Total: \$218,004
	Info, Guidance, Case Management: Number Of Grants & Range: 5 Grants Range: \$20,000-\$110,000 Total: \$300,000
Number Of Grants & Range: 55 Grants \$15k – 150k	
Total Amount: \$4,400,902	
Percent Of Total Funds Awarded: 100%	

7. RESOURCE NEEDS: CURRENT STATE

To appreciate the breadth and type of organizations receiving funds from RFCY to address the multi-faceted needs of Richmond’s children and youth, the following table presents the names of organizations receiving grants from RFCY by Priority Area and Year. It was very common to hear youth and survey respondents identify their participation in programs offered by these organizations and they did so in a very positive light.

RFCY GRANTEE ORGANIZATIONS

PRIORITY AREA	2021	2022	2023
1. Behavioral Health, Mental Health and Wellness	Familias Unidas	Mindful Life Project	West County Mandarin School;
	Early Childhood Mental Health Program	New Life Movement	Greater Richmond Interfaith Group (GRIP)
	Seneca Family of Agencies	Bay Service Area Community Services	Richmond Community Foundation (RCF)
			Bay Area Community Resources;
2. Education Support & Employment/ Training Support	College is Real (CIR)	Richmond Art Center	Bridges from School to Work;
	Urban Tilth	The Watershed Project	Improve Your Tomorrow
	Richmond Build	Things That Creep	Healthy Contra Costa
	Richmond Promise		City of Richmond Employment & Training
	Black Fighters Association (BFA)		Richmond Public Library
3. Out-of-School Time, After School, Sports & Enrichment	Youth Code Now	The Practice Space	Social Progress Inc. (SPI)
	West County Digs	Pogo Park	Easter Hill United Methodist Church
	East Bay Center for the Performing Arts	Aim High for High School	ABLE Community Development Foundation
	RYSE	Rosie the Riveter Trust	Community Services-Recreation
	Rosie the Riveter Trust	D.R.E.A.M. Financial Academy	Envisioneers Inc.
	Community Services Department Recreation	Oshiana Unique Thompkins Foundation	Community Education Partnerships
4. Youth Violence Prevention	Project Avery	Fresh Lifelines for Youth (FLY)	Richmond Police Activities League
	Community Violence Solutions		
	Child Abuse Prevention Council of CCC		
5. Access to Basic Needs	Richmond Promise	Fresh Approach	None
	18 Reasons	Greater Richmond Interfaith Program (GRIP)	
6. Information, Guidance & Case Management	None	Contra Costa Youth Service Bureau	Youth Finance Institute of America (YFIA);

7. RESOURCE NEEDS: CURRENT STATE

Resource Gaps: Current State

Overall, the Richmond community offers a wide array of programs and services focused on strengthening and enhancing children, youth and their families. Centers that offer comprehensive enrichment, recreational, sports and performing arts programs are highly regarded by parents and youth, alike. So are the many programs listed in the Resource Guide featuring what 52 community-based organizations offer in the community.

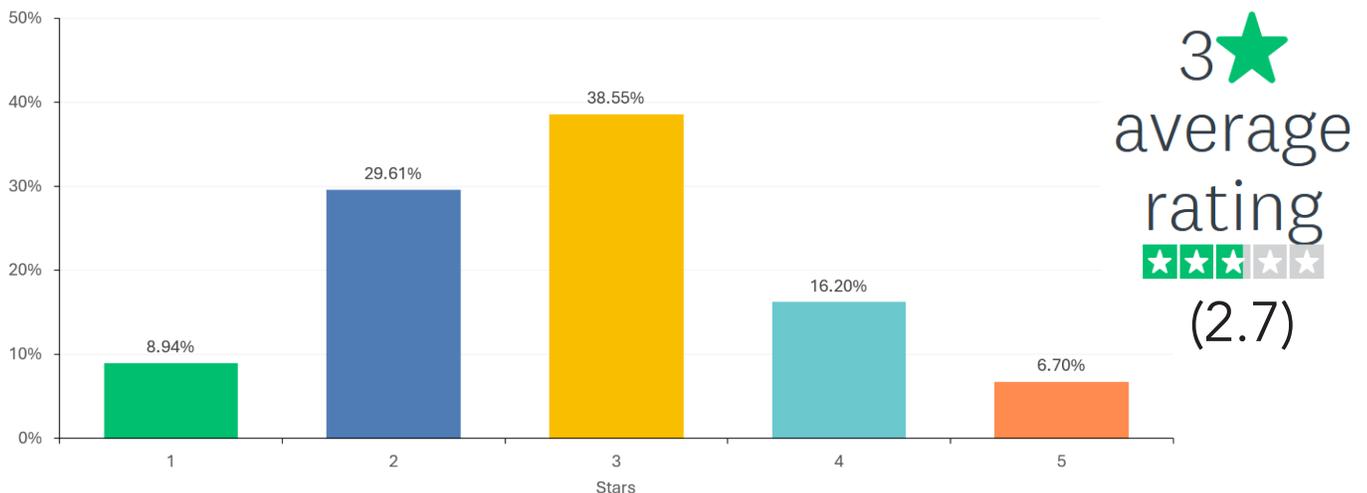
Yet, despite all the good works and initiatives being provided, community members feel there's substantial work that remains in meeting the needs identified and reviewed in this 2024 Community Needs Assessment.

Overall Rating on Meeting Needs of Children and Youth. Survey respondents were asked using a five-star rating with five as best and one as least, "Overall, how many stars would you give the Richmond community in meeting the needs of children and youth?" Nearly 40% gave a 1 or 2 star rating, while an equal number gave a 3 star rating. Nineteen percent chose a 4 or 5 star rating. The weighted average among all ratings yielded 3 stars.



Ratings

Overall, how many stars would you give the Richmond community in meeting the needs of children and youth? (One star being the lowest and five the highest).



Source: 2022 RDCY Resource Guide.

Source: COI – Child Opportunity Index for Richmond Census Tracts.

*Health & Wellness has 11 Richmond-based organizations; however, one of them only has a mailbox for an address; no census tract was identified for this organization.

**The census tract list cites 3690.02.

7. RESOURCE NEEDS: CURRENT STATE

Many of the open-ended comments throughout the survey suggest that community members and youth participating in focus groups find the services that are available helpful and believe there's a genuine commitment among organizations and civic leaders to meet the needs of children and youth. The problem is that the needs of children and youth are significant, escalating and remain unmet because the demand for services and resources exceeds the supply. The stark number of "Very Low" and "Low" Childhood Opportunity Index neighborhoods, the high concentration of poverty census tracts, a near 40% poverty rate (200% FPL) among children and youth, and Richmond's four separate designations as *Medically Under-served Area (MUA)*, *Primary Care Health Professional*, *Dental Health Professional*, and *Mental Health Professional* shortage areas are all indicative as to why demand for services is so difficult to meet.¹ This is especially true among the two core areas of Mental & Behavioral Health Needs and Physical Health & Access Needs.

This overall "Resource Gap" impacts all five of the Core Categories of Needs identified in this report. Addressing them will require— not one program or category at a time – but a systemic community-wide level to create a collective impact.

What does this mean? The Richmond Fund for Children and Youth in its role as a catalyst and convener, could bring together community-based organizations, anchor institutions like medical centers, major employers, and the school district along with fellow City departments to identify how they can find ways to collaborate to maximize the resources each brings to bear on the Five Core Needs.

To close the Resource Gap, it will be vital to collectively strategize, invest, and develop ways to stretch dollars and find new sources of funding through collaborative efforts such as grant writing and partnerships. Addressing the core need of "Connective Supportive Services" is also essential. Additionally, solving the

RICHMOND CHILDREN AND YOUTH FIVE CORE NEEDS



access barrier posed by lack of transportation, which prevents youth from attending after-school programs, summer camps, clubs, sports, STEM, music, and arts programs, will require a systemic response to achieve a community-wide impact.

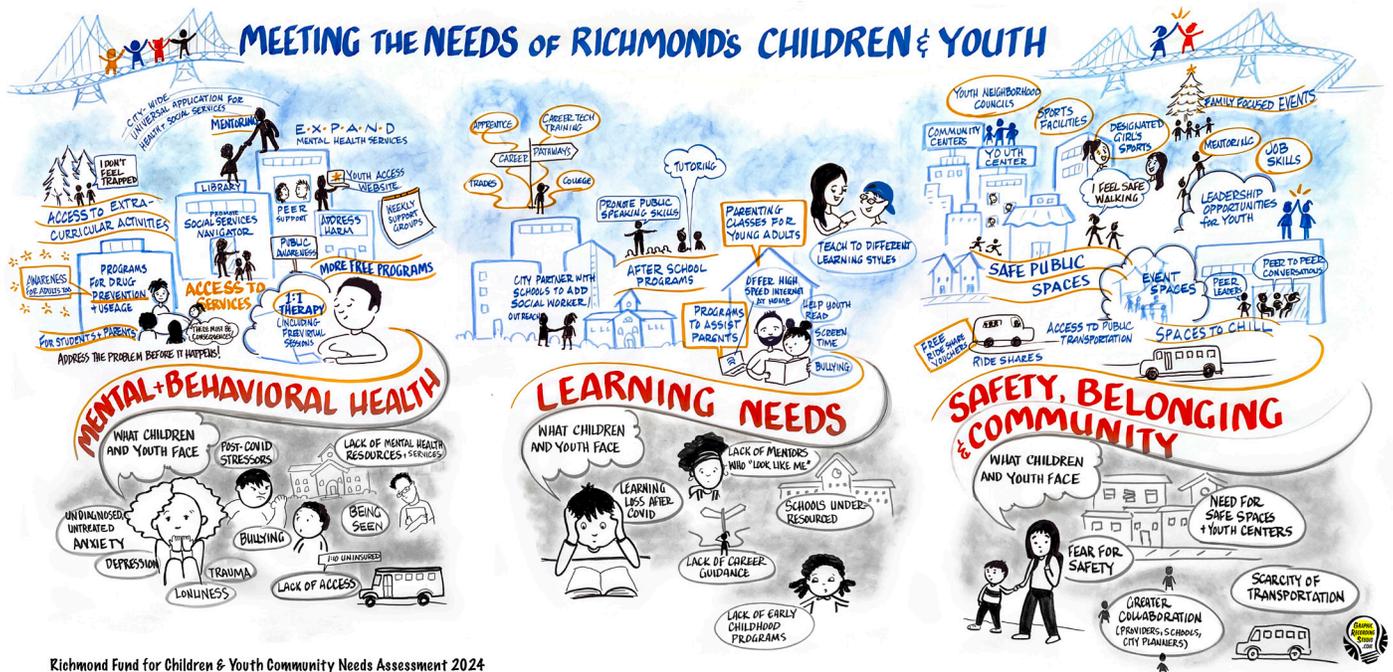
The City of Richmond recognizes that needs persist and are substantial and require continuous investment. The next phase of this project is to develop a *Strategic Investment Plan* that will explore, analyze and recommend steps in achieving collective impact through prudently investing in programs, services and systemic solutions that reduce the Resource Gap and Five Core Needs described throughout this Community Needs Assessment.

¹ CA Office of Statewide Health Planning & Development: <https://www.transparentrichmond.org/stories/s/Quality-and-Accessible-Health-Homes-Services/y8gx-ywn5>

8. ENVISIONING IDEAS TO ADDRESS NEEDS: NEXT STEPS

The energy, commitment, resilience and innovative ideas generated from community members and youth participating at the Community Visioning Event, gives every indication that community members are up for the challenge in addressing the core needs reviewed in this Community Needs Assessment. And they believe in the promise and aspirations of Richmond’s children and youth despite the resource gaps in the community. The mural below is a testament to the innovative and thoughtful ideas generated by over 70 community members to change the course of the resource gap impacting children and youth in Richmond. During the next phase of this project, RFCY will engage the consulting team of Public Works LLC to facilitate the development of a Strategic Investment Plan to address the needs assessed in this report, including those that involve the connectivity issues of navigation of services, transportation and “2generational” programs that holistically uplift families as a means of supporting

children. The plan will also identify benchmarks and outcomes to guide the application and award process of RFCY grant-making to assure that the programs it chooses to fund realizes a return-on-investment worthy of Richmond’s most treasured resource – its children and youth.



Richmond Fund for Children & Youth Community Needs Assessment 2024

9. ACKNOWLEDGEMENTS

The Richmond Department of Children and Youth deeply values the participation of Richmond community members and interest holders in the collaborative creation of the 2020 Community Needs Assessment Report. Special thanks go to the youth, parents, guardians, and service providers who contributed their insights. Their input was crucial in shaping a vision where children, youth, and families in Richmond and North Richmond are equipped with the opportunities and resources they need to thrive.

Richmond Department of Children and Youth Staff

LaShonda White
Patrick Seals
Guadalupe Morales
Nicholas Delgado
Abdul Black

Richmond Fund for Children and Youth Oversight Board Members

Khalieghya Dandie-Evans
Guadalupe Enllana
Teyona Galloway
Carol Hegstrom
Zeonta Johnson
Katherine Lee
Stephanie Sequeira
Geselle Alvarado
Madiha Qader

Public Works LLC Team

Eric Schnurer
Ester Smith
Jenni Wall
Jeanette Sanchez
Linda Rhodes
Kristi Guillory Reid
Elizabeth Austin

Community Needs Assessment Partners

City of Richmond West Contra Costa Unified School District
Department
Fresh Lifelines for Youth
Contra Costa Youth Service Bureau
The Practice Space
Community Health For Asian Americans (CHAA)
West County DIGS - Mira Vista School
City of Richmond YouthWORKS
West Coast Chess Alliance
Things That Creep
YES Parent Fellows
Love Your Block
Mira Vista School of Art
Park Plaza Neighborhood Council

The Watershed Project
Literacy for Every Adult Program (LEAP)
College is Real
Social Progress Inc
Richmond Fire Youth Academy
The Berkeley Baby Book Project
Science Adventures for Girls
Mindful Life Project
Fierce Advocates
Seneca Family of Agencies
RYSE
Yes Nature to Neighborhoods
East Bay Center of the Performing Arts
West Contra Costa Public Education Fund (WestEd Fund)
New Life Movement
Familias Unidas
Greater Richmond Interfaith Program (GRIP)
Early Childhood Mental Health Program
Latina Center
Family Justice Center
Richmond Police Activities League
City of Richmond Office of Neighborhood Safety
Life-Long Medical Center
POGO Park
Bay Area Rescue Mission
Fresh Approach
18 Reasons
City of Richmond Library Department
NIAD
Men & Women of Valor
GroundWork Richmond
Urban Tilth
Contra Costa County Independent Living Skills Program

Richmond City Council

Mayor Eduardo Martinez
Vice Mayor Claudia Jimenez
Council Member Soheila Bana
Council Member Gayle McLaughlin
Council Member Doria Robinson
Council Member Melvin Willis
Council Member Cesar Zepeda

Appendix A:
diversitydatakids.org
 data for a diverse and equitable future

Child Opportunity Index (COI) by Domain, Subdomain, Indicators

EDUCATION		HEALTH & ENVIRONMENT		SOCIAL & ECONOMIC	
SUBDOMAIN (4)	INDICATOR (12)	SUBDOMAIN (4)	INDICATOR (13)	SUBDOMAIN (6)	INDICATOR (19)
Early childhood education	Private pre-K enrollment	Pollution	Airborne microparticles	Employment	Employment Rate
	Public pre-K enrollment		Ozone concentration		High-skill employment rate
Elementary education	Reading and math test scores		Industrial pollutants in air, water or soil		Employment
	Reading and math test score growth	Hazardous waste dump sites	Median household income		
	Poverty-adjusted reading and math test scores	Healthy environment	Poverty rate		
Secondary and post-secondary education	Advanced Placement course enrollment	Fast food restaurant density	Socioeconomic inequity	Public assistance rate	
	College enrollment in nearby institutions	Healthy food retailer density		Adults with advanced degrees	
	High school graduation rate	Extreme heat exposure		Very-high income households	
Educational resources	Adult education attainment	Access to Open Spaces	Housing resources	Adults without high school degrees	
	Child enrichment-related non-profits	Walkability		Very-low income households	
	Teacher experience	Healthy environment		Social resources	Broadband access
	Eligible for Free/Reduced Lunches				Community safety-related non-profits
		Vacant housing	Wealth	Mobility-enhancing friendship networks	
	Health resources	Health-related non-profits		Single-parent families	
		Health insurance coverage		Non-profit organizations	
				Homeownership rate	
				Aggregate home values	
				Aggregate capital income	
				Aggregate real estate taxes	

Source: Diversity Data Kids.Org

To learn about the Child Opportunity Domains, Subdomains, Indicators and their definitions, please go to <https://www.diversitydatakids.org/research-library/child-opportunity-index-30-indicators>

Appendix B: Community Engagement Learnings

1. Summary and Survey Results
2. RFCY Survey Template

Appendix C: 2022 RDCY Resource Guide List of Organizations by Priority Areas/ Domains

Health and Well Being

18 Reasons
Brighter Beginnings
Child Abuse Prevention Council of Contra Costa County (CABC)
Multicultural Institute
Project Marc
Rotacare Bay Area
Rubicon Programs Inc. (Reentry Success Center)
Ryse Center
Shelter Inc.
The Latina Center
The Pinkney Foundation
Urban Tilth
West County Digs
West County Digs (Earth Island Institute)
YMCA of the East Bay
James Morehouse Project
Greater Richmond Interfaith Program (GRIP)

Media, Arts and Culture

Big Picture Anthems
East Bay Center for the Performing Arts
The Quinan Street Project
Los Cenzontles Cultural Arts Academy
Maya's Music Therapy Fund
Rosie the Riveter Trust

Outdoor Education and Recreation

Wheelhouse Academy of Baseball
Hercules Running Rebels
It Takes A Village Resource Center
Lead2Play
Mira Vista (elementary) PTA

Education and Job Training

10,000 Degrees
After-School All Stars Bay Area
Bay Area Community Resources (BACR)
Bright Future Growth and Development Center
Calculus Roundtable
City of Richmond- Library and Cultural Services
City of Richmond - Youth Works
Coco Kids, Inc.
College is Real, Inc.
Desarrollo Familias Unidas
Girls, Inc. Of West Contra Costa
Go Public Schools

Youth & Family Leadership/Organizing and Civic Engagement

Fierce Advocates (Formerly, BBK)
Healthy Richmond Schools and Neighborhoods Action Team (SNAT)
Raising Youth Resilience
Richmond Community Foundation (SPARKPOINT)
Safe Return Project

Parent and Guardian Support

Contra Costa County First Five: Richmond Center
Contra Costa Family Justice Center
Dreamcatchers Empowerment Network
Rich City Rides
Tandem, Partners in Early Learning
West Contra Costa Public Education Fund (West County Reads)
West Contra Costa Unified School District - Expanded Learning

Source: 2022 RDCY Resource Guide.

APPENDIX

Appendix D: Richmond Based Community Organizations Census Tract Analysis by Priority Area

CENSUS TRACTS	COI LEVEL BY CENSUS TRACT	PERCENT OF CHILDREN IN POVERTY	NUMBER OF ORGANIZATIONS BY CENSUS TRACT	HEALTH & WELLNESS (11)*	EDUCATION & JOB TRAINING (6)	MEDIA, ARTS, CULTURE & TECHNOLOGY (2)	YOUTH & FAMILY LEADERSHIP AND CIVIC ENGAGEMENT (3)	OUTDOOR EDUCATION & RECREATION (4)	PARENT & GUARDIAN SUPPORT (4)
3620	High	2.4%	1					1	
3630	High	7.0%	1		1				
3650.02	Low	19.3%	3	1				1	1
3690.01**	Low	9.7%	1			1			
3700	High	0.0%	1	1					
3710	Moderate	8.0%	1	1					
3740	Low	46.6%	3	1	2				
3770	Very Low	28.7%	4	1		1	2		
3780	High	2.0%	2					1	1
3790	Very Low	25.0%	3	2			1		
3800.02	NA	21.9%	1		1				
3810	Very Low	29.4%	6	3	2				1
3820	Low	29.8%	2					1	1
TOTAL			29	10	6	2	3	4	4

Source: 2022 RDCY Resource Guide.

Source: COI – Child Opportunity Index for Richmond Census Tracts.

*Health & Wellness has 11 Richmond-based organizations; however, one of them only has a mailbox for an address; no census tract was identified for this organization.

**The census tract list cites 3690.02.

MEETING THE NEEDS OF RICHMOND'S CHILDREN & YOUTH



RFCY 2025 - 2028

STRATEGIC INVESTMENT PLAN



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1. EXECUTIVE SUMMARY

2025-2028 SIP Enhancements

The new SIP includes several enhancements:

- **Increased Funding Allocation:** Prioritization of Mental & Behavioral Health and Learning Needs.
- **Enhanced Evaluation Criteria:** Additional points for serving children and youth in high-poverty areas, transportation support, and 2Gen activities.
- **Expanded Application Narrative:** More detailed questions centered on the Five Core Needs.
- **Key Performance Indicators (KPIs) and Surveys:** Examples of KPIs and pre-and-post participant surveys for youth and parents to help organizations measure success and outcomes of programs and activities offered.

Promising Practices and Innovations

The SIP incorporates promising practices, including:

- **Live Resource Guide Development:** Interactive online resource guide for up-to-date information on services and programs.
- **Universal Social/Community-Based Services Application:** Streamlined access tool for social and community services.
- **Peer Navigator Training Program:** Training for Peer Navigators to assist in accessing social services.
- **Children & Youth Grant Officer Position:** Dedicated officer for securing additional funding.
- **Capacity-Building and Innovation Grants:** Support for non-profits in grant writing and KPI development.
- **Deepened Partnerships with School Districts:** Strengthened collaboration for comprehensive after-school programming.

Moving Forward

Overall, the 2025-2028 Strategic Investment Plan aims to enhance and sustain all the good works and initiatives that the Richmond Fund for Children and Youth's equitable, responsive, and effective funding framework addresses as they seek to fulfill their mission of ensuring bright futures of Richmond's most treasured resource -- its children and youth.

2. CURRENT STATE: GRANTS AWARDED, APPLICATION & ALLOCATION PROCESS

I. Grants Awarded

In the three years following the 2020 Community Needs Assessment and the development of the Strategic Investment Plan (SIP) FY2021- FY2024, the Richmond Fund for Children and Youth (RFCY) has **awarded 56 grants** to community organizations for a total of **\$8,816,926**, addressing the needs of children and youth described in the 2020 Community Needs Assessment (CNA).

Six Priority Areas were identified through an analysis of the Community Needs Assessment by the Department of Children and Youth in line with areas of needs identified in Article 15 derived from the Richmond Kids Initiative resulting from (Measures E and K, 2018).



The Strategic Investment Plan of (2021-2024) adopted six Priority Areas to guide funding that would address the most urgent needs of children and youth identified through the Community Needs Assessment. Percentages were assigned regarding the amount of funds to distribute within each area for grant awards.

The six Priority Areas designated by the 2020 Community Needs Assessment and the Strategic Investment Plan’s suggested distribution of funds by percentages within each Priority Area is shown below:

Priority Area	Percent
Behavioral Health, Mental Health and Wellness	20%
Education Support and Employment/Training Support	20%
Out of School Time, Afterschool, Sports and Enrichment	20%
Youth Violence Prevention	20%
Access to Basic Needs	10%
Information, Guidance and Case Management	10%

2. CURRENT STATE: GRANTS AWARDED, APPLICATION & ALLOCATION PROCESS

Organizational Categories

The RFCY identified three categories of organizations eligible to apply for grants: Single Agency, Collaborative Applicants, and Small and Emerging Applicants.

The largest number of collaboration and small and emerging grants (13; 56.5%) were awarded in the Priority Area of Out-of-School Time, After-School, Sports & Enrichment, followed by the Education Support & Employment/Training Support area (6; 26.1%), expanding the overall number of organizations providing services to children and youth.

RFCY awarded

15 collaboration grants (26.8%)

9 grants (6.1%) to small & emerging community organizations,

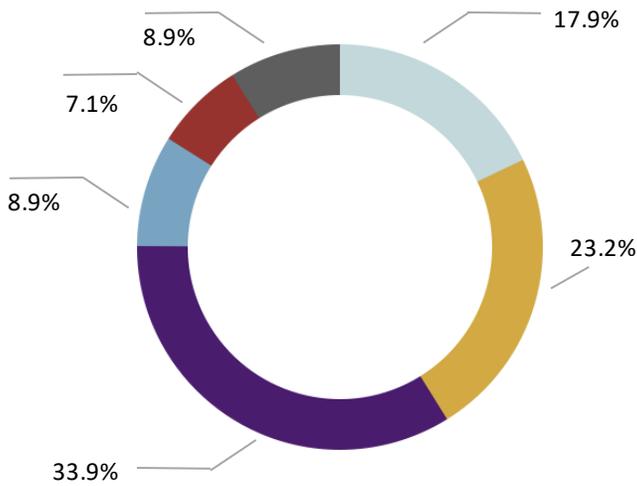
32 grants to a single agency/organization (57.1%).

Table 1: RFCY Grants Awarded FY 2021 – FY 2024 by Organizational Category

Priority Area	Single Agency/ Organization	Collaboration	Small & Emerging	Totals
Behavioral Health: Mental Health & Wellness	8	1	1	10
Education Support & Employment/Training Support	6	4	2	12
Out-of-School Time, After-School, Sports & Enrichment	6	8	6	20
Youth Violence Prevention	5	-	-	5
Access to Basic Needs	3	1	-	4
Information, Guidance & Case Management	4	1	-	5
Totals (n percent)	(32 57.1%)	(15 26.8%)	(9 16.1%)	56

2. CURRENT STATE: GRANTS AWARDED, APPLICATION & ALLOCATION PROCESS

RFCY DISTRIBUTION OF GRANTS 2021-2024



- Behavioral Health, Mental Health & Wellness:** Number Of Grants & Range: 10 Grants
Range: \$41,000-\$150,000 Total: \$2,025,511
 - Education Support & Employment/Training Support:** Number Of Grants & Range: 13 Grants
Range: \$22,000-\$150,000 Total: \$1,901,500
 - Out-Of-School Time, After School, Sports & Enrichment:** Number Of Grants & Range: 18 Grants Range: \$15,000-\$150,000 Total: \$2,927,657
 - Youth Violence Prevention:** Number Of Grants & Range: 5 Grants
Range: \$35,000-\$100,000 Total: \$806,250
 - Basic Needs:** Number Of Grants & Range: 4 Grants
Range: \$25,000-\$75,000 Total: \$536,008
 - Info, Guidance, Case Management:** Number Of Grants & Range: 5 Grants
Range: \$20,000-\$110,000 Total: \$620,000
- Number Of Grants & Range: 56 Grants \$15k– 150k
Total Amount: \$8,816,926
Percent Of Total Funds Awarded: 100%**

The illustration to the left shows that between seventeen and twenty grants have been awarded annually since the 2020 Community Needs Assessment. The grants range from \$15,000 to \$150,000.

The largest number of grants awarded is in the Priority Areas: Out-of-School Time and After-School Programs and Sports & Enrichment (19) amounting to \$2,927,657; Education Support and Employment/Training Support (13) amounting to \$1,901,500; and Behavioral Health, Mental Health and Wellness (10) amounting to \$2,025,511.

The remaining three areas awarded four to five grants over the past three years: Youth Violence Prevention (5) amounting to \$806,250; Information, Guidance & Case Management (5) amounting to \$620,000 and Access to Basic Needs (4) amounting to \$536,008.



2. CURRENT STATE: GRANTS AWARDED, APPLICATION & ALLOCATION PROCESS

The table below identifies organizations awarded funds to address the needs of children and youth by Priority Area and Year.

RFCY GRANTEE ORGANIZATIONS

PRIORITY AREA	2021	2022	2023
1. Behavioral Health, Mental Health and Wellness	Familias Unidas	Mindful Life Project	West County Mandarin School;
	Early Childhood Mental Health Program	New Life Movement	Greater Richmond Interfaith Group (GRIP)
	Seneca Family of Agencies	Bay Service Area Community Services	Richmond Community Foundation (RCF)
			Bay Area Community Resources;
2. Education Support & Employment/ Training Support	College is Real (CIR)	Richmond Art Center	Bridges from School to Work;
	Urban Tilth	The Watershed Project	Improve Your Tomorrow
		Things That Creep	Healthy Contra Costa
	Richmond Promise	Performance Stars Marin (DREAM)	City of Richmond Employment & Training
	Black Fighters Association (BFA)		Richmond Public Library
3. Out-of-School Time, After School, Sports & Enrichment	Youth Code Now	The Practice Space	Social Progress Inc. (SPI)
	West County Digs	Pogo Park	Easter Hill United Methodist Church
	East Bay Center for the Performing Arts	Aim High for High School	ABLE Community Development Foundation
	RYSE	Rosie the Riveter Trust	Community Services-Recreation
	Rosie the Riveter Trust	Scientific Adventures for Girls and Watershed Classroom	Envisioneers Inc.
	Community Services Department Recreation	Oshiana Unique Thompkins Foundation	Community Education Partnerships
4. Youth Violence Prevention	Project Avery	Fresh Lifelines for Youth (FLY)	Richmond Police Activities League
	Community Violence Solutions		
	Child Abuse Prevention Council of CCC		
5. Access to Basic Needs	Richmond Promise	Fresh Approach	None
	18 Reasons	Greater Richmond Interfaith Program (GRIP)	
6. Information, Guidance & Case Management	Family Justice Center	Contra Costa Youth Service Bureau	Youth Finance Institute of America (YFIA)
		Greater Richmond Interfaith Program (GRIP)	Richmond Neighborhood Housing Services (RNHS)

II. Application and Award Process

Since 2021, Richmond Fund for Children and Youth (RFCY) has annually released a Request for Proposal (RFP) for direct services among the six Priority Areas cited. The RFP provides an overview of RFCY, a description of the Fund’s goals and guiding principles, the roles of RFCY and a summary of the projected allocations made available for grant awards among the Priority Areas. Also included are the 2020 Community Needs Assessment’s guiding principles.

The RFP follows a standard RFP structure. It informs applicants about the application process, eligibility, funding amounts and pre-proposal meetings, training and technical assistance in applying. It includes, for each of the six funding Priority Areas, a summary of relevant findings from the 2020 Community Needs Assessment and three separate lists citing: “Options for Supported Programming, Priority Populations, and Desired Results.”

The RFP specifies a required five-part structure for the “Program Narrative grant proposal starting with (1) Program Summary section that is not scored followed by, (2) Agency History and Capacity, (3) Program Design, (4) Outcomes and Impact, and (5) Required Resources and Budget. Each section cites questions or directions for the applicant to answer as part of their Program Narrative. Overall, among all five sections, fifteen topics are queried. Applicants are aware of the potential points that may be awarded by evaluators for each section that can culminate into 100 points.

Applicants are also required to complete a proposal template, a demographic projections table, an activity and operations table and a budget template.

The RFP also specifies the required documents the applicants must submit, the process of submission, and the proposal evaluation process, including evaluation criteria, contract negotiations and contract award.

Evaluation Criteria

Evaluators apply an average of five criteria for each of the four Program Narrative Sections that cover the applicant’s: Agency History and Capacity (20 points), Program Design (35 points), Outcomes and Impact (25 points), and Required Resources and Budget (20 points). The Evaluator can award the maximum points specified in the RFP and Program Narrative for each specific section. Each of the Evaluator’s score sheets are tallied to determine an overall score and subsequent ranking for each applicant.

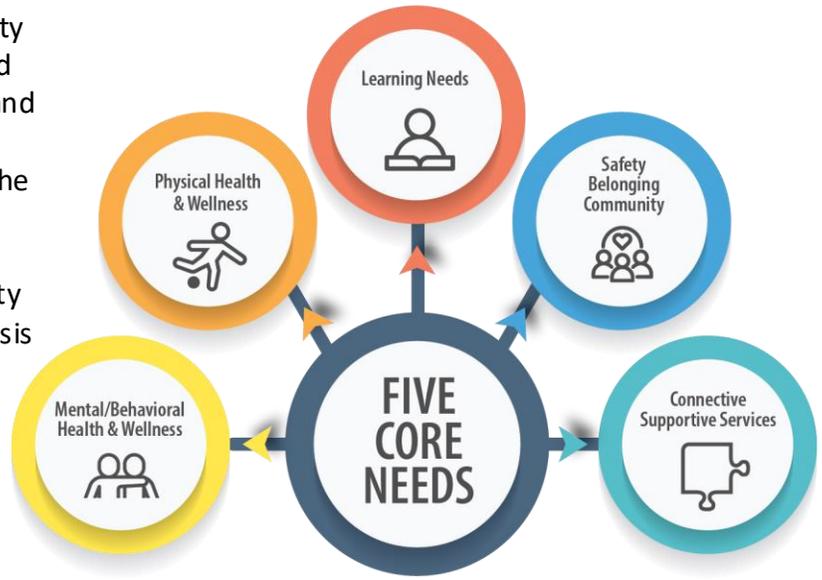
The Oversight Board reviews the overall rankings and, in addition, may consider service “location, services to priority populations, strategic alignment, past program performance and agency capacity and reasonableness of budget” to make their final decisions on awarding grants.¹

¹ chrome-extension://efaidnbnmnncbjpcgkiefindmka/https://www.ci.richmond.ca.us/DocumentCenter/View/56732/RFCY-FY-2021-24-Request-for-Proposals-RFP

I. Overview of Five Core Needs: 2024 Community Needs Assessment

Based on feedback from nearly 400 community members, service providers, policymakers and youth, and thorough research on the extent and impact of children's and youth needs in the Richmond community, five core needs form the foundational basis for a categorical funding framework. These core needs are described more comprehensively in the 2024 Community Needs Assessment and Secondary Data Analysis Report.

The core need areas are highlighted below and will be further described and applied to the proposed "Funding Allocations Protocol" being presented in the next section of this SIP.



MENTAL & BEHAVIORAL HEALTH NEEDS

Stressors from living in poverty, bullying, discrimination, and safety concerns were repetitive themes. Youth report high levels of anxiety and depression among their peers and a lack of access to counseling and therapy sessions. Parents/caregivers seek guidance on recognizing mental health issues and supporting their children. Social isolation from the pandemic remains a significant issue.



PHYSICAL HEALTH, WELLNESS & ACCESS NEEDS

The need for safe parks, open spaces, and access to healthy foods, nutrition, and fitness programs is high. Concerns over healthcare access were repeatedly cited, with Richmond designated as a Medically Underserved Area, lacking the adequate number of primary care physicians, mental health professionals, and dentists. There is a high demand for drug awareness, prevention, and treatment programs.

3. CURRENT STATE: CHILDREN AND YOUTH COMMUNITY NEEDS



LEARNING NEEDS

Learning loss from the pandemic continues to impact students, with third grade reading levels and other benchmarks negatively affected. There is a significant need for career and college preparation, one-on-one mentoring, and guidance. Schools are seen as under-resourced, with high demand for homework assistance, after-school programs, and quality early childhood education.



SAFETY, COMMUNITY & BELONGING NEEDS

Fear of lack of safety is extremely high among youth, with violence becoming normalized. Priority populations report harmful stereotypes and isolation. Justice-impacted youth and LGBTQIA+ groups particularly report feeling othered along with black and brown populations. Community members report a need for more activities and initiatives that nurture safe and friendly neighborhoods.



CONNECTIVE SUPPORTIVE SERVICES NEEDS

Navigation of available services is challenging, and many families lack transportation to access after-school programs and other activities. Youth organizations would benefit from connecting with the whole family to support and uplift children and youth.

These five core needs align closely with the “Priority Areas” identified in the previous Strategic Investment Plan and highlighted in the RFCY Request for Proposals as "priority areas for investment."² We refer to them as categorical needs that form the foundation of an allocation framework.

For reference the Six Priority Areas cited in the previous Strategic Investment Plan are shown below:

- 1 Behavioral Health: Mental Health & Wellness
- 2 Out of School Time, After-School, and Enrichment
- 3 Access to Basic Needs
- 4 Education Support & Employment/Training Support
- 5 Youth Violence Prevention
- 6 Information, Guidance, and Case Management



² https://library.municode.com/ca/richmond/codes/code_of_ordinances?nodeId=CH_ARTXVRFUCHYO

3. CURRENT STATE: CHILDREN AND YOUTH COMMUNITY NEEDS

The following table gives a breakdown of the Five Core Needs with sub-headings of where the programs funded by RFCY over the past three years would fit going forward.

Five Core Needs of Children and Youth and Programmatic Strategies and Activities

Core Need Category	Program Subcategories Addressing Core Needs
Mental & Behavioral Health	<ul style="list-style-type: none"> • Individual & Group Counseling/Therapy Sessions • Mindfulness & Emotional Wellness Programs • Mental Health/Wellness Support Groups • Behavioral Health/ Positive Behavior Intervention Programs • Violence and Trauma Recovery Programs • Trauma Informed Training for staff, teachers, first-responders
Physical Health & Wellness	<ul style="list-style-type: none"> • Community Health Center & Clinic Services • Drug Education & Prevention Programs • Healthy Eating & Nutrition Programs • Gardening, Sustainability & Food Justice Programs • Outdoor & Youth Adventure Programs • Environmental Health Awareness & Services • Shelter & Food Services Addressing Basic Needs • Sports Programs and Recreation Leagues • Healthy Lifestyle Programs (e.g. yoga, walking clubs, aerobics) • Summer Camps
Learning Needs	<ul style="list-style-type: none"> • Parent/Caring Adult “how-to” workshops on helping children learn • Early Childhood developmental programs for children 5 years & under • Literacy Programs on reading from birth through high school • STEM Education programs, activities and clubs • Tutoring and Homework Assistance • Access to high-speed broadband & technology (hardware/software) • Life-skills, Communication, Leadership Training & Workshops • Middle School Career Explorer/Awareness Programs • College-prep and college-application mentoring & assistance • Career Tech Training, internships, jobs for High School Students • Employment & On the Job Training for youth 16 to 24 years • Youth entrepreneurship programs and activities • Music, Performing Arts and Arts Programs

3. CURRENT STATE: CHILDREN AND YOUTH COMMUNITY NEEDS

Core Need Category	Program Subcategories Addressing Core Needs
Safety, Community, & Belonging	<ul style="list-style-type: none"> • Restorative Justice Programs focused on reconciliation • Programs mentoring, supporting Justice-Impacted Youth & families • Mentoring and Life-Coach Programs • Prevention programs on domestic violence, child abuse, & sexual violence. • Police and Community Relations Activities & Programs • Neighborhood-based safety initiatives by Police and/or Community Members • Cross-cultural activities and spaces that foster community • Youth Safe Spaces that provide a welcoming space to “chill,” socialize and enjoy activities to learn, grow, explore, create, and heal
Connective Supportive Services	<ul style="list-style-type: none"> • Navigational and informational support to access services addressing the Five Core Needs. • Transportation initiatives and services that ensure children and youth have access to programs addressing the Five Core Needs. • 2Gen programs and initiatives that ensure parents/grandparents or caring adults have the resources & support required to help their children thrive.



II. Prioritizing Needs and Investment Decision-Making

Guiding Principles in Allocation Funds

The Goals of the Richmond Fund for Children & Youth serve as a guide for the types of programs, services and activities they have funded over the course of the past three years. The goals will continue to guide funding decisions during the next three years and serve as an integral part of this Strategic Investment Plan. The goals of RFCY are:³

- 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; and
- To fill gaps in services and leverage other resources whenever feasible.



In response to these goals, the Richmond Fund for Children and Youth “aims to support that focus on community-based initiatives and interventions that improve the community institutions and environments that our children and young people interact with and navigate daily.”⁴

³Ibid p.11

⁴Ibid p.11

3. CURRENT STATE: CHILDREN AND YOUTH COMMUNITY NEEDS



Children and Youth Priority Populations

As cited by the Article 15 charter amendment creating the Richmond Fund for Children and Youth, the Fund is to address the needs of priority populations of children and youth among them (but not limited to):

The priority populations include, but are not limited to:

- Justice-impacted youth;
- 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;
- LGBTQIA+ 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 who are involved in or transitioning from the foster care, juvenile/ criminal justice, or special education systems.

As part of the Community Needs Assessment and to inform this Strategic Investment Plan, over 100 youth from these population groups attended focus groups. They identified the challenges they face in daily life and within the Richmond community and provided feedback on the types of services they consider most necessary and desired.

The Fund prioritizes Richmond and North Richmond

Children (birth 0-12)

Youth (ages 13 to 17)

Transitional Age Youth (ages 18-24)

who are most impacted by harm, inequity and lack of access to support services.

I. Strategic Investment Framework for RFCY Funding Applications

Making decisions to strategically invest funds that effectively address the needs of children and youth by providing grants to community organizations dedicated to rectifying those needs, requires collecting data that measures outcomes, and provides evaluative feedback from youth and parents receiving services that RFCY funds. We're recommending that the following components constitute the infrastructure to support the Request for Proposal, Application Evaluation and Quarterly Progress Report grantmaking process of RFCY.

This process contains the following components:



A brief 500-word description of a **Core Need Overview** that organizations applying for funds would identify as the primary need their program would address.



A set of suggested **Key Performance Indicators (KPIs)** relevant to measuring the outcome and impact that the grantee program addressing the Core Need is intended to yield. The KPIs included were identified through research focused on progress, outcomes and impact measures associated with social service programs for children and youth. These key performance indicators will create a data collection and analysis infrastructure that all grantees will be asked to use throughout the grant period to assess the outcomes and impact of their respective grant. This data and analysis system will not only help individual grantees but also create a consistent framework for all grants. It will allow RFCY to build a database to compare outcomes and impacts across different grants, including using Return on Investment (ROI) analyses.



Pre-and Post Evaluation Surveys of youth participants and their parents/caregivers. This enhanced process also includes sample questions that grantees would adapt and use as a deliverable to RFCY as part of their Quarterly Progress Reports to the Fund. One of the most valuable ways that community-based organizations can measure whether the programs and activities they provide are succeeding in addressing the needs of the children and youth they serve is by asking both them and their parents or caregivers, if the intended effect of the services rendered has been achieved.

A guide as to the type of questions to ask that can inform service providers as to their progress in achieving the goals, objectives and intended impact of their services and/or activities is shown in Appendix A. It will help organizations know how well they are succeeding and how to continually enhance their efforts. And it further provides insights for new programming to address previously unidentified needs that children, youth and their families face.

4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL



Priority Populations Checklist among youth and children is also included as part of the Funding Application Protocol for the Grant Applicant to identify as being addressed by their proposed program. This is based on the premise that all population groups generally benefit from these programs and are affected by the Five Core Needs. The degree to which they are impacted, and the unique needs and programming designed to assist them in addressing and coping with those needs should be described by the Grant Applicant and tailored to the youth accordingly. This is provided in Appendix B.



A bulleted list of frequently cited **“Visioning Ideas”** resulting from the “Community Visioning Event,” Youth Focus Groups and survey respondents will replace the “Desired Results” used in the Strategic Investment Plan Fiscal Year 2021-2024 and will be addressed via measurable Key Performance Indicators.



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

This section covers the Five Core Needs, providing snapshots of the needs explained in further detail in the Community Needs Assessment (CNA). It also lists Key Performance Indicators for agencies to evaluate their programs for children and youth, and introduces Visioning Ideas unique to each core need developed from feedback by 72 community members who participated in the RFCY Visioning Session.



I. **Mental and Behavioral Health & Wellness**

A. Core Need Overview

B. Key Performance Indicators

C. Visioning Ideas for Children and Youth Programs



II. **Physical Health & Wellness**

A. Core Need Overview

B. Key Performance Indicators

C. Visioning Ideas for Children and Youth Programs



III. **Learning Needs**

A. Core Need Overview

B. Key Performance Indicators

C. Visioning Ideas for Children and Youth Programs



IV. **Safety, Community & Belonging**

A. Core Need Overview

B. Key Performance Indicators

C. Visioning Ideas for Children and Youth Programs



V. **Connective Supportive Services**

A. Core Need Overview

B. Key Performance Indicators

C. Visioning Ideas for Children and Youth Programs



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL



Mental and Behavioral Health & Wellness

A. Core Need Overview

Mental health encompasses our emotional, psychological, and social well-being, affecting how we think, feel, and act. It plays a role in managing stress, relating to others, and making decisions. Factors like biology, environment, family history, and life experiences influence mental health. Behavioral health involves how our actions impact our overall well-being. Engaging in unhealthy behaviors such as smoking, vaping, drinking, substance abuse, or poor diet negatively affects mental health. Mental & behavioral health needs were a central focus throughout the community engagement process expressed by youth, parents, community members and service providers.



Mental and behavioral health rose as a top concern for Richmond's children and youth evidenced by their shared insights and stories told in focus groups involving nearly 100 youth participants. High levels of stress due to poverty, bullying, racial discrimination, safety concerns, and exposure to violence and trauma significantly impact their mental well-being. Depression and anxiety are prevalent, exacerbated by the pandemic's impact on learning and social interactions. The pandemic intensified mental health issues, causing social isolation and increased screen time. Children missed opportunities to develop social skills, affecting their ability to interpret body language and facial expressions while teens lost out on socializing with their peers as schools shut down. Social Isolation was repeatedly echoed by focus group participants and 200 survey respondents, with three out of four rating the negative impact of COVID-19 as "Very High and High." Other key impacts revealed by survey results show "Very High and High" rates resulting from poverty (86%), bullying (80%), learning loss (79%), general anxiety (78%), and racial discrimination (76%). The 2024 California Healthy Kids Survey (CHKS) validates the findings from the Community Needs Assessment. A notable trend is the increase in fifth graders feeling "sad most of the time," at 25%. Nearly 40% of 11th graders and one-third of 7th and 9th graders frequently feel sad, with 15% considering suicide.⁵

Two major challenges emerged: increased awareness and education about mental health, and lack of access to mental health resources. Despite insurance coverage through Medi-Cal; children and youth face long wait times to get an appointment with a provider fueled by the shortage of mental health providers in the Richmond area. Over half of the survey respondents feel that the mental health needs of Richmond's children and youth are not being adequately met, most of which is influenced by lack of resources to meet the high demand. Survey respondents and Visioning Community Event attendees highlighted three priority services: (1) Affordable 1:1 Mental Health Counseling (In-person or Virtual), (2) Access to Behavioral Health Services (e.g., anger management), (3) Programs addressing youth trauma and exposure to violence.

⁵2024 RFCY Community Needs Assessment, p.17



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

B. Key Performance Indicators

The following Key Performance Indicators (KPIs) are related to measuring performance and impact among Mental/Behavioral Health & Wellness programs, services and activities. The suggested KPIs serve as a guide for Applicants and subsequent Grantees who would be asked to identify which KPI's they'll be using to measure progress, outcomes and impact of their program. Grant applicants will be asked to include in their application data from their current programs that render similar information as described by the KPIs below.

Mental and Behavioral Health & Wellness Key Performance Indicators

Category	Performance Measure	Indicator	Aim
Access to Behavioral Health Services	Average wait time for an initial appointment; Access to Insurance	Reduction in wait time from referral to first appointment; number of families being served that have insurance and number of people assisted in obtaining insurance	Fewer than # days specified in indicator; ensure % of families being served have insurance and assist at least # families annually in obtaining insurance to access services
Service Quality & Effectiveness	Client satisfaction score; Percentage reduction in symptoms	Average satisfaction rating from surveys; Reduction in symptoms of anxiety, depression, etc.	Rating of # or higher; % of clients report reduction in symptoms
Parental and Caregiver Support	Number of workshops offered	Increase in workshop attendance and participation	# workshops annually with % attendance
Service Efficiency	Session attendance rate	Percentage of scheduled sessions attended by youth	Maintain an attendance rate of % or higher
Service Efficiency and Community Impact	Number of children and youth enrolled from priority populations & high poverty neighborhoods	Percentage increase in program enrollment	% annual increase in enrollment
Community Partnerships	Number of partnerships with schools and community organizations	Increase in collaborative projects and referral networks	Establish or strengthen at least # partnerships annually



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Category	Performance Measure	Indicator	Aim
Engagement and Retention	Engagement Rates;	Percentage of youth actively engaged over a period;	Specific target to increase engagement; Maintain or increase retention rates
	Retention Rates	Percentage of youth who remain for the intended duration	
Addressing Mental Health Stressors (Cite stressors the service addresses e.g. sadness, depression, anxiety).	Poverty-Related Stress;	Number of families receiving assistance;	Increase in financial aid applications and approvals; Reduction in reported bullying incidents
	Bullying and Discrimination	Number of anti-bullying programs implemented	

Pre-and-Post Participant and Parent Evaluative Surveys

The Key Performance Indicators are informed and measured by the evaluations of youth who have participated in a program or activity and their parent or caregiver evaluation of the impact the program or activity has had on their child/youth. These evaluations include a pre-survey gathering information and expectations of the youth prior to participating in the program and a post-survey as to how helpful they found the program and the difference it has made. The same is asked of parents or caregivers. Examples of pre and post evaluative surveys for youth and parent or caregivers are presented in Appendix A.





4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

C. Visioning Ideas for Children and Youth Programs

Ideas evolved from the “Community Visioning Session” with over 70 community members participating that included youth, parents, grandparents and caregivers along with service providers focusing on three major areas of: Mental/Behavioral Health, Learning Needs, Safety, Community & Belonging. Ideas were also gathered from survey respondents and Key Informant Interviews. The table below categorizes the kinds of services that community members feel are or would be helpful to address mental and behavioral health needs of children and youth.

Mental and Behavioral Health and Wellness Programs Envisioned by Community Members

Category	Service	Description
Increased Collaboration with Schools	Collaboration with Schools	Community members want increased collaboration between community organizations and schools to provide mental health and supportive services, particularly to increase support and improve treatment of LGBTQIA+ students.
Therapy Services	Individual, Group, and Virtual Therapy;	Community members would like access to individual therapy, group therapy, and free virtual therapy sessions to support their mental health needs inside and outside of school;
	Parent Education and Behavioral Health Training	Community members are interested in education, classes, and training for parents on behavioral health to better support their children.
Trauma-Informed and Culturally Competent Therapy	Trauma-Informed and Culturally Competent Therapy	Community members would like therapy that is trauma-informed and culturally competent, addressing issues such as self-harm and the impact of stereotypes, both inside and outside of school.
Incentives for Programs and Services	Incentives for Participation	Community members would like incentives to encourage participation in mental health programs and services.

All Priority Populations who participated in the community engagement process highlighted the need for more programs promoting mental and behavioral health, especially access to 1:1 counseling or therapy sessions.



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL



Physical Health & Wellness

A. Core Need Overview

The physical well-being of children and youth in Richmond is significantly influenced by Social Determinants of Health (SDOH). These determinants include the conditions in which people live, learn, work, and play, which impact a wide range of health outcomes. Access to quality healthcare, safe and healthy outdoors, safe neighborhoods, and healthy food is vital for maintaining good health. In Richmond, many children grow up in neighborhoods facing significant challenges such as exposure to gun violence, pollutants, and a lack of safe recreational spaces. These adverse conditions fuel constant stress that subsequently affects physical development and cognitive growth.

The Childhood Opportunities Index (COI) highlighted in the 2024 Community Needs Assessment reveals that 45% of children and youth live in areas of concentrated poverty, and 37% live at 200% below the federal poverty level. Poverty is a significant social determinant of health. The COI measures various factors affecting health, including pollution, healthy environment, safety-related resources, and healthcare access. Neighborhoods with "Very Low and Low" COI ratings indicate poor opportunities for achieving physical well-being shown by high incidences of negative health outcomes.

Community engagement through the CNA process demonstrated a significant need for better access to healthcare services and resources. Richmond is designated by the state Department of Health as a Medically Underserved Area (MSU) with shortages in primary health, mental health, and dental health professions. It further validates why access to services that treat and foster physical health is identified as a high need among the 400 voices heard throughout the community needs assessment process.

Two major areas of need emerged in the community feedback. Firstly, there is a strong interest within the Richmond community in finding ways to live more healthily. 90% of survey respondents rate the need for affordable healthy foods as very high, and 8% indicate a high need for food banks and vouchers. Additionally, 86% felt there was a very high need for fitness and nutrition programs for youth, and 84% expressed a need for outdoor activities like hiking, gardening, and camping. Youth expressed a desire to be more active outside but often feel unsafe in their neighborhoods, a concern shared by parents, grandparents, caregivers and service providers.





4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Secondly, access to clinics, urgent care, and drug awareness programs, especially those centered on the rise in vaping and the concerns over the fentanyl crisis, was of significant concern. Although most children and youth are insured through Medi-Cal, there are long waits to see specialists. Co-pays for urgent care are often unaffordable for low-income families. 86% of survey respondents expressed a very high need for accessible free clinics and walk-in centers without long wait times. Older youth favor the idea of being able to independently seek services and physical health-related activities on their own.

Overall, the Richmond community emphasized the importance of addressing physical health needs through improved access to resources and services. In addition, they hope to see the many physical health-oriented programs currently being offered by RFCY Grantees both continue and increase, especially at the neighborhood level.

B. Key Performance Indicators

The following Key Performance Indicators are related to measuring performance, outcomes and impact for Physical Health & Wellness programs, services and activities. These KPIs serve as a guide for Applicants and subsequent Grantees in identifying which KPI's they'll be using to measure progress, outcomes and impact for their program. If data from current programs render similar information as described by the KPIs below, applicants will be able to submit the data as part of their grant application.

Physical Health & Wellness Programs Key Performance Indicators

Category	Performance Measure	Indicator	Aim
Nutritional Education and Food Justice	Improvement in Eating Habits and Food Security	Improvement in participants' nutrition knowledge and percentage of households reporting food security	% of participants demonstrate improved knowledge; Achieve % food security in participating households
Community Health Access	Healthcare Access and Reduction in Barriers;	Increase in healthcare services accessed by target populations in high poverty neighborhoods; and decrease in transportation, language, and access barriers;	Increase the # of services accessed by target populations in high poverty neighborhoods by % in three years; Reduce barriers by % within three years;
	Access to Insurance	Number of families being served that have insurance and number of people assisted in obtaining insurance	Ensure % of families being served have insurance and assist at least # families annually in obtaining insurance to access services



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Category	Performance Measure	Indicator	Aim
Outdoor Activities	Access outdoor activities in healthy environments.	Number of programs offered; Number of participants in outdoor activities; Retention rates of participants completing programs requiring more than one session	Increase in programs offered by % annually. Increase in participants by % annually. Increase in completion rates by %
Sports, Recreation, Summer Camps	Physical Activity and Participation Levels	Increase in physical activity among participants & number of participants in programs; Retention rates of participants completing programs requiring more than one session	Increase physical activity by % annually; Increase sports participation by % annually Increase in completion rates by %
Basic Needs Fulfillment	Fulfillment of Basic Needs	Percentage of clients reporting basic needs (e.g., shelter, food, rent, utilities) & receiving Information & Referrals	# of clients reporting basic needs & % of clients receiving Information & Referral to address needs # services provided to address needs
Chronic Disease Prevention	Enrollment in Chronic Disease Prevention	Number of programs offered; Number of participants in prevention programs	Increase enrollment by % and retention by % annually
Healthy Lifestyles: Food, Nutrition, Drug Prevention & Awareness	Enrollment in Healthy Lifestyle Programs.	Number of programs offered; Number of participants in programs and activities; Retention rates of participants completing programs requiring more than one session	Increase in programs offered by % annually Increase in participants by % annually. Increase in completion rates by %
Holistic Physical Health and Wellness	Overall Health Outcomes	Improvement in key health metrics (e.g., BMI, blood pressure, weight loss)	Improve each health metric by % annually



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Pre-and-Post Participant and Parent Evaluative Surveys

The Key Performance Indicators are informed and measured by the evaluations of youth who have participated in a program or activity and their parent or caregiver evaluation of the impact the program or activity has had on their child/youth. These evaluations include a pre-survey gathering information and expectations of the youth prior to participating in the program and a post-survey as to how helpful they found the program and the difference it has made. The same is asked of parents or caregivers. Examples of pre and post evaluative surveys for youth and parent or caregivers are presented in Appendix A.

C. Visioning Ideas for Children and Youth Programs

Physical health and wellness ideas for suggested services and programs that emerged from the “Community Visioning Session” that had over 70 community members including youth, parents, grandparents and caregivers along with service providers are presented in the table below.

Physical Health and Wellness Programs Envisioned by Community Members

Category	Service	Description
Drug Awareness, Education, and Prevention	Public Awareness Campaigns; Reducing Drug Outlets	Warning labels and public awareness campaigns on fentanyl and vaping; Minimizing the number of tobacco/drug outlets in the external environment
Parent Education and Training	Support and Training	Parent education, classes, and training on how to talk to their children about drugs and support children who are using drugs
Sports and Extracurricular Activities	Affordable Sports Leagues; Social Clubs	Community members want to reduce costs for youth to belong to sports leagues and pay for travel costs; Community members desire promotion of hobby clubs such as cooking, gardening, and knitting
Housing and Financial Security	Housing Security; Universal Basic Income (UBI)	Safe, accessible, and secure housing for families; Provide Universal Basic Income (UBI)



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL



Learning Needs

A. Core Need Overview

The scope of learning considered for the Community Needs Assessment spans from: early childhood, pre-kindergarten to post-secondary education and youth up to 24 years of age. Discussions about learning needs were prominent among focus group participants, survey respondents, key informants, and Community Visioning event attendees. Key learning benchmarks along this continuum were identified to assess whether children and youth are falling behind, indicating specific learning needs.

The West Contra Costa School District (WCCUSD) serves a diverse student population of 26,312 students across 54 schools. Families in the district speak more than 50 different languages, with 36% of students being English Language Learners (ELL). The district's minority enrollment is 90%, and 31% of students are economically disadvantaged.

Pandemic-related learning loss is a significant issue, with nearly 80% of CNA survey respondents indicating that COVID-19 has had a "Very High or High Impact" on children and youth in Richmond. Many youth attending focus groups shared their struggles with making up for lost time. Additionally, Richmond has the largest number of children in Contra Costa County, with more than half of preschool-aged children eligible for subsidized programs. However, childcare providers serve only 40% of eligible children, leaving 60% of needs for childcare being unmet.

A School Readiness Assessment by the West County First Five Center found that only 29% of WCCUSD kindergartners are prepared for school, with 44% partially ready and 27% not ready. This data, last updated in 2018, underscores the need for Universal Transitional Kindergarten (UTK) to prepare children for school.

Chronic absenteeism, defined as students missing more than 10% of instructional days, remains a challenge. In the 2022-2023 school year, WCCUSD had a chronic absenteeism rate of 32%, an improvement from the previous year's 42%, but still higher than the pre-pandemic rate of 17%.

English Language Learners (ELL) constitute 36% of WCCUSD students, with the majority speaking Spanish. However, only about 40% made progress on the English Language Proficiency exam in 2023, down from 44% in 2022. Third-grade literacy and eighth-grade math proficiency are key benchmarks predicting future success, but both are below pre-pandemic levels. In 2023, less than a third (29%) of third graders met grade-level reading standards, and only 14% of eighth graders met grade-level math standards.



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Significant disparities in academic achievement exist across racial/ethnic groups in WCCUSD. Only 20% of African American and 21% of Hispanic students met English Language Arts standards in 2022-2023, with just 9% and 12%, respectively meeting mathematics standards. Nearly half of the graduating class in 2023 was not considered prepared for college or a career, according to the College/Career Indicator (CCI).

In 2023, 65% of WCCUSD graduating seniors submitted a FAFSA, and 59% applied for Cal Grants, significantly lower than a decade ago. This highlights a lost opportunity for financial aid, particularly among the Priority Populations addressed by RFCY.

Graduation rates at WCCUSD have remained steady at 84-86% since 2018, except during the 2020-2021 pandemic year. However, groups at risk of not graduating with their peers include Foster Care Youth (40%), Youth Experiencing Homelessness (26%), Socioeconomically Disadvantaged Youth (19%), English Language Learners (29%), and Students with Disabilities (43%).

Overall, the learning needs of Richmond's children and youth are significant as demonstrated by the data and insights from over 400 individuals who participated in this needs assessment. Key areas of need emerged: early childhood care and Pre-K programs, career and college preparation for high school students, the need for year-round programs with mentors, parental coaching, after and out-of-school programs, exposure to music, performing arts and art that advance learning, life-skills and provide homework support, summer jobs for youth and internships that expose youth to career opportunities. 90% of survey respondents cited educating parents on supporting children's learning needs as highly needed.





4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

B. Key Performance Indicators

The following Key Performance Indicators are related to measuring performance and impact among programs, services and activities addressing Learning Needs. This serves as a guide for Applicants and subsequent Grantees that would be asked to identify which KPI's they'll be using to measure outcomes and progress with their program. If applicants have data from current programs that render similar information as described by the Key Performance Indicators below, they would be requested to share this information as part of their grant application.

Learning Needs Programs Key Performance Indicators

Category	Performance Measure	Indicator	Aim
Cultural Relevance & Accessibility	Multilingual Programs & Translation Services	Numbers of programs serving multilingual families; Access to translation at events & programs	Launch or expand # new programs annually; # of translation services provided
Educational Outcomes	Academic Performance and Engagement	Percentage of students meeting grade-level benchmarks and regular school attendance	% annual improvement in performance; increase attendance by % among educational programs & activities.
Parental Learning & Support	Parent How-To Workshops and Support Services.	Number and types of programs offered; Attendance rates in parent workshops and events	Host # workshops per year with % attendance; Completion rates of multi-session programs
College Readiness	College	Enrollment in prep programs and rate of financial aid application; Number of programs offered in career exploration & readiness. Participation and completion rates.	% increase in prep program enrollment per year; % of eligible students apply for financial aid by (year); Completion rates of multi-session programs.



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Category	Performance Measure	Indicator	Aim
College Readiness	College	Enrollment in prep programs and rate of financial aid application; Number of programs offered in career exploration & readiness. Participation and completion rates	% increase in prep program enrollment per year; % of eligible students apply for financial aid by (year); Completion rates of multi-session programs
Career Readiness & Jobs	Youth Mentorship, Internships, and Employment	Number of programs & youth with mentors; Number of programs & youth in internships; Number of programs & youth who secure jobs	Increase #s of programs & enrollment by % annually; # of youth attending & % completing internships; # of youth acquiring jobs & # months employed
Early Childhood Development	Early Childhood Program Enrollment	Number of children enrolled in early childhood programs and number of families participating in Universal PreK (UPK) or aware of services	Increase enrollment by % annually and ensure % of families are aware of or participating in UPK services
Literacy Programs	Programs in Reading & Writing.	Number and types of programs offered across all ages to 24 years; Attendance rates among programs	Increase #s of programs & enrollment/ participation by % annually; % of youth completing multi-session programs
Community Partnerships & Volunteers	Partnerships with schools and community organizations	Increase in collaborative projects, volunteer tutors, mentors and referrals to learning resources	Establish and/or strengthen # of partnerships



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Category	Performance Measure	Indicator	Aim
STEM (Science, Technology, Engineering & Math) & Entrepreneurship Programs	Programs, activities and clubs in STEM & Entrepreneurship fields.	Number of programs offered. Attendance, participation and completion rates	Increase #s of programs & enrollment/participation by % annually; % of youth completing multi-session programs
Music, Performing Arts & Arts Programs	Programs, activities and clubs in music, performing arts and art programs.	Number of programs offered. Attendance, participation and completion rates; Number of events showcasing talent (concerts, plays, art shows)	Increase #s of programs & enrollment/participation by % annually; % of youth completing multi-session programs

Pre-and-Post Participant and Parent Evaluative Surveys

The Key Performance Indicators are informed and measured by the evaluations of youth who have participated in a program or activity and their parent or caregiver evaluation of the impact the program or activity has had on their child/youth. These evaluations include a pre-survey gathering information and expectations of the youth prior to participating in the program and a post-survey as to how helpful they found the program and the difference it has made. The same is asked of parents or caregivers. Examples of pre and post evaluative surveys for youth and parent or caregivers are presented in Appendix A.



C. Visioning Ideas for Children and Youth Programs

Ideas for suggested services and programs associated with Learning that emerged from the “Community Visioning Session” that had over 70 community members, including youth, parents, grandparents and caregivers along with service providers are presented in the table below.



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Learning Programs & Initiatives Envisioned by Community Members

Category	Service	Description
Life Skills Workshops	Financial Literacy, Entrepreneurship, Legal Rights	Life skills workshops on financial literacy, entrepreneurship, and understanding rights and laws
Parenting Workshops	Reading Support, Coping Skills, Learning Needs	Workshops to teach parents how to help their children read, learn, cope with bullying and screen time, and address unique learning needs or special support
After-School Programs	Socialization, Snacks, Mentors, Homework Help	After-school programs that offer socialization, snacks, mentorship, and homework assistance
Youth Employment and Career Preparation	Internships, Job Opportunities, Career Exposure	Create internships with City departments, job and internship opportunities for justice-impacted youth, career exposure for middle and high school students, job shadowing, stipends for internships and job training, and jobs for people experiencing homelessness
Educational Enhancement and College Preparation	College Prep, STEM Programs, Tutoring	College prep classes, guidance for career plans, more STEM programs, academically centered extracurricular activities, free tutoring, and promotion of the school pipeline
Community Schools and Partnerships	Full-Service Community Schools	Establish more full-service community schools
CBO and School Collaboration	Partnerships with Schools	More partnerships between community-based organizations and schools
Mentorship and Leadership Development	Mentors, Leadership Opportunities	Mentors for high school students and leadership opportunities for youth
Environmental and Nature Programs	Nature Engagement, Service Learning	Programs to connect with nature and sponsor service learning
Student Well-Being and School Schedule	School Start Time, Internet Access, Learning Styles	Later school start times for high school students, availability of high-speed internet, and teaching to different learning styles
Diversity and Inclusion in Schools	Multi-Cultural Staff	More multicultural staff at schools



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL



Safety, Community & Belonging

A. Core Need Overview

Residents of Richmond express pride in their city, embracing its diversity and community spirit, while also recognizing its challenges. Safety is a significant concern, with 95% of survey respondents believing that youth worry about their safety in their neighborhoods. 75% think this fear has a high impact on their well-being, and 92% see a critical need for creating safe, quality spaces for youth aged 13 and older. Youth highlight varying safety levels across neighborhoods, the normalization of violence, a lack of safe public spaces, inadequate school safety, and the need for community policing without profiling.

In West Contra Costa County Unified School District, fewer than half of high school students feel safe at school. Despite a decrease in homicides to the lowest level in a generation, cumulative exposure to violence, particularly gun violence, remains high. Since 2013, 41% of the 2,300 gunshots fired in Richmond occurred within a half-mile of a school, mostly near elementary schools. Neighborhoods with lower median incomes experience more incidents, with some schools averaging six nearby shootings per year.

The 2021 National Community Survey indicates that while 73% of Richmond residents feel safe in their neighborhoods during the day, only 43% feel safe in commercial areas. This is lower than safety perceptions in 99% of communities surveyed nationwide. These perceptions are likely influenced by the fact that burglaries, vehicle thefts, robberies, and aggravated assaults have increased. Larceny theft and sexual assaults, however, have decreased.

Justice-impacted youth, defined as those at risk of or previously incarcerated, are a priority population for the Richmond Fund for Children and Youth. These youth, often from poor communities and disproportionately youth of color, report negative interactions with police, including concerns over the use of force. From 2018 to 2022, arrests by Richmond Police decreased by 58%, and use of force incidents fell by 23%. However, the use of force rate per 100 arrests has increased, particularly affecting Black and Hispanic males aged 18-39.

Belonging is crucial for children and youth, requiring appreciation for their identity without harmful stereotypes. Focus groups revealed that justice-impacted and LGBTQIA+ youth feel their needs are not adequately met. Disconnected youth (18-24 years old out of school and work) and youth experiencing homelessness face significant challenges. Richmond's unhoused population has increased from the past year of whom 14% are under 24 years of age. Students experiencing homelessness in WCCUSD are reported to have high rates of chronic absenteeism that hinder their academic performance.



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Community centers offering enrichment programs and resources for parents are highly valued for fostering child and youth development. However, issues like waiting lists and transportation barriers limit participation. Affordable after-school programs, summer camps, and jobs for youth are also in high demand. At a Community Needs Assessment Visioning Event, participants expressed a desire for community events throughout the year to build a stronger sense of community across Richmond.

B. Key Performance Indicators

The following Key Performance Indicators are related to measuring performance and impact among programs, services & activities addressing Safety, Community, and Belonging. This serves as a guide for Applicants and subsequent Grantees that would be asked to identify which KPI's they'll be using to measure outcomes & progress with their program. If applicants have data from current programs that render similar information as described by the Key Performance Indicators below, they would be requested to share this information as part of their grant application.

Safety, Community, & Belonging Programs Key Performance Indicators

Category	Performance Measure	Indicator	Aim
Cross-Cultural Relationships and Community Resilience	Community and Youth Engagement	Number of initiatives promoting cross-cultural relationships within neighborhoods or community at-large; Number of attendees	Implement # of initiatives and achieve # attendance; Create annual events that draw % increase
Restorative Justice & Justice Impacted Youth Programs	Justice Impacted Youth Engagement	Number of Restorative Justice programs offered; Number of outreach efforts & incentives to recruit justice impacted youth & families; Number of attendees	# attending programs % of completion rates of multi-session programs
Creation & Maintenance of Safe Spaces for Socializing	Safe Spaces for Youth to Socialize	Number of safe spaces created/maintained; Number of hours & times available	# of youth socializing at center # of youth among priority populations attending (e.g. multi-racial, cultural, LGBTQ+AI, unhoused youth) % of repeat visitors



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Category	Performance Measure	Indicator	Aim
Community Policing and Safety Programs	Safety and Community Policing	<p>Number of community policing initiatives in neighborhoods;</p> <p>Number of police relationship-building activities;</p> <p>Number of police initiatives to make neighborhoods safe;</p> <p>Number of outdoor spaces viewed as safe by community members;</p> <p>Number of community member activities to increase neighborhood safety</p>	<p># of initiatives in each area and by neighborhoods;</p> <p># of attendees at events/activities including those sponsored by Richmond Police Department;</p> <p>% change in perception of youth feeling safe from program evaluation surveys and public surveys</p>
Social Isolation and Community Engagement	Support Groups and Social Activities	<p>Number of activities & support groups organized;</p> <p>Number of attendees among priority populations</p>	<p># activities and participants and % of priority populations attending;</p> <p># of members of support groups & % of retention</p>
Bullying and Violence Prevention	Bullying Incidence Reduction Activities & Support Groups	<p>Number of reported bullying and violence incidents in schools and community programs;</p> <p>Number of programs and activities to address bullying including support groups;</p> <p>Number of participants.</p>	<p># activities and participants and % of priority populations attending;</p> <p># youth who report feeling empowered as a result of attending a support group;</p> <p>Reduction of bullying and violence incidents reported by schools & youth participants</p>



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Pre-and-Post Participant and Parent Evaluative Surveys

The Key Performance Indicators are informed and measured by the evaluations of youth who have participated in a program or activity and their parent or caregiver evaluation of the impact the program or activity has had on their child/youth. These evaluations include a pre-survey gathering information and expectations of the youth prior to participating in the program and a post-survey as to how helpful they found the program and the difference it has made. The same is asked of parents or caregivers. Examples of pre and post evaluative surveys for youth and parent or caregivers are presented in Appendix A.

C. Visioning Ideas for Children and Youth Programs

Ideas for suggested services and programs associated with Safety, Community and Belonging that emerged from the “Community Visioning Session” that had over 70 community members including youth, parents, grandparents and caregivers along with service providers are presented in the table below.

Safety, Community, & Belonging Programs & Initiatives Envisioned by Community Members

Category	Service	Description
Police and Community Relationships	Conversations, Workshops, and Relationship-Building Programs	Community members want to have conversations with police, hold workshops, and participate in programs for relationship-building with police
Peer and Community Leadership	Peer Leader Groups;	Community members want to create peer leader groups and/or youth neighborhood councils and involve youth in decision-making;
	Home-Owner Associations (HOA)	Community members want to create Home-Owner Associations to promote safe neighborhoods
Safety for Students and Community	Safe Routes	Community members seek to provide walking-to-school safety and safe routes to get to activities to and from school
Community Events and Gathering Spaces	Community Events	Community members desire more community events like National Night Out and family gatherings and seasonal events to foster family traditions



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Category	Service	Description
Community Events and Gathering Spaces	Community and Recreation Centers;	Community members want to increase the number of community and recreation centers in neighborhoods;
	Sports Facilities	Community members desire more sports facilities with a focus on providing activities specifically for girls. Additionally, they want to create designated areas for girls' sports.
Recreational and Green Spaces	Safe Gathering and Green Spaces;	Community members desire more green spaces. They also want to establish safe areas where youth and families can gather;
	Walking and Biking Promotion;	Community members want to promote walking, biking, and safe sidewalks;
	Youth Connection Spaces	Community members desire more spaces specifically for youth to connect throughout various neighborhoods to hang out and enjoy events together.





4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL



Connective Supportive Services

A. Core Need Overview

Throughout the community engagement process, involving over 400 individuals, 3 overarching needs emerged: transportation, navigation support, and a two-generation approach to services.

Transportation is a critical issue for moving beyond poverty in Richmond. Many low-income families cannot afford reliable transportation or the costly repairs that come with car ownership. Public transportation schedules are often not conducive to balancing the demands of childcare, jobs, and after-school programs. This may explain why only 10% of workers in Richmond use public transportation, while 63% drive alone. Youth frequently mentioned that there are neighborhood centers and programs they would like to attend, but without reliable transportation, they cannot access these valuable resources. As a result, their opportunities for enrichment and personal development are limited.

Navigation Support is essential for helping families and individuals access social services, housing, education, and healthcare. Parents and grandparents highlighted the complexity and overwhelming nature of the eligibility criteria and application processes required to receive services. Each organization has its own set of requirements, making it a time-consuming task to track down necessary resources, determine eligibility, and provide the required documents. Participants at the Community Needs Assessment Visioning event emphasized the need for a city-wide universal application for health and social services to simplify this process and make it more accessible.

Two-Generation Approach (2Gen) involves supporting both children and their parents simultaneously to build family well-being. This approach is based on the premise that uplifting parents also uplifts children. Two-generation strategies aim to build family well-being by intentionally working with children and the adults in their lives together. For instance, a center that offers socio-recreational activities and homework help for teens could also provide resume writing, job-hunting assistance, and financial literacy programs for parents. This holistic approach ensures the economic security of the entire family and promotes the well-being of every member. The 2Gen approach also includes support for grandparents raising grandchildren, recognizing the diverse family structures within the community. The “Five Guiding Principles of 2Gen” can be found in Appendix C.

When survey respondents were asked to rate how well Richmond is meeting the needs of its children and youth on a five-star scale, nearly 40% gave a one or two-star rating, while an equal number gave a three-star rating. 19% awarded four or five stars, resulting in an overall weighted average of three stars (2.7). This mixed response highlights the perception that while some progress has been made, significant gaps remain.



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Community members emphasized the importance of addressing these gaps through improved access to transportation, simplified navigation of social services, and a holistic, multi-generational approach to programs and services. By focusing on these key areas, Richmond can better support its children, youth, and families, ensuring they have the resources and opportunities needed to thrive.



B. Key Performance Indicators

The following Key Performance Indicators are related to measuring performance & impact among programs, services and activities addressing Connective Supportive Services. This serves as a guide for Applicants and subsequent Grantees that would be asked to identify which KPI's they'll be using to measure outcomes and progress with their program. If applicants have data from current programs that render similar information as described by the Key Performance Indicators below, they would be requested to share this information as part of their grant application.

Connective Supportive Services Programs Key Performance Indicators

Category	Performance Measure	Indicator	Aim
Navigation	Service Utilization and Navigation Success;	Development of a live, interactive Resource Guide that CBO's can populate. Includes a dashboard and apps for ease of use;	Develop within 1 year. Increase utilization rates & successful connections by % annually;
	Accessibility of Services	Number of Individuals accessing services and successful connections to needed services;	Create a task force of Service Providers to identify core application elements among social services for a "universal application" to identify basic eligibility of programs & services;
		Simplification of applications for community based social services;	# of persons completing the universal app;
		Number of CBO volunteering to offer the universal application.	# CBOs receiving applications;
		Number of individuals using the application	# and % of positive outcomes;
			Produce in 6 months



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

Category	Performance Measure	Indicator	Aim
Transportation	Transportation Support Programs	Number of transportation supports/programs available for youth that enable them to participate in youth programs, services & activities;	Create a Transportation Work Group; identify & assess all transportation available for youth;
		Number of youth & parents/caregivers who report transportation needs;	Identify barriers & ways to increase access. Consider funding ride-share vouchers;
		Number and type of barriers to transportation to youth activities, events, programs	Develop plan within 6 months to rectify barriers & increase access
2Gen Services/ Programming	Family Engagement & Support	Number of programs that uplift & support parents/caregivers economically;	# of attendees & recipients of services that are parents/caregivers of youth participants;
		Number of programs that promote the health & well-being of parents/caregivers;	% of attendees reporting positive feedback on evaluative surveys
		Number of inter-generational programs. Number of parenting and life-coach programs	

Pre-and-Post Participant and Parent Evaluative Surveys

The Key Performance Indicators are informed and measured by the evaluations of youth who have participated in a program or activity and their parent or caregiver evaluation of the impact the program or activity has had on their child/youth. These evaluations include a pre-survey gathering information and expectations of the youth prior to participating in the program and a post-survey as to how helpful they found the program and the difference it has made. The same is asked of parents or caregivers. Examples of pre and post evaluative surveys for youth and parent or caregivers are presented in Appendix A.



4. PROPOSED COMPONENTS OF THE RFCY FUNDING APPLICATIONS PROTOCOL

C. Visioning Ideas for Children and Youth Programs

Ideas for suggested services and programs associated with Connective Supportive Services that emerged from the “Community Visioning Session” that had over 70 community members including youth, parents, grandparents and caregivers along with service providers are presented in the table below.

Connective Supportive Services Envisioned by Community Members

Category	Service	Description
Navigation Services	Navigation Assistance	More help with navigation, including dashboards and social service navigators, to better understand where to get assistance
Transportation	Transportation Support	Identified high need for transporting youth to and from jobs, sports programs, activities, events; especially after-school. Proposed the idea of free ride-share vouchers for after-school activities, and more accessible public transit.
2Gen Approach	Parent/Caregiver Support and Intergenerational Programs	Grandparents expressed the need for more support in either raising or assisting parents with raising grandchildren.

I. Grant Application Narrative

Following the 2020 Community Needs Assessment and the Development of the Strategic Investment Plan Fiscal Years 2021-2024, the Richmond Fund for Children and Youth issued a Request for Proposal (RFP) on January 1, 2021 for Direct Services in six Priority Areas. The RFP included guidance for organizations/agencies seeking to submit a grant application in the form of 15 questions/statements, templates and appendices.

The application narrative, in the form of questions/statements included in the January 2021 RFP is listed in the left column of the following table by each application component. The right column presents a suggested updated version of the application narrative. The updated version includes added application questions/statements, changes to the FY 2021 questions/statements, or the deletion of a question/statement. Please note that some of the FY 2021 questions/statements continue to be used in FY 2025 and going forward without any changes or modifications.

The left column cites the current RFCY Request For Proposals (RFP) process and the right column of the table includes a proposed updated and expanded version of the 2021 evaluation criteria. The changes and updates include:

- Terminology changes, such as “Organization” instead of “Agency,” as most applicants are not agencies but organizations. Use of “population your program serves” instead of “target population.”
- Expanded several FY 2021 guidelines by asking for additional information. For example, added requirement for a description of the staff and partner diversity and any cultural competency training they have taken.
- Added suggested appendices for the 2025 RFP.
- Changed order of questions. For example, moved question 7 to the Background section, as partnership issues are addressed also in earlier questions.
- Deleted Question 8 in the Program Narrative dealing with Covid-19 as it is no longer necessary.
- Changed dates for the Required Resources and Budget section.
- Renumbered the questions.

5. THE RFP APPLICATION PROCESS: PROGRAM NARRATIVE QUESTIONS

FY2021-24 RFP For Direct Services in Following Priority Areas January 1, 2021 Proposal Narrative	Strategic Investment Plan FY 2025-28
Agency History and Capacity	
Background	1a. Year Founded, Location, Annual Budget, Number of FTE Staff.
	1b. Type of Grant: Single Organization, Collaboration, Small & Emerging.
1. Briefly describe your agency.	2. Briefly describe your organization.
2. Describe your agency's experience providing the services proposed in your application. Include information on years of service in the community being served, experience working with diverse communities and youth, and any partnerships or collaboration with other organizations or systems of care.	3. Describe your organization's experience providing the services proposed in your application. Include information on years of service in the community being served, experience working with diverse communities and youth, and any partnerships or collaboration with other organizations or systems of care.
3. 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 and in similar communities. Provide information on how many people will be directly working on the project and their qualifications to work effectively with your target population.	4. 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 and in similar communities. Provide information on how many people will be directly working on the project and their qualifications to work effectively with your target population.
	<p>Consider Adding: Describe the diversity among the staff assigned to the grant program and any cultural competency training they have taken.</p> <p>Consider Adding: Describe the diversity among your partner(s) staff assigned to the grant program and any cultural competency training they have taken.</p>

5. THE RFP APPLICATION PROCESS: PROGRAM NARRATIVE QUESTIONS

Program Design

- | | |
|---|---|
| <p>4. 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? a. <i>In addition to responding to the prompt(s), also complete the Demographics Table found in Appendix B.</i></p> | <p>5. 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?</p> <p>a. <i>In addition to responding to the prompt(s), also complete the Demographics Table found in Appendix B.</i></p> <p>Consider adding an Appendix that asks applicants to answer: What percent of the participants reside in concentrated poverty neighborhoods? (Consider using Appendix D of the SIP Report as source documents showing Very Low to High COI areas by census tracts in Richmond and a GIS Map that shows high poverty neighborhoods).</p> |
| <p>5. 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.</p> <p>a. <i>In addition to responding to the prompt(s), also complete the Activity and Operations Table found in Appendix C.</i></p> | <p>6. 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.</p> <p>a. <i>In addition to responding to the prompt(s), also complete the Activity and Operations Table found in Appendix C.</i></p> |
| <p>6. What role will youth have in program design, implementation and/or evaluation, if any? For example, how will youth inform, consult, or collaborate with staff?</p> | <p>7. What role will youth have in program design, implementation and/or evaluation, if any? For example, how will youth inform, consult, or collaborate with staff?</p> |
| <p>7. Who are the other partners that will support the program? Identify the roles, responsibilities and functions of each partnership.</p> | <p>Moved question to the Background section, as partnership issues are addressed also in earlier questions (numbered as 1c).</p> |
| <p>8. Please discuss how your proposed program that you are requesting funding for through this RFP has been or will be impacted by COVID-19. What have been the implications for the services you provide? How has or will your organization address those issues so that the program can continue to be offered?</p> | <p>Deleted. The question dealing with Covid-19 is not relevant any longer.</p> |

5. THE RFP APPLICATION PROCESS: PROGRAM NARRATIVE QUESTIONS

Outcomes and Impact

9. What are the needs that your proposed program is designed to address (provide data)?

How will your program’s target population directly benefit from the proposed services?

8. What are the needs that your proposed program is designed to address (provide data)?

How will the population your program serves directly benefit from the proposed services?

Rephrased question listed above.

Consider adding another section to Appendix C that asks applicants to identify the Core Need their program primarily addresses—more than 50%—as outlined in the Five Core Needs of the Community Needs Assessment and the Strategic Investment Plan.

10. Describe how your program will measure its performance impact and achievement of outcomes. What are the short-term outcomes, and what do you anticipate as the long-term impacts? What are the performance targets that will be met? How will you know that your program is successful?

9. Describe how your program will measure its performance impact and achievement of outcomes. What are the short-term outcomes, and what do you anticipate as the long-term impacts? What are the performance targets that will be met? How will you know that your program is successful?

Consider adding an Appendix that combines all of the Key Performance Indicators cited in the SIP among all Five Core Needs as an example of KPIs that RFCY suggests applicants consider and-or adapt to their program.

11. List your program’s annual outcomes and performance for the past 1 to 3 years. Explain any fluctuations in outcome and performance year-to-year.

10. List your program’s annual outcomes and performance for the past 1 to 3 years. Explain any fluctuations in outcome and performance year-to-year.

Outcomes and Impact

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?

11. What are the total proposed annual program expenses for the 2025 fiscal year? What were the total program expenses in the most recently completed calendar or fiscal year? What is changing?

13. Describe the proposed program expenses and explain how funds requested are reasonable to support the proposed numbers of participants to be served, hours of service to be provided, and overall program design.

12. Describe the proposed program expenses and explain how funds requested are reasonable to support the proposed numbers of participants to be served, hours of service to be provided, and overall program design.

5. THE RFP APPLICATION PROCESS: PROGRAM NARRATIVE QUESTIONS

14. 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 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.
13. 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 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.

15. In addition to responding to all the prompt(s), also complete the Budget Template as referenced in Step 3 found in Appendix D.
14. In addition to responding to all the prompt(s), also complete the Budget Template as referenced in Step 3 found in Appendix D.

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, 2022).

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. The proposed budget should be reflective of what was written in the Proposal Narrative section and your proposed Activities.

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 2024-2025 (July 1, 2024 to June 30, 2025).

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. The proposed budget should be reflective of what was written in the Proposal Narrative section and your proposed Activities.

I. Application Evaluation Criteria

Following the 2020 Community Needs Assessment and the Development of the Strategic Investment Plan Fiscal years 2021-2024, the Richmond Fund for Children and Youth issues on January 1, 2021, a Request for Proposal (RFP) for Direct Services in six Priority Areas. The RFP included guidance for organizations/agencies seeking a grant application and criteria for evaluating the applications (proposals) submitted. The evaluation criteria included in the January 2021 RFP are listed in the left column of the following table by each component of the application, along with the maximum points an applicant can receive for the respective component. The right column of the table includes an updated and expanded version of the 2021 evaluation criteria. The changes include:

- Terminology changes such as “Organization” instead of “Agency,” as most applicants are not agencies but organizations.
- Additional evaluation criteria providing context and important differentiation among the 3 types of grants, as listed in the Organization History and Capacity.
- Adding information to evaluation criteria that is significant, such as whether the applicant has had an RFCY grant (which was not applicable when the 2021 RFP was issued) or the use of Key Performance Indicators (KPIs) to the Outcome and Impact evaluation criterion addressing the demonstration of the ability to reasonably account for/track outcomes.
- Adding a Program Design criterion to ensure that the Proposal specified which of the Programming Strategies listed under each Core Needs area are implemented by the applicant’s program.
- More consistency in positioning the applicant; for example, using “application” instead of applicant, organization, etc.
- Inserting references to partner(s) where applicable.



6. THE RFP APPLICATION PROCESS: GRANT APPLICATION EVALUATION CRITERIA

FY 2021-24 RFP For Direct Services in Following Priority Areas January 1, 2021	Strategic Investment Plan FY 2025-28
Grant Application Evaluation Criteria	Grant Application Suggested Updated Criteria
<p>Agency History and Capacity (20 points)</p>	<p>Organization History and Capacity (20 Points unless a Small & Emerging applicant)</p> <p>Year Founded, Location, Annual Budget, Number of FTE Staff.</p> <p>Type of Grant: Single Organization, Collaboration, Small & Emerging.</p> <p>If the application is for a collaboration grant, describe role, responsibilities and functions of each partner.</p> <p>If the application is from a Small & Emerging organization, points for this section of the application should be 5, and the total for such organizations should be 85 (instead of 100).</p>
<p>Past, recently completed, or on-going projects to substantiate experience.</p>	<p>Past, recently completed, or on-going projects to substantiate experience. Include any RFCY grants.</p>
<p>Demonstration of ability and experience in working with diverse communities & youth.</p>	<p>Application demonstrates ability and experience in working with diverse communities & youth.</p>
<p>Agency has achieved success and accomplishments demonstrate capacity for effective delivery of proposed services.</p>	<p>Organization’s accomplishments demonstrate capacity for effective delivery of proposed services.</p>
<p>Professional background and qualifications of team members proposed to deliver direct services and manage the program are included and relevant and show that members are qualified.</p>	<p>Application identifies and describes proposed project manager and staff professional background and relevant experience, includes resumes, demonstrating qualifications.</p> <p>If application is for a collaboration grant, application includes a description of each partner’s role and staff qualifications.</p>
<p>Racial, ethnic, cultural, linguistic characteristics and or lived experience of staff reflect communities proposed to be served.</p>	<p>Racial, ethnic, cultural, linguistic characteristics and or lived experience of staff (of organization and partner, if applicable) reflect communities proposed to be served.</p>

6. THE RFP APPLICATION PROCESS: GRANT APPLICATION EVALUATION CRITERIA

Program Design (35 points)	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.	A clear and detailed description 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 strategies that are effective and culturally relevant.	The proposed program, strategy or initiative is included in the Core Needs and Programming Strategies table.
Clearly demonstrated how youth voice, perspective, and input is included in the program development, design, outreach, and/or implementation.	Application demonstrates the use of outreach, recruitment and engagement strategies that are effective and culturally relevant.
Responses show an awareness of the community and target population.	Application clearly demonstrates how youth voice, perspective, and input is included in the program development, design, outreach, recruitment and/or implementation.
Special resources and capacities the team offers that are relevant to the successful completion of the project, including partnerships and subgrantees.	Application includes information showing an awareness of the community and target population.
Outcomes and Impact (25 Points)	Outcomes and Impact (25 Points)
Applicant describes how program will contribute to equity among children, youth and their families in Richmond and North Richmond.	Special resources and capacities the team offers that are relevant to the successful completion of the project, including partnerships and subgrantees.
Applicant clearly describes the intended participants that the program is designed to address and their needs, providing accurate, current, and specific data where possible to demonstrate need.	Application describes how the program will contribute to equity among children, youth and their families in Richmond.
	Application clearly describes the intended participants that the program is designed to address and their needs, providing accurate, current, and specific data where possible to demonstrate need.

6. THE RFP APPLICATION PROCESS: GRANT APPLICATION EVALUATION CRITERIA

Outcomes and Impact (25 Points)	Outcomes and Impact (25 Points)
<p>Applicant identifies outcomes that have been achieved through the proposed services before and is able to link projected outcomes to intended impacts identified in the Priority Areas/funding strategies.</p>	<p>Application identifies outcomes that have been achieved through the proposed services before and is able to link projected outcomes to intended impacts identified in the core need areas/funding strategies.</p>
<p>Applicant demonstrates the ability to reasonably account for/track outcomes.</p>	<p>Application demonstrates ability to reasonably account for/track outcomes and to use the Key Performance Indicators (KPIs) suggested by RFCY.</p>
Required Resources and Budget Request (20 Points)	Required Resources and Budget Request (20 Points)
<p>Program provides a clear budget that describes staffing and associated direct costs required for successful program implementation.</p>	<p>Application provides a clear budget that describes staffing and associated direct costs required for successful program implementation.</p>
<p>Expenses are reasonable and commensurate with the scale of services proposed.</p>	<p>Expenses are reasonable and commensurate with the scale of services proposed.</p>
<p>Additional resources are identified to support the program, with reasonable plan for securing matching funds.</p>	<p>Application identifies additional resources to support the program and includes a reasonable plan for securing matching funds.</p>
<p>Total program budget of RFCY funding and additional matching funding is realistic and reasonable for proposed level of services.</p>	<p>Total program budget of RFCY funding and additional matching funding is realistic and reasonable for proposed level of services.</p>
<p>The ratio between the organization’s total grant requests and their organization’s overall current year budget is appropriate based on program design and other factors.</p>	<p>The ratio between the organization’s total grant requests and their organization’s overall current year budget is appropriate based on program design and other factors.</p>

II. Application Scoring

The 2021 RFP for Direct Services specified maximum points for each part of the grant application, adding to 100 points. As shown in the table below, the following points were allocated to:

- Agency History and Capacity: 20 points
- Program Design: 35 points
- Outcomes and Impact: 25 points
- Required Resources and Budget Request: 20 points

The analysis conducted as part of the 2024 Community Needs Assessment and the review- and updating of- the 2021 evaluation criteria pointed to the need to revise the scoring system by adding criteria and allocating a specific number of points to each added criterion.

This can be accommodated by increasing the total number of points to more than 100. Each of the added criteria will get a maximum of 5 points.

Suggested added evaluation criteria include:

- Applicant provides services in Low and Very Low COI census tracts
- Applicant provides transportation services to program participants
- Applicant offers 2Gen activities and services as part of the grant program
- Adding these evaluation criteria will increase the maximum number of points to 115



7. PROPOSED INVESTMENT ALLOCATION PERCENTAGES

I. Current Allocation Process

One of the key components of the Strategic Investment Plan is the specification of the funding allocation across the areas identified in the 2020 Community Needs Assessment Report and in the Strategic Investment Plan Fiscal Years 2021-2024 as Priority Areas (based on Article XV) and in the 2024 Community Needs Assessment as Core Need areas.

The 2020 Community Needs Assessment Report and the Strategic Investment Plan Fiscal Years 2021-2024 identified six Priority Areas. The funding allocation across these six Priority Areas is shown below.

Priority Area	Percent
Behavioral Health, Mental Health and Wellness	20%
Education Support and Employment/Training Support	20%
Out of School Time, Afterschool, Sports and Enrichment	20%
Youth Violence Prevention	20%
Access to Basic Needs	10%
Information, Guidance and Case Management	10%

According to the Strategic Investment Plan Fiscal Years 2021-2024, the percent allocation was based on “considerations of the urgency of the need and potential for equity impact.”⁶

6 chrome-extension://efaidnbmnnnibpcajpcglclefndmkaj/https://www.ci.richmond.ca.us/DocumentCenter/View/56807/RFCY-2021-2024-Strategic-Investment-Plan

7. PROPOSED INVESTMENT ALLOCATION PERCENTAGES

II. Proposed Allocation Process

The 2024 Community Needs Assessment identified Five Core Need Areas based on feedback from nearly 400 community members, service providers, policymakers and youth. Feedback was provided through interviews, surveys, focus groups, a Visioning Event and a Strategic Investment Plan Insight session. It supported thorough research on the extent- and impact of- the needs of children and youth in the Richmond community.

While all five areas were considered of high need, the Learning Needs area and the Mental & Behavioral Health Needs areas stood out in the urgency, scope and depth of the need. The following table allocates the highest shares to these two areas.

Core Need Area	Percent allocation
Mental & Behavioral Health Needs	25%
Physical Health, Wellness & Access	20%
Learning Needs	25%
Safety, Community & Belonging Needs	20%
Connective Supportive Services: Navigation, Transportation, 2Gen	10%



8. PROMISING PRACTICES TO CONSIDER GOING FORWARD AS A CITY CHILDREN AND YOUTH DEDICATED FUND

I. Enhancing Access to Resources

1. Live Resource Guide Development

Fund the creation of a dynamic resource guide, dashboard, and apps to provide up-to-date information on services like pop-up food pantries, schedules of community events, and other resources. This will ensure community members have easy access to essential services and events in their area. Additionally, it enhances community engagement and resource utilization, reduces the time and effort needed to find help, and ensures that those in need can quickly locate and benefit from available services. The platform of this live guide would enable RFCY grantees to populate the content of the guide in real time.

2. Universal Social/Community-Based Services Application

Develop an application similar to BenefitsCheckUp, where community members can enter eligibility related data to identify services they qualify for, with direct links to application websites and resources. This tool reduces barriers for those searching and applying for various social and community services, making it easier for individuals and families to access the help they need. It also reduces the complexity of navigating multiple systems, increases service utilization, and ensures that more people receive the support they are eligible for.

II. Building Capacity and Providing Training

3. Peer Navigator Training Program

Allocate funds to create a training program for Peer Navigators who can assist community members in accessing services. This includes guiding individuals through processes such as obtaining mental health services via Medi-Cal, ensuring that those in need can navigate complex systems and access necessary services. This support can lead to better mental health outcomes, increased service utilization, and a stronger sense of community support. Trained navigators can also help reduce the stigma associated with seeking help and ensure that individuals receive timely and appropriate care.



8. PROMISING PRACTICES TO CONSIDER GOING FORWARD AS A CITY CHILDREN AND YOUTH DEDICATED FUND

4. Children & Youth Grant Officer Position

Establish a position for a Grant Officer to identify Request for Proposals from federal, state, and foundation grants that non-profits and collaboratives within Richmond qualify for and apply to draw down more funding to address children and youth needs. This officer would assist in notifying non-profits of available grants, provide support and city data to substantiate needs in their proposals. The Officer could also offer workshops to build internal capacity among RFCY Grantees and non-profits on writing and applying for grants. The Officer would also be responsible for identifying federal and state funds that the City itself could apply for to augment the Richmond Fund for Children & Youth and/or relevant City Departments. Potential grants to highlight include:

SAMHSA's Children's Mental Health Initiative:⁷

The Substance Abuse and Mental Health Services Administration (SAMHSA) provides grants to expand and sustain comprehensive community mental health services for children with serious emotional disturbances (SED). This program aims to improve mental health outcomes for children and youth at risk for or with SED by supporting the implementation and integration of the System of Care (SOC) approach, creating sustainable infrastructure and services.

Department of Labor Grants:⁸

The U.S. Department of Labor provides several funding opportunities aimed at supporting youth through different programs. The YouthBuild grants offer financial support to organizations that provide pre-apprenticeship services, including education, skills training, and employment assistance, for young people aged 16 to 24. These grants help youth engage in meaningful community service while preparing for careers in various sectors, especially in infrastructure. YouthBuild grants also fund additional support services like mentoring, trauma-informed care, personal counseling, transportation assistance, and employment preparation, which are essential for addressing community violence. Furthermore, the Workforce Pathways for Youth demonstration grants are designed for national out-of-school time organizations that serve historically underserved and marginalized youth between the ages of 14 and 21. These grants focus on enhancing workforce readiness by offering programs that develop soft skills, provide career exploration, job readiness training, certification, and work-based learning opportunities such as summer jobs, year-round employment, and apprenticeships.

Youth Community Access Grant Program:⁹

The program was recently launched by the California Natural Resources Agency (CNRA) through the Resources Agency Project Tracking and Reporting (RAPTR) System. Funded by the Youth Education, Prevention, Early Intervention and Treatment Account (YEPEITA), this program aims to enhance youth access to natural and cultural resources, focusing on low-income and disadvantaged communities.

⁷ <https://www.samhsa.gov/sites/default/files/grants/pdf/fy-2024-cmhi-nofo.pdf#:~:text=URL%3A%20https%3A%2F%2Fwww.samhsa.gov%2Fsites%2Fdefault%2Ffiles%2Fgrants%2Fpdf%2Ffy>

⁸ <https://www.dol.gov/agencies/eta/grants/apply/find-opportunities>

⁹ <https://resources.ca.gov/grants/youth>

8. PROMISING PRACTICES TO CONSIDER GOING FORWARD AS A CITY CHILDREN AND YOUTH DEDICATED FUND

5. Capacity-Building Grants

Provide grants to strengthen the non-profit sector by supporting activities such as grant-writing, creation of dashboards, navigation of community services, training for Board Members, and designing Key Performance Indicators. These grants will enhance the ability of non-profits to serve the community effectively.

6. Innovation & Community-Building Grants

Support rapid-response funding opportunities for urgent issues and provide mini-grants to neighborhood groups to hold family and community multicultural events that enhance safety, belonging, and community within neighborhoods.

III. Strengthening Education and School Support

7. Deepen Partnerships with School Districts

Strengthen collaborations at the ground level between school counselors, teachers, McKinney-Vento Liaisons, who provide support for students who are experiencing homelessness, and after-school programs. For example, school home liaisons working directly with volunteer tutors at a local center who, in turn, coordinates with teachers of the student to provide feedback on homework assignments. Focus on supporting learning, college preparation, and scholarship applications to provide comprehensive support to students. Enhanced partnerships with school districts ensure that students receive comprehensive support for their academic and personal development. This can lead to improved educational outcomes, higher graduation rates, and increased access to higher education opportunities. By providing a network of support, students are more likely to succeed academically and develop the skills necessary for future success.

8. Support for Comprehensive After-School Programming

RFCY should consider a partnership with specific school districts to provide comprehensive after-school programming for elementary and middle school students. For example, the Oakland Fund for Children and Youth (OFCY) leverages matching funds from federal and state sources to maximize impact. OFCY collaborates with the Oakland Unified School District (OUSD) to provide thousands of low-income students with free, high-quality after-school programs. Each year, OFCY and OUSD co-fund community-based organizations that act as lead agencies at school sites, offering direct services and enriching after-school activities. This partnership model not only maximizes resources but also ensures the programs are well-integrated into the community, providing consistent support and opportunities for students.

8. PROMISING PRACTICES TO CONSIDER GOING FORWARD AS A CITY CHILDREN AND YOUTH DEDICATED FUND

IV. Improving Network and Coordination

9. Reinstitute Service Provider Network

Facilitate the reinstatement of the Service Provider Network and create a Youth Engagement Council of youth leaders to advise on needs and services. Consider funding a part-time manager for the network to ensure effective coordination and communication among service providers. Reinstating the Service Provider Network and establishing a Youth Engagement Council ensures that services are well-coordinated and responsive to the community's needs. This leads to more effective and efficient service delivery, reduced duplication of efforts, and a better understanding of the community's needs. A part-time manager would help maintain communication and collaboration among providers, ensuring that services are aligned and addressing the most pressing issues facing youth and families.

10. Cross-Departmental Coordination

Enhance coordination of youth services across departments such as Police, Fire, and Youth, Parks and Community Enrichment. Richmond can draw inspiration from Sacramento's approach to fostering cross-departmental collaboration. Sacramento's Citywide Youth Development Campaign Plan, implemented in December 2017, exemplifies how coordinated efforts across multiple departments can create a safer & more supportive environment for youth. By promoting preventive programs that address stable housing, early childhood supports, quality education, and community spaces, Sacramento has successfully reduced youth-related violence and enhanced community well-being. This comprehensive approach not only improves public safety but also reduces the need for reactive services from police and fire departments. Implementing similar strategies in Richmond can ensure a holistic approach to youth well-being, leveraging the strengths of various departments to address the multifaceted needs of young people.



8. PROMISING PRACTICES TO CONSIDER GOING FORWARD AS A CITY CHILDREN AND YOUTH DEDICATED FUND

V. Transportation Needs

11. Transportation Work Group

Create a group to identify transportation barriers and opportunities for children and youth to access and participate in out-of-school activities. This includes initiatives like Richmond Rides Share and transportation services for youth experiencing homelessness or unstable housing, ensuring that all youth can participate in beneficial programs.

VI. Securing and Managing Funding

12. Exploring Additional Funding Opportunities

Explore other ways for the city to increase funding for the Richmond Fund for Children and Youth (RFCY) beyond the current 3% of general funds. Look into successful models from other programs to identify new funding streams and sustainable financial practices.

13. Funding Source and Eligibility Expansion

Similar to the City of Santa Cruz's Children's Fund and the Sacramento Children's fund, Richmond could allocate a percentage of the city's marijuana business tax revenue to fund youth and early childhood development programs and services. Richmond could focus on programs that prevent youth-related violence and support comprehensive youth development plans, addressing the root causes of youth violence and providing holistic support. In Santa Cruz, the funding is available to 501(c)3 and 501(c)6 organizations, childcare providers, and governmental bodies. Childcare providers with current licenses in good standing with the Community Care Licensing Division of the California Department of Social Services are eligible.

14. Funding Cycles and Investment

Implement a two-year funding cycle to enable larger and more impactful investments. All grants should have a minimum \$50,000 award with no set limits on the amount requested, like the City of Santa Cruz's Children's Fund. This approach encourages substantial investments and allows for the strategic planning and execution of long-term projects. The stability provided by a two-year funding cycle ensures sustained support for critical initiatives, enabling organizations to plan effectively and implement comprehensive programs that can significantly benefit the community. By setting a minimum award of \$50,000, Richmond can attract high-quality proposals and support impactful projects that address the diverse needs of its youth population.

8. PROMISING PRACTICES TO CONSIDER GOING FORWARD AS A CITY CHILDREN AND YOUTH DEDICATED FUND

VII. Fostering Equity and Effective Evaluation

15. Equity Guidance

Assuring that funds and resources are equitably distributed, an Equity Lens is a valuable tool to adopt. For example, The Oakland Fund for Children and Youth (OFCY) offers a good example of such a lens that would be helpful in the evaluation process of the RFP (Appendix E). RFCY can adopt a similar Equity Lens to address place-based neighborhood disparities, racial disparities, and socio-economic inequities by directing resources to areas identified by the Child Opportunity Index (COI). According to the COI data for Richmond, nearly half (45%) of the neighborhoods show “Very Low” and “Low” opportunities for children and youth to thrive, with significant disparities in child poverty rates and COI scores across different census tracts. The COI incorporates both income and non-income-based factors, highlighting that neighborhoods with higher levels of child poverty tend to have lower COI scores. This is particularly true for Black and Hispanic children, who are disproportionately represented in low COI neighborhoods.

By using the COI as a guiding tool, RFCY can strategically target funding to neighborhoods that fall within the “Very Low” and “Low” opportunity levels. This approach will ensure that resources are allocated to the most underserved and high-need areas, promoting equity and addressing the root causes of disparities. For instance, programs aimed at early childhood development, mental health support, and youth employment can be prioritized in these low-opportunity neighborhoods to uplift and provide critical support to the children and youth who need it most.

In practice, RFCY can map out the census tracts with the lowest COI scores and support specific initiatives to support these areas. This could include partnerships with local organizations to provide comprehensive services such as after-school programs, mentoring, health services, and community engagement activities. Additionally, by regularly reviewing COI data, RFCY can adapt its strategies to evolving community needs, ensuring that funding continues to address the most pressing issues and supports the long-term well-being of Richmond's youth.



8. PROMISING PRACTICES TO CONSIDER GOING FORWARD AS A CITY CHILDREN AND YOUTH DEDICATED FUND

VIII. Promoting Youth Development and Safety

16. Partnership with Violence Prevention and Workforce Development

Support initiatives that re-engage disconnected youth into supportive programs in collaboration with the City's Department of Violence Prevention and Workforce Development Board. For example, the Oakland Fund for Children and Youth (OFCY) and the Oakland Workforce Development Board (OWDB) issued a joint Request for Proposals (RFP) for a cohesive program model to expand summer job opportunities for youth. This initiative reduced administrative burdens, strengthened system-wide collaboration, and increased participation in subsidized summer jobs programs, providing meaningful employment and skill-building opportunities for disconnected youth.

17. Youth Development Campaign Plan

Develop and implement a citywide Youth Development Campaign Plan that emphasizes safety, equity, justice, and accountability. This plan should aim to create a safe environment for youth both physically and emotionally, reflecting the needs and perspectives of young people in all policies and programs. Inspired by Sacramento's Citywide Youth Development Campaign Plan, Richmond can promote equity and justice through coordinated prevention services. Sacramento's plan involves active participation from youth, under the guiding principle "Nothing about us without us," ensuring that youth voices are central in the planning and decision-making processes.¹⁰ The plan's initiatives, such as stable housing, early childhood supports, quality education, and community spaces, help foster safer and healthier communities. By adopting a similar plan, Richmond can provide comprehensive support to its youth, creating an environment where they feel safe and valued, thereby improving overall community well-being.

¹⁰<https://www.fundingthenextgeneration.org/nextgenwp/wp-content/uploads/2020/09/Sacramento-Resolution-to-Redefine-Public-Safety-PDF-955-KB-002.pdf>

9. OVERVIEW AND METHODOLOGY OF DEVELOPING THE SIP

The foundation of the Strategic Investment Plan is the 2024 Community Needs Assessment that identified Five Core Needs of Richmond's Children and Youth. The needs assessment involved four major components: Community Engagement listening to almost 400 voices among youth, community members, service providers and policy makers through Key Informant Interviews, Focus Groups of over 100 youth, a survey of over 200 respondents and a Visioning Event generating ideas of community members going forward to address the needs. Their voices were validated through comprehensive study and analysis of secondary data acquired from reports, U.S. Census data, and GIS mapping on poverty, food access and a Child Opportunity Index measuring degrees of access to 44 indicators of opportunity that enable children to thrive among Richmond neighborhoods.

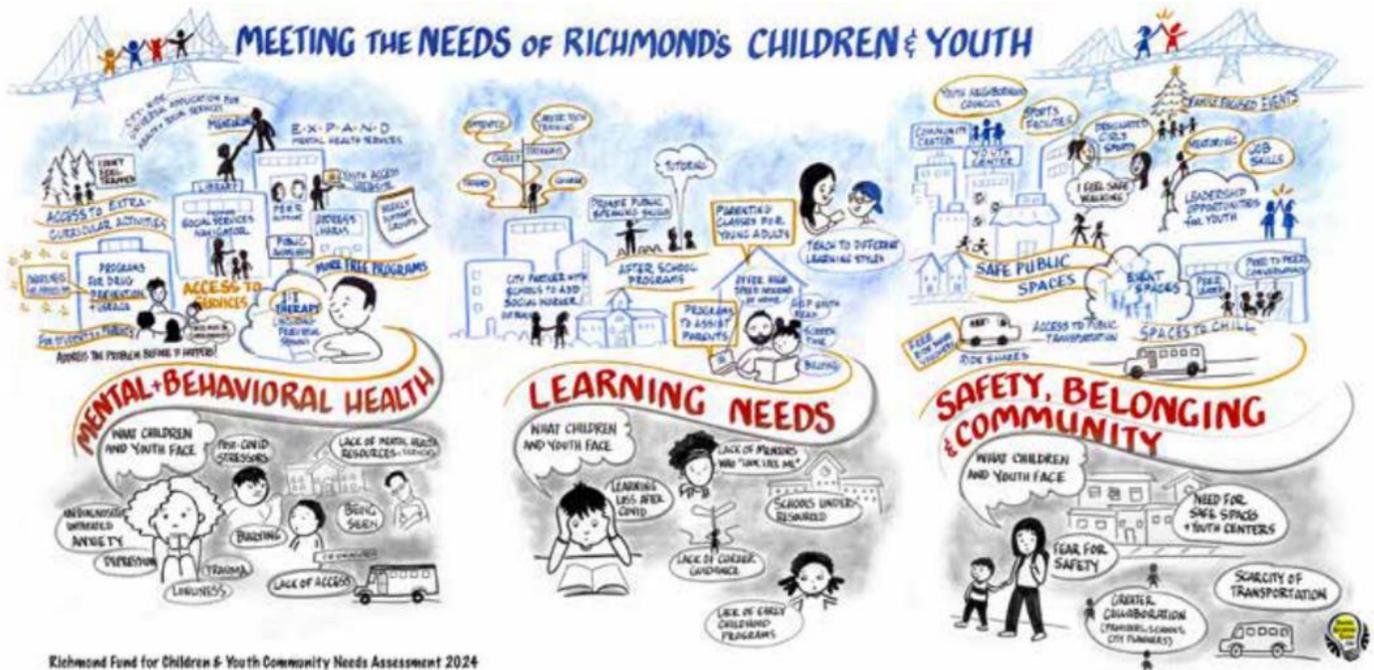
The public visioning event was a core component of the Strategic Investment Plan of engaging the community as to their ideas on what RFCY would do well to consider in addressing the Five Core Needs. Held at the Richmond Auditorium, the event provided dinner and featured break-out discussions at round tables. Participants engaged in these discussions after listening to 5-minute "Ted-Talk" style briefings covering three main topics: Mental & Behavioral Health Needs, Learning Needs, and Safety, and Community and Belonging.

During the two-hour event, participants generated ideas on addressing each topic in their break-out sessions and then shared their ideas with the entire group. This interactive event allowed Richmond community members to share their experiences, insights, and perspectives on the needs of children and youth, offering innovative solutions. Nearly fifty ideas were generated and are presented in this plan.

The visioning event drew over 70 community members, including adults and youth, with representatives from 17 organizations. A unique feature of the evening was the live illustration of participants' ideas by a graphic recorder. This artist created an eight-foot mural in real-time, capturing the collective input of the attendees. This visual representation proved particularly engaging, especially for younger participants who were seen taking selfies and pictures in front of the mural at the event's conclusion.

9. OVERVIEW AND METHODOLOGY OF DEVELOPING THE SIP

The mural is presented below:



Beyond community engagement and the development of the Community Needs Assessment (CNA), the consulting group then reviewed RFCY's current protocol on how decisions are made to strategically invest in the wide array of worthy community-based organizations that are dedicated to addressing the needs of children and youth cited in the CNA. The Request for Proposal (RFP) process serves as a comprehensive guide on making those strategic decisions on who, what and how to invest the Funds of RFCY. As a result, the Application, Evaluation, Scoring and Allocation of Funds processes were analyzed and reviewed in light of the Five Core Needs identified. The consulting team researched similar city-funded Children and Youth Funds for promising practices in their decision-making and grant award processes as well as a review of the literature and standards of practice in developing Key Performance Indicators and Pre-and-Post Youth Participant and Parent/Caregiver Evaluation Surveys.

As a result, this Strategic Investment Plan serves to provide RFCY with the infrastructure to guide their decision-making for the years to come and yield the return on investment they and the youth and children they serve seek and deserve.

10. RICHMOND FUND FOR CHILDREN AND YOUTH

A. History

The Richmond Fund for Children and Youth (RFCY) was established following the approval of Measure E and Measure K by Richmond voters on June 5, 2018. This initiative, known as the Richmond Kids First Initiative, led to the amendment of the City of Richmond Charter (Article XV) and authorized the creation of the Richmond Department and Fund for Children and Youth. The primary aim of RFCY is to provide increased and dedicated funding for services benefiting children, youth, and young adults under 24 years of age in Richmond. This move was driven by the city's commitment to addressing the substantial and persistent needs of its young population.

B. Article XV

Article XV of the City of Richmond Charter mandates the allocation of 3% of the City's General Fund to the Richmond Fund for Children and Youth each fiscal year, starting from FY 2023-24 through FY 2027-28. This dedicated funding supports the ongoing needs of the department and the fund, ensuring a consistent financial commitment to youth services. The article also established a 15-member Oversight Board and required the department to conduct a Community Needs Assessment (CNA) every three years to guide the development of a Strategic Investment Plan. The CNA engages community members, including youth, agencies, and organizations, to identify and prioritize the needs of Richmond's children and youth.

C. Vision

The vision of the Richmond Fund for Children and Youth is to create a community where every child, youth, and young adult in Richmond can thrive. This involves ensuring that they are physically, emotionally, mentally, and socially healthy, successful in school, and live in stable, safe, and supportive families and communities. The vision reflects the community's aspirations for its young population and underscores the city's commitment to investing in their futures.

D. Mission

The mission of the Richmond Fund for Children and Youth is to enhance the quality of life for Richmond's children, youth, and young adults by providing equitable and sustainable funding for programs and services that address their needs. The mission focuses on promoting safety, health, education, and well-being through a collaborative approach that involves public agencies, community-based organizations, and other stakeholders. By leveraging resources and fostering partnerships, RFCY aims to create an environment where young people can achieve their full potential.

E. Guiding Principles

The Richmond Fund for Children and Youth operates under a set of guiding principles that reflect its core values and commitment to the community:

1. Community-Centered:

Richmond residents are considered experts in their lived experiences. Their insights and needs are central to the planning and decision-making processes.

2. Equity and Inclusion:

RFCY emphasizes the importance of addressing racial and economic disparities. Programs and services are designed to be inclusive of all ages, races, ethnicities, gender expressions, languages, and abilities/disabilities.

3. Collaboration and Shared Ownership:

RFCY values collaboration among public agencies, community-based organizations, and other stakeholders. Shared outcomes and collective efforts are key to achieving the fund's goals.

4. Transparency and Accountability:

RFCY is committed to being transparent in its operations and accountable to the community it serves. Open communication and regular reporting on progress are integral to maintaining trust and credibility.

5. Innovation and Flexibility:

RFCY encourages innovative approaches to address the evolving needs of children and youth. Flexibility in program design and implementation is essential to responding effectively to emerging challenges.

6. Youth Engagement:

The principle of "Nothing About Me, Without Me" emphasizes the importance of youth voice and engagement. Young people are actively involved in the planning, decision-making, and evaluation processes to ensure their needs and perspectives are reflected.

By adhering to these guiding principles, RFCY aims to create a supportive, equitable, and thriving environment for Richmond's children and youth, paving the way for a brighter and more inclusive future.

Appendix A: Pre and Post-Program Questions for Youth and Parents-Caregivers

Pre and Post-Program Questions for Parents-Caregivers

Category	Pre-Program Questions	Post-Program Questions
Child's Information	What is your child's age and grade level?	What is your child's age and grade level?
	What zip code do you reside in?	What zip code do you reside in?
	Which school does your child attend?	Which school does your child attend?
	What is your race/ethnicity? (e.g., Black, Latinx, White/Caucasian, Asian, Multiracial, etc.)?	
Household Information	<p>What is your current housing situation? (Stable housing, temporary housing, experiencing homelessness)</p> <p>If you do not have stable housing, where do you live? (e.g., homeless shelter, with relatives, etc.)</p>	Has your housing situation changed since the beginning of the program? (Stable housing, temporary housing, experiencing homelessness)
	How many people live in your household? Do you live with parents, legal guardian, grandparents, or other relatives?	Has the program provided any resources or support that has positively impacted your household's stability? (Yes/No, and please explain)
Mental and Behavioral Health	Has your child been diagnosed with any mental health conditions? (Yes/No)	Did you notice any improvement in your child's mental health and well-being? (Yes/No)
	Does your child currently receive any mental health services? (Yes/No)	Did the program help your child develop coping skills and manage stress better? (Yes/No)
Learning Needs	Does your child struggle with reading, math, or other academic subjects? (Yes/No)	Did you see an improvement in your child's academic performance? (Yes/No)
	Does your child need help completing homework regularly? (Yes/No)	Has your child become more confident in completing homework assignments? (Yes/No)

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Category	Pre-Program Questions	Post-Program Questions
Program Participation	How did you hear about our program?	How many hours per week did your child participate in the program?
	<p>Has your child participated in any after-school programs or extracurricular activities in the past year? (Yes/No)</p> <p>Are you interested in enrolling your child in programs related to mental health, arts, music, science, or sports? (Yes/No)</p>	Were there any barriers that affected your child's regular attendance? (Yes/No)
Engagement and Retention	How many hours per week can your child commit to participating in the program?	How would you rate your overall satisfaction with the program? (Scale of 1-10)
	Are there any barriers that might prevent your child from regularly attending the program? (Transportation, scheduling conflicts, etc.)	Would you recommend this program to other parents? (Yes/No)
Parental Involvement	Are you interested in attending workshops or meetings related to your child's education and well-being? (Yes/No)	Did you attend any workshops or meetings related to the program? (Yes/No)
	How often can you commit to participating in program-related events or workshops? (Monthly, quarterly, etc.)	How often did you participate in program-related events or workshops? (Monthly, quarterly, etc.)
Transportation	Does your child have reliable transportation to and from the program? (Yes/No)	Did your child have reliable transportation to and from the program? (Yes/No)
	Do you need assistance with transportation for your child to attend the program? (Yes/No)	Did you receive any assistance with transportation for your child to attend the program? (Yes/No)
Resource Utilization	Are you aware of any community resources or services available to support your child's education and well-being? (Yes/No)	Were you able to access community resources or services through the program? (Yes/No)

APPENDICES

Category	Pre-Program Questions	Post-Program Questions
Resource Utilization	Have you used any community resources or services in the past year? (Yes/No)	Did you find the community resources or services provided helpful? (Yes/No)
Safety and Community Spaces	Does your child feel safe in your neighborhood and at school? (Yes/No)	Did your child feel safe in the program environment? (Yes/No)
	Are there safe spaces in your community where your child can spend time and engage in activities? (Yes/No)	Did the program provide safe spaces for your child to engage in activities? (Yes/No)
Cultural Competency	Does your child have access to culturally relevant programs and activities? (Yes/No)	Was the program culturally relevant and sensitive to your child's needs? (Yes/No)
	Are there specific cultural or linguistic needs your family has that we should be aware of? (Yes/No)	Did the program meet your family's specific cultural or linguistic needs? (Yes/No)
Employment and Financial Support	Do you need assistance with finding employment or financial support for your family? (Yes/No)	Did you receive any assistance with finding employment or financial support through the program? (Yes/No)
	Are you interested in learning about programs that offer financial aid or other types of economic support? (Yes/No)	Did you learn about programs that offer financial aid or other types of economic support? (Yes/No)
Digital Accessibility	Does your child have access to a computer and high-speed internet at home? (Yes/No)	Did your child have access to a computer and high-speed internet to participate in the program? (Yes/No)
	Would you prefer to receive program information and updates online or in person? (Online/In person)	How did you prefer to receive program information and updates? (Online/In person)
Feedback and Suggestions	What are your primary goals for your child participating in this program? (Open-ended)	<p>Did the program meet your primary goals for your child? (Yes/No)</p> <p>How would you rate your overall satisfaction with the program? (Scale of 1-10)</p>

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Pre and Post-Program Questions for Youth Participants

Category	Pre-Program Questions	Post-Program Questions
Demographic Information	How old are you?	How old are you now?
	What grade are you in at school?	What grade are you in now?
	What is your home zip code?	Has your home zip code changed since you started the program? (Yes/No)
	What is your race/ethnicity? (e.g., Black, Latinx, White/Caucasian, Asian, Multiracial, etc.)	
Housing Status	Do you have a stable place to live? (Options: Yes, temporary housing, homeless) If you don't have a stable home, where do you live? (Examples: with relatives, in a homeless shelter, etc.)	Has your housing situation changed since you started the program? (Yes/No) If your housing situation was unstable before, has it improved after participating in the program? (Yes/No)
	How many people live with you at home? Do you live with your parents, a legal guardian, grandparents, or other relatives?	Has the number of people living in your home changed since you started the program? (Yes/No) Have there been any changes in who you live with? (Yes/No)
Mental and Behavioral Health	Are you experiencing anxiety or depression? (Yes/No)	Did you notice any improvement in your mental health and well-being? (Yes/No)
	Have you sought treatment for these issues? (Yes/No)	Did the program help you develop coping skills and manage stress better? (Yes/No)
	Would you like to receive resources or services on how to address these issues? (Yes/No)	Did you receive resources or services on how to address your mental health issues? (Yes/No)

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Category	Pre-Program Questions	Post-Program Questions
Learning Needs	Do you feel you need additional support in reading or math? (Yes/No)	How have your reading and math skills improved since participating in the program? (Much improved, improved, no change, worsened)
	Do you need support in developing skills such as teamwork, communication, and problem-solving? (Yes/No)	How have your teamwork, communication, and problem-solving skills improved? (Much improved, improved, no change, worsened)
Career and College Preparation	Are you interested in college prep or career training programs? (Yes/No)	Did you participate in college prep or career training programs during the program? (Yes/No)
Transportation Needs	Will access to transportation affect your participation in this program? (Yes/No)	Was transportation a barrier to your attendance? (Yes/No)
	What type of transportation did you use to come to this program? (Parent drop-off, public transport, etc.)	Did the program assist you with transportation needs? (Yes/No)
Food Insecurity	Do you experience hunger? If so, how often are you hungry? (some days, most days, etc.)	Did the program help you with food security? (Yes/No)
Safety	Do you feel safe in your neighborhood? (Yes/No)	Do you feel safer in your neighborhood after participating in the program? (Yes/No)
	Do you feel safe at school? (Yes/No)	Do you feel safer at school after participating in the program? (Yes/No)
	How often do you spend time in community spaces like parks, marinas, or friends' houses? (Rarely, Sometimes, Often)	Did your time spent in community spaces like parks, marinas, or friends' houses increase? (Yes/No)
Social Activities	Are you interested in participating in after-school programs or clubs? (Yes/No)	How have your social interactions and relationships with peers and mentors improved? (Much improved, improved, no change, worsened)
	Are you interested in participating in support groups or social activities? (Yes/No)	How has your self-esteem & emotional resilience improved? (Much improved, improved, no change, worsened).

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Category	Pre-Program Questions	Post-Program Questions
Health and Nutrition	Would you like to participate in health and nutrition programs? (Yes/No)	How have your eating habits and nutrition knowledge improved? (Much improved, improved, no change, worsened)
Engagement and Retention	How many hours per week can you commit to participating in the program?	How often did you attend the program sessions? (All sessions, most sessions, some sessions, few sessions)
	Have you had trouble attending programs regularly in the past? (Yes/No)	What kept you motivated to continue attending the program?
Program Satisfaction	How did you find out about this program? (Community event, word of mouth, social media, etc.)	How satisfied are you with the program you attended? (Scale of 1-10) What did you like most about the program? What did you like least about the program?
Community Impact	Are you aware of any community resources or services available to support your education and well-being? (Yes/No)	Did the program help you become more aware of community resources and services? (Yes/No)
Parental and Family Support	Do your parents or guardians participate in your school or extracurricular activities? (Yes/No)	Did your parents or guardians become more involved in your education and activities? (Yes/No) How did the program help your family?
Future Participation		Would you recommend this program to others? (Yes/No) ----- What additional programs or services would you like to see offered?

Appendix B: RFCY Priority Populations Checklist

RFCY Priority Populations

The Fund prioritizes Richmond and North Richmond children, youth, and transitional age youth who are most impacted by harm, inequity, and lack of access to support services.

- Children (birth-12)
- Youth (ages 13 to 17)
- Transitional age youth (ages 18-24)

The priority populations include, but are not limited to:

- Justice-impacted youth;
- Young people who have been pushed out of school;
- Young people who themselves are experiencing homeless, or whose families are unhoused or threatened by homelessness;
- Young people living in poverty; immigrant and undocumented children, youth, and families;
- LGBTQIA+ 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 who are involved in or transitioning from the foster care, juvenile/ criminal justice, or special education systems.

Appendix C: The 5 Guiding Principles of 2Gen



These principles are foundational values embedded in two-generation (2Gen) approaches

Measure and account for outcomes for both children and the adults in their lives. While subsequent principles are important for all strategies, the distinguishing factor of the 2Gen approach is the focus on whole families. Programs and policies should measure outcomes at multiple levels – for individuals, key family relationships (parent-child, co-parents), and families as a whole – to yield a complete picture of how families are faring and the effectiveness of 2Gen approaches. It's important we learn more about interim outcomes (like client trust and hope) and the effects of interim outcomes on long-term outcomes (like a child's education progress or a family's income).



Engage and listen to the voices of families

Parents/adult caregivers are the experts when it comes to what their families need to thrive and the ways in which 2Gen approaches may or may not be meeting those needs. Their perspectives and experiential wisdom should be embedded in the design of 2Gen approaches, in their implementation, and in the generation of evidence for those approaches.



Ensure racial, gender, and economic equity

2Gen approaches prioritize equity so that all children and all families can thrive and have the same opportunity to reach their potential. These strategies should evaluate and fix structural problems that create gender and/or racial and ethnic disparities in all aspects – from programs and services to day-to-day operations to relationships with families.



Foster innovation and evidence together

Tap insights from prior evidence-based research and build a deliberate pipeline to ensure innovation. Policies and organizational cultures should encourage the integration of innovation into emerging evidence and evaluations of effectiveness.



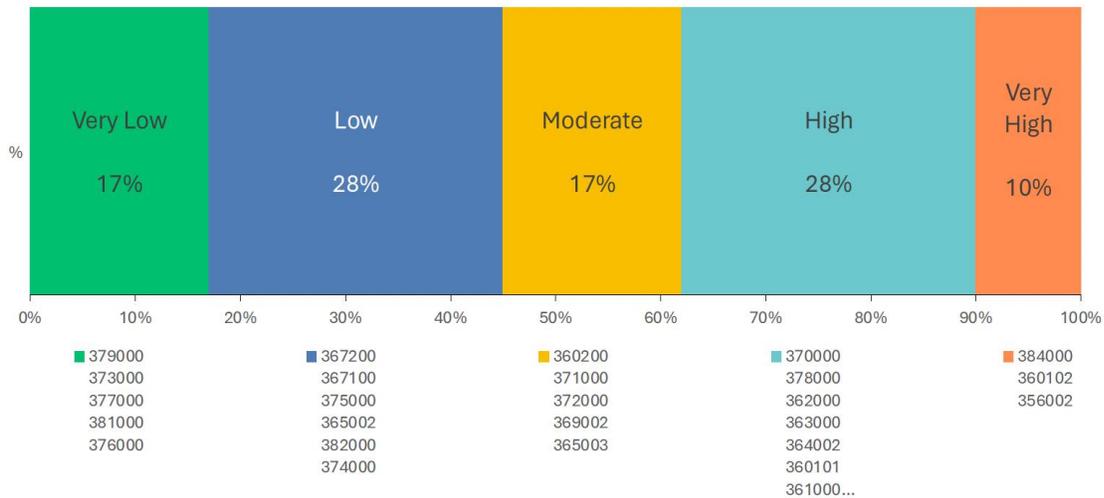
Align and link systems and funding streams

Rarely will single funding streams fully address all the needs of children, parents, and families. Programs will need to blend and coordinate funds to deliver two-generation services. Aligning and linking systems at the state and community level — eligibility standards, performance benchmarks, and coordinated administrative structures — while simultaneously pursuing improved outcomes for both parents and children will lead to 2Gen success.

Source: <https://ascend.aspeninstitute.org/two-generation/the-5-guiding-principles-of-2gen/>

Appendix D: Child Opportunity Index (COI)

Percentage of COI Ratings Among Richmond Census Tracts on Education, Health & Environment, Social and Economic Indicators

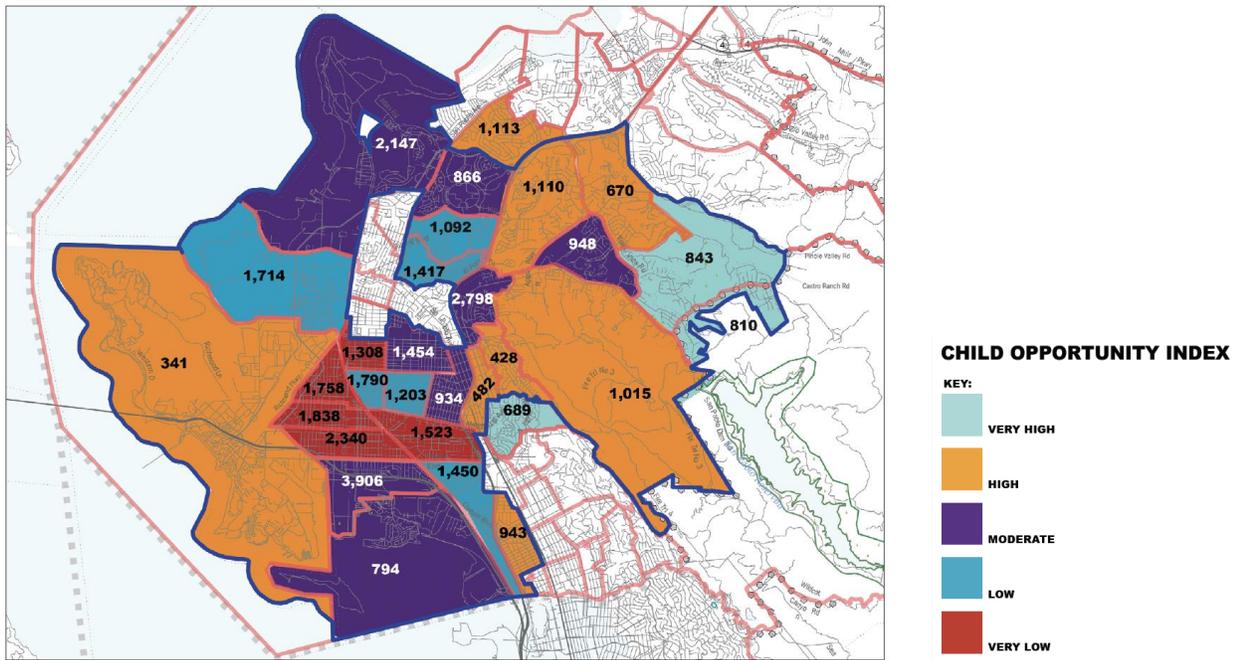


The graphic chart above shows the percentage of census tracts distributed among the five Child Opportunity Index levels and cites the census tracts below each level. This illustrates that nearly half (45%) of Richmond’s neighborhoods show “Very Low” and “Low” opportunities for children and youth to thrive. In contrast, thirty-eight percent experience High and Very High Opportunities while seventeen percent fall between them.

While the COI incorporates income and non-income based factors, a correlation can be seen between Richmond census tracts with higher levels of child poverty and lower COI scores. Like poverty rates, there is a wide disparity in COI across the different census tracts in Richmond, ranging from Very Low to Very High Opportunity. And like national trends, there is a stark disproportionate number of Black and Hispanic children living in the low COI Neighborhoods.

If you are interested in learning more about the Child Opportunity Index and using their dashboard, go to Diversity Data Kids by going to <https://www.diversitydatakids.org/child-opportunity-index>

Child Opportunity Index (COI) Levels And Child/Youth Population Distribution in Richmond Census Tracts



The following map shows the Child Opportunity Index (COI) level and the number of children and youth residing within each of the twenty six census tracts and their corresponding neighborhoods as they geographically appear on a census map of Richmond.

Appendix E: Oakland Fund for Children and Youth (OFCY) Request for Proposal Equity Guidance

OFCY’s funding allocation decisions reflect its focus on equity. Its most recent Request for Proposals details these priorities for prospective grantees:

“The OFCY prioritizes services and programs for those with the most need and least access. OFCY works toward an equitable city by funding strategies designed to support more equitable outcomes.

Equity Guidance

1. OFCY will focus funding to address the needs of Black and Latinx youth and families who bear the most disproportionate burdens and face the most compounding stressors.
2. Funding will serve low-income children and youth, ensuring that investments reach specific communities of color, including Pacific Islanders, and Native Americans. OFCY will support culturally responsive approaches to services.
3. OFCY will target funding by place. Given the dramatic disparities that exist between different neighborhoods, a place-based approach is crucial to ensure that resources are reaching the target populations. Investments should be directed into the neighborhoods and schools where these youth live and attend. The Human Services Department (HSD) stressor map is used to identify gaps and needs in a graphic manner which helps communities prioritize funding for direct services to communities in East, Central, and West Oakland.
4. OFCY recognizes the need to channel funds to youth facing multiple barriers that often intersect and heighten risk and drive inequitable outcomes. Funding approaches should support the specific needs and experiences of youth – especially those facing the most egregious challenges.

These include:

- Transition-Age Youth disconnected from both school and work.
- Foster Youth
- Children and Youth Experiencing Homelessness
- Newcomer and Immigrant Children, Youth, and Their Families.
- LGBTQ+ Children and Youth.
- Children and Youth with Disabilities.
- Commercially-Sexually Exploited Children and Youth (CSEC).”



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Public Works, LLC RFCY Final Project Overview

Presentation to the RFCY Oversight Committee

August 5, 2024

Richmond, California





- **Agenda**

- Project Overview

- Highlights of Community Needs Assessment

- Highlights of Strategic Investment Plan

- Strategies Going Forward

- Observations, Discussion, Questions



Richmond Fund for Children and Youth Community Needs Assessment & Strategic Investment Plan Four Step Process



Richmond Fund for Children And Youth Priority Areas

Ensuring that all children and youth in Richmond grow, thrive and prosper today, and in the years ahead

Behavioral Mental Health & Wellness	Education & Employment Support	Out of School Time Enrichment	Information, Guidance & Case Management	Youth Violence Prevention	Access to Basic Needs
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Community Engagement

**Insight Interviews
(24 Participants)**

**Focus Groups
(104 Participants)**

**Community Survey
(200 Participants)**

**Visioning Event
(72 Participants)**

400 Voices



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Data Sources-Analysis: 2020 vs. 2024

2020:

- Relied on qualitative and quantitative data from surveys, focus groups, and interviews, including feedback from the Service Provider Working Group for contextual understanding.

2024:

- Emphasized validating data through focus groups, the Community Survey, and the Community Visioning Event.
- Broader use of scholarly sources for secondary data and a comprehensive analysis of data using key indicators such as the Child Opportunity Index.

2024 Data Sources

- US Census Data
- American Community Survey (ACS)
- Dashboards, Scorecards and Data Depositories
- Statistical reports (crime, agriculture)
- Research Reports
- Governmental Department Reports | City Reports Bills and Legislation Documents
- Surveys (e.g. Juvenile Detention Profile Survey; CA Healthy Kids Survey)
- Association Data, Briefs and Reports
- Articles and reports on the Impact of Covid-19 on Education
- Child Opportunity Index
- GIS Mapping



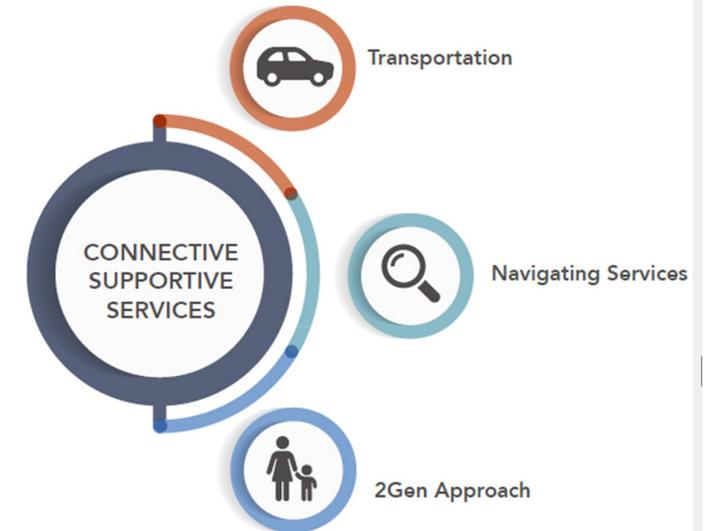
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Highlights of the Community Needs Assessment

Five Core Needs Emerge



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Behavioral Mental Health & Wellness	Education & Employment Support	Out of School Time Enrichment	Information, Guidance & Case Management	Youth Violence Prevention	Access to Basic Needs
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Impact of Poverty is Foundational

Social Determinants of Poverty underlies & impacts all RFCY population groups.

Many needs are caused or exacerbated by poverty.

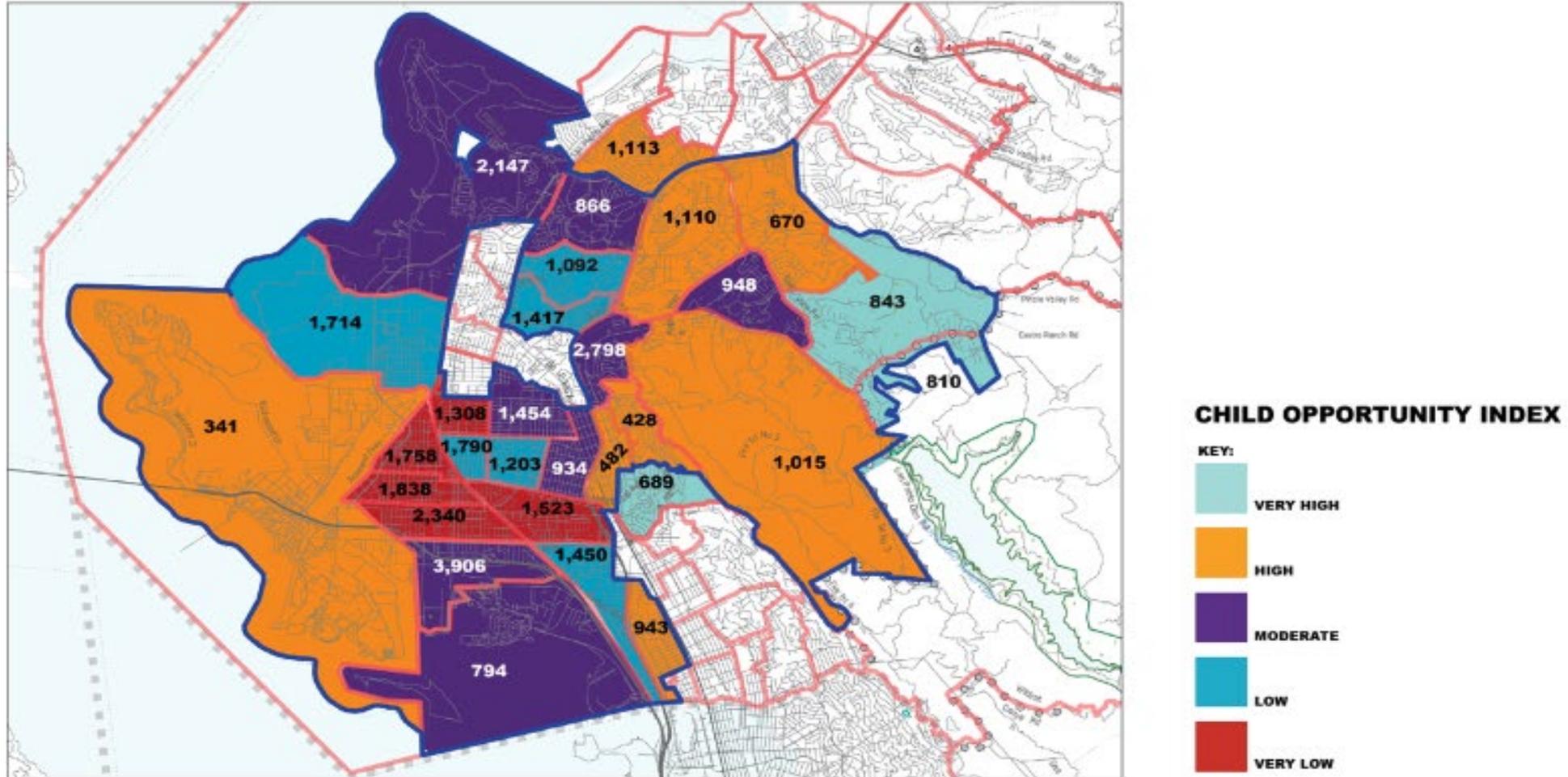
Poverty Rate in Richmond is High: 37% of children are at 200 % Federal Poverty Level.

Children & Youth living in neighborhoods of **Concentrated Poverty**.

The Child Opportunity Index shows high numbers of Richmond youth living in concentrated **low opportunity** neighborhoods.



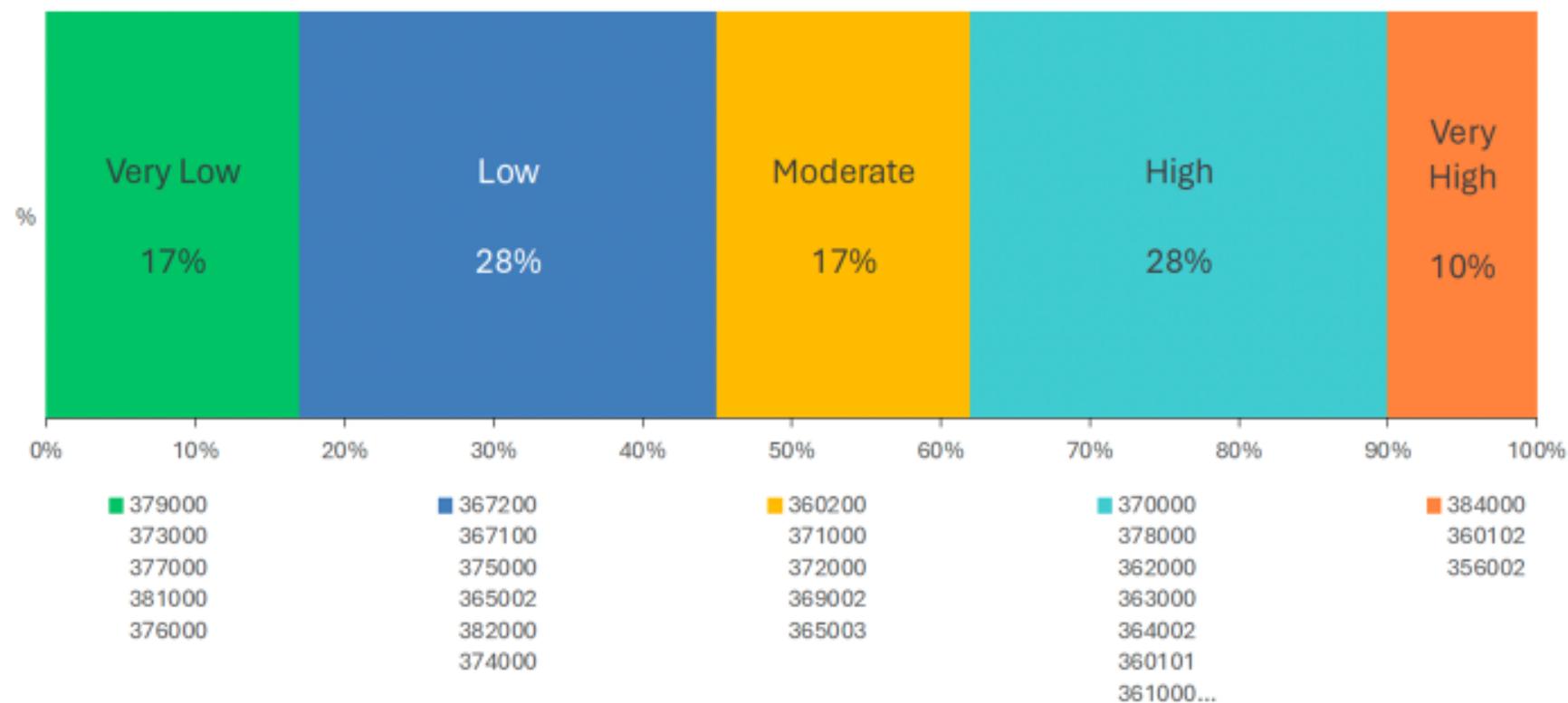
RICHMOND CENSUS TRACTS



The following map shows the Child Opportunity Index (COI) level and the number of children and youth residing within each of the twenty six census tracts and their corresponding neighborhoods as they geographically appear on a census map of Richmond.

Appendix D: Child Opportunity Index (COI)

Percentage of COI Ratings Among Richmond Census Tracts on Education, Health & Environment, Social and Economic Indicators





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Evolving Priorities and Common Findings: 2020 vs. 2024

2020:

- Six priority areas: Behavioral Health, Education Support, Out-of-School Time, Youth Violence Prevention, Basic Needs, and Information Guidance.

2024:

- Five core needs: Mental & Behavioral Health, Physical Health, Learning Needs, Safety & Belonging, and Connective Supportive Services.
- Emphasized transportation, navigation, and 2Gen services for holistic family support.
- Focused on accessibility of services, with a deeper analysis of poverty's impact using key indicators like the Child Opportunity Index.
- Highlighted in greater detail the needs of priority populations, including LGBTQIA+ youth, justice-impacted youth, and immigrant families.

Common Findings:

- **Behavioral Health:** Need for mental health services and trauma support.
- **Education and Employment:** Importance of educational support, employment training, and college preparation.
- **Community Safety:** Emphasis on creating safe spaces and positive environments for youth.



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Highlights of the Strategic Investment Plan



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The Process

- **Visioning Event with Community Members** generate ideas on to address Five Core Needs. Bottom-Up, Lived Experience Perspectives inspired Promising Practice Ideas.
- **Current State Analysis** of grants funded by RFCY, distribution of funds among six priority areas, review of RFP procedures on applying for, evaluating and awarding grants.
- **Review of City Sponsored Children & Youth Funds** operational practices for RFCY to consider.
- **Strategic Investment Plan Insight Session with Community Members** to review the SIP priorities and measuring success.
- **Promising Practice Research** and suggestions for RFCY to consider to enhance its strategic decision-making in awarding grants and community investment.



Key Differences in Grant-Making Processes and Program Design: 2020 vs. 2024

2020:

- Focused on guiding grant cycles for the 2021-2024 period, emphasizing transparent and fair grant-making processes.
- Addressed the immediate impacts of COVID-19 on service delivery and community needs, including considerations for pandemic recovery.

2024:

- Proposed a revised allocation and funding process, including program design for each need area that incorporates KPIs and pre- and post-survey questions to ensure organizations collect necessary data.
- Highlighted promising practices for RFCY to adopt in various areas.
- Offers an integrated, systemic response to the findings of the Community Needs Assessment with the Strategic Investment Plan.



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Funding Allocations

PROPOSED

Core Need Area	Percent allocation
Mental & Behavioral Health Needs	25%
Physical Health, Wellness & Access	20%
Learning Needs	25%
Safety, Community & Belonging Needs	20%
Connective Supportive Services: Navigation, Transportation, 2Gen	10%

CURRENT

Priority Area	Percent
Behavioral Health, Mental Health and Wellness	20%
Education Support and Employment/Training Support	20%
Out of School Time, Afterschool, Sports and Enrichment	20%
Youth Violence Prevention	20%
Access to Basic Needs	10%
Information, Guidance and Case Management	10%



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KPI Highlights: Examples for Each Core Need

Safety, Community, & Belonging Programs Key Performance Indicators

Category	Performance Measure	Indicator	Aim
Cross-Cultural Relationships and Community Resilience	Community and Youth Engagement	Number of initiatives promoting cross-cultural relationships within neighborhoods or community at-large; Number of attendees	Implement # of initiatives and achieve # attendance; Create annual events that draw % increase
Restorative Justice & Justice Impacted Youth Programs	Justice Impacted Youth Engagement	Number of Restorative Justice programs offered; Number of outreach efforts & incentives to recruit justice impacted youth & families; Number of attendees	# attending programs % of completion rates of multi-session programs
Creation & Maintenance of Safe Spaces for Socializing	Safe Spaces for Youth to Socialize	Number of safe spaces created/maintained; Number of hours & times available	# of youth socializing at center # of youth among priority populations attending (e.g. multi-racial, cultural, LGBTQ+AI, unhoused youth) % of repeat visitors



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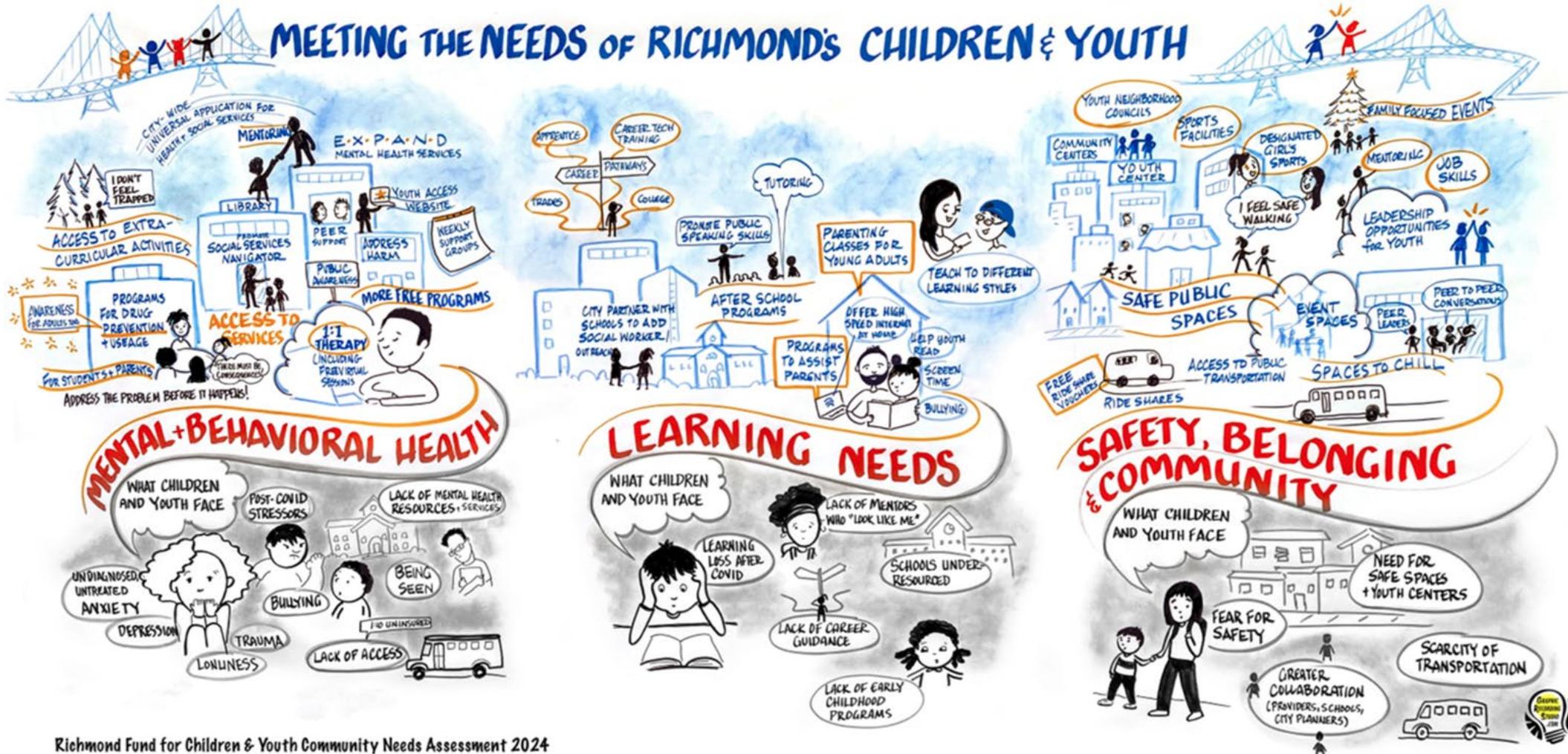
Pre-Post Survey Questions: Examples for Youth and Parents Evaluative Foundation

Pre and Post-Program Questions for Parents-Caregivers

Category	Pre-Program Questions	Post-Program Questions
Child's Information	What is your child's age and grade level?	What is your child's age and grade level?
	What zip code do you reside in?	What zip code do you reside in?
	Which school does your child attend?	Which school does your child attend?
	What is your race/ethnicity? (e.g., Black, Latinx, White/Caucasian, Asian, Multiracial, etc.)?	
Household Information	What is your current housing situation? (Stable housing, temporary housing, experiencing homelessness) If you do not have stable housing, where do you live? (e.g., homeless shelter, with relatives, etc.)	Has your housing situation changed since the beginning of the program? (Stable housing, temporary housing, experiencing homelessness)
	How many people live in your household? Do you live with parents, legal guardian, grandparents, or other relatives?	Has the program provided any resources or support that has positively impacted your household's stability? (Yes/No, and please explain)
Mental and Behavioral Health	Has your child been diagnosed with any mental health conditions? (Yes/No)	Did you notice any improvement in your child's mental health and well-being? (Yes/No)
	Does your child currently receive any mental health services? (Yes/No)	Did the program help your child develop coping skills and manage stress better? (Yes/No)
Learning Needs	Does your child struggle with reading, math, or other academic subjects? (Yes/No)	Did you see an improvement in your child's academic performance? (Yes/No)
	Does your child need help completing homework regularly? (Yes/No)	Has your child become more confident in completing homework assignments? (Yes/No)



Promising Practices Highlights





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Promising Practices Ideas

Online Live Resource Guide Development (Dashboard/Apps)

Universal Social/Community Services Application

Peer Navigator Training Program

Children & Youth Grant Officer Position

Capacity-Building Grants

Innovation & Community-Building Grants

Deepen Partnerships with School Districts

Comprehensive After-School Programming



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Promising Practices Ideas

Reinstitute Service Provider Network/Youth Advisory Council

City Cross-Departmental Coordination

Transportation Work Group

Exploring Additional Funding Opportunities

Equity Guidance | COI | Place Based | Poverty

Partnership with Violence Prevention & Workforce Development

Youth Development Campaign



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Highlights of Enhancements to the SIP Process



Increased Funding Allocation for Mental & Behavioral Health and Learning Needs: Reflecting the high urgency and scope of these needs found in the 2024 CNA and among the nearly 100 youth focus group participants.



Enhanced Evaluation Criteria: Including additional points for services provided to children and youth living in census tracts of concentrated poverty and low Child Opportunity Index ratings, transportation support, and 2Gen activities.



Expanded Application Narrative: More detailed questions centered on the Five Core Needs and appendices to ensure that comprehensive proposals are provided by applicants responding to the Fund's Request for Proposals.



Key Performance Indicators (KPIs) and pre-and-post Participant Surveys. Examples of KPIs to measure outcomes of programs provided by agencies addressing Five Core Needs. Examples of participant evaluation surveys for youth & parents or caregiver provided.



Let's Have a Conversation:
Observations
Suggestions
Questions



AGENDA REPORT

Department of
Children and Youth

DATE: August 5, 2024

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

FROM: LaShonda White, Deputy City Manager
Nicholas Delgado, Associate Management Analyst

SUBJECT: RICHMOND FUND FOR CHILDREN AND YOUTH REQUEST FOR PROPOSALS
(GRANT APPLICATION)

RECOMMENDED ACTION:

APPROVE the Richmond Fund for Children and Youth Fiscal Year 2025-28 Request for Proposals (RFP), or grant application, to support youth-serving organizations beginning in 2025, and AUTHORIZE the Richmond Department of Children and Youth to release the grant application (RFP) by August 23, 2024.

FINANCIAL IMPACT OF RECOMMENDATION:

There is no financial impact to approving and authorizing the release of the RFP. The grant period (Fiscal Years 2025-2028), RDCY anticipates that approximately \$15 million will be available for grants.

DISCUSSION:

Background

The Richmond Fund for Children and Youth (RFCY) is preparing to begin a new three-year cycle of grant funding. Article 15, Subsection 8 'Strategic Investment Plan,' states that, "Each Strategic Investment Plan shall set forth funding priorities for a three-year period." Furthermore, subsection C. states, "The initial Strategic Investment Plan shall take effect no later than June 1, 2021."

Staff released an Initial Strategic Plan that provided funding guidelines for the first three-year cycle of RFCY grants. Funding, along with the initial Strategic Investment Plan, concluded on July 1, 2024. In accordance with the charter, the Richmond Department of Children and Youth is presenting a framework of the new Request for Proposals (RFP) for approval by the RFCY Oversight Board. This RFP will kick off the new three-year grant funding cycle.

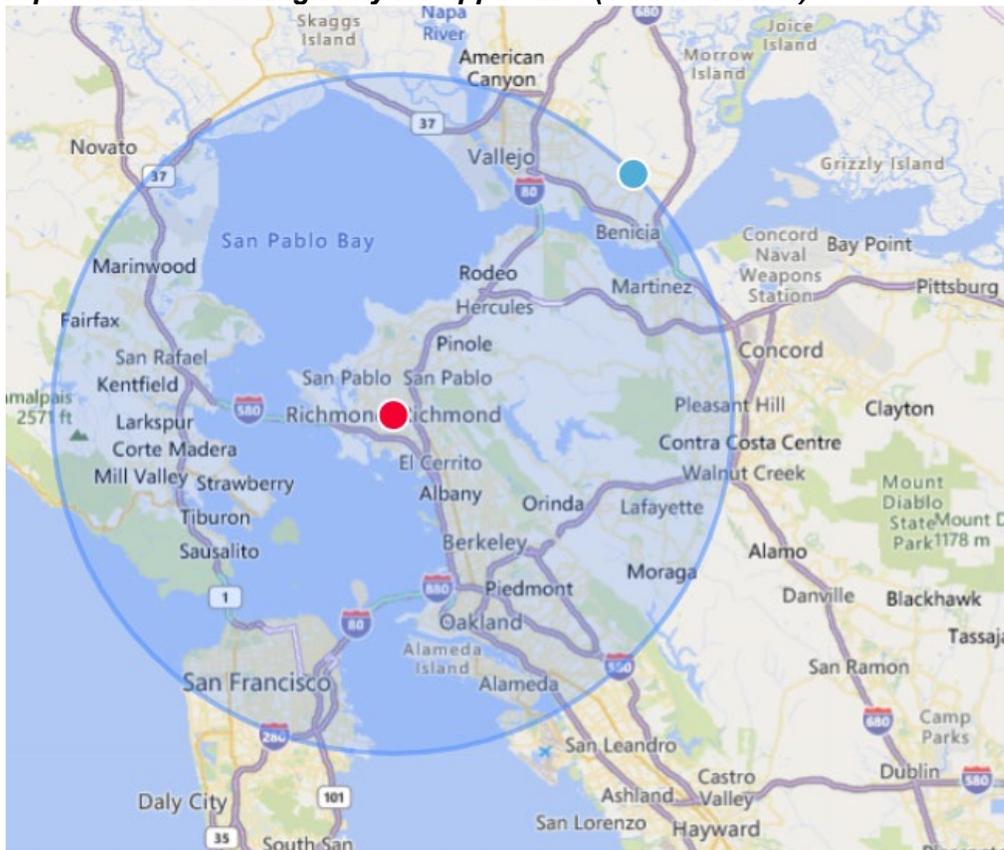
Staff proposes that the new RFP will follow similar eligibility requirements and structure to the previous applications; however, adjustments will be made to highlight both the changes in the new Strategic Investment Plan and the positive impact the Fund has had on Richmond youth over the first three years of funding.

Grant Eligibility

Grant Location Eligibility:

Entities eligible to receive funding include those (1) located outside but in close proximity (e.g., approximately 15-mile radius) (Map 1) to Richmond to the extent that those entities serve children, youth, and disconnected transitional-aged young adults who reside in Richmond or unincorporated North Richmond, and (2) located in Richmond or unincorporated North Richmond that serve children, youth, and disconnected transitional-aged young adults in Richmond or unincorporated North Richmond, regardless of the residence of the children or youth.

Map 1: Proposed Location Eligibility for applicants (15-mile radius)



Grantee Status Eligibility:

All organizations that apply for an RFCY grant must be in good standing with the California Department of Justice and Secretary of State.

Request for Proposal Structure

Staff is recommending the following RFP structure that is identical to the one previously, by the

RFCY:

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 Core Needs

- a. Mental/Behavioral Health and Wellness
- b. Physical Health and Wellness
- c. Learning Needs
- d. Safety, Community, Belonging
- e. Connective Supportive Services

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

Next Steps

Staff is requesting the Oversight Board approve and authorize the release of the FY 2025-28 RFP guidelines and application, allowing staff to make changes, as needed, for clarification purposes. The tentative schedule associated with the application is below.

Request for Proposal (Application) Timeline	
Activities	Date
Request for Proposal Release	(On or before) August 23, 2024
Information/Technical Application Workshops (2-3)	Week of September 9 & 16, 2024
RFP Question Submittal and Response Period	August 23 – September 18, 2024

RDCY Staff Creates Team of Application Readers	September 2024
Request for Proposal Deadline	September 29, 2024
Evaluate and Score Proposals	October 2024
City Council Approves List of Recommendations	November 2024
Awards Announced to City of Richmond Community	November 2024
Contract Negotiations with Selected Organizations	November - December 2024
Grant Funding Dispersed	January 1, 2025

Given Oversight Board approval, RDCY staff plans to release the RFP on or before August 23, 2024, and return to the RFCY Oversight Board to select a subcommittee to support the review and evaluation of submitted grant applications.