



# TABLE OF CONTENTS | ORDER OF REPORT

1. Executive Summary	03
2. Current State: Grants Awarded, Application & Allocation Process	05
3. Current State: Children and Youth Community Needs	10
4. Proposed Components of the RFCY Funding Applications Protocol	16
I. Mental and Behavioral Health & Wellness	19
II. Physical Health & Wellness	23
III. Learning Needs	27
IV. Safety, Community, & Belonging	33
V. Connective Supportive Services	38
5. The RFP Application Process: Program Narrative Questions	42
6. The RFP Application Process: Grant Application Evaluation Criteria	47
7. Proposed Investment Allocation Percentages	52
8. Promising Practices to Consider Going Forward as a City Children and Youth Dedicated Fund	54
9. Overview and Methodology of Developing the SIP	61
10. Richmond Fund for Children and Youth	63
Appendix A: Pre and Post-Program Questions for Youth and Parents-Caregivers	65
Appendix B: RFCY Priority Populations Checklist	71
Appendix C: The 5 Guiding Principles of 2Gen	72
Appendix D: Child Opportunity Index (COI)	73
Appendix E: Oakland Fund For Children & Youth (OFCY) Request for Proposal Equity Guidance	75

# 1. EXECUTIVE SUMMARY

In the three years following the 2020 Community Needs Assessment (CNA), the Richmond Fund for Children and Youth (RFCY) allocated \$8,816,926 across 56 grants to community organizations addressing the identified needs of Richmond's children and youth.

In 2024, RFCY partnered with Public Works LLC to facilitate a second CNA and develop the 2025-2028 Strategic Investment Plan (SIP) to guide grantmaking. The 2024 CNA revealed that while the needs identified in 2020 remained consistent, several have intensified, particularly in mental health support, educational assistance, access to basic needs, and safe recreational spaces. As one community member noted, “We really like what’s being done for our children and youth, but we just need more of it.”

## Five Core Needs Identified

The 2025-2028 SIP, informed by the 2024 CNA, outlines five core needs that serve as a framework for investment decisions. Insights from nearly 400 community members, youth, policymakers, and service providers informed these needs.

1. **Mental & Behavioral Health:** High levels of anxiety and depression among youth, exacerbated by poverty, bullying, and limited access to counseling.
2. **Physical Health & Wellness:** Need for safe parks, healthy food, and accessible healthcare in a medically underserved community.
3. **Learning Needs:** Addressing pandemic-induced learning loss, career and college preparation, and school resources.
4. **Safety, Community & Belonging:** Creating safe spaces, reducing youth violence, and fostering inclusive environments.
5. **Connective Supportive Services:** Ensuring transportation access, navigation support for services, and a two-generation approach to uplift both children and parents.

## Community Visioning Event

A Visioning Event with over 70 community members, including youth, parents, policymakers, and service providers, generated nearly fifty ideas for addressing these needs. The event featured live illustration by a graphic recorder, capturing the collective input in a mural that's featured on the cover of this report.



# 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,

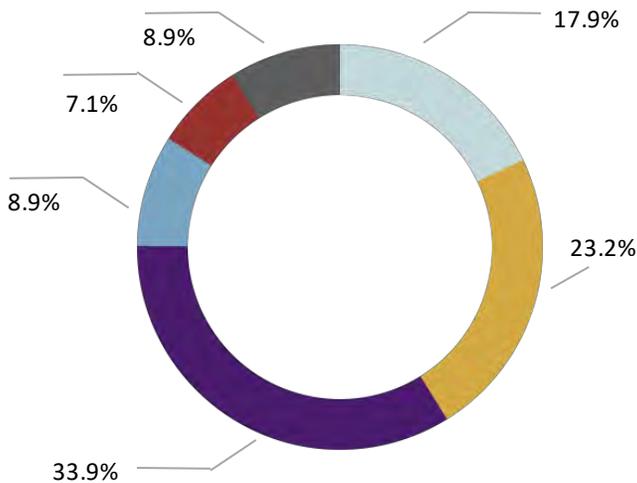
**32 grants** to a single agency/organization (57.1%).

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
<b>Totals (n   percent)</b>	<b>(32   57.1%)</b>	<b>(15   26.8%)</b>	<b>(9   16.1%)</b>	<b>56</b>

## 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
<b>1. Behavioral Health, Mental Health and Wellness</b>	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;
<b>2. Education Support &amp; Employment/ Training Support</b>	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
<b>3. Out-of-School Time, After School, Sports &amp; Enrichment</b>	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
<b>4. Youth Violence Prevention</b>	Project Avery	Fresh Lifelines for Youth (FLY)	Richmond Police Activities League
	Community Violence Solutions		
	Child Abuse Prevention Council of CCC		
<b>5. Access to Basic Needs</b>	Richmond Promise	Fresh Approach	None
	18 Reasons	Greater Richmond Interfaith Program (GRIP)	
<b>6. Information, Guidance &amp; Case Management</b>	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.<sup>1</sup>

<sup>1</sup> chrome-extension://efaidnbnmnmbpcjpcgkiefindmka/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."<sup>2</sup> 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



<sup>2</sup> [https://library.municode.com/ca/richmond/codes/code\\_of\\_ordinances?nodeId=CH\\_ARTXVRFUCHYO](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"> <li>• Individual &amp; Group Counseling/Therapy Sessions</li> <li>• Mindfulness &amp; Emotional Wellness Programs</li> <li>• Mental Health/Wellness Support Groups</li> <li>• Behavioral Health/ Positive Behavior Intervention Programs</li> <li>• Violence and Trauma Recovery Programs</li> <li>• Trauma Informed Training for staff, teachers, first-responders</li> </ul>
Physical Health & Wellness	<ul style="list-style-type: none"> <li>• Community Health Center &amp; Clinic Services</li> <li>• Drug Education &amp; Prevention Programs</li> <li>• Healthy Eating &amp; Nutrition Programs</li> <li>• Gardening, Sustainability &amp; Food Justice Programs</li> <li>• Outdoor &amp; Youth Adventure Programs</li> <li>• Environmental Health Awareness &amp; Services</li> <li>• Shelter &amp; Food Services Addressing Basic Needs</li> <li>• Sports Programs and Recreation Leagues</li> <li>• Healthy Lifestyle Programs (e.g. yoga, walking clubs, aerobics)</li> <li>• Summer Camps</li> </ul>
Learning Needs	<ul style="list-style-type: none"> <li>• Parent/Caring Adult “how-to” workshops on helping children learn</li> <li>• Early Childhood developmental programs for children 5 years &amp; under</li> <li>• Literacy Programs on reading from birth through high school</li> <li>• STEM Education programs, activities and clubs</li> <li>• Tutoring and Homework Assistance</li> <li>• Access to high-speed broadband &amp; technology (hardware/software)</li> <li>• Life-skills, Communication, Leadership Training &amp; Workshops</li> <li>• Middle School Career Explorer/Awareness Programs</li> <li>• College-prep and college-application mentoring &amp; assistance</li> <li>• Career Tech Training, internships, jobs for High School Students</li> <li>• Employment &amp; On the Job Training for youth 16 to 24 years</li> <li>• Youth entrepreneurship programs and activities</li> <li>• Music, Performing Arts and Arts Programs</li> </ul>

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



## 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:<sup>3</sup>

- 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.”<sup>4</sup>

<sup>3</sup>Ibid p.11

<sup>4</sup>Ibid 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.<sup>5</sup>

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.

<sup>5</sup>2024 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.

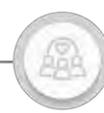
#### Learning Needs Programs Key Performance Indicators

Category	Performance Measure	Indicator	Aim
Cultural Relevance & Accessibility	Multilingual Programs & Translation Services	Numbers of programs serving multilingual families;	Launch or expand # new programs annually;
		Access to translation at events & programs	# 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;	Host # workshops per year with % attendance;
		Attendance rates in parent workshops and events	Completion rates of multi-session programs
College Readiness	College	Enrollment in prep programs and rate of financial aid application;	% increase in prep program enrollment per year;
		Number of programs offered in career exploration & readiness. Participation and completion rates.	% 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 &amp; 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 &amp; % 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 &amp; 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
<b>Transportation</b>	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
<b>2Gen Services/ Programming</b>	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><b>Consider Adding:</b> Describe the diversity among the staff assigned to the grant program and any cultural competency training they have taken.</p> <p><b>Consider Adding:</b> 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><b>Consider adding an Appendix that asks applicants to answer:</b> 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><b>Moved question</b> 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><b>Deleted.</b> 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

<b>FY 2021-24 RFP For Direct Services in Following Priority Areas</b> <b>January 1, 2021</b>	<b>Strategic Investment Plan FY 2025-28</b>
<b>Grant Application Evaluation Criteria</b>	<b>Grant Application Suggested Updated Criteria</b>
<p>Agency History and Capacity (20 points)</p>	<p><b>Organization History and Capacity (20 Points unless a Small &amp; Emerging applicant)</b></p> <p>Year Founded, Location, Annual Budget, Number of FTE Staff.</p> <p>Type of Grant: Single Organization, Collaboration, Small &amp; 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 &amp; 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 &amp; youth.</p>	<p>Application demonstrates ability and experience in working with diverse communities &amp; 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)
<p>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.</p>	<p>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.</p> <p>The proposed program, strategy or initiative is included in the Core Needs and Programming Strategies table.</p>
<p>Outreach and engagement strategies that are effective and culturally relevant.</p>	<p>Application demonstrates the use of outreach, recruitment and engagement strategies that are effective and culturally relevant.</p>
<p>Clearly demonstrated how youth voice, perspective, and input is included in the program development, design, outreach, and/or implementation.</p>	<p>Application clearly demonstrates how youth voice, perspective, and input is included in the program development, design, outreach, recruitment and/or implementation.</p>
<p>Responses show an awareness of the community and target population.</p>	<p>Application includes information showing an awareness of the community and target population.</p>
<p>Special resources and capacities the team offers that are relevant to the successful completion of the project, including partnerships and subgrantees.</p>	<p>Special resources and capacities the team offers that are relevant to the successful completion of the project, including partnerships and subgrantees.</p>
Outcomes and Impact (25 Points)	Outcomes and Impact (25 Points)
<p>Applicant describes how program will contribute to equity among children, youth and their families in Richmond and North Richmond.</p>	<p>Application describes how the program will contribute to equity among children, youth and their families in Richmond.</p>
<p>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.</p>	<p>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.</p>

## 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.”<sup>6</sup>

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:<sup>7</sup>

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:<sup>8</sup>

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:<sup>9</sup>

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.

<sup>7</sup> <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>

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

<sup>9</sup> <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.<sup>10</sup> 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.

<sup>10</sup><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.



## 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)

## APPENDICES

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>

## APPENDICES

### 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)

## APPENDICES

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).

## APPENDICES

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

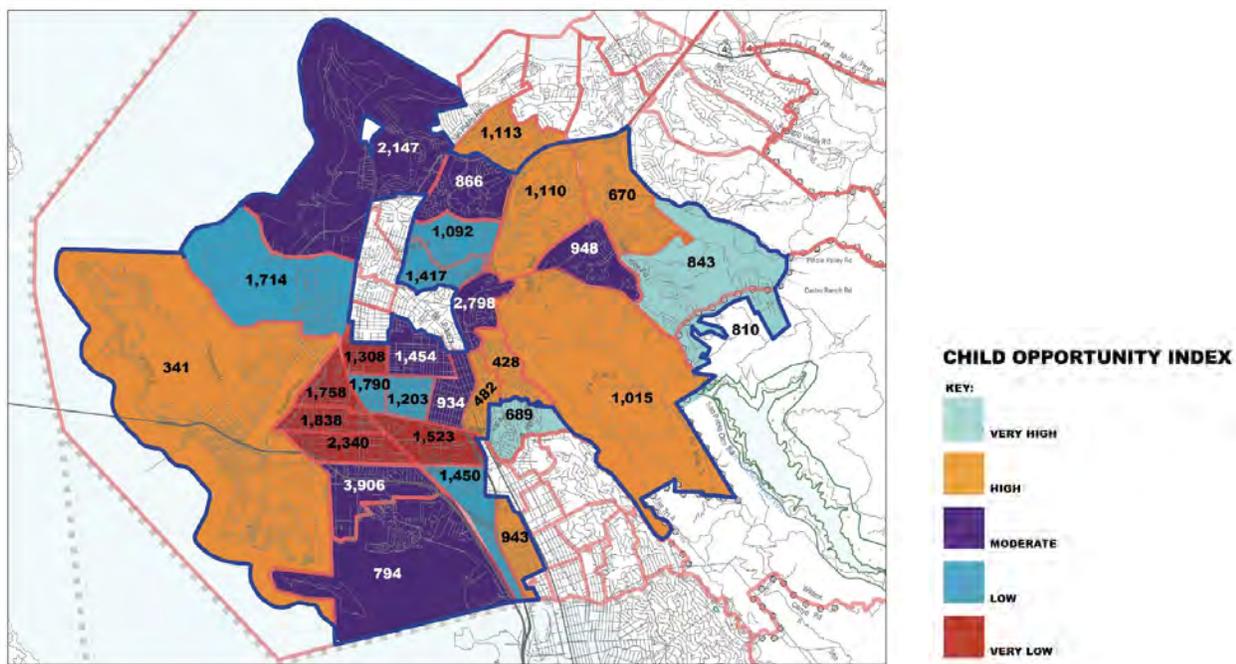


The graphic chart above shows the percentage of census tracts distributed among the five Child Opportunity Index levels and cites the census tracts below each level. This illustrates that nearly half (45%) of Richmond’s neighborhoods show “Very Low” and “Low” opportunities for children and youth to thrive. 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)."