# Annual Evaluation Report

## 2025




Richmond Fund for Children and Youth

WestEd

City of Richmond

Photo courtesy of The Black Neighborhood. ©2026

This report was prepared under Contract 6896 from the City of Richmond, CA, Department of Children and Youth. The content does not necessarily reflect the views or policies of the City of Richmond or the Department of Children and Youth.

This document has been updated and is different than previously released versions.

© 2026 WestEd. All rights reserved.

WestEd is a nonpartisan, nonprofit organization that aims to improve the lives of children and adults at all ages of learning and development. We do this by addressing challenges in education and human development, increasing opportunity, and helping build communities where all can thrive. WestEd staff conduct and apply research, provide technical assistance, and support professional learning. We work with early learning educators, classroom teachers, local and state leaders, and policymakers at all levels of government.



# Executive Summary

The Richmond Fund for Children and Youth (RFCY, also referred to as “the Fund”), overseen by the Richmond Department of Children and Youth, invests in community-based organizations that support the health, wellbeing, safety, learning, and long-term success of Richmond, California, and Unincorporated North Richmond children, youth, and families. This report presents findings from calendar year 2025, the 1st year of the grant program’s 2025–2027 funding cycle. The report examines program implementation, participant experiences, emerging outcomes, and organizational and community-level outcomes associated with RFCY investments.

## Key Findings

**36** organizations funded

**37** grants

**107** program sites

**$6,734,835** dispersed

**29,534** hours of services

**15,774** participant encounters

Photo courtesy of The Hidden Genius Project. ©2026



## The Fund Expanded Access to Services and Opportunities.

In 2025, RFCY-funded organizations delivered a wide range of services and supports to Richmond and North Richmond residents. Funded programs focused on academic enrichment, youth leadership development, behavioral health services, mentoring, workforce development, family support services, violence prevention, and recreational programming. Programs operated in schools, community centers, parks, libraries, and other neighborhood-based locations, helping to reduce barriers related to transportation, cost, and accessibility. These programs were concentrated in areas of Richmond with lower levels of child opportunity, indicating that RFCY investments are reaching communities most in need of programming for children and youth.

## Participants Reported Positive Experiences and Outcomes.

Participants consistently reported positive experiences across RFCY-funded programs. Many youth described programs as safe, welcoming environments where they felt supported by caring adults and connected to their peers. Most participants reported high levels of satisfaction with their program experience and indicated that they would recommend their program to others.

Findings also suggest that RFCY-funded programs are contributing to positive program-aligned outcomes. Participants consistently reported growth related to social connectedness, leadership development, wellbeing, preparation for adulthood, and access to supportive resources. Youth frequently reported that programs helped them build relationships, develop leadership skills, strengthen coping strategies, and feel more prepared for future educational and career opportunities.

While findings were generally positive across outcome areas, results also revealed opportunities to continue strengthening program quality to better support positive outcomes for all program participants. These findings can be used to inform continuous improvement and future technical assistance efforts.

## The Fund Strengthened Community Organizations and Local Support Systems.

Beyond participant-level outcomes, findings suggest that funding is helping to strengthen the broader network of organizations and partnerships that support Richmond youth and families. In focus groups, grantees consistently described RFCY funding as flexible, stabilizing, and community centered. Many organizations emphasized that multiyear funding allowed them to reduce service disruption, strengthen staffing capacity, expand access to programs and services, build community relationships, and plan for the future.

Organizations also highlighted the value of collaboration with schools and other local partners. Many described the Fund as helping to create stronger connections across Richmond's youth-serving ecosystem and supporting coordinated efforts to address the complex needs of children, youth, and families.

At the same time, grantees reported ongoing challenges related to their organization's staffing, administrative capacity, and data reporting requirements and related to an increase of community need. These findings underscore both the importance of investments and the continuing need to build the capacity of funded organizations.



Photo courtesy of Bay Area Girls Club. ©2026



# Opportunities for Improvement and Recommendations

**The evaluation identified several opportunities to strengthen implementation and maximize the long-term impact of investments.**

- **Access and Engagement:** Continue monitoring geographic service gaps and expand transportation and flexible, culturally responsive program models to reduce participation barriers.
- **Program Quality:** Use survey and performance data to inform the development of technical assistance, training, and peer learning that build grantee capacity in youth development and evidence-based practices.
- **Organizational Capacity and Sustainability:** Support programs' efforts to diversify their funding, build administrative infrastructure, and grow evaluation capacity building, with tailored support for small and emerging organizations facing operational challenges.
- **School and Community Partnerships:** Strengthen coordination through clearer processes, aligned calendars, data-sharing agreements, and designated points of contact to reduce disruption from staff turnover.
- **Data Infrastructure and Grant Monitoring:** Refine the grant management system and reporting processes, standardize metric definitions, and build routine data-quality monitoring to improve accountability while easing grantee burden.

Photo courtesy of Growing Together Bay Area. ©2026




## Conclusion

Findings from the 1st calendar year of the 2025–2027 funding cycle provide encouraging evidence that RFCY-funded programs are reaching Richmond youth and families, delivering high-quality services, and contributing to positive participant experiences and outcomes. While opportunities remain to strengthen fund administration, data systems, and organizational capacity, the findings suggest that the Fund is helping to build the relationships, supports, and community infrastructure needed to advance positive outcomes for children, youth, and families across Richmond and North Richmond.



Photo courtesy of Things That Creep. ©2026

# Table of Contents


**Executive Summary** iii

Key Findings iii

Opportunities for Improvement and Recommendations v

Conclusion vi

**Introduction** 1

The Fund Theory of Change 2

The RFCY Evaluation 3

**2025 RFCY-Funded Program Implementation** 5

**The Funded Programs** 6

Program Sites 12

RFCY Service Provision, Youth Encounters, and Participant Demographics 14

Participant Experiences and Program Quality 16

**Participant Outcomes and Early Indicators of Impact** 26

Academic Success 27

Physical, Mental, and Emotional Health 28

Career Readiness, Employment, and Postsecondary Success 29

Building Connections 30

Leadership Development 31

Life Skills 32

Connective Supportive Services 33

Overall Patterns in Participant Outcomes 35

**Organizational, Community, and Systems-Level Findings** 36

Reducing Service Gaps 37

Strengthening Organizational Capacity and Sustainability 39

Strengthening Community Engagement, Partnerships, and Collective Impact 42

Summarizing Early Organization-, Community-, and Systems-Level Impacts 43

Implementation Challenges 44

**Fund Administration** **45**

Administrative Capacity 45

Data and Reporting Infrastructure 47

Evaluation and Continuous Learning 47

**Recommendations for Strengthening RFCY Implementation and Impact** **48**

Improve Access and Engagement 48

Strengthen Program Quality Through Targeted Technical Assistance 48

Strengthen Organizational Capacity and Sustainability 49

Strengthen School and Community Partnerships 49

Strengthen Data Infrastructure and Build Capacity for Grant Monitoring 49

**Conclusion** **50**

**References** **51**

**Appendix A. Funded Programs by Priority Area** **54**

**Appendix B. List of Program Sites by Organization** **57**

**Appendix C. List of Program Sites by City Council District** **62**

District 1 62

District 2 63

District 3 64

District 4 65

District 5 66

District 6 66

North Richmond 67

Outside of Richmond 67



# Introduction

**The Richmond Kids First Initiative was created to be a sustainable funding stream for improving outcomes for children, youth, and families in Richmond and Unincorporated North Richmond.**

Through the Richmond Fund for Children and Youth (RFCY, also referred to as "the Fund"), the City of Richmond invests in organizations and agencies that provide programs and services designed to support young people's health, wellbeing, safety, learning, and long-term success. The Richmond Department of Children and Youth (RDCY) manages the Fund grant program. RDCY staff also provide direct support to grantees through grant-writing workshops and other technical assistance.

The Fund supports a diverse portfolio of programs that address a wide range of community needs. Funded organizations provide programs that include mental and behavioral health services, academic enrichment, career and workforce development, violence prevention, arts and recreation programming, mentoring, family support services, and resource navigation. Together, these programs aim to strengthen protective factors, expand access to opportunities and supports, and address barriers that can negatively affect youth development and wellbeing.

The Fund is grounded in principles of positive youth development, which emphasize the importance of providing young people with supportive relationships, opportunities for skill-building and leadership, safe and inclusive environments, and meaningful engagement in their communities. Research consistently demonstrates that access to these developmental supports contributes to improved academic, social, emotional, and health outcomes and helps young people build the skills and resilience needed to thrive (Child Trends, 2009; Gootman & Eccles, 2002; Mathematica, 2019; Naftzger, 2025; Sandoval & Bowers, 2025).

This report presents findings from the 2025 RFCY evaluation, covering the 1st calendar year of the Fund implementation for the 2025–2027 grant cycle. In 2025, the Fund awarded 37 grants to 36 organizations serving children, youth, young adults, and families across Richmond and North Richmond. The grant funds are being distributed over 3 years. WestEd is contracted to conduct annual evaluations of the Fund and to report on findings through 2027. As the first report in the current funding cycle, this evaluation report focuses primarily on program implementation, reach, participant experiences, and emerging outcomes. Because many funded programs are in the early stages of implementation, and systems-level change takes time to materialize, findings related to participant and community outcomes should be viewed as preliminary indicators of progress rather than measures of long-term impact. In response to interest holder feedback, this report includes expanded information on program reach, participant demographics, service delivery, performance measures, and emerging outcomes across RFCY-funded programs.



Photo courtesy of The Practice Space. ©2026

**The following are the six goals of the Fund:**

**1**
To ensure that Richmond's children, youth, and young adults are physically, emotionally, mentally, and socially healthy; educated and successful in school; and live in stable, safe, and supported families and communities

**2**
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

**3**
To ensure young people are provided with gender-responsive, trauma-informed, population-specific, and culturally competent services

**4**
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

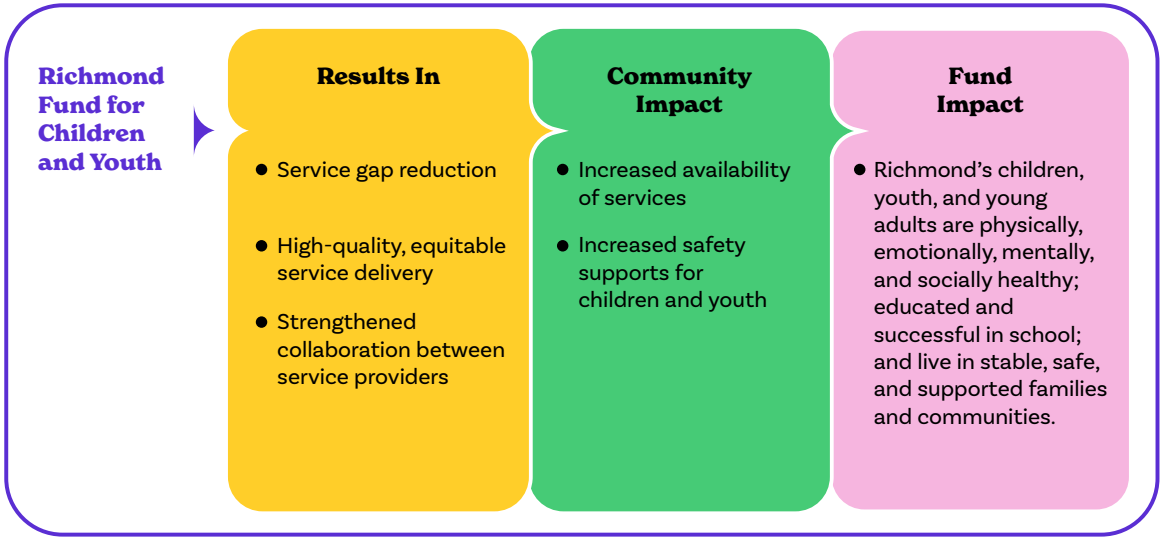
**5**
To ensure an equitable distribution of resources to all of Richmond's young people in recognition of the importance of investment in their futures from birth through young adulthood

**6**
To fill gaps in services and to leverage other resources whenever feasible

# The Fund Theory of Change

The Fund **theory of change** (Figure 1) visualizes how the Fund is expected to positively impact Richmond residents in the long term. By funding Richmond-serving organizations, the Fund aims to reduce service gaps, deliver more high-quality and equitable services, and promote stronger collaboration between service providers across the city. Over time, these short-term outcomes are expected to lead to increased availability of services and safety supports for Richmond children and youth. Through these positive short- and intermediate-term outcomes, the Fund aims to ensure that Richmond children, youth, and young adults are healthy, educated, and successful in school and live in stable, safe, and supportive communities.

Figure 1. The Fund Theory of Change



# The RFCY Evaluation

The RFCY evaluation is designed to assess how RFCY funding contributes to improving services, opportunities, and outcomes for children, youth, and families in Richmond and North Richmond. The evaluation examines implementation, program reach, participant experiences, emerging outcomes, and broader systems-level impacts associated with RFCY investments.

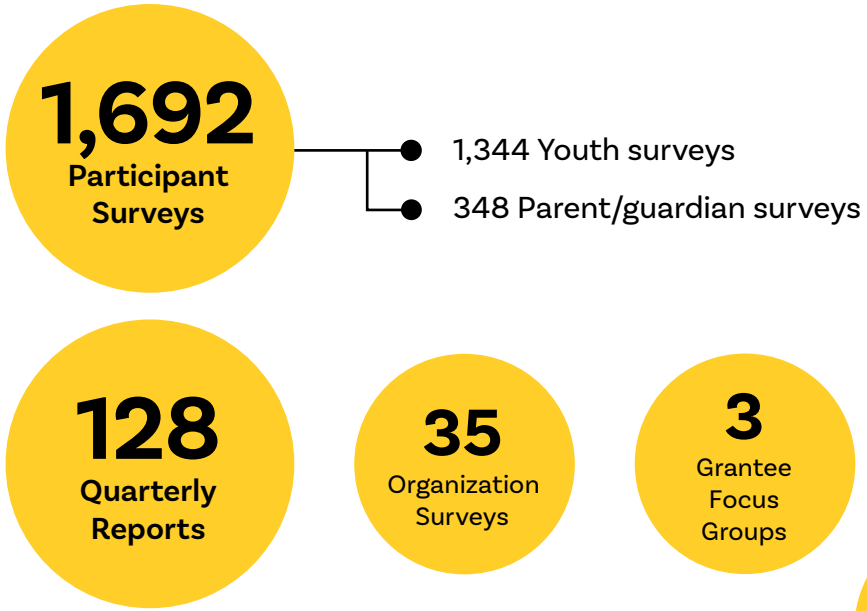
Because the Fund supports a diverse portfolio of programs with varying goals, target populations, and service models, the evaluation focuses on understanding the collective impact of the Fund as a community investment strategy rather than evaluating any single program in isolation. The evaluation is designed to support accountability, continuous improvement, and decision-making by providing information about who is being served, what services are being delivered, how participants experience those services, and the extent to which funded programs are positively impacting Richmond's children and youth.

## Data Sources

The evaluation draws on multiple sources of quantitative and qualitative data, including participant surveys, parent/guardian surveys, grantee surveys, quarterly program reports, and grantee focus groups. Data collected and analyzed within this evaluation are consistent with the broader field of youth development research and evaluation (Henderson et al., 2005; Roth & Brooks-Gunn, 2016; Yohalem & Wilson-Ahlstrom, 2010) and the design of similarly sized youth programming evaluations (Kramer et al., 2026; San Francisco Department of Children, Youth, and Their Families, 2026). Together, these data provide a comprehensive picture of how RFCY-funded programs are being implemented, who they are reaching, how participants are experiencing services, and the extent to which programs are contributing to the Fund's broader goals.

The evaluation plan was developed over a 10-month period in collaboration with the RDCY, the Fund Oversight Board, RFCY grantees, and Richmond youth. The evaluation design is grounded in the Fund's theory of change and includes measuring outcomes related to youth wellbeing, access to supportive services and opportunities, program quality, community safety, and systems collaboration.

Many RFCY-funded programs are designed to influence long-term developmental, educational, behavioral health, and community outcomes that may take multiple years to fully materialize. In addition, funded programs vary substantially in their intended goals and populations served. Accordingly, this evaluation measures crosscutting outcomes that are relevant across programs as well as outcomes that are aligned with each program's intended goals.



## Data Limitations

This report has two main data limitations tied to the startup period of the Fund and its grantees. The first relates to participant survey data. WestEd collected three times as many surveys in 2025 than in 2024. All funded programs that had served survey-eligible participants in 2025 collected participant or parent survey data for this report. However, survey data do not reflect all eligible participants served. The discrepancy between the total number of participant surveys and the total number of participants served is attributable to several factors. Participant surveys were not administered to participants under the age of 11, and parent/guardian surveys were administered exclusively for programs with direct parent/guardian contact. Programs without eligible participants, as well as programs offering certain types of large-scale, onetime programming (such as tabling or hosting a large onetime event), were exempt from survey administration requirements.

In addition, in 2025, survey administration was limited to programs with active contracts that had commenced programming. Programs that experienced contract delays missed key data collection windows for participant survey administration, resulting in fewer completed surveys for those programs. Separately, as programs built capacity to meet grant requirements, some did not meet the stated expectation of surveying all eligible participants—an expected challenge during the 1st year of grant administration. With programs now in full implementation in 2026, survey data collection for 2026 began in February, and targeted support is being provided to improve survey response rates. In addition, the RDCY plans to conduct site visits to observe program quality directly, ensuring that all funded programs are adequately monitored.

The second limitation relates to the ability to calculate an unduplicated count of participants across the fund. Grantees track participants using client-level identifiers and report unduplicated participant counts within their own programs, which is an improvement from previous years when grantees reported unduplicated counts for the quarter rather than the entire year. Because participant identifiers are not shared across organizations, it is not possible to determine whether the same participant was served by multiple RFCY-funded programs. As a result, this report presents unduplicated participant counts at the grantee level and uses the term “encounters” to describe total participation across the RFCY-funded programs. Encounter totals may include duplicate individuals who participated in more than one program.

## Analytic Approach

Prior to carrying out analyses, WestEd conducted a structured review of grantee-reported data to assess completeness, consistency, and plausibility. This process included reviewing quarterly



submissions, identifying potential inconsistencies or missing information, and conducting follow-up with the RDCY and grantees to clarify or reconcile reported values where necessary. Only data that met minimum standards for consistency and plausibility were included in the analyses presented in this report.

Evaluation data were analyzed using a combination of quantitative and qualitative methods. Quantitative analyses consisted primarily of descriptive statistics, including frequencies, percentages, and comparisons across RFCY strategic priority areas and across participant groups where sample sizes were sufficient to support stable interpretation. Due to variation in response rates and small cell sizes for some groups, subgroup findings should be interpreted descriptively and with appropriate caution.

Qualitative data from grantee focus groups, open-ended survey responses, and administrative reporting narratives were coded using an axial coding framework and analyzed to identify common implementation themes, successes, and challenges across funded programs.

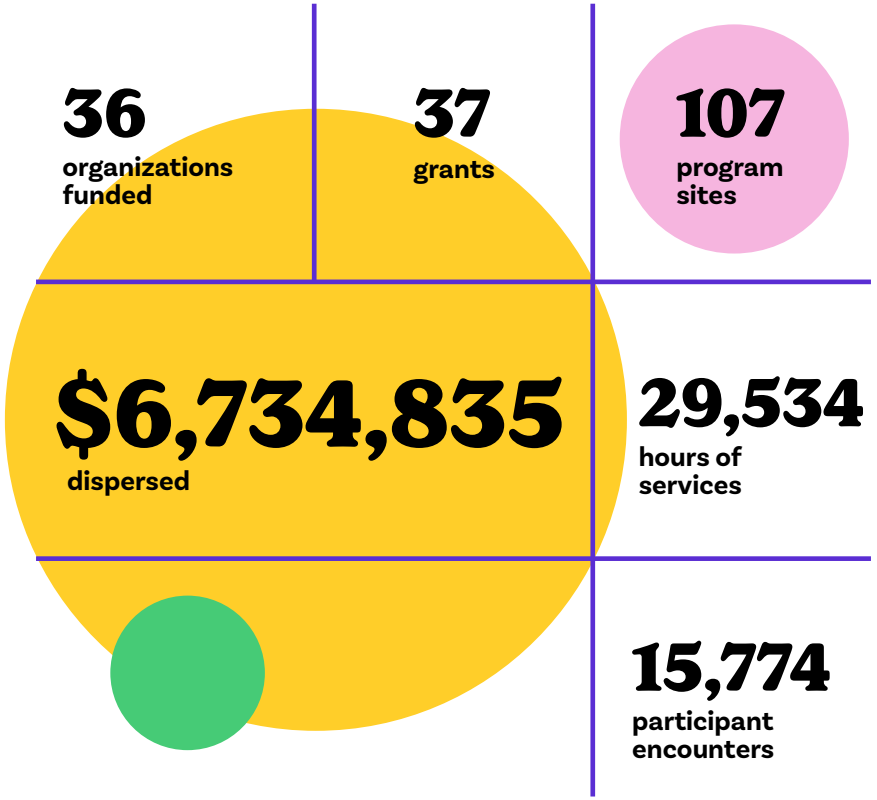


Photo courtesy of The Practice Space. ©2026

# 2025 RFCY-Funded Program Implementation

**For the 2025–2027 funding cycle, 37 grants were awarded to 36 distinct organizations. Appendix A has a complete list of grantees and their funding amounts. Accompanying profiles provide more information about each grantee's programming and feature photos from each program.**

Funded programs represent a diverse portfolio of investments spanning behavioral health, violence prevention, education and workforce development, enrichment and recreation, basic needs, and case management. Across the Fund portfolio, funding enabled organizations to increase service availability, maintain free or low-cost programming, and respond to evolving community needs.





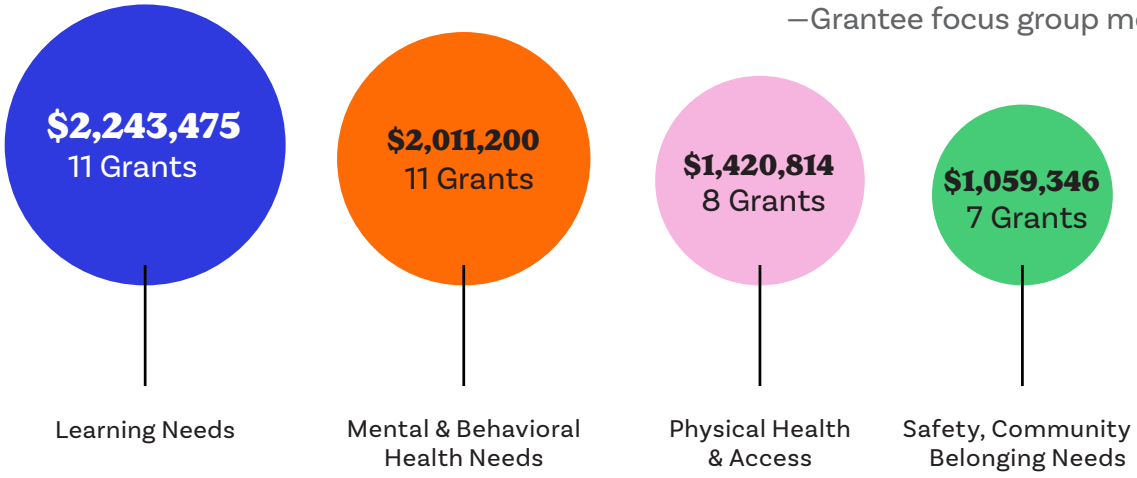
## The Funded Programs

Programs were funded under one of four priority areas that were identified through the 2024 Community Needs Assessment and Strategic Investment Plan (Figure 2): mental and behavioral health needs; physical health and access; learning needs; and safety, community, and belonging needs.[1] Although each program was funded under a single priority area, many grantees offered programming related to additional priority areas. Programs were also encouraged to provide connective services such as case management, transportation, and food access.

*"[This fund] is helping … support thriving children that grow up to be thriving, productive adults with no expectations about, oh, college, whatever it is they decide to do. I want them to be able to do that with their basic needs met, to be healthy, to be safe, to be able to take care of children of their own one day. … Every little dollar, every program, it all matters to help support our youth into being healthy adults."*

—Grantee focus group member

**Figure 2. Program Funding by Priority Area**




1 See Appendix A for full list of programs by priority area. Profiles of each funded program can be found in a supplemental file.

Photo courtesy of Bay Area Community Resources. ©2026

Organization size varied: Some funded organizations were small, with annual budgets less than $500,000; others were large organizations that serve the entire Bay Area and have annual budgets greater than $50 million (see Figure 3). RFCY funds made up less than 1 percent of the large organizations' budgets and higher proportions of the small and medium-sized organizations' budgets. The Fund covered three programs' annual operating budgets at the time of application. See Appendix A for a complete list of funded programs and their annual award size.

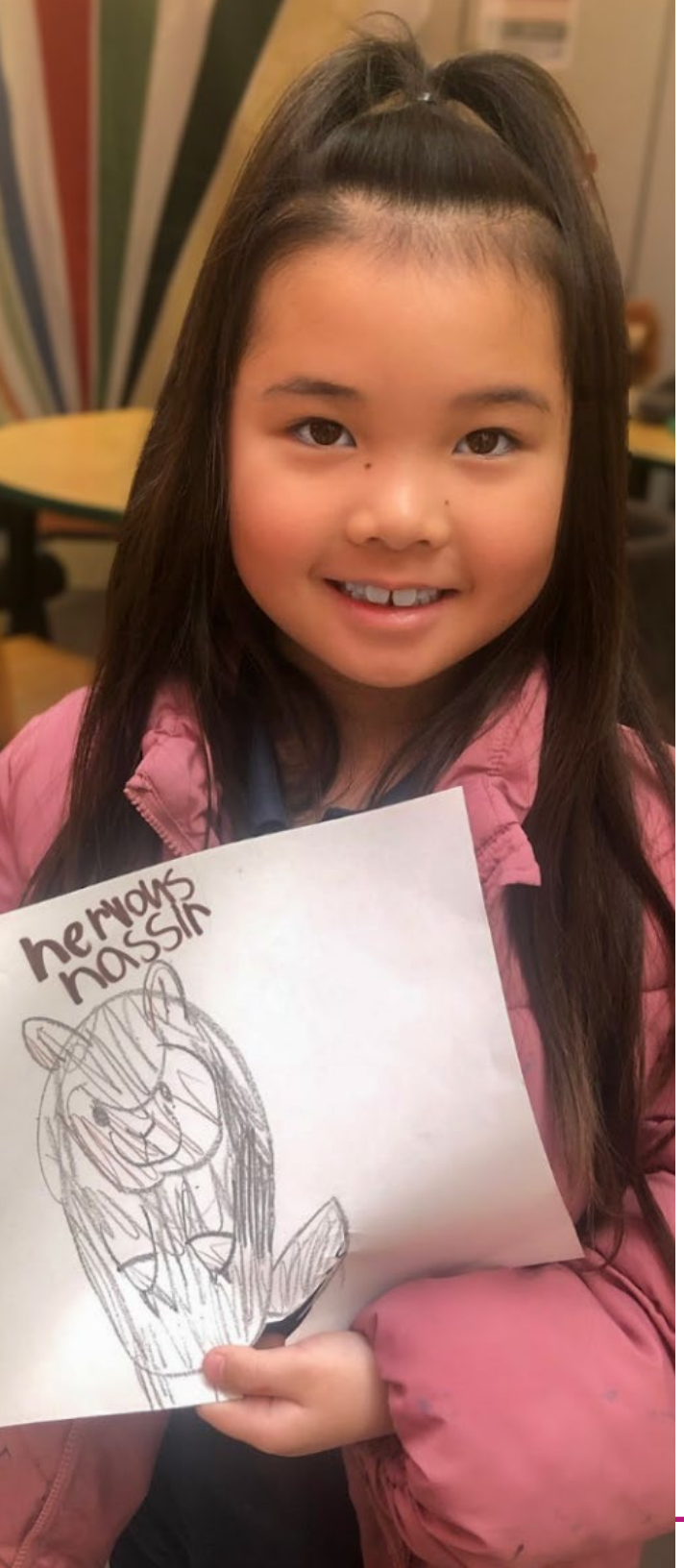
> *"The stability is really critical for small community-based nonprofits just to be able to invest in programming and solidify partnerships, which are really critical to our existence."*
>
> —Grantee focus group member

**Figure 3. Grant Award Size Relative to Organization and Program Budgets**

| Annual budget | Number of grantees | Percentage of the program supported by the Fund (average) | Percentage of overall organization budget supported by the Fund |
|---|---|---|---|
| Less than $500,000 | 5 | 76% | 70% |
| $500,000 to $5 million | 20 | 52% | 27% |
| $5 million to $50 million | 8 | 47% | 8% |
| More than $50 million | 2 | 48% | 0% |



Photo courtesy of the Richmond Public Library. ©2026




# Mental and Behavioral Health Needs

**2025 Funding Amount:** $2,011,200
**Hours of Service:** 5,707
**Participant Encounters:** 5,047

**Key Services and Activities**

- *Individual, group, and family therapy/ counseling*
- *Parent education and behavioral health training*
- *Connective supported services for youth affected by violence*
- *Social and emotional education*
- *Social and emotional learning (SEL) coaching for educators*

*"Children are flourishing and learning new skills to deal with emotions, traumas and ways to handle ways to express themselves. Staff express excitement when seeing growth in youth and providing a brave space for them to be open and share."*

—Greater Richmond Interfaith Program report

Photo courtesy of Mindful Life Project. ©2026

## Program Highlight

**Desarrollo Familiar** was supported by the Fund to deliver the **Trauma-Informed Care in Schools Program**, providing comprehensive, culturally responsive mental health services for students at Richmond High School and Lovonya DeJean Middle School. The program offered individual and family counseling, group therapy (including Grupo de Mujeres for young Latina students), restorative justice circles, and case management. The Fund supported on-site clinical services 5 days per week at Richmond High School and 2 days per week at Lovonya DeJean Middle School and supported key personnel and clinical supervision. The program reached students and caregivers, expanded access for uninsured and underinsured youth, and provided services for Spanish-speaking families.[2]

2 Program highlights are developed by WestEd with information from grantee quarterly and annual reports and grantee focus groups. Beginning in 2026, grantees are required to report quantitative outcome data.




# Physical Health and Access

**2025 Funding Amount:** $1,420,814
**Hours of Service:** 11,821
**Participant Encounters:** 6,067

**Key Services and Activities**

- *Cooking and nutrition classes*
- *Food distribution*
- *Physical activity at parks and gardens*
- *Football and cheer programs*
- *Outdoor education (food systems, environmental justice)*

### Program Highlight

**18 Reasons** was supported by the Fund to deliver **Food as Medicine for Kids** nutrition and cooking education for families, offered in both English and Spanish. The program provided weekly Zoom-based, hands-on cooking and SNAP-Ed nutrition education paired with doorstep delivery of nutritious groceries. In addition, the program built community capacity by recruiting and training peer health educators. The Fund supported staffing and food distribution, helping families develop practical skills and access resources to support healthy eating at home.

*"There are very few activities or third spaces that participants can access that are free. Our spaces and program allow Richmond residents to connect and have fun with each other while learning life-long nutrition, cooking, and budgeting skills, and also enjoying a nourishing meal."*

—18 Reasons report

Photo courtesy of Growing Together Bay Area. ©2026



## Learning Needs

**2025 Funding Amount:** $2,243,475
**Hours of Service:** 5,975
**Participant Encounters:** 4,295

**Key Services and Activities**

- *Summer camps*
- *Job training*
- *Shadowing experiences*
- *Part-time employment and/or internships*
- *Mentorship*
- *College and career support*
- *After-school tutoring*
- *Delivery of science, English language arts, and health education lessons*
- *Curriculum resources for educators*

### Program Highlight

**The City of Richmond Recreation Division** was supported by the Fund to implement **Camp Achieve**, a summer learning program delivering academic enrichment, literacy support, and SEL for elementary and middle school students across four Richmond community centers. In 2025, the program recruited and trained certified West Contra Costa Unified School District (WCCUSD) teachers and site coordinators. They also delivered daily literacy education, STEM education, arts education, physical activity, and field trips or swim days, serving more than 300 students. RFCY funds supported core implementation costs—staffing (recreation staff and teacher stipends), supplies and instructional materials, and field trip transportation and admissions.

*"Many students shared that traditional school environments did not meet their learning needs, but the combination of construction training, individualized support, and clear career pathways helped them regain confidence and develop a stronger sense of purpose."*

—City of Richmond, Employment and Training Department report

Photo courtesy of Project Avary. ©2026



## Safety, Community, and Belonging Needs

**2025 Funding Amount:** $1,059,346
**Hours of Service:** 6,032
**Participant Encounters:** 365

**Key Services and Activities**

- *Mentorship*
- *Visual and performing arts programs*
- *Law-related education*
- *Youth public safety academy*
- *Volunteer and public service activities*

*"[Our program] enables young adults facing significant barriers to achieve stability and independence. … Holistic, relationship-based support can interrupt cycles of instability and create pathways toward long-term self-sufficiency."*

—Fresh Lifelines for Youth report

### Program Highlight

The Fund supported **Nurturing Independence through Artistic Development (NIAD)** in expanding its **Young Artist Leaders (YAL)** initiative. NIAD had not previously focused on youth. The Fund grant provided dedicated resources to strengthen outreach and leadership supports for young adult artists (ages 19–24) with intellectual and developmental disabilities. As a new program, in 2025, the YAL initiative focused on targeted outreach at regional transition/resource fairs and community events and youth-led tours and workshops. Using RFCY funds, the YAL initiative also created a YAL Advisory Group that provided a dedicated forum for younger artists to build community, share feedback, and help shape programming. Over the course of the year, NIAD doubled the number of Richmond-based Young Artist Leaders (from two to four) and strengthened peer connection and leadership among emerging artists across the broader intergenerational studio community.

Photo courtesy of Touch of New Life. ©2026

# Program Sites

## RFCY-funded programs operated at 107 sites.

See Appendix B for a full list of sites by funded organization, and see Appendix C for a full list of program sites by city council district. The majority of program sites were located in Richmond and North Richmond (60 sites), where programming was delivered in

- schools (26 sites, 22 of which were WCCUSD schools);
- publicly funded locations such as community centers, parks, libraries, and recreation facilities (18 sites);
- organization-run facilities (12 sites); and
- other locations used for outreach or training (4 sites).

The geographic distribution of program sites across Richmond and North Richmond helped ensure that programs were accessible to Richmond residents who otherwise had limited access.

Some activities took place at sites outside Richmond and North Richmond (47 sites). None of the funded programs had sites exclusively outside of Richmond.[3] Of the 47 sites outside of Richmond, 38 (80%) only had short-term programming such as field trips or a weeklong summer camp, and 9 (20%) had long-term programming (multiple sessions occurring over a month or more). Sites outside of Richmond were

- organization-run facilities (5 sites),
- publicly funded locations such as community centers and libraries (5 sites),
- outdoor and cultural excursion sites used for field trips and camps (25 sites),
- WCCUSD schools (8 sites), and
- colleges (4 sites).

These activities provided opportunities for children, youth, and families who reside in Richmond and North Richmond to engage in educational, recreational, and enrichment experiences beyond their immediate communities.



3 Article XV does not prohibit programming from taking place outside of Richmond. Article XV states that "entities eligible to receive funding include those (1) located outside but in close proximity to Richmond to the extent that those entities serve children, youth and disconnected transitional-aged young adults who reside in Richmond or unincorporated North Richmond."



Photo courtesy of YES Nature to Neighborhoods. ©2026

# Schools That Partnered With RFCY-Funded Programs in 2025

### In Richmond and North Richmond

- **A** Aspire Richmond Technology Academy
- **C** Cesar E. Chavez Elementary
  Coronado Elementary School
- **D** De Anza High School
- **F** Ford Elementary School
- **G** Golden Gate Community School
  Grant Elementary School
- **H** Highland Elementary School
- **J** John F. Kennedy High School
- **L** Leadership Public Schools: Richmond
  Lincoln Elementary School
  Lovonya DeJean Middle School
- **M** Making Waves Academy
  Martin Luther King Jr. Elementary School
  Michelle Obama Elementary School
  Mira Vista Elementary School
- **N** Nystrom Elementary School
- **P** Peres Elementary School
- **R** Richmond College Preparatory
  Richmond High School
- **S** Salesian College Preparatory
  Sheldon Elementary School
- **V** Verde Elementary School
  Vista Virtual Academy
  Voices College-Bound Language Academy at West Contra Costa County
- **W** Washington Elementary School

### In Surrounding Area

- **B** Betty Reid Soskin Middle School
- **C** El Cerrito High School
  Contra Costa College
- **E** Edward M. Downer Elementary School
- **I** Invictus Academy of Richmond
- **M** Montalvin Manor Elementary School
- **O** Olinda Elementary School
- **P** Pinole Valley High School
- **S** Santa Clara University
- **U** University of California, Berkeley
  University of California, Davis
- **W** Walter T. Helms Middle School

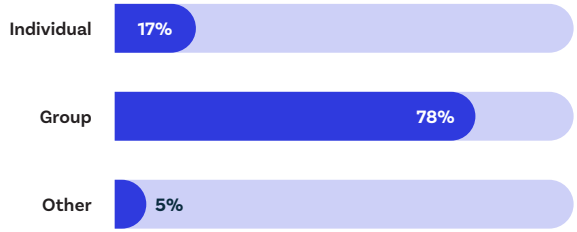
The Fund dispersed **$3,176,386** to **19 grantees** who offered **7,221 hours** of programming at **30** WCCUSD schools.

# RFCY Service Provision, Youth Encounters, and Participant Demographics

## Grantees provided 29,534 hours of programming to Richmond children, youth, and families in 2025.

The majority of this time (78% of total program hours) reflected programming offered in group settings and included a variety of activities such as workshops, classroom activities, field trips, and group mentoring (see Figure 4). Individual programming (17% of total program hours) included activities such as individualized case management, mentorship, homework help, and therapeutic services. Programming categorized as "other" included internship hours and community events such as information nights and giveaways (5%).

**Figure 4. Breakdown of Service Provision Activities**




Most service activities (85% of total program hours; see Figure 5) were offered on a recurring basis, meaning that the same group of individuals participated in multiple sessions, such as multi-week after-school programs, summer camps, or workshop series.

**Figure 5. Cadence of Service Provision Activities**

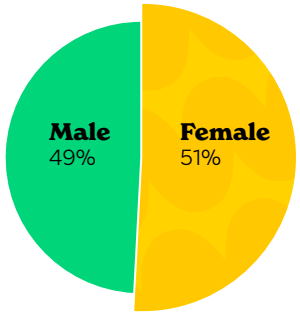



RFCY programs served children, their guardians, and educators. In total, RFCY-funded programming provided 28,546 hours of services directly to children and youth participants. Some of the service hours included programming for parent/guardian (2,716 hours) and educator (6,831 hours) participants. Because some activities served multiple participant groups simultaneously, these hours are not mutually exclusive and should not be summed.

**In 2025, RFCY grantees had 15,774 encounters with children, youth, and adults.**[4]
Program structure varied—ranging from intensive programming for a small number of participants to programs that served entire schools. Many grantees reported that the Fund enabled them to offer consistent programming and to expand programming during a year of limited funding from other sources.

Participants of RFCY-funded programs resided in 94801 (39%) and 94804 (38%), followed by 94806 (12%), 94805 (7%), and 94803 (4%). Program participants were about evenly split between male and female (Figure 6).

**Figure 6. RFCY-Funded Program Participant Gender**



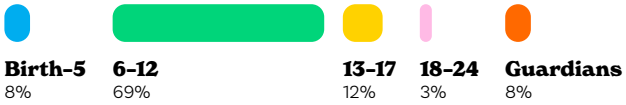

**Unknown or Nonbinary** <1%

4 Grantees track participants using client-level identifiers and report unduplicated participant counts within their own programs. Because participant identifiers are not shared across organizations, it is not possible to determine whether the same participant was served by multiple RFCY-funded programs. As a result, this report presents unduplicated participant counts at the grantee level and uses the term "encounters" to describe total participation across the Fund-supported programs. Encounter totals may include duplicate individuals who participated in more than one program. The number of participants served by program can be found in Appendix A.



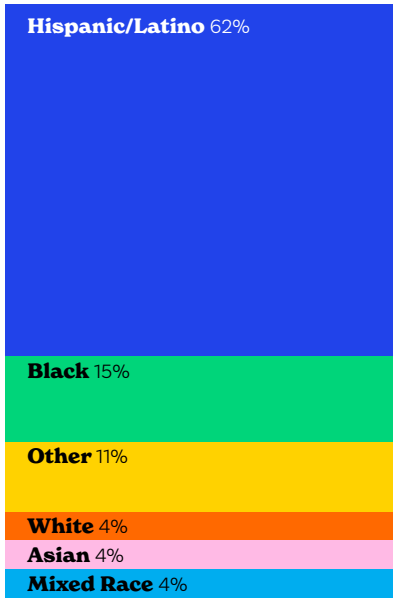

The majority of participants (69%) were between 6 and 12 years old (Figure 7). Programs also served children ages 13–17 (12%) and youth ages 18–24 (3%); these programs tended to focus on internship and employment training. Programs also served guardians (8%); these programs were often case management and parenting workshops.

**Figure 7. RFCY-Funded Program Participant Ages**




**Grantees served a racially and ethnically diverse population of children and youth.** RFCY participant demographics mirror that of Richmond's overall population (Figure 8). To best serve the large percentage of Spanish-speaking participants, many programs were offered in Spanish. Several programs also offered services and/or materials in more than two languages.

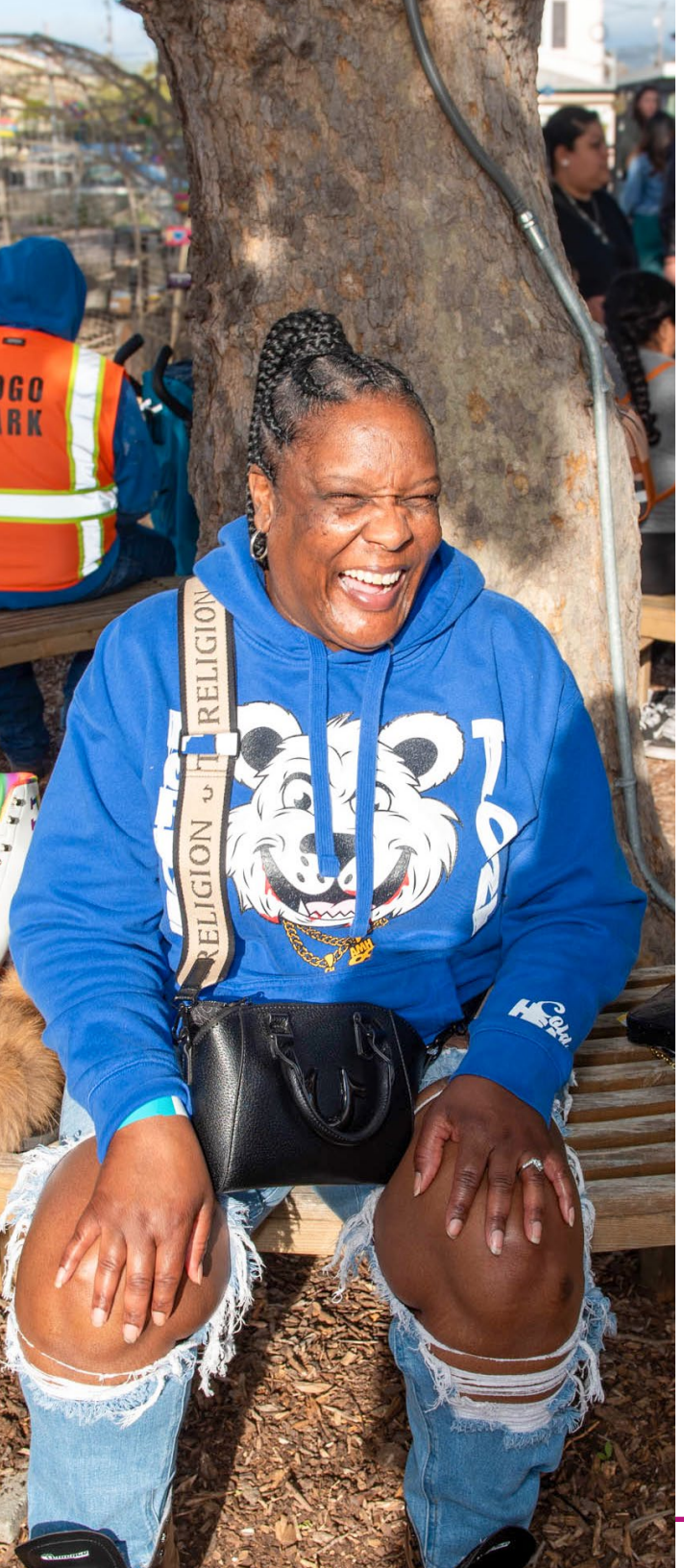
**Figure 8. RFCY-Funded Program Participant Race/Ethnicity**




*"There are not a lot of funders that are dedicated to funding in what's Contra Costa. … A lot of people are like, 'It's messy. We're going to stay out of the area.' The city of Richmond is one of very few sustained funding sources. … Knowing that they have consistent year-over-year funding is game-changing."*

—Grantee focus group member

Photo courtesy of 18 Reasons. ©2026




# Participant Experiences and Program Quality

A central goal of the Fund is to ensure that funded programs provide safe, supportive, engaging, and culturally responsive experiences for children and youth. This section examines multiple indicators of program quality during the 1st year of the 2025–2027 grant cycle. Findings are based on participant and parent/guardian surveys administered across RFCY-funded programs and provide insight into how participants experienced services during the 2025 reporting period.

## Why Program Quality Matters

Research consistently demonstrates that positive developmental outcomes are more likely to occur based on the quality of programming, rather than just attendance or participation. Positive outcomes are more likely in programs in which participants feel safe, supported by caring adults, and have a sense of belonging, regardless of the specific goals of the program (Agans et al., 2015; Boat et al., 2024; Ratner et al., 2023; Roth & Brooks-Gunn, 2016; Serido et al., 2011).

The evaluation measured program quality using four widely used domains in the Fund participant survey, drawing on established practices in the field of youth development (The Forum for Youth Investment, 2023; Leonard & Moore, 2017; Moore et al., 2010; Yohalem & Wilson-Ahlstrom, 2010). These measures were validated with Richmond youth through the evaluation's youth advisory group and the Fund Oversight Board, whose members informed the selection of items they felt were the most critical indicators of program quality. Full survey item text and per-item scores are available in a supplemental file. The four domains of program quality are as follows:

- **Program Satisfaction:** Within the field of youth development, program satisfaction is a key predictor of program effectiveness and is widely used as a measure of program quality (Sabatelli et al., 2005; Simmons et al., 2014; Watts et al., 2008).

Photo courtesy of Pogo Park. ©2026

- **Program Environment:** Participants who feel physically and emotionally safe are more likely to engage in activities, develop trusting relationships, and benefit from program supports (Gootman & Eccles, 2002; Yohalem & Wilson-Ahlstrom, 2010)—all of which are key characteristics and outcomes of high-quality programs. Maintaining safe and supportive environments is particularly important because of the high impact of poverty, bullying, and fears for safety described in Richmond's 2024 Community Needs Assessment.
- **Caring Adults:** Supportive relationships with adults are among the strongest predictors of positive youth development and key indicators of program quality. Research consistently demonstrates that caring and positive adult relationships can strengthen resilience, increase engagement, and promote social, emotional, and academic growth (Greene et al., 2013; Ratner et al., 2023; Serido et al., 2011). Caring adults are particularly important because of the high impact of social isolation described in the 2024 Community Needs Assessment.
- **Sense of Belonging:** A sense of belonging is defined as the extent to which participants feel accepted, valued, and connected to a program community. Feelings of belonging are associated with stronger engagement, increased participation, and positive developmental outcomes (Barber & Olsen, 1997; Naftzger, 2025). Sense of belonging is particularly important in Richmond because of the high impact of bullying and discrimination described in the 2024 Community Needs Assessment.





Photo courtesy of Contra Costa Family Justice Alliance. ©2026

# Quality of RFCY-Funded Programs

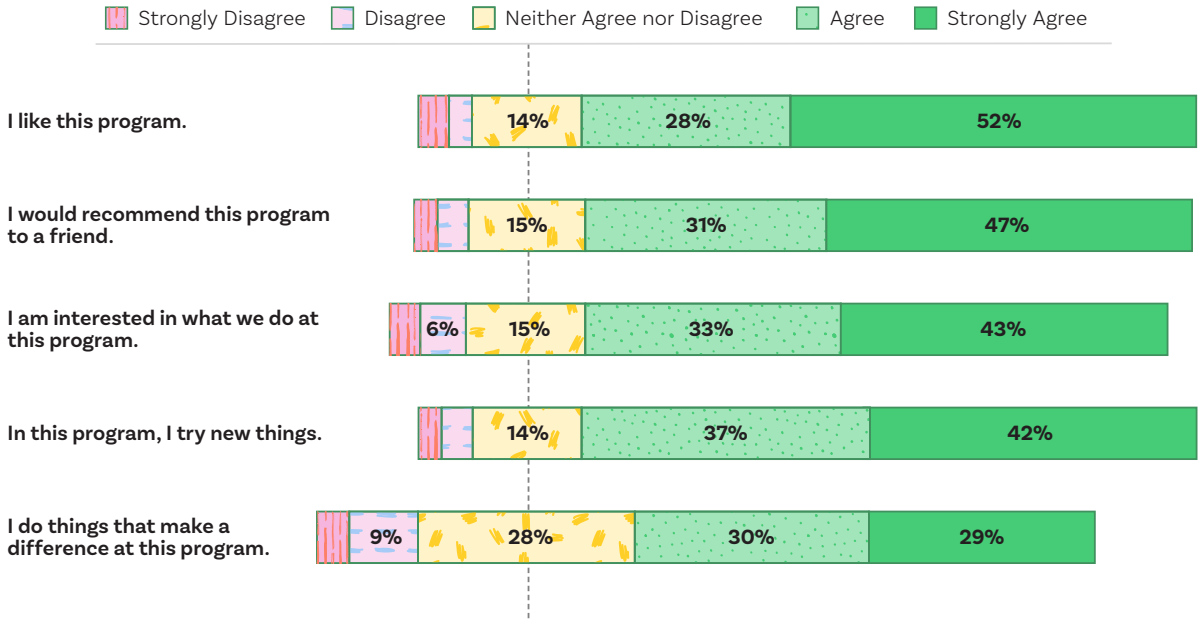
Evaluation findings show that the Fund has invested in programs that the majority of participants enjoy and that provide participants with a feeling of safety. While many programs received high ratings across most program quality indicators, some received lower ratings, especially related to caring adult relationships and sense of belonging. This highlights the need for sustained investment, ongoing technical assistance, and continuous improvement efforts to further strengthen all aspects of program quality over time.

## Program Satisfaction

The majority of participants agreed or strongly agreed that they liked the program (80%) and would recommend it to a friend (78%) (Figure 9). The majority of participants also agreed or strongly agreed that they were interested in what they did in the program (76%) and that they tried new things in the program (79%). A lower percentage of youth agreed or strongly agreed that the things they did in the program made a difference (59%).

Parent and caregiver feedback reflected similarly high levels of satisfaction (Figure 10). The vast majority of parent survey respondents agreed or strongly agreed that they liked the program (90%) and would recommend it to another parent or caregiver (89%), that their child was interested in what they did at the program (87%), and that they developed new skills because of the program (86%).

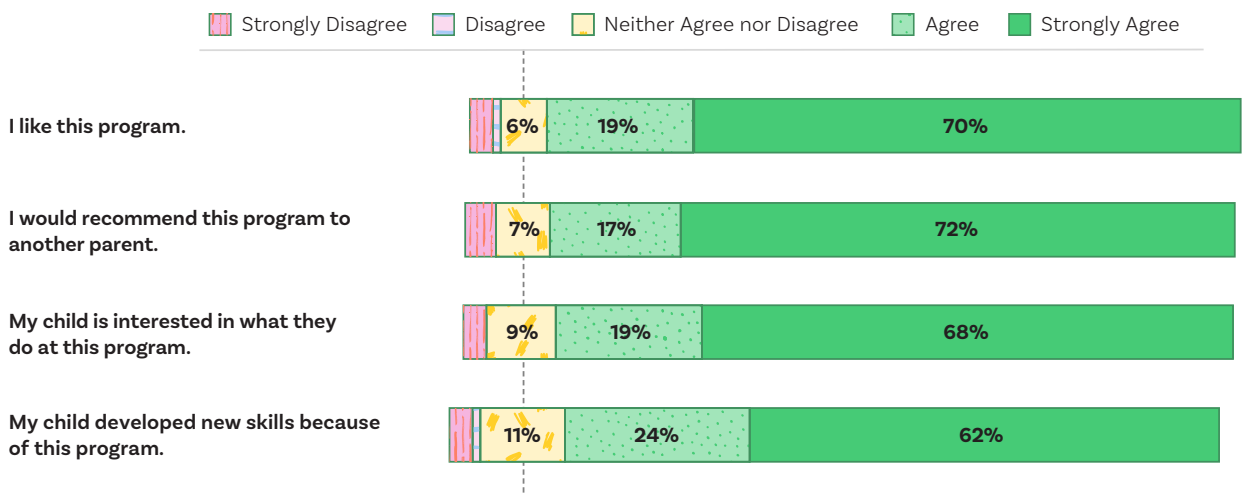
**Figure 9. Youth Satisfaction With RFCY-Funded Programs**




*Note. This figure reflects 1,323 participant surveys from 35 programs. Participants who did not respond to the question or selected "Does Not Apply" were categorized as "N/A." Fewer than 5 percent of participants fell into the "N/A" category for each item. Bars without data labels had 3 percent or fewer participants.*

> *"My experience was amazing. I met some of my closest friends through this program and people I can talk to and [I learned] many skills."*
>
> —YES Nature to Neighborhoods participant, age 15

**Figure 10. Parent Satisfaction With RFCY-Funded Programs**




*Note. This figure reflects 347 parent surveys from 11 programs. Participants who did not respond to the question or selected "Does Not Apply" were categorized as "N/A." Fewer than 5 percent of participants fell into the "N/A" category for each item. Bars without data labels had 3 percent or fewer participants.*

*"My child has been very happy at camp this summer. I feel very grateful that this program exists for our community and our children."*

—Camp Achieve parent

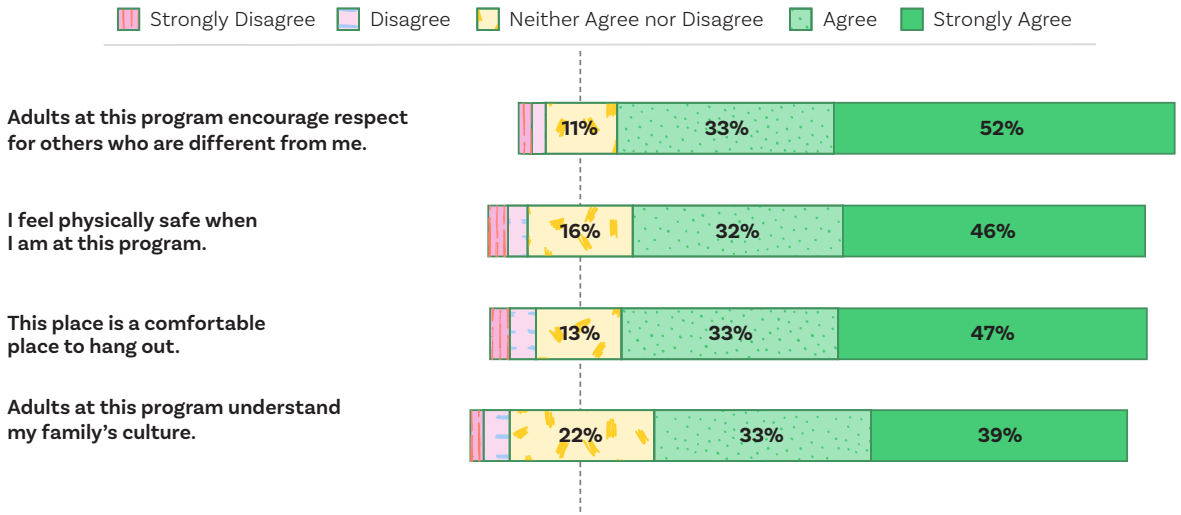


Photo courtesy of City of Richmond Department of Recreation- Camp Achieve. ©2026

# Program Environment

Most surveyed participants reported feeling physically and emotionally safe while participating in programming (Figures 11–12). They agreed or strongly agreed that they felt physically safe when at the program (78%), the place was a comfortable one to hang out (80%), adults at the program understood their family's culture (72%), and adults at the program encouraged respect for others who are different from them (85%). Parent and caregiver feedback reflected similarly positive experiences. The majority of parent survey respondents agreed or strongly agreed that their child felt physically safe when at the program (88%) and that program staff understood their family's culture (84%).

**Figure 11. Participants' Satisfaction With Program Environment**

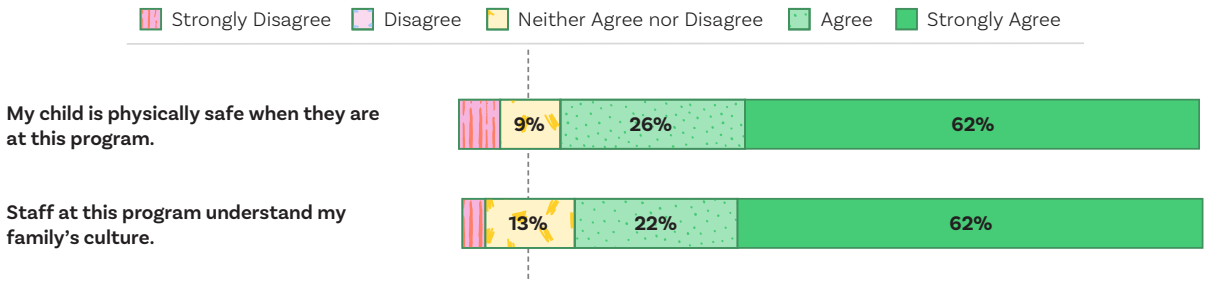



*Note. This figure reflects 1,301 participant surveys from 35 programs. Participants who did not respond to the question or selected "Does Not Apply" were categorized as "N/A." Fewer than 5 percent of participants fell into the "N/A" category for each item. Bars without data labels had 3 percent or fewer participants.*

*"This is a lot like a second home to me. I feel so safe here in who I can be and physically too."*

—RYSE participant, age 17

**Figure 12. Parent Satisfaction With Program Environment**




*Note. This figure reflects 341 parent surveys from 11 programs. Participants who did not respond to the question or selected "Does Not Apply" were categorized as "N/A." Fewer than 5 percent of participants fell into the "N/A" category for each item. Bars without data labels had 3 percent or fewer participants.*

*"Everything is excellently well taken care of, from the staff who work at the complex to the maintenance provided to the space where my children ... have fun safely."*

—Pogo Park parent

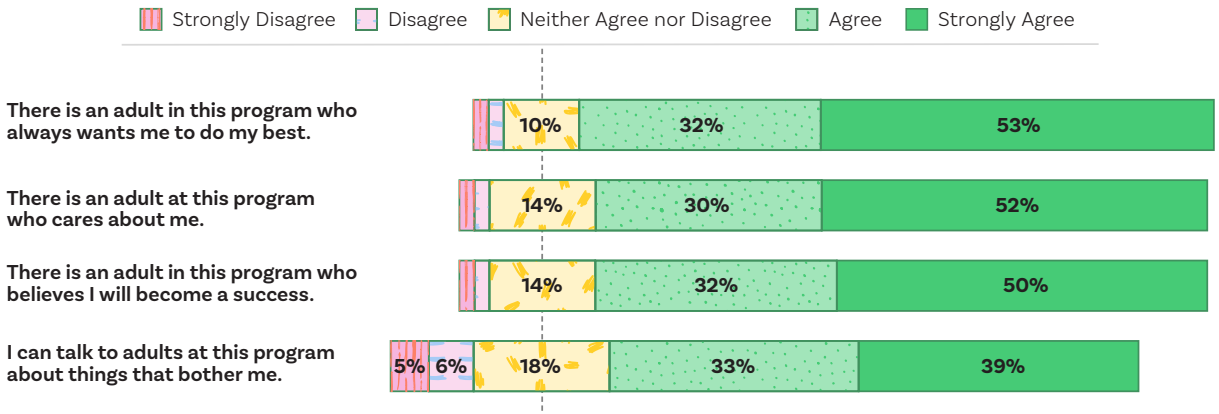


Photo courtesy of Bay Area Community Resources. ©2026

## Caring Adults

There was greater variation in whether participants indicated their program fostered strong, supportive networks of adults through programming that centered on youth wellbeing (Figure 13). The majority of participants agreed or strongly agreed that there was an adult at the program who cared about them (82%), there was an adult in the program who believed they would become a success (82%), there was an adult in the program who always wanted them to do their best (85%), and they could talk to program adults about things that bother them (72%).[5] Parents and caregivers shared similar sentiments (Figure 14). The majority agreed or strongly agreed that there was an adult at the program who cared about their child (85%). Caring adult relationships are a key indicator of program quality, and these findings point to a clear area for future technical assistance.

**Figure 13. Participants' Experience With Program Staff**



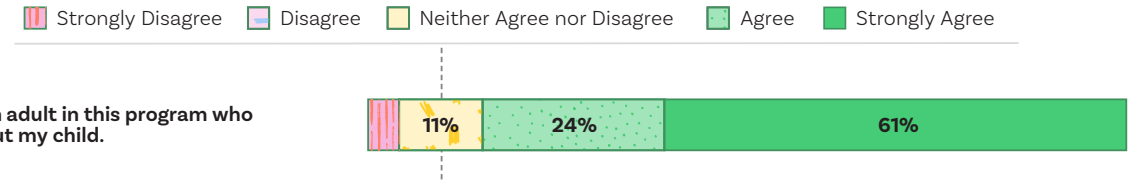

*Note. This figure reflects 979 participant surveys from 35 programs. Participants who did not respond to the question or selected "Does Not Apply" were categorized as "N/A." Fewer than 5 percent of participants fell into the "N/A" category for each item. Bars without data labels had 3 percent or fewer participants.*

*"I also loved the way all the adults working there made everyone feel included and not left out."*

—Bay Area Community Resources participant, age 15

5 The reported percentages reflect the total number of survey respondents. There were two programs with particularly low ratings for caring adults, which led to a low average score. Excluding these two programs results in the percentages increasing between 1 and 3 percentage points.

**Figure 14. Parent Experience With Program Staff**




*Note. This figure reflects 270 parent surveys from 11 programs. Participants who did not respond to the question or selected "Does Not Apply" were categorized as "N/A." Fewer than 5 percent of participants fell into the "N/A" category for each item. Bars without data labels had 3 percent or fewer participants.*

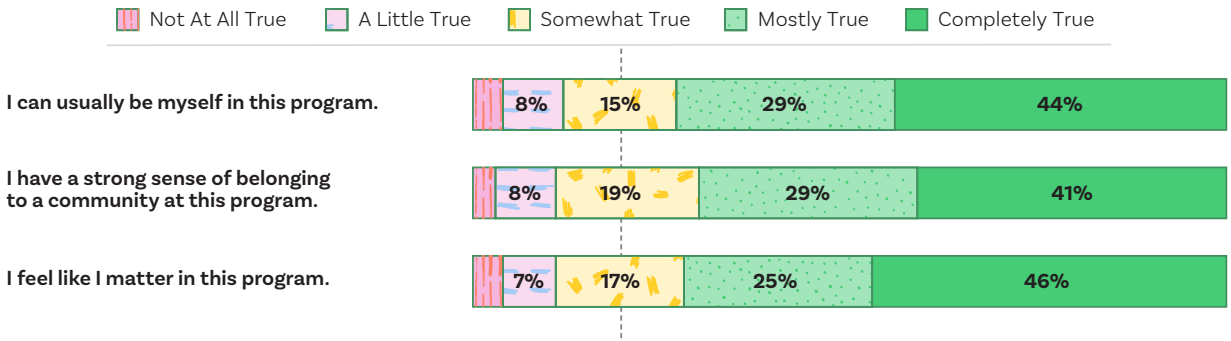
*"My child connected well with staff and looks forward to coming."*

—Contra Costa Family Justice Center parent

## Sense of Belonging

More than two thirds of participants said it was somewhat, mostly, or completely true that they had a strong sense of belonging to a community at the program (70%), could usually be themselves in the program (73%), and felt like they mattered in the program (71%) (Figure 15).[6] Sense of belonging is another important indicator of program quality, and these findings highlight a clear area for future technical assistance.

**Figure 15. Participants' Sense of Belonging in Their Programs**




*Note. This figure reflects 939 participant surveys from 35 programs. Participants who did not respond to the question or selected "Does Not Apply" were categorized as "N/A." Fewer than 5 percent of participants fell into the "N/A" category for each item. Bars without data labels had 3 percent or fewer participants.*

*"I feel like I have a second family at Project Avary. I always feel welcomed, cared about and whole."*

—Project Avary participant, age 11

6 The reported percentages reflect the total number of survey respondents. There were two programs with particularly low ratings for sense of belonging, which led to a lower average score. Excluding these two programs results in the percentages increasing between 7 and 9 percentage points.



## Grantee Performance Measures

Each of the program quality domains above is measured through several survey items, offering a fuller picture of participants' experiences. To complement this, the RDCY also tracks one representative item per domain as a performance measure, providing a consistent, streamlined indicator for monitoring grantee performance over time. Grantee-level results are shared with the RDCY annually to identify strengths, opportunities for growth, and areas where additional support or technical assistance may be needed.

The following performance measures were selected by the Fund Oversight Board in partnership with WestEd, the RDCY, and the Fund evaluation youth advisory group. For each performance measure, a benchmark was selected by the Fund Oversight Board to represent the minimum acceptable level of performance. The RDCY is currently developing its technical assistance and capacity-building model that will use these benchmarks to identify grantees in need of intensive, targeted, or universal support.

- **Program Participation (benchmark: 85%):** Number of participants served as a percentage of the program's projected number of participants
- **Program Satisfaction (benchmark: 50%):** Percentage of surveyed youth who agreed or strongly agreed with the statement "I would recommend this program to a friend."
- **Program Environment (benchmark: 70%):** Percentage of surveyed youth who agreed or strongly agreed with the statement "I feel physically safe when I am at this program."
- **Caring Adults (benchmark: 70%):** Percentage of surveyed youth who agreed or strongly agreed with the statement "There is an adult at this program who cares about me."
- **Sense of Belonging (benchmark: 50%):** Percentage of surveyed youth who indicated that the statement "I have a strong sense of belonging to a community at this program" was somewhat, mostly, or completely true

Photo courtesy of City of Richmond Department of Recreation - Camp Achieve. ©2026



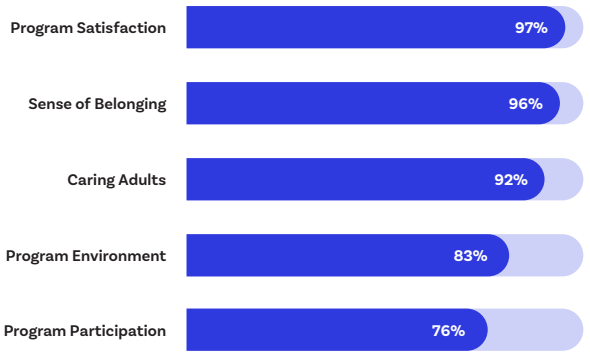
The following findings are based on 1,323 youth surveys collected from 35 programs, and on 341 parent surveys collected from 11 programs.

## Findings: Grantee Performance Benchmarks

Because this report reflects the 1st year of implementation for a new funding cycle, benchmark results should be interpreted as an early indicator of program quality rather than a definitive assessment of program effectiveness. Overall, 86 percent of applicable RFCY-funded programs met all established benchmarks for survey-derived performance measures, and 76 percent met the benchmark for program participation. The RDCY is establishing a Growth and Improvement Planning (GIP) process in partnership with these programs to identify the root cause of poor performance and to identify a path to improvement.

As depicted in Figure 16, findings suggest that RFCY-funded programs generally provided positive experiences for participants, while the findings also point to opportunities to further strengthen engagement, belonging, and supportive relationships for some youth. A small but meaningful number of youth participants indicated negative experiences in their programs. Although these responses represent a minority, they provide important insight into areas where program improvements may be necessary to ensure all youth feel safe, supported, and engaged.

**Figure 16. Percentage of RFCY Grantees Meeting Performance Benchmarks, 2025**




*Note. Only programs with at least 10 survey responses were included in benchmark calculations.*

As programs continue to mature, strengthen implementation, and receive ongoing support from the RDCY, the 2026 and 2027 evaluation data will be able to assess whether participant reports of program quality increase over time.

Photo courtesy of Contra Costa Family Justice Alliance. ©2026

# Participant Outcomes and Early Indicators of Impact

## RFCY-funded programs are designed to support a wide range of outcomes for children and youth.

Because funded programs vary considerably in their goals, service models, and activities, each program was assigned one or more participant survey module with questions that measured *program-aligned outcomes.*

This section is organized by outcome module (Table 1) to illustrate the impact of programs based on their specific design and focus. Findings should be interpreted as early indicators of impact during the 1st year of the 2025–2027 grant cycle.

Table 1. Survey Outcome Modules

| Outcome module | What it measures | Which programs administered this module | Number of grantees | Number of responses |
|---|---|---|---|---|
| **Academic Success** | Academic motivation and school-related skills | Programs whose primary goals included academic support, educational enrichment, tutoring, homework assistance, school engagement, and/or college preparation | 9 | 561 |
| **Physical, Mental, and Emotional Health** | Wellbeing, coping, and overall health | Programs focused on behavioral health, mental health services, wellness, violence prevention, social-emotional development, and related supports | 15 | 861 |
| **Career Readiness, Employment, and Postsecondary Success** | Workforce skills and career development | Programs focused on workforce development, employment readiness, internships, and career exploration | 5 | 85 |
| **College Preparedness** | Postsecondary awareness and readiness | Programs focused on college preparation and postsecondary access | 4 | 112 |
| **Building Connections** | Peer relationships and social connectedness | Programs focused on mentoring, enrichment, youth development, after-school programming, recreation, and community-building activities designed to strengthen peer relationships and social connection | 10 | 450 |
| **Leadership Development** | Leadership skills, voice, and civic engagement | Programs focused on youth leadership, advocacy, civic engagement, environmental justice, community participation, and youth voice | 7 | 511 |
| **Life Skills** | Goal-setting, self-management, and future orientation | Programs focused on positive youth development, mentoring, leadership, career exposure, and skill-building | 4 | 287 |
| **Connective Supportive Services** | Access to services, supports, and resources | *All programs*, regardless of program type; survey participants were asked a question about what types of resources, if any, they had been connected with by the programs | 10 | 450 |

# Academic Success

Academic engagement and confidence are important predictors of educational success (Archambault et al., 2009; Dogan, 2015). Effective academic youth programming involves helping young people build the skills, habits, and motivation needed to succeed in school and pursue future educational opportunities (Child Trends, 2009; Naftzger, 2025; Neild et al., 2019; Sandoval & Bowers, 2025).

## Key Findings

Eighty-five percent of surveyed youth indicated that "What I learn at this program helps me be more successful in school." Similarly, 80 percent reported that "Because of this program, I am more motivated to learn in school," and 87 percent reported that the program makes learning fun. Parent and caregiver perceptions were similarly positive: 94 percent of surveyed parents reported that their child would do better in school because of the program, and 97 percent reported that the program makes learning fun.

These findings suggest that programs may strengthen both academic engagement and attitudes toward school.

*"My child has really enjoyed her time in the Nevin Summer Camp. The staff are supportive and engaging, and the activities offered have helped build both academic skills and social confidence."*

—Camp Achieve parent

### Program Highlight

**Growing Together** facilitated biweekly in-school garden and nutrition classes and after-school activities and mentored youth apprenticeships across four schools, serving thousands of students and training youth educators. They delivered hands-on experiential learning throughout semesters and planned ongoing programming. Responses to organization-administered surveys showed strong alignment with school priorities—engagement, science achievement, attendance, health and wellness—and high teacher and parent approval. Ninety-five percent of parents agreed or strongly agreed with the statement "My child is more engaged in school because of the garden and nutrition program." In addition, teachers provided positive feedback about the program, and 97.5 percent agreed or strongly agreed with the statement "This program helped engage students in learning science concepts." One teacher said, "This program helps me promote student wellbeing, integrate hands-on learning into the curriculum, and foster a positive school culture. It also supports my role in teaching healthy habits and providing opportunities for cross-curricular connections, enhancing both academic and social development." As a result of the positive reception, several schools committed to fee-for-service contracts and district matching funds for after-school components, supporting program sustainability beyond the Fund grant.

# Physical, Mental, and Emotional Health

Positive physical, emotional, and mental health supports young people's overall wellbeing and ability to thrive at home, in school, and in their communities (Banati et al., 2025; Newby et al., 2022). Youth-serving programs can play an important role in helping participants learn and develop coping skills, address mental health challenges, and improve nutrition and physical activity (Barfield et al., 2021; Bengtsson et al., 2025; Child Trends, 2009; Sandoval & Bowers, 2025; Tuaf & Orkibi, 2023). Programs offering physical, mental, and emotional supports are increasingly important given mounting concerns nationwide regarding the long-term impact of the COVID-19 pandemic on youth mental health and wellbeing (McGorry et al., 2025; Verlenden, 2024).

## Key Findings

Participants generally reported positive outcomes related to health and wellbeing. Eighty-three percent of surveyed youth who participated in an RFCY-funded program reported that the program taught them how to be healthy, 86 percent reported learning how to deal with problems in positive ways, and 79 percent reported that the program helped them cope with stress. Parent and caregiver responses reflected similarly positive perceptions, with 92 percent reporting that the program taught their family how to make healthy decisions.

*"Having joined the Richmond Steelers has been extremely positive for my sons and our family—their confidence and happiness are blooming!"*

—Richmond Steelers parent

### Program Highlight

The Fund supported the **Contra Costa Family Justice Alliance** to deliver the **Richmond Children's Mental Health Program**, expanding access to no-cost, trauma-informed clinical and wraparound supports for youth impacted by interpersonal violence. Services are provided at the Contra Costa Family Justice Center in Richmond. In addition to providing individual and family counseling, the program also delivered the "Dating Matters: Building Safe and Healthy Relationships" interactive workshop for youth ages 10–16 (in collaboration with the East Bay Center for the Performing Arts). This workshop helps students recognize healthy versus unhealthy relationship behaviors, identify safe adults, and reduce stigma around counseling. On the participant survey, one parent reflected, "So far it's been great to have found support for my son that is free and did not have to wait too long to get the help he needed."

# Career Readiness, Employment, and Postsecondary Success

Career readiness and postsecondary preparation programs help youth develop workforce skills, explore career pathways, and build knowledge about future educational and employment opportunities. These supports can strengthen long-term economic mobility and help young people successfully transition into adulthood (Child Trends, 2009; Larson & Bolton, 2019; Sandoval & Bowers, 2025; Xing et al., 2019; Yousef, 2024).

## Key Findings

Participants reported strong outcomes related to career readiness and postsecondary preparation. Ninety percent of surveyed youth who participated in RFCY-funded programming reported that the program helped them learn how to work independently with focus, 88 percent reported learning what is expected in a work setting, and 91 percent reported learning about jobs they could have in the future. Eighty-five percent reported understanding how to get the kind of job they want, and 91 percent reported understanding the steps needed to get into college.

While not required to do so, RFCY-funded programs also connected some participants to tangible work-based learning opportunities. Among respondents, 36 percent reported receiving volunteer opportunities or unpaid internships, 20 percent reported receiving paid jobs, and 17 percent reported receiving paid internships.

Together, these findings suggest that RFCY-funded workforce and postsecondary programs are helping youth build practical employment-related skills while also increasing awareness of educational and career pathways.

> *"This was such a rewarding program. I learned so much and enjoyed every part of it. I'm ready for college."*
>
> —The Black Neighborhood—Youth Empowerment Program participant, age 17

### Program Highlight

The Fund supported **Richmond Promise** to deliver the **First Year Experience Program** in partnership with Contra Costa College. The program provides coaching, case management, and community-building supports such as "Study Jam" drop-in sessions with tutors to help Richmond youth who are 1st-year college students to persist and succeed in college. The Fund also supported high-engagement events such as Summer Bridge, Fall Welcome, workshops, and an end-of-year celebration and field trip that aimed to strengthen belonging and retention. Despite challenges related to financial aid and summer counseling appointment availability, the program met its ambitious goals. This included 94 percent of participants who completed pre-Summer Bridge registration and 90 percent of participants who updated their education plans. They also made measurable progress toward 1st-year English and math requirements, reflecting the program's success in improving college retention rates.

# Building Connections

Positive peer relationships and social connectedness are foundational components of healthy youth development. Programs that help youth build friendships, strengthen interpersonal skills, and develop a sense of belonging can support emotional wellbeing, resilience, and positive engagement in school and community settings (Boat et al., 2024; Naftzger, 2025).

## Key Findings

Participants in RFCY-funded programs generally reported strong outcomes related to peer relationships and social connectedness. Eighty-eight percent of surveyed youth reported that the program helped them make new friends, and 90 percent reported that the program helped them learn how to get along with others. Parent and caregiver responses reflected similarly positive perceptions, with 100 percent of surveyed parents reporting that their child made new friends because of the program.

The high percentage of participants reporting new friendships and improved ability to get along with others suggests that many programs are creating environments where youth feel connected, supported, and engaged with their peers.

*"My son … loves the program [and says] that he feels so good seeing other kids with brown skin, he feels welcome, celebrated and happy here. … My son got to experience what it feels like to be centered and invested in. He now wants to invest into youth—his dreams and thoughts have been expanded and given space for seeds to be planted. This program is more than a program—it is planting seeds that are growing and impacting lives."*

—Richmond Freedom School parent

### Program Highlight

**Big Brothers Big Sisters, Bay Area (BBBSBA)** was supported by the Fund to expand and strengthen one-on-one community-based mentoring for Richmond youth, pairing young people with trained volunteer mentors and providing ongoing case management to support match success. In 2025, the Fund supported 11 Richmond pairs through direct mentoring, match supports, and case management. RFCY funding also supported outreach and partnership development that generated new referrals and expanded community engagement through group events and caregiver workshops. This helped participants build consistent, supportive relationships that can promote youth wellbeing and positive academic and social outcomes.

# Leadership Development

Leadership and advocacy skills help young people build confidence, strengthen their voice, understand community issues, and see themselves as capable of contributing to positive change. Programs that support youth leadership can help participants develop civic awareness, problem-solving skills, and a stronger sense of agency (Buzinde et al., 2019; Child Trends, 2009; Clement et al., 2014; Kelsey & Fuhrman, 2020; Sandoval & Bowers, 2025).

## Key Findings

Participants in RFCY-funded programs reported strong outcomes related to leadership and civic engagement. Since coming to the program, 86 percent of youth said they were more aware of what is going on in their community, 92 percent said they better understood solutions to problems in their community, and 86 percent said they saw themselves as more of a leader. In addition, 82 percent reported that they had become better at saying no to things they know are wrong. These strong findings related to understanding community problems and solutions suggest that these programs are supporting youth not only as participants but as emerging leaders with the capacity to reflect on community conditions and to take action.

*"YES helped strengthen my empathy by putting me in situations where I had to work with people from different backgrounds and perspectives. Whether it was during a team-building hike or a group discussion, I learned to listen deeply, respect others' experiences, and lead in a way that brings people together rather than apart. The program also taught me the value of dependability. Being part of a close team made us rely on each other, showing me that leadership isn't about doing everything alone but about showing up, being prepared, and supporting others consistently."*

—YES program participant, age unknown

### Program Highlight

The Fund supported **The Latina Center** to deliver the **Young Latinas, Future Leaders STEAM program**. This program engages youth in leadership development, mentorship, and hands-on robotics learning. The program supported training and stipends for youth mentors aged 18–22. Training included engaging youth in how to facilitate robotics instruction and in leadership-building exercises. Youth mentors were integral to the overall program implementation. Collectively, youth mentors accumulated more than 100 hours of paid mentorship. Using a specific curriculum, the program helped a largely beginner cohort (90% had no prior robotics experience) build foundational skills in robot design, construction, and programming while also strengthening teamwork, communication, persistence, and problem-solving through group challenges and competitions. Participants exhibited their work at a culminating Robotics Showcase and graduation.




# Life Skills

Life skills such as goal-setting and future orientation help drive long-term success in education, employment, and personal wellbeing (Aronowitz, 2005; Scarborough et al., 2010; Sun & Shek, 2012).

## Key Findings

Participants in RFCY-funded programs generally reported positive outcomes related to future orientation and personal skill development. Eighty-one percent of surveyed youth reported learning how to set goals and meet them, 78 percent reported that the program helped them think about the future, and 83 percent reported learning new skills that would help them achieve their goals.

> *"Touch of New Life has helped me grow as an individual. I've learned discipline, job skills, and communication skills."*
>
> —Touch of New Life participant, age 17

### Program Highlight

The Fund supported **Touch of New Life** to deliver the **Youth Public Safety Academy**, a career-exploration and youth development program that prepares Richmond teens through life skills training, public-safety exposure, and other hands-on training. In 2025, the program conducted broad community recruitment and pre-academy workshops, including Department of Motor Vehicle identification support and first aid and cardiopulmonary resuscitation training. They then implemented a 3-week summer academy featuring classroom lectures on life skills topics, physical training, and scenario-based learning with engagement from law enforcement, fire personnel, dispatch staff, and district attorneys. Youth who completed the program earned certificates of completion, training certificates, and scholarships. One youth shared, "I like the program because it's helping me learn about a lot of jobs I never thought I could get. I like the different trainings because I will be able to use it in any job."

Photo courtesy of Richmond Outdoors Coalition. ©2026

# Connective Supportive Services

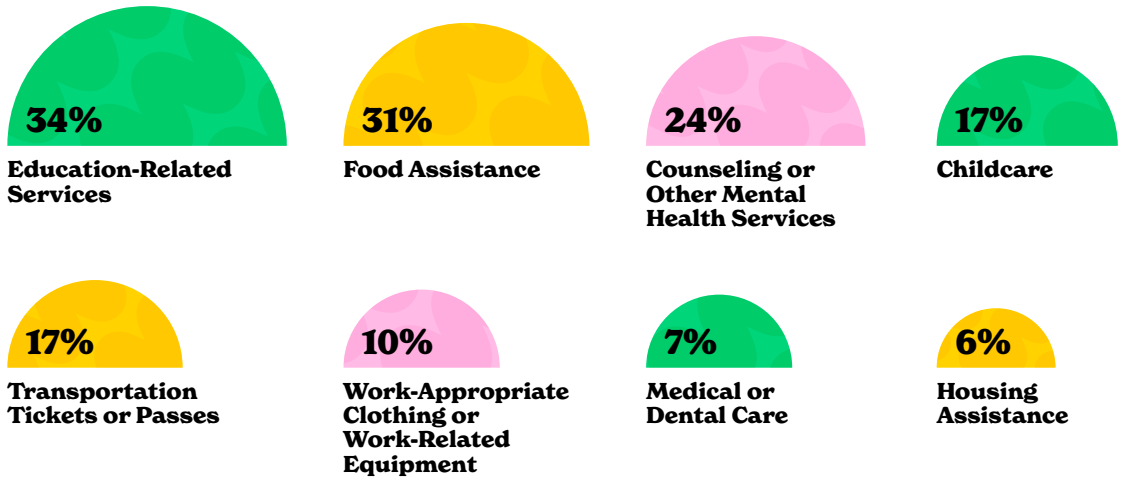
The 2024 RFCY Community Needs Assessment identified three overarching connective service needs: transportation, navigation support, and a two-generation approach to services. Many children, youth, and families face barriers related to reliable transportation that prevent their ability to attend programs. In addition, navigation support is needed to help families access social services, housing, education, and healthcare. Finally, a two-generation approach provides support for the entire family, resulting in a holistic approach to children's wellbeing. Programs that connect participants and their families with supportive services and resources can help reduce barriers to program participation and strengthen overall well-being (Aspen Institute, 2026; Kennedy et al., 2007).

## Key Findings

RFCY grantees coupled direct service with supportive navigation—case management, resource referrals, bilingual outreach, scholarship offerings, and assistance with employment or school systems—to lower access barriers and strengthen family capacity. Family supports included multiweek parent education, caregiver support groups, and intergenerational events. In addition, onsite family engagement activities helped families build trust, reduce isolation, and equip caregivers with parenting skills.

RFCY-funded programs connected youth and families with a broad range of supportive services and resources (Figure 17). Sixty-five percent of surveyed youth and 70 percent of surveyed parents and caregivers reported that they were connected to at least one resource or support through their program. The most commonly reported resources included education-related services (34%), food assistance (31%), and counseling services (24%).

**Figure 17. Types of Resources Received by Surveyed Participants**




*Note. Participants could select all that apply, so percentages do not add up to 100 percent. Data are based on responses from 321 parents and 1,182 youth survey respondents.*



**Types of multigenerational services and programming:**

- workshops for parents on topics such as nutrition, cooking, and parenting
- case management (entire family)
- family counseling services

These findings suggest that RFCY-funded programs serve as important connectors between participants and broader systems of support. Beyond providing direct programming, many organizations are helping youth and families navigate services, reduce barriers to participation, and access resources that can support overall family stability and wellbeing.

*"Many caregivers—grandparents, relatives, or guardians—also experience isolation and stigma. Through our family engagement efforts, they have found a supportive community where they can share resources, exchange encouragement, and feel understood. Caregivers report feeling less alone and more equipped to support their children's emotional and leadership growth."*

—Project Avary report

### Program Highlight

The Fund supported the Child Abuse Prevention Council to strengthen child safety and family wellbeing through Speak Up Be Safe (SUBS) school-based prevention education and the Nurturing Parenting Program (NPP) at Verde and Coronado Elementary Schools. SUBS provides age-appropriate child safety lessons to elementary and middle school classrooms, providing students with practical tools and repeated exposure to reinforce safety skills. Lessons are adapted to support bilingual learners by offering materials in English and Spanish. The NPP provides information to caregivers in a trusting and judgment-free space, making a positive impact on caregivers' mental health. For example, one participant reported, "This program is so fulfilling it lifts my spirit and allows me to feel good about myself."

Photo courtesy of East Bay Center for the Performing Arts. ©2026



## Overall Patterns in Participant Outcomes

Across outcome modules, the majority of participants reported positive outcomes related to supportive relationships, peer connection, leadership, future orientation, and wellbeing. Findings were especially strong for social connectedness, leadership, career readiness, and postsecondary preparation. Many participants reported that programs helped them make friends, build interpersonal skills, understand community issues, develop leadership skills, and feel more confident about future educational and career opportunities. Participants also reported positive outcomes related to healthy decision-making, coping with problems, and stress management, suggesting that RFCY-funded programs are supporting important protective factors linked to positive youth development.

Although findings were generally positive across outcome areas, some variability emerged among specific measures. Academic-related items related to motivation and school success, while still positive overall, were somewhat less strongly endorsed than measures focused on belonging, leadership, peer relationships, and career readiness. This pattern may reflect differences in program intensity, variation in the degree to which programs directly targeted academic outcomes, or the reality that changes in school engagement and academic confidence may develop more gradually over time than outcomes related to connection, enjoyment, or the development of life skills.

Similarly, although participants frequently reported positive relationships and opportunities for connection, measures related to a broader sense of belonging and community connection showed somewhat greater variation across respondents. These findings may suggest opportunities for some programs to continue strengthening strategies that foster deeper participant engagement, inclusion, and community-building. Taken together, the findings provide encouraging early evidence that RFCY-funded programs are supporting wellbeing, connection, leadership, skill development, and future opportunities for Richmond youth and families. Variation across some outcome areas may point to areas that may benefit from additional support or technical assistance.

Photo courtesy of East Bay Center for the Performing Arts. ©2026



# Organizational, Community, and Systems-Level Findings

**In addition to the findings on participant-level outcomes, emerging findings suggest that the Fund contributed to broader organizational, community, and early systems-level changes during the 1st year of the 2025–2027 grant cycle.**

Findings in this section are based primarily on grantee focus groups and quarterly reports and reflect how the Fund reduced service gaps; strengthened organizational capacity and sustainability; and strengthened community engagement, partnerships, and collective impact. These findings align with the Fund's broader goals of strengthening community-based systems of support; increasing equitable access to services; and promoting the wellbeing of Richmond children, youth, and families.

Photo courtesy of The Hidden Genius Project. ©2026



Photo courtesy of Bay Area Girls Club. ©2026

# Reducing Service Gaps

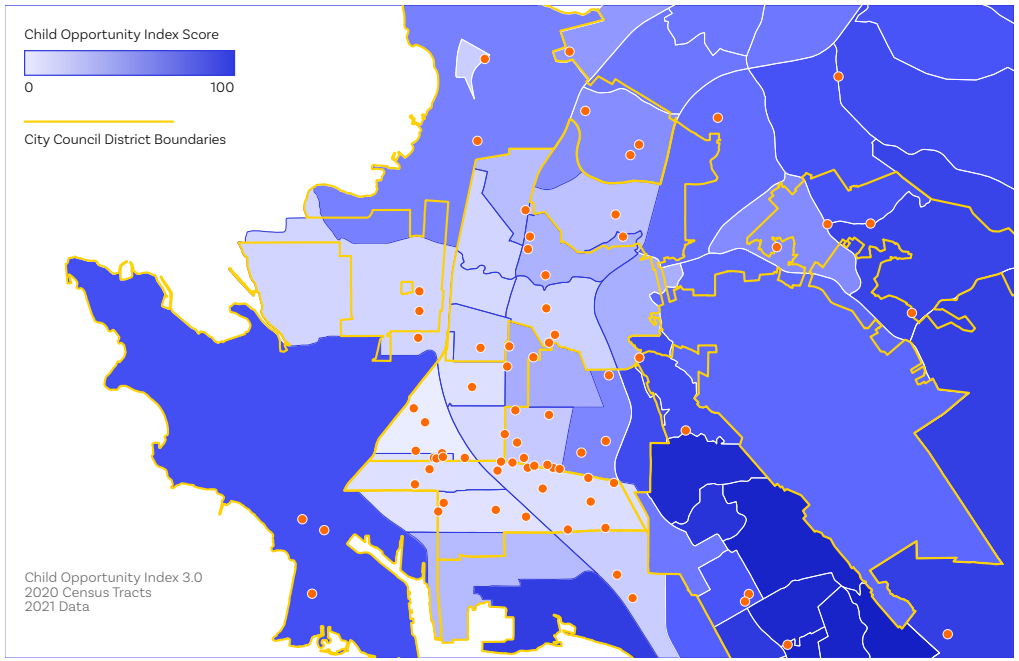
Evidence suggests that the Fund increased the availability and accessibility of affordable programs and services in Richmond and North Richmond. The Fund has reduced service gaps by enabling partners to expand staff time, broaden their geographic reach, and diversify the type of services they can offer. Programs have built staffing capacity, increased scholarship funding, and broadened participation so that more youth and families have had opportunities to participate. Many grantees have also used RFCY funding to reduce barriers to participation by offering free or low-cost programming, transportation assistance, participant stipends, and culturally responsive supports.

## Geographically Accessible Programs

In 2025, RFCY-funded programs operated across more than 100 sites, including schools, community centers, parks, libraries, recreation facilities, and neighborhood-based locations throughout Richmond and North Richmond. Many of the programs operated in neighborhoods with lower levels of child opportunity, including areas with higher concentrations of economic hardship and reduced access to resources and services. Figure 18 shows the location of RFCY-funded program sites in relation to child opportunity as defined by the Childhood Opportunity Index (COI).[7] **The majority of program sites are centrally located and in areas with a higher proportion of families whose income is less than 200 percent of the federal poverty level**. Several organizations also described intentionally locating services within neighborhoods and schools where youth and families already spend time in order to reduce participation barriers and strengthen long-term engagement.[8]

Among Richmond's six city council districts, District 3 has the most RFCY-funded program sites, followed by District 1. These districts are also those with lowest COI, indicating areas of highest need. These findings suggest that RFCY funding is helping channel services and supports toward communities where youth and families may face greater structural barriers to services and supports for children and youth.

**Figure 18. Map of RFCY-Funded Program Sites**




7 The COI visualized on the map is a calculated measure of neighborhood resources and conditions across domains of education, health, environment, social, and economic resources. For more information about the COI, visit www.diversitydatakids.org.

8 See the 2024 Richmond Department of Children and Youth Community Needs Assessment Report for more information about Richmond's high-need areas.



*"The unmet need for safe, free youth programming is profound in a community where 6,620 children lack access to quality summer programs and many are confined indoors with nowhere safe to go—the demand for enriching, free activities is huge."*

—Pogo Park report

## Consistent Programming to Address Service Gaps

Grantees emphasized that multiyear, stable funding is critical for building an ecosystem of services and ensuring continuity of supports as youth age. They reflected that community-based care and resource-sharing are essential for youth wellbeing and for creating opportunities that reinforce each other to deepen impact beyond individual programs.

## Programming Designed to Serve Diverse Participants

Grantees were also committed to offering programs for participants from varied cultural and linguistic backgrounds and for neurodivergent participants.

Photo courtesy of The Watershed Project. ©2026

Many grantees offered resources and information in English and Spanish for parents and participants. One grantee specifically focused on neurodivergent populations, and many grantees integrated practices to ensure that neurodivergent participants were well-served. For example, Big Brothers Big Sisters had a Match Support specialist offering resources on neurodivergence for mentors to implement best practices for engaging their mentees.

*"The community reinforced the need for culturally responsive, low-barrier care. Families responded strongly to services that were flexible, multilingual, and delivered with cultural humility—especially when childcare, transportation, and informal engagement opportunities were built in. … Access isn't just about availability; it's about design that respects lived reality."*

—Greater Richmond Interfaith Program Report

Together, these findings suggest that RFCY funding is helping to strengthen the availability, continuity, and accessibility of youth-serving supports across Richmond and North Richmond.




## Strengthening Organizational Capacity and Sustainability

Across focus groups, participants from different organizations consistently described RFCY funding as an important source of organizational stability within an increasingly uncertain funding environment. Many organizations emphasized that multiyear funding allowed them to engage in longer term planning, retain staff, strengthen infrastructure, and invest in program quality in ways that are often difficult under short-term grants.

In addition, several grantees described RFCY funding as uniquely flexible and relationship centered compared to other public funding streams. Organizations noted that the structure of the Fund allowed them to respond to evolving participant and community needs while maintaining consistency in staffing and service delivery.

*"Multiyear funding from RFCY is especially vital to preventing service interruption, which can undermine trust, disrupt student progress, and weaken long-term outcomes. In [our organization's] experience, schools that lose access to programming—whether due to funding gaps or instability—rarely have the opportunity to re-engage in future years, even when need and desire remains high."*

—Grantee focus group member

Grantees frequently connected funding and staffing stability to program quality and participant relationships. Grantees also repeatedly emphasized that stable funding allowed them to maintain consistent relationships with youth and families over time, building trust with the Richmond community. Several organizations described continuity itself as a critical lever of change, particularly for youth who have experienced instability, trauma, violence, or inconsistent access to support systems.

Photo courtesy of The Practice Space. ©2026

*"RFCY is the largest and most stable source of funding for the community. … It is the biggest grant that is available to most of our organizations and knowing that it's going to be there long-term really allows us to change our thinking about how we're planning, programming, thinking about the future and what we can do for our community."*

—Grantee focus group member

Although 2025 was the 1st year of the 3-year RFCY grant cycle, many grantees are already planning for sustainability. The grantee reports from many of the organizations mention prioritizing sustainability by diversifying revenue (grants, individual and corporate donations, earned income/fee-for-service, matching funds, and reserves), strengthening partnership practices (memoranda of understanding, school and district commitments, anchor funders), and creatively braiding new funding with existing funding streams. Several reports also emphasize building institutional capacity—prospect development, documentation, cross-training, and billing mechanisms (e.g., Medi-Cal/CalAIM)—to ensure program sustainability.

*"[For] this grant, we really invested in scaling up our core programming so that we're serving more youth through one-to-one mentorship through our community-based model. And because of that, we can direct other funding streams towards other new innovative things that we want to do that we think can also compound and support."*

—Grantee focus group member

For smaller community-based organizations in particular, RFCY funding was often described as being critical to developing partnerships, building capacity, and establishing operational systems to support their programs.

Five grants (totaling $356,000) were awarded to small and emerging programs, each with operating budgets less than $250,000:

- *Bay Area Girls Club*
- *Black Neighborhood—Youth Empowerment Program*
- *Richmond Steelers Youth Football and Cheer*
- *Things That Creep*
- *Touch of New Life*

Many programs also reported that an essential part of their sustainability strategy is grounded in their partnership models. In grantee reports, partnership models allowed grantees to reduce costs, embed program capacity into community institutions, diversify revenue and referrals, and expand ownership so that programs can persist despite funding or staffing changes.

## Training and Capacity Building

Throughout the year, grantees invested in staff training to build organizational capacity through lunch-and-learns and by bringing in outside contractors to facilitate workshops for program staff. In quarterly reports, nine grantees described professional development offerings in 2025, with many of those focused on evidence-based approaches to serving specific populations.



*"By having consistent funding, organizations can plan for sustainability over time and focus on continuously improving programs, rather than using funds to address short-term issues: [Long-term funding from RFCY is] invaluable because then you don't have to worry about the money piece and you can look at making your programs better year over year."*

—Grantee focus group member

## Grantee Professional Development Topics

- *gender-responsive, trauma-informed, population-specific, culturally competent programming*
- *support for students who are English Learners*
- *support for LGBTQ+ youth*
- *improvement of outcomes for system-involved and violence-impacted youth*
- *creative techniques for managing anger for system-involved youth*
- *trauma-focused therapy for families*
- *African American trauma and resilience*
- *transformative justice*
- *healing-centered engagement*
- *equitable youth and adult partnerships*
- *motivational interviewing*
- *public speaking*
- *bias reduction*
- *disability justice*

Photo courtesy of Pogo Park. ©2026

# Strengthening Community Engagement, Partnerships, and Collective Impact

Another major theme across focus groups was the importance of collaboration and relationship-building with the community and across Richmond's youth-serving ecosystem. Many organizations described the Fund as helping to create stronger connections between schools, community-based organizations, families, and youth-serving systems.

## Youth and Family Engagement

Strong youth, family, and community engagement supported program participation, youth outcomes, and community-building. In the grantee reports, organizations describe sustained, intentional efforts to engage families and strengthen community ties. Programs prioritized parent meetings, volunteer roles, and family-focused events—such as weekly assemblies, tournaments, and retreats—which had high turnout and active participation. These activities helped cultivate belonging, reduce feelings of isolation, and build families' confidence in supporting their children.

*"Through our family engagement efforts, [caregivers] have found a supportive community where they can share resources, exchange encouragement, and feel understood. Caregivers report feeling less alone and more equipped to support their children's emotional and leadership growth."*

—Project Avary report

In addition, several grantees described having consistent, formal engagement with youth and families to inform the programs' continuous improvements. Five organizations reported engaging with youth through an established board or council, and two organizations reported engaging with the Richmond community through an advisory board.

## Strengthened Partnerships

Through the Fund, community-based organizations deepened and diversified their partnerships to sustain and expand youth programs. Organizations reported prioritizing partners who shared youth-centered values and demonstrated operational stability. They employed a range of collaboration strategies, including clarifying roles and responsibilities and increasing and formalizing communication channels. They collectively addressed operational and programming barriers and fostered relational trust to improve coordination. They also broadened referral pathways and community networks to increase reach and enrollment.

There were 10 grantees that formally applied for a collaboration grant. However, many of the other funded organizations partnered with at least one other community-based organization in Richmond to bring programming to another site or to collaborate on the development and implementation of a program. These findings suggest that the Fund is contributing to a more connected and collaborative youth-serving ecosystem in Richmond and North Richmond.

*"[The Fund provides] more opportunity for synergy and resource sharing with each other and really building organizational capacity to work with each other and collaborate with each other in this way. So, I think this is not only just for this time period of the grant, but goes beyond in … building this practice of resource sharing with each other."*

—Grantee focus group member

## Ten grants (totaling $2,718,475) were awarded to collaborative programs:

- *City of Richmond Employment and Training and John Muir Charter School: Richmond YouthBUILD*
- *City of Richmond Office of Neighborhood Safety and RYSE: CARRY*
- *East Bay Center for the Performing Arts and Contra Costa Family Justice Center: Young Artist Diploma Program*
- *Greater Richmond Interfaith Program and Early Childhood Mental Health Program: Early Childhood Mental Health Program at GRIP*
- *The Latina Center and Global Foundation of Arts, Science, and Technology: The Young Latinas, Future Leaders STEAM Program*
- *Richmond High School and East Bay Center for the Performing Arts (Fiscal Sponsor: West Contra Costa Public Education Fund): Richmond High School Music Department*
- *Richmond Outdoors Coalition and YES Nature to Neighborhoods (Fiscal Sponsor: YES! Nature to Neighborhoods)*
- *Richmond Promise and Contra Costa College: First Year Experience Program*
- *Richmond Public Library and Bay Area Tutoring Association: Homework Help and Tutoring Program*
- *West Contra Costa Unified School District and West Contra Costa Public Education Fund: Positive Behavioral Intervention System*



## Summarizing Early Organization-, Community-, and Systems-Level Impacts

Importantly, many of the strongest themes emerging from the focus groups reflected systems-level conditions rather than discrete program outputs. Grantees frequently emphasized that stable relationships, trusted community spaces, culturally responsive programming, and continuity of care are foundational to long-term positive outcomes for youth and families. Grantees described a clear orientation toward strategic growth and diversification of delivery models in the coming years. At the same time, findings also suggest that many RFCY-funded organizations continue to operate within a broader environment of funding instability, workforce strain, and increasing community need. While RFCY funding appears to have strengthened organizational capacity and service continuity, grantees consistently described the need for additional investment, coordination, and infrastructure support to sustain and expand these efforts over time.

While grantees highlighted implementation facilitators and positive impact, they also surfaced a set of practical obstacles that they navigated throughout the year. The following section outlines the most common implementation challenges from 2025 that inform the recommendations for the next year of grant implementation and that are summarized at the end of this report.



Photo courtesy of Nurturing Independence through Artistic Development (NIAD) Art Center. ©2026

# Implementation Challenges

Several recurring challenges emerged across grantees' 2025 reports:

- **School and District Partnerships:** Delays in establishing school and district partnerships were commonly reported. Grantees cited late site confirmations, slow badge and contract approvals, and difficulty identifying decision-makers within schools. Partnerships often depended heavily on school staff capacity, which varied widely. As a result, some grantees experienced delays or reductions in programming due to staffing changes or limited coordination capacity within schools.
- **Partnership Coordination Challenges:** Some grantees also faced broader partnership-related barriers associated with the importance of having each site's point of contact collaborate on program planning and implementation. Staff turnover and transitions among key personnel at host sites led to communication disruptions and logistical delays. In addition, when partners required changes to program logistics or schedules, it complicated programming planning for grantees. Grantees reported that these issues with site coordination and site capacity affected program momentum and attendance. Grantees reported dedicating more time to program planning and alignment with partners and pivoting to different partners or program formats to support more collaborative partnerships.
- **Administrative and Compliance Barriers:** Delays in contracting and payments—along with complex compliance and insurance requirements—slowed program implementation and constrained available resources in some cases.
- **Recruitment, Retention, and Attendance:** A few grantees reported difficulty maintaining consistent enrollment due to last-minute cancellations, competing extracurricular commitments, transportation challenges, and limited parent availability. To address these challenges, grantees engaged in proactive outreach and prioritized waitlist management.
- **Staffing Constraints:** A minority of grantees experienced staffing-related challenges, including vacancies, onboarding delays, staff transitions, and burnout, which reduced program capacity and continuity.
- **Space and Infrastructure Limitations:** Limited access to facilities, delayed park construction, and reliance on temporary venues reduced cohort sizes and restricted opportunities for hands-on activities in some cases.
- **Community Stressors and Resource Limitations:** External factors affecting families also impacted participation in some programs. Work schedules, food and housing insecurity, and immigration-related concerns were frequently cited.
- **Safety Concerns Related to Immigration Enforcement:** Some participants were hesitant to leave home, access services, or engage in programming due to fears of detention. In certain cases, participants withdrew from programs altogether. Grantees reported that immigration-related stress had significant emotional, mental, and physical impacts on youth and families. In response to safety concerns, grantees implemented mitigation strategies such as developing internal protocols, creating safety procedures specific to Immigration and Customs Enforcement activities, posting reassuring signage, and providing individualized support to help participants feel safe accessing programming.
- **Funding Landscape:** Some grantees noted instability in funding sources, including SNAP-Ed, AmeriCorps, federal and state grants, and district funding. Some organizations reliant on AmeriCorps faced staffing uncertainty or sudden loss of personnel. One grantee used short-term loans to maintain staff during a government shutdown, while others experienced staffing gaps that affected recruitment efforts. In anticipation of future funding reductions, at least one organization proactively reduced its budget to protect core programming.
- **WCCUSD Strike:** Grantees partnering with WCCUSD schools had fewer programming days due to a WCCUSD strike. Some grantees paused programming, others transitioned to virtual delivery, and some expanded offerings to provide safe, supervised spaces for youth during the disruption.




# Fund Administration

**An important component of the Fund implementation is how the funding is administered by the RDCY.**

The RDCY is responsible for administering the grants, which includes establishing the grant requirements and administrative processes. The RDCY is also responsible for grant monitoring, year-round data quality review, invoice reviewing, payment processing, and implementation of the GIP process.

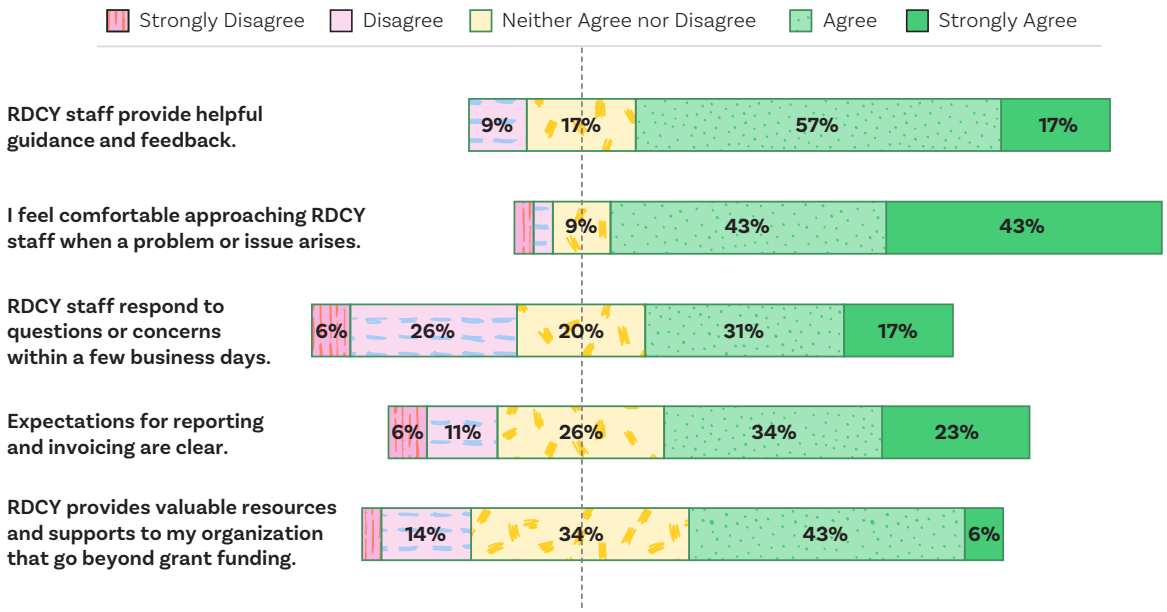
## Administrative Capacity

The 1st year of the 2025–2027 funding cycle coincided with a period of significant organizational growth and transition within the RDCY. During 2025, the RDCY was simultaneously responsible for administering and monitoring RFCY grants, closing out the previous funding cycle, onboarding new staff, implementing new internal systems, and supporting a range of responsibilities beyond RFCY implementation. These activities placed substantial demands on the RDCY's capacity during a critical implementation period.

Despite these challenges, grantee feedback suggests that RDCY staff continue to be viewed as trusted and supportive partners. Most grantees reported receiving helpful guidance and feedback from RDCY staff (74%) and indicated that they felt comfortable reaching out when challenges arose (86%). These findings reflect the strength of the RDCY's relationships with grantees and the department's continued commitment to supporting funded organizations (Figure 19). At the same time, findings identified opportunities to strengthen fund administration processes. Grantees were asked how the RDCY compares to other funders "on processing grant agreements and invoices," and 46 percent said worse or much worse.

Photo courtesy of The Practice Space. ©2026

**Figure 19. Responses Regarding RDCY Staff, Expectations, and Support**




*"Delays in fund disbursements can create operational challenges for our organization, as timely funding is important for covering program expenses and planning staffing and services. When funds are delayed, it can introduce some uncertainty and make advance planning more difficult."*

—RFCY grantee report

Delays in contracting and payment processing were among the most common challenges identified throughout the grantees' quarterly reports during the 1st year of implementation. These delays stemmed from a combination of factors on both the grantee and department sides, and in some cases from both simultaneously. As noted earlier, the RDCY's own internal capacity was still growing during this 1st year, which affected the speed of contract and invoice processing. For some organizations, delayed contracts and reimbursement timelines created uncertainty around staffing, program planning, and service delivery.

At the same time, variation in grantee administrative capacity also contributed to processing delays. At times, resolving invoices required multiple rounds of follow-up between RDCY and grantee staff, a process that could extend over a month of communication per invoice. This represented a substantial and recurring demand on RDCY staff capacity.

Although these challenges are not uncommon during periods of organizational transition and systems implementation, they underscore the importance of continuing to streamline administrative processes and build internal capacity to support timely grant administration.

## Data and Reporting Infrastructure

In 2025, the RDCY implemented a new grant management system using a Grant Management Software (GMS) platform. Starting in 2025, RFCY grantees were required to submit their reports and other documentation to the Fund through the GMS. The investment in a GMS provides a streamlined platform for the RDCY to monitor grants, but there is a continued need to build the department's capacity to use the system and review the documentation required for grantees to receive their payments. There is also a need for continued or improved technical assistance for grantees because the system is new for many.

Grantees noted that the transition to the GMS has been helpful, but not without challenges. Related to reporting and invoicing, slightly more than half of grantees (57%) agreed or strongly agreed that expectations for reporting and invoicing are clear. About two thirds of grantees (66%) agreed or strongly agreed that the GMS is easy to navigate, with one grantee sharing that "the use of [the GMS] is a big improvement. However, the amount of reporting for any given year is challenging." As in previous years, some grantees suggested that reporting and invoicing are time-consuming and more extensive than for other similar grants.

## Evaluation and Continuous Learning

Evaluation is an important component of the Fund's accountability and continuous improvement efforts. In addition to documenting participant outcomes and program implementation, the evaluation is intended to provide information that can support program improvement, inform decision-making, and strengthen understanding of how RFCY investments contribute to outcomes for children, youth, and families.

Overall, grantees had a positive experience with WestEd, with 100 percent of respondents agreeing or strongly agreeing that the WestEd team was responsive to questions.

Results indicate that some grantees may need more support for the evaluation. The majority of grantees (91%) agreed or strongly agreed that expectations of the evaluation were clear. While the majority of grantees indicated that they were well-supported to complete evaluation activities (97%), some grantees suggested areas of improvement. Survey results indicated a need for additional technical assistance related to required data collection and reporting, with 76 percent saying that it is easy to collect service provision data, 71 percent saying that it is easy to collect the demographic data for the evaluation, and 85 percent saying that the reporting templates that WestEd provided were helpful.




The survey findings also highlight an interest in evaluation-specific technical assistance and capacity building. Nearly half of grantees expressed interest in additional support related to program evaluation (46%), survey development (40%), and qualitative data collection (37%), while slightly more than half expressed interest in data analysis for program improvement (51%). These findings suggest that many organizations view evaluation not only as a reporting requirement but also as a tool for learning, continuous improvement, and demonstrating impact beyond the Fund evaluation.

In response to grantee feedback, WestEd will offer a robust series of quarterly evaluation-specific technical assistance supports for 2026.



Photo courtesy of City of Richmond Office of Neighborhood Safety. ©2026




# Recommendations for Strengthening RFCY Implementation and Impact

**The findings presented throughout this report suggest several opportunities to strengthen implementation and maximize the long-term impact of RFCY investments.**

## Improve Access and Engagement

While programs are reaching youth and families across Richmond and North Richmond, findings suggest that barriers to participation remain for some populations.

**Recommendations:**

- Explore transportation supports and other strategies that can reduce barriers to participation.
- Engage with community partners through the Community Needs Assessment to identify communities with continued need.
- Continue to support flexible program models that meet the needs of diverse participants and families.
- Continue investing in culturally responsive, multilingual, and community-based approaches to service delivery.

## Strengthen Program Quality Through Targeted Technical Assistance

Findings from participant surveys provide opportunities to identify areas where grantees may benefit from additional support. Targeted technical assistance and capacity building (TA/CB) can help organizations strengthen program quality, improve participant experiences, and build capacity in areas that support positive outcomes for youth and families.

**Recommendations:**

- Clearly define and communicate a Growth and Improvement Plan (GIP) process, including when it applies.
- Implement GIPs as a collaborative process with grantees that do not meet established performance benchmarks to identify root causes and build a shared action plan for growth.
- Pair GIPs with a tiered TA/CB model matched to grantee need: intensive support for grantees facing significant or persistent challenges, targeted support for grantees with specific areas for growth, and universal support available to all grantees.
- Develop and implement a TA/CB model in alignment with best practices, calibrated to what is feasible within the department's current capacity constraints.



Photo courtesy of Big Brothers Big Sisters of the Bay Area. ©2026

## Strengthen Organizational Capacity and Sustainability

Findings suggest that RFCY funding plays an important role in supporting organizational stability, staffing continuity, and long-term planning. At the same time, many organizations continue to operate within an increasingly challenging funding environment characterized by workforce shortages, rising costs, and growing demand for services.

**Recommendations:**

- Support organizational sustainability planning, including strategies for diversifying funding and strengthening administrative infrastructure.
- Provide more intensive and individualized support for small and emerging organizations that may face unique operational and implementation challenges.
- Continue investing in evaluation capacity building, data literacy, and continuous improvement efforts.

## Strengthen School and Community Partnerships

Strong partnerships between schools and community-based organizations can support participant recruitment, program implementation, and continuity of services. Findings suggest opportunities to strengthen coordination structures that can support effective collaboration and reduce disruptions caused by staff turnover and competing organizational priorities.

**Recommendations:**

- Develop coordination processes and expectations for partnerships between grantees and schools to support scheduling, recruitment, and service delivery.
- Explore opportunities to establish data-sharing agreements with partners like WCCUSD to support accurate data reporting while protecting student privacy.

## Strengthen Data Infrastructure and Build Capacity for Grant Monitoring

The 1st year of implementation highlighted opportunities to build grantee fluency with a newly implemented data infrastructure and with data collection and reporting requirements. As grantees become more comfortable with the GMS, data collection, and data reporting, the RDCY can improve accountability while reducing administrative burden on grantees.

**Recommendations:**

- Continue refining the grants management system and reporting processes to improve usability and consistency.
- Develop and communicate clearer reporting guidance and standardized definitions for key metrics.
- Implement routine data quality monitoring and reconciliation processes throughout the reporting cycle.
- Continue providing technical assistance related to data collection, reporting, and evaluation requirements to improve the quality of evaluation data and to support grantees' use of data for continuous improvement.

# Conclusion

**Year 1 of the Fund's 2025–2027 funding cycle demonstrates that the Fund is reaching the communities it was designed to serve and delivering measurable value to Richmond's children, youth, and families.**



In 2025, 37 grants to 36 organizations delivered more than 28,500 hours of direct programming and 15,774 encounters with children, youth, and adults, concentrated in the Richmond neighborhoods with the greatest need. Participants reported strong outcomes across nearly every domain measured, including academic engagement, wellbeing, leadership, peer relationships, and career and postsecondary readiness. Parents and caregivers echoed these results, reporting positive changes in their children's health, learning, and social connectedness. Grantees themselves described RFCY funding as a stabilizing force, one that allowed them to retain staff, expand reach, and plan beyond a single budget cycle—addressing service gaps left by cuts elsewhere in the system.

At the same time, the evaluation identified opportunities to strengthen Fund administration, data infrastructure, organizational capacity, and school-community partnerships. Addressing these areas may help improve implementation, strengthen accountability, and maximize the impact of RFCY investments over time.

These findings should be read as early indicators of implementation and impact from the 1st year of a new 3-year cycle. Continued investment in program quality, grantee capacity, strong partnerships, and continuous improvement will be critical in ensuring that Richmond children, youth, and families have access to the opportunities and supports they need to thrive.



Photo courtesy of Fresh Lifelines for Youth. ©2026

# References


Agans, J. P., Champine, R. B., Johnson, S. K., Erickson, K., & Yalin, C. (2015). Promoting healthy lifestyles through youth activity participation: Lessons from research. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H Study* (pp. 137–153). Springer. https://doi.org/10.1007/978-3-319-17166-1_8

Archambault, I., Janosz, M., Morizot, J., & Pagani, L. (2009). Adolescent behavioral, affective, and cognitive engagement in school: Relationship to dropout. *Journal of School Health*, *79*(9), 408–415.

Aronowitz, T. (2005). The role of "envisioning the future" in the development of resilience among at-risk youth. *Public Health Nursing*, *22*(3), 200–208.

Aspen Institute. (2026). *The 5 guiding principles of 2Gen*. https://ascend.aspeninstitute.org/2gen-approach/guiding-principles/

Banati, P., Vedechkina, M., De Rubeis, V., Kalai, S., Massaquoi, L., Sadana, R., Baltag, V., & Baird, S. (2025). Adolescent experiences and exposures: A systematic review of life course outcomes. *EClinicalMedicine*, *88*.

Barber, B. K., & Olsen, J. A. (1997). Socialization in context: Connection, regulation, and autonomy in the family, school, and neighborhood, and with peers. *Journal of Adolescent Research*, *12*(2), 287–315.

Barfield, P. A., Ridder, K., Hughes, J., & Rice-McNeil, K. (2021). Get outside! Promoting adolescent health through outdoor after-school activity. *International Journal of Environmental Research and Public Health*, *18*(14), 7223. https://doi.org/10.3390/ijerph18147223

Bengtsson, D., Svensson, J., Wiman, V., Stenling, A., Lundkvist, E., & Ivarsson, A. (2025). Health-related outcomes of youth sport participation: A systematic review and meta-analysis. *International Journal of Behavioral Nutrition and Physical Activity*, *22*(1), 89.

Boat, A. A., Hsieh, T. Y., & Wu, C. Y. (2024). Bidirectional pathways between relationships and sense of belonging in a program for youth living in low-income households. *Children and Youth Services Review*, *163*, 107797.

Buzinde, C., Foroughi, B., & Godwyll, J. (2019). Youth leadership programs for community development and social action: A pedagogical approach. *Community Development Journal*, *54*(4), 677–694.

Child Trends. (2009). *Effective and promising summer learning programs and approaches for economically-disadvantaged children and youth*.

Clement, R., Deering, M., Mikhael, R., & Villa-Garcia, C. (2014). *Youth civic engagement and leadership*. Elliot School of International Affairs, George Washington University. https://youthtoday.org/wp-content/uploads/sites/13/2017/11/Youth-CEL_FINAL.pdf

Dogan, U. (2015). Student engagement, academic self-efficacy, and academic motivation as predictors of academic performance. *The Anthropologist*, *20*(3), 553–561.

The Forum for Youth Investment. (2023). *The Youth Program Quality Improvement (YPQI) approach: Implications for policy and practice*. https://forumfyi.org/knowledge-center/ypqi_approach/

Gootman, J. A., & Eccles, J. (Eds.). (2002). *Community programs to promote youth development*. National Academies Press.

Greene, K. M., Lee, B., Constance, N., & Hynes, K. (2013). Examining youth and program predictors of engagement in out-of-school time programs. *Journal of Youth and Adolescence*, *42*(10), 1557–1572.

Henderson, K. A., Powell, G. M., & Scanlin, M. M. (2005). Observing outcomes in youth development: An analysis of mixed methods. *Journal of Park and Recreation Administration*, *23*(4), 58.

Kelsey, K. D., & Fuhrman, N. E. (2020). Leadership and life skills development among 4-H state-level youth leaders. *Journal of Human Sciences and Extension*, *8*(2), 15–27.

Kennedy, E., Wilson, B., Valladares, S., & Bronte-Tinkew, J. (2007). Improving attendance and retention in out-of-school time programs. Research-to-Results Practitioner Insights. Publication #2007-17. *Child Trends*.

Kramer, K., McDonnell, S., Fraix, M., Murillo, L., & Motely-Lewis, D. (2026). *Oakland Fund for Children and Youth, FY 2024–2025 final evaluation report*. The Bridging Group.

Larson, M., & Bolton, A. (2019). *Guideposts for success 2.0: A framework for successful youth transition to adulthood*. National Collaborative on Workforce and Disability for Youth.

Leonard, K., & Moore, C. E. (2017, Spring). *K–12 student success: Out-of-school time initiative: Program quality* (Learning Brief). The Oregon Community Foundation.

Mathematica. (2019, April 18). *Investing in communities can create meaningful and measurable change: Place-based initiatives help children reach their full potential.* https://www.mathematica.org/news/investing-in-communities-can-create-meaningful-and-measurable-change

McGorry, P., Gunasiri, H., Mei, C., Rice, S., & Gao, C. X. (2025). The youth mental health crisis: Analysis and solutions. *Frontiers in Psychiatry*, *15*, 1517533.

Moore, D., Grant, S., McLaughlin, C., Walker, K., & Shaffer, B. (2010). *Preliminary findings from the Minnesota 4-H Quality Improvement Study.*

Naftzger, N. (2025, August 20). *The positive changes youth experience when we invest in afterschool and summer learning programs.* American Institutes for Research. https://air.org/resource/blog-post/positive-changes-youth-experience-when-we-invest-afterschool-and-summer-learning

Neild, R. C., Wilson, S. J., & McClanahan, W. (2019). *Afterschool programs: A review of evidence under the Every Student Succeeds Act*. Research for Action.

Newby, H., Hagell, A., Marsh, A. D., & Guthold, R. (2022). Opportunities to advance measurement of adolescent wellbeing: Building on a new conceptual framework. *BMJ*, *379*.

Ratner, K., Zhu, G., Li, Q., Estevez, M., & Burrow, A. L. (2023). Interacting with supportive adults predicts greater same-day psychosocial functioning among adolescents in a self-driven learning program. *Journal of Adolescence*, *95*(4), 729–739.

Roth, J. L., & Brooks-Gunn, J. (2016). Evaluating youth development programs: Progress and promise. *Applied Developmental Science*, *20*(3), 188–202.

Sabatelli, R. M., Anderson, S. A., & LaMotte, V. (2005). *Assessing outcomes in child and youth programs: A practical handbook* (Rev. ed.). University of Connecticut and State of Connecticut.

Sandoval, A., & Bowers, E. P. (2025). Positive outcomes of out-of-school time activity participation for youth: A pattern-centered approach. *Journal of Youth Development*, *20*(1), 1–23.

San Francisco Department of Children, Youth, and Their Families. (2026). *DCYF grantee year end reports*. https://apps.dcyf.org/granteereports2429/

Scarborough, M. K., Lewis, C. M., & Kulkarni, S. (2010). Enhancing adolescent brain development through goal-setting activities. *Social Work*, *55*(3), 276–278.

Serido, J., Borden, L. M., & Perkins, D. F. (2011). Moving beyond youth voice. *Youth & Society*, *43*(1), 44–63.

Simmons, M. B., Parker, A. G., Hetrick, S. E., Telford, N., Bailey, A., & Rickwood, D. (2014). Development of a satisfaction scale for young people attending youth mental health services. *Early Intervention in Psychiatry*, *8*(4), 382–386.

Sun, R. C., & Shek, D. T. (2012). Beliefs in the future as a positive youth development construct: A conceptual review. *The Scientific World Journal*, *2012*(1), 527038.

Tuaf, H., & Orkibi, H. (2023). Community-based programs for youth with mental health conditions: A scoping review and practical implications. *Frontiers in Public Health*, *11*, 1241469.

Verlenden, J. V. (2024). Mental health and suicide risk among high school students and protective factors—Youth Risk Behavior Survey, United States, 2023. *MMWR Supplements*, *73*.

Watts, C. E., Witt, P. A., & King, T. (2008). Predictors of outcomes for after-school program participants. *Journal of Park and Recreation Administration*, *26*(2), 134.

Xing, X., Huerta, M., & Garza, T. (2019). College and career preparation activities and their influence on post-high school education and work attainment. *Journal of Career and Technical Education*, *34*(1), 8.

Yohalem, N., & Wilson-Ahlstrom, A. (2010). Inside the black box: Assessing and improving quality in youth programs. *American Journal of Community Psychology*, *45*(3), 350–357.

Yousef, W. (2024). Shaping career development through college readiness at the high school level. *Education Sciences*, *14*(11), 1190.

# Appendix A. Funded Programs by Priority Area

| Funded program | Annual award amount | Grant type | Number of youth surveys | Number of parent surveys | Total number of surveys | 2025 total number served | 2025 total service hours |
|---|---|---|---|---|---|---|---|
| **Core need 1: Mental and behavioral health** | | | | | | | |
| Bay Area Community Resources—Promoting Youth and Family Resilience | $200,000 | Single organization | 18 | 2 | 20 | 330 | 269 |
| Bay Area Girls Club—Take Care of You (TCY) | $50,000 | Small & emerging | 9 | 8 | 17 | 84 | 45 |
| The Black Neighborhood—Youth Empowerment Program | $60,000 | Small & emerging | 18 | N/A | 18 | 32 | 39 |
| Child Abuse Prevention Council—Speak Up Be Safe (SUBS) and Nurturing Parenting Program (NPP) | $51,200 | Single organization | 21 | N/A | 21 | 591 | 118 |
| City of Richmond, Office of Neighborhood Safety and RYSE—CARRY | $300,000 | Collaborative | 73* | N/A | 73* | 33 | 161 |
| Contra Costa Family Justice Alliance—The Richmond Children's Mental Health Program | $200,000 | Single organization | 1 | 4 | 5 | 331 | 203 |
| Desarrollo Familiar, Inc. (Familias Unidas)—Trauma-Informed Care in Schools | $200,000 | Single organization | 30 | N/A | 30 | 91 | 815 |
| Greater Richmond Interfaith Program and Early Childhood Mental Health Program (ECMHP)—ECMHP at GRIP | $300,000 | Collaborative | 2 | 18 | 20 | 52 | 1,005 |
| The Latina Center and the Global Foundation of Arts, Science, and Technology—Young Latinas, Future Leaders | $200,000 | Collaborative | 51 | N/A | 51 | 66 | 499 |
| Mindful Life Project—SEL Services | $150,000 | Single organization | 154 | 5 | 159 | 3,386 | 2,503 |
| West Contra Costa Unified School District and West Contra Costa Public Education Fund—Positive Behavioral Intervention System | $300,000 | Collaborative | N/A | N/A | N/A | 51 | 50 |
| **SUBTOTAL** | **$2,011,200** | | | | | **5,047** | **5,707** |
| **Core need 2: Physical health and access** | | | | | | | |
| 18 Reasons—Cooking Matters and Food as Medicine | $200,000 | Single organization | 9 | N/A | 9 | 935 | 427 |
| Growing Together Bay Area—Garden and Nutrition Education | $190,840 | Single organization | N/A | N/A | N/A | 1,723 | 2,102 |

| Funded program | Annual award amount | Grant type | Number of youth surveys | Number of parent surveys | Total number of surveys | 2025 total number served | 2025 total service hours |
|---|---|---|---|---|---|---|---|
| Pogo Park—Enrichment Programs at Elm Playlot | $200,000 | Single organization | 80 | 66 | 146 | 2,052 | 2,571 |
| Project Avary—Leadership Program for Children of Incarcerated Parents | $200,000 | Single organization | 26 | N/A | 26 | 60 | 949 |
| Richmond Outdoors Coalition and YES Nature to Neighborhoods—Outdoor Programming | $300,000 | Collaborative | 162 | N/A | 162 | 909 | 147 |
| Richmond Steelers—Youth Football and Cheer | $80,000 | Small & emerging | 20 | 52 | 72 | 200 | 136 |
| Summer Search—Summer Outdoor Program | $50,000 | Single organization | 11 | N/A | 11 | 41 | 1,873 |
| YES Nature to Neighborhoods—Youth Leadership Pathway Program | $199,974 | Single organization | 122 | 1 | 123 | 147 | 3,618 |
| **SUBTOTAL** | **$1,420,814** | | | | | **6,067** | **11,821** |
| **Core need 3: Learning needs** | | | | | | | |
| City of Richmond, Community Services Dept. (Recreation Division)—Camp Achieve | $300,000 | Single organization | 73 | 149 | 222 | 300 | 912 |
| City of Richmond, Employment and Training Dept.—YouthBUILD | $300,000 | Collaborative | 15 | N/A | 15 | 33 | 990 |
| Fresh Approach—Youth Community Ambassadors | $200,000 | Single organization | 5 | N/A | 5 | 64 | 444 |
| The Hidden Genius Project—The Intensive Immersion Program | $200,000 | Single organization | 25 | N/A | 25 | 299 | 587 |
| The Practice Space—Mentorship and Leadership Program | $200,000 | Single organization | 49 | N/A | 49 | 954 | 546 |
| Richmond Promise and Contra Costa College—Contra Costa College First Year Experience Program | $218,475 | Collaborative | 30 | N/A | 30 | 120 | 127 |
| Richmond Public Library and Bay Area Tutoring Association—Homework Help and Tutoring Program | $200,000 | Collaborative | 7 | 3 | 10 | 85 | 580 |
| RYSE—Leadership Pathways Program | $200,000 | Single organization | 73* | N/A | 73* | 213 | 1,306 |
| Things That Creep—Neighborhood Snakes and Neighborhood Reptiles | $100,000 | Small & emerging | N/A | N/A | N/A | 1,415 | 210 |

| Funded program | Annual award amount | Grant type | Number of youth surveys | Number of parent surveys | Total number of surveys | 2025 total number served | 2025 total service hours |
|---|---|---|---|---|---|---|---|
| The Watershed Project—Educational Programs | $125,000 | Single organization | 72 | N/A | 72 | 695 | 77 |
| West Contra Costa Public Education Fund—Richmond Freedom School | $200,000 | Single organization | 35 | 40 | 75 | 117 | 196 |
| **Subtotal** | **$2,243,475** | | | | | **4,295** | **5,975** |
| **Core need 4: Safety, community, and belonging** | | | | | | | |
| Big Brothers Big Sisters of the Bay Area—Mentorship Program | $60,000 | Single organization | 3 | N/A | 3 | 21 | 332 |
| East Bay Center for the Performing Arts and Contra Costa Family Justice Center—The Young Artist Diploma Program (YADP) | $300,000 | Collaborative | 73 | N/A | 73 | 50 | 4,100 |
| Fresh Lifelines for Youth, Inc.—Law Education and Mentoring Program | $101,790 | Single organization | 21 | N/A | 21 | 95 | 84 |
| Nurturing Independence through Artistic Development (NIAD Art Center)—Young Artist Leaders Program | $58,556 | Single organization | 1 | N/A | 1 | 4 | 22 |
| Richmond High School and East Bay Center for the Performing Arts—Richmond High School Music Department | $300,000 | Collaborative | 96 | N/A | 96 | 101 | 329 |
| Summer Search—Mentoring Program | $173,000 | Single organization | 19 | N/A | 19 | 12 | 953 |
| Touch of New Life—Youth Public Safety Academy | $66,000 | Small & emerging | 13 | N/A | 13 | 82 | 213 |
| **Subtotal** | **$1,059,346** | | | | | **365** | **6,032** |
| **Total** | **$6,734,835** | **37 Grants** | **1,344** | **348** | **1,692** | **15,774** | **29,534** |

*Note. RYSE administered surveys to both their Leadership Pathways Program participants and CARRY participants and are not distinguished in the data set. For a description of participant surveys and data collection procedures, see FY21-24 RFCY Evaluation Report.*

**Service hours are rounded up to the nearest whole hour. Subtotals and totals are calculated using unrounded values and therefore may not equal the sum of the displayed line items.*

# Appendix B. List of Program Sites by Organization

| Grantee | Sites |
|---|---|
| 18 Reasons—Cooking Matters and Food as Medicine | Urban Tilth, 515 Silver Ave., Richmond, CA 94801<br>Verde Elementary, 2000 Giaramita St., Richmond, CA 94801 |
| Bay Area Community Resources—Promoting Youth and Family Resilience | King Elementary, 4022 Florida Ave., Richmond, CA 94804<br>Lincoln Elementary School, 29 6th St., Richmond, CA 94801<br>Coronado Elementary, 2100 Maine Ave., Richmond, CA 94804<br>Ford Elementary, 2711 Maricopa Ave., Richmond, CA 94804 |
| Bay Area Girls Club—Take Care of You (TCY) | Bay Area Girls Club, 260 Broadway, Richmond, CA 94804<br>Chabot and Space Center, 10000 Skyline Blvd., Oakland, CA 94619 |
| Big Brothers Big Sisters of the Bay Area—Mentorship Program | Richmond Greenway, Richmond Greenway Trail, Richmond, CA 94804 |
| The Black Neighborhood—Youth Empowerment Program | Burg Park, 2910 Clinton Ave., Richmond, CA 94804<br>Grizzly Peak, 3092–3148 Grizzly Peak Blvd., Berkeley, CA 94705<br>Kennedy High School, 4300 Cutting Blvd., Richmond, CA 94804<br>Chabot and Space Center, 10000 Skyline Blvd., Oakland, CA 94619<br>Richmond City Recreation Complex, 3230 Macdonald Ave., Richmond, CA 94804 |
| Child Abuse Prevention Council—Speak Up Be Safe (SUBS) and Nurturing Parenting Program (NPP) | Cesar E. Chavez Elementary School, 960 17th St., Richmond, CA 94801<br>Lincoln Elementary School, 29 6th St., Richmond, CA 94801<br>Verde Elementary, 2000 Giaramita St., Richmond, CA 94801<br>Coronado Elementary, 2100 Maine Ave., Richmond, CA 94804 |
| City of Richmond, Community Services Dept. (Recreation Division)—Camp Achieve | Booker T. Anderson Community Center, 960 S 47th St., Richmond, CA 94804<br>Parchester Community Center, 3833 Collins Ave., Richmond, CA 94806<br>Nevin Community Center, 598 Nevin Ave., Richmond, CA 94801<br>Shields Reid Community Center, 1410 Kelsey St., Richmond, CA 94801 |
| City of Richmond, Employment and Training Dept.—YouthBUILD | RichmondBUILD/YouthBUILD Office, 360 S. 27th St., Richmond, CA 94804 |
| City of Richmond, Office of Neighborhood Safety and RYSE—CARRY | RYSE Youth Center, 3939 Bissell Ave., Richmond, CA 94805 |
| Contra Costa Family Justice Alliance—The Richmond Children's Mental Health Program | West Contra Costa Family Justice Center Office, 256 24th St., Richmond, CA 94804 |
| Desarrollo Familiar, Inc. (Familias Unidas)—Trauma-Informed Care in Schools | Lovonya DeJean Middle School, 3400 Macdonald Ave., Richmond, CA 94805<br>Richmond High School, 1250 23rd St., Richmond, CA 94804 |
| East Bay Center for the Performing Arts—The Young Artist Diploma Program (YADP) | East Bay Center for the Performing Arts, 339 11th St., Richmond, CA 94801 |
| Fresh Approach—Youth Community Ambassadors | Fresh Approach, 5060 Commercial Circle, Concord, CA 94520 |

| Grantee | Sites |
|---|---|
| Fresh Lifelines for Youth, Inc.—Law Education and Mentoring Program | Mt. McKinley, 202 Glacier Dr., Martinez, CA 94553<br>Golden Gate Community School Richmond, 2200 Macdonald Ave., Richmond, CA 94801<br>FLY Office, 3260 Blume Dr., Richmond, CA 94806<br>De Anza High School, 5000 Valley View Rd., Richmond, CA 94803<br>RYSE Youth Center, 3939 Bissell Ave., Richmond, CA 94805 |
| Greater Richmond Interfaith Program and Early Childhood Mental Health Program (ECMHP)—ECMHP at GRIP | GRIP, 165 22nd St., Richmond, CA 94801 |
| Growing Together Bay Area—Garden and Nutrition Education | Mira Vista K–8, 6397 Hazel Ave., Richmond, CA 94805<br>Peres K–8, 719 5th St., Richmond, CA 94801<br>King Elementary, 4022 Florida Ave., Richmond, CA 94804<br>Washington Elementary, 565 Wine St., Richmond, CA 94801 |
| The Hidden Genius Project—The Intensive Immersion Program | Making Waves Academy, 4123 Lakeside Dr., Richmond, CA 94806<br>Invictus Academy, 7150 Portola Dr., El Cerrito, CA 94530<br>Betty Reid Soskin Middle School, 1121 Allview Ave., El Sobrante, CA 94803<br>Helms Middle School, 2500 Rd. 20, San Pablo, CA 94806<br>Salesian High School, 2851 Salesian Ave., Richmond, CA 94804<br>Lovonya DeJean Middle School, 3400 Macdonald Ave., Richmond, CA 94805<br>RYSE Youth Center, 3939 Bissell Ave., Richmond, CA 94805<br>Richmond High School, 1250 23rd St., Richmond, CA 94804<br>Nystrom Elementary, 230 Harbour Way S, Richmond, CA 94804 |
| The Latina Center and the Global Foundation of Arts, Science, and Technology—Young Latinas, Future Leaders | The Latina Center, 3701 Barrett Ave., Richmond, CA 94805<br>Chabot and Space Center, 10000 Skyline Blvd., Oakland, CA 94619 |
| Mindful Life Project—SEL Services | Richmond College Preparatory, 214 South 11th St., Richmond, CA 94804<br>Highland Elementary, 2829 Moyers Rd., San Pablo, CA 94806<br>Grant Elementary, 2400 Downer Ave., Richmond, CA 94804<br>Aspire Richmond Technology Academy, 3170 Hilltop Mall Rd., Richmond, CA 94806<br>Cesar E. Chavez Elementary School, 960 17th St., Richmond, CA 94801<br>King Elementary, 4022 Florida Ave., Richmond, CA 94804<br>Ford Elementary, 2711 Maricopa Ave., Richmond, CA 94804 |
| Nurturing Independence through Artistic Development (NIAD Art Center)—Young Artist Leaders Program | Vista Hills Education Center, 2625 Barnard St., Richmond, CA 94806<br>Richmond Art Center, 2450 Barrett Ave., Richmond, CA 94804<br>NIAD Art Center, 551 23rd St., Richmond, CA 94804<br>Walnut Creek Library, 644 N. Broadway, Walnut Creek, CA 94596 |
| Pogo Park—Enrichment Programs at Elm Playlot | Elm Playlot, 720 Elm Ave., Richmond, CA 94801 |

| Grantee | Sites |
|---|---|
| The Practice Space—Mentorship and Leadership Program | CoBiz Richmond, 1503 Macdonald Ave., Richmond, CA 94801<br>Voices Charter School, 201 28th St., Richmond, CA 94804<br>Sheldon Elementary School, 2601 May Rd., Richmond, CA 94803<br>FIERCE Advocates, 312 9th St., Richmond, CA 94801<br>The Practice Space, 317 11th St., Richmond, CA 94801<br>First 5 Contra Costa, 4005 Port Chicago Hwy #120, Concord, CA 94520<br>El Cerrito High School, 540 Ashbury Ave., El Cerrito, CA 94530<br>Nystrom Elementary, 230 Harbour Way S, Richmond, CA 94804<br>Booker T. Anderson Community Center, 960 S 47th St., Richmond, CA 94804<br>Parchester Community Center, 3833 Collins Ave., Richmond, CA 94806<br>Salesian High School, 2851 Salesian Ave., Richmond, CA 94804<br>Lincoln Elementary School, 29 6th St., Richmond, CA 94801<br>Nevin Community Center, 598 Nevin Ave., Richmond, CA 94801<br>Shields Reid Community Center, 1410 Kelsey St., Richmond, CA 94801<br>Washington Elementary, 565 Wine St., Richmond, CA 94801 |
| Project Avary—Leadership Program for Children of Incarcerated Parents | Clem Miller Environmental Education Center, 1 Bear Valley Rd., Point Reyes Station, CA 94956<br>Martin Griffin Preserve, 4900 Shoreline Hwy., Stinson Beach, CA 94970<br>California Academy of Science, 55 Music Concourse Dr., San Francisco CA 94118<br>El Cerrito Community Center, 7007 Moeser Ln., El Cerrito, CA 94530<br>Rafting, 7330 River Park Dr., Lotus, CA 95651<br>Stinson Beach, Highway 1, Stinson Beach, CA 94970<br>Challenge Sonoma Adventure Ropes Course, Orchard Rd, Eldridge, CA 95431<br>St. Dorothy's Rest, 168 St. Dorothy Ave., Camp Meeker, CA 95419<br>Miller Knox Regional Shoreline, 900 Dornan Dr., Richmond, CA 94801 |
| Richmond High School and the East Bay Center for the Performing Arts—Richmond High School Music Department | Richmond High School, 1250 23rd St., Richmond, CA 94804<br>Downer Elementary School, 1231 18th St., San Pablo, CA 94806<br>Helms Middle School, 2500 Rd. 20, San Pablo, CA 94806<br>Ford Elementary, 2711 Maricopa Ave., Richmond, CA 94804 |
| Richmond Outdoors Coalition and YES Nature to Neighborhoods—Outdoor Programming | Rob Hill Campground, 1475 Central Magazine Rd., San Francisco, CA 94129<br>Muir Beach, Pacific Way, Muir Beach, CA 94965<br>Point Pinole, 551 Giant Highway, Richmond, CA 94806<br>Wildcat Canyon Regional Park, 5755 McBryde Ave., Richmond, CA 94805<br>Nystrom Elementary, 230 Harbour Way S, Richmond, CA 94804 |
| Richmond Promise—Contra Costa College First Year Experience Program | Contra Costa College, 2600 Mission Bell Dr., San Pablo, CA 94806<br>Six Flags, 1001 Fairgrounds Dr., Vallejo, CA 94589<br>UC Berkeley, 110 Sproul Hall, Berkeley, CA 94720<br>Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053<br>UC Davis, 1 Shields Ave., Davis, CA 95616 |

| Grantee | Sites |
|---|---|
| Richmond Public Library—Homework Help and Tutoring Program and Bay Area Tutoring Association | Richmond West Side Branch Library, 135 Washington Ave., Richmond, CA 94801<br>May Valley Community Center, 3530 Morningside Dr., Richmond, CA 94803<br>Richmond Library, 325 Civic Center Plaza, Richmond, CA 94804<br>Richmond Public Library Bayview Branch, 5100 Hartnett Ave., Richmond, CA 94804<br>Nevin Community Center, 598 Nevin Ave., Richmond, CA 94801<br>Shields Reid Community Center, 1410 Kelsey St., Richmond, CA 94801<br>Richmond City Recreation Complex, 3230 Macdonald Ave., Richmond, CA 94804 |
| Richmond Steelers Youth Football and Cheer | Richmond City Recreation Complex, 3230 Macdonald Ave., Richmond, CA 94804<br>Paradise Coast Sports Complex, 3940 City Gate Blvd. N, Naples, FL 34117 |
| RYSE—Leadership Pathways Program | RYSE Youth Center, 3939 Bissell Ave., Richmond, CA 94805<br>UC Davis, 1 Shields Ave., Davis, CA 95616 |
| Summer Search—Mentoring Program | Alvarado Park, 755 McBryde Ave., Richmond, CA 94806<br>Summer Search Office, 304 12th St., Oakland, CA 94607<br>Environmental Traveling Companions, 6700 CA-49, Lotus, CA 95651<br>Leadership Public Schools, Richmond, 880 Bissell Ave., Richmond, CA 94801<br>Adventure Risk Challenge, PO Box 3208, Truckee, CA 96160<br>De Anza High School, 5000 Valley View Rd., Richmond, CA 94803<br>Deer Hill Expeditions, 7850 Rd. 41, Mancos, CO 81328<br>Sierra Nevada Journeys, 5900 Grizzly Rd., Portola, CA 96122<br>Summer Search Office, 2201 Broadway, Oakland, CA 94612 |
| Summer Search—Summer Outdoor Program | GirlVentures, 119 Filbert St., Oakland, CA 94607<br>Adventure Risk Challenge, PO Box 3208, Truckee, CA 96160<br>Deer Hill Expeditions, 7850 Rd. 41, Mancos, CO 81328<br>Sierra Nevada Journeys, 5900 Grizzly Rd., Portola, CA 96122<br>Summer Search Office, 2201 Broadway, Oakland, CA 94612 |
| Things That Creep—Neighborhood Snakes and Neighborhood Reptiles | Michelle Obama Elementary School, 629 42nd St., Richmond, CA 94805<br>Olinda Elementary School, 5855 Olinda Rd., El Sobrante, CA 94803<br>Washington Elementary, 565 Wine St., Richmond, CA 94801<br>Coronado Elementary, 2100 Maine Ave., Richmond, CA 94804<br>Ford Elementary, 2711 Maricopa Ave., Richmond, CA 94804<br>Nystrom Elementary, 230 Harbour Way S, Richmond, CA 94804 |
| Touch of New Life—Youth Public Safety Academy | Phila Burger Richmond CA, 1100 23rd St., Richmond, CA 94804<br>City of San Pablo Library, 13751 San Pablo Ave., San Pablo, CA 94806<br>San Pablo Police Training Center, 2300 El Portal Dr., Unit C, San Pablo, CA 94806<br>Wanlass Park, 2999 21st St., San Pablo, CA 94806<br>RFD Training Facility, 3506 Cutting Blvd., Richmond, CA 94804<br>Target, 4500 Macdonald Ave., Richmond, CA 94801<br>Lovonya DeJean Middle School, 3400 Macdonald Ave., Richmond, CA 94805<br>Richmond High School, 1250 23rd St., Richmond, CA 94804 |

| Grantee | Sites |
|---|---|
| The Watershed Project—Educational Programs | Tilden Regional Park, 1500 Central Park Dr., Berkeley, CA 94708<br>Brookside San Pablo Health Center, 2023 Vale Rd., San Pablo, CA 94806<br>Montalvin Manor Elementary School, 300 Christine Dr., San Pablo, CA 94806<br>Point Pinole, 551 Giant Highway, Richmond, CA 94806<br>Wildcat Canyon Regional Park, 5755 McBryde Ave., Richmond, CA 94805<br>Miller Knox Regional Shoreline, 900 Dornan Dr., Richmond, CA 94801<br>Verde Elementary, 2000 Giaramita St., Richmond, CA 94801<br>Nystrom Elementary, 230 Harbour Way S, Richmond, CA 94804<br>Richmond High School, 1250 23rd St., Richmond, CA 94804 |
| West Contra Costa Public Education Fund—Richmond Freedom School | Nystrom Elementary, 230 Harbour Way S, Richmond, CA 94804 |
| West Contra Costa Unified School District and West Contra Costa Public Education Fund—Positive Behavioral Intervention System | Pinole Valley High School, 2900 Pinole Valley Rd., Pinole, CA 94564<br>Coronado Elementary, 2100 Maine Ave., Richmond, CA 94804<br>Lovonya DeJean Middle School, 3400 Macdonald Ave., Richmond, CA 94805 |
| YES Nature to Neighborhoods—Youth Leadership Pathway | YES Nature to Neighborhoods/Gateway Mountain Center, 10038 Meadow Way, Unit D, Truckee, CA 96161<br>Richmond City Recreation Complex, 3230 Macdonald Ave., Richmond, CA 94804<br>CYO Camp, 2136 Bohemian Hwy., Occidental, CA 95465<br>Hidden Villa, 26870 Moody Rd., Los Altos Hills, CA 94022<br>YES Nature to Neighborhoods, 3029 Macdonald Ave., Richmond, CA 94804<br>YMCA Camp Loma Mar, 9900 Pesadero Creek Rd, Loma Mar, CA 94021<br>Camp Mendocino, PO Box 1790, Fort Bragg, CA 95437<br>St. Dorothy's Rest, 168 St. Dorothy Ave., Camp Meeker, CA 95419<br>Miller Knox Regional Shoreline, 900 Dornan Dr., Richmond, CA 94801 |

# Appendix C. List of Program Sites by City Council District

In the following tables, the parenthetical number next to each organization name indicates the corresponding core need being addressed by the organization.

**Core Need 1:** Mental and Behavioral Health Needs

**Core Need 2:** Physical Health and Access

**Core Need 3:** Learning Needs

**Core Need 4:** Safety, Community, and Belonging Needs

## District 1

Neighborhood Councils: Iron Triangle, Belding Woods, North & East

| Program site | Funded organizations |
|---|---|
| Cesar E. Chavez Elementary School, 960 17th St., Richmond, CA 94801 | Child Abuse Prevention Council (1)<br>Mindful Life Project (1) |
| Cobiz Richmond, 1503 Macdonald Ave., Richmond, CA 94801 | The Practice Space (3) |
| East Bay Center for the Performing Arts, 339 11th St., Richmond, CA 94801 | East Bay Center for the Performing Arts (4) |
| Elm Playlot, 720 Elm Ave., Richmond, CA 94801 | Pogo Park (2) |
| FIERCE Advocates, 312 9th St., Richmond, CA 94801 | The Practice Space (3) |
| Ford Elementary, 2711 Maricopa Ave., Richmond, CA 94804 | Bay Area Community Resources (1)<br>Things That Creep (3)<br>Mindful Life Project (1)<br>Richmond High School Music Department (4) |
| Nevin Community Center, 598 Nevin Ave., Richmond, CA 94801 | The Practice Space (3)<br>City of Richmond, Recreation Division (3)<br>Richmond Library (3) |
| NIAD Art Center, 551 23rd St., Richmond, CA 94804 | Nurturing Independence through Artistic Development (NIAD) (4) |
| Peres K–8, 719 5th St., Richmond, CA 94801 | Growing Together, Bay Area (2) |
| Phila Burger Richmond CA, 1100 23rd St., Richmond, CA 94804 | Touch of New Life (4) |
| The Practice Space, 317 11th St., Richmond, CA 94801 | The Practice Space (3) |
| Richmond High School, 1250 23rd St., Richmond, CA 94804 | Desarrollo Familiar (1)<br>The Watershed Project (3)<br>Richmond High School Music Department (4)<br>Touch of New Life (4)<br>The Hidden Genius Project (3) |

# District 2

Neighborhood Councils: Shields-Reid, Point Richmond, Santa Fe, Hilltop District, Parchester Village, Marina Bay

| Program site | Funded organizations |
|---|---|
| Aspire Richmond Technology Academy, 3170 Hilltop Mall Rd., Richmond, CA 94806 | Mindful Life Project (1) |
| FLY Office, 3260 Blume Dr., Richmond, CA 94806 | Fresh Lifelines for Youth (4) |
| Making Waves Academy, 4123 Lakeside Dr., Richmond, CA 94806 | The Hidden Genius Project (3) |
| Miller Knox Regional Shoreline, 900 Dornan Dr., Richmond, CA 94801 | Project Avary (2)<br>The Watershed Project (3)<br>YES Nature to Neighborhoods (2) |
| Parchester Community Center, 3833 Collins Ave., Richmond, CA 94806 | The Practice Space (3)<br>City of Richmond, Recreation Division (3) |
| Point Pinole, 551 Giant Highway, Richmond, CA 94806 | Richmond Outdoors Coalition (2)<br>The Watershed Project (3) |
| Richmond West Side Branch Library, 135 Washington Ave., Richmond, CA 94801 | Richmond Library (3) |
| Shields Reid Community Center, 1410 Kelsey St., Richmond, CA 94801 | City of Richmond, Recreation Division (3)<br>The Practice Space (3)<br>Richmond Library (3) |
| Washington Elementary, 565 Wine St., Richmond, CA 94801 | The Practice Space (3)<br>Things That Creep (3)<br>Growing Together, Bay Area (2) |

# District 3

Neighborhood Councils: Atchison Village, Iron Triangle, Coronado, Richmond Village/Metro Square, Cortez/Stege, Pullman, Park Plaza

| Program site | Funded organizations |
|---|---|
| Bay Area Girls Club, 260 Broadway, Richmond, CA 94804 | Bay Area Girls Club (1) |
| Coronado Elementary, 2100 Maine Ave., Richmond, CA 94804 | Bay Area Community Resources (1)<br>West Contra Costa Unified School District (1)<br>Things That Creep (3)<br>Child Abuse Prevention Council (1) |
| Golden Gate Community School Richmond, 2200 Macdonald Ave., Richmond, CA 94801 | Fresh Lifelines for Youth (4) |
| GRIP, 165 22nd St, Richmond, CA 94801 | Greater Richmond Interfaith Program (1) |
| King Elementary, 4022 Florida Ave., Richmond, CA 94804 | Growing Together, Bay Area (2)<br>Bay Area Community Resources (1)<br>Mindful Life Project (1) |
| Leadership Public Schools, Richmond, 880 Bissell Ave., Richmond, CA 94801 | Summer Search Mentoring (4) |
| Lincoln Elementary School, 29 6th St., Richmond, CA 94801 | Bay Area Community Resources (1)<br>Child Abuse Prevention Council (1)<br>The Practice Space (3) |
| Lovonya DeJean Middle School, 3400 Macdonald Ave., Richmond, CA 94805 | West Contra Costa Unified School District (1)<br>Touch of New Life (4)<br>The Hidden Genius Project (3)<br>Desarrollo Familiar (1) |
| Nystrom Elementary, 230 Harbour Way S, Richmond, CA 94804 | The Hidden Genius Project (3)<br>The Watershed Project (3)<br>Richmond Outdoors Coalition (2)<br>The Practice Space (3)<br>West Contra Costa Public Education Fund (3)<br>Things That Creep (3) |
| RichmondBUILD/YouthBUILD Office, 360 S. 27th St., Richmond, CA 94804 | City of Richmond, Employment and Training (3) |
| Richmond City Recreation Complex, 3230 Macdonald Ave., Richmond, CA 94804 | The Black Neighborhood (1)<br>Richmond Library (3)<br>YES Nature to Neighborhoods (2)<br>Richmond Steelers (2) |
| Richmond College Preparatory, 214 South 11th St., Richmond, CA 94804 | Mindful Life Project (1) |
| Richmond Greenway, Richmond Greenway Trail, Richmond, CA 94804 | Big Brothers Big Sisters of the Bay Area |

| Program site | Funded organizations |
|---|---|
| RYSE Youth Center, 3939 Bissell Ave., Richmond, CA 94805 | RYSE (3)<br>The Hidden Genius Project (3)<br>Fresh Lifelines for Youth (4)<br>City of Richmond, Office of Neighborhood Safety (1) |
| Target, 4500 Macdonald Ave., Richmond, CA 94801 | Touch of New Life (4) |
| Voices Charter School, 201 28th St., Richmond, CA 94804 | The Practice Space (3) |
| West Contra Costa Family Justice Center, 256 24th St., Richmond, CA 94804 | Contra Costa Family Justice Alliance (1) |

# District 4

Neighborhood Councils: Hilltop Village, Fairmede/Hilltop, Hilltop Green, Quail Hill, Greenridge Heights, May Valley, El Sobrante Hills, Greenbriar, Carriage Hills North, Castro Heights, Carriage Hills South

| Program site | Funded organizations |
|---|---|
| De Anza High School, 5000 Valley View Rd., Richmond, CA 94803 | Fresh Lifelines for Youth (4)<br>Summer Search Mentoring (4) |
| Highland Elementary, 2829 Moyers Rd., San Pablo, CA 94806 | Mindful Life Project (1) |
| May Valley Community Center, 3530 Morningside Dr., Richmond, CA 94803 | Richmond Library (3) |
| Olinda Elementary School, 5855 Olinda Rd., El Sobrante, CA 94803 | Things That Creep (3) |
| Sheldon Elementary School, 2601 May Rd., Richmond, CA 94803 | The Practice Space (3) |
| Vista Hills Education Center, 2625 Barnard St., Richmond, CA 94806 | Nurturing Independence through Artistic Development (NIAD) (4) |
| Wildcat Canyon Regional Park, 5755 McBryde Ave., Richmond, CA 94805 | The Watershed Project (3)<br>Richmond Outdoors Coalition (2) |

## District 5

Neighborhood Councils: Southwest Annex, Richmond Annex, Panhandle Annex, Parkview, Marina Bay, Eastshore, Laurel Park, Cortez/Stege

| Program site | Funded organizations |
|---|---|
| Booker T. Anderson Community Center, 960 S 47th St., Richmond, CA 94804 | The Practice Space (3)<br>City of Richmond, Recreation Division (3) |
| Kennedy High School, 4300 Cutting Blvd., Richmond, CA 94804 | The Black Neighborhood (1) |
| RFD Training Facility, 3506 Cutting Blvd., Richmond, CA 94804 | Touch of New Life (4) |
| Richmond Public Library Bayview Branch, 5100 Hartnett Ave., Richmond, CA 94804 | Richmond Library (3) |

## District 6

Neighborhood Councils: North & East, East Richmond, Park Plaza

| Program site | Funded organizations |
|---|---|
| Alvarado Park, 755 McBryde Ave., Richmond, CA 94806 | Summer Search Mentoring (4) |
| Burg Park, 2910 Clinton Ave., Richmond, CA 94804 | The Black Neighborhood (1) |
| Grant Elementary, 2400 Downer Ave., Richmond, CA 94804 | Mindful Life Project (1) |
| The Latina Center, 3701 Barrett Ave., Richmond CA 94805 | The Latina Center (1) |
| Michelle Obama Elementary School, 629 42nd St., Richmond, CA 94805 | Things That Creep (3) |
| Richmond Art Center, 2450 Barrett Ave., Richmond, CA 94804 | Nurturing Independence through Artistic Development (NIAD) (4) |
| Richmond Library, 325 Civic Center Plaza, Richmond, CA 94804 | Richmond Library (3) |
| Salesian High School, 2851 Salesian Ave., Richmond, CA 94804 | The Practice Space (3)<br>The Hidden Genius Project (3) |
| YES Nature to Neighborhoods, 3029 Macdonald Ave., Richmond, CA 94804 | YES Nature to Neighborhoods (2) |

## North Richmond

| Program sites | Funded organizations |
|---|---|
| Urban Tilth, 515 Silver Ave., Richmond, CA 94801 | 18 Reasons (2) |
| Verde Elementary, 2000 Giaramita St., Richmond, CA 94801 | 18 Reasons (2)<br>The Watershed Project (3)<br>Child Abuse Prevention Council (1) |

## Outside of Richmond

| Program sites | Funded organizations |
|---|---|
| Adventure Risk Challenge, PO Box 3208, Truckee, CA 96160 | Summer Search Mentoring (4)<br>Summer Search Summer (2) |
| Betty Reid Soskin Middle School, 1121 Allview Ave., El Sobrante, CA 94803 | The Hidden Genius Project (3) |
| Brookside San Pablo Health Center, 2023 Vale Rd., San Pablo, CA 94806 | The Watershed Project (3) |
| California Academy of Science, 55 Music Concourse Dr., San Francisco, CA 94118 | Project Avary (2) |
| Camp Mendocino, PO Box 1790, Fort Bragg, CA 95437 | YES Nature to Neighborhoods (2) |
| El Cerrito Community Center, 7007 Moeser Ln., El Cerrito, CA 94530 | Project Avary (2) |
| El Cerrito High School, 540 Ashbury Ave., El Cerrito, CA 94530 | The Practice Space (3) |
| Chabot and Space Center, 10000 Skyline Blvd., Oakland, CA 94619 | Bay Area Girls Club (1)<br>The Black Neighborhood (1)<br>The Latina Center (1) |
| Challenge Sonoma Adventure Ropes Course, Orchard Rd., Eldridge, CA 95431 | Project Avary (2) |
| City of San Pablo Library, 13751 San Pablo Ave., San Pablo, CA 94806 | Touch of New Life (4) |
| Clem Miller Environmental Education Center, 1 Bear Valley Rd.,<br>Point Reyes Station, CA 94956 | Project Avary (2) |
| Contra Costa College, 2600 Mission Bell Dr., San Pablo, CA 94806 | Richmond Promise (3) |
| CYO Camp, 2136 Bohemian Hwy, Occidental, CA 95465 | YES Nature to Neighborhoods (2) |

| Program sites | Funded organizations |
|---|---|
| Deer Hill Expeditions, 7850 Rd 41, Mancos, CO 81328 | Summer Search Mentoring (4)<br>Summer Search Summer (2) |
| Downer Elementary School, 1231 18th St., San Pablo, CA 94806 | Richmond High School Music Department (4) |
| Environmental Traveling Companions, 6700 CA-49, Lotus, CA 95651 | Summer Search Mentoring (4) |
| First 5 Contra Costa, 4005 Port Chicago Hwy. #120, Concord, CA 94520 | The Practice Space (3) |
| Fresh Approach, 5060 Commercial Circle, Concord, CA 94520 | Fresh Approach (3) |
| GirlVentures, 119 Filbert Street, Oakland, CA 94607 | Summer Search Summer (2) |
| Grizzly Peak, 3092–3148 Grizzly Peak Blvd., Berkeley, CA 94705 | The Black Neighborhood (1) |
| Helms Middle School, 2500 Rd 20, San Pablo, CA 94806 | The Hidden Genius Project (3)<br>Richmond High School Music Department (4) |
| Hidden Villa, 26870 Moody Rd., Los Altos Hills, CA 94022 | YES Nature to Neighborhoods (2) |
| Invictus Academy, 7150 Portola Dr., El Cerrito, CA 94530 | The Hidden Genius Project (3) |
| Martin Griffin Preserve, 4900 Shoreline Hwy., Stinson Beach, CA 94970 | Project Avary (2) |
| Mira Vista K–8, 6397 Hazel Ave., Richmond, CA 94805 | Growing Together, Bay Area (2) |
| Montalvin Manor Elementary School, 300 Christine Dr., San Pablo, CA 94806 | The Watershed Project (3) |
| Mt. McKinley, 202 Glacier Dr., Martinez, CA 94553 | Fresh Lifelines for Youth (4) |
| Muir Beach, Pacific Way, Muir Beach, CA 94965 | Richmond Outdoors Coalition (2) |
| Paradise Coast Sports Complex, 3940 City Gate Blvd. N, Naples, FL 34117 | Richmond Steelers (2) |
| Pinole Valley High School, 2900 Pinole Valley Rd., Pinole, CA 94564 | West Contra Costa Unified School District (1) |
| Rafting, 7330 River Park Dr., Lotus, CA 95651 | Project Avary (2) |
| Rob Hill Campground, 1475 Central Magazine Rd., San Francisco, CA 94129 | Richmond Outdoors Coalition (2) |
| San Pablo Police Training Center, 2300 El Portal Dr., Unit C, San Pablo, CA 94806 | Touch of New Life (4) |

| Program sites | Funded organizations |
|---|---|
| Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053 | Richmond Promise (3) |
| Sierra Nevada Journeys, 5900 Grizzly Rd., Portola, CA 96122 | Summer Search Mentoring (4)<br>Summer Search Summer (2) |
| Six Flags, 1001 Fairgrounds Drive, Vallejo, CA 94589 | Richmond Promise (3) |
| St. Dorothy's Rest, 168 St. Dorothy Ave., Camp Meeker, CA 95419 | YES Nature to Neighborhoods (2)<br>Project Avary (2) |
| Stinson Beach, Highway 1, Stinson Beach, CA 94970 | Project Avary (2) |
| Summer Search Office, 2201 Broadway, Oakland, CA 94612 | Summer Search Mentoring (4)<br>Summer Search Summer (2) |
| Summer Search Office, 304 12th St., Oakland, CA 94607 | Summer Search Mentoring (4) |
| Tilden Regional Park, 1500 Central Park Dr., Berkeley, CA 94708 | The Watershed Project (3) |
| UC Berkeley, 110 Sproul Hall, Berkeley, CA 94720 | Richmond Promise (3) |
| UC Davis, 1 Shields Ave., Davis, CA 95616 | RYSE (3)<br>Richmond Promise (3) |
| Walnut Creek Library, 644 N. Broadway, Walnut Creek, CA 94596 | Nurturing Independence through Artistic Development (NIAD) (4) |
| Wanlass Park, 2999 21st St., San Pablo, CA 94806 | Touch of New Life (4) |
| YES Nature to Neighborhoods/ Gateway Mountain Center, 10038 Meadow Way, Unit D, Truckee, CA 96161 | YES Nature to Neighborhoods (2) |
| YMCA Camp Loma Mar, 9900 Pesadero Creek Rd., Loma Mar, CA 94021 | YES Nature to Neighborhoods (2) |