

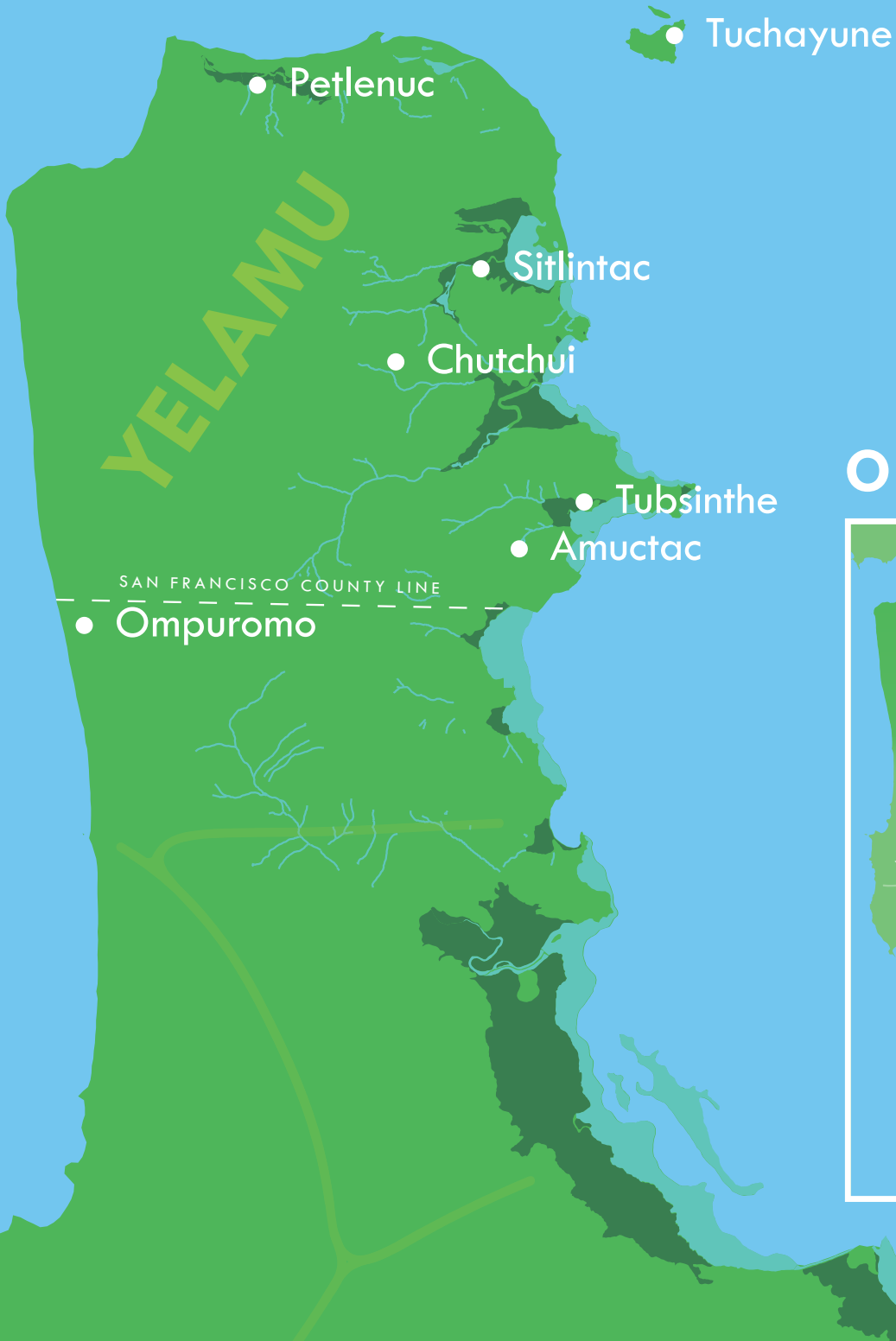
Services Allocation Plan

2024-2029
FUNDING
CYCLE



LAND ACKNOWLEDGEMENT

The San Francisco Department of Children, Youth and Their Families (DCYF) acknowledges that it carries out its work on the unceded ancestral homeland of the Ramaytush Ohlone, the original inhabitants and stewards of the San Francisco Peninsula. As the government agency that stewards of the Children & Youth Fund, we accept the responsibility that comes with resources derived from property taxes upon unceded and colonized land. We recognize the history and legacy of the Ramaytush Ohlone as integral to how we strive to make San Francisco a great place for life to thrive and children to grow up.



Ramaytush Ohlone Territory





**Letter from
the Director**

On behalf of the Department of Children, Youth and Their Families (DCYF), I am honored to present our 2023 Services Allocation Plan (SAP). This plan serves as our strategic roadmap for the 2024-2029 funding cycle. Building upon the foundation laid by our 2022 Community Needs Assessment (CNA), it is a testament to our deep commitment to address the experiences, needs, and disparities affecting the children, youth, transitional age youth (TAY), and their families in San Francisco.

After the reauthorization of the Children and Youth Fund in 2017, our previous SAP outlined bold new approaches to addressing these needs. Over the last six years, our increased investment in technical assistance and capacity building has significantly improved the quality of the programs implemented by our grantees. The impact of our funding is evident through participant experience surveys and evaluation research. However, our CNA revealed a different narrative. While surveys offer insight into the experiences of young people in our programs, the CNA provides a citywide perspective on how communities are faring as a whole. We are accountable not just to our program participants but to every child, youth and family in SF. This is measured against our four population-level results: that children and youth are supported by nurturing families and communities; that children and youth are physically and emotionally healthy; that children and youth are ready to learn and succeed in school; and that youth are ready for college, work and productive adulthood. Unfortunately, across all four results, we found stark disparities that existed before the COVID-19 pandemic and have been significantly exacerbated by it.

As I often say, this is data one cannot unsee. Our CNA echoes many of the same socioeconomic, racial, and geographic inequities we have seen in the past. Yet, we can no longer tolerate these injustices, not when our mandate is to make San Francisco a great place to grow up for all.

We are not the same department we were before the pandemic. Through the Emergency Child and Youth Care, Summer Together and the Community Hub Initiative, we—a small but mighty funder—have transformed into an influential force that leads citywide efforts. By aligning our efforts with partners across various sectors including community-based organizations, city agencies, the school district and private sector partners, we are forging a united front for change. We will not forget the lessons learned during the pandemic, nor will we relinquish the mantle that fell upon our shoulders when the Shelter-In-Place Emergency was declared. We want our next CNA to show what San Francisco looks like when we lead with the needs of children, youth, TAY and their families first.

Together, with our sights set on a transformed future, we embrace the complexity and challenges to make change happen. Our SAP provides the strategic framework for our leadership in the coming funding cycle to guide our journey, but it is the unwavering dedication, collaboration, and hope within each and every one of us that will authentically drive the transformation we seek. Let us forge ahead, united in our deep commitment to make San Francisco a great place to grow up.

In Community,



Maria Su, Psy.D.
Executive Director



ER WARRIORS

NIKE

Better Mental Health.
So many homeless for the good. Better family!

Address the stereotype / judgement of youth!

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FREEDOM

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List of Common Acronyms

ACEs	Adverse Childhood Experiences
ACS	American Community Survey
APD	Adult Probation Department
BIPOC	Black, Indigenous, and People of Color
CBO	Community-Based Organization
CDE	California Department of Education
CHI	Community Hubs Initiative
CNA	Community Needs Assessment
DCYF	SF Department of Children, Youth, and Their Families
DEC	SF Department of Early Childhood
DPH	SF Department of Public Health
HSA	SF Human Services Agency
HSH	SF Department of Homelessness and Supportive Housing
JPD	Juvenile Probation Department
LGBTQQ	Lesbian, Gay, Bisexual, Transgender, Queer, Questioning
MYR	SF Mayor's Office
OST	Out of School Time
RFP	Request for Proposals
SAP	Services Allocation Plan
SEL	Social-Emotional Learning
SFHA	San Francisco Housing Authority
SFUSD	San Francisco Unified School District
SPWG	Service Providers Working Group
SSS	Self-Sufficiency Standard
SRO	Single Room Occupancy Unit
TAY	Transitional Age Youth (16-24)
TAYA	Transitional Age Young Adult (18-24)
YRBS	Youth Risk Behavior Survey
YWD	Youth Workforce Development



Introduction

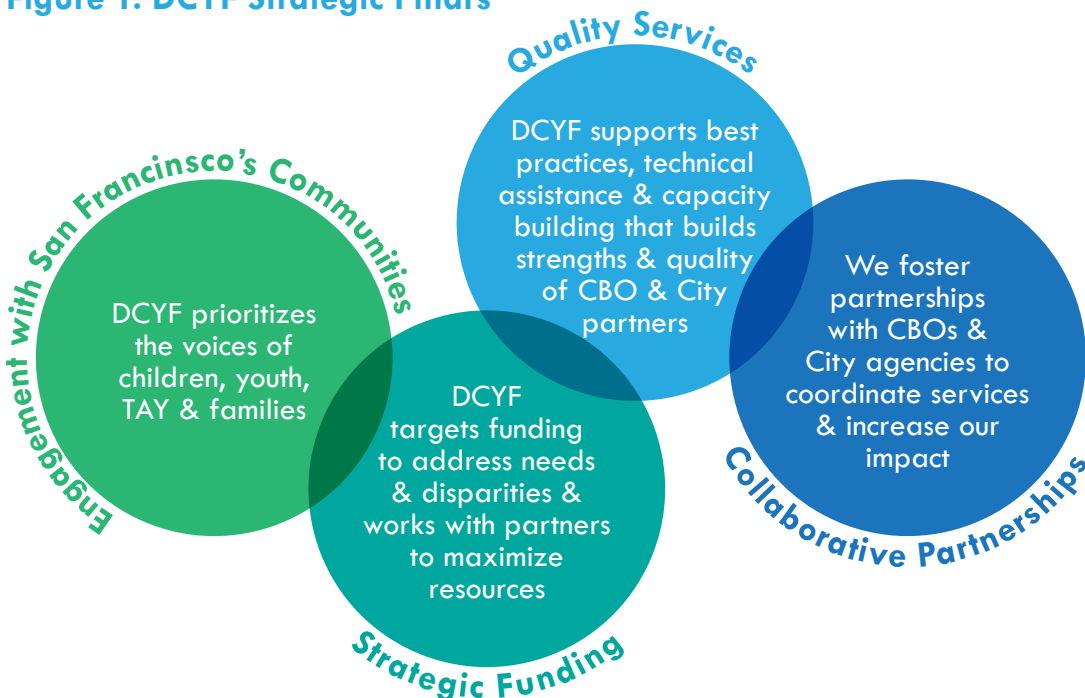
OUR MISSION

The Department of Children, Youth and Their Families (DCYF) has administered San Francisco’s powerful investments in children, youth, transitional age youth (TAY) and their families through the Children & Youth Fund since 1991. Our work brings together City agencies, schools and community-based organizations (CBOs) to help the City’s youth and families lead lives full of opportunity and happiness. DCYF and our partners have a proud history of funding high-quality, culturally-relevant and empowering services with a deep commitment to advancing equity and healing trauma.

OUR FOUNDATION

Our work is supported by four Strategic Pillars that reflect our core beliefs about how we must operate to achieve the outcomes we seek for children, youth, TAY and their families. Engagement with San Francisco’s Communities is at the heart of our approach because it grounds our work in the voices of the communities we serve. Strategic Funding describes how DCYF targets funding for services to address needs and disparities while working together with CBOs and City partners to maximize resources. Our focus on Quality Services drives how we support the best practices, technical assistance and capacity building that builds on the strength and quality of our CBO and City partners. Lastly, as a funder that provides resources that operate within systems held by other agencies, Collaborative Partnerships are critical to our ability to coordinate services for the benefit of children, youth TAY and their families.

Figure 1. DCYF Strategic Pillars



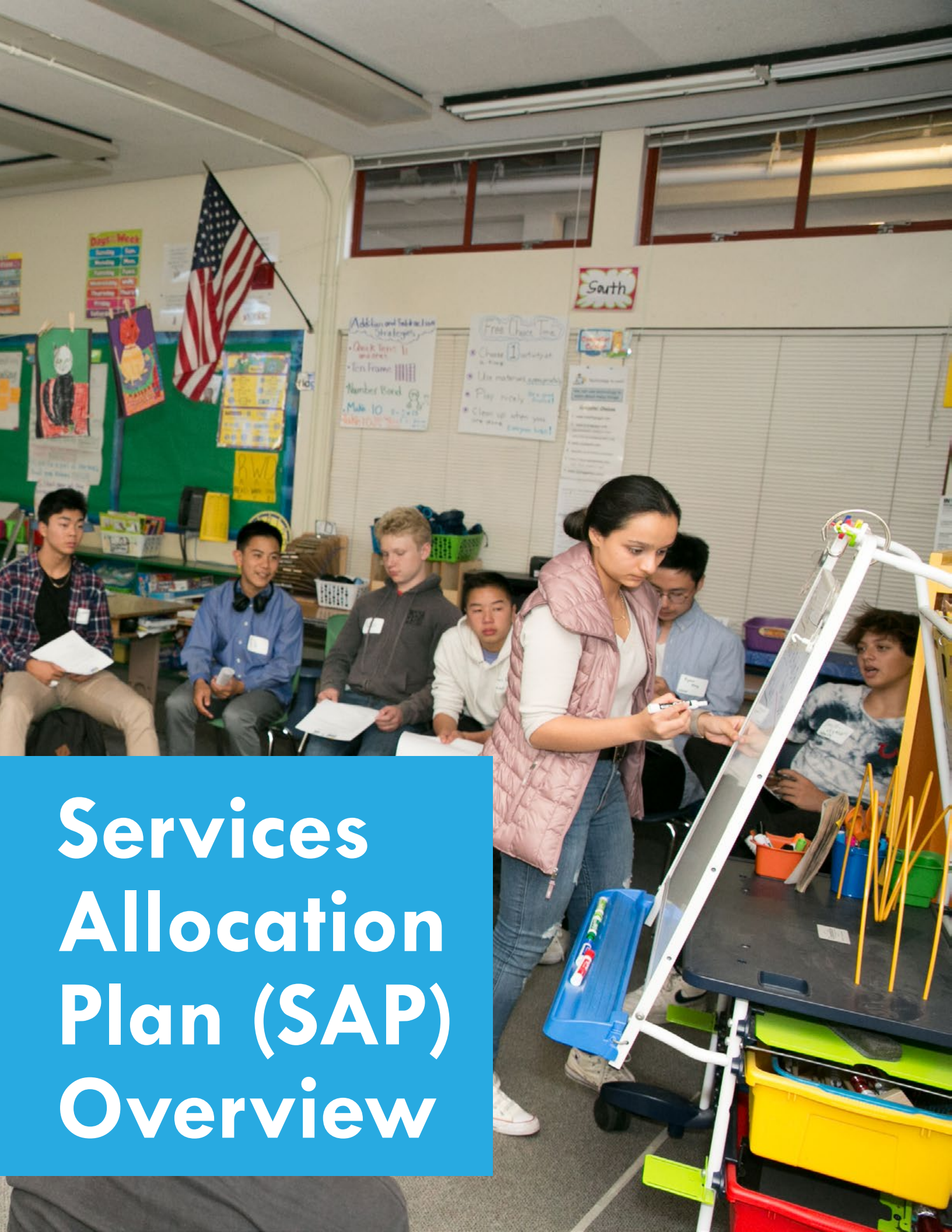
OUR COMMITMENT TO EQUITY

DCYF is committed to the equitable distribution of resources to support services and coordination that address the needs and disparities affecting our communities. As a government agency that distributes public resources, we recognize our power and role in dismantling systems of oppression that impact the communities we serve and strive to ensure that our actions are accountable and equitable.

“Power, whether through organized people or organized money, is the force that changes systems, and changing systems is the only way to achieve equitable outcomes for all communities. As a grant maker, you cannot truly strive for and advance equity until you understand your own power and privilege in society and in relation to your grantees. Then you can make conscious choices about how to use that power to be more effective and have lasting positive impact, in ways that align with the goals, needs and strategies of the communities you seek to benefit.”

Power Moves, the National Committee for Responsive Philanthropy

DCYF puts equity and racial equity into practice through processes that help us determine the ethnic and high-needs groups most impacted by poverty and through approaches that help us target services to meet the needs of these groups. DCYF defines equity as just and fair inclusion into a society in which all can participate, prosper, and reach their full potential. DCYF defines racial equity as a set of practices, rooted in an understanding of historical and present-day oppression, that aims towards a goal of fairness for all racial groups. We believe racial equity will be achieved when race no longer predicts outcomes or the distribution of opportunity. DCYF defines intersectionality as the process whereby interconnected social categories such as race, class, and gender create overlapping and interdependent systems of discrimination or disadvantage for an individual or group. DCYF puts intersectionality into practice by acknowledging that lived experiences with overlapping systems of oppression condition the life course outcomes and service needs of the city’s children, youth, TAY and families.



Services Allocation Plan (SAP) Overview

This document, the Services Allocation Plan (SAP) articulates DCYF’s funding priorities and commitments for the 2024-29 funding cycle in support of achieving the outcomes we seek for San Francisco’s children, youth, TAY and their families. The SAP will focus on the following four Result Areas:

- Children and youth are supported by nurturing families and communities
- Children and youth are physically and emotionally healthy
- Children and youth are ready to learn and succeed in school
- Children are ready for college, work and productive adulthood.

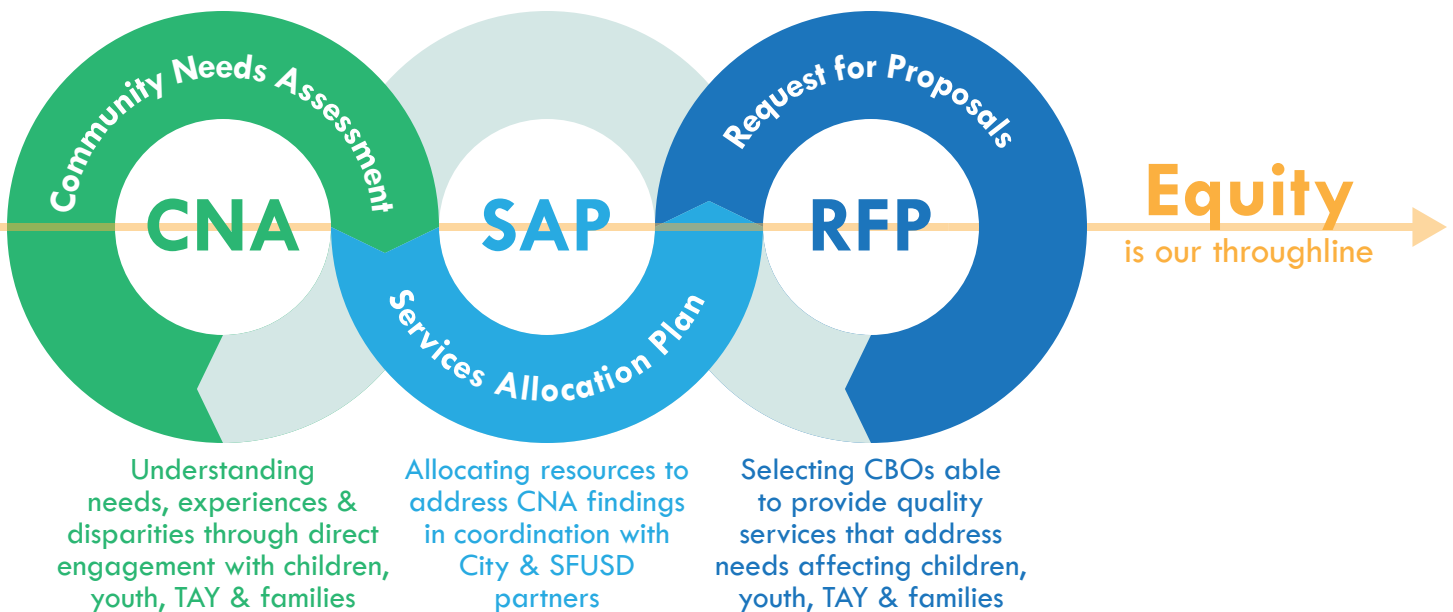
Taken together, these Result Areas can be conceptualized as the conditions within individuals, families, and communities that are necessary to support positive outcomes over the life course.

The 2022 DCYF Community Needs Assessment (CNA) showed that many of the needs and disparities affecting youth and families in San Francisco continue to persist. In addition, the COVID-19 pandemic has majorly impacted communities throughout the City and has fundamentally exacerbated those needs and disparities.

The 2023 SAP and DCYF’s 2024-29 Request for Proposals (RFP) will attempt to achieve better outcomes by using different approaches than in past funding cycles. While in previous cycles DCYF mainly operated as a funder of services for children, youth, TAY and their families, for the 2024-29 funding cycle we are focused on expanding our role as a leader of citywide coordination efforts for the services we support. We believe that to ensure greater alignment, tighter coordination, maximal leveraging of resources and, most importantly, better outcomes for children, youth, TAY and their families that we must strengthen our partnerships with the City’s children- and youth-serving agencies and systems.

THE PLANNING CYCLE

Figure 2. DCYF Planning Cycle



DCYF operates according to a five-year funding cycle that includes three major planning phases that are grounded in equity. The cycle begins with the Community Needs Assessment (CNA). The CNA, most recently completed in mid-2022, is a citywide community input process that deeply engages children, youth, TAY and their families to understand their current strengths and challenges while ensuring that their voices are represented throughout the planning process.

The Services Allocation Plan (SAP) is the second phase of the planning cycle. The SAP articulates DCYF’s strategic plan for addressing the needs and disparities highlighted in the CNA, describes the service areas and partnerships we intend to support and allocates resources to them. DCYF’s approach for developing the SAP includes a strong focus on collaborative partnerships with City agencies, the San Francisco Unified School District (SFUSD) and City College of San Francisco (CCSF) to increase the impact of the services we support.

The third and final phase of the planning cycle, DCYF’s Request for Proposals (RFP) and subsequent awards of five-year direct service grants, is the competitive funding process used to select the CBOs who will implement the services outlined in the SAP. Our RFP is designed to ensure that the CBOs most capable of providing high-quality, culturally-responsive services to our target populations are prioritized. The RFP process culminates with the selection of a portfolio of grantees to implement services in the new funding cycle.

SAP DEVELOPMENT PROCESS

The development of the 2023 SAP was informed by lessons learned from the 2017 SAP and DCYF’s citywide response to COVID-19. At the heart of our approach is an urgent desire to deepen the impact of our work to achieve better outcomes for children, youth, TAY and their families. We believe that the formula for achieving better outcomes during the 2024-29 funding cycle involves combining intentional funding to address the needs and disparities described in the CNA with ongoing coordination with City agencies, SFUSD and CCSF.

Figure 3. DCYF’s Formula for Achieving Better Outcomes in the 2024-29 Funding Cycle



Guiding Frameworks

DCYF used the **Results-Based Accountability (RBA) Framework** to identify our Result Areas for the 2017 Services Allocation Plan. For the 2023 SAP, the RBA Framework was customized to more effectively align with the department’s funding approach. DCYF remains focused on population-level conditions of well-being and continues to be informed by RBA’s three central accountability metrics of how much did we do, how

well did we do it and is anyone better off. These metrics will inform the performance measures that will be developed for DCYF grants for the 2024-29 RFP. Performance measures are part of how DCYF monitors our grantees and, in combination with other evaluation and data collection efforts, allow us to determine the effectiveness of both funding strategies and programs.

Also informing our process is the **Life Course Framework** which helps identify the outcomes associated with being on- and off-track as an individual proceeds through their life. This framework, originally developed for boys and men of color, has wider relevance for DCYF as we consider the services needed to promote positive development for all children, youth and TAY. The Life Course Framework helps DCYF understand the many pathways and opportunities that must be made available at each developmental stage if the City's young people are to be fully supported to achieve their greatest potential. Additionally, the framework helps us consider the need for opportunities for young people to ascend to on-track if they are off-track. Together both considerations help DCYF to ensure that the approaches used to achieve our results are balanced between services that are designed to prevent, sustain and intervene.

Elevating the Importance of Caring Adults & Social-Emotional Learning

This cycle's approach to developing the Services Allocation Plan emphasized **the importance of caring adults** as best practices across service areas. Research compiled by the San Francisco Department of Public Health to understand behavioral and emotional impacts of the COVID-19 pandemic finds that disruptions in caregiving or attachment losses constitute traumatic experiences for children and youth and contribute to adverse life outcomes. However, the presence of a caring adult is a well-known protective factor in reducing risks associated with adverse childhood experiences (ACEs) as well as problematic life outcomes to which ACEs contribute (e.g., diminished physical and emotional health, heightened risk of decreased educational attainment and career earnings). Moreover, mentored children and youth tend to have fewer absences from school, better attitudes towards school, fewer behavioral incidents, less drug and alcohol use, more positive attitudes toward their elders and toward helping in general, and improved relationships with their parents. As such, elevating the role of caring adults in all funded services is a key area of focus for DCYF during the 2024-29 cycle.

“I have a lot of friends in SF who were in school and then got involved with gangs and drugs. I took a break. My counselor helps me a lot to be a part of groups. It makes you feel good. You can learn a lot and you can access many resources.”

—Latinx TAY

In addition, DCYF has also emphasized the importance of **social emotional learning (SEL)** as a best practice across all service areas. SEL was highlighted in the CNA and other recent citywide community engagement efforts as a critical need as a result of the impact of sheltering-in-place and remote learning during the pandemic. Teachers and administrators highlighted that they are seeing behavioral issues typically associated with kindergartners among their second graders. As one SFUSD school social worker noted, “Right now, in particular, coming back from a pandemic I think there's an increased need in mental health services for students and that includes both traditional therapy with kids, but also social skills development and practice. We've seen an increase in emotional dysregulation and difficulty in resolving problems, making friends, all that kind of stuff, which is just amplified this year.”

These findings were affirmed during DCYF’s March 2023 All-Grantee Convening, when grantees noted an urgent need to address SEL catchup and growth, particularly in areas related to social interaction, self-esteem, and expression. CBO staff repeatedly called attention to increases in behavioral challenges with youth of all ages, and dramatic upticks in peer conflict and bullying incidents on campuses and in community settings. Hoping to counter this problematic trend, grantees envisioned their role in strengthening SEL growth through holistic youth development programs, inter-agency collaboration and a coordinated focus on meeting youth’s physical and emotional needs.

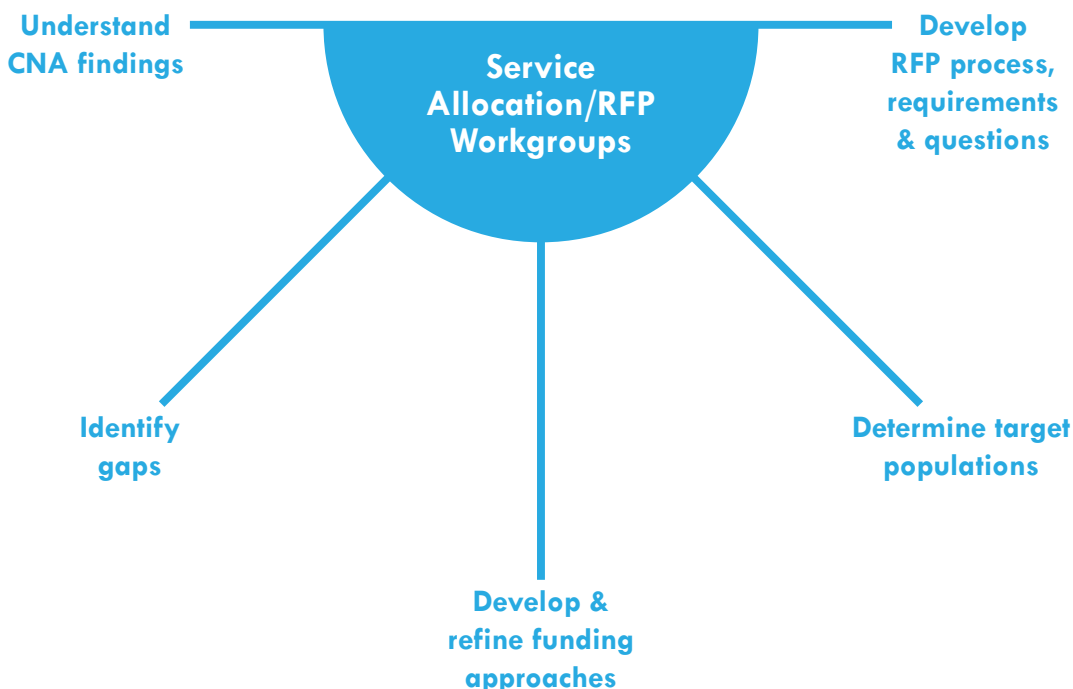
“The last time second graders were in school was February of kindergarten ...and now they’re in second grade. And so their bodies and their brains have developed, but developmentally, socio-emotionally, for some of our most impacted students, they’re kind of in a preschool or kindergarten.”

—SFUSD principal

The research on the importance of SEL is clear and demonstrates developmental and behavioral benefits that accrue over a life course. One landmark meta-analysis that examined 213 studies involving more than 270,000 students found that high-quality SEL interventions can boost academic performance, improve classroom behavior, reduce symptoms of depression and anxiety, and improve students’ attitudes about themselves, others, and school. Over the longer-term, studies have found that social emotional skills measured in kindergarten were associated with several social outcomes in young adulthood, including educational attainment, employment, criminal activity, substance use, and mental health. In recognition of its immediate, short- and long-term impacts, DCYF will focus on strengthening SEL approaches across all funding strategies throughout the 2024-29 funding cycle.

Service Allocation & RFP Workgroup

Figure 4. Service Allocation & RFP Workgroups



The SAP and RFP portions of the planning cycle provide opportunities for DCYF staff to engage with and renew their own and the department’s commitment to our Results. These planning components help staff to both build internal awareness and capacity and to think expansively about how resources might be best structured to achieve maximum impact.

The development of the 2023 SAP and 2024-29 RFP paired internal Service Allocation and RFP workgroups with external workgroups with City and SFUSD partners. This approach reflected the understanding that DCYF alone cannot achieve the results we seek for the city’s communities without strong partnerships.

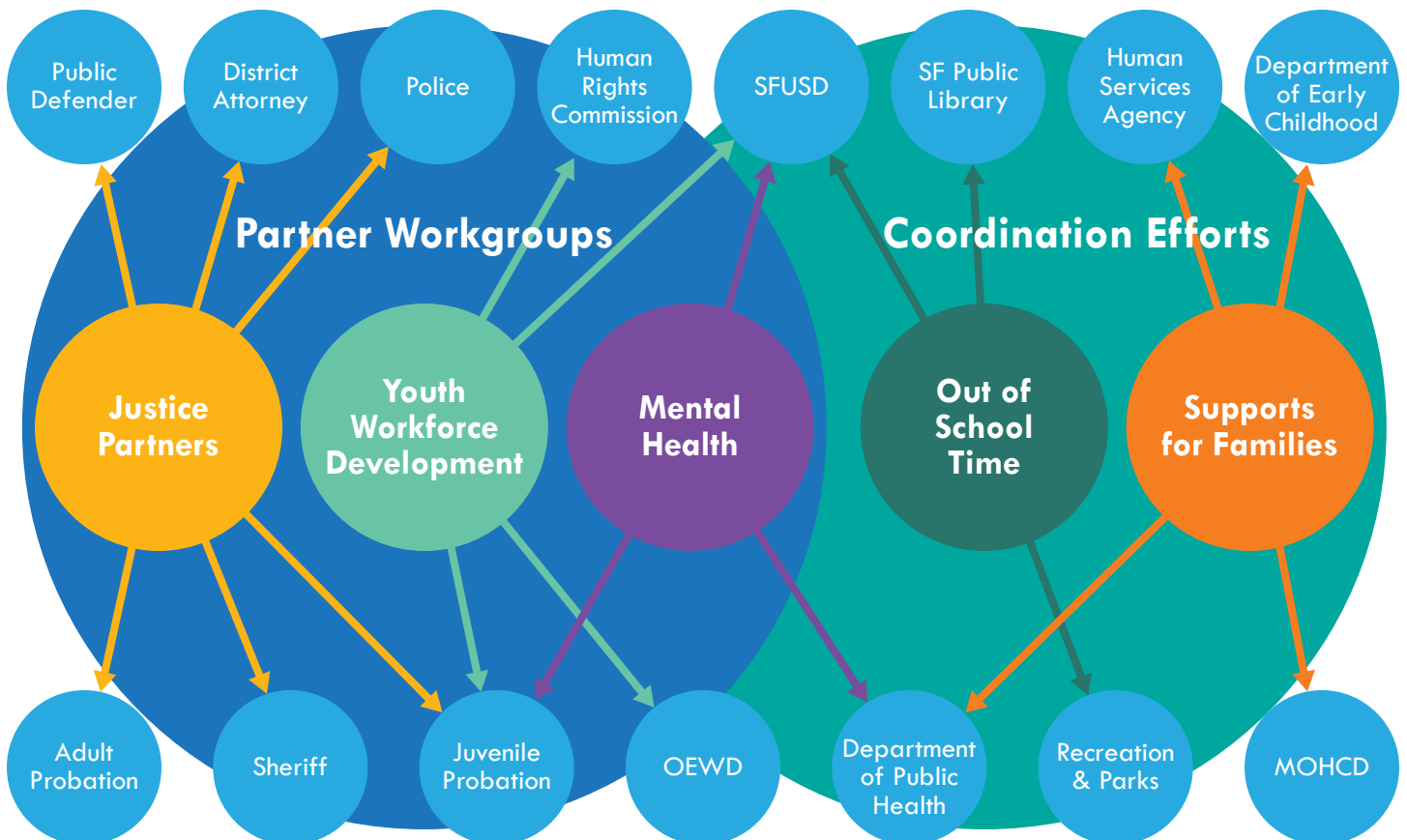
The process began with internal Service Allocation workgroups where staff reviewed and clarified DCYF’s Results, examined CNA findings, determined gaps between needs described in the CNA and current investments and identified approaches to refine or develop during RFP workgroups.

Transitioning to RFP workgroups, staff then developed and refined the funding strategies that will address needs and disparities identified in the CNA. This process further defined the requirements, target populations and RFP questions that will be used to select CBO providers. RFP workgroups were also a point of convergence between Service Allocation workgroups and coordination efforts with partners, providing an opportunity to incorporate planning discussions into our development process.

Partner Workgroups

Following the completion of service allocation workgroups DCYF convened partner workgroups and leveraged existing efforts with City agencies and SFUSD to discuss coordination related to key service areas.

Figure 5. Partner Workgroups & Coordination Efforts



Partner workgroups were designed to promote awareness of services across departments, provide a forum to discuss alignment, and create a structure for ongoing coordination throughout the 2024-29 funding cycle. DCYF also engaged with existing coordination efforts to leverage work already in place for specific services. In total DCYF engaged in three Partner Workgroups on youth workforce development, justice-involved youth and TAY, and mental health and two coordination efforts related to out of school time and services for families.

FUNDING CYCLE GOALS

To achieve our goal to improve outcomes for children, youth, TAY and their families during the 2024-29 funding cycle DCYF recognizes that we must also support efforts to strengthen the CBO workforce, increase flexibility of funding approaches, provide technical assistance, expand outreach and improve data collection and evaluation.

Strengthen The CBO Workforce

During DCYF's March 2023 All-Grantee Convening, CBO staff universally called out program stability challenges stemming from staff fatigue, turnover and strains of paying competitive, livable wages. While lower pay and higher turnover relative to other labor fields has been typical of the youth development field, the City's cost of living and additional economic strains from the COVID-19 pandemic have amplified this challenge for grantees. In hopes of paying staff competitive and livable wages, grantees expressed the need for larger grants. Absent adequate funding, CBO staff described that staff turnover continues to disrupt the stability and community relationships that are essential for program recruitment and retention.

DCYF is exploring ways to address the hiring and retention challenges CBOs are facing including potentially providing larger grants during the 2024-29 funding cycle. We recognize that providing larger grants within the context of limited available funds will mean supporting fewer total programs; however we also understand that when grantees are not fully staffed they cannot operate at capacity. We believe that the value of providing larger grants to our providers comes from the continuity of programming and relationships and the expertise that experienced, long-term staff can provide.

Increase Flexibility

DCYF continuously strives to refine our funding strategies and requirements to ensure that they support the ability for grantees to meet the needs of the participants and families they serve. During the COVID-19 pandemic, shelter-in-place requirements and health orders limited the ability for grantees to provide services in their traditional manner, which required DCYF to lift or adapt many of our funding and strategy requirements. While this change was borne out of necessity, it also provided key learnings for DCYF about ways to increase flexibility in our funding structures.

For the 2024-29 funding cycle DCYF is exploring ways to increase the flexibility and fluidity of the services provided by grantees. One potential approach under consideration is the development of a multi-service grant structure that would allow for several programs implemented by one grantee agency to operate under a single grant. A multi-service grant structure would help to increase grantees' ability to shift services to meet needs, allow for the movement of funds between programs and lessen the burden of managing multiple grants.

Provide Technical Assistance & Capacity Building

The need for continued technical assistance and capacity building was highlighted at DCYF's March 2023 All Grantee Convening where grantees emphasized the importance of training incoming staff to provide the caring, reliable programming required to serve children, youth, TAY and their families. This need has grown as a result of the more frequent staff turnover currently being experienced by grantees.

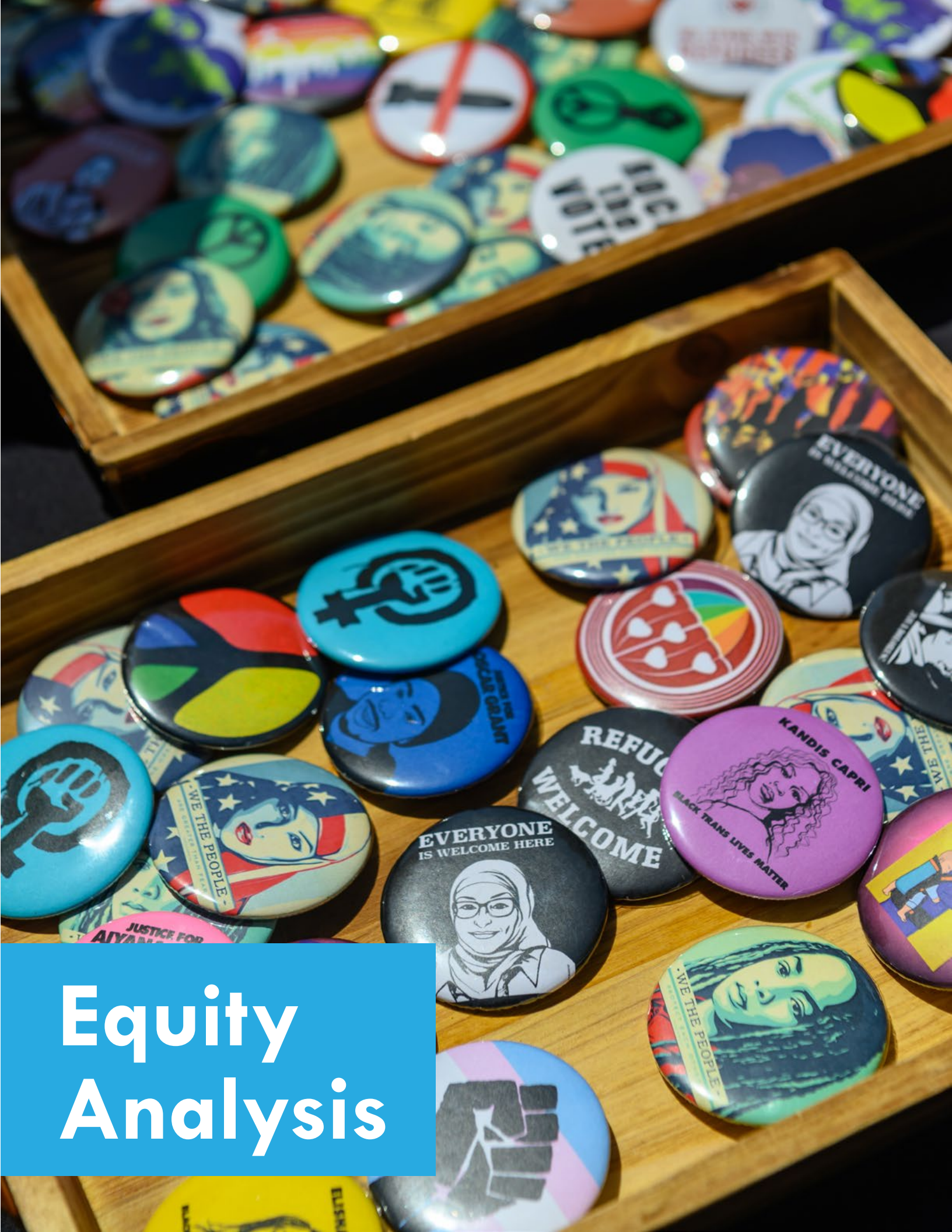
DCYF remains committed to providing technical assistance and capacity building to our grantees during the 2024-29 funding cycle. This commitment will include a new approach for coordinating technical assistance, professional development and capacity building with City partners. For more information about our technical assistance and capacity building work see [page 54](#).

Expand Outreach

A primary finding of both the CNA and [Mayor London Breed's Children & Families Recovery Plan](#) was that, despite a wealth of available services, the City's youth and families are not always aware that they exist. For the 2024-29 funding cycle DCYF is committed to addressing this issue through the creation of a coordinated communication initiative designed to increase awareness and promote connection to services, especially for our priority populations. For more information about our approaches for expanding outreach see [page 34](#).

Improve Data Collection & Evaluation

Data collection and evaluation are critical tools that help DCYF both assess the effectiveness of our funding approaches and gather information that can be used for refinement. Entering the 2024-29 funding cycle we are committed to improving the ways we gather the data that can help us better identify the impact of our work. For more information about our approaches to data collection and evaluation see [page 55](#).



Equity Analysis

The equity analysis helps DCYF understand how we can better accommodate and meet the needs of children, youth, TAY and their families in San Francisco by looking back at our performance during the 2018-24 funding cycle. This analysis informs how DCYF will distribute and target resources in the 2024-29 funding cycle. The equity analysis is based on research and data collected by our grantees and partners, including data from DCYF's Contract Management System (CMS).

DCYF's 2022 Community Needs Assessment (CNA) identified the service and programmatic needs of children, youth, and TAY living in low-income neighborhoods and disadvantaged communities. The CNA highlighted the impact of the pandemic and illustrated the ways it has exacerbated existing disparities facing our city's children, youth, TAY, and families. Based on these findings, we observe that service needs are greatest amid populations experiencing poverty, particularly amongst people of color, immigrant or undocumented individuals, English Learners, LGBTQQ, and/or those involved with the criminal justice system.

Whereas the CNA identified characteristics of our children, youth, TAY, and families' greatest needs, the following Equity Analysis provides an overview of how DCYF's 2018-2024 funding investments compare to community need trends. This Equity Analysis examines how previous and current funded services and programs have been equitably distributed to youth under 24 and their families in the city, with a focus on the citywide distribution of low-income children, youth, and TAY in the City. This section includes:

- Participant demographics served by DCYF's funded programs in FY 2018-2024
- DCYF's estimated investment in children, youth, and TAY by race/ethnicity.
- Percentage of youth participating in DCYF funded programs by neighborhood, compared to percentage of youth living in low-income neighborhoods.

CITY DEMOGRAPHICS, DCYF PARTICIPANTS, EQUITY INVESTMENTS

Demographics of participants in DCYF programs reflect our Department's commitment to equity. Our 2022 CNA both cites a Citywide population decline due to COVID-19 and forecasts an increase in the numbers of children and TAY ages 5-24 through 2030. Alongside fluctuations in the City's population size, our 2022 CNA summarizes the racial/ethnic composition of our communities (as excerpted in Figure: 7 SF Youth and TAY by Race/Ethnicity). Demographic data affirms the diversity of our communities, which families, community leaders and City officials alike have named as an exceptional asset that makes San Francisco a great place for youth to grow and thrive.

Recognizing that systemic challenges of poverty intersect with key dimensions of individual and community identity, DCYF concentrates our investments toward supporting families and communities with characteristics of increased and concentrated need (see Figure 6: DCYF Priority Populations). Throughout our 2018-2024 funding cycle, DCYF-funded programs that served youth who identify as BIPOC in higher proportions than they appear in the city's general population. Notably, while only 6-7% of the city's youth or TAY identify as Black/African American, they represent 11-13% of participants in DCYF-funded programs. Similarly, youth or TAY who identify as Hispanic/Latino constitute 20-23% of the city's population and make up 25-29% of participants in DCYF-funded programs in the 2018-2024 funding cycle. Viewed alongside previously noted

figures on the racial composition of San Francisco’s youth and TAY population, Figure 8 below reiterates that across our 2018-2024 funding cycle, DCYF-funded programs have concentrated the supports and resources we provide for youth and families to grow and thrive toward BIPOC participants.

Figure 6. DCYF Priority Populations

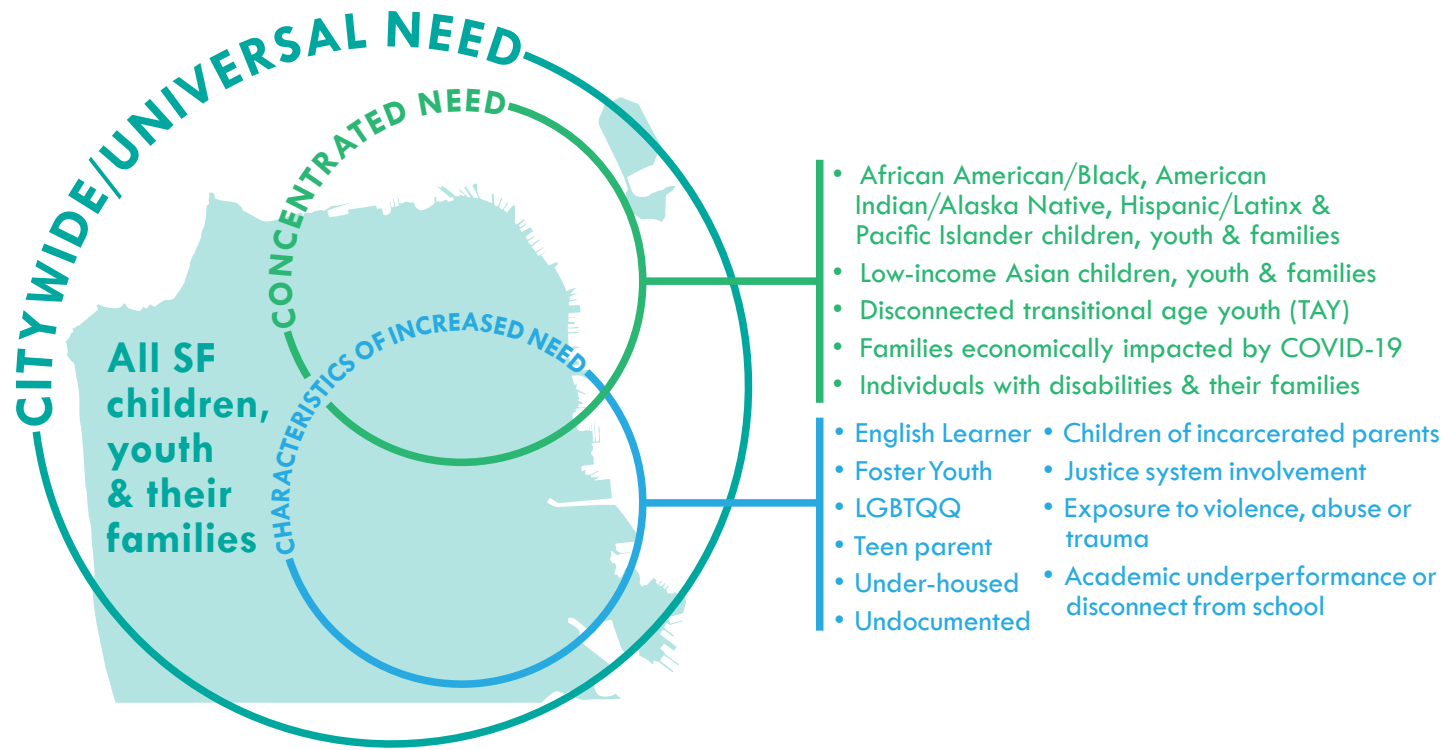
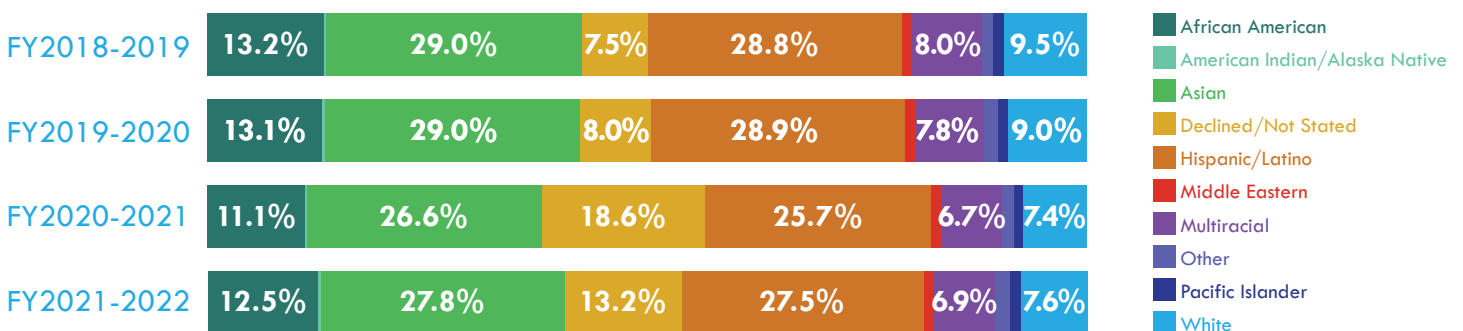


Figure 7. SF Youth & TAY, by Race/Ethnicity

Race/Ethnicity	Ages 0-17	Ages 18-24
African American/Black	6%	7%
American Indian/Alaska Native	<1%	<1%
Asian	27%	35%
Hispanic/Latinx	23%	20%
Middle Eastern/North African	2%	2%
Multiracial	14%	6%
Other	1%	<1%
Pacific Islander	1%	1%
White	27%	28%

Figure 8. DCYF Program Participants, by Race/Ethnicity & Fiscal Year

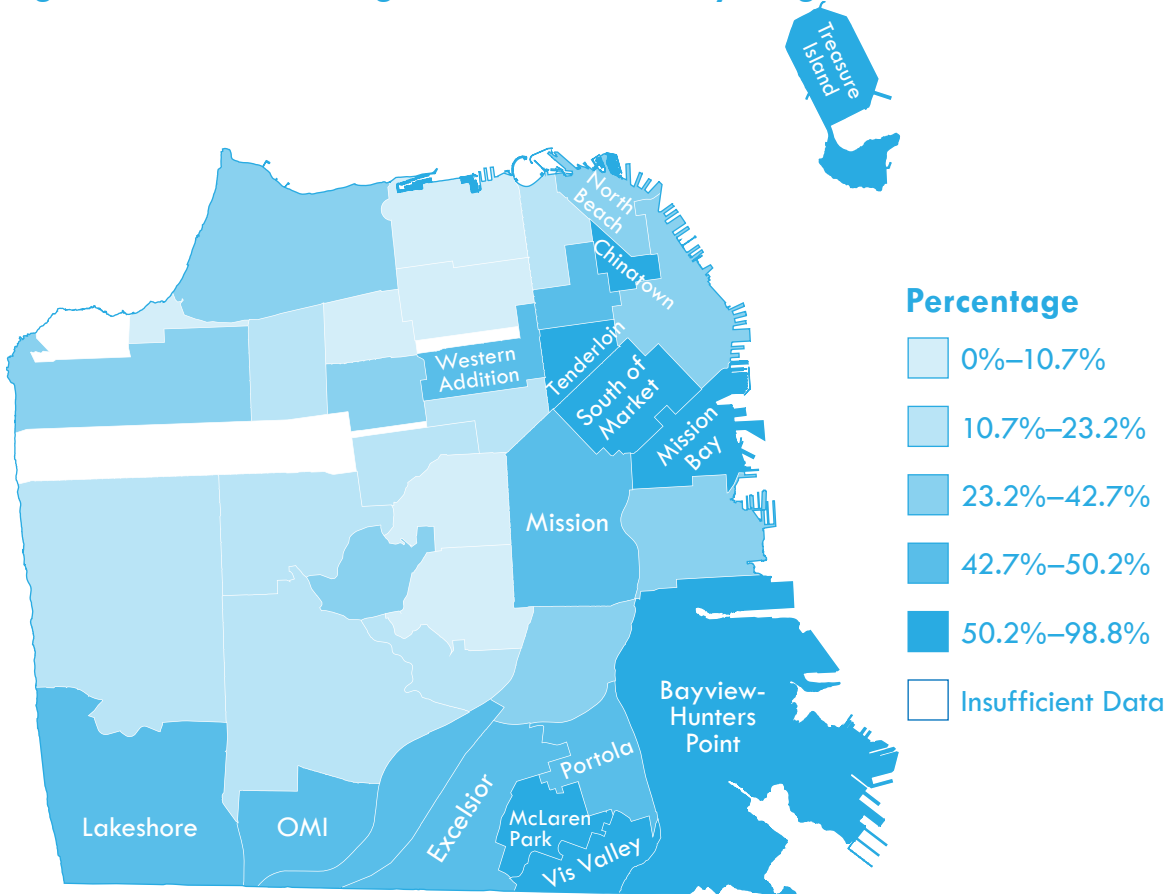


IDENTIFICATION OF LOW-INCOME NEIGHBORHOODS

At its simplest definition, poverty reflects a lack of resources to meet one’s basic needs. Income alone provides an incomplete picture of poverty. In San Francisco, an individual earning \$100,000 a year may afford the costs of their own material needs. However, a family of four living on the same income may face financial strain paying for basic expenses, such as childcare, food, housing, and transportation. Thus, measures of poverty generally consider household size and composition in addition to income. The U.S. Census Bureau provides estimates of the population in poverty by establishing poverty thresholds, commonly referred to as the Federal Poverty Level (FPL). There is not a single threshold; the amount varies by family size and number of children. Families with incomes below the FPL for their size and composition are considered in poverty. FPL is also used by government agencies to assess eligibility for public benefit programs, such as Medi-Cal and CalFresh.

The geography of poverty in San Francisco parallels patterns of racial segregation discussed in the 2022 Community Needs Assessment. Figure 9 shows the geographical distribution of children and youth who are living at or below 300% FPL in San Francisco. The city’s southern and eastern perimeters house higher concentrations of families with children and youth living below 300% FPL. Over half of children and youth residing in Treasure Island, Chinatown, Tenderloin, South of Market, Bayview-Hunters-Point, and Visitacion Valley are living in poverty. Large numbers of youth under 18, especially youth of color, reside in the Mission, Ingleside, and Bayview neighborhoods, some of the highest poverty areas of the city. In addition, a significant share of children and youth residing in North Beach, Lakeshore, Western Addition, Portola, and Excelsior are living below 300% FPL.

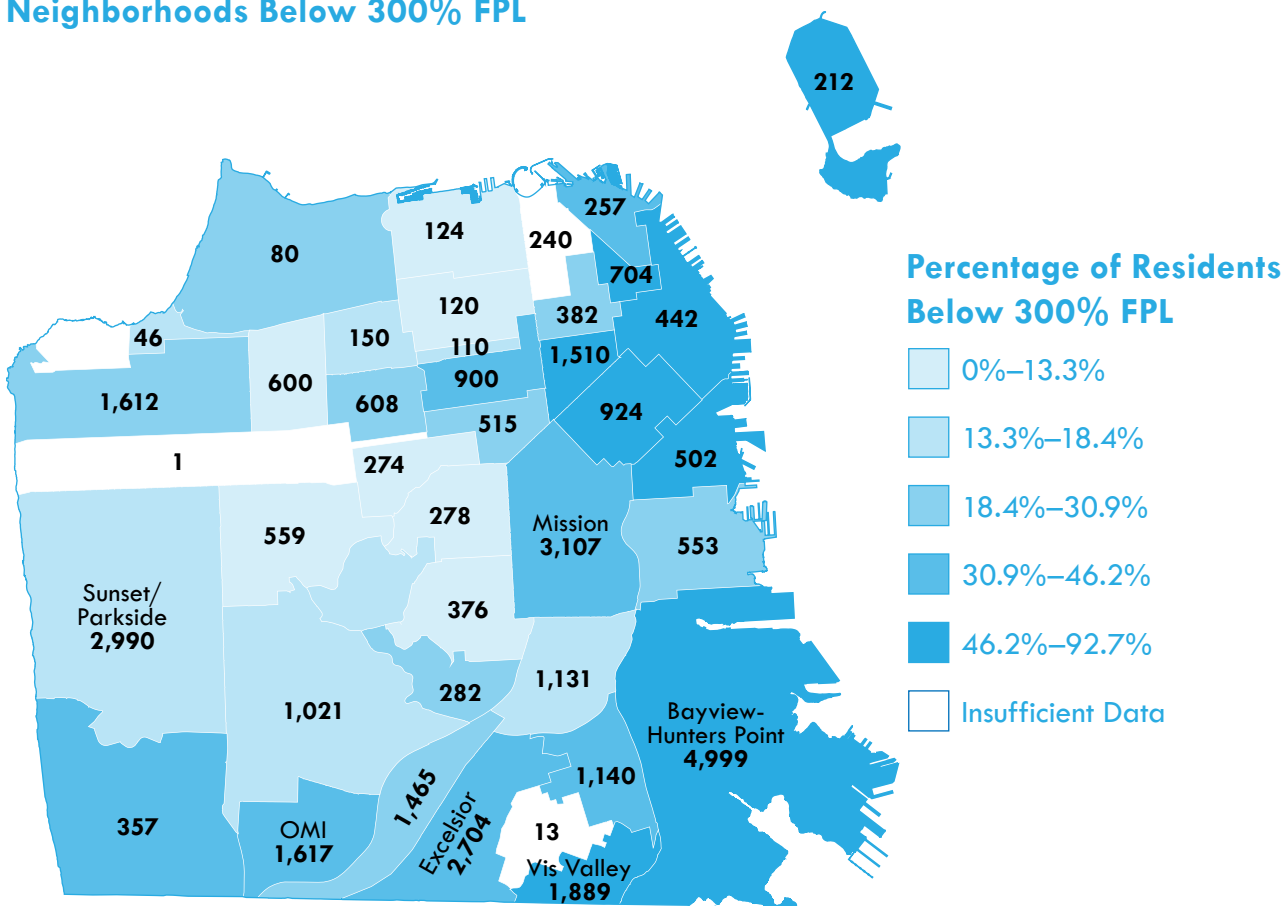
Figure 9. SF Youth Living Below 300% FPL, by Neighborhood



SERVICES & RESOURCES

Children and youth all across the city participate in DCYF programs, though the department’s focus is to provide services to those in highest need. One way the department can measure its efforts in achieving equity is to analyze if it is serving low-income children and youth at a higher rate. Since DCYF does not collect household income data, this analysis relies on using participant home neighborhoods as a proxy for “poverty level”. In other words, it assumes that a participant from a neighborhood with higher rates of poverty is more likely to be low-income. Figure 10 presents the number of DCYF youth served in 2021-22 compared to poverty level, by neighborhood. Overall, 71% of DCYF participants live in the top 50% highest poverty neighborhoods. The largest number of participants come from the Bayview Hunters Point neighborhood (5,007), where there is also a high proportion of children and youth living in poverty. The next few neighborhoods with the highest number of DCYF participants include the Mission, Excelsior, Visitation Valley, and OMI neighborhoods, also areas with high rates of poverty. Notably, many DCYF participants live in the Sunset/Parkside neighborhood which has a relatively lower rate of poverty. However, because of the neighborhood’s sizable total population of children and youth, proportionately few are in DCYF programs.

Figure 10. DCYF Number of Program Participants Served, by Neighborhoods Below 300% FPL



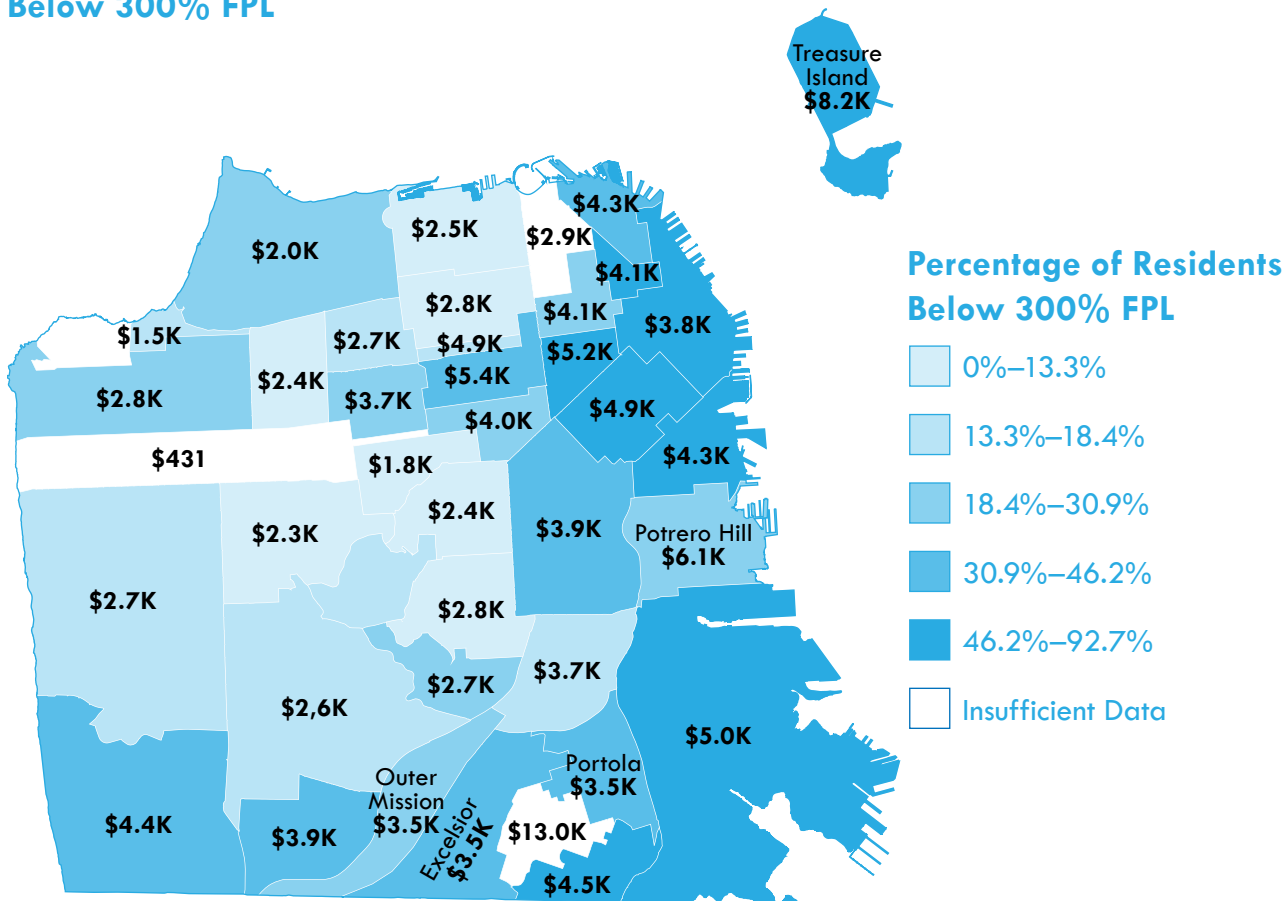
To understand the distribution of DCYF services and resources across neighborhoods and communities, the Department also estimated a dollar benefit to each youth served by DCYF programs based on the per-participant costs of the programs in which they participated. For example, if DCYF were to provide a \$10,000 grant to “Program X” and “Program X” served 100 youth, the per-participant cost of Program X would be \$100, and the estimated investment in each participant would be \$100. Summing up

the resulting estimated investments across participants offers an alternative method of estimating the distribution of DCYF services and resources across neighborhoods and communities.

Figure 11 demonstrates the results of applying this methodology and calculates the average Per Participant Investment by dividing the total neighborhood investment by the number of youth from that neighborhood served. The analysis shows that participants living in Treasure Island, a high-poverty neighborhood, received the highest Per Participant Investment at \$8,278.25. While participants living in low-income neighborhoods were generally more likely to receive higher Per Participant Investments, there were a few notable exceptions. For example, DCYF participants living in Potrero Hill, a neighborhood with fewer children and youth in poverty, received the second highest Per Participant Investment, at \$6,110.62. Several neighborhoods with over 30% of children and youth living in poverty (including Portola, Outer Mission, and Excelsior) received below-median Per Participant Investment amounts.

Several factors influence the variance in the average benefits per participant across neighborhoods: (1) youth may participate in more than one DCYF-funded program; (2) per-participant costs vary by program—for example, case management programs have higher per-participant costs than afterschool programs; and (3) the age distribution of youth served may vary across neighborhoods—per-participant costs of younger youth programs tend to be lower than those of older youth programs. To the extent that youth with the greatest needs access multiple programs and more intensive services than the average youth participant, we would expect neighborhoods with large numbers of low-income and disadvantaged children and youth to have larger benefits per participant on average.

Figure 11. DCYF Investment per Participant, by Neighborhood Living Below 300% FPL



On average, approximately \$3,964 was invested in a DCYF youth during the 2021-2022 fiscal year. This reflects a large increase in Per Participant Investment since the previous planning cycle: In the 2014-15 fiscal year \$1,150 was invested per youth participant.

In addition to estimating the distribution of DCYF services and resources by neighborhood, the department also examined the distribution by race/ethnicity. Figure 12 provides a breakdown of the race/ethnicity of the more than 36,000 youth participants served by DCYF-funded programs in fiscal year 2021-2022 and the estimated investment in each participant. The data shows that the average investment per participant varies by race/ethnicity: \$7,045 was invested in an African American participant on average, while \$1,770 was invested in a White participant on average. The highest per participant investment was \$7,483 each for Pacific Islander participants. That African American and Pacific Islander youth are above average in regards to the average benefit per participant is not surprising given that participation data shows that these youth are also the most likely to participate in more than one program.

Figure 12. DCYF Investment per Participant, by Race/Ethnicity

Race/Ethnicity	DCYF Funding	DCYF Participants	Per Participant Investment
Pacific Islander	\$3,546,917.71	474	\$7,482.95
African American	\$32,606,121.71	4628	\$7,045.40
Middle Eastern	\$2,147,058.77	432	\$4,970.04
Hispanic/Latino	\$42,840,905.70	10081	\$4,249.67
Multiracial	\$9,820,981.26	2541	\$3,865.01
American Indian/Alaska Native	\$333,216.58	90	\$3,702.41
Asian	\$36,554,544.77	10189	\$3,587.65
Other	\$1,861,186.20	620	\$3,001.91
White	\$7,043,685.94	2797	\$2,518.30
Declined/Not Stated	\$8,556,904.17	4835	\$1,769.78
Total	\$145,311,522.81	36687	\$3,960.85

Since 2015, the overall investment in DCYF participants has increased dramatically. At the end of the last funding cycle, over 50,000 children and youth were served, and the estimated total investment in these young people was \$61 million. In 2022, the investment was more than double that amount, though we served significantly fewer youth—under 37,000. This has resulted in a greater average Per Participant Investment for DCYF participants.

CONSIDERING INTERSECTIONALITY IN SERVICE PLANS

DCYF recognizes race, ethnicity and socioeconomic status as initial layers of identity that can intersect to influence experiences of systemic inequality and marginalization. Alongside these traits, DCYF emphasized outreach to youth and families who identify as LGBTQQ, undocumented, diagnosed with disabilities, experiencing homelessness and justice-involved to share their lived expertise on services needed across our communities. Due to the sensitivity of requesting demographic data, particularly for individuals in the youth and TAY age ranges, significant portions of DCYF participants may not be asked to confirm their identification with these characteristics, or may opt not to respond when prompted. Figure 13 estimates proportions of youth served in our 2018-2024 funding cycle who may identify as LGBTQQ or experiencing homelessness.

DCYF does not collect detailed participant data regarding citizenship status, disability status or history of justice-involvement. Our 2022 CNA report and our 2022 CNA Community Engagement Summary elevate voices from these communities that influence allocations appearing in the remainder of this plan, as well as service design expectations that will be laid out in our upcoming RFP.

Figure 13. Percentage Estimates of DCYF Participants, by Sexual Orientation, Gender Identity, Unhoused Status

Characteristic	% Estimate of 2018-2024 Program Participants
Gay, Lesbian, Bisexual, Same-Gender Loving	~ 10%
Transgender, Genderqueer, Gender Non-binary	~ 1%
Experiencing homelessness	~ 3%

NEXT STEPS

DCYF is committed to holding ourselves accountable to our charter mandate to ensure that our funds are distributed “equitably among services for all age groups—from infancy to transitional age youth” while using equity as “a guiding principle of the funding process.”¹ The equity analysis is a key tool in this effort as it helps DCYF understand how resources have been equitably distributed during our 2018-24 funding cycle. The equity analysis is a look back and while we are heartened by our progress in serving low-income and concentrated and increased needs children, youth, TAY and their families we also recognize that significant disparities persist. The upcoming sections of the SAP look ahead and lay out DCYF’s framework for achieving our Results and improving outcomes for our priority populations during the 2024-29 funding cycle.

¹ City Charter



2024-29 Funding Cycle Allocation & Service Areas

This Services Allocation Plan represents DCYF’s commitment to both meeting the needs of the city’s children, youth, TAY and their families and ensuring that those with the greatest needs receive maximum benefit. DCYF estimates having roughly **\$127.2M–\$140.6M in available funding per fiscal year for the 2024-29 funding cycle**, inclusive of dollars from the City’s General Fund, the Children & Youth Fund and federal and state grants. This total includes roughly **\$87.3M–\$96.5M in DCYF Grants, \$30.7M–\$33.9M in Partnerships with other City agencies and \$9.2M–\$10.1M in DCYF Implemented Efforts.**

To derive this total, DCYF used numbers from the San Francisco Controller’s Office to estimate the amount of funds that will be available for the 2024-29 funding cycle from the Children & Youth and General Funds. In addition, because all current DCYF grants end at the conclusion of the 2023-24 fiscal year, these funds are pooled together with projected state and federal grants to be re-allocated for the 2024-29 funding cycle. DCYF’s allocation process is designed to distribute funding to our Service Areas in response to the needs identified in the CNA. To make the allocations contained in this plan, DCYF undertook an extensive review of existing Service Areas, funding strategies, initiatives and partnerships to determine which of these efforts had achieved its intended impact. Additionally, we reviewed current allocations to render any necessary adjustments as a result of shifting and emerging needs for the youth and families we serve. Lastly, we reviewed contextual factors that could influence our allocations such as the City’s financial forecast during the 2024-29 funding cycle, staffing pressures facing CBO providers and the impact of rising wage costs on youth workforce development programs. By reviewing our current approaches and allocations, determining how to adjust allocations to meet current needs, and assessing the impact of contextual factors, DCYF constructed allocations that we believe will positively impact our Results in the 2024-29 funding cycle.

The 2023 Services Allocation Plan will allocate funds to DCYF’s Service Areas and describe how those services will work together towards achieving our Results. While the 2023 SAP provides an overview of DCYF’s funding framework, our 2024-29 RFP will contain much more detailed information about how programs will be funded during the cycle. As the process used to select providers, the RFP includes in-depth information about funding strategies and initiatives and offers questions that applicants will answer to explain how they will implement services in support of DCYF’s Results.

SERVICE AREA ALLOCATIONS

The 2023 SAP allocates funds to Service Areas, or groupings of similar service delivery approaches related to a target population or type of programming. The following figure details DCYF’s 2024-29 Service Area Allocations.

Figure 14. 2024-29 Service Area Allocations

Service Area	Allocation	Result(s)
Early Care & Education	\$17.0M–\$18.8M	●
Educational Supports	\$6.0M–\$6.6M	● ●
Emotional Well-Being	\$4.5M–5.0M	●
Enrichment & Skill Building	\$8.9M–\$9.8M	● ● ● ●
Evaluation	\$2.1M–\$2.3M	●
Family Empowerment	\$14.3M–\$15.8M	●
Justice Services	\$12.7M–\$14.0M	● ●
Out of School Time	\$27.7M–\$30.6M	●
Outreach & Access	\$3.1M–\$3.5M	● ●
Technical Assistance & Capacity Building	\$3.7M–\$4.1M	●
Youth Empowerment	\$3.9M–\$4.4M	●
Youth Workforce Development	\$23.4M–\$25.8M	●
Total	\$127.2M–\$140.6M	

- Nurturing Families & Communities
- Physical & Emotional Health
- Ready to Learn & Succeed in School
- Ready for College, Work & Productive Adulthood
- Supporting Our Results

2024-29 SERVICE AREAS

DCYF’s funding structure includes 12 Service Areas, or groupings of similar service delivery approaches related to a target population or type of programming. Service Areas are made up of a combination DCYF Grants, Partnerships and DCYF implemented efforts as defined below:

- **DCYF Grants:** programs that align with DCYF’s Service Areas. DCYF grants include two funding categories:
 - **Strategy:** programs that are solely implemented by CBO grantees
 - **Initiative:** programs implemented in collaboration between CBO grantees, DCYF and potentially other City and SFUSD partners
- **Partnerships:** funding category for programs and initiatives implemented by other City Agencies and SFUSD that are partially or wholly funded by DCYF
- **DCYF Implemented Efforts:** services directly implemented by DCYF staff (e.g., evaluation, technical assistance, etc.)

DCYF’s 2024-29 Service Areas are provided below with descriptions.

Early Care & Education (ECE)

Partnerships	Total
\$17.0M–\$18.8M	\$17.0M–\$18.8M

The Early Care & Education Service Area is wholly made up of Partnerships with other City agencies. The Service Area expands access to high-quality ECE settings that prepare children for success in school by supporting physical well-being and motor development, social emotional learning, communication and language usage.

Educational Supports

DCYF Grants	Total
\$6.0M–\$6.6M	\$6.0M–\$6.6M

The Educational Supports Service Area is wholly made up of DCYF Grants. The Service Area includes educational opportunities that help children and youth who are struggling academically get back on track with their education and achieve individualized goals. Services will support academic achievement in core subjects, post-secondary enrollment and success, and provide academic and life skills assistance during key educational transition periods. Grantees in this service area are expected to be knowledgeable in local and state core subject standards, youth development principles and able to provide culturally responsive services.

Emotional Well-Being

DCYF Grants	Partnerships	Total
\$1.0M–\$1.1M	\$3.6M–\$3.9M	\$4.5M–\$5.0M

The Emotional Well-being Service Area is made up of a mixture of DCYF Grants and Partnerships with other City agencies. The Service Area aims to address behavioral and mental health needs and the impact of trauma on children, youth, TAY and their families. Services can occur in a range of settings including in schools, system facilities and at community organizations and include targeted approaches that address the needs of specific populations.

Enrichment & Skill Building

DCYF Grants	Partnerships	Total
\$8.6M–\$9.5M	\$332.0K–\$367.0K	\$8.9M–\$9.8M

The Enrichment & Skill Building Service Area is made up of a mixture of DCYF Grants and Partnerships with other City agencies. The Service Area includes project and curriculum-based programming that provides opportunities for children, youth and TAY to learn specialized skills, build positive personal identities, improve their leadership abilities, and gain exposure to career options. Grantees in this service area are expected to be knowledgeable in youth development principles and able to provide culturally-responsive services.

Evaluation

DCYF Implemented Efforts	Total
\$2.1M–\$2.3M	\$2.1M–\$2.3M

The Evaluation Service Area is wholly made up of DCYF Implemented Efforts. The Service Area helps DCYF to understand the impact and quality of our investments through data collection and evaluation efforts designed to promote program quality, support continual improvement, measure progress toward our results and better understand how our services impact the lives of children, youth TAY and their families.

Family Empowerment

DCYF Grants	Partnerships	Total
\$8.2M–\$9.0M	\$6.1M–\$6.7M	\$14.3M–\$15.8M

The Family Empowerment Service Area is made up of a combination of DCYF Grants and Partnerships with other City agencies. The Service Area includes a range of pro-

grams that provide support services, training, access to basic needs and opportunities to build community with other parents and caregivers as well as connection to collaborative networks of culturally based providers. Grantees in this service area are expected to be knowledgeable in youth development principles and able to provide culturally responsive services.

Justice Services

DCYF Grants	Partnerships	Total
\$9.7M–\$10.7M	\$3.0M–\$3.3M	\$12.7M–\$14.0M

The Justice Services Service Area is made up of a mixture of DCYF Grants and Partnerships with other City agencies, and is jointly funded with the Juvenile Probation Department (JPD). The Service Area includes programs for justice system-involved youth and TAY/TAYA intended to prevent further engagement in the justice system and reduce recidivism. Services include culturally relevant programming, life coaching, case management, positive skill building activities, connection to adult allies and whole family engagement and are provided in coordination with system partners in system facilities and community settings. Grantees in this service area are expected to be knowledgeable about the local juvenile and adult criminal justice systems, rooted in youth development principles and able to provide culturally responsive services that address the unique needs of justice-involved youth and TAY/TAYA.

Out of School Time (OST)

DCYF Grants	Total
\$27.7M–\$30.6M	\$27.7M–\$30.6M

The Out of School Time Service Area is wholly made up of DCYF Grants. The Service Area includes comprehensive afterschool programs in school and community settings. Programming provides opportunities for children and youth who are low income or from working families to engage in learning that fosters curiosity and expands on the school day while building social emotional skills, providing opportunities for physical activity, access to healthy foods and relationships with caring adults. Grantees in this service area are expected to be rooted in youth development principles and able to provide culturally responsive services.

Outreach & Access

DCYF Implemented Efforts	Total
\$3.1M–\$3.5M	\$3.1M–\$3.5M

The Outreach & Access Service Area is wholly made up of DCYF Implemented Efforts. The Service Area includes DCYF’s work to ensure that children, youth, TAY and their families are aware of the City’s programs and services and are able to access them. Efforts include outreach throughout the City, targeted communication and promotion, coordination of partners to centralize information, digital tools that promote connection to services and resources that help meet basic nutrition needs.

Technical Assistance & Capacity Building (TA/CB)

DCYF Implemented Efforts	Total
\$3.7M–\$4.1M	\$3.7M–\$4.1M

The Technical Assistance and Capacity Building Service Area is wholly made up of DCYF Implemented Efforts. The Service Area includes DCYF’s holistic approach to TA/

CB to promote the quality of programs while strengthening the youth development field. Efforts include a multi-level system of training and support designed to strengthen the organizational capacity, program quality and professional development of grantees and City partners.

Youth Empowerment

DCYF Grants	DCYF Implemented Efforts	Total
\$3.7M–\$4.1M	\$237.5K–\$262.5K	\$3.9M–\$4.4M

The Youth Empowerment Service Area is made up of a combination of DCYF Implemented Efforts and Grants. The Service Area contains the Youth Empowerment Allocation (YEA), DCYF’s charter mandated 3% set aside for youth-initiated projects. The YEA represents DCYF’s commitment to programming that fosters authentic youth leadership and civic engagement while encouraging young people to take an active role in their communities. Programs provide opportunities for young people to increase their self-esteem and sense of belonging by focusing on the expertise of their lived experience and resiliency, strengths and assets of their personal identities. Grantees in this service area are expected to be rooted in youth development principles and able to provide culturally-responsive services that offer opportunities for meaningful youth led activities.

Youth Workforce Development (YWD)

DCYF Grants	Partnerships	Total
\$22.6M–\$25.0M	\$764.5K–\$845.0K	\$23.4M–\$25.8M

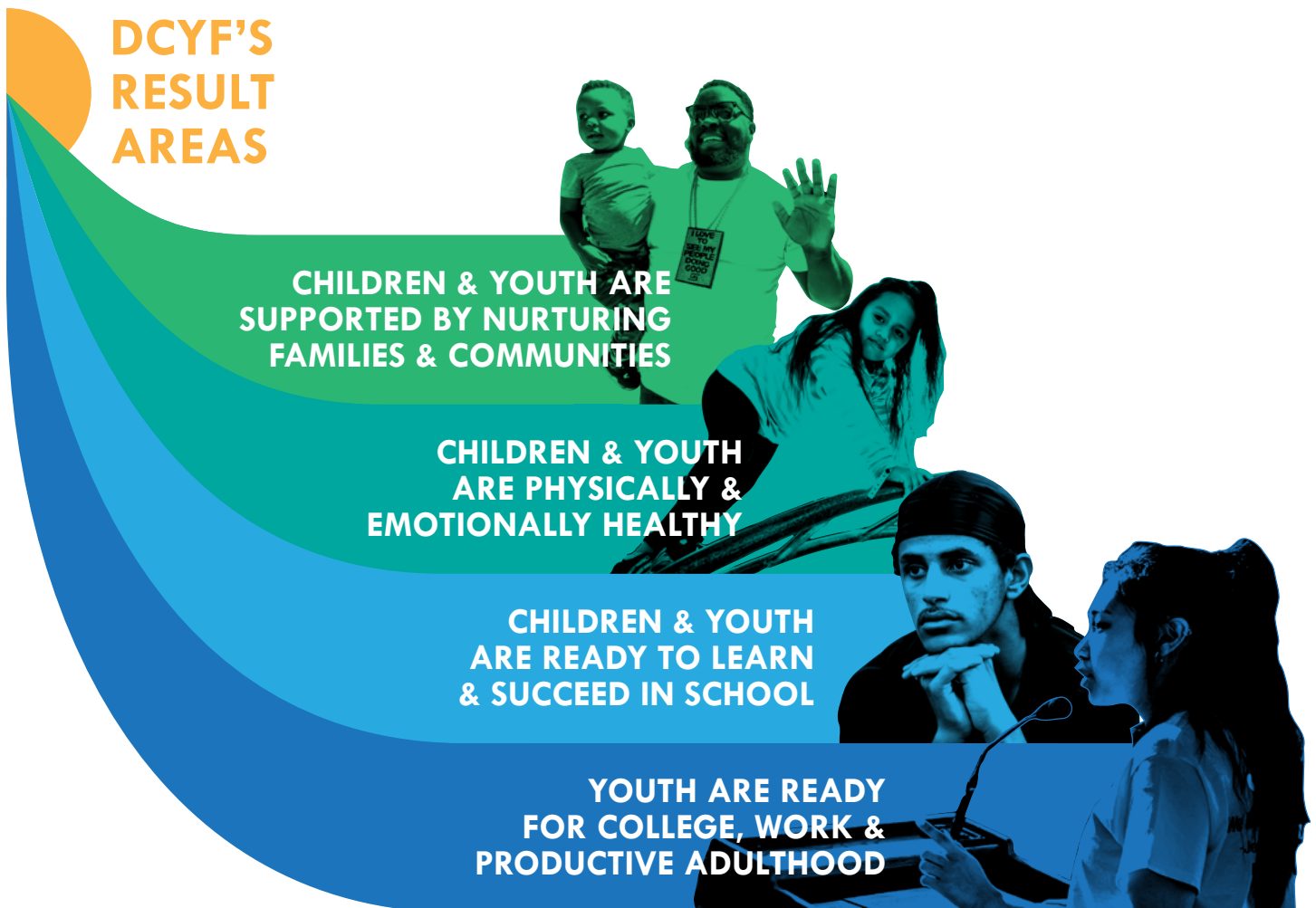
The Youth Workforce Development Service Area is made up of a mixture of DCYF Grants and Partnerships with other City agencies. The Service Area includes a continuum of developmentally appropriate career exposure and work-based learning opportunities for youth and TAY/TAYA. Services include opportunities for early career introductions, job skills training, exposure to private sector and career-oriented employment, and targeted programming for high-needs youth. Grantees in this service area are expected to be knowledgeable in local and state labor laws and youth development principles and able to provide culturally responsive services.



Result Areas

This section describes each Result Area in greater detail beginning with a brief description of the types of funded programs it includes. The section also includes CNA findings and other recent data that explains the importance of programming in this Area, target populations that DCYF will prioritize with services, and the Service Areas that have a primary impact on the Result.

Figure 15. DCYF's Results Areas





I LOVE
TO
SEE MY
PEOPLE
DOING
GOOD
5

Nurturing Families & Communities

This Result Area is associated with programs, resources, supports and activities that increase the ability for families to nurture their children and for children, youth, TAY, and their families to feel safe, connected and engaged with their communities.

The **Nurturing Families & Communities Result Area** represents a foundational aspiration that provides the conditions necessary for healthy children, youth, TAY, and families to build on and thrive. DCYF aims to promote accessible spaces and resources for children, youth, TAY, and families to feel safe, stable, and nurtured in their communities.

WHY IS THIS IMPORTANT?

As alluded to above, caring adults form the foundation of nurturing families and communities. Caring adults promote protective factors that prevent and ameliorate the negative impacts of adverse childhood experiences (ACEs) that accrue over a lifespan. Yet, the California Healthy Kids Survey (CHKS) and DCYF CNA youth survey responses indicate that many youth, especially students of color, are not connected with a caring adult in their school or in community settings. Emerging from the social isolation of COVID-19, nurturing families and communities characterized by the presence of caring adults has become even more critically important.

Families continue to face challenges related to COVID-19 and beyond (e.g., health issues, job loss and economic stress, and opportunity and learning loss) that heighten ACEs risks, such as domestic and community violence. In the 2022-23 CNA, we heard from multiple sources through multiple methods of residents' fears around public safety. Navigating public spaces can be fraught with encounters with drug use, mental illness, and threats of violence. Visits to public spaces such as libraries, parks and playgrounds, zoos, museums, and neighborhood recreation centers declined significantly during the pandemic, even though such visits foster community connection and are even associated with school readiness among the city's youngest residents.²

And while easy access to public spaces and services is one of the hallmarks of nurturing communities, in the CNA, families described challenges with public resources including siloed services, a lack of centralized resources, inconsistent provider staff, bureaucratic barriers and general mistrust.

Community members from diverse backgrounds described concerns and discomfort when navigating City spaces and resources. Black parents described encounters with discrimination; Asian youth and families expressed fear and frustration with spikes in anti-Asian violence; Immigrant and undocumented youth and families described service access and navigation challenges and disconnecting from the community to maintain safety. Individuals with disabilities and their families continue to encounter limitations in access to needed resources, as well as limitations in staff qualifications to meet the needs of children and youth with disabilities. LGBTQQ youth expressed fears of harassment in public.

“I avoid going out at night. We used to take walks with the kids after dinner but we’re afraid to at night now. If the government can ensure safety on the streets, that would help with our mental health and stress/anxiety around safety.”

—Chinese immigrant parent

² Huang, Penelope. 2017. “Kindergarten Readiness Longitudinal Study 2017.” ASR report to First 5 San Francisco and San Francisco Unified School District.

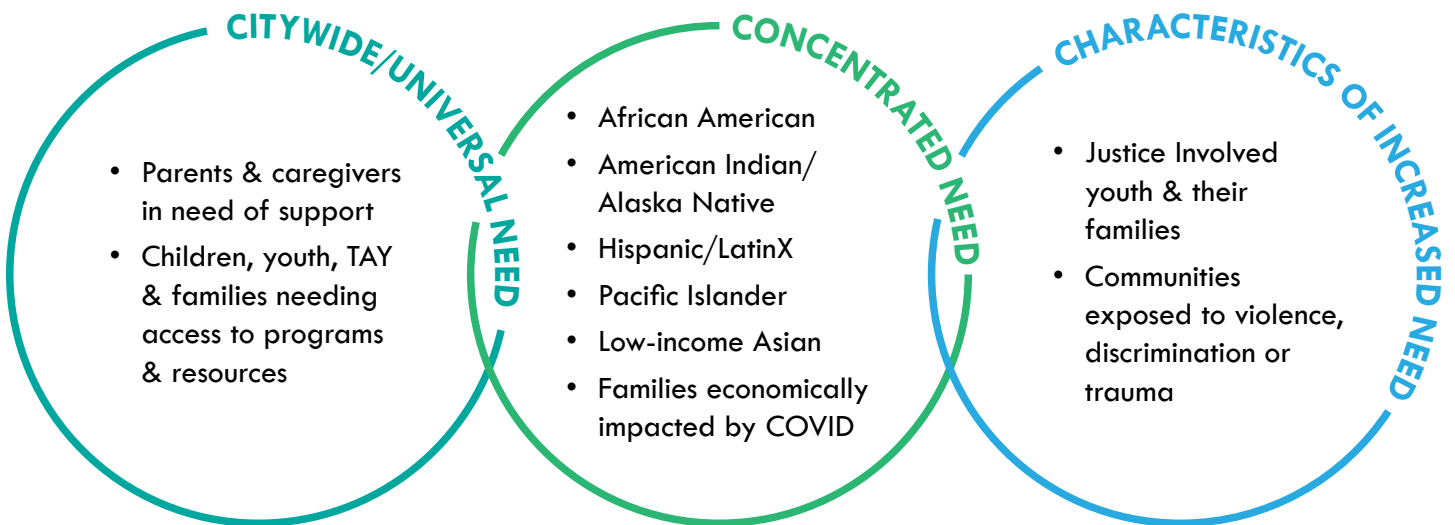
PRIORITY POPULATIONS

All children and youth aged 0-24 and their families are included in this Result Area target population, however DCYF acknowledges that groups with concentrated needs and those with characteristics of increased needs, as described above, may require more targeted services. These concentrated needs groups include African American, American Indian/ Alaska Native, Hispanic/LatinX, Pacific Islander and low-income Asian Children, youth, TAY and families as well as families economically impacted by the COVID-19 pandemic.

DCYF will also seek to target services to address groups with characteristics of increased needs including justice-involved youth and their families, communities exposed to violence or trauma and LGBTQQ and racial/ethnic minority youth and families experiencing heightened risk of discrimination and violence.

The following figure highlights several priority populations that this Result Area will focus on.

Figure 16. Nurturing Families & Communities, Priority Populations



SERVICE AREAS

The Nurturing Families & Communities Result Area is supported by the **Enrichment & Skill Building, Family Empowerment, Justice Services and Outreach & Access Service Areas**. Each Service Area is comprised of combinations of DCYF grants (inclusive of funding strategies and initiatives), DCYF implemented efforts and partnerships, as described below, all focused on supporting families and promoting community safety and well-being.

Figure 17. Nurturing Families & Communities, Service Areas

Service Area	DCYF Grants	Partnerships	DCYF Implemented	Total
Enrichment & Skill Building	\$8.6M–\$9.5M	\$332K–\$367K		\$8.9M–\$9.8M
Family Empowerment	\$8.2M–\$9.0M	\$6.1M–\$6.7M		\$14.3M–\$15.8M
Justice Services	\$9.7M–\$10.7M	\$3.0M–\$3.3M		\$12.7M–\$14.0M
Outreach and Access			\$3.1M–\$3.5M	\$3.1M–\$3.5M

Note: Service Area Allocations support multiple results areas. These figures represent the total allocation across all Results.

Enrichment & Skill Building

The Enrichment & Skill Building Service Area contains a mixture of DCYF grants and partnerships with other City agencies.

DCYF Grants

In support of Nurturing Families & Communities, the Enrichment & Skill Building Service Area includes funding strategies that support project- and curriculum-based programming that provides opportunities for children, youth and TAY to learn specialized skills, build positive personal identities, improve their leadership abilities, and gain exposure to career options.

Partnerships

Public art can be a powerful representation of a community and its surroundings. Art can be a path to cultivating a community cultural identity and attracting people to its uniqueness. Artwork helps express a community's values and creates an elevated sense of awareness and engagement for community members as well as visitors. To support Nurturing Families & Communities, the Enrichment & Skill Building Service Area funds programming in the Arts in partnership with the San Francisco Arts Commission to invest in programs that enhance cultural and artistic representation in the community and that bring arts leadership and opportunities for creative expression to the city.

Figure 18. Nurturing Families & Communities, Enrichment & Skill Building Highlighted Partnerships

Partner Agency	Highlighted Partnerships
Arts Commission \$199.5K–\$220.5K	The Artist-in-Residence (AIR) program funds a nonprofit arts organization to hire teaching artists to design and implement socially responsive art and creative learning experiences as a means to heal and build community. In turn, teaching artists are provided equitable compensation and opportunities to further their artistic practices and professional development as educators in a three-year cohort.

Family Empowerment

The Family Empowerment Service Area contains a mixture of DCYF grants and partnerships with other City agencies.

DCYF Grants

To achieve the Result of Nurturing Families and Communities, the Family Empowerment Service Area will include funding strategies and initiatives that emphasize community-centered, culturally affirming practices focused on high-need, multi-system-involved youth, TAY, and families, providing opportunities for children, youth and TAY to connect and build relationships with caring adults, and supporting parents and caregivers with the resources they need to be their children's best teachers and role models. Funded strategies and initiatives in this Service Area may include skills building such as financial literacy and job readiness, high-touch, intensive case management, and/or lower-touch workshops and parenting classes to support needs that arise at various points along the life course.

Figure 19. Nurturing Families & Communities, Family Empowerment Highlighted Initiatives

Highlighted Initiatives

Black to the Future \$1.8M–\$2.0M	The Black to the Future collaborative is a community-driven approach to achieving better outcomes for high need, multiple system involved African American youth and families. Services are focused on the following core areas: Education, Family Support, Health and Wellness, Workforce and Violence Prevention.
Coalition for Community Safety & Justice \$1.8M–\$2.0M	The Coalition for Community Safety & Justice is a collaborative approach to responding to violence affecting the Chinese community. The collaborative is designed to learn from other community-centered initiatives to develop culturally competent and trauma-informed responses to interracial violence and anti-Asian racism.
Pasifika Urban Roots \$1.8M–\$2.0M	The Pasifika Urban Roots collaborative provides an array of services for Pacific Islander children, youth, and their families. Services include structured recreation and sports, violence prevention, case management, financial literacy, workshops, and special events for youth and their families.
Roadmap to Peace \$1.8M–\$2.0M	The Roadmap to Peace collaborative is committed to improving the social, economic health and safety outcomes of the most vulnerable Latino/a youth. The initiative serves youth and TAY ages 13-24 who are out-of-school, system touched, and vulnerable to street and gun violence, by ensuring they are on a road to wholeness. Grounded in a collective impact approach, Roadmap to Peace brings together diverse stakeholders to innovate community solutions, change policy, and build a comprehensive social support network for youth.

Partnerships

Parents are a child’s first teachers and primary influence on development. Children who grow up with the benefit of strong parent-child relationships have greater self-confidence, do better in school, have more positive relationships with peers, and experience better mental health outcomes later in life.³ The Family Empowerment Service Area supports rich, culturally affirming, community-driven, place-based support networks to create multiple pathways for parents and caregivers to enhance their ability to fulfill this critically important primary role in their child’s life in partnership with the Department of Early Childhood (DEC) through their FRC Initiative. Programs in this Service Area support parents and caregivers in their efforts to advocate on behalf of their families, receive early developmental screenings for their children, learn about their children’s social emotional development, and access supports to meet basic needs and build community with other parents and caregivers in a safe and nurturing environment.

³ Ding, Y. H., Xu, X., Wang, Z. Y., Li, H. R., and Wang, W. P. 2014. *The relation of infant attachment to attachment and cognitive and behavioural outcomes in early childhood.* *Early Hum. Dev.* 90:459–64. doi: 10.1016/j.earlhumdev.2014.06.004

Khan, F., Fraley, R. C., Young, J. F., and Hankin, B. L. 2018. *Developmental trajectories of attachment and depressive symptoms in children and adolescents.* *Attach. Hum. Dev.* 22:391–408. doi: 10.1080/14616734.2019.1624790

Figure 20. Nurturing Families & Communities, Family Empowerment Highlighted Partnerships

Partner Agency	Highlighted Partnerships
Department of Early Childhood (DEC) \$6.1M–\$6.7M	Family Resource Center Initiative: in partnership with DEC and the Human Services Agency (HSA), DCYF provides funding for 26 Family Resource Centers (FRC) across the city to support families to thrive by being connected and able to support their children’s lifelong success. FRCs provide parenting support and education, information, referral, and connections for families with children 0-17.

Justice Services

The Justice Services Service Area contains a mixture of DCYF grants and partnerships with other City agencies, jointly funded with the Juvenile Probation Department (JPD).

DCYF Grants

Because justice-involved children, youth and families need different kinds of supports to foster Nurturing Families and Communities, programs funded under Justice Services funding strategies will provide tailored support to meet the specific challenges justice-involved youth, TAY, and their families face, by providing culturally-specific, culturally-affirming, multi-generational approaches to whole-family support.

Partnerships

Nurturing Families and Communities are also supported by Justice Services partnerships with JPD to fund programming to ensure that vulnerable families are connected to the supports they need to thrive.

Figure 21. Nurturing Families & Communities, Justice Services Highlighted Partnerships

Partner Agency	Highlighted Partnerships
Juvenile Probation \$399.0K–\$441.0K	Whole Family Support funds programs and services that provide family support for juvenile justice involved young people and their families. Funded by JPD and administered by DCYF, this partnership uses a more expansive definition of family to include individuals identified by the youth as playing a key role in their well-being and success. Services include peer family navigation; whole family therapy, wellness and bonding; parenting support; and flexible and direct funding for barrier removal.

Outreach & Access

This Result Area is further supported by DCYF Implemented efforts.

Figure 22. Nurturing Families & Communities, Outreach & Access Highlighted DCYF Implemented Efforts

Highlighted DCYF Implemented Efforts

**Our415
Coordinated
Communication**
\$1.2M–\$1.4M

Our415.org Coordinated Communication is designed to increase awareness of and access to the City’s programs, events and resources for children, youth, TAY and families through coordination with City agencies and SFUSD, online platforms and tools and community messaging. The initiative centralizes the City’s messaging about programs, resources and events in a single place, the Our415.org website, while ensuring that City agencies and SFUSD are coordinated in how and when they share information about their offerings. The initiative also uses CBO community messengers to share information with children, youth, TAY and families and leverages DCYF’s resource fairs and community events as additional ways to promote access to programs and resources.



Physical & Emotional Health

This Result Area is associated with programs, resources, supports and activities that promote physical, emotional, behavioral and mental health as well as healing from trauma.

DCYF envisions a San Francisco where all children, youth and families fulfill their basic right to physical and emotional health.

WHY IS THIS IMPORTANT?

Healthy people are more able to take on challenges, support one another, and contribute positively to their communities. Findings from the CNA and other recent citywide community engagement efforts all point to the need for physical, emotional, behavioral, and especially mental health support. As city residents emerge from the pandemic and reintegrate with their communities, issues around these needs have been amplified.

48% of surveyed homeless TAY in San Francisco indicated they suffer from a psychiatric or emotional condition, and 43% suffer from post-traumatic stress disorder.

CBO staff stated that the pandemic amplified existing mental health needs for foster youth, yet foster youth lose access to mental health services once they age out of the system, even when support is still needed. Foster youth with mild to moderate anxiety and depression lack access to supports as resources are limited to those with severe mental health needs.

“The system is reactive: services kick in and you can access them only after some ‘incident’ occurs, but it is so hard to initiate services earlier.”

—Parent of child/ren with disabilities

Community members noted that youth need more opportunities for physical activity, yet those with highest needs for physical and mental wellness programs are those who are most disconnected from schools where services are available, emphasizing the need for additional wellness programs in community spaces.

“They don’t even play double Dutch anymore. Kids with these type 2 diabetes they eat and they don’t play or exercise. We used to walk to the beach, play at the park, they don’t play basketball, they don’t do none of that no more. They need to get more involved and get more exercise.”

—Black/African American parent

At 8 of 11 Family Summits, DCYF’s CNA community input sessions in each of San Francisco’s 11 supervisorial districts, community members highlighted the need for therapeutic services and cited gaps in culturally relevant mental health supports for youth of color and English Learners.

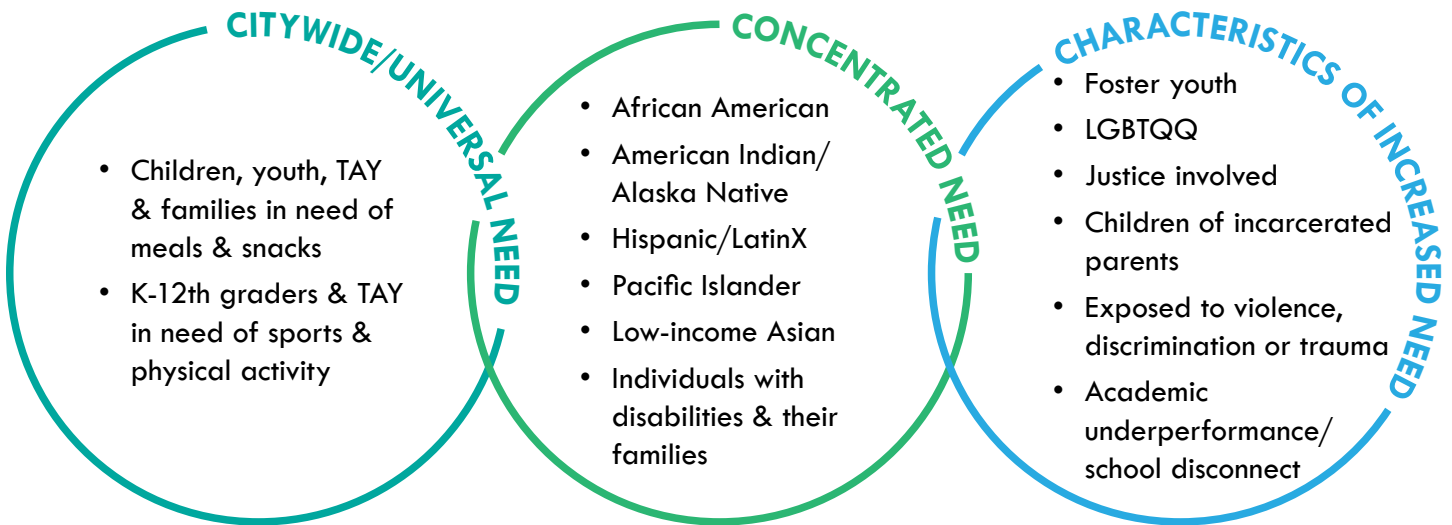
PRIORITY POPULATIONS

All children and youth aged 0-24 and their families are included in this Result Area target population, however DCYF acknowledges that groups with concentrated needs and those with characteristics of increased needs, as described above, may require more targeted services. These concentrated needs groups include African American, American Indian/Alaska Native, Hispanic/LatinX, Pacific Islander and low-income Asian Children, youth, TAY and families as well as families economically impacted by the COVID-19 pandemic.

In recognition of the heightened need for mental health care in the wake of the pandemic and beyond, this Result Area targets services to address groups with characteristics of increased needs including foster youth, LGBTQQ, children of incarcerated parents, justice-involved youth, communities exposed to violence or trauma and young people experiencing academic underperformance or disconnect from school.

The following figure highlights several priority populations that this Result Area will focus on.

Figure 23. Physically & Emotionally Healthy, Priority Populations



SERVICE AREAS

Children and youth are supported to be physically and emotionally healthy by the **Emotional Well-Being and Enrichment & Skill Building Service Areas** through a combination of DCYF-implemented efforts, Grants, and Partnerships all aimed at providing culturally-affirming, equitable and easy access to the services and resources children and family need to promote physical and emotional health.

Figure 24. Physically & Emotionally Healthy, Service Areas

Service Area	DCYF Grants	Partnerships	DCYF Implemented	Total
Emotional Well-Being	\$1.0M–\$1.1M	\$3.6M–\$3.9M		\$4.5M–\$5.0M
Enrichment & Skill Building	\$8.6M–\$9.5M	\$332K–\$367K		\$8.9M–\$9.8M
Outreach and Access			\$3.1M–\$3.5M	\$3.1M–\$3.5M

Note: Service Area Allocations support multiple results areas. These figures represent the total allocation across all Results.

Emotional Well-Being

The Emotional Well-Being Service Area seeks to address the impact of adverse childhood experiences on the emotional and mental well-being of children, youth and their families as well as youth development practitioners and includes a mixture of DCYF Grants and Partnerships with other City agencies.

DCYF Grants

The Emotional Well-being Service Area funds strategies designed to support the wellness of children, youth and their families. Services include mental health supports, culturally based wellness practices and activities designed to support the wellness of families.

Partnerships

Understanding that children, youth and families may have a wide range of needs to address physical and emotional needs, DCYF partners with DPH to support programming that provides health, behavioral health, mental health services and linkages to priority populations in community- and school-based settings to ensure ease of access.

Figure 25. Physically & Emotionally Healthy, Emotional Well Being Highlighted Partnerships

Partner Agency	Highlighted Partnerships
Department of Public Health	Ma'at Program (Black/African American Mental Health Initiative): provides mental health services for Black and African American families. Services are available in community settings including at CBOs with which families already have a connection. \$760.0K–\$840.0K
	San Francisco Wellness Initiative: dedicated to improving the health, well-being and academic success of SFUSD high school students, Wellness Centers help teens gain the skills they need to cope with complex issues such as stress, trauma, suicide, bullying, depression, self-esteem, drug and alcohol use, sexual health and relationships. \$1.5M–\$1.6M
	TAY System of Care: in recognition that transitional age youth have specific needs, challenges, and sources of strength, DPH has developed a TAY System of Care to enhance clinical services for TAY, focused on providing accessible, culturally-affirming direct mental health and/or referral services and clinician training. \$1.0M–\$1.1M

Enrichment & Skill Building

The Enrichment & Skill Building Service Area supports children and youth's physical and emotional health through DCYF Grants for programs that provide programming in sports and physical activity.

DCYF Grants

To build physical and emotional health, the Enrichment & Skill Building Service Area funds strategies designed to provide opportunities for elementary-, middle- and high-school youth, especially girls, to engage in competitive and noncompetitive sports

and physical activities and to develop key skills such as teamwork and collaboration. Additionally, sports and physical activity programs help participants build relationships with caring adults, positively connect with their peers, and develop increased social awareness, emotional bonds and self-esteem.

Outreach & Access

This Result Area is further supported by DCYF Implemented efforts.

Figure 26. Physically & Emotionally Healthy, Outreach & Access Highlighted DCYF Implemented Efforts

Highlighted DCYF Implemented Efforts

Nutrition Initiative

\$1.9M–\$2.1M

DCYF’s Nutrition Initiative is designed to ensure that young people’s basic nutrition needs are met while helping youth establish a healthy relationship with food. The initiative includes the Afterschool Meals Program and the Summer Meal Program, two federally funded components that ensure free meals are available for youth when school is not in session. As the local sponsor for these programs DCYF provides the financial and administrative support to ensure that free meals are available in all high need neighborhoods of San Francisco to any youth under 18.



**Ready to Learn &
Succeed in School**

This Result Area is associated with programs, resources, supports and activities that provide opportunities for youth to learn, gain social emotional learning skills, engage educationally and have access to needed supports.

For children and youth in pre-kindergarten through 12th grade, DCYF strives to ensure that:

- San Francisco families have access to high-quality childcare and early education programs that prepare children to enter kindergarten on equal footing;
- School communities present students with a sense of safety and belonging;
- Diverse academic and social-emotional supports address student needs and promote ongoing success in school.

WHY IS THIS IMPORTANT?

Academic achievement and social-emotional growth in school set the course for successes and challenges that youth experience into adulthood. Yet, upon entry into kindergarten, disparities by race/ethnicity are already present.⁴ These achievement gaps widen by the time children reach 3rd grade and persist through high school. Education research consistently finds 3rd grade standardized test scores to be nearly as effective as 8th grade scores in predicting high school academic outcomes (e.g., test scores, advanced placement course completion, graduation).⁵

The COVID-19 pandemic exacerbated the challenges that under-served communities face and put added pressure on the City's ability to support students virtually while shelter-in-place orders were in effect. Some students with special needs were unable to follow online classes at all because they were not closed captioned. Throughout the 2020-21 school year many students continued to struggle and displayed little to no growth. Efforts to recover from the learning loss that ensued during that time remain necessary as many students continue to struggle. Early research finds that students returning to school present with delayed abilities in both reading and math, and that gaps between vulnerable students and their peers have widened.⁶

As the city emerged from the pandemic, 44% of respondents to DCYF's 2021 survey of parents and caregivers of summer camp participants cited academic support as one of their child's greatest needs as they returned to school that year. Students' social-emotional learning (SEL) has also been delayed due to the pandemic and achievement gaps in SEL also persist. SEL in California focuses on four domains of skills and competencies that contribute to success in school and later life: growth mindset, self-efficacy, self-management, and social awareness. Research shows that positive skills in these domains correlate with positive academic, health, and social outcomes over a young person's life course through to adulthood.⁷

In response to SFUSD's Culture/Climate Survey, students from low-income backgrounds self-rated their SEL skills less favorably than the general population, as did students with special needs, English Learners, and youth experiencing homelessness. Gaps be-

⁴ Huang, Penelope. 2017. "SFUSD Kindergarten Readiness Longitudinal Study 2017". Applied Survey Research report prepared for First 5 San Francisco and SFUSD.

⁵ Goldhaber, Dan, Malcolm Wolff, and Timothy Daly, "Assessing the Accuracy of Elementary School Test Scores as Predictors of Students' High School Outcomes," CALDER, August 2021, <https://caldercenter.org/sites/default/files/CALDER%20WP%20235-0520-2.pdf>.

⁶ Goldstein, Dana, "The Pandemic Has Worsened the Reading Crisis in Schools," *The New York Times*, March 8, 2022, <https://www.nytimes.com/2022/03/08/us/pandemic-schools-reading-crisis.html>.

⁷ Vega, Vanessa, "Social and Emotional Learning Research Review," *EduTopia*, June 14, 2017, <https://www.edutopia.org/sel-research-learning-outcomes>.

tween these student segments and the general population were widest for self-efficacy, and thinnest for social awareness. The 2021 SFUSD Kindergarten Parent Survey also finds that parent-rated SEL skills of their kindergartners vary by race/ethnicity.⁸ Indeed, a meta-analysis of SEL studies show largest effect sizes when the intervention is designed for a specific context or culture, suggesting that social emotional learning is not a one-size-fits-all endeavor and that interventions to support SEL must be not only developmentally appropriate but culturally sensitive and responsive as well.⁹

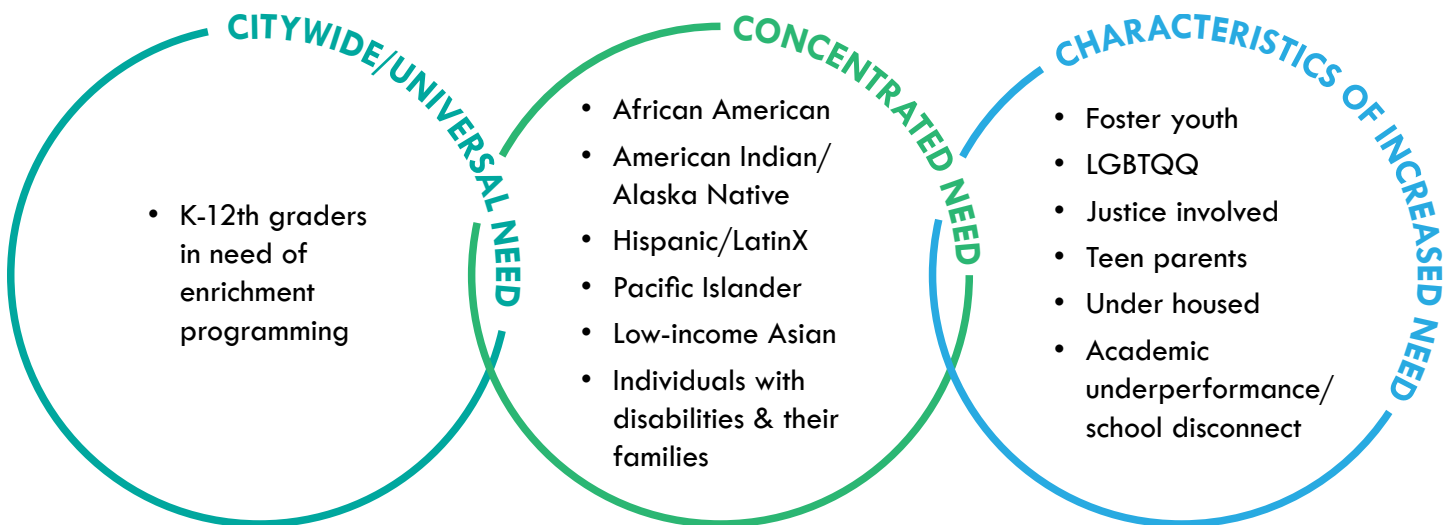
PRIORITY POPULATIONS

This Result Area is focused on supporting school-aged children and youth ages 0-17 as they and their families prepare for kindergarten entry through high school graduation. In acknowledgment of the achievement gaps that are present at the very start of students' entry into school, this Result addresses historical inequities by targeting services for groups with concentrated needs and those with characteristics of increased needs. Concentrated needs groups include African American, American Indian/ Alaska Native, Hispanic/LatinX, Pacific Islander and low-income Asian Children, youth, TAY and families as well as individuals with disabilities and their families.

This Result Area also targets services to address groups with characteristics of increased needs including English learners, foster youth, LGBTQQ, under housed, undocumented and teen parents as well as those who are underperforming or otherwise disconnected from school.

The following figure highlights several priority populations that this Result Area will focus on.

Figure 27. Ready to Learn & Succeed in School, Priority Populations



SERVICE AREAS

In 2021, the Board of Supervisors enacted an ordinance establishing the SF RISE Working Group. The primary goal of the Working Group was to better understand the needs of students and families brought on by the COVID-19 pandemic and to iden-

⁸ Clarity Social Research Group. 2021. Kindergarten Readiness Family Survey: SFUSD 2020-21. Report prepared for the Office of Early Care and Education and SFUSD.

⁹ Taylor, R.D., E. Oberle, J.A. Durlak, R.P. Weissberg. 2017. "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects" Child Development, 88:4.July/Aug. <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.12864>

tify recommendations for SFUSD and City agencies to best meet those needs. A key theme of the Working Group’s recommendations is to strengthen partnerships between schools and CBOs to provide comprehensive, personalized supports for students.¹⁰ The strategies and partnerships in this Result Area are designed with this in mind.

The Ready to Learn & Succeed in School Result Area is supported by DCYF Grants and Partnerships in the **Early Care and Education, Educational Supports, Enrichment & Skill Building and Out of School Time Service Areas**, as described below.

Figure 28. Ready to Learn & Succeed in School, Service Areas

Service Area	DCYF Grants	Partnerships	DCYF Implemented	Total
Early Care & Education		\$17.0M–\$18.8M		\$17.0M–\$18.8M
Educational Supports	\$6.0M–\$6.6M			\$6.0M–\$6.6M
Enrichment & Skill Building	\$8.6M–\$9.5M	\$332K–\$367K		\$8.9M–\$9.8M
Out of School Time	\$27.7M–\$30.6M			\$27.7M–\$30.6M

Note: Service Area Allocations support multiple results areas. These figures represent the total allocation across all Results.

Early Care & Education

The Early Care and Education Service Area is wholly supported through partnerships with other City Departments to ensure children and youth are ready for learning and success in school. These partnerships emphasize the importance of early childhood education and provide the high-quality, healthy starts young children and families need.

Partnerships

To support children and youth to be Ready to Learn & Succeed in School, research consistently demonstrates the importance of early childhood education (ECE). High-quality ECE programs can improve children’s development, acting as a protective factor against risks and counteracting the disadvantage some children experience from birth. Studies have consistently demonstrated ECE’s positive impacts on academic achievement, cognitive development, self-regulation and social-emotional development. These in turn impart longer-term positive life course impacts on college attendance, crime, and earnings.¹¹ Indeed, cost-benefit analyses suggest that ECE is among the most cost-effective interventions on record.¹²

The **Early Care and Education Service Area** partners with DEC to support high-quality early learning access and opportunities so that all children are given their best

¹⁰For more on SF RISE, please see the full report: <https://static1.squarespace.com/static/5c01d13ab98a788a7a0cfd93/t/62a258ac452e43401cab47d9/1654806723258/SF+RISE+Final+Report.pdf>

¹¹Campbell, F. A., E. P. Pungello, M. Burchinal, K. Kainz, Y. Pan, B. H. Wasik, O. A. Barbarin, J. J. Sparling, and C. T. Ramey. 2012. “Adult Outcomes as a Function of an Early Childhood Education Program: An Abecedarian Project Follow-up,” *Developmental Psychology*, 48, 1033–1043.
Garcia, J. L., J. J. Heckman, D. E. Leaf, and M. J. Prados. 2020. “Quantifying the Life-Cycle Benefits of an Influential Early Childhood Program,” *Journal of Political Economy*, 128.
Ramon I, Chattopadhyay SK, Barnett WS, Hahn RA. 2018. “Early Childhood Education to Promote Health Equity: A Community Guide Economic Review.” *J Public Health Manag Pract*. Jan/Feb 2018;24(1):E8-E15.

Guthrie Gray-Lobe, Parag A. Pathak, and Christopher R. Walters. 2021. “The Long-Term Effects of Universal Preschool in Boston”, NBER Working Paper No. 28756 May
Camilli G, Vargas S, Ryan S, Barnett WS. 2010. “Meta-analysis of the effects of early education interventions on cognitive and social development.” *Teachers College Record*.112(3):579-620.

¹²Barnett, S. 1985. “Benefit-Cost Analysis of the Perry Preschool Program and its Policy Implications,” *Educational Evaluation and Policy Analysis*, 7(4), 333–342.
Hendren, N. and B. Sprung-Keyser. 2020. “A Unified Welfare Analysis of Government Policies,” *Quarterly Journal of Economics*, 135(5), 1209–1318.

chance for a successful start on their path towards readiness for learning and succeeding in school, including early developmental screenings and mental health support.

Figure 29. Ready to Learn & Succeed in School, Early Care & Education Highlighted Partnerships

Partner Agency	Highlighted Partnerships
Department of Early Childhood (DEC) \$16.2M–\$17.9M	Early Learning Scholarships provide eligible families with children 0-5 financial assistance to pay for early care and education.

Educational Supports

The Educational Supports Service Area is wholly comprised of DCYF grants to provide equitable access to opportunities for targeted academic and SEL programming in support of individualized educational goals.

DCYF Grants

Building on the support provided in the Early Care and Education Service Area, the **Educational Supports Service Area** focuses on programming in K-12 and includes a range of educational opportunities that help children and youth who are struggling academically and/or chronically absent get back on track with their education and achieve individualized educational goals. Services in this area identify and address disparities and support school readiness and success for priority populations by providing place-based and targeted academic support in core subject areas (e.g., literacy), post-secondary supports, as well as social emotional learning and life skills assistance during key educational transition periods.

Figure 30. Ready to Learn & Succeed in School, Educational Supports Highlighted Initiatives

Highlighted Initiatives	
Summer Youth Academic & Employment Program (SYAEP) \$1.3M–\$1.5M	<p>Summer Youth Academic and Employment Program (SYAEP) is designed to support youth that need additional academic support while attending SFUSD Summer School. The initiative includes two components: the Summer Youth Academic and Employment program and Summer Bridge.</p> <p>SYAEP provides a 5-week summer program for rising 10th and 11th graders attending summer school that includes in-class support, academic tutorials, life and work readiness training, college and career exploration, field trips, and financial literacy as well as an educational award up to \$599.</p> <p>Summer Bridge prepares youth for their 9th grade year by providing daily workshops during summer school and by offering math and language arts enrichment, high school readiness and college and career awareness. Participants earn elective credits towards their high school graduation and an educational award up to \$599 upon program completion.</p>

Enrichment & Skill Building

This Service Area supports Readiness to Learn and Succeed in School through DCYF Grants.

DCYF Grants

This Service Area is supported by a mix of direct grants designed to provide project- and curriculum-based programming that provides opportunities for children and youth to learn specialized skills, build positive personal identities, improve their leadership abilities, and gain exposure to career options. Grantees in this service area are expected to be knowledgeable in youth development principles and able to provide culturally responsive services.

Out of School Time

The Out of School Time Service Area is wholly comprised of DCYF Grants in support of children and youth Readiness to Learn & Succeed in School to ensure equitable access to year-round learning opportunities and enriching experiences to complement school-day learning.

DCYF Grants

In partnership with the San Francisco Unified School District (SFUSD), the **Out of School Time Service Area (OST)** includes comprehensive afterschool and summer programming in school- and community-based settings that provide opportunities for children and youth from low-income and/or working families to engage in meaningful and relevant learning that fosters their curiosity, builds their social and emotional skills and creatively reinforces and expands on what they learn during the school day. OST programs also provide opportunities for youth to be physically active, enjoy nutritious foods, explore the world around them and develop relationships with caring adults and peers.



Ready for College, Work & Productive Adulthood

This Result Area is associated with programs, resources, supports and activities that help youth and TAY gain exposure, skills and abilities that prepare them for successful transitions into adulthood.

DCYF envisions a San Francisco where all youth are ready for college, work, and a productive adulthood.

WHY IS THIS IMPORTANT?

Youth who complete postsecondary education are more likely to gain access to high-wage jobs and to extend the benefits of those jobs to their families and communities. Higher levels of schooling are associated with lower risk of unemployment, decreased dependency on government assistance, and lower incarceration rates.¹³ Conversely, when youth do not complete high school and are unable to obtain work, the risks of negative long-term consequences increase and compound.

While the overall SFUSD graduation rate for the 2020-21 school year is 88.3%, graduation rates for Hispanic/Latinx seniors lags behind (76.7%) Though graduation rates were not calculated for American Indian/ Alaskan Native students in 2020-21, in 2019-20, the rate was alarmingly low—63.6%.¹⁴ Graduation is also challenging for youth in the foster care system, whose academic records are frequently lost as changes to foster care placements in many cases result in changing schools and even school districts repeatedly. At the state level, the CDE reports that the five-year cohort graduation rate for foster youth was 64.5% in 2020-21.¹⁵ Youth experiencing homelessness face significant challenges in completing high school. In the 2020-21 school year, 73.3% of SFUSD seniors experiencing homelessness were able to graduate, which is significantly lower than the SFUSD average.¹⁶

Beyond high school graduation, data on college-going rates (CGR) from the 2017-18 school year show notable racial disparities, as reported in the CNA. While 70.4% of White SFUSD graduates went to college, the CGR for Black/African American students was 51.3% and Hispanic/Latinx SFUSD graduates had a 50.6% CGR; Pacific Islander

¹³Vilorio, Dennis, "Education Matters: Career Outlook," U.S. Bureau of Labor Statistics, March 2016, <https://www.bls.gov/careeroutlook/2016/data-on-display/education-matters.htm>; King, Michael D., "Those With a High School Diploma or Less Make Up Majority of Government Assistance Recipients," U.S. Census Bureau, May 12, 2021, <https://www.census.gov/library/stories/2021/05/more-than-one-in-seven-social-safety-net-recipients-in-2017-were-college-graduates.html>; Lochner, Lance, and Enrico Moretti, "The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports," *THE AMERICAN ECONOMIC REVIEW* 94, no. 1 (2004): 65.

¹⁴CDE estimates that less than 1% of students in California identify as American Indian/Alaska Native.

¹⁵California Department of Education, "Five-Year Cohort Graduation Rate – Statewide," DataQuest, accessed April 27, 2022, <https://data1.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?cds=00&aglevel=state&year=2020-21&initrow=&ro=y>.

¹⁶California Department of Education, "Five-Year Cohort Graduation Rate – Statewide," DataQuest, accessed April 27, 2022, <https://data1.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?cds=00&aglevel=state&year=2020-21&initrow=&ro=y>.

students had only a 41.5% rate of going to college. Moreover, nearly half of SFUSD graduates who enroll in college have not completed a degree or certificate six years after college enrollment.¹⁷ Clearly, many need support not only to enroll in college, but to succeed once they get there.

In addition, college is not the path for everyone to reach productive adulthood. More than 80% of SFUSD high school students surveyed in 2021 reported interest in jobs and internships and 65% expressed wanting support in career preparation skills, such as resume writing and interviewing. Yet, job skills training and employment opportunities feel elusive to many. In the CNA, parents and caregivers expressed needs for more job training and employment across the age spectrum. In the Parent/Caregiver Survey, only 43% agreed that there was sufficient job training support for TAY. And in focus groups, many requested opportunities for youth under 16. Some youth participants indicated that job readiness programs and employment opportunities need to be available even before high school, to help protect younger youth from being drawn into potentially harmful ways of earning income.

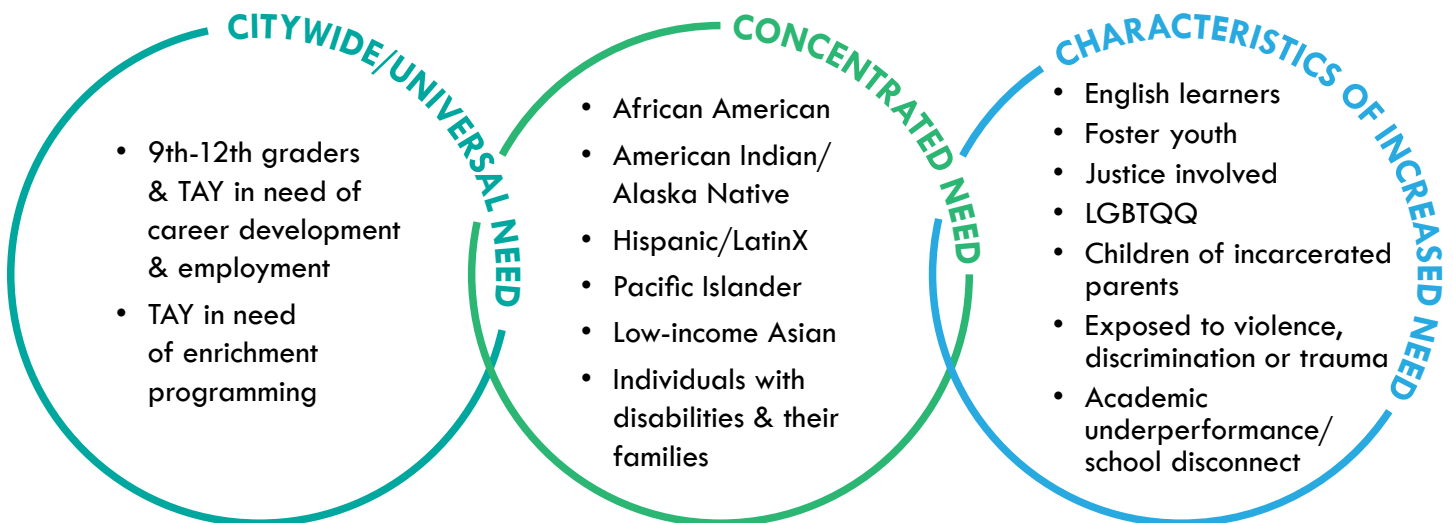
PRIORITY POPULATIONS

High-school-aged youth and transitional age youth and young adults (TAY/A) ages 14-24 are the priority populations for this Result, with a focus on those youth and TAY furthest from opportunity, as described above. This Result Area targets services to address concentrated needs of African American, American Indian/Alaska Native, Hispanic/LatinX, Pacific Islander and low-income Asian youth and TAY, as well as individuals with disabilities and their families.

This Result Area also targets services to address groups with characteristics of increased needs including English learners, foster youth, LGBTQQ, systems-impacted, trauma-exposed children and youth, and youth who are underperforming in and/or disconnected from school.

The following figure highlights several priority populations that this Result Area will focus on.

Figure 31. Ready for College, Work & Productive Adulthood, Priority Populations



¹⁷National Student Clearinghouse data cited in the CNA

SERVICE AREAS

This Result Area is funded through the **Educational Supports, Enrichment & Skill Building, Justice Services, Youth Empowerment, and Youth Workforce Development Service Areas** to provide a broad and varied base of support for youth to gain readiness for college and career. The grants and initiatives in this Result Area target equitable access and outcomes and provide multiple avenues for engagement and support.

Figure 32. Ready for College, Work & Productive Adulthood, Service Areas

Service Area	DCYF Grants	Partnerships DCYF Implemented	Total
Educational Supports	\$6.0M–\$6.6M		\$6.0M–\$6.6M
Enrichment & Skill Building	\$8.6M–\$9.5M	\$332K–\$367K	\$8.9M–\$9.8M
Justice Services	\$9.7M–\$10.7M	\$3.0M–\$3.3M	\$12.7M–\$14.0M
Youth Empowerment	\$3.7M–\$4.1M		\$3.9M–\$4.4M
Youth Workforce Development	\$22.6M–\$25.0M	\$764.5K–\$845.0K	\$23.4M–\$25.8M

Note: Service Area Allocations support multiple results areas. These figures represent the total allocation across all Results.

Educational Supports

The Educational Support Service Area supports programming that help youth get Ready for College, Work & Productive Adulthood through a mix of funding strategies and initiatives. These programs ensure that on-ramps are available to help struggling students reach their educational goals, as described below.

DCYF Grants

The Educational Supports funding strategies provide opportunities that help children and youth who are struggling academically get back on track with their education and achieve individualized goals. Services will support academic achievement and provide life skills assistance during key educational transition periods. Grantees in this service area are expected to be knowledgeable in local and State core subject standards, youth development principles and able to provide culturally responsive services.

Enrichment & Skill Building

This Service Area supports Readiness for College, Work & Productive Adulthood through direct grantmaking.

DCYF Grants

This Service Area is supported by a mix of direct grants designed to provide project- and curriculum-based programming that provides opportunities for youth and TAY to learn specialized skills, build positive personal identities, improve their leadership abilities, and gain exposure to career options. Grantees in this service area are expected to be knowledgeable in youth development principles and able to provide culturally responsive services.

Justice Services

In 2019, San Francisco’s Board of Supervisors passed legislation to close Juvenile Hall by December 31, 2021 and to refocus City resources on rehabilitative services for youth and TAY experiencing justice system involvement. DCYF continues to partner with the City’s justice agencies to ensure that local reforms in our justice services landscape translate into Citywide conditions for young people at high risk of justice-involvement.

Strategies that aim to minimize impacts of justice involvement on a young person’s life can be generalized into two approaches. Prevention strategies aim to deter initial law enforcement encounters among young people exhibiting high risk of arrest. Intervention strategies aim to assist young people who are already justice-system-involved to meet court and probation mandates and prevent further involvement with the justice system. Both approaches may entail similar activities that hinge on the contributions of caring adults as mentors, case managers, and advocates. As local and statewide reforms have led to decreasing numbers of young people in detention, DCYF’s funding has naturally shifted, in part, toward preventative strategies. However, despite significant declines in overall arrest, detention, and probation cases among the City’s youth and TAY, justice involvement continues to disproportionately impact young people of color. Youth and TAY who identify as African American/Black represent over 50% of youth on active probation while constituting only 5% of the City’s broader population. Youth and TAY who identify as Hispanic/Latinx currently reflect roughly 30% of youth on active probation and make up 15% of the City’s population.¹⁸ At the same time, state and nationwide justice statistics depict a rapid increase in girls and young women with justice involvement, which San Francisco also mirrors.¹⁹ Findings from the City’s Close Juvenile Hall Working Group highlight that African American/Black girls are 39 more likely to be detained than other young women.²⁰ With this disparity in mind, supporting justice-involved youth in the transition to productive adulthood will remain a priority. This Service Area contains a combination of grants, initiatives, and partnerships.

DCYF Grants

The **Justice Services** Service Area includes a continuum of services for justice system-involved youth and TAY, jointly funded with the Juvenile Probation Department (JPD). The aim of the service area is to prevent further youth engagement in the justice system and reduce rates of youth recidivism through connection to adult allies, culturally-relevant programming, ongoing case management, access to positive skill building activities and whole family engagement. Services are provided in partnership with the juvenile and adult justice systems and take place in system facilities as well as community-based settings.

Figure 33. Ready for College, Work & Productive Adulthood, Justice Services Highlighted Initiatives

Highlighted Initiatives

Community Assessment & Referral Center (CARC)
\$1.0M–\$1.2M

The Community Assessment & Referral Center (CARC) is a community-based alternative for youth ages 11-17 who are arrested city-wide for a variety of criminal offenses. CARC provides a single point of entry for crisis intervention, assessment, case management, counseling, service integration, and referrals. Additional services include pre-arrest diversion, restorative justice conferences, alternatives to traditional restitution programming, parents group, life skills group, and social emotional learning assessment and activities.

¹⁸San Francisco Juvenile Probation Department, “San Francisco Juvenile Probation Department Monthly Statistics Through December 2021,” February 9, 2022. https://sfgov.org/juvprobation/sites/default/files/202112_JPC_Monthly_Report_02.09.22_Final%20%281%29.pdf.

¹⁹Swavola, Elizabeth, Kristine Riley, and Ram Subramanian, “Overlooked: Women and Jails in an Era of Reform,” New York: Vera Institute of Justice, 2016.

²⁰National Institute for Criminal Justice Reform, and Haywood Burns Institute, “San Francisco Close Juvenile Hall Work Group,” November 2021. https://sfgov.org/juvprobation/sites/default/files/CJHWG_FINAL_Report%20to%20the%20Board%20of%20Supervisors_11.29.21_0.pdf.

Partnerships

To support children and youth readiness to learn and succeed in school, DCYF partners with the San Francisco District Attorney's Office in support of community-based restorative justice programming.

Figure 34. Ready for College, Work & Productive Adulthood, Justice Services Highlighted Partnerships

Partner Agency	Highlighted Partnerships
SF District Attorney's Office \$142.5K–\$157.5K	The Make-It-Right program is a restorative justice approach for youth ages 13-17 facing prosecution for an array of felony charges. The program provides eligible young people with the option to participate in restorative community conferencing before their cases are charged. In this process, the young person meets with their victim and their supporters (including family and caregivers, youth service providers, coaches and others) in a community-based facilitated dialogue to develop an agreement for the young person to repair harm, address root causes, and make amends. This collective agreement identifies concrete actions the youth will take to address harm caused to the victim, the community, the youth's family, and themselves. With support from a community-based case manager, the young person then has six months to complete their agreement. If successful, the case is not prosecuted.

Youth Empowerment

This Service Area contains a mix of strategies and initiatives under the Youth Empowerment Allocation (YEA), DCYF's charter mandated 3% set aside for youth-initiated projects, that represents the department's commitment to programming that fosters authentic youth leadership and civic engagement. Programs provide opportunities for young people to increase their self-esteem and sense of belonging by focusing on the expertise of their lived experience and resiliency, strengths and assets of their personal identities.

DCYF Grants

Grantees in this service area are expected to be rooted in youth development principles and able to provide culturally responsive services that offer opportunities for meaningful youth-led activities.

Figure 35. Ready for College, Work & Productive Adulthood, Youth Empowerment Highlighted DCYF Implemented Efforts

Highlighted DCYF Implemented Efforts	
DCYF-Implemented Youth Empowerment Activities \$237.5K–\$262.5K	As a part of our Youth Empowerment Allocation DCYF will support youth-led projects and civic engagement by implementing programs, leadership opportunities and events that provide tangible skill-building and the ability for youth to make an impact on their lives and their communities. DCYF is exploring a range of programming for the 2024-29 funding cycle including events that connect young people with City leaders and public officials.

Youth Workforce Development

This Service Area is comprised of DCYF Grants and Partnerships to provide a range of opportunities for youth and TAY to prepare for productive adulthood through engagement with workforce experience, job skills building, and life skills training.

DCYF Grants

The **Youth Workforce Development (YWD)** Service Area includes a continuum of tiered career exposure and work-based learning opportunities that are developmentally appropriate and meet the needs of youth. This continuum encompasses a range of services including job skills training, opportunities for early career introductions, exposure to government, non-profit, private sector and career-oriented employment, and targeted programming for high needs youth. YWD programs help prepare young people for adulthood by providing opportunities for building early job experience and exposure to career options, while teaching skills and competencies that are relevant to both education and employment to ensure that young people are equipped for work and productive adulthood.

Figure 36. Ready for College, Work & Productive Adulthood, Youth Workforce Development Highlighted Initiatives

Highlighted Initiatives

Mayor's Youth Employment & Education Program (MYEEP) \$5.3M–\$5.9M	The Mayor's Youth Employment & Education Program (MYEEP) provides San Francisco youth between the ages of 14-17 with the opportunity to prepare for and build work experience through after school and summer employment at nonprofit and public sector organizations, as well as local businesses. MYEEP also helps participants develop job search skills, explore postsecondary education and career opportunities, and learn life skills.
San Francisco YouthWorks \$1.9M–\$2.1M	San Francisco YouthWorks is a citywide high school internship program that teaches 11th and 12th grade youth with barriers to employment crucial job skills while sparking their interest in public service careers.

Partnerships

To support youth and TAY readiness for productive adulthood, DCYF partners with the Recreation and Parks Department.

Figure 37. Ready for College, Work & Productive Adulthood, Youth Workforce Development Highlighted Partnerships

Partner Agency	Highlighted Partnerships
Recreation and Parks Department \$764.5K–\$845.0K	Workrecreation provides local young people, ages 14-17 opportunities to become a part of the workforce, tackle new challenges, learn responsibility and professionalism, and gain valuable job skills by working at the San Francisco Recreation & Parks department. Participants are placed at various neighborhood park and recreation center locations and perform duties that include leading activities, gardening, facility support and more.



Supporting Our Results

In order to ensure our grantmaking, initiatives and partnerships are maximizing their impact, evaluation and technical assistance allocations are included in the 2024-29 funding cycle. Technical assistance bolsters the high-quality work DCYF grantees are funded to implement and evaluation ensures continuous monitoring, learning, and improvement of processes, programs, and ultimately outcomes.

TECHNICAL ASSISTANCE & CAPACITY BUILDING (TA/CB)

\$3.7M–\$4.1M

DCYF is committed to improving program quality and driving better outcomes for program participants. We understand that the field grows stronger when we invest in the professional development of staff who administer and deliver programs. To support the highest quality of programming across DCYF's network of funded agencies, we offer TA/CB to grow meaningful knowledge, skills and abilities among staff who plan and deliver youth and family services throughout the city by providing trainings, workshops, cohort-based learning, conferences, and more.

DCYF builds a stronger workforce and increases the quality of services available to the city's children, youth and their families by providing Technical Assistance, Capacity Building and Professional Development at multiple levels, through a variety of avenues. At the individual level, DCYF will provide professional development opportunities that increase the skills and abilities needed to implement high quality youth development programming. On the programmatic level, our efforts will focus on building the capacity and ability for programs to engage in continuous quality improvement and to support staff with their professional development. Finally, on the organizational level, DCYF will help organizations build and strengthen their systems and infrastructure in order to provide the solid foundation required for effective programs and staff.

At the core of the system are the trainings, cohort learning opportunities, coaching and other resources focused on strengthening program quality or increasing fiscal and administrative capacity. Overlapping these areas are DCYF University, a way to provide focused professional development to our grantees' staff and Critical Agency Support, an approach for providing key resources, training and support in a highly coordinated way to agencies that serve critical functions within our system. DCYF has adopted the Weikart Center's Youth Program Quality Intervention (YPQI), an evidence-based tool that helps to enhance the quality of youth experiences in DCYF programs through assessment, planning and improvement. Lastly, in an effort to support technical assistance and capacity building citywide, the Citywide Frontline Collaborative (CFC) has been created among cross-departmental funders committed to build a citywide vision and practice of youth development amongst frontline workers in San Francisco.

EVALUATION

\$2.1M–\$2.3M

As a grantmaking organization that allocates public dollars, DCYF must hold both our grantees and ourselves accountable. At the same time, it is critical for data to be used as a tool for learning and program improvement. To achieve this goal, we need a rich cache of data to understand how we are serving the children, youth, and families of San Francisco. DCYF remains committed to using data to understand outcomes at both the programmatic and organizational levels throughout the 2024-29 funding cycle.

DCYF uses the Results Based Accountability (RBA) accountability metrics to help us understand the impact of our investments. These metrics, which ask how much are we doing, how well are we are doing it, and if anyone is better off, inform how we collect data and measure our funded programs. DCYF will outline program performance metrics in our 2024-29 RFP and grantees will be supported to ensure their regular reporting of performance measures are based on high-quality data using industry standards and best practices in data collection methodologies throughout the funding cycle. Grantees will also be supported in administering Program Quality Assessments (PQAs), which enable DCYF to understand how well a given youth program facilitates youth activities in an environment that is safe, supportive, interactive and engaging.



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- Contracts & Compliance
- Diversity, Equity & Inclusion
- Budget & Finance
- Funding Team
- Research, Evaluation & Data
- Technical Assistance & Capacity Building

Partner Agencies & Schools

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