SUPPLEMENTAL MATERIAL

For the Meeting of:  May 26, 2020, 5:00 p.m.

1. City Council COVID-19 Response: CARES Act Framework and Funding Priorities; Accept Grant Funding and Establish Emergency Programs

File ID:  2020-00606

Location: Citywide

Recommendation:  1) Review, discuss, and take action on Coronavirus Aid, Relief and Economic Security (CARES) Act funding priorities for the Coronavirus Relief Fund (CRF); 2) adopt a Resolution amending the budget and authorizing the City Manager or the City Manager’s designee to: a) accept $89.6 million in CRF from the US Treasury; b) accept $0.3 million in CRF from the US Department of Health and Human Services (HHS); c) establish the Federal CARES Act Fund (Fund 2704); d) establish the COVID-19 Grant Programs as outlined in the Resolution; e) establish revenue and expenditure budgets and realign existing funding within the various grant programs as outlined in the Resolution; and f) direct the City Manager or designee to develop recommendations for appropriation of the remaining CARES Act funds and return to the City Council for approval; and 3) pass a Motion authorizing the City Manager, City Attorney, City Auditor, City Treasurer, and City Clerk to implement City Council direction.

Contact: Howard Chan, City Manager, (916) 808-7488, Office of the City Manager; Susana Alcala Wood, (916) 808-5346, Office of the City Attorney

Description of Attached:

1) Cover Memo from Councilmember Jay Schenirer
   a. Recommendations for CARES Act Memo – Exec Summary
   b. Recommendations for CARES Act Memo – FINAL
   c. 2020 Summer Learning Proposal
   d. Supporting Vulnerable Students Report Out Final Draft
MEMORANDUM

DATE: May 21, 2020
TO: Mayor Steinberg and City Councilmembers
FROM: Councilmember Jay Schenirer
RE: June 2nd Council Meeting – CARES Act Relief Funds

In preparation for our next discussion regarding the allocation of CARES Act Relief Funds, the following documents are offered as supplemental materials.

1. Memorandum regarding Proposed Uses of CARES Act Relief Funds to Support Children and Youth
   a. Executive Summary
   b. Full Memo
2. Proposal for partnership with school districts to address academic and social emotional needs of youth during the summer
3. Report on the needs and proposed solutions to support Sacramento’s most vulnerable youth

I look forward to discussing these documents at our Council meeting next week.
CARES Stimulus Funds: Children & Youth Services
Executive Summary

1. Adopt guiding principles for not only children and youth funding, but also for all of the CARES funds
   - Ensuring public health and safety of our communities underlies decision-making.
   - Majority of funds allocated to those communities disproportionately impacted by COVID-19 to ensure equity.
   - Strategies are stakeholder-informed and data-informed, and results are measured and reported out to the community.

2. Use a framework guided by the Citywide Youth Development Campaign Plan
   - Ensure that three basic needs are met: 1) access to food; 2) safe place to live; and 3) access to technology.
   - Set objectives:
     - Ensure safe spaces (emotional and cultural) that include mental health supports
     - Support education/academics
     - Provide access to recreation and expanded learning programs (including work-based learning experiences) and activities
   - Establish strategic partnerships with community-based organizations
   - Determine criteria for selection of projects and programs:
     - Directly address impacts of COVID-19 on target populations
     - Age appropriate (0-5 years old, K – 8th grades, 9th – 12th grades)
     - Priority for high-need communities
     - Incorporation of youth development supports and opportunities including social justice principles to ensure a level of quality
     - Alignment with stay-at-home orders with plan to adjust when requirements loosen
   - Implement in phases:
     - Phase 1 (Immediate Needs - Summer): Address needs created by SIP order.
     - Phase 2 (Recovery Needs – Fall/Winter): Address needs as City re-emerges from SIP and set aside funds
   - Allow for expenditures on:
     - Delivery of programs and services through 1) City programs or 2) contracts with community-based organizations
     - Continued funding for RydeFreeRT initiative
     - PPE for all direct service workers (City and non-City)
- Staff training on mental health first aid and/or suicide prevention and on leveraging technology to engage youth
- Administrative capacity-building to manage deployment and accounting of funds
- Facility use (community centers and schools) for potential hybrid in-person/online programming
- Central aggregator of all programs/services with concerted outreach campaign

- **Use process for implementation** of funds: 1) hire City staff to deliver proposed programming; and/or 2) disburse funds to non-City entities through RFP process or contract with intermediary that manages distribution of funds for programming

3. **Establish reasonable and achievable metrics**
   - Number of youth served
   - Percent of youth served who live in most COVID-impacted communities;
   - Participants' retention rate
   - Quality of youth development experience in the areas of safety, relationship-building, and skill-building
## CARES Stimulus Funds: Children & Youth Services

### Immediate Needs: Summer 2020

#### Recommended Programs/Services

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**Ensure safe spaces** (emotional and cultural) that include mental health supports:
- Expand childcare for essential and non-essential workers:
  - City-funded programs at community centers
  - Support private licensed and home-based child care centers that are prepared to open.
  - Consult with First 5 and Child Action on other resource needs to expand availability

**Support education/academics**
- Pay program staff to connect with youth and parents/guardians at least 2x/month.
- Continue supporting Youth and Community Pop Ups and other youth provider networks offering safe, engages spaces for youth
- Partner with County-funded Youth Advocates
- Create activities that raise awareness of and build skills around accessing mental health resources
- Provide transition activities/program for school re-entry

**Provide access to recreation and expanded learning programs and activities**
- If/when in-person activities allowed, use maximum number of classroom and other spaces at schools and community for small-group activities with low staff-to-youth ratios
- Provide additional (matching) funds to CBOs that are contracted by school districts for summer programming to serve more youth
- Fund other community-based organizations that offer elementary and middle school-aged youth recreation and expanded learning opportunities
- Provide summer paid work-based learning opportunity with existing COVID-related projects (food distribution, peer mentors/helpers, technology support, census work, summer expanded learning assistance, social media influencers)
- Fund other community-based organizations that offer high school-aged youth recreation and expanded learning opportunities

**Support school districts’ strategies to mitigate COVID-related and summer learning loss**
- Stipend certificated teachers to consult with expanded learning providers on integrating academic skill-building into curricula
- Offer digital literacy trainings to youth and parents/caregivers
- Offer "Academic Fellowships" that provide high school youth with stipends to complete credit recovery courses
- Offer digital literacy trainings to youth and parents/caregivers
## CARES Stimulus Funds: Children & Youth Services

**Recovery Needs: Fall/Winter 2020**

**Recommended Programs/Services**

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5/21/20
DATE:   May 21, 2020
TO:     Mayor Steinberg and City Councilmembers
FROM:   Councilmember Jay Schenirer
RE:     Proposed Uses of CARES Act Relief Funds to Support Children and Youth

In our most recent Council workshop, we as a Council, recognized the need to make our decision-making around our City’s allocation of the CARES Act Relief (“CARES”) Funds as strategic as possible. We also recognized that there are multiple pressing needs that we must address both in the short-term and in the long-term.

To address these needs, I believe the City can and will forge some new partnerships and deepen current ones, recognizing that, although the CARES funds are one-time, these relationships can continue into the future with a strong foundation. In addition, at the workshop, we called for a consistent process, rubric, and metrics to guide our allocation of these funds.

It goes without saying that time is of the essence. Therefore, I will state upfront that we must approach these decisions in two phases:

- **Phase 1 (Immediate Needs - Summer):** Allocate funds to address needs created by implementation of stay-at-home order.
- **Phase 2 (Recovery Needs – Fall/Winter):** Set aside funds to allow for planning to address needs as City re-emerges from stay-at-home order and later expenditure.
- In this vein, I would like to offer a suggested framework, including metrics, for determining how we can best use the CARES funds to support our children and youth.

With the above in mind, I would like to offer a suggested framework, including metrics, for determining how we can best use the CARES funds to support our children and youth.

First, to the extent possible, we should consider adopting some **guiding principles** for not only children and youth funding, but also for all of the CARES funds. I suggest the following:

- Ensure the **public health** and safety of our communities in our decision-making.
- Allocate the majority of funds to those communities disproportionately impacted by COVID-19 to ensure **equity**.
• Advance efforts that are **stakeholder-informed** and **data-informed** with results being measured and reported out to the community.

Second, in approaching the allocation of funds, I propose we need a **framework** which should use the Citywide Youth Development Campaign Plan ("Plan") as a guide adopted by Council in December 2017. The framework I propose is as follows:

1. Funds must be allocated to ensure that three **basic needs** are met for children, youth and their families (including funds that support capacity-building to make referrals to County-funded services):
   - Access to food;
   - Safe place to live; and
   - Access to technology.

2. Funds should be prioritized and allocated to accomplish the following:
   - Ensure **safe spaces** (emotional and cultural) that include **mental health supports** (Plan Goal 5);
   - Support **education/academics** (Plan Goal 3); and
   - Provide access to **recreation and expanded learning** programs (including work-based learning experiences) and activities (Plan Goals 3 & 4).

3. Implementation of programs and services, including data sharing where feasible, should seek to establish or leverage **strategic partnerships** with community-based organizations.

4. **Criteria** for deciding on what programs and services could best accomplish the above should:
   - Directly address impacts of COVID-19 on target populations;
   - Be age-appropriate (0-5 years old, K-5th grades, 6th – 8th grades, 9th – 12th grades);
   - Prioritize for high-need communities;
   - Incorporate of youth development supports and opportunities including social justice principles to ensure a level of quality; and
   - Align with stay-at-home orders and have the flexibility to adjust when requirements loosen.

5. **Expenditures** should cover:
   - Delivery of programs and services through:
     - City programs (redesigned to adjust for public health/safety requirements while maximizing the number of youth served); and
• Contracts with community-based organizations (redesigned to adjust for public health/safety requirements while maximizing the number of youth served).
  o Continued funding for RydeFreeRT initiative;
  o PPE for all direct service workers (City and non-City);
  o Staff training on mental health first aid and/or suicide prevention and on leveraging technology to engage youth;
  o Administrative capacity-building to manage deployment and accounting of funds;
  o Facility use (community centers and schools) for potential hybrid in-person/online programming; and
  o Central aggregator of all programs/services with concerted outreach campaign to both youth and parents/caregivers using trusted messengers to raise awareness of online resources.

6. Mechanisms for deployment of funds fall into two categories:
  o Funds used to hire City staff to deliver proposed programming; or
  o Funds disbursed to non-City entities through RFP process or contracted out to intermediary that manages distribution of funds for program implementation.

Third, we need a set of reasonable and achievable metrics to measure the success of any funded program. Suggested metrics for children and youth services include:

• Number of youth served;
• Percent of youth served who live in most COVID-impacted communities;
• Participants’ retention rate; and
• Quality of youth development experience in the areas of safety, relationship-building, and skill-building.

In conclusion, I want to reiterate the need for expediency in making our decisions regarding how to support our youth this summer and how such funding is deployed. While we are stewards of these public dollars, we also have a moral imperative to move as quickly as possible because our kids shouldn’t have to wait any longer for what they deserve.
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| | Support YPCE programs with track record of high attendance and strong retention | Support YPCE programs with track record of high attendance and strong retention |
City-wide Summer Learning Strategy Outline
Proposal for Council Consideration

Summary: Education experts nation-wide are predicting that the COVID-19 related extended departure from in-classroom learning will have an enormous negative impact, particularly for students in at-risk categories. Summer learning opportunities and interventions that mitigate COVID-19 related learning loss and address students’ social emotional learning are an immediate and urgent need. If left unchecked, these impacts will impede students’ abilities to learn and to transition back into the school year. Concurrently, school districts are expecting major budget cuts in several important categories of funding at the state level which will reduce the districts’ ability to respond to this need.

Recommendation: Sacramento City Council should direct the City Manager and the Youth, Parks & Community Enrichment staff to create a fast-track set of programs using up to $2 million of City of Sacramento CARES Act funding with a required match from school districts and other community partners as well as continued support for the RydeFreeRT\(^1\) program to eliminate as many barriers as possible so that students can access the programming in this partnership. This program would implement the strategies laid out in this document respond to the extended ‘summer slide’ caused by COVID-19 and jump start a city-wide intensive summer learning program partnering with school districts and community based organizations. This funding would provide matching dollars and would be invested in academic intervention programs and expanded learning opportunities with social-emotional skill-building integrated across both.

Strategy:

- The City of Sacramento will create a collaborative summer program for school districts, existing school-based providers and community based organizations to develop a unified plan for tackling this unique and unprecedented issue through a summer learning strategy. This program will ask that participating districts:
  - create a budget and have a district match;\(^2\)
  - develop and share a strategy that includes defining the cohort(s) of students to be served, the academic intervention strategies to be employed, and how social

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\(^1\) RydeFreeRT does not qualify for CARES Act funding
\(^2\) This match amount is to be determined but suggested that it be representative of both the district’s budget situation and the total number of students they intend to serve through the intervention.
emotional learning, mental health awareness and other enrichment strategies will be integrated into the overall plan (see Table 1 for student enrollment estimates);

- include a plan to partner with local community based organizations and existing school based providers in implementing an integrated strategy for academic intervention, social/emotional learning and an awareness and retention strategy for disconnected students;
- demonstrate what strategies they will employ for social distancing protocols, and/or meeting the specific guidelines put in place by the Sacramento County Department of Public Health at the time of launch; and
- document their efforts for a broader analysis of both distance learning efficacy and the impact that the summer school intervention has both on academic improvement and social-emotional skill-building.

• Eligibility: Any school district with schools located within the borders of the City of Sacramento can participate and should partner the appropriate community based organizations.³

• The City and participating districts will develop unique MOUs which would specify the strategies, metrics and evaluations needed for the participating district.

³ City funding will be used specifically for students that reside within the city limits of Sacramento.
Table 1 – Census Day Enrollment within the City of Sacramento

<table>
<thead>
<tr>
<th>District&lt;sup&gt;4&lt;/sup&gt;</th>
<th>2018-2019 Census Day Total Enrollment&lt;sup&gt;5&lt;/sup&gt;</th>
<th>Percentage of City student population</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRUSD</td>
<td>11,558&lt;sup&gt;6*&lt;/sup&gt;</td>
<td>12.91%</td>
</tr>
<tr>
<td>ROBLA</td>
<td>2,315</td>
<td>2.59%</td>
</tr>
<tr>
<td>NUSD</td>
<td>15,290</td>
<td>17.08%</td>
</tr>
<tr>
<td>EGUSD</td>
<td>11,328&lt;sup&gt;*&lt;/sup&gt;</td>
<td>12.65%</td>
</tr>
<tr>
<td>SCUSD</td>
<td>46,933</td>
<td>52.41%</td>
</tr>
<tr>
<td>SCOE</td>
<td>2,121</td>
<td>2.37%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>89,545</strong></td>
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<sup>4</sup> The figures in the chart are meant to inform both need and potential total cost for an arbitrary group of students but are not prescriptive for the actual program needs. School districts will need to identify the right balance of student cohorts and cost per student and include this in their strategy.

<sup>5</sup> Data for this table was taken from [http://www.ed-data.org/](http://www.ed-data.org/).

<sup>6</sup> *This is an estimate based on schools within the City of Sacramento or that are relatively close to the border of the City of Sacramento for both EGUSD and TRUSD.*
Supporting Vulnerable Students: Report-Out

Executive Summary

This report-out is the product of several weeks of collaborative meetings and conversations among public and non-profit youth-serving organizations, including Sacramento City Unified School District, the City of Sacramento, and non-profit organizations.

The goal of these conversations was to identify and act upon:

1. Emerging needs of vulnerable youth during the COVID-19 pandemic.
2. Partnership/collaboration opportunities and action steps that could be taken by government entities and nonprofits to help meet the needs of vulnerable youth.
3. Immediate and longer-term actions that can be taken to support youth during and beyond the COVID 19 crisis.

For the purposes of this work, we define vulnerable youth include: those young people, up to age 24, who are the most in need of additional services and supports beyond that of traditional academic support and schooling. This includes but is not limited to: young people who live in low-income communities; English language learners; youth who are system-involved in any way, whether foster, juvenile justice, child welfare services, homeless youth; and students/families with unknown and mixed immigration status.

Four themes emerged from the discussions: Youth Mental Health, Connecting and Engaging Youth, Summer Programming, and Technology. This list and the areas of focus are not intended to be an exhaustive evaluation of ALL needs of vulnerable youth.

Cross-cutting youth needs identified are as follows:

- Basic needs (cash, food, shelter)
- Reliable access to technology devices and internet connections
- Supportive relationships with adults
- Motivation and ability to connect and engage with learning/work/enrichment activities.
- Opportunities to earn money
- Clear, relevant communication that is culturally appropriate, linguistically accessible and targeted to them on youth-friendly platforms
- Mental health supports including peer helpers
- Capacity-building for providers

These cross-cutting strategies and solutions emerged.

- Ensure that youth voice is represented in planning and implementation
- Keep focus on reaching our most vulnerable youth up to age 24
- Provide support for youth-serving organizations to reopen safely
- Ensure culturally-relevant access to supports and skill development for all youth
• Support coordination of and between service providers for referrals and programming:
  - Create and maintain a platform(s) to continue collaborating and learning from each other.
  - Consolidate lists of opportunities and resources for youth
  - Develop systems for youth-serving organizations to identify basic needs, make meaningful referrals, and track referrals and service delivery.
  - Leverage existing meal distribution sites

• Develop culturally- and youth-relevant communications with trusted messengers

• Build non-profit and youth services providers capacities to:
  - Leverage technology to engage youth
  - Understand and address youth mental health and wellbeing
  - Address other impacts related to COVID-19

**Work-group specific action steps** over the next 30 days will be:

(to be completed after the 5/22 call)

Summer

Technology

Mental Health

Connecting and Engaging Youth
Introduction - What this is

This report-out is the product of several weeks of collaborative meetings and conversations among youth-serving organizations, including Sacramento City Unified School District, the City of Sacramento, and, nonprofit organizations\(^1\). These conversations were initiated by Councilmember Jay Schenirer and Sacramento City Unified Trustee Lisa Murawski. At the outset, we’d very much like to thank all those who participated – this was a 100% voluntary effort by over 65 individuals/organizations who care deeply about Sacramento’s young people.\(^2\)

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For the purposes of this work, we define vulnerable youth include: those young people, up to age 24, who are the most in need of additional services and supports beyond that of traditional academic support and schooling. This includes but is not limited to: young people who live in low-income communities; English language learners; youth who are system-involved in any way, whether foster, juvenile justice, child welfare services, homeless youth; and students/families with unknown and mixed immigration status.

This report-out reflects a point-in-time look at needs, opportunities and strategies that were discussed by the participants and attempts to consolidate the major themes and findings. A representative group of youth-serving nonprofits and other youth advocacy stakeholders participated. A complete list of participants is available [here](#). Meetings were held via Zoom on April 13\(^{\text{th}}\), April 20\(^{\text{th}}\), May 4\(^{\text{th}}\), and May 22\(^{\text{nd}}\). Detailed notes and other documentation are available [here](#).

The April 13\(^{\text{th}}\) meeting began as a listening session and resulted in four emerging themes which were further discussed at the ensuing three meetings: Youth Mental Health, Connecting and Engaging Youth, Summer Programming, and Technology. This list and the areas of focus are not intended to be an exhaustive evaluation of ALL needs of vulnerable youth. For instance, we recognize basic needs demand is great (cash, food, shelter) and that we require more resources communitywide to meet these needs. We also know that our youth are experiencing significant stress, anxiety, and loneliness and that calls to crisis lines are up markedly. Cross-cutting solutions and potential strategies in each issue area are presented below.

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\(^1\) The term "youth-serving organizations" as used in this report means all local organizations that serve youth, including nonprofits and governments (Sacramento County, City of Sacramento, school districts).

\(^2\) Acknowledgements to others who helped lead these conversations and distill the conversations: Bina Lefkovitz, SCOE Board President and Sacramento Director of citiesRISE Sacramento; Karina Talamantes, SCOE Trustee and Chief of Staff to Councilmember Angelique Ashby; Allison Joe, Chief of Staff to Councilmember Jay Schenirer; Claudia Jasen, citiesRISE Sacramento; Nicholas Haystings, Square Root Academy, and Lindee Lane, Youth Development Policy Manager for City of Sacramento. Thanks as well to Greg Garcia of citiesRISE and Councilmember Jay Schenirer’s staff who assisted and supported these meetings: Jasleen Escobar, Hilary Coy, and Ulisses Arzola.
Summary of Discussion on Cross-Cutting Needs of Vulnerable Youth

- **Basic needs** (cash, food, shelter) must be met; if not, these can prevent youth from engaging in learning and engagement opportunities.

- **Reliable access to technology devices and internet connections**, as well as digital literacy and technological skills, are prerequisites for learning and engagement during COVID and beyond.

- Youth need **supportive relationships** with adults outside their family for support.

- Youth need **motivation and ability** to connect and engage with learning/work/enrichment activities.

- Many vulnerable youth need **opportunities to earn money** in the summer and will also need **academic intervention to make up for learning loss**.

- Youth need **clear, relevant communication that is culturally appropriate, linguistically accessible and targeted to them**, on platforms they are likely to use (Instagram, TikTok) and not just communication filtered through adults.

- Helping youth gain access to **mental health supports** and resources and to become peer helpers to each other.

- Youth providers need **capacity-building** support to address mental health needs of their youth as well as how to better use technology.

Cross-Cutting Strategies and Potential Solutions

- Overall, ensure that **youth voice** is represented in planning and implementation and that strategies are vetted by youth.

- Ensure that underlying **focus is always on reaching our most vulnerable youth up to age 24**.

- Provide **support for youth-serving organizations** to reopen safely.

- Ensure **culturally-relevant access to supports and skill development** (technology, mental health, learning supports). One example might be to hold a **Communitywide “KID’S DAY”** to transition back to school in the fall - whether in-person or virtual.

- **Support coordination** of and between service providers for referrals and programming:
  - Create and maintain a platform(s) to **continue collaborating** and learning from each other.
  - **Consolidate lists of opportunities and resources for youth** (in multiple languages) so youth and families can identify opportunities in one central place. Examples include:
▪ Square Root Academy’s recently launched Scholar’s Playground (”21st Century learning platform for the new age scholar... features live tutoring and education segments hosted by top-tier community educators and organizations.”).

▪ City of Sacramento’s upcoming Youth Link Sacramento website – a consolidated hub for resources, supports and opportunities.

  o Coordinated mental health resources from the County, CBOs, and other providers. Develop systems for youth-serving organizations to **identify basic needs and make meaningful referrals** that do not ping-pong families through referral networks but connect directly to services.

    ▪ **Partner to launch a community-wide platform for tracking referrals and service delivery.** Examples include the City of Stockton and the platform UniteUs.

    o **Leverage existing meal distribution sites** for information-sharing, providing resources to meet additional basic needs or other supportive resources such as public library books

- Develop culturally- and youth-relevant **communications** with trusted messengers, in multiple languages, and that are relevant and straightforward (not bureaucratic).

- **Build non-profit and youth-serving organization capacities**

  o **Leverage technology to engage youth.** Identify specific capacity-building needs related to using and assisting youth with technology (potentially training for youth service providers and parents), and how to make the most of technology.

  o Address and **understand youth mental health and wellbeing** and how to support youth and help them access needed resources to support their mental wellbeing.

  o Address any other issues related to the COVID-19 pandemic and youth support.

### Potential Solutions and Strategies: Summaries by Subgroup

#### Connecting and Summer Programs

- **School-based partnerships:**

  - **Connect with hard-to-reach students:** Schools and school districts should partner with community-based organizations, other governmental organizations and/or relief providers on outreach to and engagement of vulnerable/unreachable students.

  - **Leverage existing school-based providers:** Fund school-based after-school and summer expanded learning providers to successfully pivot and offer virtual expanded learning programs for additional youth.
• Engage with young people and **provide additional resources using meal distribution sites**. School districts can partner with libraries and community centers around safe distribution of meals, books, etc.

• Use summer programs to **increase needed skills** of youth around technology, mental health, and wellness, as well as academic issues and to help youth prepare to transition back to school in the Fall.

**Better coordination among providers:**

• **Complete a landscape assessment** of summer offerings and how plans are changing in light of the pandemic. Partners should be sharing information, plans and best practices. Non-profits could partner with schools to track engagement.

• Develop a **coordinated approach** across and between – schools, City and non-profits to ensure youth are connected to summer enrichment activities. Partners should discuss how to create expanded learning opportunities that balance and/or creatively blend academic intervention with other types of programs and activities that youth need.

• Develop a **dashboard** to track activities across the collaborative. Shared leadership model: Identify staff and/or funding to support the collaborative.

• **Peer-sharing/learning** across the field around promising practices and streamlined workshops for adapting to providing remote programming.

**Adapting to the Pandemic:**

• **Support Hybrid Service Delivery Models:** Ensure staff have the training and tools necessary to meet immediate needs through virtual programs and activities while developing contingency plans for when shelter-in-place relaxes. Hybrid models can include some virtual and some in-person engagement. Explore how sites and providers work together i.e. identify underused sites that have enough space to accommodate ample participants while ensuring safe social distancing.

• **Utilize a multi-generational approach:** parent/guardian engagement and education around safety of service delivery under COVID-19 precautions i.e. safety in virtual spaces, social distancing precautions, etc. Also, many families rely on older siblings to care for younger siblings – how are we engaging the whole family in these approaches.

**Moving Youth Workforce Development Digital** (while providing participants with a stipend):

• **Peer Support work opportunities:** Create summer work opportunities by training youth in one of the following areas:
  • Mental health peer support. (see above idea).
  • Digital literacy and technology skills.
• **Academic fellowships:** Provide summer “academic fellowships” with a stipend (and tutoring?) to youth struggling to earn credits or close to graduation, who need to focus on academics but can’t afford not to work. Potentially include a mental health component.

• **Long-term planning:**
  - Start planning for Summer 2021 at the end of Summer 2020.
  - Set up or continue refining coordinated youth services system(s) for continued program engagement or warm handoffs to other programs for vulnerable youth.
  - Reflect, adjust, and deepen partnerships across youth-serving organizations (City, school district(s), library, community-based organizations).

**Youth Mental Health**

• **Create and implement a coordinated Mental Health Campaign:** Coordinate high-level effort to push out multilingual messaging and resource information using “trusted messenger” strategies for all groups (targeted media outlets, community leaders, CBOs, youth/peers).

• **Train frontline youth workers:**
  - Publicize and make freely available mental health trainings for youth-serving organizations and City staff working with children and youth (Question, Persuade Refer (QPR/ suicide prevention), Youth Mental Health First Aid).
  - Make available and emphasize self-care resources for those working with youth to address secondary trauma.

• **Coordination/Leveraging:**
  - Build on the multitude of services/supports already in place through better coordination and leveraged service. Communicate using youth friendly media platforms (Instagram, TikTok)
  - Provide Resources list for all the groups

• **Talk directly to Parents/Caregivers and Youth:** Target communication both to youth and their parents/guardians. Parents are not reading signs of youth needing help; parents may not be aware of the basics about the pandemic and the responses that are in place as a result. Host parent workshops on line on how to recognize if your children are at risk, ask school districts to create parent and youth help lines like SOLCARES (Elk Grove and Natomas) as well as create a one stop call in number for families and youth to get help on any issue they have (Stockton model adopted by Elk Grove).

• **Increasing peer support:**
  - Help youth/peers frame what they’re seeing. Uplift youth voices around emotional health.
• Mental health peer support work opportunities: Create summer work opportunities by training youth in mental health peer support, where youth could be deployed to provide support to their peers (this would provide summer engagement, AND address cash needs AND improve mental health literacy among youth who participate and their peers):

• **Mental health strongly impacted by unmet Basic Needs:** Basic needs are deeply impacting community well-being. Should be headlining mental health strategies as unmet needs causing tremendous stress on parents/guardians and often youth.

**Technology**

• Building partners: **Digital Equity Coalition**

• **Advisory committee:** City, County, Community- Based coalitions.

• **Devices:**
  - Ensure devices can be kept throughout the summer.
  - **Technology donation drive:** Hold a technology drive and develop refurbishment processes to refresh and get additional donated devices to youth who need them.

• **Internet:**
  - **Outreach to ensure families sign up for internet** if they don’t have it, using Internet Essentials or Sac City Kids Connect. Could allocate funding towards community centers, nonprofits for staffing to be able to get kids hooked up to internet for those in those neighborhoods.
  - **Provide help with setup of Internet** – perhaps with a webinar in various languages and or public television programming.
  - **Expand high speed affordable Internet** across the entire city as a public utility (medium-long-term).

• **Digital Literacy:**
  - **Language accessibility:** Ensure tech support/digital literacy resources are available in multiple languages.
  - **Digital literacy/ttech skills peer support work opportunities:** Create summer work opportunities by training youth in Digital literacy/ttech skills, where youth could be deployed to provide support to their peers (this would provide summer engagement, AND address cash needs AND improve Digital literacy/ttech skills among youth who participate and their peers).