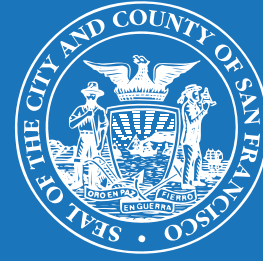


SAN FRANCISCO DEPARTMENT OF
CHILDREN, YOUTH & THEIR FAMILIES

2024-2029 Request for Proposals

VERSION 5

Revised
10/11/2023



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.





Letter from the Director

With great enthusiasm, I am thrilled to announce the launch of the Request for Proposals (RFP) for the 2024-2029 grantmaking cycle. This opportunity marks a pivotal moment for the San Francisco Department of Children, Youth and Their Families (DCYF) as we embark on the third and final phase of our planning cycle inspired by the resounding words from Mayor London N. Breed's 2023 State of the City Address: **"We endure. We adapt. We lead. In this city, anything is possible."**

We Endure. Our beloved city stands as a beacon of resilience, and it is with unwavering dedication that we address the challenges faced by our children, youth, and families every day. The profound impact of the COVID-19 pandemic heightened the urgency of existing needs, prompting swift responses from our city and community partners. From the initial days of the stay-at-home order to the ongoing recovery efforts, our collective determination led us to become youth development and educational first responders. Together, we formed a protective village, working tirelessly in our neighborhoods to ensure the safety, health, and well-being of all residents.

We Adapt. Our city's history is a testament to the power of transformation, where dreams turn into reality—whether converting ships into hotels and offices, or power plants into vibrant neighborhoods. Throughout the pandemic, our grantees displayed remarkable adaptability, pivoting their programs to cater to the new reality of remote learning. As the children and youth they serve transitioned to this new paradigm, our City and Community partners stood as pillars of support. They distributed educational materials, provided digital learning devices to SFUSD students, conducted wellness checks, delivered meals and groceries, hosted testing and vaccination sites, and innovated solutions to meet the evolving needs of our communities. We gained valuable insights during this period and acknowledged the necessity to evolve and adapt in order to address the continuously growing needs of children, youth, transitional age young adults, and families. It's clear that we must embrace new and different approaches, as the world, our city, and our communities have undergone profound changes.

We Lead. In this ever-evolving landscape, we learned we are not the same department we were before the pandemic. DCYF has embraced the call to action and seized the opportunity to reimagine our citywide role. By fostering meaningful collaboration across city departments, the school district, City College, community partners, and the private sector, we ensure the alignment of shared values, investments, and resources. We are determined to amplify our influence across our four citywide result areas. The service areas and strategies detailed within this RFP are designed to ensure the realization of these goals. Our Service Allocation Plan (SAP) serves as the strategic blueprint for these investments. We understand the value of larger, flexible grants, and this RFP will be the catalyst for turning this commitment into reality. Together, with our sights set on a transformed future, we work towards achieving citywide results that create a positive impact on the daily lives of San Francisco's children, youth, transitional age young adults, and families. Our commitment to the values of creativity, intention, and collaboration remains strong. We invite each of you to embark on this transformative journey with us and imagine the possibilities. Let us forge ahead, united in our deep commitment to make San Francisco a great place to grow up.

In Community,

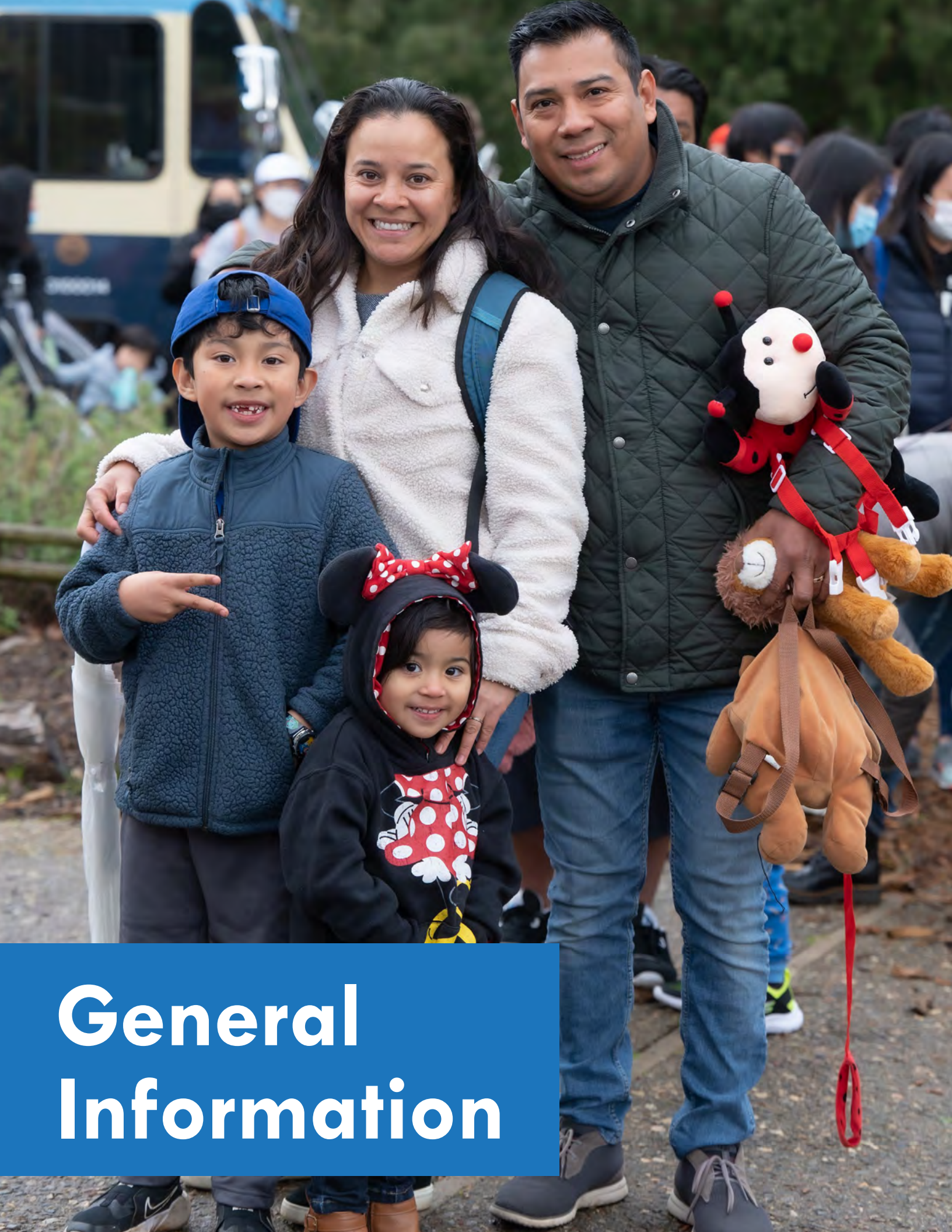


Maria Su, Psy.D.
Executive Director

TABLE OF CONTENTS

Land Acknowledgement	i
Letter from the Director	ii
General Information	1
Introduction	2
RFP Timeline & Important Elements.....	7
Funding Terms.....	8
Scoring & Deliberation.....	17
Online Submission Instructions	19
Glossary of Terms.....	21
Result Areas, Service Areas, Strategies, & Initiatives	26
Result Area 1: Children & Youth Are Ready to Learn & Succeed in School.....	28
Educational Supports Service Area	31
Strategy: Academic Supports.....	32
Strategy: Literacy Supports	36
Initiative: Summer Transitions	40
Out-of-School Time Service Area.....	46
Strategy: Beacon Community Schools.....	47
Strategy: Comprehensive Year-Round & Summer Learning.....	54
Enrichment & Skill Building Service Area.....	60
Strategy: Arts & Creative Expression.....	61
Strategy: Identity Formation & Inclusion.....	65
Strategy: STEM & Environmental Sustainability	70
Result Area 2: Youth Are Ready for College, Work & Productive Adulthood	74
Educational Supports Service Area	77
Strategy: Academic Supports.....	78
Strategy: Alternative Education.....	84
Justice Services Service Area.....	89
Strategy: Custody-Based Services.....	92
Strategy: Credible Messenger Life Coaches	98
Strategy: Justice Services Care Coordinator	103
Initiative: San Francisco Community Assessment & Referral Center (CARC)	109
Initiative: Young Adult Court Case Management.....	113
Youth Workforce Development Service Area	117
Strategy: Youth Workforce Development (General)	118
Strategy: Youth Workforce Development (TAY/A)	124
Strategy: High School Partnership	129
Initiative: Mayor’s Youth Employment & Education Program (MYEEP)	135
Initiative: Opportunities For All - Youthworks.....	141
Enrichment & Skill Building Service Area.....	147
Strategy: Arts & Creative Expression.....	148
Strategy: Identity Formation & Inclusion.....	153
Strategy: STEM & Environmental Sustainability	158

Youth Empowerment Service Area	163
Strategy: Youth-Led Philanthropy	165
Strategy: Youth Leadership & Organizing	170
Result Area 3: Children & Youth Are Supported by Nurturing Families & Communities	174
Justice Services Service Area.....	176
Strategy: Whole Family Support.....	178
Strategy: Out-of-Home Placements.....	184
Initiative: School Crisis Support	189
Family Empowerment Service Area	194
Initiative: Collaboratives	194
Outreach & Access Service Area	201
Initiative: Community Navigators	201
Result Area 4: Children & Youth Are Physically & Emotionally Healthy	206
Enrichment & Skill Building Service Area.....	208
Strategy: Sports & Physical Activity	209
Appendices	213
Appendix A: City Grant Terms – Example Grant Agreement (Form G-100)	214
Appendix B: Definition of Eligible Expenses.....	238
Appendix C: Definition of Grant Plan	238
Appendix D: Form of Funding Request.....	238
Appendix E: Interests in Other City Contracts	239
Appendix F: Permitted Subgrantees.....	239
Appendix G: Insurance Waiver.....	239



General Information

INTRODUCTION

Since 1991, the Department of Children, Youth and Their Families (DCYF) has administered San Francisco's powerful investments in children, youth, transitional age youth and young adults (TAY/A) and their families through the Children & Youth Fund. The people of San Francisco made a unique, first of its kind commitment to our community by dedicating property tax revenues to fund vital services for our city's children and youth, and their families. DCYF is committed to allocating those dollars to maximize impact. 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. Through our work, we help children and youth to:

- Be healthy;
- Succeed in school and prepare for the future;
- Engage in positive activities when school is out;
- Contribute to the growth, development, and vitality of San Francisco and
- Live in safe and supported communities.

Our purpose extends far beyond funding: we are a strong voice at the heart of San Francisco's commitment to children, youth, TAY/A, and their families. We combine broad experience, community engagement, creative thinking, and thoughtful decision making to improve access to services and make a measurable impact.

Over the past 32 years, San Francisco has become home to some of the best practices and programs in the nation. The primary foci of DCYF funding fall across twelve Service Areas with two that focus on assessment and support: **Early Care and Education; Out of School Time; Educational Supports; Enrichment, and Skill Building; Justice Services; Youth Workforce Development; Youth Empowerment; Emotional Well-Being; Outreach and Access; Family Empowerment; Evaluation and Technical Assistance and Capacity Building.** Our investments are equitable and holistic, offering avenues to enhance learning, while simultaneously creating healthy family and community environments to support individual growth. With this Request for Proposals (RFP), DCYF aims to fund the services that will be most likely to improve the lives of children, youth, and families.

The Children & Families First Initiative & DCYF

In 1991, the Children's Amendment to the City Charter was passed by voters making San Francisco the first City in the country to guarantee a dedicated funding stream to children each year in the city budget. The legislation set aside a portion of annual property taxes for the exclusive funding of services that benefit children. The Children's Fund was overwhelmingly renewed by voters in 2000, and again in 2014 with broad voter support for an extended 25-year tenure through Proposition C. Also known as the Children and Families First Initiative, Proposition C increased the property tax earmark for children and youth to four cents of every \$100 of assessed property value, renamed the Children's Fund to the Children and Youth Fund and expanded use of the Fund to the provision of services to disconnected transitional age youth and young adults (TAY/A) ages 18 to 24.

DCYF administers the Children and Youth Fund for eligible uses under the City's Charter to community-based organizations and public agencies to provide services to children, youth, and families. Established under the 2014 legislation, DCYF's Oversight and

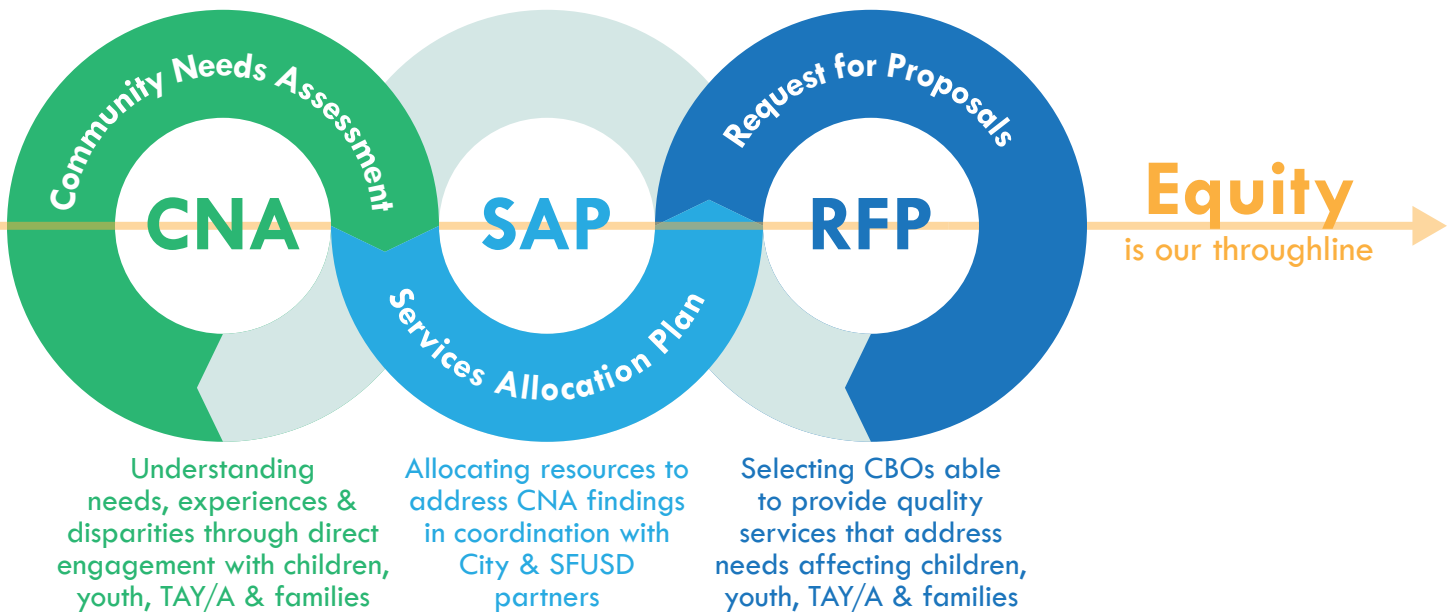
Advisory Committee (OAC) helps to guide strategic planning, funding recommendations, and evaluation of funded programs.

DCYF'S Planning Cycle

DCYF operates on a five-year funding cycle that includes three major planning phases that are grounded in equity, beginning 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/A, 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.

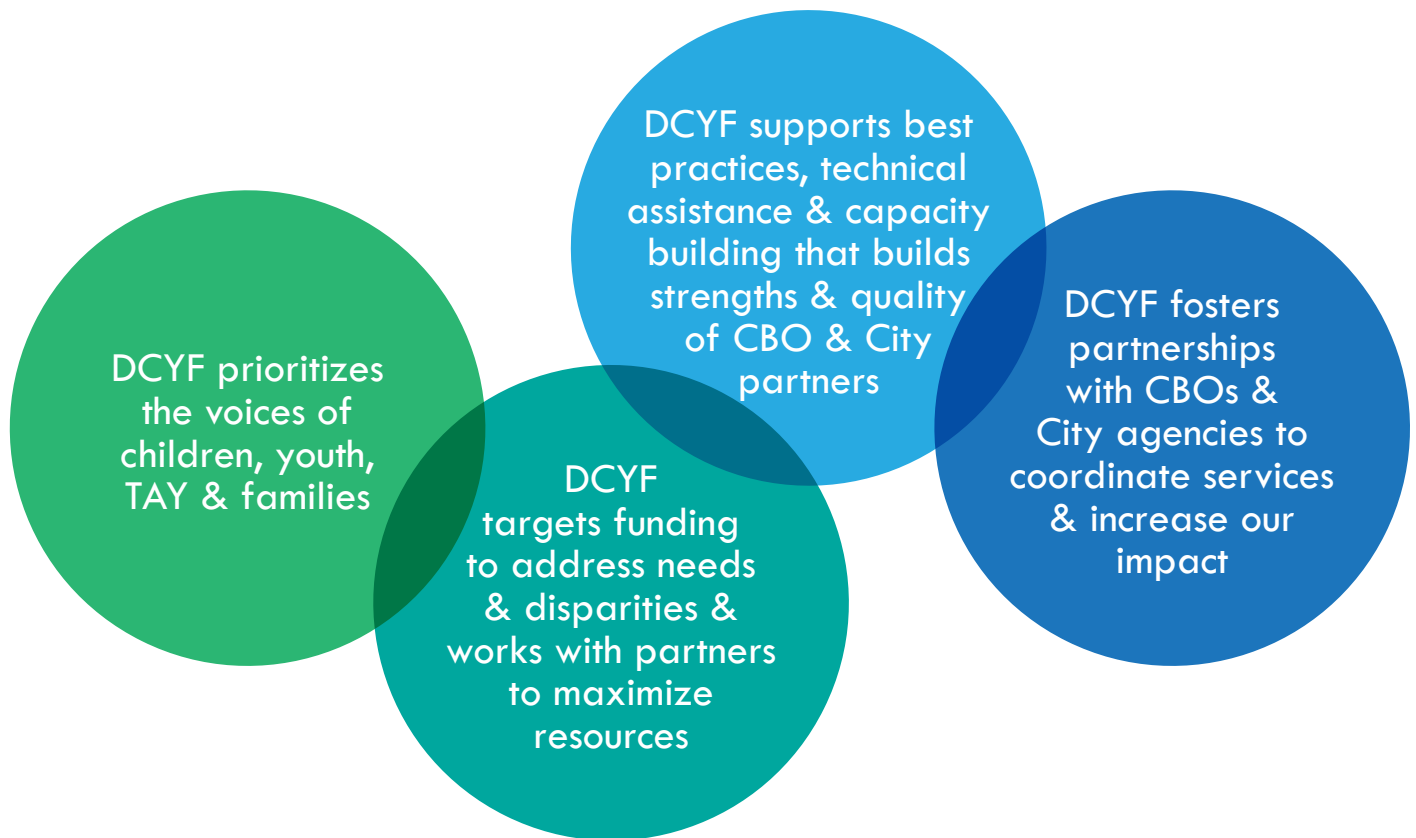
The third and final phase of the planning cycle, DCYF's Request for Proposals (RFP) and subsequent awards of five-year direct service grants, is the competitive funding process used to select the CBOs who will implement the services outlined in the SAP. Our RFP is designed to ensure that the CBOs most 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.



Strategic Pillars & Commitment to Equity

Four Strategic Pillars serve as the foundation of DCYF's work. These Pillars reflect our core beliefs about how to build the strongest five-year plan that will enable us to work effectively with our many City and community-based partners to deliver the best results for San Francisco's children, youth, and families.

DCYF Strategic Pillars for Achieving Positive Results for San Francisco



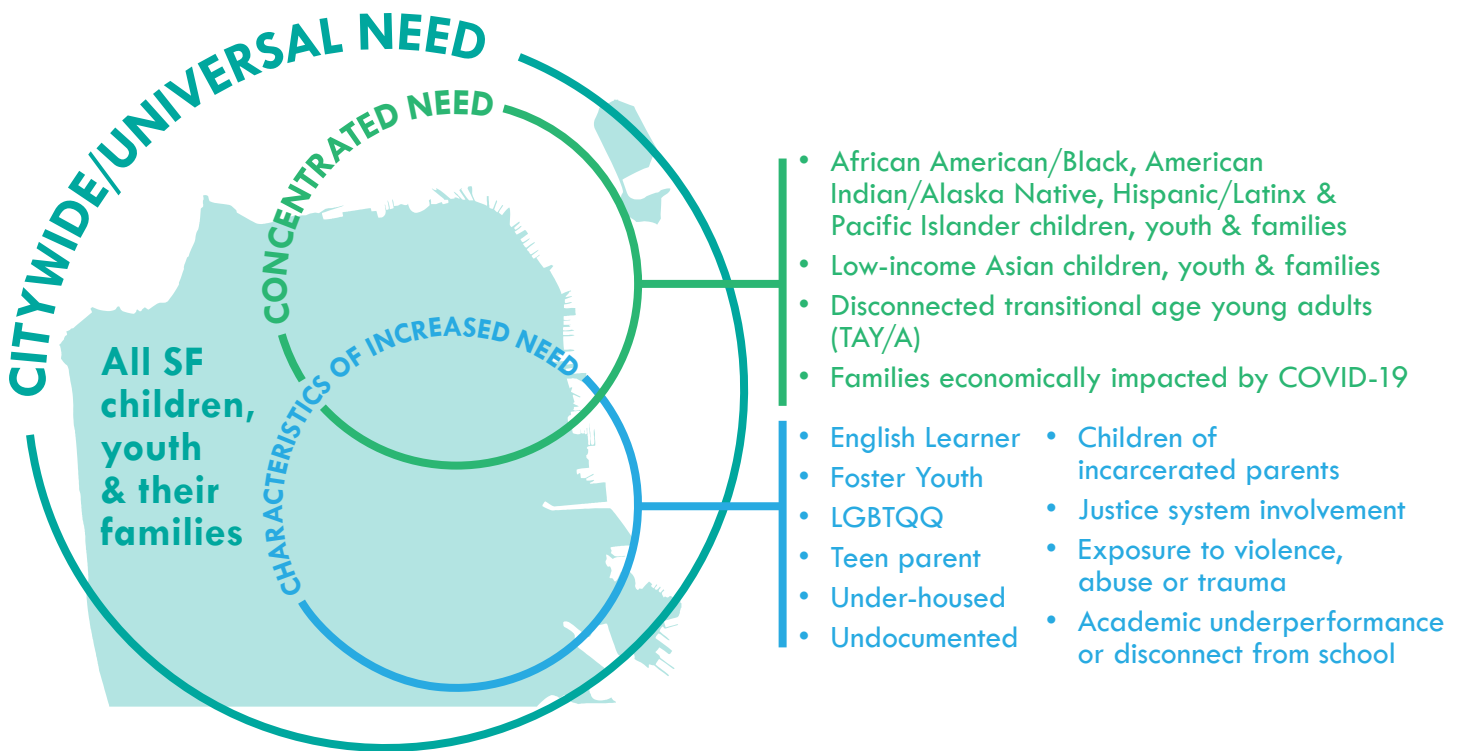
DCYF's commitment to equity is both fundamental to our Strategic Pillars and highlighted in the City Charter, which states that DCYF is responsible for "ensuring the children and youth with the highest needs receive maximum benefit from the Fund and that equity is a guiding principle of the funding process; and to the maximum extent feasible, distribute funds equitably among services for all age groups—from infancy to transitional age youth." Equity will be a factor in the funding decisions resulting from this RFP. The CNA included an Equity Analysis that defined equity as all groups having access to the resources and opportunities needed to reach their full potential. The Equity Analysis in the CNA identified low-income neighborhoods and disadvantaged populations that were faring worse on measures of well-being compared to other neighborhoods and groups. In addition to the Equity Analysis, DCYF engaged with historically underrepresented community members through input sessions, focus groups, and interviews to better understand the inequities they face.

Target Populations

DCYF is committed to serving all ethnicities and populations in San Francisco with focused expertise to address the unique needs of all of San Francisco’s children and youth—particularly those who are most vulnerable—ensuring that all are supported by nurturing families and communities, physically and emotionally healthy, succeeding in school, and ready for college, work, and adulthood. The range of programs DCYF intends to fund through this RFP furthers that overarching commitment to San Francisco’s children and youth. Funded programs, while open to all populations regardless of race, ethnicity, gender, or other factors, will address the unique cultural needs of the targeted populations to the extent such populations are identified in this RFP.

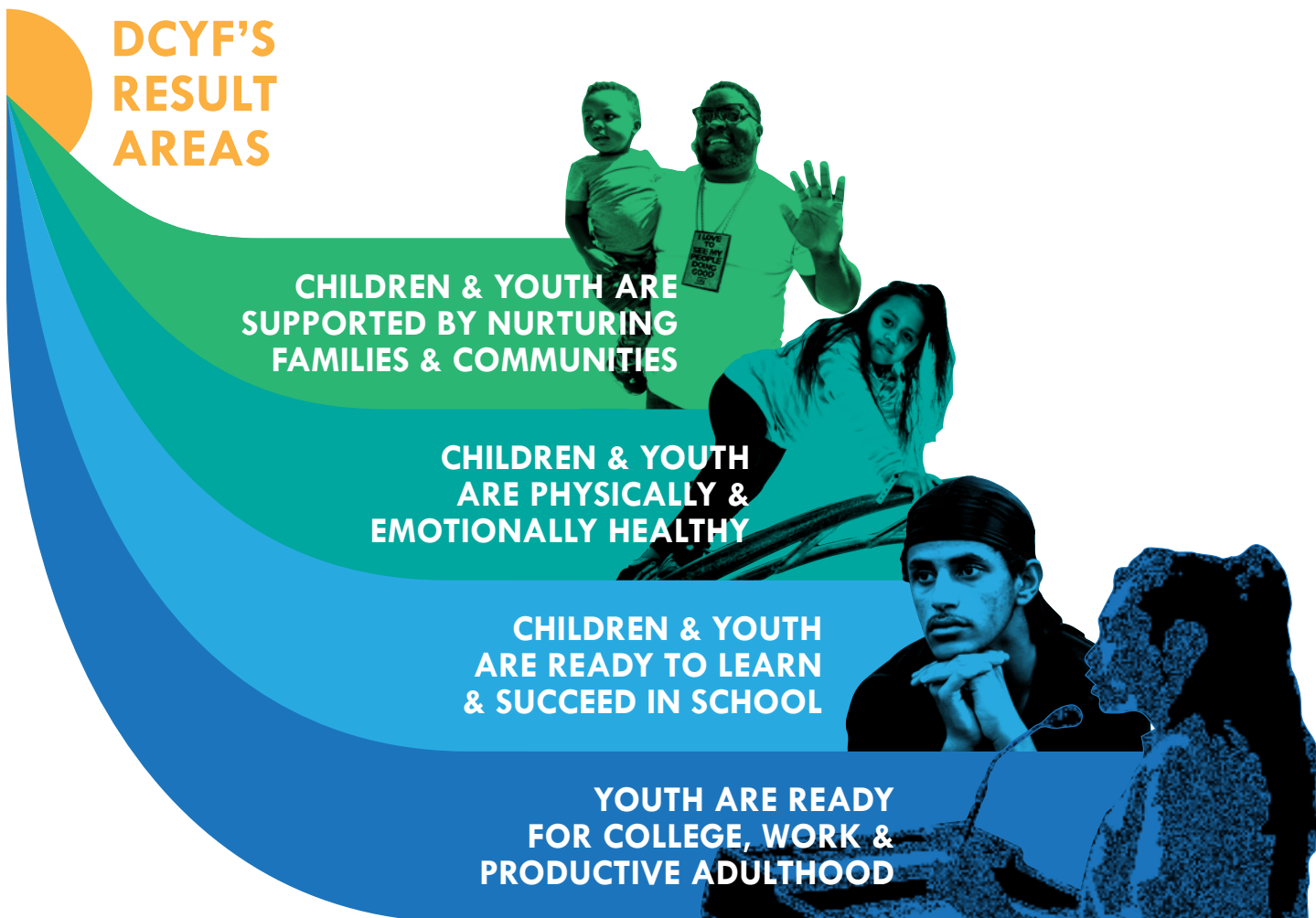
While a range of services are available to many children and youth in our community, one of our guiding principles specifies that we focus on ensuring access to those services for San Francisco’s most vulnerable children, youth, and families.

The table below highlights the populations identified through the CNA Equity Analysis as having concentrated need, as well as characteristics associated with increased need. These are the specific populations that will benefit most from targeted programming.



Purpose of this Request for Proposals

DCYF is committed to using an equitable approach for distributing the Children and Youth Fund and has identified key Service Areas, Strategies, Initiatives, and Target Populations in this RFP to achieve that goal. This RFP will help to identify non-profit organizations to provide specific services to help achieve the following four Results:



The goal of this RFP is to request applications that will provide services to the designated Target Population(s) under each Funding Strategy to impact DCYF's Result Areas. The Service Areas, Funding Strategies, and Initiatives contained in this RFP have been intentionally designed to address elements of these results. DCYF used the Results-Based Accountability framework to guide our examination of the relevant data associated with our results and developed funding strategies by examining the types of services that have been shown to positively impact key population indicators. Many of our funding strategies directly address disparities in the data and are intended to lessen these disparities. This RFP is designed to collectively impact the results in a positive way.

RFP TIMELINE & IMPORTANT ELEMENTS

Estimated Timeline (Dates may be subject to change)

RFP Issued	Wednesday, August 16, 2023
Pre-Proposal Conferences	Tuesday, August 29, 2023: 10 a.m.-12 p.m. and 2p.m.-4p.m. SF Public Library Main Branch, Koret Auditorium, 100 Larkin Street, San Francisco, CA 94102
Question Submission Period Ends	Friday, September 1, 2023, at 5:00 p.m.
Answers to Questions Posted	Friday, September 8, 2023, at 5:00 p.m.
Proposals Due	Friday, October 20, 2023, at 5:00 p.m.
Award Decision Finalized	Monday, March 11, 2024

Submission Requirements

All applications in response to this RFP **must be submitted using DCYF's online application system** (See Online Submission Instructions section for more information). The deadline to apply is **5:00 p.m. on Friday, October 20, 2023**. Proposals will not be accepted after this deadline.

Technical Assistance & Questions

DCYF is committed to providing as much clarity as possible during this RFP process. All questions about the RFP **must be submitted in writing** to the email address below or at the non-mandatory Pre-Proposal Conferences. DCYF staff **will not answer questions via telephone or in person**.

Submit All RFP Questions to:	Deadline for RFP Question Submission:
RFP@dcyf.org	Friday September 1, 2023, at 5:00 p.m.

To ensure that all applicants have access to both the submitted questions and their corresponding answers, DCYF will publish all received questions and answers **by September 8, 2023, at 5:00 p.m. at www.dcyf.org**.

Pre-Proposal Conference

DCYF will hold two non-mandatory Pre-Proposal Conference sessions for this RFP. The conference will be filmed and posted on the website (www.dcyf.org) for agencies that are not able to attend. During the Pre-Proposal Conference sessions, DCYF will describe the Service Areas and Strategies being funded, respond to questions submitted before the conference, review the requirements and application process for this RFP, review the City Supplier compliance process that all funded organizations must adhere to, and present steps for application submission.

Pre-Proposal Conference will be available for applicants:

Date & Location:	Available Sessions:
Tuesday, August 29, 2023	Session 1: 10AM–12PM
SFPL Main Branch, Koret Auditorium	Session 2: 2–4PM

NOTE: Agencies only need to attend one session. At the Pre-Proposal Conferences, DCYF will answer questions about the RFP that were submitted in advance of those sessions. Questions will be collected during the conference; some questions may be answered at the conference but not all. All submitted questions and answers will be posted at www.dcyf.org by September 8, 2023, at 5:00 p.m.

FUNDING TERMS

Request For Proposals

The following chart details all the Strategies and Initiatives that will be included in the RFP with their corresponding Result Areas and Service Areas. Agencies can submit multiple proposals per strategy if the programs are distinctly different in their outcomes, goals, program models and approaches including Beacon Community Schools and High School Partnerships Strategies (applicants may submit one proposal per school) OR if the strategy or initiative explicitly requires agencies to submit different proposals for each selected target population. Review the Strategy-specific details included in this RFP for more information.

Result Area	Service Area	Strategy/Initiative
Ready to Learn & Succeed in School	Out of School Time	Beacon
		Comprehensive Year-Round & Summer Learning
	Educational Supports	Academic Supports
		Literacy Supports
		Summer Transitions*
	Enrichment & Skill-Building	Arts & Creative Expression
Identity Formation & Inclusion		
STEM/Environmental Sustainability		
Ready for College, Work & Productive Adulthood	Youth Workforce Development	Youth Workforce Development (General)
		Youth Workforce Development (TAY/A)
		High School Partnerships
		Mayor's Education & Employment Program (MYEEP)*
		Opportunities For All - Youthworks*
		Educational Supports
	Educational Supports	Alternative Education
		Academic Supports
	Justice Services	Custody-Based Services
		Justice Services Care Coordinators
		Credible Messenger Life Coaches
		SF Community Assessment & Referral Center (CARC)*
		Young Adult Court Case Management (YACCM)*
	Enrichment & Skill-Building	Arts & Creative Expression
Identity Formation & Inclusion		
STEM/Environmental Sustainability		
Youth Empowerment	Youth-led Philanthropy	
	Youth Leadership & Organizing	
Supported by Nurturing Families & Communities	Justice Services	Whole Family Support
		School Crisis Support*
		Out-of-Home Placement
	Family Empowerment	Collaboratives*
	Outreach and Access	Community Navigators*
Physically & Emotionally Healthy	Enrichment & Skill-Building	Sports & Physical Activity

*DCYF Initiative

Total Funds Available

DCYF has allocated roughly \$127.2M–\$140.6M in total available funding per fiscal year for the 2024-29 funding cycle. 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. This RFP will provide approximately \$87.3M–\$96.5M annually in funding from **July 1, 2024, through June 30, 2029**. All funding allocations are Strategy specific, and the funds provided must be used for the specific program purposes outlined under each Strategy. Funding awards are subject to availability of funds and grant terms.

Grant Terms

While this RFP provides funding for DCYF's five-year funding cycle, grant terms for the strategies and initiatives within this RFP may vary. Variation in grant terms will depend on the availability of funds; grantee performance relative to the requirements and expectations set forth by the funding strategy; compliance with DCYF's contractual, reporting and evaluation requirements and other expectations detailed in the grant agreement and award letter; and compliance with all applicable local, state and federal laws and regulations. In addition, DCYF shall, at its sole discretion, have the option to renew the grant agreement to extend the grant term to no more than 10 years. The final terms and conditions of the grant shall be subject to negotiation upon grantmaking.

Uses of DCYF Funds

Per San Francisco City Charter Section 16.108, the following are eligible uses of the Children and Youth Fund:

Services for children up to 18 years old and Disconnected Transitional Age Young Adults up to and including 24 years old, including:

1. Affordable child care and early education;
2. Recreation, cultural and after-school programs, including without limitation, arts programs;
3. Health services, including prevention, education, and behavioral and mental health services;
4. Training, employment and job placement;
5. Youth empowerment and leadership development;
6. Youth violence prevention and programs;
7. Youth tutoring and educational enrichment programs;
8. Family and parent support services;
9. Support for collaboration among grantees to enhance service delivery and provider capacity-building, and for community development efforts; and
10. Services responsive to issues of gender sexual orientation, and gender identification, including, but not limited to, services to address the needs of girls and LGBTQQ communities.

The following are excluded services of the Children and Youth Fund:

1. Services provided by the Police Department or other law enforcement agencies, courts, the District Attorney, Public Defender, City Attorney; or the Fire Department, detention or probation services mandated by state or federal law, or public transportation;
2. Any service that benefits children and Disconnected Transitional Age Young Adults incidentally or as members of a larger population including adults;

3. Any service for which a fixed or minimum level of expenditure is mandated by state or federal law, to the extent of the fixed or minimum level of expenditure;
4. Acquisition of any capital item not for primary and direct use by children and Disconnected Transitional Age Young Adults;
5. Acquisition (other than by lease for a term of ten years or less) of any real property or land, or capital expenditures, or predevelopment or construction costs for housing;
6. Maintenance, utilities, or any similar operating costs of any facility not used primarily and directly by children and Disconnected Transitional Age Young Adults, or of any recreation or park facility (including a zoo), library, hospital, or housing; or
7. Medical health services, other than prevention, education, and behavioral and mental health support services.

DCYF funds shall only be used to support program costs that are direct or indirect expenses related to the requirements provided for each funding strategy. These funds shall only be used to support San Francisco youth and family residents. Applicants are encouraged to submit realistic budgets that adequately account for true program costs and the aspects of services that are key to quality.

Examples of eligible uses of funds include, but are not limited to:

1. Personnel costs, including fringe benefits
2. Rent, lease, and occupancy costs
3. Materials and supplies
4. Food costs for youth program participants
5. Transportation for youth
6. Administrative costs up to 15% of the total contract amount (including administrative costs of subcontractors and fiscal sponsorship fees if applicable)

DCYF grant funds shall not be used for:

1. Services to non-San Francisco residents
2. Any service that merely benefits children and youth incidentally
3. Acquisition of any capital item not for primary and direct use by children and youth
4. Acquisition of real property (excluding leases for a term of 10 years or less);
5. Maintenance, utilities, or similar operating costs of a facility not used primarily and directly by the funded program
6. Out-of-country travel
7. Depreciation on buildings or equipment
8. Religious worship, instruction, or proselytization

Also, DCYF will not spend its limited resources funding services that should be provided by other entities such as other City Departments or the San Francisco Unified School District (SFUSD). For more detailed information on uses of funds, please refer to *Doing Business with DCYF* at: <https://www.dcyf.org/doing-business-with-dcyf-guide>.

Right Not To Fund

If the submitted applications to this RFP are deemed nonresponsive or do not meet requirements, DCYF reserves the right not to issue awards. DCYF may also employ a separate process to cultivate the services identified in this RFP. DCYF reserves the right not to fund past the initial grant agreement and to extend the agreement for a period of up to 10 years.

Terms & Conditions

A. Errors and Omissions in RFP

Proposers are responsible for reviewing all portions of this RFP. Proposers are to promptly notify DCYF at rfp@dcyf.org if the proposer discovers any ambiguity, discrepancy, omission or other error in the RFP. Any such notification should be directed to DCYF promptly after discovery but no later than five working days prior to the date for receipt of proposals. Modifications and clarifications will be made by addenda as provided below.

B. Addenda to RFP

DCYF may modify the RFP prior to the proposal due date by issuing written addenda. Addenda will be posted on DCYF's web site at www.dcyf.org. The Department will make reasonable efforts to notify proposers in a timely manner of modifications to the RFP. Notwithstanding this provision, the proposer shall be responsible for ensuring that its proposal reflects any and all addenda issued by DCYF prior to the proposal due date regardless of when the proposal is submitted. Therefore, the City recommends that the proposer visit our website before submitting its proposal to ensure it has received all addenda.

C. Revision of Proposal

A proposer may revise a proposal on the proposer's own initiative at any time before the deadline for submission of proposals. Because the online application system used for this RFP does not allow applicants to reopen a proposal after the final submission step, applicants should call the Cityspan Help Desk at (866) 469-6884 if revisions are necessary following the final submission step.

In no case will a statement of intent to submit a revised proposal or commencement of a revision process extend the proposal due date for any proposer.

At any time during the proposal evaluation process DCYF may require a proposer to provide oral or written clarification of its proposal. DCYF reserves the right to make an award without further clarifications of proposals received.

D. Late or Conditional Proposals

Any proposal received after the exact time specified for receipt will **not be considered**. Any proposal may be rejected if it is conditional, incomplete, or deviates from specifications stated in this RFP. Minor deviations may be waived at the discretion of the City.

E. Reservations of Rights by the City

The issuance of this RFP does not constitute an agreement by DCYF that any grant will be entered into. DCYF expressly reserves the right at any time to:

1. Waive or correct any defect or informality in any response, proposal, or proposal procedure.
2. Reject or cancel the Request for Proposal in whole or in part at any time before a grant agreement is entered into Reissue a Request for Proposals.
3. Prior to submission deadline for proposals, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFP, or the requirements for contents or format of the proposals.
4. Procure any materials, equipment, or services specified in this RFP by any other means.
5. Award multiple grants per strategy.
6. Determine that no project will be pursued or contract be issued.

F. Appeal Procedures

Applicants have two opportunities to appeal the RFP and funding decisions made from it.

1. Any agency wishing to protest the terms of the RFP must do so in writing prior to the question submission deadline of September 1. RFP term appeals will only be accepted in writing and must be delivered via hard copy.
2. Agencies not awarded funds through this RFP can file a formal appeal with DCYF to protest the decision. In addition, agencies may appeal any grant award made by the Department. The appeal period begins immediately following the award announcement (tentatively scheduled for Monday, March 11, 2024), and ends on **Friday, March 15, 2024, at 5:00 p.m., or five business days following the award announcement, whichever is later.** The appeal must cite the law, rule, local ordinance, procedure, or RFP provision on which the protest is based.

All appeals will only be accepted in writing and must be delivered via hard copy to:

RFP Appeals Panel
Department of Children, Youth and Their Families
1390 Market Street, Suite 900
San Francisco, CA 94102

All appeals must be received at DCYF offices prior to the end of the appeal period. Appeals will not be accepted electronically. A panel selected by DCYF will review all eligible appeals, and the panel decisions will be final.

The purpose of this RFP is to identify non-profit organizations to provide specific services under DCYF's services areas and strategies. Agencies receiving grants as a result of this RFP must meet specific eligibility and contractual requirements, and operate in a spirit of community partnership to help DCYF meet our funding goals and outcomes.

Supplier Status

Agencies funded through this RFP must be City-approved suppliers and not be on the City Supplier Debarred list before receiving funds. **Organizations must be approved City suppliers by the release of award decisions (tentatively scheduled for March 11, 2024) to receive funding under this RFP.**

For more information on the process for becoming a City-approved supplier, please visit sfcitypartner.sfgov.org/pages/become-a-supplier.aspx. Subcontractors are not required to be City-approved suppliers; only the lead agency or fiscal sponsor must be City-approved.

DCYF Eligibility Requirements

All applicants must meet all the following eligibility requirements to be considered for DCYF funding.

- Applicants can be for-profit organizations, community-based non-profits under Section 501(c)(3) of the Internal Revenue Code, or individuals. DCYF will also accept applications from organizations utilizing a valid fiscal sponsor.
- Programs may only serve residents of San Francisco and must provide core services within the city.
- Organizations receiving a grant from this RFP must be approved City suppliers by the release of award decisions (tentatively scheduled for March 11, 2024) to receive funding under this RFP. DCYF reserves the right to revoke a grant award if an organization is unable to meet this deadline.

- Non-profit applicants must be compliant with the California Office of the Attorney General’s registration and reporting requirements, as reported in its Registry of Charitable Trusts.

Non-Eligible Entities:

- No City and County of San Francisco agencies or departments, San Francisco Unified School District, nor City College of San Francisco, may apply for funding under this RFP.

DCYF Contractual Requirements

Funded organizations must comply with all requirements outlined in the Grant Agreement. An example Grant Agreement (G-100) is provided for reference only in Appendix A. In addition, DCYF has specific contract requirements that must be met:

A. San Francisco Contracting Requirements

The contractor must comply with City and County of San Francisco ordinances and contracting requirements. For more detailed information, see the Office of Contract Administration website at sf.gov/resource/2022/contracting-requirements-approvals-and-waivers-agency.

B. Minimum Compliance Standards

All DCYF grantees are required to meet DCYF’s Minimum Compliance Standards at all times. DCYF will determine if organizations are in compliance. Funded entities via this RFP will be required to comply with these standards.

C. Insurance Requirements

The City and County of San Francisco’s standard insurance requirements are as follows:

1. Workers’ Compensation, in statutory amounts, with Employers’ Liability Limits not less than one million dollars (\$1,000,000) each accident, injury, or illness
2. Commercial General Liability Insurance with limits not less than one million dollars (\$1,000,000) each occurrence \$2,000,000 general aggregate for Bodily Injury and Property Damage, including Contractual Liability, Personal Injury, Products and Completed Operations; policy must include Abuse and Molestation coverage
3. Commercial Automobile Liability Insurance with limits not less than one million dollars (\$1,000,000) each occurrence Combined Single Limit for Bodily Injury and Property Damage, including Owned, Non-Owned and Hired auto coverage, as applicable

D. Fiscal and Organizational Practices

All DCYF-funded organizations are mandated to comply with all scheduled formal fiscal/compliance monitoring and organizational site visits.

E. Sunshine

Under Chapter 12L of the San Francisco administrative code, non-profits that receive in excess of \$250,000 in City funds must comply with specific open government requirements and respond to requests for financial and meeting information from members of the public. This is commonly called the “Sunshine Act.”

F. Accessibility

Programs and services must be accessible to persons with disabilities (to be in compliance with the [American with Disabilities Act https://www.ada.gov/law-and-regs/](https://www.ada.gov/law-and-regs/)). Program access can be achieved in many cases without having to alter the existing facility.

G. Non-Discrimination

Applicants will be required to agree to comply fully with and be bound by the provisions of Chapters 12B of the San Francisco Administrative Code. Generally, Chapter 12B prohibits the City and County of San Francisco from entering into contracts with any entity that discriminates in the provision of benefits between employees with domestic partners and employees with spouses, and/or between the domestic partners and spouses of employees. Additional information on Chapters 12B is available at sf.gov/chapter-12b-equal-benefits-program.

H. Religious Activity

Funds may not be used for religious purposes or for the improvement of property owned by religious entities except where the grant recipient is a secular non-profit organization with a long-term lease.

I. Political Activity

No funds received through this RFP shall be used to provide financial assistance for any program that involves political activities. Applicants must comply with Section 1.126 of the S.F. Campaign and Governmental Conduct Code.

J. Minimum Compensation Ordinance (MCO)

Applicants will be required to agree to comply fully with and be bound by the provisions of the Minimum Compensation Ordinance (MCO), as set forth in San Francisco Administrative Code Chapter 12P. Generally, this Ordinance requires grantees and contractors to provide employees covered by the Ordinance who do work funded under the grant or contract with hourly gross compensation and paid and unpaid time off that meet certain minimum requirements.

For more information, including the amount of hourly gross compensation currently required under the MCO, see sf.gov/information/understanding-minimum-compensation-ordinance.

K. Health and Nutrition

Programs must provide a healthy snack to participants if operating for two hours or more. All proposed programs must provide youth with water and avoid serving sugar-sweetened beverages such as soda or sports drinks.

L. Youth Representation on Agencies Board

Per [SF BOS Resolution No.490-21](#), agencies must have at least one youth member, defined as between the ages 14-24 years old, on the organization's Board of Directors.

Subcontracting

Applicants may include subcontracting arrangements with other agencies; however, these arrangements must be made prior to submission of the proposal. Confirmation of a memorandum of understanding or other formal agreement between the applicant and subcontractor may be requested by DCYF.

All applicants must follow relevant local, state, and federal laws when utilizing subcontractors.

Collaboratives

Collaboratives (i.e., joint ventures or a team of agencies with complementary skills and experience) are permitted to respond to this RFP. Proposals from collaboratives must designate a lead agency to serve as the fiscal sponsor for the partners. The lead agency will be responsible for effectively planning and managing the delivery of ser-

VICES with partners as described in this RFP. The lead agency must also demonstrate the management and financial capability needed to oversee the delivery of the proposed programming and account for the grant funds for all collaborative partners.

Contract Award

The selection process will include an evaluation by a review panel consisting of individuals selected by DCYF to identify the most responsive applicants. DCYF has the option of conducting oral interviews as part of the evaluation process. DCYF will select the finalists with whom DCYF staff shall commence contract negotiations. The selection of a proposal shall not imply acceptance by DCYF of all terms of the proposal, which may be subject to further negotiation and approvals before DCYF may be legally bound thereby. If a satisfactory contract cannot be negotiated in a reasonable time, DCYF, in its sole discretion, may terminate negotiations and begin contract negotiations with another qualified proposer.

Universal Requirements

DCYF has identified the following requirements that are universal to all Service Areas and Strategies. These “Universal Requirements” serve as the baseline of what will be required for all funded programs. These requirements must be adhered to in addition to any Strategy-specific requirements that have been outlined in every Strategy.

1. Social-Emotional Learning: Programs must incorporate social and emotional learning principles into programming.
2. Outreach and Recruitment: Programs must have an appropriate strategy for outreach and recruitment for all proposed populations that will be served.
3. Engagement, Retention and Support: Programs must have an established approach to engaging and retaining participants, as well as reengaging if needed.
4. Support for Youth with Disabilities: All programs must try to accommodate youth with disabilities. Programs and services must be accessible to persons with disabilities (to be in compliance with the [American with Disabilities Act https://www.ada.gov/law-and-regs/](https://www.ada.gov/law-and-regs/)). Programs must have an established process for supporting participants with disabilities through an accommodation process. This accommodation must be well defined. What support and accommodations are built into the program and what will the agency do if the program cannot accommodate the participant? All programs must participate in a mandated Inclusion Training.
5. Cultural Responsiveness: Programs must take a culturally responsive approach, which is defined as enabling individuals and organizations to respond respectfully and effectively to people of all cultures. This means programs must understand and include the diversity of customs and representation of the participants (i.e., languages, races, ethnic backgrounds, disabilities, religions, genders, sexual orientations) and other diversity factors in a manner that recognizes, affirms and values their worth.
6. Behavioral Health and Wellness: Programs must provide or broker partnerships with behavioral health and wellness providers to support children and families with access to care. Partnerships should be inclusive of culturally responsive practices.
7. Data Collection and Evaluation: Programs are required to participate in all DCYF Evaluation efforts. Program must submit required data by set deadlines. Data to be submitted includes, but is not limited to Contract Management System (CMS) workplans, activities, attendance, invoices, Program Quality Assessment (PQA), Program Improvement Plan (PIP), and youth experience surveys. Data collected

supports DCYF in measuring the impact of our Results and Service Areas.

8. Family/Caregiver Engagement/Partnership: Programs must create opportunities for families and caregivers to be connected to the program, as appropriate, based on the types of services offered. Partnership opportunities should be open to all family members that support students. Family partnership activities include, but are not limited to, parent orientations, volunteer opportunities, family events, parent workshops, connections to resources, etc.
9. Meetings and Convenings: Programs must adhere to policies of DCYF and participate in activities that include, but are not limited to grantee meetings, site visits, and annual conferences.
10. Continuous Quality Improvement: Programs must participate in the Youth Program Quality Intervention process as outlined by DCYF. This includes conducting self-assessments using the appropriate Program Quality Assessment (PQA) tool, hosting external observers, attending PQA trainings, planning with data meetings, and Program Improvement Plan (PIP) process.
11. Youth Leadership and Voice: Programs must provide opportunities for youth voice and/or leadership at appropriate grade and age-level for participants to lead, facilitate, and provide feedback within program. Funded agencies should work toward having at least one youth member in their organization's board of directors through appropriate training and support (SF BOS Resolution No.490-21).
12. Internet Safety & Cyberbullying: Social media is increasingly exposing youth to bullying and unsafe interactions with minimal supervision, especially given the escalation of social media use during the pandemic. To counter/respond to/support students in this landscape, programs are required to have a cyber-bullying, internet-safety policy/plan outlined in their handbook.
13. Barrier Removal: Programs must provide or have the ability to connect participants to services and supports that include, but is not limited to, financial and other material resources that are responsive and help participants and their whole families gain or maintain access to basic needs, including childcare, food, water, clothing, technology, internet access, transportation, educational vouchers, legal services, and more.

SCORING & DELIBERATION

Overview

Funding decisions for the 2024-29 RFP will be made using a 3 phase process consisting of Scoring, Deliberation and Final Decisions. To be included in this process, proposals must meet the minimum eligibility requirements detailed in this RFP. Proposals that meet minimum eligibility requirements will be included in the Scoring, Deliberation, and Final Decisions phases. Proposals that do not meet minimum eligibility requirements will not be scored, and the applicant will be notified.

Phase 1: Scoring

The primary purpose of the Scoring phase is to assess and score the proposal's quality and responsiveness to the RFP. Proposal scoring will be completed by DCYF staff and subject matter experts recruited from community, government, and other sources to assist with this process. Proposals that meet minimum eligibility requirements will receive a Proposal Score. The Proposal Score will be made up of the average of the subject matter expert and DCYF staff scores. Before reading proposals, all subject matter experts and DCYF staff readers will be trained on the goals, requirements, and target populations for this RFP. Each reader will use a rubric provided by DCYF to assign a score between 0 and 100 points to each proposal. The point values for each section in the scoring rubric are listed below.

Proposal Section	Point Value
Target Population Need	10
Program Overview	25
Program Design & Implementation	55
Program Impact	10
Total Possible Points:	100

Any attempt by an applicant to contact a subject matter expert during the Scoring and Deliberation phases **may result in the elimination of that applicant's proposal/s from consideration.**

Phase 2: Deliberation

The primary purpose of the Deliberation Phase is to determine the fundability of proposals. After scoring each proposal, DCYF staff will convene to discuss and deliberate. To make determinations about the fundability of proposals, DCYF staff will deliberate by funding strategy, discussing each proposal to assess it against 4 Deliberation factors:

- Strategy Alignment: Does the program align with the requirements and goals of the strategy?
- Target Population: Does the program indicate the ability to reach and serve the target population?
- Past Performance: Does the agency's experience and/or past performance indicate an ability to implement the proposed services?
- Fiscal Health: Does the agency have the fiscal health to manage grant funds?

To make determinations about strategy alignment and target population, DCYF staff will consider the information provided in proposals and reader comments. To make determinations about past performance and fiscal health for agencies that are current

grantees, DCYF staff will consider historical information relevant to grant performance as well as the results of DCYF's fiscal and compliance monitoring processes. To make determinations about past experience and fiscal health for agencies that are not current DCYF grantees, DCYF staff will conduct a programmatic site visit and collect documentation for a fiscal review.

The Deliberation process will result in a list of proposals ranked by the number of deliberation factors met. Proposals that met all deliberation factors will be considered to be most fundable.

Phase 3: Final Decisions

The primary purpose of the Final Decisions phase is to make funding decisions. While the Deliberation Phase will tell us which proposals are most fundable, this ranking of proposals must also be balanced with other nuanced and complex factors. These Secondary factors include geographic coverage, community need, service capacity, location of services, existing services funded by partners, and others.

DCYF will review proposals that met all or most of the Deliberation factors against our Secondary Deliberation factors to make determinations about the programs most likely to achieve strategy goals while also addressing community needs. Once this preliminary list of programs to fund has been generated DCYF will allocate funds to grants up to the total for the strategy. To ensure that our proposed list of grants meets our goals and addresses our target and priority population(s), DCYF will conduct a final review of the proposed portfolio. After this review we will have generated a final list of grants to be funded under this RFP.

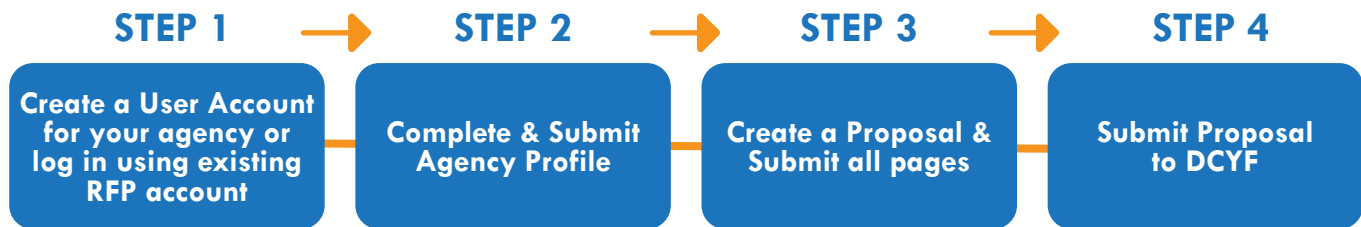
Negotiations

If a proposal is recommended for funding, DCYF will review, on behalf of the City and County of San Francisco, the proposed program's scope of work and budget in detail and negotiate these items with applicants as necessary to ensure that the proposed work and budget meets the goals, requirements, and policies of this RFP. During the Negotiations phase, scopes of work and budgets may be revised. If a satisfactory agreement is unable to be negotiated with an applicant, those negotiations may be terminated and new negotiations may be started with other qualified applicants. This process may be repeated until a satisfactory contractual agreement has been reached.

Agencies receiving awards from this RFP must be approved City suppliers **by the completion of contract negotiations in order to receive funding**. DCYF reserves the right not to fund agencies that are unable to obtain City-approved supplier status by the completion of contract negotiations.

ONLINE SUBMISSION INSTRUCTIONS

Proposals responding to this RFP must be submitted through the RFP system using the process detailed below.



Step 1: Create a user account for your agency

Access the RFP system at contracts.dcyf.org/rfp.

Please do not create multiple RFP accounts for the same agency. All staff working on proposals at an agency should share a single RFP user account.

For prior DCYF applicants: Agencies that applied to prior DCYF RFPs between 2018 and 2023 may use their existing user accounts to apply for the DCYF 2024-2029 RFP. To retrieve your prior account's username and reset your password, click the 'Forgot your username or password?' link and enter the email address attached to your agency's prior account(s). Reset the password for an account with the system name of 'SF DCYF RFP 2018.'

For new DCYF applicants: To create an RFP user account, select the 'Create one' link below the password field. Complete all fields in the *RFP Account Sign Up* form and click *Create Account*. An account verification email will be sent to the email listed in the *RFP Account Sign Up* form. If you do not receive the verification e-mail in your Inbox, check your Spam or Junk Mail folder.

After verifying your account, you may access the online application system for the RFP by going to contracts.dcyf.org/rfp and entering your username and password.

Step 2: Complete and submit the Agency Profile for your agency

After logging into the RFP system, you will arrive at the *Agency Home* page. Here, you can download a copy of the RFP document, complete the *Agency Profile*, and create proposals for the RFP.

Before creating proposals for the RFP, you must complete the *Agency Profile*. The *Agency Profile* contains basic agency information that will apply to every submitted proposal. If your agency has applied to prior RFPs using DCYF's RFP system, the *Agency Profile* will be prefilled.

Respond to each field in the *Agency Profile* and upload all required documents. To save your work and check that you have entered all required information, select *Save*. If required information is missing or entered incorrectly, a validation error will appear at the top of the page in red text. When you have completed the *Agency Profile*, click *Submit*. If you need to edit information on the *Agency Profile* after it has been submitted, you may unlock the page after you have started creating proposals, make edits to the profile, and resubmit. Updated information on the *Agency Profile* will be applied to all proposals submitted by your agency.

Step 3: Create proposal, fill out, and submit all pages

After completing and submitting the *Agency Profile*, you can create and submit proposals for the RFP. To create a new proposal, click *Add New Proposal* on the *Agency*

IMPORTANT:

If you need to navigate away from the *Agency Profile* before it is submitted, you **MUST CLICK SAVE** to save your progress. After saving, you may log out of the system and return later to continue working on the *Agency Profile*.

Home page. Agencies may submit only one proposal per Strategy except for the Beacon Community Schools and High School Partnerships Strategies. Agencies applying for funding under either the Beacon Community Schools or High School Partnerships Strategies may submit multiple proposals (one proposal per school). Review the Strategy-specific details included in this RFP for more information.

Define your proposal via the *Program Information* page. Here, you will enter a name for your proposed program, select a funding strategy or initiative, and designate a proposal contact person. After completing the *Program Information* page, click *Submit*. The funding strategy or initiative that you select on the *Program Information* page will determine the questions you will answer on the *Program Design* page.

After submitting the *Program Information* page, you will arrive at the *Proposal Overview* page. Here, you can access and view the status of all pages that are part of your proposal. Each page required for a proposal is shown as a numbered step on the *Proposal Overview* page and included in the progress bar at the top of the page. If you submitted the *Agency Profile* and *Program Information* pages before arriving at the *Proposal Overview*, you will see that steps 1 and 2 are already complete. Complete and submit all remaining pages shown on the *Proposal Overview* page. If required information is missing or entered incorrectly when you try to submit a page, a validation error will appear at the top of the page in red text.

Step 4: Submit proposal to DCYF

After all pages in a proposal have been completed, the entire proposal must be submitted to DCYF for consideration. To submit a proposal, click on *Sign & Submit Proposal* on the *Proposal Overview* page. On the submission page, you can download and review a copy of your complete proposal, verify your agency's contact person for the proposal, and submit the proposal to DCYF. After reviewing the proposal PDF and verifying the proposal contact person, click submit to send the proposal to DCYF.

GLOSSARY OF TERMS

- **21st-Century Skills:** Skills needed to participate fully in the economic, scientific, political, cultural, and intellectual life of our global society. These skills include academic competency, multilingual/cross-cultural competence, technological literacy, communication skills, aesthetic sensibility, critical and creative thinking, reasoning and solution seeking, social, environmental and civic responsibility, and strength of character.
- **Activity:** An experience or task designed for clients to actively participate in that is a component of a larger program.
- **Agency:** Lead agency that operates a program; the holder of the non-profit status.
- **Applicant:** Agency responding to this Request for Proposals.
- **BIPOC:** Stands for Black, Indigenous, People of Color.
- **Career Awareness:** Activities designed to make youth aware of the range of careers and/or occupations in an industry, the skills required for specific occupations and the expectations of the workplace.
- **Career Exploration:** Activities that provide youth with the opportunity to explore fields of interest related to their career goals and academic learning.
- **Career Preparation:** Activities that provide an in-depth discovery of a particular career, linking the skills utilized in the workplace with academic learning, and allow for the development of career and occupational skills.
- **Case Management:** A method of providing services whereby a professional case manager assesses the needs of the client and, when appropriate, arranges, coordinates, monitors, evaluates, and advocates for a package of multiple services to meet the specific client's complex needs. DCYF grantees providing case management are expected to implement the following elements: initial assessment and periodic reassessment of client assets and needs, development and periodic revision of case plans, monitoring of progress and recording of case notes, barrier removal and connection to resources, access to additional outside supports and activities as needed, and clinical supervision to support staff case managers.
- **CBO:** Community-based organization.
- **Cognitive-Behavior Theory (CBT):** A problem-solving, skill-building therapeutic approach that helps people understand how their beliefs, thoughts, and feelings affect their behaviors and their lives.
- **Cohort:** A group of clients or participants who share common experiences over a period of time within a program.
- **College and Career Readiness Skills:** A framework of skills and attributes identified by the National Academy Foundation as being necessary for career and post-secondary success. They are organized into five critical areas: Core Academics, Career Knowledge, Foundational Skills, Interpersonal Skills, and Self-Management.
- **Community Needs Assessment (CNA):** The Children and Families First Initiative stipulates that DCYF must complete a Community Needs Assessment every five years that includes “qualitative and quantitative data sets collected through interviews, focus groups, surveys, or other outreach mechanisms to determine service gaps in programming for children, youth, and families” and requires that DCYF conduct an Equity Analysis as part of the process to identify community needs.
- **Comprehensive Afterschool and/or Summer Program:** Programs that provide structured academic support, skill-building, and physical/recreation activities that

map to grade-level appropriate learning goals. Comprehensive programs are curriculum-based and operate for program hours that support working families.

- Comprehensive Community Schools Framework: A framework that outlines SFUSD's Community Schools Approach. The approach aims to organize and maximize the resources of schools, including family and community partnerships, to support student success. The intent of the approach is to coordinate and align these valuable resources around the shared vision, goals, and outcomes of each school community. Employing a community schools approach supports the development of effective parent, school, district, and community systems that include collective responsibility, a coherent plan, and commitment among all stakeholders to student success.
- Culminating Project: A tangible and experiential end-product that demonstrates and showcases accomplishments and skills gained within a program.
- Curriculum: Components of a curriculum should include learning goals and objectives, activities that help meet the learning goals and objectives, and resources that can support the activities. The sequencing of a curriculum can span any length of time and be broken into smaller units, but must be implemented through daily lessons to guide the activities within a given session of programming. Activities should advance in complexity and/or depth over time and utilize various methods to practice and reinforce concepts and skills. For example, a larger curriculum on improving a youth's digital literacy may have a unit or series of lessons about cyberbullying. Activities in the session may include a discussion about the definition of cyberbullying and the reasons people engage in cyberbullying, watching and debriefing a video about cyberbullying, and role-playing a cyberbullying incident. Additionally, the session may contain support materials like a listing of resources people can turn to when bullied.
- DCYF: The Department of Children, Youth & Their Families, a department of the City and County of San Francisco.
- Detention: The housing of youth or young adults in secure custody.
- Disparity: A noticeable difference between groups or communities on key indicators of success, such as academic achievement, socioeconomic status, or justice-systems involvement. Through this RFP, DCYF is seeking to address a range of disparities based on various socioeconomic and demographic characteristics, including income level, gender identity, and race/ethnicity. Given the findings of the 2022 Community Needs Assessment, DCYF has a particular focus on the disparities that exist between racial/ethnic groups in San Francisco.
- DJJ Realignment/SB 823: The Division of Juvenile Justice (DJJ), formerly known as the California Youth Authority (CYA), is California's youth prison system for individuals with sustained charges for 707(b) offenses or sex offenses. DJJ ceased intake, with limited exceptions, on July 1, 2021, and responsibility for the custody, care, and supervision of youth who would have otherwise been eligible for DJJ has been shifted from the state to counties (DJJ Realignment). There are services within the Justice Services Service Area that are funded with DJJ Realignment funding that allows for funding of services up to age 25.
- Educational Attainment: Describes successful promotion to the next grade level; successful transition from primary to secondary school; the completion of a high school diploma or GED; or the attainment of educational goals in higher education.
- Expanded Collaborative for Excellence in Learning (ExCEL): Afterschool programs administered by the San Francisco Unified School District that operate at school sites. ExCEL programs are funded primarily by state (After School Education and Safety, or Prop. 49) and federal (21st Century Community Learning Center) afterschool grants that SFUSD applies to receive from the California Department

of Education. Most ExCEL programs are operated by community-based organizations that partner with school sites.

- **Expanded Learning:** The time before and after school hours during the school year, school breaks, and summer vacation. High-quality out-of-school time (OST) programs provide meaningful and relevant learning opportunities that foster children's curiosity, build their social skills, and creatively reinforce and expand on what they learn during the school day. They also provide opportunities for youth to be active, enjoy healthy foods, explore the world around them, and develop relationships with caring adults and peers.
- **Expanded Learning Opportunities Program (ELO-P):** Provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade as described in California *Education Code (EC)* Section 46120, amended by AB 181 (Chapter 52, Statutes of 2022) and AB 185 (Chapter 571, Statutes of 2022).
- **Experiential Learning:** Activities that allow participants to learn through their own experiences, including reflection on past experiences and new experiences that highlight learning moments.
- **Family Partnerships:** Opportunities for families and caregivers to be connected to the program, as appropriate, based on the type of services offered. Family partnership activities include, but are not limited to, parent orientations, volunteer opportunities, family events, parent workshops, connections to resources, etc.
- **Fiscal Sponsor:** An organization that is using its non-profit status to contract on behalf of a program. Fiscal sponsors at minimum execute all fiscal and insurance obligations for the program; other duties may be included in the responsibilities of a fiscal sponsor.
- **Grantee:** Agency that is funded.
- **Group Work:** Group work is a core methodology of the social work profession. Group work, which traces its roots back to the Settlement House movement of the early twentieth century, aims to promote individual growth and social change in the context of a group experience. When incorporating group work into programming, it is important to understand the stages of group development which will inform the selection of activities needed to meet the group's needs and the changing role of the group leader.
- **Healthy Foods:** Fruits and vegetables; foods low in added salt or sweeteners; foods that are minimally processed without unnecessary preservatives; foods made with whole grains and foods made with low fat dairy and/or lean sources of protein.
- **Internship:** A career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry.
- **Job Shadow:** A career exploration activity in which youth observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments.
- **Juvenile Justice Center (JJC):** The JJC comprises units that hold detained young people (commonly thought of as Juvenile Hall), as well as units that house youth ordered by the court for secure long-term commitments.
- **Leadership Development:** Activities and practices that enhance leadership skills, including the ability to influence decision-making, think analytically, practice good judgment, motivate others, and communicate clearly.
- **Learning Goals:** Defined statements that describe expectations of what will be learned, gained or accomplished from instruction, and that set a framework for measurement.

- Non-profit: Agency that holds a 501(c)(3) designation from the Internal Revenue Service to provide services.
- Online Application: Creating and submitting a proposal for this RFP using the web-based RFP system.
- Out-of-Home Placement: Through the juvenile delinquency court process, the court may find that returning a youth home would be contrary to the child's welfare if a youth poses a genuine risk to public safety and requires treatment that cannot be provided while they remain in their home, or if their family home has been proven to be unsafe. Out-of-Home Placement youth are youth whom the court has ordered to be removed from their home and placed in the foster care system through juvenile delinquency proceedings. This group includes youth for whom the court has sustained charges and issued an out-of-home placement disposition, who are awaiting placement with a Resource Family (foster care family, which also can include a relative) or Short-Term Residential Therapeutic Program (STRTP, previously called a group home); and youth who were previously ordered to out-of-home placement, have been brought before the court for a subsequent matter (either a new law violation or unsuccessful placement) and are awaiting adjudication or pending disposition.
- Out-of-School-Time (OST): The time before and after school hours during the school year, school breaks, and summer vacation. High-quality OST programs provide meaningful and relevant learning opportunities that foster children's curiosity, build their social skills, and creatively reinforce and expand on what they learn during the school day. They also provide opportunities for youth to be active, enjoy healthy foods, explore the world around them, and develop relationships with caring adults and peers.
- Program Components: Various parts of a program that in total make a complete program. Components may include, but are not limited to, staff, activities, space, materials and supplies, curricula, and calendars.
- Program Model: The structure of a program that identifies the goals and objectives of a program, as well as their relationship to the activities intended to achieve these outcomes.
- Project-Based Learning: An instructional approach that engages student interest and motivation based on challenging questions or problems that involve the students' problem solving, decision making, and investigative skills. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.
- Proposed Program: The idea presented in response to this RFP. Describes the actual services that will be provided to children and/or youth.
- Request for Proposals (RFP): The competitive process by which DCYF requests proposals from community-based organizations to deliver the services prioritized in the DCYF Services Allocation Plan. DCYF's RFP is a mandated part of our planning process. The result of the RFP process will be grant awards to CBOs that have demonstrated the ability to deliver the services detailed in the RFP.
- Result Area: Designated theme which represents the conditions DCYF seeks for our city's children, youth, TAY/A, and families.
- Results-Based Accountability (RBA): A disciplined and data-driven way of thinking and taking action that DCYF used to develop the SAP and RFP. RBA helps DCYF better connect funded services with the results we aim to achieve for children, youth, TAY/A, and families in San Francisco.
- Relevant Learning Opportunities: Refers to a new way of teaching youth to see the interconnectedness of classroom learning to the world. Project-based approaches are one example of relevant learning opportunities. Through these

approaches, students gain hands-on instruction about topics that affect them personally. For example, the topic of recycling can be taught at school and practiced at home. Students can learn how to conserve resources, save the environment, and leave a smaller carbon footprint.

- Services Allocation Plan (SAP): Establishes DCYF's funding priorities and desired results for services based on needs identified in the Community Needs Assessment. The SAP is a mandated part of DCYF's planning cycle.
- Service Areas: DCYF-identified broad categories of need. Existing DCYF Service Areas are Early Care and Education; Out of School Time; Youth Workforce Development Justice Services. This RFP describes new Service Areas for the 2024-2029 funding cycle.
- Services: Programming, activities, and intentionally coordinated experiences provided to children, youth, and families which can be delivered individually, in groups or through the community at large.
- Social and Emotional Learning (SEL): SEL, as defined by SFUSD, is the process through which we acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set, and achieve goals, show empathy, maintain positive relationships, and make responsible decisions.
- SFUSD: The San Francisco Unified School District.
- Skill-Building (Activities): Programs that intentionally focus on a specific skill, promote successively higher levels of mastery, and culminate in a final event or project that allows youth to present their work. Skill-building activities should include opportunities for youth to reflect on what they have learned and foster creative expression and development.
- Special Needs: A person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.
- Strategy: DCYF-identified specific categories for program funding under each Service Area.
- Summer Learning Loss: The loss of academic skills and knowledge over the course of summer vacations from school. The loss in learning can vary across grade level, subject matter, and family income.
- System-Impacted: A person who is legally, economically, or familiarly affected in a negative way by the incarceration or involvement of a close relative in the justice system, or are involved or affected by the child welfare system. These include people who are at-risk, but not in risk of direct involvement in these systems due to immense trauma, stress, violence, and uncertainty of systemic factors in their lives that reinforce inequities.
- System-Involved: A person with direct participation and involvement in either the justice system in one of its various forms, including arrests that result in petition/charges, active incarceration, probation, or parole; or child welfare system.
- Target Population: Describes the group of people that should be most impacted by the strategy.
- Transitional Age Young Adults (TAY/A): Disconnected young adults from ages 18 to 24 years that are served by and involved in adult systems, including the adult criminal justice systems, which have distinct terms, courts, processes, and services as compared to those in the juvenile justice systems.
- Work Experience: A career preparation activity in which youth are at a workplace doing real work for pay.
- Work-Based Learning: Opportunities that occur at a workplace, providing structured learning experiences for youth through exposure to a range of occupations.



Result Areas, Service Areas, Strategies, & Initiatives



Organization of the Results Areas, Service Areas, Strategies, & Initiatives

Under each Result Area section, you will find the following:

- **Service Area** – Describes the category of services under which Strategies are implemented.
- **Description of Service Area** – Provides an overview of the category of services the Strategies or Initiatives fall under and why.
- **Need for Service Area** – Describes why this category of services was designed, based on learnings from the CNA.
- **Target Population** – Describes the groups of youth that should be the most impacted by each given Strategy.
- **Need for Strategy or Initiative** – Describes why this Strategy or Initiative is needed for this Result Area and target population, based on CNA findings.
- **What Is Success for the Strategy or Initiative** – Describes what success looks like for each given Strategy or Initiative.
- **Strategy or Initiative Goals** – Describes the goals of the Strategy or Initiative.
- **Best Practices for Strategy or Initiative** – Describes the methods/practices that should be a part of the model to be considered high quality, where these are established.
- **Strategy or Initiative Requirements** – Describes the elements that are required for each Strategy or Initiative.
- **Performance Measures** – Describes the elements of program implementation and progress that must be tracked and measured to be in compliance/alignment with the Strategy.
- **Proposal Questions** – List of questions each program is expected to answer to the best of their ability.

The combination of Strategies, Initiatives, and Service Areas contained in this section are designed to collectively impact the Result Area in a positive way.



**Result Area 1:
Children & Youth
Are 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 SEL skills, engage educationally, and have access to needed support for children and youth in pre-kindergarten through 12th grade.

The target population, Service Areas and Funding Strategies contained within the **Ready to Learn and Succeed in School Result Area** have been intentionally designed to address elements of this Result Area. DCYF has identified **Educational Supports**, **Out-of-School Time (OST)**, and **Enrichment and Skill-Building** as the Service Areas that will address the most pressing needs in this Result Area.

Target Population: Ages 5-17



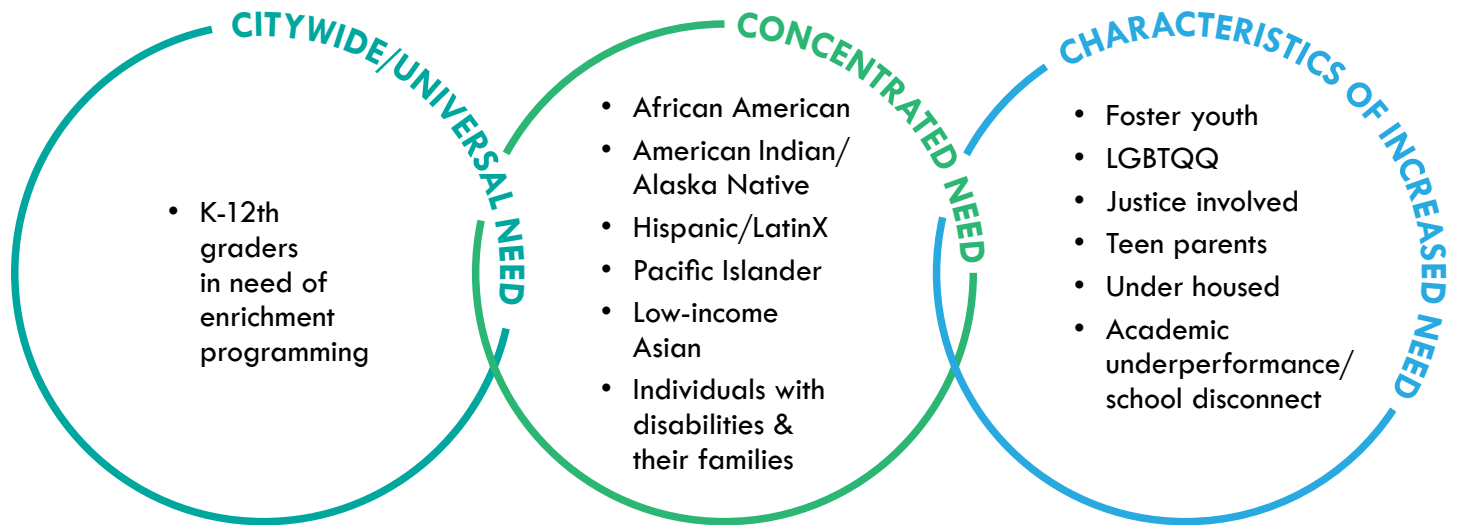
6-13



14-17

DCYF is committed to serving all ethnicities and populations in San Francisco with focused expertise to address the unique cultural needs of all San Francisco's children and youth.

This Result Area is focused on supporting school-aged children and youth ages 5-17 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.



Service Areas, Strategies, & Initiatives in This Result Area

The Service Areas, Strategies, and Initiatives that are associated with this Result Area will have a direct impact on our ability to move the needle and 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.

Result Area	Service Area	Allocation	Strategy/Initiative
Children & Youth Are Ready to Learn & Succeed in School	Out of School Time	\$27.7M–\$30.6M	Beacon
			Comprehensive After-School (community-based)
	Educational Supports	\$6.0M–\$6.6M	Academic Supports
			Literacy Supports
			Summer Transitions*
	Enrichment & Skill Building	\$8.9M–\$9.8M	Arts and Creative Expression
Identity Formation and Inclusion			
STEM/Environmental Sustainability			

*DCYF Initiative

EDUCATIONAL SUPPORTS SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Educational Supports	\$6.0M–\$6.6M	Academic Supports
		Literacy Supports
		Summer Transitions*

*DCYF Initiative

The Educational Supports Service Area (Ed Supports) seeks to support a range of educational opportunities that help children and youth who are struggling academically get back on track and achieve individualized educational goals. Services in this Service Area will support academic achievement in the core subjects, post-secondary enrollment, and success, as well as provide academic and life skills assistance during key educational transition periods into high school and post-secondary institutions. Programs funded under this Service Area are expected to be well-versed in local and State core subject standards, youth development principles and culturally appropriate practices for the target populations listed for this Service Area.

Within this Result Area, the Education Supports Service Area consists of three strategies and initiatives: **Academic Supports**, **Literacy Supports**, and **Summer Transitions**. The Ed Supports Service Area’s primary focus is on students who are struggling academically in elementary, middle, and high school or in their efforts to attain a high school equivalency credential.

Educational Supports Service Area Need

The Education Supports Service Area is designed to address disparities along lines of race/ethnicity, socioeconomic status, and other characteristics that systematically undermine student success before and throughout the K-12 education years. Disparities in academic outcomes begin prior to kindergarten and persist throughout middle school, high school, and post-secondary education. In the 2021-2022 school year, only 44% of African American and 39% of Hispanic/Latinx kindergarteners were school-ready, as compared to 58% of all students. Poverty deepens these disparities—among economically disadvantaged students, just 18% of African American, 25% percent of Hispanic/Latinx, and 23% of Pacific Islander public school students in San Francisco tested at or above state standards for ELA/Literacy during the 2021-2022 school year. Similar disparities surface for students with Special Education and English Learner statuses.

The key transition periods between middle school and high school and high school and post-secondary education complicate the struggle to accelerate learning progress and to stay on track academically. The success of these transitions depends on multiple factors, ranging from the depth of family engagement in educational endeavors, to social and emotional capacity, to academic performance in the early years. Successful transitions also depend on the availability of educational support during the summer. National data show that summer learning loss, the phenomenon where young people lose academic skills over the summer, is one of the most significant causes of the achievement gap between lower and higher income youth, and one of the strongest contributors to the high school dropout rate.

STRATEGY: ACADEMIC SUPPORTS

The Academic Supports Strategy is designed to decrease the disparities in academic achievement. Through Academic Supports, youth are given opportunities to make gains towards meeting or exceeding academic standards, set goals to complete primary and secondary education, explore post-secondary education options, and enter the workforce. Academic Supports programs will work closely with the target populations to ensure that youth get back on track academically, and these programs will support youth as they make key transitions within their academic careers.

Target Population

The Academic Supports Strategy has two target populations. Applicants must select one or both of the following target populations based on school years. Applicants must serve all participants who meet the eligibility criteria regardless of race or ethnicity, but will be required to answer specific questions in their proposals, including how applicant plans to meet the unique cultural needs of the students from a variety of backgrounds, including those who identify as African American, Hispanic/Latinx, and/or Pacific Islander.

1. San Francisco middle school youth in grades 6-8 who are African American, Hispanic/Latinx, and/or Pacific Islander youth and in need of additional academic support
2. San Francisco high school youth in grades 9-12 who are African American, Hispanic/Latinx, and/or Pacific Islander and in need of additional academic support



6-13



14-17

Need for the Academic Supports Strategy

Children and youth who face challenges in performing at grade-level in core academic subjects or who are just barely meeting grade-level standards are more likely to fall behind, drop out of high school, enter the justice system, or take longer to complete high school or post-secondary education, which can have long-term negative impacts on lifelong socio-economic outcomes. Academic Supports services are important because they provide school-year and summer academic supports in core subjects that youth need to accelerate their learning progress, catch up with their peers and succeed in school.

Children and youth from the target populations identified for this strategy face additional barriers to successful transitions. Rising 6th and 9th graders who struggled academically or were chronically absent in their earlier years are at greater risk of dropping out of high school. Graduating 12th graders who experienced similar challenges find it harder to navigate post-secondary academic expectations and develop positive relationships with their peers. First- and second-year post-secondary students who struggled academically in their high school years face an increased risk for not completing career training options, including their two-year or four-year degree within six years, trade schools, and/or apprenticeships. Marginalized youth, including some racial groups and newcomer youth face barriers in navigating educational systems and/or adjusting to a new culture. For all these students, there is strong potential for developing a debilitating relationship to education in general which, in conjunction with the factors mentioned above, compounds their risk for long-term negative socio-economic outcomes, including justice-system involvement.

What is Success for the Academic Supports Strategy?

The program is successful when children and youth make gains towards meeting and/or exceeding academic standards in core subjects; meeting goals on their individual learning plans; complete middle school, high school or equivalent; and are connected to other support services and retention programs if seeking post-secondary/career education options as needed.

Academic Supports Strategy Goals

DCYF prioritizes programs that focus on our goals in this order:

1. To help participants make gains towards meeting and/or exceeding academic standards, including a C or better grade in core subjects, and completion of high school or equivalent, based on their Individual Learning Plans.
2. To help participants prepare for the next phases of their academic careers and provide them with school-readiness skills, life skills, and support in social and emotional learning and academics.
3. To increase participants' understanding and appreciation for the connection between school and future opportunities over their life course.

Best Practices

- Conducting pre-and post-assessments to examine change or improvement in academic performance, knowledge base, or practices
- Partnering with schools to gain progress report information
- Understanding and integration of educational standards in assessment and programming
- Identifying collaborations with other providers, agencies, etc. (if any)
- Mentoring as a core part of program offerings
- Demonstrating experience with asset-based approaches in:
 - Study skills
 - Internet safety
- Incentives: Providing incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to:
 - Economic (e.g., stipends, educational scholarships, personal savings accounts)
 - In-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.)
 - Celebratory (e.g., assemblies or award ceremonies)

Academic Supports Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. Assessments and Individual Learning Plans: Programs must conduct assessments of participants and use the information collected through assessments to create Individual Learning Plans that include benchmarks and goals developed in coordination with youth, schools, or other educational partners, based on test scores and/or grades. Programs must monitor the academic progress of every participant in the program, which includes collecting progress reports, test scores, and/or report cards.
2. Tutoring: Programs must provide tutoring for participants in core subjects including math, science, literacy, and writing. These services can be provided by trained staff or contracted to subject matter specialists and/or teachers.

3. Transition Support and Post-Secondary Planning: Programs must provide support to help participants navigate the transition from 8th to 9th grade and from 12th grade to post-secondary. This support should include a combination of the following activities:
 - a. Training on topics including, but not limited to, life skills, social and emotional learning, study skills, note taking, and test preparation.
 - b. Informational Workshops on relevant topics including, but not limited to, general A-G requirements, post-secondary options, college admissions, and employment options.
 - c. Transition Planning Activities using age-appropriate approaches to help participants think about their future educational and career interests and create goals and realistic plans for achieving them; and
 - d. Support to help participants achieve the plans they have created for themselves.
4. Curriculum-Based: Activities must have specific skill-building goals and utilize a standards-based curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.

Performance Measures

The following table lists the outcomes prioritized for Academic Supports in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Individual Learning Plan	Percent of participants with completed individual learning plans.	85%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive, etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youth to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Describe how the proposed program will help participants navigate transitions from 5th to 6th grade and 8th grade to 9th grade.	1400
	Describe how your proposed program will assess participants and use this information to create developmentally appropriate Individual Learning Plans. Include the tools your proposed program will use to track participants' achievements and academic gains.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth are Ready to Learn and Succeed in School Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: LITERACY SUPPORTS

The Literacy Supports Strategy is designed to provide programming to elementary school youth and English Learners in need of additional literacy support. Literacy Supports programs will assess youth, develop individual service plans, and deliver activities that help young people improve their reading levels, writing abilities, and other literacy skills.

Target Population

The Literacy Supports Strategy has two target populations. Applicants must select one or both of the following target populations based on school years. Applicants must serve all participants who meet the eligibility criteria regardless of race or ethnicity, but will be required to answer specific questions in their proposals, including how applicant plans to meet the unique cultural needs of the students from a variety of backgrounds, including those who identify as African American, Hispanic/Latinx, and/or Pacific Islander.

1. San Francisco Elementary School youth in grades K-5 who are African American, Hispanic/Latinx, Pacific Islander, and/or Low-Income Asian youth and in need of additional literacy support
2. San Francisco English Learner youth in need of additional literacy support

Applicants should choose the target population(s) that their program is most effective at serving.

Need for the Literacy Supports Strategy

Third grade marks the transition from learning to read to reading to learn. A child not reading at grade level by the end of third grade will likely face challenges in learning in the higher grades, leading to an increased likelihood of that child being unprepared for high school, dropping out of school, and limiting their likelihood of achieving gainful employment and successful careers.

Research shows that children who are not reading proficiently by the end of third grade are four times more likely to drop out of school later. African American and Hispanic/Latinx children who are not reading proficiently by the end of third grade are twice as likely as similar White children not to graduate from high school (about 25% versus 13%).

Extra support for literacy during the school year can help students build their skills, and summer can also be a key time to address academic needs. Every summer, low-income youth lose two to three months in reading skills while their higher-income peers make slight gains.

Targeted interventions during the school year and summer to help young people catch up to grade level in literacy skills, and support for parents/caregivers are critical so that students can be ready to learn and succeed in school, graduate high school, and be ready for college, work, and productive adulthood.

What is Success for the Literacy Supports Strategy?

The program is successful when youth attain goals they set with providers; make gains towards improving their literacy skills, including reading level and writing skills; and develop self-efficacy.



Literacy Supports Strategy Goals

1. To support kindergarten through 5th grade students who are not reading at grade level to make gains in reading, writing, and other literacy skills through targeted intervention during the school year and/or summer.
2. To support English Learners who are not reading at grade level to make gains in reading, writing, and other literacy skills through targeted intervention during the school year and/or summer.

Best Practices

Best practices to build literacy skills include:

- Conducting pre-and post-assessments to examine change or improvement in performance, knowledge base, or practices
- Having an understanding of state educational standards and being able to integrate them with assessments, service plans, and program implementation
- Collaborating with partners (teachers, school district and family) to create an individualized learning plan for students
- Family engagement strategies that promote home practices that support children/youth's academic needs
- Building in mentoring and peer support
- Implementing a culturally inclusive and multi-sensory curriculum
- Utilizing volunteers: training and coordinating them
- Peer/partner reading: highly recommended by research (works with all ages - even adults)

Literacy Supports Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. Assessments and Individual Learning Plans: Programs must assess the reading level of all participants by conducting literacy assessments or by accessing assessments completed by other sources in order to understand changes in literacy levels over time. Literacy Supports programs will also use the information gained from literacy assessments to create Individual Learning Plans that include benchmarks and goals. Programs serving K-5 youth must include the following additional elements in participants' Individual Learning Plans:
 - a. School readiness including skills such as self-regulation and social and emotional learning
 - b. Basic numeracy and math
2. Curriculum-Based: Program activities must utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
3. Ongoing Communication: programs must communicate regularly with families and/or caregivers about their student's assessments, needs, and progress.

Additional Requirements for Programs Serving English Learners

4. **Linguistically Competent Services:** programs serving English Learners must utilize an evidence-based approach or method to support participants' acquisition of the English language that considers participants' diverse and individual needs.

Performance Measures

The following table lists the outcomes prioritized for the Literacy Supports strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Individual Learning Plan	Percent of participants with completed individual learning plans.	85%+
Completed Literacy Assessments	Percent of participants with completed literacy assessments before and after program participation.	85%+
Increased Reading Proficiency	Percent of participants whose reading proficiency improved based on literacy assessments before and after program participation.	75%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how your proposed program will assess participants and use this information to create developmentally appropriate Individual Learning Plans. Include the tools your proposed program will use to track participants' achievements and academic gains.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences.) Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth are Ready to Learn and Succeed in School Result Area. What indicators tell you that your program is moving youth towards that impact?	900

DCYF INITIATIVES

DCYF Initiatives are programs where either DCYF or DCYF and partners determine the model and overall structure of the program. This includes target population, program components, name of the program, goals, and the overall structure. The DCYF Initiative within this Result Area is associated with programs, resources, supports, and activities that help youth and TAY/A gain exposure, skills, and abilities that prepare them for successful transitions into adulthood. The initiative in this Result Area targets equitable access and outcomes and provides multiple avenues for engagement and support.

INITIATIVE: SUMMER TRANSITIONS

The Summer Transition Initiative is a partnership between DCYF, SFUSD, and Community-Based Organizations. DCYF provides funding to a Community-Based Organization to implement the program in partnership with SFUSD, which provides credentialed teachers who teach a district-approved Academic and Employment curriculum. The Summer Transitions Initiative is designed to support both youth that need additional academic support while attending SFUSD Summer School and young people transitioning into ninth grade who have struggled academically within their eighth grade year. There are two primary components to this initiative: (1) **the Summer Youth Academic and Employment Component** and (2) **the Summer Bridge Component**.

The Summer Youth Academic and Employment Component is intended to complement SFUSD's summer school instruction through workshops, coaching, and activities that enhance participants' success in school and reengage their interest in learning. The Summer Bridge Component is intended to ease the transition into high school, develop positive relationships with students, and foster connections to learning and education for rising ninth graders. This Initiative targets African American, Hispanic/Latinx, and/or Pacific Islander youth who are Early Warning Indicator (EWI) identified and entering the ninth grade, or in grades 10 to 12 attending SFUSD Summer School.

Target Population

Applicants must select and serve both of the following target populations based on school years. Applicants must serve all participants who meet the eligibility criteria regardless of race or ethnicity, but will be required to answer specific questions in their proposals, including how applicant plans to meet the unique cultural needs of the students from a variety of backgrounds, including those who identify as African American, Hispanic/Latinx, and/or Pacific Islander.

1. San Francisco high school youth who are African American, Hispanic/Latinx, and/or Pacific Islander youth and entering 9th grade who are Early Warning Indicator (EWI) identified
2. San Francisco high school students in grades 10-12 who are African American, Hispanic/Latinx, and/or Pacific Islander youth and attending SFUSD Summer School

Need for the Summer Transition Initiative

The transition from middle school to high school is a critical time in a student's education and can set a student up for successful completion of high school. Transitioning into high school is often characterized by larger student bodies and class sizes, severed and new friendship networks, a greater sense of isolation and independence, a greater choice over curricular and extracurricular activities, and more rigorous academic expectations



from faculty. Entry into high school is an important time in adolescents' social and academic development.

Success or failure in the ninth grade often sets the tone for a student's entire high school career. Research indicates that students who fail courses in ninth grade and miss school days are most at risk of dropping out of high school. It is vital, especially for incoming ninth graders who are already struggling academically, to have support to ease the transition into high school and to develop positive relationships with students and to education in general. Students must also be made aware of SFUSD's A–G graduation requirements and understand how to complete those requirements during this critical period of growth, development, and achievement.

What is Success for the Summer Transition Initiative?

Successful programs will provide a high-quality Summer Youth Academic and Employment Program (SYAEP) and Summer Bridge program while collaborating with DCYF and SFUSD. For the Summer Bridge program, they will work in collaboration with SFUSD teachers to implement a College and Career awareness curriculum, while also bringing in enrichment programs, which will ultimately provide students an opportunity to learn academic, enrichment and study skills that will increase their ability to be successful in high school and beyond. For the SYAEP a successful program will support youth to complete and pass summer school with a "C" or higher. Both programs will be considered a success if the youth participants feel ready and confident in their ability to be successful in the upcoming school year.

Summer Transition Initiative Goals

1. To help participants prepare for the next phases of their academic careers and provide them with school-readiness skills, life skills, support in social and emotional learning and academics.
2. To increase participants' understanding and appreciation for the connection between school and future opportunities.
3. To assist incoming ninth graders in successfully transitioning into high school.

Best Practices

- Understanding state educational standards and ability to integrate them
- Collaborate with DCYF, SFUSD Teachers, SFUSD Central Office, and families to design and implement program based upon agreed upon outreach and recruitment procedures
- Age-appropriate family engagement strategies
- Building in mentoring and peer support
- Implementing a culturally inclusive curriculum
- Utilizing volunteers: training and coordinating them
- Maintaining a 1:20 staff to youth ratio

Summer Transition Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding, including implementing both the Summer Youth Academic and Employment Program and Summer Bridge Program requirements:

Summer Youth Academic and Employment Program Requirements:

1. School-Based: Programming will occur at designated SFUSD Summer School

Sites as determined by the district and DCYF. Given that SFUSD has not yet determined summer school sites, applicants will submit applications for summer services under the assumption that space will be available. Once grant awards are made, DCYF and SFUSD will work with the programs to help ensure that summer services are delivered to the proposed population to be served. Additionally, because SFUSD Summer School sites will not be known at the time this application is submitted, applicants should list their agency's site as the Service Site in the Services and Projections section of the RFP.

2. **Cohort Structure:** The program must build cohorts of students at each site to create personalized learning environments to best address students' individual needs. The purpose of the cohort structure is to foster peer bonding, to develop a culture of learning, and to provide maximum support for students who, in many cases, will need to forge new relationships as they settle into the high school environment. Through these learning cohorts, participants will develop individual development plans that assess their learning and academic needs, set objectives around learning and skill development, and identify methods for assessing this skill gain.
3. **Stipends:** Programs must provide a stipend to youth for participation in the program. Programs must develop a rubric to explain the requirements to receive a stipend. This must be made clear to participants and their parents/caregivers.
4. **End of Year Report:** Program is required to provide an end of Summer Report to discuss the implementation and impact of the program based on the Strategy-specific requirements including demographics, academic achievements based on program, school etc.
5. **Career/Post-Secondary Awareness and Exposure:** The program must provide formal and informal opportunities for participants to explore and prepare for college, career, and other post-secondary pathways. Other potential activities include providing opportunities to interact with college students and graduates, hosting career panels, referring participants to jobs and internships, offering tours of local employers and industries, and taking participants on field trips to college or post-secondary training programs such as the City College of San Francisco.
6. **Bridge to Employment–Transition Planning and Support:** Programs must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment, and career. Programs must also **provide follow-up support to participants for a minimum of three months** after completion of the program. Programs must provide intentional support to help participants make actual connections to their next step.
7. **Skill-Building Workshops:** The program must provide regular instruction and project-based activities that cover the following topics:
 - a. **Academic Success:** Including general study skills, forming study groups, time management, note-taking, reading comprehension, test-taking preparation, research skills, and self-advocacy. Tutoring should focus on topics such as math, science, literacy, and writing. Homework help should take place after summer school, as well as during the school day in classrooms as approved by summer school principals and faculty.
 - b. **Building Positive Relationships:** Including social support with peers and teachers, peer-to-peer academic support, leadership development, and addressing social and emotional concerns of transitioning into high school.
8. **Duration:** Summer Youth Academic and Employment Component programming will last no less than five weeks with 10 to 15 hours of services per week. The program will operate throughout the duration of the summer school session for one to two hours per day after the summer school instructional day ends. In addition, the program will provide tutoring and homework help for at least one hour per day.

9. **Staffing:** The program will utilize the following minimum staffing structure:
 - a. **Coordinator or Manager:** The program will require one coordinator or manager per summer school site.
 - b. **Academic Mentors:** The program will require academic mentors to provide ongoing individualized support for participants. Academic mentors should have, at minimum, a two-year college degree in a relevant field and appropriate experience working effectively with participants, school personnel (such as teachers, guidance counselors, and parent advocates), external service providers, and parents/guardians.
10. **Academic Support:**
 - a. **Portfolio and Culminating Project:** The program must help participants develop a portfolio of the work they have completed in the program including, but not limited to, a cover letter, a resume, and a transition plan that outlines next steps toward achieving their academic and career goals. In addition, the program will also provide participants with a final project to showcase their accomplishments and skills gained within the program.
 - b. **Job Readiness Training:** Including workshops that connect academic success with post-secondary paths, including skills assessments, and workshops on topics such as professional workplace behavior, career exploration, financial literacy and money management, and available youth workforce development opportunities.

Summer Bridge Requirements:

1. **Academic Enrichment:** Students must participate in an exploratory Math and Language Arts class that will introduce them to core content related to these subjects.
2. **High School Preparation:** Participants must be introduced to high-school level curriculum and academic expectations to help prepare them for success.
3. **College and Career Exploration:** Participants must be provided formal and informal opportunities to explore and prepare for college, career, and other post-secondary pathways relevant to a specialized theme area. Examples include introduction to career pathways and post-secondary degrees, information about SFUSD's Career Technical Education Pathways and Academies, how to select appropriate college or post-secondary education level programs, interaction with college students and college graduates, hosting career panels, referrals to jobs and internships, tours of local employers and industries, and field trips to a college or post-secondary training program such as the City College of San Francisco.
4. **Year-long Academic Mentorship:** The program must provide ongoing support and mentorship for 20 to 25 ninth-grade students throughout their first year of high school. The program will work with SFUSD counselors to identify ninth graders from the pool of students who have participated in the summer program. Year-long Academic Mentorship must include the following elements:
 - a. **Individual Mentorship:** Each participant must be provided with an academic mentor who will keep track of their progress (academic, social, and emotional), help them address specific issues that might impede their progress, and review students' individual development plans. The academic mentor must be proactive in identifying any problems faced by participants, because within their role they are likely to be the first person the student turns to for assistance.
 - b. **Maximum Mentor to Student Ratio:** The maximum student-to-mentor ratio must be no more than 10 students per academic mentor.
5. **Mentorship Activities:** Academic mentors will focus on providing support to

participants that helps them successfully transition into high school. Specific duties should include, but are not limited to, interfacing with counselors, administrators, and teachers to orient students into high school expectations; supporting students' academics; introducing students to career technical education and workforce programs; and encouraging participation.

6. **Duration:** The Summer Bridge component will last no less than five weeks with 20 to 25 hours of services per week.
7. **Staffing:** The program will utilize the following minimum staffing structure:
 - a. **Coordinators or Managers:** The program will require three coordinators or managers per summer school site.

Performance Measures

The following table lists the outcomes prioritized for the Summer Transitions strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Grade level C or Better	Percent of participants maintaining grades of C or better in core subjects.	75%+
End of Year Project	Percent of participants completing end of year projects.	75%+
School Year Component	Percent of participants completing school year component.	75%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants or caregivers who report that participants developed education or career goals and understand the steps needed to achieve their goals as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900

Question Section	Question Text	Character Limit
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youth to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe the experience the agency implementing the Summer Transitions Initiative has working in partnership with SFUSD Middle and High Schools to implement programming focused on academic achievement. In addition, please describe how the agency will create, foster, and maintain a partnership with SFUSD to implement the Summer Transitions Initiative.	1400
	Educational attainment is core to both components of the Summer Transitions Initiative. Please describe how your agency will support this effort. In your response, please identify any established relationships the program maintains with other service providers or systems that will support this requirement.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality, and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth are Ready to Learn and Succeed in School Result Area. What indicators tell you that your program is moving youth towards that impact?	900

OUT-OF-SCHOOL TIME SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Out of School Time	\$27.7M–	Beacon
	\$30.6M	Comprehensive Year-Round & Summer Learning

The Out-of-School Time (OST) Service Area seeks to support comprehensive after-school 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 healthy foods, explore the world around them, and develop relationships with caring adults and peers. Programs funded under this service area are expected to be rooted in youth development principles and provide culturally competent services.

The Out-of-School Time Service Area consists of two strategies: **Beacon Community School** and **Community-Based Comprehensive Year-Round and Summer Learning**. The focus on year-round programming allows for stability, continuous learning, prevention of summer learning loss, and deeper engagement of youth and their families. To help achieve these ends, DCYF will continue to work closely in partnership with SFUSD.

OST Service Area Need

High-quality out-of-school time programs benefit working families and low-income neighborhoods by providing safe, structured places for children while their parents/caregivers work; learning opportunities that complement and reinforce the lessons of the school day; enrichment opportunities to help youth explore the world around them; and physical fitness and recreational activities to keep youth healthy. High-quality OST programs have been shown to have a positive impact on academic achievement for children and youth. Further, out-of-school time programming is preventative in that youth who are supervised during the hours of 3:00 to 6:00 p.m. are less likely to engage in alcohol and drug use, risky sexual activity, and delinquent behaviors. Finally, OST programming provides opportunities for physical activity and healthy eating and contributes to a healthy lifestyle and increased knowledge about nutrition and exercise.

While surveys of parents/caregivers and families demonstrate clear preferences towards school-based OST programs, community-based OST programs provide significant benefits to at-risk and low-income children, youth, and families. By operating in neighborhoods and communities where many low-income families live and work, community-based OST programs make it easier for working families to coordinate work schedules and other logistics. The programs also typically have ongoing enrollment processes, affordable rates and flexible attendance policies, which offer peace of mind to working families who may deal with ever-changing demands on their work-life balance. Additionally, community-based OST programs are open to low- to middle-income families who send their children to private schools and are unable to access programs located at SFUSD school sites.

STRATEGY: BEACON COMMUNITY SCHOOLS

The Beacon Community School Strategy is designed to support the implementation of the SFUSD Comprehensive Community Schools Framework utilizing the [Beacon Model](#). Beacon Community School programs will provide powerful learning, integrated health and social supports, and authentic family and community engagement to develop students' cognitive, social, emotional, and civic capacities. Beacon Community School programs will be student-centered, grounded in partnership and focused on the needs of students, families and the school community in order to provide youth and families with a full range of opportunities and supports.

Target Population

1. San Francisco students who are enrolled in a designated SFUSD TK-5 elementary school, TK-8 school and/or 6-8 middle school.

Agencies are required to submit separate proposals for each school they propose to work with. Agencies may submit multiple proposals, but will only be funded to partner with **a maximum of three schools**.



6-13



14-17

Grade Level	School
TK-5 Elementary Schools	Bret Harte
	Bryant
	Cesar Chavez
	Dr. Charles Drew
	Dr. William Cobb
	El Dorado
	George Washington Carver
	John Muir
	Leonard Flynn
	Malcolm X Academy
	Sanchez
K-8 Schools	Bessie Carmichael
	Buena Vista/Horace Mann
	Paul Revere
6-8 Middle Schools	A.P. Giannini
	Aptos
	Everett
	Francisco
	Herbert Hoover
	James Denman
	James Lick
	Marina
	Martin Luther King
	Presidio
	Roosevelt
	Visitacion Valley
	Willie Brown

Need for the Beacon Community Schools Strategy

In the face of an ever-increasing achievement/opportunity gap in our public schools and beyond, it is evident that isolated efforts to solve entrenched societal problems have been unsuccessful. The community school approach is predicated on the idea that strong collaborative relationships and coordinated efforts among the adults (community partners, families, and school staff) will yield desired results for our youth. A community school isn't just another program; instead, it's a strategy for organizing community resources around student success.

What is Success for the Beacon Community Schools Strategy?

Successful programs funded under this strategy will seamlessly embed themselves in the schools in which they operate and facilitate intentional school-community partnerships that meet the needs of students and families at the school or in the neighboring community. Programs will implement the Beacon Community School model with fidelity and provide high-quality youth development activities for youth and engaging programming for families and adults in the community, as well as serve as the lead coordinator of CBO partners at the school. Programs will operate at capacity and meet the aftercare needs of working parents and caregivers. Youth participants will attend programming regularly and develop enhanced social-emotional competencies.

Beacon Community Schools Strategy Goals

1. To ensure youth have access to high-quality, year-round, Comprehensive Afterschool and Summer Learning programs in their communities that support their learning, build their skills, and provide opportunities for enrichment and academic growth.
2. To create expanded learning opportunities at schools for youth to feel safe, gain skills, develop supportive relationships, and show growth in youth development and academic measures.
3. To build community in programs by focusing on cultural awareness, ethnic/racial identity, and neighborhood pride for youth involved in the program.
4. To ensure that parents and caregivers have a connection to school and access to community resources at their child's school, have strong relationships with their children and other family members, and have the skills to navigate school and life more effectively.
5. To create school-community partnerships that are intentionally coordinated and aligned to meet the needs of the youth and families at that school so that they can thrive.

Best Practices

- Shared leadership, vision, goals, outcomes and accountability to support “whole-child” development: Community school partners share a holistic vision of student and school success
- Strategic data collection and analysis to inform service/program design, including mapping of school/community resources
- Intentional coordination and alignment of programs and partnerships to match identified needs
- Continuous learning and improvement around all programmatic areas

Beacon Community Schools Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. Meetings and Convenings: Programs must adhere to policies of DCYF, SFUSD and the San Francisco Beacon Initiative, and participate in activities that include, but are not limited to, monthly ExCEL Meetings, Beacon Director and Beacon Committee meetings, site visits, annual conferences, annual retreats, quarterly Executive Director convenings, etc.
2. Curriculum-Based: Program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
3. Staff-to-Youth Ratio: Programs must maintain a staff-to-youth ratio of no more than 20 (match ExCEL requirements) students per staff member. TK/K1 to match Expanded Learning Opportunities Program (ELO-P) requirements. DCYF encourages additional assistants or volunteers to decrease the staff-to-youth ratio below this requirement.
4. Each Beacon Site must implement the 4 Community School Programmatic Components:
 - a. Expanded Learning: Programs must offer activities that occur before, during and after school.
 - i. School Day Activities should be inclusive of the needs and interests of students and guided by clear learning goals. Examples include hosting student clubs, assisting teachers in class-based activities, hosting structured and ongoing skill-building, academic support, and leadership activities.
 - ii. Academic Support Activities should provide all students opportunities to participate in academic support activities such as homework help and tutoring (individual or group).
 - iii. Skill-Building Activities should intentionally focus on a specific skill, promote successively higher levels of mastery, and culminate in a final event or project that allows youth to present their work. Skill-building activities can include, but are not limited to, arts; science, technology, engineering, and mathematics (STEM); culturally based activities; life skills and leadership. Activities should integrate a mix of learning styles. Activities should foster creative expression and development and include opportunities for youth to reflect on what they have learned.
 - iv. Physical Activities should provide all students the opportunity to participate in at least 30 minutes of physical activity per day, including, but not limited to, structured games, sports, dance, and martial arts.
 - v. Summer Literacy and Math Support Activities that reinforce reading, writing, speaking, and math concepts.
 - b. Behavioral Health and Wellness: Programs must collaborate closely with their school site's efforts around Behavioral Health and Wellness. This includes representation on the school's Coordinated Care team, participation in Student Support Team meetings when appropriate, and close alignment with each site's Positive Behavior Intervention and Supports initiatives. Programs may also broker new Behavioral Health and Wellness community partnerships in collaboration with the school site administration and social worker.
 - c. Transition Supports: Programs must provide transition supports to youth entering kindergarten, 6th and 9th grades. The following guidelines detail the specific supports that will be required for each group:
 - i. Programs Serving Rising Kindergartners must provide support that

focuses on school readiness including self-regulation, social and emotional learning, basic numeracy and math, and literacy and phonemic awareness. Programs must also work with families, including follow up of at least six months, to promote and develop home practices that support school readiness.

- ii. Programs Serving Rising 6th and 9th Graders must use a sequenced curriculum that includes at least two of the following topics: life skills, social and emotional learning, and/or academic/career support. Programs should also ensure that participants have opportunities to explore college, career, and other post-secondary relevant pathways and are able to engage in leadership development opportunities including service learning, civic engagement and/or leadership roles within the program. Programs must also work in partnership with families to create an Individual Learning Plan for each participant.

d. Family Partnership

- i. Programs must provide opportunities for capacity building for both families and staff to effectively partner together. Partnership opportunities should be open to all family members that support the student(s). Capacity building activities should focus on how to best support children's learning and development and integrating families within the school culture and community.
- ii. Family partnership and capacity building activities must align with SFUSD Family Partnership Model and support SFUSD Visions, Values, Goals, and Guardrails (VVGG).
- iii. Activities include, but are not limited to, creating a welcoming culture, orientations, volunteer/leadership opportunities, workshops, and events that are linked to student learning, etc.

5. Leadership: Programs must use the following leadership structure. Each Beacon Community School program must hire a Beacon Director, who will be responsible for:

- a. Managing all aspects of the Beacon Center, which includes managing only one Beacon site and being a thought partner with the Principal.
- b. Ensuring fidelity to the Beacon Community School model and overseeing the implementation of the Comprehensive Community School Framework and providing input on and access to the contract and budget.
- c. Sitting on the Site Leadership Team (refer to the SFUSD Comprehensive Community Schools Framework addendum for more details) for their school and serve as the ExCEL Program Manager to support the implementation of the ExCEL Quality Action Plan.

6. Volunteers: Programs who utilize volunteers must adhere to SFUSD Policies.

7. School Partnership and Planning: Programs will be required to jointly plan programmatic components in partnership with school leaders and the community.

8. Duration: Programs must operate year-round, during the following periods:

- a. School Year: Services must be offered at least 30 weeks per school year, four days per week and two hours per day. Afterschool services must be in alignment with SFUSD ExCEL/ELOP requirements.
- b. Summer: Services must be offered five weeks per summer, five days per week, and six to eight hours per day.

9. Events: Programs must host the following three events:

- a. Lights On Afterschool: Held in October to celebrate National Public Awareness Day and highlight the importance of afterschool programs.
- b. Year End Culminating Event: A showcase of students' projects and learning, as well as the fun that occurred throughout the year, and
- c. Summer Learning Day/Week: The day/week that highlights the importance of summer programs.

Additional Requirements for Beacon Community School Programs Serving K-5 Elementary Schools

1. Expanded Learning Service Levels
 - a. Afterschool: ExCEL/ELO-P - designated average daily attendance
 - b. Summer Program: 50% of school population
 - c. School Day: 50% of school enrollment
2. Family Partnerships: 20% of school enrollment
3. Behavioral Health and Wellness: Service level target should be planned in partnership with the school during workplan negotiations.
4. Career Awareness: Exposure to Careers, which can include Career Days or other activities.

Additional Requirements for Beacon Community School Programs Serving K-8 and Middle Schools

1. Expanded Learning Service Levels
 - a. Afterschool: ExCEL/ELO-P - designated average daily attendance
 - b. Summer Program: 50% of school population or a minimum of 150 youth for schools with populations larger than 300 youth
 - c. School Day: 40% school enrollment
2. Family Partnerships: 20% of school enrollment
3. Behavioral Health and Wellness: Service level target should be planned in partnership with the school during workplan negotiations.
4. Schools Transitions: Service level target must be planned in partnership with the school during workplan negotiations.
5. Career Awareness: In partnership with the school site and the Career and College Readiness Dept within SFUSD, provide an introduction to career pathways and post-secondary degrees and information about SFUSD's Career Technical Education Pathways and Academies.

NOTE: Agencies must be on the ExCEL/ELO-P Lead Agency List to be awarded in this strategy. Agencies that qualify for this strategy will be invited to apply to be on ExCEL/ELO-P Lead Agency List. An invitation does not guarantee funding.

SFUSD Principal Input into Grantee Selection

The Beacon Community School Strategy requires strong integration with SFUSD central office and school site principals. The input of each school's site Principal will be heavily considered. Therefore, school site leadership will be included in the review of proposals. Principals, along with key stakeholders within the school community, and the San Francisco Beacon Initiative will review the proposals to work with their school and will participate in an interview with qualified applicants. Principals will not have sole autonomy in choosing the grantee that will work at their school, but they will have input into the decision. Applicants to the Beacon Community School Strategy must **NOT** contact school administration or staff during the writing process or before submission of their proposal. Applicants who contact school sites, including principals and other administrative staff, may have their proposal disqualified from this process. For public information about each school, applicants are encouraged to access the following data links and use relevant information in their proposals.

- SFUSD Data Reports: sfusd.edu/school-data-reports
- School specific information: sfusd.edu/en/schools/all-schools.html

Performance Measures

The following table lists the outcomes prioritized for Beacon Programs in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Average Daily Attendance	Average daily attendance as a percentage of program's projected average daily attendance.	85%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
	Describe how your proposed program will contribute to positive school culture and climate.	900
	Describe your agency's experience working in partnership with school administrators to implement programs tailored to student needs at specific schools.	900

Question Section	Question Text	Character Limit
Program Design and Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Describe how the proposed program will help participants navigate transitions from 5th to 6th grade and 8th grade to 9th grade.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences.) Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth are Ready to Learn and Succeed in School Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: COMPREHENSIVE YEAR-ROUND & SUMMER LEARNING

The Comprehensive Year-Round and Summer Learning (Community-Based) Strategy is designed to ensure continuous support and programming for children and youth outside of school hours throughout the school year and summer in a non-school setting. Comprehensive Year-Round and Summer Learning provides skill building, physical activity, enrichment, and grade specific transition supports to participants during the school year and summer.

The Comprehensive Year-Round and Summer Learning Strategy will fund two types of programs:

1. Comprehensive Year-Round, which includes Summer
2. Summer Only

Target Population

The Comprehensive Year-Round and Summer Learning (Community-Based) Strategy has three target populations. **Applicants will choose to serve one, two, or all the following target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco elementary school youth in grades TK-5
2. San Francisco middle and high school youth in grades 6-12
3. San Francisco TK-12 youth with disabilities

Need for the Comprehensive Year-Round & Summer Learning Strategy

Studies have shown that consistent participation in organized, high-quality OST programs has both educational and social-emotional benefits, through the provision of meaningful and relevant learning opportunities that foster curiosity, build social skills, and creatively reinforce and expand on what students learn during the school day. Benefits like these are optimized for at-risk and/or low-income children, youth, and their families. By operating in neighborhoods or communities where they live and work, community-based OST programs make it easier for working families to coordinate work schedules and other logistics.

Research has shown that up to two-thirds of the difference between low- and middle-income youth in academic measures such as participation in advanced coursework, high school drop-out, and college completion can be attributed to summer learning loss occurring in elementary school, underlining the need for access to quality summer programming.

High-quality, structured OST programs of summer instruction help mitigate learning losses by providing opportunities for youth to practice academic skills learned during the school year, expand upon them, explore new places and skills, be physically active, and develop healthy relationships with peers and caring adults, thereby preparing them to be engaged and ready when school starts again. Based on the needs surrounding this service area, Comprehensive Community-Based and Summer programs seek to provide access to high-quality, culturally, and linguistically appropriate OST programs for children and youth during the school year, school breaks, and summer vacation in community-based settings.



What is Success for the Comprehensive Year-Round & Summer Learning Strategy?

Successful programs funded under this strategy will attract and retain youth participants from the target population. Programs will provide safe spaces for participants to engage in positive and high-quality youth development activities afterschool and during the summer that meet the aftercare needs of working parents and caregivers. Youth participants will attend programming regularly and develop enhanced social-emotional competencies.

Comprehensive Year-Round & Summer Learning Strategy Goals

1. To ensure youth have access to high-quality year-round Comprehensive Afterschool and Summer Learning programs in their communities that support their learning, build their skills, provide opportunities for enrichment, and academic growth.
2. To prevent summer learning loss.
3. To support the needs of working families.
4. To support participants' development of social and emotional skills.
5. To build community in programs by focusing on cultural awareness, ethnic/racial identity, and neighborhood pride for youth involved in the program.

Best Practices

- Collaborating with school district and other community partners
- Maintaining a low staff to student ratio
- Engaging parents/caregivers and families
- Utilizing curriculum and/or sequenced lesson plans
- Low or No Cost: Offer programs on free or sliding scale based on income
- Grade-Specific Transition Supports: Programs must provide transition support for youth entering kindergarten and 6th and 9th grades.
- Incentives: Provide incentives to engage and retain participants in the program
Incentives can take many forms including, but not limited to:
 - Economic (e.g., stipends, educational scholarships, personal savings accounts)
 - In-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.)
 - Celebratory (e.g., assemblies or award ceremonies)
- Partnerships: Connect participants with wrap-around services through partnerships

Comprehensive Year-Round & Summer Learning Strategy Requirements (Community-Based)

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

Program Requirement for Comprehensive Year-Round Programs

1. Community-Based: Programs can operate at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Comprehensive Year Round and Summer Learning programs cannot operate at a school with a DCYF funded Beacon Center (see the Beacon Community School Strategy for a list of targeted schools).

2. Curriculum-Based: Program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
3. Staff-to-Youth Ratio: Programs must maintain a staff-to-youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to the extent possible to decrease the staff-to-youth ratio below this requirement.
4. Duration: Comprehensive Year-Round programs must operate during the following periods:
 - a. School Year (Year-Round): August – June with services offered at least 30 weeks per school year, four days per week and two hours per day
 - b. Summer: April – August with services offered 8 weeks per summer, five days per week, and six to eight hours per day (unless located at SFUSD school site with more limited access)
 - c. High School Youth: If serving High school age youth programming must be offered a minimum of 3 days per week.
5. Events: Comprehensive Year-Round programs must host the following three events:
 - a. (Year-Round) Lights On Afterschool: Held in October to celebrate National Public Awareness Day and highlight the importance of afterschool programs.
 - b. (Year-Round) Year End Culminating Event: A showcase of student’s projects and learning, as well as the fun that occurred throughout the year.
 - c. Summer Learning Day/week: The day/week that highlights the importance of summer programs.
6. Program Components: Programs must offer all of the following activity categories listed below in regularly weekly services:
 - a. Skill Building Activities should intentionally focus on a specific skill, promote successively higher levels of mastery, and culminate in a final event or project that allows youth to present their work. Skill building activities can include, but are not limited to, arts; science, technology, engineering and mathematics (STEM); culturally based activities; life skills and leadership and should integrate a mix of learning styles. Activities should foster creative expression and development and include opportunities for youth to reflect on what they have learned. Enrichments should be varied over time to promote youth engagement.
 - b. Physical Activities should provide all youth the opportunity to participate in at least 30 minutes of physical activity per day, including, but not limited to, structured games, sports, dance and martial arts.
 - c. (Year-Round) School Year Academic Support Activities including, but not limited to, homework help and academic tutoring (individual or group).
 - d. Summer Literacy and Math Support activities that reinforce reading, writing, speaking and math concepts.

Program Requirement for Summer Learning Programs

1. Community-Based: Programs can operate at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Comprehensive Year Round and Summer Learning programs **cannot operate at a school with a DCYF funded Beacon Center** (see the Beacon Community School Strategy for a list of targeted schools).

2. Curriculum-Based: Program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
3. Staff-to-Youth Ratio: Programs must maintain a staff to youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to the extent possible to decrease the staff-to-youth ratio below this requirement.
4. Volunteers and Staff: Programs must demonstrate that staff and volunteers (including parent volunteers) are qualified and appropriately trained in at least youth development; the basic principles of group work, behavior management, and conflict resolution; how to set appropriate boundaries; and how to create an emotionally and physically safe environment. Program must provide an orientation for all staff and volunteers (as needed), and, as feasible, must allow flexibility for all staff and volunteers (as needed) to access professional development and/or peer learning opportunities prior to the program's start.
5. Duration: Summer Learning Programs must operate during the following periods:
 - a. Summer: April – August with services offered 8 weeks per summer, five days per week, and six to eight hours per day (**unless located at SFUSD school site with more limited access**).
 - b. High School Youth: If serving High school age youth programming must be offered a minimum of 3 days per week. Programming can be half day.
6. Events: Summer Learning Programs must host the following event:
 - a. Summer Learning Day: Programs must host an event or activity for this day that highlights the importance of summer programs.
7. Program Components: Programs must offer all the following activity categories listed below in regularly weekly services:
 - a. Skill Building Activities should intentionally focus on a specific skill, promote successively higher levels of mastery, and culminate in a final event or project that allows youth to present their work. Skill building activities can include, but are not limited to, arts; science, technology, engineering, and mathematics (STEM); culturally based activities; life skills and leadership and should integrate a mix of learning styles. Activities should foster creative expression and development and include opportunities for youth to reflect on what they have learned. **Enrichments should be varied over time to promote youth engagement.**
 - b. Physical Activities should provide all youth the opportunity to participate in at least 30 minutes of physical activity per day, including, but not limited to, structured games, sports, dance and martial arts.
 - c. Summer Literacy and Math Support activities that reinforce reading, writing, speaking and math concepts.
8. Grade-Specific Transition Supports: Programs must provide transition support for youth entering kindergarten and 6th and 9th grades. The following guidelines detail the specific supports that will be required for each group:
 - a. Programs Serving Rising Kindergartners must provide support that focuses on school readiness including self-regulation, social-emotional learning, basic numeracy and math, and literacy and phonemic awareness.
 - b. Programs Serving Rising 6th and 9th Graders must use a sequenced curriculum that includes at least two of the following topics: life skills, social and

emotional learning, and/or Academic/Career Support. Programs should also ensure that participants have access to leadership development opportunities including service learning, civic engagement, and/or leadership roles within the program.

Performance Measures

The following table lists the outcomes prioritized for OST Comprehensive and Summer Learning strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Average Daily Attendance	Average daily attendance as a percentage of program's projected average daily attendance.	85%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Please indicate which program model you plan to implement: (1) Comprehensive Year-Round including Summer; or (2) Summer Only.	900
	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, please explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Describe how the proposed program will help participants navigate transitions from 5th to 6th grade and 8th grade to 9th grade.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth are Ready to Learn and Succeed in School Result Area. What indicators tell you that your program is moving youth towards that impact?	900

ENRICHMENT & SKILL BUILDING SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Enrichment & Skill Building	\$8.9M–\$9.8M	Arts and Creative Expression
		Identity Formation and Inclusion
		STEM/Environmental Sustainability

The Enrichment and Skill Building (E&S) Service Area seeks to support programs that provide opportunities for children and youth to learn specialized skills, build positive personal identities, find social-emotional enrichment opportunities, and improve their leadership abilities through project- and curriculum-based programming. Additionally, these programs should nurture habits, routines and values that prevent risky and violent behaviors amongst participants. All programs funded under the E&S Service Area are expected to be rooted in youth development principles and provide culturally responsive services. The E&S Service Area consists of four strategies: (1) Arts and Creative Expression; (2) Identity Formation and Inclusiveness; (3) Science, Technology, Engineering and Math (STEM) and (4) Sports and Physical Activity. The E&S Strategies highlighted in this section are: **(1) Arts and Creative Expression, (2) Identity Formation and Inclusiveness, and (3) Science, Technology, Engineering and Math (STEM).**

Enrichment & Skill Building Service Area Need

Success in school and in life depends on more than academic ability alone. The E&S Service Area is designed to address the learning and developmental needs of children and youth. The National Education Association highlights the value of project-based learning as a teaching model; older youth can acquire a great deal of knowledge and skills through hands-on experiences and engagement. Additionally, given the autonomy older youth have over their time outside of school, project-based and/or youth-led programming that explores a diverse set of topics and experiences can be a strong method for engaging and retaining this age group by providing safe and productive activities that support their learning and development. As with sports and arts enrichment programs, research confirms that children and youth from lower-income families have far fewer opportunities to participate in enrichment activities than their more-resource peers. Scholars call this the “enrichment gap.” This disparity exacerbates the already-growing income achievement gap that has kept poor children behind in school and later in life.

Research conducted by the Collaborative for Academic, Social, and Emotional Learning has demonstrated that social and emotional competencies have a significant impact on students’ academic performance and persistence in school as well as their broader life success, as measured by a variety of health, wealth, and well-being indicators in adulthood. However, a 2021-22 Social Emotional Learning (SEL) assessment conducted by SFUSD shows that African American and Hispanic/Latinx middle and high schoolers scored below average in all four SEL areas described above. The same is true for Hispanic/Latinx children in elementary school, and African American elementary students scored below average in two of the four SEL domains. Elementary and middle school Pacific Islander students scored above average in at least two SEL domains, but in high school scored below average in all four domains. Factors found to contribute to lower SEL scores include stereotypes and bias, low expectations for student’s abilities, unresolved childhood trauma and basic needs not being met. Many skills or competencies fit under the umbrella of social and emotional learning. Growth mindset, self-efficacy and social awareness are just a few where DCYF’s E&S Service Area is designed to support programming to address and promote these SEL skills.

STRATEGY: ARTS & CREATIVE EXPRESSION

The Arts and Creative Expression Strategy is designed to provide youth with opportunities to explore one or more forms of artistic and creative expression and have structured and intentional ways to express themselves and showcase their work. Arts and Creative Expression programs will provide project-based activities that allow participants to learn skills and express their creativity while engaging in an artistic discipline. Arts and Creative Expressions programs target elementary, middle and high school youth and can include, but are not limited to, disciplines such as visual arts, creative writing, music, dance, theater, film, and/or digital media.

Target Population

The Arts and Creative Expression Strategy has four target populations. **Applicants will choose to serve any combination of the target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco elementary school youth/youth with disabilities in grades K-5
2. San Francisco middle school youth/youth with disabilities in grades 6-8
3. San Francisco high school youth/youth with disabilities in grades 9-12
4. San Francisco Middle and High School at-risk and justice-involved youth ages 12-17

Applicants should choose the target population(s) that their program is most effective at serving. Applications will be scored based on the effectiveness of the proposed services in addressing the needs of the target population(s) rather than the quantity of target population groups selected.

Need for the Arts & Creative Expression Strategy

According to a survey of middle- and high-school youth, approximately one third of each group currently engages in art, music, theater, or dance programming. However, this type of programming is not equally accessible to all youth. Funding for arts in schools has been repeatedly cut, leaving low-income youth with reduced access to arts-based programming.

Research has demonstrated that the arts can positively impact development from birth through adolescence and into adulthood. Engaging in activities that promote creativity and self-expression from a young age is associated with increased social-emotional skills such as empathy, sharing and self-management. Through the arts, youth learn multiple ways to express their experiences and feelings, which can help mitigate stress and feelings of isolation while building healthy coping skills and opportunities to connect with others. Fostering creativity can boost youths' self-confidence and sense of self-efficacy, which can in turn improve outcomes in other areas of their lives. Some of the documented benefits of arts programming include improvements in:

- Motor skills
- Language development
- Decision-making skills
- Visual Learning
- Inventiveness/innovation

Moreover, arts and creative expression can be a particularly valuable tool when used therapeutically with youth who have been exposed to trauma. As explained in an issue brief prepared for the National Endowment for the Arts, "For youths dealing with trauma,



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ma or victimization (including exposure to violence), the arts can help them to cope with painful experiences by fostering resiliency (Heise 2014). Creating art can strengthen a youth's problem-solving skills, autonomy, sense of purpose and social competence. Moreover, art can help encourage positive emotions and strength, allowing youths to view themselves as survivors and not as victims (van Westrhenen and Fritz 2014)."

What is Success for the Arts & Creative Expression Strategy?

Successful programs funded under this strategy will expose youth to artistic activities, provide opportunities for youth to express themselves and present their work to others, and provide safe spaces for participants to engage in positive and high-quality youth development activities that provide outlets for creative expression in one or more arts disciplines. Successful programs will also have demonstrated ability to attract and retain youth participants and have demonstrated a solid re-engagement plan for youth who are unable to attend regularly. Youth participants will attend programming regularly, report enjoyment in program activities, and develop enhanced social emotional competencies.

Arts & Creative Expression Strategy Goals

1. To increase developmentally appropriate opportunities for youth to express themselves.
2. To increase exposure to one or more forms of artistic expression (e.g., visual arts, creative writing, music, theater, film, digital media, etc.).
3. To allow youth to explore artistic activities as outlets for social and emotional learning and growth.
4. To increase connections to peer support and caring adults.

Best Practices

- Present arts and creative expression as vehicles for self-confidence, self-efficacy, stress relief, connection to others, etc.
- Provide opportunities for youth to select and design projects they care about.
- Provide opportunities for youth to share their work with the broader public (beyond program participants).
- **Incentives:** Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.), and celebratory (e.g., assemblies or award ceremonies).
- **Orientation and Team Building:** Programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.

Arts & Creative Expression Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. **School- or Community-Based:** programs can operate at a school campus or at a

facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. Arts and Creative Expression programs operating at schools with a DCYF-funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.

2. **Cohort Structure:** Programs must engage a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
3. **Curriculum-Based:** Activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session. Curricula must incorporate social and emotional learning principles into programming, including forming positive relationships, growth mindset, self-efficacy, self-management, and social awareness.
4. **Structured Activities:** Programs must include structured activities that provide exposure and engagement with at least one discipline related to the arts and/or creative expression. These activities can be focused on many disciplines including, but not limited to, visual arts, creative writing, music, dance, theater, film, digital media, etc.
5. **Project-Based Learning:** Programs must provide activities that are project-based that allow participants to engage with an artistic or creative discipline for an extended period of time to investigate and respond to engaging and/or complex questions, problems or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability, and other relevant skills. Projects should result in a specific product, culminating event or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

Performance Measures

The following table lists the outcomes prioritized for the Arts and Creative Expression strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how your program will provide exposure to at least one artistic discipline.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including but not limited to physical, developmental, behavioral/emotional, sensory, and learning differences). Some examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth Are Ready to Learn and Succeed in School Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: IDENTITY FORMATION & INCLUSION

The Identity Formation & Inclusion Strategy is designed to provide opportunities for youth to increase their self-esteem and sense of purposeful belonging by focusing on the resiliency, strengths and assets of their personal identity. Identity Formation & Inclusion programs will provide project-based activities that help participants understand the social and historical contexts that influence the many parts of their personal identities. Through these experiences participants will analyze systems of power and oppression, develop relationships with positive peers and role models, and build self-identity and self-esteem. Identity Formation programs target middle- and high-school youth and can focus on any element that makes up identity including, but not limited to, race, ethnic or cultural background, gender identity and/or sexual orientation.

Target Population

The Identity Formation and Inclusion Strategy as three target populations. **Applicants will choose to serve one, two or all three of the following target populations based on school years** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco middle school youth in grades 6-8
2. San Francisco high school youth in grades 9-12
3. San Francisco Middle and High School at-risk and justice-involved youth ages 12-17



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Need for the Identity Formation & Inclusion Strategy

While beginning in childhood, identity formation gains prominence during adolescence. Youth are faced with changing bodies, puberty, career choices, increased decision-making, etc. In addition to these stressors, “minority stress” is experienced when youth feel stigma from being different or excluded from the dominant community and culture. Research indicates that minority stress and varying coping responses are caused by a number of factors including poor social support, low socioeconomic status, unavailable resources, as well as interpersonal prejudice and discrimination. This is particularly true for youth of color and LGBTQQ youth whose normal adolescent behavior is criminalized or stigmatized. Some minority communities develop an “oppositional peer culture” that effectively devalues educational effort and success as defined by the dominant culture which contributes to the achievement gap, negative worldview, and self-harming behaviors that develop as a result of internalized negative self-perceptions.

DCYF’s 2022 CNA finds and narrates numerous identity-rooted inequalities that impact children and youth in school and community while progressing toward adulthood:

- Persistent low graduation rates of African American, Latinx, and Pacific Islander students
- Disproportionately high rates of suspension and disciplinary action of African American boys
- Vast loss of instructional time due to chronic absenteeism or truancy is highest for African American and Pacific Islander students
- High levels of school disconnection due to implicit bias, stereotypes, and perceived ability of African American, Latinx, and Pacific Islander students
- Overrepresentation of African American, Latinx, and Pacific Islander youth in the juvenile justice system

- High rate of depression, bullying and suicide ideation amongst LGBTQQ students
- Elevated needs for mental and emotional wellness supports among BIPOC students
- Strong concern about safety, harassment, and anxiety by Middle School girls
- Elevated concerns of facing harassment and violence among Asian American and Black families
- Challenges with feeling a sense of belonging in community among newly arrived immigrant youth

Targeted programming can provide much-needed support to overcome and manage these challenges and general stressors, as well as provide cultural connections, meaningful relationships, and build self-esteem. Research has found that youth are better off when they join forces with others who are like them, than if they try to cope on their own. Bringing together youth who share similar identities, histories, experiences, or cultures can help alleviate the negative implications of both “minority stress” and of “oppositional peer culture.” Youth also have the opportunity to develop and strengthen connections with a community of caring adults that can role model effective social skills for coping with negative experiences unique to their community.

Culturally competent and gender-responsive programming and curriculum have been shown to reduce the impact of negative stereotypes that are attached to youth’s social identity or perceived identity by exploring the external forces that contribute to their experiences while sharing examples and approaches to overcoming them.

What is Success for the Identity Formation & Inclusion Strategy?

Successful programs funded under this strategy will attract and retain youth participants or develop partnerships with youth-serving agencies to reach the target population. Programs will provide safe spaces for participants to engage in positive and high-quality youth development activities that promote personal identity development. Programs will leverage cultural assets or gender specific approaches to youth engagement and development. Youth participants will attend programming regularly, report enjoyment in program activities, and develop enhanced social-emotional competencies. Youth participants will be diverted from either entering, or further engaging in the justice system.

Identity Formation & Inclusion Strategy Goals

1. To increase self-esteem and sense of purposeful belonging.
2. To strengthen the dispositional factors that influence positive behaviors and increase self-perception and hopefulness for the future.
3. To increase cultural and historical awareness and understanding of self and others.
4. To increase opportunities for self-expression.
5. To increase connections to peer support and caring adults.
6. To increase social awareness, resiliency, and coping skills.

Best Practices

- **Incentives:** Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and

celebratory (e.g., assemblies or award ceremonies).

- **Orientation and Team Building:** Programs must provide orientation at the beginning of a program phase, which includes, but is not limited to activities that promote parent involvement; assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.

Identity Formation & Inclusion Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. **Structured Activities:** Programs must include structured activities that address race, ethnic or cultural background, gender identity, sexual orientation and/or other elements of identity.
2. **Cohort Structure:** Programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
3. **Curriculum-Based:** Activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet those goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session. Curricula must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
4. **Project-Based Learning:** Programs must provide activities that are project-based that allow participants to engage with activities that address race, ethnic or cultural background, gender identity, sexual orientation and/or other elements of identity for an extended period of time to investigate and respond to engaging and/or complex questions, problems or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability, and other relevant skills. Programs must have an established process to facilitate the closure of projects in a way that affirms and celebrates participants' identity and growth and offers them opportunity to reflect on the experience.
5. **Culminating Project:** Programs must provide opportunities for participants to be engaged with project-based activities that are sustained, cooperative endeavors that result in a specific end product, culminating event, or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

Performance Measures

The following table lists the outcomes prioritized for the Identity Formation and Inclusion Strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Sense of Personal Identity	Percent of surveyed participants or caregivers who report that participants have a stronger sense of belonging to a community and/or increased comfort with their own personal identity because of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how the proposed program will provide structured culturally based or gender responsive programming that gives participants the opportunity to increase their self-esteem and sense of purposefully belonging by focusing on specific areas of their personal identity.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth Are Ready to Learn and Succeed in School Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: STEM & ENVIRONMENTAL SUSTAINABILITY

The Science, Technology, Engineering and Math (STEM) and Environmental Sustainability Strategy is designed to provide learning opportunities related to science, technology, engineering, and math that will help participants develop 21st-Century skills and competencies. STEM programs will be project-based, hands-on and collaborative and will allow youth to work together to investigate a problem, develop possible solutions or explanations, make observations, test out ideas, think creatively and evaluate their findings and process. STEM programs target elementary, middle, and high school, and can focus on many topics including, but not limited to, biological or environmental science, engineering, computer science, coding, economics, environmental sustainability, and disparate impacts of environmental hazards.

Target Population

The Science, Technology, Engineering and Math (STEM) and Environmental Sustainability Strategy has 3 target populations. **Applicants will choose to serve one, two, or all three of the target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco elementary school youth/youth with disabilities in grades K-5
2. San Francisco middle school youth/youth with disabilities in grades 6-8
3. San Francisco high school youth/youth with disabilities in grades 9-12
4. San Francisco Middle and High School at-risk and justice-involved youth ages 12-17

Applicants should choose the target population(s) that their program is most effective at serving. Applications will be scored based on the effectiveness of the proposed services in addressing the needs of the target population(s) rather than the quantity of target population groups selected.

Need for the STEM & Environmental Sustainability Strategy

According to the U.S. Bureau of Labor Statistics, the future of the economy is in the STEM fields. Projections suggest that STEM professions will grow faster than other occupations in the coming years and STEM programs are needed to prepare youth for a wide range of career opportunities and ecological changes. In a survey of middle- and high-school SFUSD students asking what types of summer and afterschool programming they were interested in, over 30% expressed a desire for “science and tech activities.” San Francisco is considered one of the top places to live and work for STEM professionals, because of the higher percentage of the workforce in STEM, projected growth in STEM jobs, earning potential in STEM jobs, and proximity to Silicon Valley, among other factors. However not all residents are enjoying these benefits.

Women and people of color continue to be under-represented in STEM careers. According to the Census Bureau’s 2019 American Community Survey (ACS), women comprise half of the U.S. workforce but just 34 percent of STEM workers. In 2019, 12 percent of the U.S. workforce was black, while only 9 percent of STEM workers were black. In recent years, women and people of color are much less likely than white men to earn STEM college degrees. Programs that aim to get youth, especially girls and people of color, excited and engaged in STEM topics and building STEM skills in their early years are needed to prepare young people to successfully take advantage of these opportunities.



6-13



14-17

Students who do not go on to pursue careers in STEM fields can also benefit from practices learned in STEM programs. Hands-on, inquiry-based STEM programs can prepare youth with critical thinking and problem-solving skills that will be crucial to them as they progress in their education, careers, and in life. Students learn to investigate questions about the world that they come across in daily life, to use creativity and intuition in asking questions and developing solutions, and to evaluate the available evidence to form conclusions. STEM programs can also contribute to building critical social-emotional skills, like growth mindset and self-efficacy. Working on a challenging problem, persisting, adapting, and analyzing outcomes are foundational to STEM activities and invaluable skills for young people to develop.

STEM knowledge and skills are also critical to addressing environmental challenges to be inherited by our current generation of youth. Research estimates that children born in 2020 will experience a two-to-sevenfold increase in extreme weather events, compared with people born in 1960. Studies also indicate that environmental hazards such as cancer-causing air pollutants impact BIPOC communities at disproportionately high rates in San Francisco and the broader Bay Area. Youth developing knowledge and skills in STEM will be critical toward supporting vulnerable communities in addressing both this disparity and the fact of worsening climate change conditions.

What is Success for the STEM & Environmental Sustainability Strategy?

Successful programs funded under this strategy will attract and retain youth or develop partnerships with youth-serving agencies to reach the target populations. Programs will provide safe spaces for youth participants to engage in positive and high-quality youth development activities that provide exposure to STEM disciplines and promote interest in STEM-related career fields and environmental sustainability. Youth participants will attend programming regularly, report enjoyment in program activities, and develop enhanced social-emotional competencies.

STEM & Environmental Sustainability Strategy Goals

1. To provide participants with access to hands-on, inquiry-based STEM extracurricular programs and activities.
2. To enrich participants' educational experience and support social and emotional skills development.
3. To expose participants to a range of STEM and Environmental related career options in a variety of employment industries.
4. To foster environmental and sustainability awareness and behaviors among participants.

Best Practices

- **Incentives:** Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g. assemblies or award ceremonies).
- **Orientation and Team Building:** Programs must provide orientation at the beginning of a program phase, which includes, but is not limited to activities that promote parent involvement; assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.

STEM & Environmental Sustainability Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. **Cohort Structure:** Programs must establish a cohort of youth to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
2. **Developmentally Appropriate Cohorts:** Programs choosing to serve multiple target populations must ensure that cohorts are intentionally constructed to include participants who are at or near the same developmental level in regard to their needs, skills and competencies.
3. **Curriculum-Based:** Activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. **Structured Activities:** Programs must include structured activities that provide learning opportunities related to science, technology, engineering, and math, ideally integrated together. Programs should provide activities that are hands-on, inquiry-based and collaborative. These activities can be focused on many topics including, but not limited to, biological or environmental science, computer science, and coding.
5. **Project-based Learning:** Programs must provide activities that are project-based that allow participants to engage with STEM and Environmental Sustainability topics for an extended period of time to investigate and respond to engaging and/or complex questions, problems or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability, and other relevant skills.
6. **Culminating Project:** Programs must provide opportunities for participants to be engaged with project-based activities that are sustained, cooperative endeavors that result in a specific end product, culminating event, or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

Performance Measures

The following table lists the outcomes prioritized for the STEM and Environmental Sustainability strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants who report that an adult in the program understood and really cared about them.	75%+

Name	Measure	Target
Engaged in School/Community	Percent of surveyed participants who report becoming a more engaged participant in their school or community because of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how the program will provide learning opportunities related to science, technology, engineering, math and/or environmental sustainability skills and competencies.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including but not limited to physical, developmental, behavioral/emotional, sensory and learning differences). Some examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth Are Ready to Learn and Succeed in School Result Area. What indicators tell you that your program is moving youth towards that impact?	900



Result Area 2: Youth Are Ready for College, Work & Productive Adulthood

This Result Area is associated with programs, resources, supports and activities that help youth and TAY/A gain exposure, skills, and abilities that prepare them for successful transitions into adulthood. The grants and initiatives in this Result Area target equitable access and outcomes and provide multiple avenues for engagement and support.

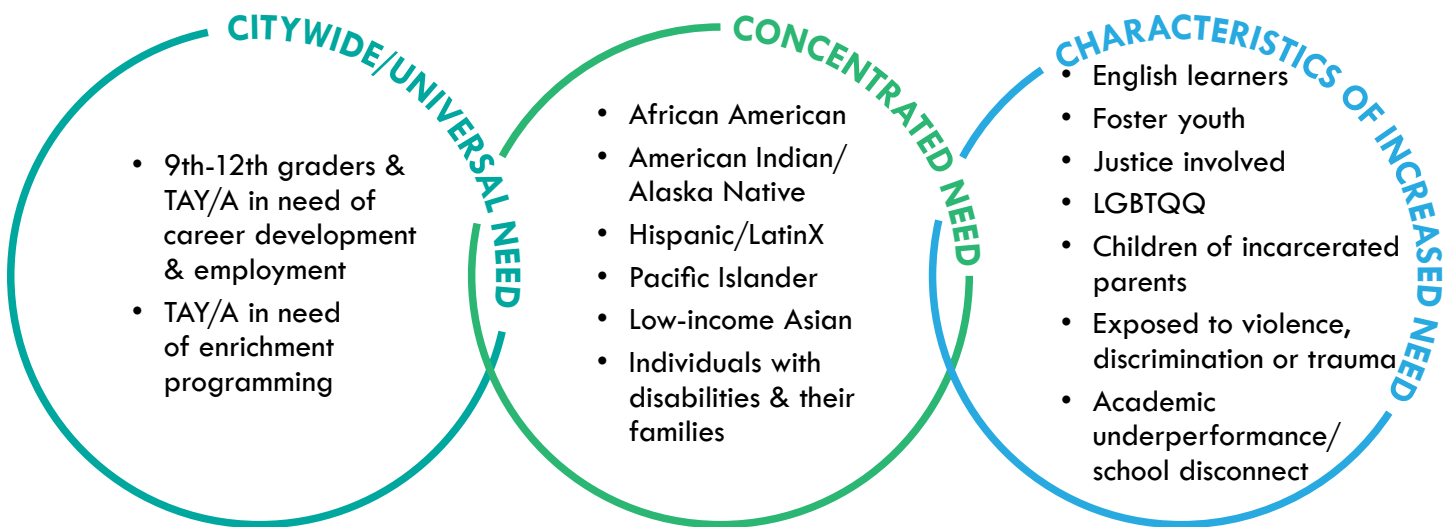
The target population, Service Areas and Funding Strategies contained within the **Youth are Ready for College and Productive Adulthood Result Area** have been intentionally designed to address elements of this Result Area. DCYF has identified **Educational Supports, Enrichment & Skill Building, Justice 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.

Target Population: Ages 14-24



DCYF is committed to serving all ethnicities and populations in San Francisco with focused expertise to address the unique cultural needs of all San Francisco’s children and youth.

This Result Area is focused on high-school-aged youth and TAY/A ages 14-24, with a focus on those youth and TAY/A furthest from opportunity. 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.



Service Areas & Strategies in This Result Area

The Service Areas and Strategies that are associated with this Result Area will have a direct impact on our ability to move the needle and ensure that youth and young adults are ready for college, work and a productive adulthood.

Result Area	Service Area	Allocation	Strategy/Initiative
Ready for College, Work & Productive Adulthood	Youth Workforce Development	\$23.4M–\$25.8M	YWD (General)
			YWD (TAY/A)
			Mayor’s Education & Employment Program (MYEEP)*
			Opportunities For All - Youthworks*
	Educational Supports	\$6.0M–\$6.6M	Alternative Education
			Academic Supports
	Justice Services	\$12.7M–\$14.0M	Custody-Based Services
			Justice Services Care Coordinators
			Credible Messenger/Life Coach
			SF Community Assessment & Referral Center (CARC)*
	Enrichment & Skill Building	\$8.9M–\$9.8M	Young Adult Court Case Management (YACCM)*
			Arts & Creative Expression
			Identity Formation & Inclusion
	Youth Empowerment	\$3.9M–\$4.4M	STEM/Environmental Sustainability
Youth-led Philanthropy			
			Youth Leadership & Organizing

*DCYF Initiative

EDUCATIONAL SUPPORTS SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Educational Supports	\$6.0M–\$6.6M	Alternative Education Academic Supports (TAY)

The Educational Supports Service Area (Ed Supports) seeks to support a range of educational opportunities that help children and youth who are struggling academically get back on track with their education and achieve individualized educational goals. Services in this service area will support academic achievement in the core subjects, post-secondary enrollment and success, as well as provide academic and life skills assistance during key educational transition periods. Programs funded under this service area are expected to be well-versed in local and State core subject standards, youth development principles and culturally appropriate practices for the target populations listed for this service area.

Within this Result Area, the Education Supports Service Area consists of two strategies: **Academic Supports** and **Alternative Education**. The Ed Supports Service Area's primary focus is on students who are struggling academically in high school or in their efforts to attain a high school equivalency credential.

Educational Supports Service Area Need

Research shows that disparities in academic outcomes begin prior to kindergarten and persist throughout middle school, high school, and post-secondary education. In the 2022-23 school year, only 44% of African American and 39% of Hispanic/Latinx kindergarteners were kindergarten-ready, as compared to 60% of all students. Similarly, in the 2021-22 school year, 18% of African American, 28% of Hispanic/Latinx, and 24% of Pacific Islander public school students in San Francisco met or exceeded state standards for third-grade reading, as compared to 52% of all 3rd grade students. Similar disparities by student race/ethnicity and Special Education, English Learner and low-income status are observed in other measures of academic success, including the percent of SFUSD eighth graders finishing middle school ready for high school, the percent of students graduating from high school within four years, and the percent of SFUSD graduates that enroll in college and complete a post-secondary degree within six years. The Educational Supports Service Area is designed to address these disparities and ensure that struggling students have access to the appropriate services throughout their academic careers.

The key transition periods between middle school and high school and high school and post-secondary education complicate the struggle to accelerate learning progress and to stay on track academically. The success of these transitions depends on multiple factors, ranging from the depth of family engagement in educational endeavors, to social and emotional capacity, to academic performance in the early years. Successful transitions also depend on the availability of educational support during the summer. National data shows that summer learning loss, the phenomenon where young people lose academic skills over the summer, is one of the most significant causes of the achievement gap between lower and higher income youth, and one of the strongest contributors to the high school dropout rate.

STRATEGY: ACADEMIC SUPPORTS

The Academic Supports Strategy is designed to decrease the disparities in academic achievement. Academic Supports programs will provide academic support to African American, Latinx, Pacific Islander, and Indigenous youth that are struggling academically as well as disconnected TAY/A who are looking to reengage with the educational system and/or working to attain a High School Equivalency credential. Academic Supports programs will work closely with these target populations to ensure that youth get back on track academically, and these programs will support youth as they make key transitions within their academic careers.

Target Population

The Academic Supports Strategy for this Results Area has three target populations. **Applicants will choose to serve one, two, or all three of the following target populations based on school years.** Applicants must serve all participants who meet the eligibility criteria regardless of race or ethnicity, but will be required to answer specific questions in their proposals, including how applicant plans to meet the unique cultural needs of the students from a variety of backgrounds, including those who identify as African American, Hispanic/Latinx, and/or Pacific Islander.

1. San Francisco high school youth in grades 9-12 who are African American, Latinx and/or Pacific Islander and in need of additional academic support
2. San Francisco disconnected TAY/A ages 18-24 who are seeking High School Equivalency Credentials or post-secondary support
3. San Francisco high school at-risk or system-involved youth ages 12-17



14-17



18-24

Need for the Academic Supports Strategy

Children and youth who face challenges in performing at grade-level in core academic subjects are more likely to fall behind, drop out of high school, enter the justice system, or take longer to complete high school or post-secondary education, which can have long-term negative impacts on their socio-economic outcomes. Academic Supports services are important because they provide school-year and summer academic supports in core subjects that youth need to accelerate their learning progress, catch up with their peers and succeed in school.

Children and youth navigate several key transitions in their academic careers, from kindergarten to elementary school, middle school to high school, then high school to post-secondary education, (including trade schools, apprenticeships, and many other career training opportunities). The success of these transitions depends on multiple factors including the extent to which children/youth can regulate their emotions and behaviors, demonstrate self-efficacy, and understand the value of a successful academic career as well as the amount that their families or home environments support their academic endeavors.

Children and youth from the target populations identified for this strategy face additional barriers to successful transitions. Rising 6th and 9th graders who struggled academically or were chronically absent in their earlier years are at greater risk of dropping out of high school. Graduating 12th graders who experienced similar challenges find it harder to navigate post-secondary academic expectations and develop positive relationships with their peers. First- and second-year post-secondary students who struggled academically in their high school years face an increased risk for not completing career training options including their two-year or four-year degree within

six years, trade schools and/or apprenticeships. Marginalized youth, including racial groups and newcomer youth face barriers in navigating educational systems and/or adjusting to a new culture. For all these students, there is strong potential for developing a debilitating relationship to education in general, which in conjunction with the factors mentioned above, compounds their risk for long-term negative socio-economic outcomes, including justice-system involvement.

Through Academic Supports, youth are given opportunities to make gains towards meeting or exceeding academic standards and set goals that help with completion of primary and secondary education, explore post-secondary education options, and enter the workforce. Academic Supports are important because academic success contributes to overall success over the life course.

What is Success for the Academic Supports Strategy?

The program is successful when children and youth make gains towards meeting and/or exceeding academic standards in core subjects; meeting goals on their individual learning plans; complete middle school, high school or equivalent; and are connected to other support services and retention programs if seeking post-secondary/career education options, as needed.

Academic Supports Strategy Goals

1. To help participants make gains towards meeting and/or exceeding academic standards and completion of high school or equivalent based on their Individual Service Plans.
2. To help participants prepare and plan for the next phases of their academic careers and provide them with school-readiness skills, life skills and supports in social and emotional learning and academics.
3. To increase participants' understanding and motivation for the connection between school and future opportunities.

Best Practices

- Understanding state educational standards, organization, and program
- Partnering with schools to gain progress report information
- Integration of educational standards in their assessment and programming
- Tutoring specifically designed for areas that youth are challenged
- Identifying collaborations (if any)
- Mentoring
- Experience with asset-based approach in:
 - Study skills
 - Internet safety
- Incentives: Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g., assemblies or award ceremonies);
- Cultural Responsiveness: Programs must have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.

Academic Supports Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. School- or Community-Based: Programs can operate at a school campus or a facility that is not a public-school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. Academic Supports programs operating at schools with a DCYF-funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. Curriculum-Based: Activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
3. Coordination and Partnership: Programs must coordinate with school staff, families, students and/or other community-based organizations and have experience working in partnership.
4. Academic Gains: Programs must support participants in making academic gains in core subjects.
5. Assessments and Individual Learning Plans: Programs must conduct assessments of participants and use the information collected through assessments to create individual service plans that include benchmarks and goals developed with youth, based on test scores and/or grades.
6. Tutoring: Programs must provide tutoring for participants in core subjects including math, science, literacy and writing.
7. Transition and Post-Secondary Support and Planning: Programs must provide support to help participants navigate the transition from 8th to 9th grade and from 12th grade to post-secondary. This support should include a combination of the following activities:
 - a. Training on topics including, but not limited to, life skills, social and emotional learning, study skills, note taking and test preparation;
 - b. Informational Workshops on relevant topics including, but not limited to, general A-G requirements, post-secondary options, college admissions and employment options;
 - c. Transition Planning Activities using age-appropriate approaches to help participants think about their future educational and career interests and create goals and realistic plans for achieving them; and
 - d. Support to help participants achieve the plans they have created for themselves.
8. Family Partnership: Programs must create opportunities for families and caregivers to be connected to the program, as appropriate, based on the type of services offered. Family partnership activities include, but are not limited to, parent orientations, volunteer opportunities, family events, parent workshops, connections to resources, etc.

Additional Requirements for Programs Serving Disconnected Transitional Age Youth

1. **Participant Eligibility:** Participants must meet the City Charter definition of disconnected Transitional Age Youth: youth ages 18 to 24 who “are homeless or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents/ caregivers; are undocumented; are new immigrants and/or English Learners; are Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ); and/or are transitioning from the foster care, juvenile justice, criminal justice or Special Education system.”
2. **Recruitment:** Programs must utilize effective methods to recruit and engage disconnected TAY/A. These methods must consider the disconnected nature of the target population and the high likelihood that these youth will not be engaged through conventional recruitment methods.
3. **Community Structure:** Programs serving disconnected TAY/A must intentionally build a community of students to foster peer bonding, develop a culture of learning and provide maximum support for students.
4. **Educational Programming:** Programs serving disconnected TAY/A must provide academic support that includes:
 - a. **Focus on Basic Skills:** Academic enrichment activities and non-conventional learning strategies to help students whose literacy levels are below-grade level and
 - b. **Individualized Programming:** Flexible, creative, and customized instruction that allows for *self-paced learning* that responds to the needs of individual learning styles
5. **Transition Support:** Programs serving disconnected TAY/A must provide support to help participants navigate the transition from the program to post-secondary opportunities. This support should include a combination of the following activities:
 - a. **Training** on topics, including, but not limited to, college life, school/life balance and study skills;
 - b. **Informational Workshops** on relevant topics including, but not limited to application and admissions processes, post-secondary options, financial aid and employment options;
 - c. **Transition Planning Activities** helping participants think about their future educational and career interests and create goals and realistic plans for achieving them and;
 - d. **Support** to help participants achieve the plans they have created for themselves including connecting to their next steps.

Performance Measures

The following table lists the outcomes prioritized for the Academic Supports strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Individual Learning Plan	Percent of participants with completed individual learning plans.	90%+
Grade Level C or Better	Percent of participants maintaining grades of C or better in core subjects. (High School Only)	75%+
Passing Courses	Percent of participants passing their courses. (Disconnected TAY/A Only)	75%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report developed education or career goals and understand the steps needed to achieve their goals because of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: ALTERNATIVE EDUCATION

The Alternative Education Strategy is designed to provide opportunities for youth and young adults to obtain their high school diplomas or high school equivalency (HSE) credentials. Alternative Education programs target (1) youth who are off-track, have attended multiple schools, are suspended, or expelled for disruptive and/or delinquent behavior, or have generally been unsuccessful at learning in a mainstream or traditional educational environment, and (2) disconnected TAY/A who are looking to reengage with the educational system and working to attain a high school equivalency credential.

Target Population

The Alternative Education Strategy for this Result Area has two target populations. Applicants will choose to serve one or two of the following target populations and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco high school youth ages 14-21
2. San Francisco disconnected TAY/A ages 18-24 who are seeking high school equivalency credentials.



14-17



18-24

Need for the Alternative Education Strategy

Alternative Education programs are important because they help youth and young adults obtain a high school diploma or equivalency credential. Generally, young adults, especially those who have been unsuccessful in mainstream educational settings or are otherwise disconnected from their educational goals need access to non-traditional learning environments. These youth often need programming in small groups or individualized instruction, tailored services based on assessments of academic and social abilities, counseling and other supportive services, and access to additional resources for themselves and their families. Alternative Education programs can provide the types of educational environments for youth that help them reengage with their education and become self-reliant as they transition into adulthood.

What is Success for the Alternative Education Strategy?

Programs are successful if/when youth and young adults are able to obtain their high school diploma or equivalent credential and experience innovative, intellectually stimulating, well-structured, strengths-based, culturally responsive, academically appropriate and challenging curriculum.

Alternative Education Strategy Goals

1. To provide participants with a supported educational environment that helps prevent students from dropping out of school or reengage participants with an educational system.
2. To reengage participants in their education in order to assist them in getting academically on-track to graduate and work to attain a high school equivalency credential.

Best Practices

- **Incentives:** Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g., stipends, educational scholarships, personal savings accounts),

in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g., assemblies or award ceremonies).

- **Cultural Responsiveness:** Programs must have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.

Alternative Education Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. **School- or Community-Based:** Programs can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth.
2. **Structured Curriculum:** Programs must provide a clearly outlined schedule of structured full-day classes that will lead to the attainment of a high school diploma or GED.
3. **Barrier Removal:** Direct support that includes, but is not limited to, financial and other material resources that are responsive and help participants and their whole families gain or maintain access to basic needs including childcare, food, water, clothing, technology, internet access, transportation, educational vouchers, legal services and more.
4. **Accreditation:** Programs must have the appropriate accreditation to award high school diplomas or be a certified GED testing site or have a relationship with a certified GED testing location.
5. **Assessments and Individual Learning Plans:** Programs must conduct assessments of participants and use the information collected through assessments to create individual service plans that include benchmarks and goals developed with youth, based on test scores and/or grades. Additionally, for TAY/A, programs need to prepare for the wide range of developmental stages and be able to support participants where they are at based on the assessment.
6. **Project-Based and Experiential Learning:** Programs must integrate project-based or experiential learning, community service and as needed restorative justice opportunities.
7. **Supplemental Academic Instruction:** Programs must provide supplemental academic instruction with opportunities for students to further develop life and coping skills, including effective communication, problem solving, conflict resolution, time management and stress management.
8. **Transition Support and Planning:** Programs must provide support to help participants navigate the transition from the program to post-secondary opportunities. This support should include a combination of the following activities:
 - a. **Training** on topics including, but not limited to life skills, social and emotional learning, study skills, note taking and test preparation;
 - b. **Informational Workshops** on relevant topics including, but not limited to application and admissions processes, post-secondary options, financial aid and employment options;
 - c. **Transition Planning Activities** helping participants think about their future educational and career interests and create goals and realistic plans for achieving them and;
 - d. **Support** to help participants achieve the plans they have created for themselves including individualized support to help connect to their next steps.

9. **Family Partnership:** Programs must create opportunities for families and caregivers to be connected to the program, as appropriate, based on the type of services offered. Family partnership activities include, but are not limited to, parent orientations, volunteer opportunities, family events, parent workshops, connections to resources, etc.

Additional Requirements For Programs Serving Disconnected Transitional Age Youth

1. **Official Test Site:** Programs serving disconnected TAY/A must either be a certified GED testing site or have a relationship with a certified GED testing location.
2. **Participant Eligibility:** Participants must meet the definition of disconnected Transitional Age Youth. The City Charter defines disconnected TAY/A as youth ages 18 to 24 as who “are homeless or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents/caregivers; are undocumented; are new immigrants and/or English Learners; are Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ); and/or are transitioning from the foster care, juvenile justice, criminal justice or Special Education system.”
3. **Recruitment:** Programs must utilize effective methods to recruit and engage disconnected TAY/A. These methods must take into account the disconnected nature of the target population and the high likelihood that these youth will not be engaged through conventional recruitment methods.
4. **Community Structure:** Programs serving disconnected TAY/A must intentionally build a community of students to foster peer bonding, develop a culture of learning and provide maximum support for students.
5. **Educational Programming:** Programs serving disconnected TAY/A must provide GED test support that includes:
 - a. **Focus on Basic Skills:** Academic enrichment activities and non-conventional learning strategies to help students whose literacy is below grade levels and;
 - b. **Individualized Programming:** Flexible, creative, and customized instruction that allows for *self-paced learning* that responds to the needs of individual learning styles.
6. **Transition Support:** Programs serving disconnected TAY/A must provide support to help participants navigate the transition from the program to post-secondary opportunities. This support should include a combination of the following activities:
 - a. **Training** on topics, including, but not limited to college life, school/life balance and study skills.
 - b. **Informational Workshops** on relevant topics including, but not limited to application and admissions processes, post-secondary options, financial aid and employment options;
 - c. **Transition Planning Activities** helping participants think about their future educational and career interests and create goals and realistic plans for achieving them; and
 - d. **Support** to help participants achieve the plans they have created for themselves including connecting to their next steps.

Performance Measures

The following table lists the outcomes prioritized for the Alternative Education strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Individual Learning Plan	Percent of participants with completed individual learning plans.	85%+
High School Credential	Percent of participants who are in 12th grade or TAY/A that receive a high school credential.	85%+
Caring Adult	Percent of surveyed participants are caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Please include how many years you have served this population. Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program including, the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

JUSTICE SERVICES SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Justice Services	\$12.7M–\$14.0M	Custody-Based Services
		Justice Services Care Coordinators
		Credible Messenger Life Coaches
		SF Community Assessment & Referral Center (CARC)*
		Young Adult Court Case Management (YACCM)*

*DCYF Initiative

The Justice Services Service Area establishes a continuum of services for justice system-involved youth and TAY/A. The service area aims to divert system-involved youth and TAY/A away from further engagement in the juvenile and adult justice systems and reduce rates of recidivism. Connection to adult allies, enriching and responsive programming, ongoing case management, access to positive activities, training, and whole family support will be foundational to this Service Area’s success in diverting youth and TAY/A away from system-involvement. Services will be provided in partnership with the juvenile and adult justice systems and take place in both in-custody and community-based settings. Given the unique contexts and needs of youth and TAY/A involved in justice systems, programs funded under this service area are expected to demonstrate advanced knowledge in youth and young adult development principles as well as advanced practice in providing culturally responsive services.

The Justice Services Service Area consists of five (5) strategies that may work in conjunction with three (3) City-led initiatives for structured and coordinated service delivery: **Justice Services Care Coordinators, Custody-Based Services, Credible Messenger Life Coaches, Whole Family Supports, Out-of-Home Placement Strategies, School Crisis Support, Community Assessment and Referral Center (CARC)** and **Young Adult Court Case Management (YACCM) Initiatives**. Funding strategies under Justice Services address needs for education, employment, and economic support among not only justice-involved individuals, but also their direct households. Funding strategies in this area will support youth and young adults in multiple stages of their case flow, including in-custody, pre-trial release, awaiting adjudication, upon adjudication, awaiting sentencing, alternative to detention, out-of-home placement, or while in school.

2024-2029 Justice Services Strategies & Initiatives

Diversions & Referrals



The Justice Services Strategies highlighted in this section are **(1) Custody-Based Services**, **(2) Credible Messenger Life Coaches**, and **(3) Justice Services Care Coordinators**. The DCYF Initiatives highlighted in this section are **(1) San Francisco Community Assessment & Referral Center** and **(2) Young Adult Court Case Management**. The funding strategies outlined under Justice Services represent DCYF's aim to partner with justice-system leaders to provide systems-level interventions for justice-involved youth and TAY/A. These strategies are grounded in equity and are designed to ensure access to quality services and supports. As the foundation of this Service Area's core work rests on collaborations for systems-level interventions, programs funded under this Service Area must be well-versed in the local juvenile and adult justice systems and committed to ongoing communication and collaboration with justice systems staff. In addition to the Children's Fund, this Service Area incorporates additional funding streams, including multiple juvenile-justice related annual state allocations that enable the city to fund all of the strategies as set forth in this document. Each agency awarded under the Justice Services Service Area strategies and initiatives will be expected to develop an implementation plan in partnership with DCYF and relevant justice partners to specify agreements and reviewed annually for adjustment.

NOTE: Core activities for the Justice Services Care Coordinator strategy will be heavily influenced by and closely intertwined with foundational services under the CARC initiative. For the 2024-2029 Funding Cycle, DCYF and SFJPD have re-envisioned CARC as the central hub for the intake, assessment and referral of all youth who come into contact with law enforcement in San Francisco. After completing the first steps of intake, assessment and referral, the new CARC initiative is responsible for transferring system-involved youth to Justice Services Care Coordinators for ongoing case management and additional service linkages. Additional service linkages may entail system-involved youth engaging in programs under any other strategy within the Justice Services Service Area, as well as relevant programs in other Service Areas (e.g., Youth Workforce Development, etc.). This model consolidates case management and service linkage activities for system-involved youth within a limited number of organizations and ensures that all system-involved youth will have a source of support, resources, and information. As this model emphasizes service coordination for system-involved juveniles, DCYF also plans for justice-involved TAY/A to have entry points into Justice Services independent of CARC, as noted in strategy descriptions below.

Justice Services Service Area Need

Over the past decade, juvenile arrests, petitions, and detentions have declined across the country—and roughly 90% in San Francisco. In the past four years since the Board of Supervisors voted to replace the Juvenile Justice Center (JJC), the footprint of San Francisco's juvenile justice system has grown significantly smaller: SFJPD reports that from 2018-2022, referrals have declined by 40%, and juvenile hall's average daily population declined by 66%. The San Francisco Sheriff's Office (SFSO) reports that bookings of TAY/A from 2018-2022 decreased by 53%. With roughly 400 youth referred to SFJPD in 2021 and approximately 1500 TAY/A booked by the San Francisco Sheriff Office (SFSO) in 2022, local trends align with wider data that finds declining rates of youth and TAY/A involved with justice systems. Despite this important progress, there remains much more to do to build a racially equitable system that promotes community safety by helping young people and their families to thrive.

DCYF's 2022 CNA notes that in addition to facing higher likelihoods of experiencing poverty and falling off-track in K-12 education pathways, youth of color experience

disproportionately high rates of justice-system involvement. In turn, justice-system involvement introduces a number of short-term and long-term harms over the life course of impacted individuals, especially among Black youth. Even brief experiences of being placed under arrest can redefine a young person's sense of self toward a self-fulfilling pattern of "delinquency." Extended terms of detention and court proceedings additionally disrupt a young person's presence in school and community, disconnecting them from supportive relationships and resources needed for a thriving adulthood. Compared to youth who have not experienced justice-involvement, young people with histories of justice-involvement face heightened challenges in fulfilling basic needs ranging from maintaining general mental wellbeing to obtaining livable wages. As justice-involved TAY/A find themselves transitioning into early adulthood, and potentially "aging-out" of supportive services, targeted supports to redirect future trajectories away from system-involvement are an especially urgent need to address for ensuring productive adulthoods.

STRATEGY: CUSTODY-BASED SERVICES

The Custody-Based Services Strategy, formerly referred to as Detention-Based, is developed to reinforce programs that foster meaningful opportunities for youth, and transitional aged young adults (TAY/A) to develop skills and knowledge as well as for young people to explore their interests while in custody both in SF's JJC and SF County Jail. Programs under this strategy engage participants to serve a variety of needs based on their circumstances through activities that broaden their horizons beyond their present conditions. This strategy seeks to provide a network of support and community that helps mitigate isolation and provides enrichment and skill building opportunities while promoting pro-social skills and resiliency in partnership with staff of the facilities and other on-site partners. Programming can include and focus on behavior change; higher education academic support programming; vocational support programming and training; restorative justice and conflict resolution services; life skills; physical education/athletic programming; and flexible programming and services with capacity to quickly subcontract with appropriate organizations to provide support for urgent, individualized needs of young people. While services are confined to custody settings, programs can strategize to connect youth and TAY/A to services upon their release. There will be three types of program models funded based on target populations and their place of custody:

1. Services for Youth Detained at JJC/Juvenile Hall: These services are crafted for youth and TAY/A potentially facing short-term incarceration while awaiting adjudication or release. Programming should emphasize adaptability, ensuring that regardless of the duration of detention, every youth has opportunity to engage in enrichment programming to support positive youth development and acquiring of meaningful skills during non-school hours.
2. Services for Committed Youth in JJC/Commitment Units: These services are crafted for youth facing long-term custody post-adjudication. These programs should be adaptable to ensuring that youth are integrated into models that are engaging and cohort-based and provide scaffolded integration, a sense of community, and continuous learning throughout their custodial term.
3. TAY/A in SF County Jail: These services should be adaptable to serve pre-sentenced and sentenced TAY/A. Programming for pre-sentenced TAY/A should be tailored to serve those potentially facing short-term incarceration while awaiting sentencing or release. Programming should allow for rolling enrollment and emphasize adaptability, ensuring that regardless of the duration of detention, every TAY/A has opportunity to engage in enrichment programming to support positive and meaningful skills gains and insights during their stay. Programming for sentenced TAY/A should be designed to foster resilience, promote personal development, and prepare them for reintegration into society. These programs should adopt a cohort-based model, fostering a sense of community, and allow for continuous learning throughout their custodial term.

Target Population

The Custody-based Services Strategy caters to multiple and distinct target populations. Applicants must focus on one target population per proposal under this strategy. If intending to serve multiple target populations, separate proposals must be submitted:

1. San Francisco youth ages 12-25 in Juvenile Detention Units
2. San Francisco youth ages 14-25 in Juvenile Commitment Programs
3. San Francisco transitional age young adults (TAY/A) aged 18-24 in SF County Jail



14-17



18-24

NOTE: In addition to the Children & Youth Fund, this Service Area incorporates additional funding streams, including multiple juvenile-justice annual state allocations that enable the city to fund all of the strategies as set forth in this document, including up to age 25 young adults.

Need for the Custody-Based Services Strategy

Youth and TAY/A need diverse enrichment programs that aim to expose them to new experiences, fostering personal growth and promoting pro-social skills. While in-custody, every youth and TAY/A deserves access to quality programs that boost vital life, hard and soft skills such as communication, digital literacy, problem-solving, and emotional intelligence. Custody-based services also address youth and TAY/A's need to access to vital services immediately upon release from custody.

San Francisco has historically invited community organizations for programming and services for young people detained at JJC, and we continue to be deeply committed to bringing community in, building on this history, and deepening the impact at a scale that works for our current detained population.

NOTE: Because of DJJ Realignment, we also have the challenge of creating a robust long-term commitment program for young people who may be court ordered to secure custody for as long as seven years. There are currently 10 young people on long term commitments in San Francisco's juvenile hall and it is likely that number will rise. Because of this small number, some of programs requested through this RFP may only have 1-3 young people engaged at any given time. If the program is time-limited or cohort-based, it is important to note that sessions may not run consecutively if there are no additional young people who are eligible, interested, or ready to engage. This should be taken into consideration in applying for grants for this population. This new and distinct population of young people is a new and distinct challenge for the City and our community partners. The range of services requested above were identified through a public process, led by San Francisco's DJJ Realignment Subcommittee, which included city agencies, community organizations, formerly juvenile justice involved adults, and members of the public.

What is Success for the Custody-Based Services Strategy?

The Custody-based Services program is successful when it effectively facilitates not just educational progress for youth and TAY/A, but also their personal development. It amplifies their confidence, emotional intelligence, and understanding of others from different backgrounds. The program's success is seen when these individuals re-enter society with a lower chance of reoffending, improved life skills, and a heightened sense of self-efficacy. In essence, it equips them with a multifaceted toolkit for achieving success in life beyond the custody setting.

Custody-Based Services Strategy Goals

1. To provide a broad array of enrichment and positive youth development opportunities for young people and TAY/A who are detained in JJC/Juvenile Hall and SF County Jail.
2. To provide meaningful programming and opportunities designed to address vital life skills and to meet program components required by the court for young people with secure commitments and as needed by TAY/A with sentences.

3. To equip in-custody youth and TAY/A with opportunities that prepare them for a positive reintegration into society upon release with new skills and insights enhance their life and encourage the exploration of positive opportunities, constructive communication, development of hard and soft skills, and connect them with adult mentors for continued guidance and support.

Best Practices

- Incentivize Engagement and Advancement: Programs may offer various incentives to keep the participants motivated and engaged. The form of incentives may range from economic (stipends, scholarships, savings accounts), in-kind (transportation passes, rent subsidies), to celebratory (award ceremonies). Offering opportunities to acknowledge, encourage and provide a sense of achievement in advancement in personal development, skills, and formal education.
- Promoting Self-Management: Provide tools and techniques that help participants effectively manage their emotions and behaviors, cultivating a strong sense of self-control.
- Nurturing Social Awareness: Encourage understanding and empathy towards diverse backgrounds and cultures, thereby enhancing social integration and community cohesion.
- Establishing Positive Relationships: Facilitate the development of positive adult support networks, fostering a sense of security and belonging for the participants.
- Offering Tailored Support: Recognize the unique needs of each individual, providing personalized support and interventions to maximize their potential for growth and success.
- Violence Prevention and Intervention: Equips participants with effective conflict resolution strategies and foster a commitment to non-violence. Empowering youth and TAY/A to handle conflicts in a peaceful manner, becoming advocates for safety and peace within their communities.

Custody-Based Services Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. Geographical Considerations: All organizations providing custody-based must be equipped to deliver their proposed programs and services in-person at designated locations. The Juvenile Hall is located at 375 Woodside Avenue, San Francisco. The SF County Jails include County Jail #2 which is located at 425 7th Street, San Francisco, and County Jail #3 which is located at 1 Moreland Drive, San Bruno. All organizations applying for the custody-based services strategy for TAY/A (18-24) must be equipped to deliver their proposed services at either or both Juvenile Hall and SF County Jails to ensure equitable access for all in-custody youth and TAY/A. Final locations will be negotiated once grant is awarded.
2. Clearance Process: Programs are required to fulfill all aspects of the Juvenile Probation Department and SF Sherriff's Office clearance processes. This includes background checks/fingerprinting, Prison Rape Elimination Act (PREA) training, and mandatory workshops in tandem with DCYF and other justice system partners.
3. Engaging In-Custody Programming: Programs should have a track record and well-established methods of delivering programming in juvenile and/or adult detention facilities. They should be adaptable to the conditions and needs of the

setting and its population with clear goals, engaging activities, intentional lesson plans, and projected outcomes.

4. **Flexible Curriculum:** The curriculum of these programs and service should be adaptable to ensure participants benefit regardless of their detention durations and allows for ongoing integration and detachment.
5. **Family Engagement:** Programs should aspire to create avenues for families and caregivers to be involved, as suitable to the nature of services provided. Such engagement can encompass program orientations, volunteer initiatives, family events, parent workshops, and connection to resources, among other activities in support of their youth and TAY/A in custody.
6. **Trainings and Professional Development:** Programs will be required to participate in professional development and capacity building trainings, as determined by DCYF and justice partners. Additionally, staff should be provided with trainings that helps hone their skills to support young people and their families, and successfully collaborate with system partners.
7. **Partner Communication and Coordination:** Programs should be prepared to communicate directly with system partners to ensure effective coordination and to actively share progress reports of participants with Juvenile and Adult Probation Departments, the Sheriff's Department, DCYF, and relevant community-based agencies. Regular communication about program delivery, staffing changes, and referral outcomes is crucial to ensure seamless access and service delivery. For JPD/JJC partnerships, mutual adherence to the [CBO-JPD Communications Agreements](#).

Additional Requirements for Committed Youth in JJC/Commitment Units:

1. **Skill-Driven Curriculum:** The program activities should center around specific, concrete life, hard and soft skills through a well-designed curriculum with engaging in gender-responsive and/or culturally-centric activities. Programs may be cohort-based, long-term, and build on skills over time.

Additional Requirements for TAY/A in SF County Jails:

1. **Flexible Integration:** Provider will work with SFSO to provide group interventions that allow for rolling enrollment.
2. **Skills Enhancement & Certifications:** Programs should equip participants with both, short and long-term enhancement of their knowledge and lead to eventual education or employment certifications, as well as a diverse range of soft and hard skills, thereby preparing detained youth and TAY/A for diverse career and education prospects, and pro-social experiences that can ensure smooth reentry pre and/or post-release.
3. **Release Planning:** Work with SFSO to support the planning of TAY/A discharge/release plans so that they have continuous support, connections, and opportunities in the community and that built upon lessons and experiences in custody-based programs. This may include referrals to Justice Services Care Coordinator upon release.

Performance Measures

The following table lists the outcomes prioritized for Custody-Based Service strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report that they developed education or career goals and understand the steps needed to achieve their goals as a result of the program.	75%+
Envision A Positive Future	Percent of surveyed participants who report having clearer goals and a more positive outlook on their future as a result of the program.	75%+
Referrals to Supportive Services	Percent of surveyed participants who report being connected to resources and supportive services, such as counseling, educational supports, and transportation assistance, through the program.	75%+
Sense of Personal Identity	Percent of surveyed participants who report a stronger sense of belonging to a community and/or increased comfort with their own personal identity as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Please describe any challenges that are specific to your intended target population(s). Provide an example of how you have addressed these challenges, including how you manage for participants who are in custody for varying amounts of time.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and how your program is aligned with this Strategy and Result Area.	900
	Please describe any relevant experience of working relationships with law enforcement agencies. In your answer, describe how the proposed program will establish and maintain relationships with Juvenile Hall Counselors, Probation Officers and/or Sheriff staff.	900
	Describe the staffing plan for your proposed program including the total number of staff, all leadership, direct service, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Discuss the resiliency-building aspects of your program and how it will aid the reintegration of detained youth into the community.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences.) Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work, and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: CREDIBLE MESSENGER LIFE COACHES

The Credible Messenger strategy is designed to support system-impacted and system-involved youth and TAY/A. Coming from similar backgrounds and speaking the same language as the young people they serve, credible messengers are able to connect with young people in juvenile and adult justice systems and form powerful, transformative, personal relationships. With the development of trust over time, they are able to equip young people and TAY/A with new tools to manage their emotions and behavior, which supports navigation through and beyond the juvenile and adult justice systems. The shared experience of these individuals is what makes them credible. The training and interactions they have with young people and TAY/A is what makes them life coaches. Life Coaches have been identified as an important component, and an integral relationship, in supporting growth and healing, providing young people with motivation to take ownership of their lives and the opportunity to thrive.

NOTE: Activities and interactions within a life coaching arrangement may encompass numerous forms of support. However, Credible Messenger Life Coaches are not a substitute for education, employment, housing, or substance abuse treatment or traditional case management and service brokering services. They are also not a substitute for probation officers or hall counselors. This role is distinct from the case manager described in the Justice Services Care Coordinator Strategy, but these adults will often work together in support of youth and TAY/A across their system involvement.

DCYF seeks to fund two models under the Credible Messenger strategy and framework: (1) In-custody Life Coach and (2) Community-based Life Coach.

The In-custody Life Coach will work directly with the San Francisco JJC or the Sherriff's Department jails to develop relationships with youth and TAY/A while they are in the facility. The in-custody model will staff credible messenger life coaches directly in San Francisco's JJC and/or Sherriff's County Jail(s) to develop relationships with youth and TAY/A during their time in the facility. Life coaches will become an integral part of the facility, will be present 7 days a week, during all waking hours (9am-9pm) and will support youth and TAY/A in their facility throughout their day. Life Coaches supporting TAY/A will be able to negotiate appropriate time in jail facility. Life coaches will work closely with the sworn counselors at the hall, Assigned Deputy Probation Officers, and/or Sheriff's staff and will interact often with schools and behavioral health staff. Life coaches will work one-on-one and in groups with youth or TAY/A. In-custody Life Coaches will also work closely with the young person's family and transition them to a community-based life coach when they are released to the community.

Life coaches working directly in the JJC will support two populations: (1) young people who are pre-adjudicated and detained while going through the court process, and (2) young people who have been committed to a term of incarceration at the hall, including youth committed to the Secure Youth Treatment Facility.

The **Community-based Life Coach** will work to develop relationships with young people and TAY/A and their families in community-based program settings. They will provide culturally responsive, authentic, sincere, and relatable support/connections to meet identified personal goals. Community-based life coaches will work closely with young people and TAY/A to help them build self-awareness, heal from trauma, and create a vision for their life. Community-based life coaches may receive youth or TAY/A referrals during transitions from in-custody life coaches, by court mandates, and directly from school or community partners.

Target Population

The Credible Messenger Strategy has three target populations:

1. San Francisco youth ages 12-25 who are at-risk, system-impacted, or directly involved in the juvenile justice system and residing in the community.
2. San Francisco youth ages 12-25 in custody at the Juvenile Justice Center.
3. San Francisco Transitional Age Young Adults (TAY/A) aged 18-24 in custody at SF County Jail.

NOTE: In addition to the Children & Youth Fund, this Service Area incorporates additional funding streams, including multiple juvenile-justice annual state allocations that enable the city to fund all of the strategies as set forth in this document, including young adults up to age 25.



14-17



18-24

Need for the Credible Messenger Life Coaches Strategy

While San Francisco has a wide array of services, there is a lack of specific and intentional mentorship or life coaching programs and services delivered by people with similar lived experiences to our justice-involved youth and young adult populations. San Francisco's DJJ Realignment Subcommittee identified a distinct need for young people in justice systems to be connected to and supported by credible messenger life coaches who have been directly or indirectly impacted by juvenile and/or adult justice system(s), have a deep understanding of and commitment to working with this population of young people, and have sustainably transformed their lives. Additionally, in community engagements conducted for DCYF's 2022 CNA, youth described challenges in receiving services from staff with limited or no understanding of the complex circumstances that vulnerable communities face. For system-impacted and system-involved youth especially, the ability for staff to connect and relate around shared experiences was described as a major factor in sustaining engagement in services. Facing a combination of destabilized connection to school and community, as well as heightened monitoring of behaviors for potential violations, system-impacted and system-involved youth hold an ongoing need for positive adult support and access to community resources and opportunities. While there are meaningful programs that employ case managers and other staff with similar lived experience, this strategy will specifically support credible messenger life coaches that can work with youth and TAY/A throughout their justice system involvement and until they age out of the programming or successfully complete or surpass their personal goals. Having these adult supports anchored in a relationship founded on shared understanding of experiences is key for maintaining engagement over a longer time.

What is Success for the Credible Messenger Life Coaches Strategy?

The Credible Messenger Life Coaches Strategy is successful when enduring connections between life coaches and young people who are at-risk, system-impacted, or directly involved in the juvenile justice system are forged. Success is also seen when these individuals have accessible supports, future-oriented life plans, and reduced interactions with the justice system, all contributing to an overall decrease in recidivism.

Credible Messenger Life Coaches Strategy Goals

1. Support of youth and TAY/A through their justice-system involvement from staff that reflect and respect shared backgrounds and experiences.

2. Ensure that justice involved youth and TAY/A have a life coach who supports them through personal challenges, growth and development, and an enduring relationship while they need it.
3. Provide justice involved youth, TAY/A, and their families with a network of support to help navigate their circumstances through systems, their challenges, and triumphs.

Best Practices

- Support Wellbeing: Ensuring that stressors of the life coach role are mitigated by providing consistent supervision, one-on-one support, and a livable wage along with ensuring that connection to mental, emotional, and physical health supports are available so that the role is sustainable and in recognition that working within this system may be re-traumatizing for some life coaches.
- Cognitive-Behavior Theory (CBT): Numerous studies find that CBT reduces recidivism among justice involved youth and adults, both in institutional and community settings. CBT is a problem-solving, skill-building therapeutic approach that helps people understand how their beliefs, thoughts, and feelings affect their behaviors and their lives. CBT builds skills to change thinking patterns that may contribute to problematic outcomes (like system involvement) and improve social skills, critical reasoning, moral reasoning, impulse management, coping, and self-efficacy.

Credible Messenger Life Coaches Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. Intentional Hiring of Appropriate Staff: Life coaches should have direct or indirect experience with the juvenile and/or adult criminal justice system(s), have a deep understanding of, and commitment to working with, target populations, and have transformed their own lives and therefore be credible to participants and validated in community.
2. Duration and Availability: Staff should be hired, supported, and incentivized to stay as life coaches for long terms to build and sustain relationships with participants as to meet programmatic goals. Programs must be responsive to youth and TAY/A needs in real time, and should provide flexible daytime and evening shifts that allow for needed staff availability.
3. Follow Court Mandates: Applicants must follow all mandates and requirements of the court. In addition, programs will be required to regularly work in collaboration with the Juvenile Probation Department, District Attorney, Public Defender, Private Defense Bar, Superior Court, Schools, and other government partners and community-based providers to coordinate services and communicate about participant progress.
4. Partner Communication and Coordination: Programs should be prepared to communicate directly with system partners to ensure effective coordination and to actively share progress reports of participants with Juvenile and Adult Probation Departments, the Sheriff's Department, DCYF, and relevant community-based agencies. Regular communication about program delivery, staffing changes, and referral outcomes is crucial to ensure seamless access and service delivery. For JPD/JJC partnerships, mutual adherence to the [CBO-JPD Communications Agreements](#).
5. Trainings and Professional Development: Programs will be required to participate in professional development and capacity building trainings, as determined by DCYF and justice partners. Additionally, life coaches should be provided with

trainings that help hone their skills to support young people and their families and successfully collaborate with system partners.

Additional Requirement for In-Custody Life Coaching

1. **Hours of Operation:** Programs serving youth in-custody at JJC/Juvenile Hall should be present 7 days a week, during all waking hours (7am-8:30pm), and available to support youth and TAY/A throughout their day. Programs serving TAY/A at SF County Jails will determine hours of operation as determined in partnership with the Sheriff’s Department.
2. **Clearance Process:** Programs are required to fulfill all aspects of the Juvenile Probation Department and SF Sheriff’s Office clearance processes. This includes background checks/fingerprinting, Prison Rape Elimination Act (PREA) training, and mandatory workshops in tandem with DCYF and other justice system partners.

Performance Measures

The following table lists the outcome and evaluation requirements prioritized for the Credible Messenger Strategy in FY24-29.

Name	Measure	Target
Reports	Mid-year and annual reports on expected services benchmarks.	Yes - Provided Reports
Agency Health	Fiscal health of grantee agency based on DCYF’s Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? In your response, please describe how your proposed program will address the needs, assets, strengths, and challenges of working with Eligible Youth.	900
	If you are proposing to provide services in-custody, how will the program/services be incorporated into secure confinement? If you are proposing to provide services in the community, how will the program/services operate in the community where youth or TAY/A are transient? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
Program Overview	Describe your agency’s experience delivering a credible messenger framework or life coach model. If you have not previously delivered these services, please explain why you are well-positioned to do so.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct service, and supportive roles needed to implement the program as proposed. In addition, explain how your proposed program will recruit and hire culturally responsive life coaches who have community credibility, community validation, and have sustainably transformed their lives. How will you determine who is credible for these roles?	900
	Describe how your proposed program will provide training to life coaches to help them foster relationships with young people, support family members, and work with system partners.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Life Coaches will be complementary to, not replace, other services and programs. Describe how your proposed program will work with other community-based agencies, probation officers and Juvenile Hall counselors, and other justice system partners, such as attorneys, therapists, etc. Please respond based on the model, in-custody or in-community, you are proposing to deliver.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accomodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accomodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality, and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work, and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: JUSTICE SERVICES CARE COORDINATOR

The Justice Services Care Coordinator strategy is designed to be an integral part of a broader network of coordinated support for justice-involved and system-impacted youth and TAY/A. Justice Services Care Coordinators will be principally responsible for providing Case Management services to youth or TAY/A under their care, leading the connection and referrals based on assessments that link young people to additional supports, education, enrichment, and work-related opportunities that are available throughout the city. They will be proactive in meeting youth, TAY/A and their families where they are—physically and developmentally—by being mobile, building on their strengths, supporting their goals, and when relevant, ensuring that youth are supported in meeting court-ordered conditions. Justice Services Care Coordinator agencies should plan to work with youth or TAY/A until they age out of the programming and successfully complete or surpass all legal obligations to the justice system.

Justice Services Care Coordinators working with youth are expected to work in coordination with the San Francisco Community Assessment and Referral Center (CARC) to ensure that every youth who is diverted by the police, cited, and/or booked into the Juvenile Justice Center is paired with a community-based case management agency and adult guidance. The Justice Services Care Coordinator will be readily available for referrals and expected to assess youth and TAY/A, develop individual support plans, and ensure that youth complete intended goals and outcomes.

Selected Justice Services Care Coordinators should be open to referrals for TAY/A for similar support from Young Adult Court, the TAY unit of the Community Assessment and Service Center (CASC), Public Defenders Office, and other community agencies. The Justice Services Care Coordinators are positioned to work with youth individually to manage and connect them to multiple types and different levels of services, programs, and resources either in-house or through external providers. The Justice Services Care Coordinators planning to work with TAY/A will be required to collaborate closely with San Francisco Sheriff's Office Discharge Planning Office which compiles a weekly list of young adults in custody who are sentenced with known release dates, who have pled guilty and are expected to be released at sentencing, typically within a few weeks, and those most frequently booked into custody.

DCYF will fund two Justice Services Care Coordinator Models. Applicants may submit a proposal for only one model:

1. Justice Services Care Coordinator Model: This model is based on successful delivery of Case Management as a primary activity toward meeting the goals and requirements of this strategy.
2. Justice Services Care Coordinator with Stability Hub Model: This model is an enhanced version of the above with the added expectation that it includes a physical space for juvenile justice system-involved youth that is available to them after school until at least 8 PM, on weekends, on holidays, and during school breaks and that transportation to/from home, school, and agency location is guaranteed.

Target Population

The **Justice Services Care Coordinator** for this Results Area has two target populations. Applicants will choose to serve one or both of the following target populations and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco youth ages 12-25 in the juvenile justice system.



12-18



18-25

2. San Francisco Transitional Age Young Adults (TAY/A) involved in the adult criminal justice system ages 18-24.

NOTE: Programs funded in this strategy and serving 25-year-old young adults are supported by DJJ Realignment funding. Collectively, the network of Justice Services Care Coordinators agencies will have the capacity to provide services to all youth involved in San Francisco’s juvenile justice system, age 12-18, and qualified TAY/A with a particular emphasis on meeting the needs of Black boys and young men; girls, young women, and gender-expansive youth; monolingual Spanish speaking youth and unaccompanied minors; out of county youth; younger youth; and youth arrested for more serious WIC 707(b) offenses.

Need for the Justice Services Care Coordinators Strategy

System-involved young people and their families need support in navigating both juvenile and adult justice systems and completing court-mandated requirements. San Francisco has a long history of partnering with community-based case managers to provide services and support to justice involved young people. Through multiple planning initiatives (e.g., Close Juvenile Hall Workgroup, Mayor’s Blue Ribbon Panel on Juvenile Justice Reform), stakeholders have collectively identified that young people navigating both juvenile and adult justice systems need to be connected to community as early as possible following their contact with law enforcement. Stakeholders proceeded to note that meeting this need relies on the support of case managers who can connect young people to the diverse array of community services offered across San Francisco to meet their needs and interests. Additionally, these processes and stakeholders have identified the need to create meaningful linkages that will outlive the young person’s time in the juvenile justice system.

What is Success for the Justice Services Care Coordinators Strategy?

The Justice Services Care Coordinator program is successful when case managers are engaging with system-involved youth and TAY/A as early as possible in their justice involvement, collaborating with youth, family, and system partners in developing plans of community-based support, and supporting youth, TAY/A and families as they navigate juvenile or adult systems. The strategy is successful when all youth and TAY/A referred to Justice Services Care Coordinator have a case manager who serves as a caring adult and counsel in developing personal goals and in attaining them through adult guidance, program participation, and connection to resources that broaden their positive engagement in community which result in meeting court mandates, release from probation, and sustained positive advancement.

Justice Services Care Coordinators Strategy Goals

1. To create a network of agencies to ensure that all young people involved in the SF juvenile justice system and TAY/A in the adult criminal justice system are paired with a community-based agency, a caring adult case manager, and connected to pro-social opportunities.
2. To ensure that all youth and TAY/A who are justice involved and impacted have individualized support plans upon referral to Justice Services Care Coordinators. The individualized plans are overseen and managed along with youth and TAY/A participation.

ADDITIONAL NOTE:
Applicants can serve youth and young people ages 12-25 who have been arrested in San Francisco, referred to the San Francisco Juvenile Probation Department, and/or are under the jurisdiction of the San Francisco Delinquency Court.

3. To manage and coordinate the connection to services, programming, and resources provided to youth and TAY/A through Justice Services Care Coordinator staff.
4. To prevent deepening involvement in the justice system by providing youth and TAY/A with connections to a menu of services, programs, and supports that meet their individual needs, meet required legal or other obligations, and direct them toward positive futures.

Best Practices

- **Intensive Case Management:** A case management approach that is based on an elevated and increased level of consultation, frequent communication, immediate crisis response, and constant follow-ups.
- **Relentless Outreach:** Pro-active and nonstop attempts to reach and engage youth and TAY/A, utilizing all methods of connection, including calling, texting, showing up at their doorsteps, school, or known hang outs. Research has shown that without punitive mandates, it takes an average of ten relentless efforts to connect with a high-risk youth and TAY/A.
- **Continuous Systems Communication:** In order for a justice involved youth and TAY/A to stay focused on successfully closing their case, effective staff in a Justice Services Care Coordinator role can ease challenges related to navigating complex layers of justice systems. As a pivotal connection point between justice-involved youth and TAY/A, justice systems, targeted support services and the broader community, staff working to support Justice Services Care Coordinator grants must display active and flexible communication and engagement with numerous layers of justice systems.
- **Cognitive-Behavior Theory (CBT):** Numerous studies find that CBT reduces recidivism among justice involved youth and TAY/A, both in institutions and community settings. CBT is a problem-solving, skill-building therapeutic approach that helps people understand how their beliefs, thoughts, and feelings affect their behaviors and their lives. CBT builds skills to change thinking patterns that may contribute to problematic outcomes (like system involvement) and improve social skills, critical reasoning, moral reasoning, impulse management, coping, and self-efficacy.

Justice Services Care Coordinators Strategy Requirements

1. **Case Management:** Lead the development of individual care plans with youth or TAY/A and then manage their engagement toward successful completion of goals and outcomes by ensuring youth are connected to and engaged in community-based services that meet their needs, build on their strengths, and support their goals; and ensure that youth or TAY/A are supported in meeting external expectations such as court-ordered conditions and probation mandates. Agencies should consider a staffing model that is capable of supporting youth or TAY/A based on their assessed level of risk and need up to 365 days a year, when warranted.
 - a. **Additional Requirement for Case Management of Youth on Home Detention or Probation Supervision by Juvenile Court:** (1) Consistently available for in-person and in-home contacts with, especially during after school hours until 8 PM or later, on weekends, and during school breaks. (2) Coordination with assigned Deputy Probation Officer to ensure youth success, including progress reporting and communication with justice system stakeholders.
 - b. **Additional Requirement for Case Management for TAY/A on Electronic Monitoring:** (1) Consistently available for in-person and in-home contacts. (2) Coordination with assigned Deputy Probation Officer or Electronic Monitoring provider to ensure TAY/A success, including progress reporting and communication with justice system stakeholders. (3) Be available to respond if notified that TAY/A is not in compliance with release conditions.

2. Assessment: Use a standardized assessment tool to understand youth or TAY/A life circumstances, personal conditions, and support network. Agencies may be required to submit a copy of assessment tool to DCYF ahead of funding decisions.
3. Release/Reentry/Expeditior Planning: For youth in JJC/Juvenile Hall, support the development of release/reentry plans for youth within 48 hours prior to Detention Hearing based on the standardized assessment tool to be presented to the Court, Defense, JPD, APD, and SFDA in order to expedite youth's release wherever possible and support each young person's successful reintegration into the community. For TAY/A, work with Sheriff's Department to support the planning of TAY/A discharge/release plans so that they have continuous support, connections, and opportunities in the community. Justice Services Care Coordinator staff should attempt to meet youth and TAY/A at release, whenever possible and appropriate.
4. Individual Care Plans: Based on assessments, work with youth, TAY/A, family, and if relevant, justice partners to develop a youth-focused and family-centered holistic care plans that build on personal strengths and address their needs as to provide wrap-around support that considers, but is not limited to, their basic needs; education; vocational; behavioral health; skill building; positive youth development; and pro-social enrichment.
5. Program Linkages: Based on assessments and individual care plans, make direct referrals and linkages to appropriate and relevant city and community-based programs, classes, agencies, resources, and services with the goal of creating a sustainable network of support for each youth or TAY/A, and their family that meets their needs and is not tied to justice system involvement.
6. Hours of Operation: Staff must be available to youth after school until at least 8 PM or later upon need, on weekends, on holidays, and school breaks. If serving TAY/A, hours can be negotiated. In addition, staff must have the capacity to be mobile and flexible, so they are able travel to meet youth, TAY/A and their families across the city, as needed. This includes the capacity to provide safe passages to youth, as appropriate.
7. Source of Referrals: Accept referrals of justice-involved and justice-impacted youth from CARC, the TAY unit of the Community Assessment and Service Center (CASC), legal counsel, San Francisco Sherriff's Office Discharge Planning and community-based agencies. Some youth and TAY/A participation may be court ordered. Grantees should respond within 24 hours to referrals from CARC or San Francisco Sherriff's Discharge Office as those will be deemed high priority by DCYF.
8. Partner Communication and Coordination: Programs must sustain communication and effective coordination with multiple community-based agencies to receive and share regular updates and referrals. Programs should be prepared to communicate directly with system partners to ensure effective coordination and to actively share updates, progress reports and referral outcomes of participants as requested by justice partners. Regular communication about program delivery, staffing changes, and referral outcomes is crucial to ensure seamless access and service delivery. For JPD/JJC partnerships, mutual adherence to the [CBO-JPD Communications Agreements](#).
9. Follow Court Mandates: Applicants must follow all mandates and requirements of the court. In addition, programs will be required to regularly work in collaboration with the Juvenile Probation Department, District Attorney, Public Defender, Private Defense Bar, Superior Court, Schools, and other government partners and community-based providers to coordinate services and communicate about participant progress.
10. Ongoing Support: Continuous support for youth or TAY/A while in and as they transition out of the justice system.

Additional Requirements for Stability Hub:

1. **Physical Location:** Safe location that is available to youth after school until at least 8 PM, on weekends, on holidays, and during school breaks where they can receive individual support and engage in relevant group activities and programming as determined by case management and as part of their Individual Care Plans.
2. **Transportation:** Safe and guaranteed transportation to/from home, school, and agency location as to provide safe passages and to account for the youth's presence at locations as expected or mandated by court.
3. **Place-based Programming:** Ability to integrate youth into programming at Stability Hub location during required hours and for the duration of court terms, with the opportunity of ongoing participation based on youth's interest, capacity, and needs. Programming should focus on developing their personal strengths, including but not limited to meaningful, prosocial, skill-building, and enrichment activities.

Performance Measures

The following table lists the outcomes prioritized for Justice Services Care Coordinator strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
SEL Plan	For grantees operating as a Stability Hub, grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report that they developed education or career goals and understand the steps needed to achieve their goals as a result of the program.	75%+
Envision A Positive Future	Percent of surveyed participants who report having clearer goals and a more positive outlook on their future as a result of the program.	75%+
Referrals to Supportive Services	Percent of surveyed participants who report being connected to resources and supportive services, such as counseling, educational supports, and transportation assistance, through the program.	75%+
Sense of Personal Identity	Percent of surveyed participants who report a stronger sense of belonging to a community and/or increased comfort with their own personal identity as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to engagement and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900

Question Section	Question Text	Character Limit
Program Overview	Describe your proposed program model, including the core services you plan to provide, program activities and how your program is aligned with this Strategy and Result Area.	900
	Please describe any relevant experience of working relationships with law enforcement agencies. In your answer, describe how the proposed program will establish and maintain relationships with Probation Officers, legal counsel, or other justice related entities, how you will support youth or TAY/A in meeting court orders, and how you will ensure effective coordination and communication with justice system partners.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
Program Design and Implementation	Describe your intake and assessment process for youth referred to your agency, as well as how you plan to connect youth or TAY/A to appropriate programs, classes, agencies, resources, and services. Please name and/or describe the tools used for these activities.	1400
	Describe your approach to Case Management that you plan to use for this program and the process for developing Individual Care Plans with buy-in from youth and engagement of their families.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences.) Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
	If you are proposing to include a stability hub as a component of your program, how will your program provide structured opportunities for skill-building, learning and other pro-social activities while youth are your location during the required hours of operation? In addition please describe any specific curricula you plan to use for this program.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work, and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

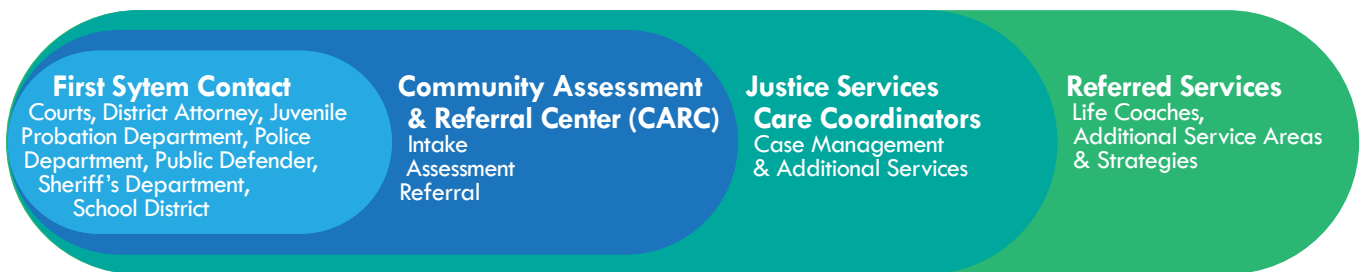
DCYF INITIATIVES

DCYF Initiatives are programs where DCYF or DCYF and partners determine the model and overall structure of the program. This includes target population, program components and the name of the program. The DCYF Initiatives within this Result Area is associated with programs, resources, supports and activities that help youth and TAY/A gain exposure, skills, and abilities that prepare them for successful transitions into adulthood. The initiatives in this Result Area target equitable access and outcomes and provide multiple avenues for engagement and support.

INITIATIVE: SAN FRANCISCO COMMUNITY ASSESSMENT & REFERRAL CENTER (CARC)

The San Francisco Community Assessment and Referral Center (CARC) will serve as the central hub for the intake, assessment and referral of all youth who come into contact with law enforcement in San Francisco, including youth who are diverted by the police, youth who are cited, and youth who are booked into the Juvenile Justice Center. At CARC, youth will go through an intake process and assessment that result in referrals to Justice Services Care Coordinators in the community. CARC ensures that all youth are connected to community-based case management at the earliest possible point in the juvenile justice process. DCYF will fund one agency to serve as the central point of intake, assessment, and referral to those agencies funded under the Justice Services Care Coordinator Strategy. CARC will facilitate warm hand offs to other agencies but will not provide case management services.

2024-2029 Justice Services Strategies & Initiatives Diversion & Referrals



Target Population

The **San Francisco Community Assessment and Referral Center (CARC)** will have one target population:

1. San Francisco's youth ages 12-18 involved with the juvenile justice system.

NOTE: The San Francisco CARC is expected to have the capacity to provide these services to all youth involved in San Francisco's juvenile justice system, age 12-18, with a particular emphasis on meeting the needs of Black boys and young men; girls, young women, and gender-expansive youth; monolingual Spanish speaking youth and unaccompanied minors; out of county youth; younger youth; and youth arrested for more serious WIC 707(b) offenses.



12-18

Need for the San Francisco Community Assessment & Referral Center

CARC has been an anchor point in SF's juvenile justice system since it opened its doors in 1998 as the result of extensive collaborative planning across city agencies, community-based organizations, and the public to develop a new continuum of care for SF's juvenile justice system. It was designed to respond to the need for a central intake point for arrested youth to receive comprehensive assessment. Since that time, its focus has been on young people arrested by the police for misdemeanors and a variety of felony offenses. In the last 5 years, multiple planning initiatives and stakeholders have called for an expansion of CARC to become the point of entry for all youth with any police contact.

What is Success for CARC?

The CARC initiative is successful when all youth who come into contact with San Francisco law enforcement are engaged for intake, assessment and referral. Success is also seen when these youth and their families are connected to a community-based system of care (via Justice Services Care Coordinator) at the earliest possible point in the juvenile justice process.

CARC Initiative Goals

1. To establish CARC as the central intake, assessment, and referral hub for all justice involved young people.
2. To ensure that all youth who come into contact with law enforcement in San Francisco are assessed by CARC and connected to Justice Services Care Coordinators at the earliest possible point in the juvenile justice process.

Best Practices

- **Assessment:** Gather information to help inform care plans, make recommendations for diversion from justice systems, and inform courts or other stakeholders of strengths and needs.
- **Relationship Building and Warm Handoffs:** Initiate and sustain communication to ensure effective coordination with multiple CBOs and City agencies to provide service connections to all justice-involved youth, as well as regular updates and referral outcomes.
- **Diversion:** Address alleged legal infractions without formally involving a young person in court systems.

CARC Initiative Requirements

- **Hours of Operation:** 7 days per week, 365 days a year from 8am -12am for intake, assessment, and referral activities.
- **Mobile:** Capacity of staff to meet youth who are booked and in custody at the Juvenile Justice Center.
- **Source of Referrals to CARC:** Accept referrals of youth who are diverted by the police and other arresting agencies, youth who are cited, and youth who are booked into the Juvenile Justice Center and are referred by JPD, other justice system agencies, and youth's legal counsel.
- **Intake, Assessment, and Referrals:** Intake, assessment, and referral will be based on standardized processes and tools.
 - For youth who are diverted or cited: conduct intake, assessment, and referral activities on site at CARC location.

- For youth who are booked into the Juvenile Justice Center: conduct intake, assessment, and referral activities in custody at the Juvenile Justice Center through mobile CARC intake staff.
- Handoff to Justice Services Care Coordinators: CARC will facilitate warm hand offs to a select group of agencies, i.e. Justice Services Care Coordinators, based on the best individualized match for the youth. CARC will not provide case management services.
- City Partnership: Willingness and ability to work with police, arresting agencies, JPD, and other system partners on an ongoing basis.
- Partner Communication: Willingness and ability to adhere to the [CBO-JPD Communications Agreements](#) and provide regular reports to funders and communicate referral outcomes to Deputy Probation Officers.
- Joint Planning: In order to support successful implementation of this initiative, City Partners commit to an initial planning period involving convening of priority stakeholders as well as ongoing oversight and support of CARC implementation, followed by annual review and updating of plan as needed.

Performance Measures

The following table lists the outcome and evaluation requirements prioritized for SF Community Assessment and Referral Center in FY24-29.

Name	Measure	Target
Reports	Providers will be required to provide mid-year and annual reports on expected services benchmarks.	Yes - Provided Reports
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population of this initiative? Provide examples of any approaches (i.e., cultural, gender responsive, language, etc.) that increase the impact of your work.	900
Program Overview	Describe your proposed approach for delivering core services of the CARC initiative, including any relevant experience with the required activities, and of working relationships with law enforcement agencies. In your answer, describe how the proposed program will establish and maintain relationships with JPD.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct service, and supportive roles needed to implement CARC as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe your intake and assessment process for youth referred to CARC. Please name and/or describe the tools used for these activities.	1400
	Describe the approach to developing a referral and process of handing off youth to other community-based agencies for Justice Services Care Coordinator support.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work, and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

INITIATIVE: YOUNG ADULT COURT CASE MANAGEMENT

The Young Adult Court (YAC) Case Management Initiative is designed to support the Young Adult Court, a collaborative court model that offers an alternative to detention programming designed for TAY/A. In order to address the needs of these TAY/A who have touched the criminal justice system, the City of San Francisco has set up the Young Adult Court Model where young adult offenders are able to seek support that focuses on reducing antisocial behavior and increases their positive functioning in the critical areas of emerging adulthood such as in school and employment, housing and independent living and interpersonal relations. The Young Adult Court Case Management Strategy will provide case management to participants for 10 to 18 months within the four distinct phases of the Young Adult Court model: (1) Engagement and Assessment, (2) Stability and Accountability, (3) Wellness and Community Connection, and (4) Program Transition. The model is highly structured and directed by the Young Adult Court administrative collaborative team comprised of the Young Adult Court Judge and Superior Court, the District Attorney's Office, the Public Defender's Office, and the Adult Probation Department. The Young Adult Court Case Management Strategy targets TAY/A referred by the Young Adult Court.

Target Population

1. San Francisco transitional age young adults (TAY/A) ages 18-24 with justice involvement

NOTE: Only TAY/A ages 18-24 who have felony and misdemeanor cases are referred to YAC Case Management from the Young Adult Court.



Need for the Young Adult Case Management Initiative

Individuals who enter the criminal justice system as young adults—often just past their 18th birthday—may cycle through repeatedly, with less hope for change each time. Our traditional justice system simply is not designed to appropriately address cases involving TAY/A, who are qualitatively different in development, skills, and needs from both children and older adults. This age group is disproportionately represented in our local adult criminal justice system. In 2018, 21% of San Francisco's adult arrests were young men and women aged 18 to 25, and TAY/A constitute roughly 18% of the City's jail population. In contrast, just 8% of the City's population were TAY/A as of 2019. Broader disparities that lead justice systems to disproportionately impact youth of color also persist in adult systems—as of 2021, 47% of TAY/A on Adult Probation's active caseload was African American, compared to just 5% of the City's overall population.

What is Success for the Young Adult Court Case Management Initiative?

The YACCM Initiative is successful when all TAY/A referred by the court successfully meet all court mandates and graduate out of the program with a clear plan for sustaining stability and positive next steps. Success is also seen when these young people and their families are connected to a community-based system of care and resources.

YACCM Initiative Goals

1. To provide case management and supportive services in alignment and collaboration with the Young Adult Court model.

2. To reduce recidivism for TAY/A and increase positive legal outcomes through successful completion of the Young Adult Court model.
3. To increase the possibility of positive long-term outcomes by connecting participants with employment opportunities, substance abuse counseling and support, and housing.
4. To increase the development of life skills, wellness outcomes and access to community resources.

YACCM Initiative Requirements

1. Referral Source: Programs must only accept referrals from the Young Adult Court of TAY/A who may have felony and misdemeanor cases and may or may not be on adult probation.
2. Four Phases of Services: Programs must support participants in all four phases of the Young Adult Court model. These phases include: (1) Engagement and Assessment, (2) Stability and Accountability, (3) Wellness and Community Connection, and (4) Program Transition. The services in each phase will depend on each client and their own level of engagement, capacity, and need.
3. Case Conference Participation: Program staff must participate in Young Adult Court case conference and court sessions.
4. Case Management: Programs must provide each participant with approximately 10 to 18 months of case management services. Programs will support all key services of the Young Adult Court model which includes, but is not limited to, providing orientation, wellness care plans, intensive case management service, life skills and other relevant group sessions, offering incentives, rewards and responses.
5. Assessment: Programs must lead the assessment process of participants over multiple sessions for all cases referred to Young Adult Court in conjunction with the Young Adult Court partner agencies.
6. Ongoing Support and Connection to Additional Resources: Programs must provide ongoing support to help participants address the complex needs present within their lives. Programs must have an established process for connecting participants to needed resources. These connections should emphasize warm handoffs and ongoing communication between programs providing services.
7. Supportive Services: Programs must assist with basic needs, provide transportation, and link participants to needed resources. Additionally, programs must consider familial needs and neighborhood or turf issues when constructing cohorts to ensure participant safety.
8. Sustained Knowledge and Relationship with System Partners: Programs must have knowledge of the Young Adult Court model, key interrelated services, and established relationships with the Young Adult Court Judge and Superior Court, District Attorney's Office, Public Defender's Office, and Adult Probation Department.
9. Ongoing Communication and Coordination: For effective coordination, programs must provide regular updates and reports on the progress and outcomes of their participants with the Young Adult Court and upon request. In addition, programs must remain in communication about program delivery, staffing and personnel changes to ensure seamless access and to minimize the possibility of gaps in service.

Performance Measures

The following table lists the outcomes and evaluation requirements prioritized for Young Adult Court strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Reports	Providers will be required to provide mid-year and annual reports on expected services benchmarks.	Yes - Provided Reports
Program Graduation	Percent of participants graduating from the program.	75%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report that they developed education or career goals and understand the steps needed to achieve their goals as a result of the program.	75%+
Envision A Positive Future	Percent of surveyed participants who report having clearer goals and a more positive outlook on their future as a result of the program.	75%+
Referrals to Supportive Services	Percent of surveyed participants who report being connected to resources and supportive services, such as counseling, educational supports, and transportation assistance, through the program.	75%+
Sense of Personal Identity	Percent of surveyed participants who report a stronger sense of belonging to a community and/or increased comfort with their own personal identity as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population of this initiative? Provide examples of any approaches (i.e., cultural, gender responsive, language, etc.) that increase the impact of your work.	900
Program Overview	Describe your proposed approach for delivering core services of the YAC Case Management Initiative, including any relevant experience with the required activities, and of relationships with the Young Adult and Superior Court, District Attorney's Office, Public Defender's Office, and Adult Probation Department. In your answer, describe how the proposed program will establish and maintain relationships with the YAC and its partner agencies to ensure the communication of updates and progress reports.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct service, and supportive roles needed to implement YAC Case Management as proposed.	900

Question Section	Question Text	Character Limit
Program Design and Implementation	Describe how the proposed program will meet the requirements of the strategy for leading and engaging participants throughout the four phases of the Young Adult Course Case Management model.	1400
	Describe how the proposed program will provide case management including how participants will be assessed, case plans will be developed, case notes and files will be maintained, and case managers will receive clinical supervision.	1400
	Describe any established relationships the proposed program maintains with other service providers or systems and discuss how these connections will be used to support participants, including the approach to developing referrals and process of handing off youth and maintaining communication with other service providers.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences.) Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

YOUTH WORKFORCE DEVELOPMENT SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Youth Workforce Development	\$23.4M–	Youth Workforce Development (General)
	\$25.8M	Youth Workforce Development (TAY/A)
		Mayor’s Education & Employment Program (MYEEP)*
		Opportunities For All - Youthworks*
		High School Partnerships

*DCYF Initiative

The Youth Workforce Development (YWD) Service Area seeks to support 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 opportunities for early career introductions, job skills training, exposure to the private sector and career-oriented employment, and targeted programming for high-needs youth, all delivered with a culturally competent youth development approach.

The YWD Service Area consists of five strategies: **High School Partnerships**, **Youth Workforce Development (YWD)**, **Youth Workforce Development TAY/A (YWD-TAY/A)**, **the Mayor’s Youth Employment and Education Program (MYEEP)**, and **Opportunities for All - YouthWorks (OFA-YW)**. The aim of the YWD Service Area in the 2024-2029 funding cycle is to build upon this success and better align programs so that workforce development opportunities, pathways, and connections will reach the youth who need them most. To help achieve this end, DCYF will continue to work with partners from the Recreation and Parks Department, the Office of Economic and Workforce Development, the Human Services Agency, and the San Francisco Unified School District.

Youth Workforce Development Service Area Need

DCYF’s 2022 Community Needs Assessment shows a high demand for YWD services. More than 80% of SFUSD high school students surveyed by DCYF in 2021 reported an interest in jobs and internships. In addition, only 43% of DCYF parent/caregivers agreed that their transitional-aged young adult had access to job training. Programs that offer paid internships and/or on-the-job training are highly sought after and valued. Pre-employment training and placement into paid internships help students become better prepared for the workforce. Additionally, frequent exposure at an early age to elements of the workforce supports students in their future employment goals and helps them become self-sufficient. And for many teens, employment begins prior to the end of high school, as a necessary means to support themselves and their families. Vulnerable youth and families face systemic barriers to employment. For example, in DCYF focus groups, English Language Learners shared that language barriers at work sites created a challenge for employment. Undocumented youth and TAY/A in San Francisco have little to no legal options for employment. Without “right to work” documents, which verify employment authorization, wage options for undocumented youth and TAY/A are often limited to lower amount stipends or wages.

African American, Pacific Islanders, and Hispanic/Latinx children and youth who are disproportionately involved in the justice system also face forms of employee stigma and added schedule obligations, and LGBTQQ youth report significant rates of discrimination at work. Youth with disabilities also face many challenges to finding

meaningful employment, and continue to experience a gap in employment outcomes, particularly for disabled youth of color.

STRATEGY: YOUTH WORKFORCE DEVELOPMENT (GENERAL)

The Youth Workforce Development (YWD) Strategy is designed to provide youth with the knowledge, skills, abilities, and experiences that will prepare them for the world of work. YWD programs will offer job readiness and other training, work-based learning experiences and transition planning activities, all intended to expose youth to jobs and careers, provide work experience, and help them begin to connect their long-term goals with the educational and employment steps needed to achieve them. The YWD Strategy targets youth ages 14 to 17, and justice-involved youth ages 14 to 17.

Target Population

The Youth Workforce Development (YWD) Strategy one target population. Applicants will choose to serve one, two, or all three of the target populations and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco youth ages 14-17
2. San Francisco justice-involved youth ages 14-17
3. San Francisco high school at-risk or system-involved youth ages 14-17



Need for the Youth Workforce Development Strategy

For young people to thrive as adults, they need a strong academic foundation and the knowledge, skills, and abilities to be successful in the workplace. Work readiness skills are cultivated from an early age, with a range of experiences in the home, classroom, community, and on the job. High-quality workforce development opportunities help prepare youth for a successful transition into adulthood, emphasize the importance of educational attainment, and support them in exploring career options. High-quality youth workforce development efforts also help ensure employers have a ready supply of local talent to meet industry demands. Research shows that youth need to hear early and often about career and educational options for older youth, and evidence demonstrates that YWD programming and employment opportunities targeted to special populations and disconnected youth are essential.

What is Success for the Youth Workforce Development Strategy?

YWD programs will be successful if participants develop:

- Financial literacy skills and have bank accounts
- Plans for next steps that are based on their long-term goals
- An understanding of the importance of their educational decisions on their career goals
- Job search skills and are able to articulate their skills and abilities
- Programs are successfully serving youth who need the services most
- Programs participate in TACB Opportunities

Youth Workforce Development Strategy Goals

1. To ensure that a range of workforce development placements and opportunities that are responsive to the local labor market are available to youth.
2. To help participants understand the importance of academic success and the role

that high school and post-secondary education play within the context of career development.

3. To create a pipeline of job-ready local youth who are prepared to access the current jobs and careers in San Francisco.

Best Practices

- Have a range of meaningful work-based learning placements that help participants learn and develop work skills.
- Develop positive and meaningful relationships between participants and worksite supervisors that are based on genuine desire to help youth build skills.
- Programs are culturally competent and thus have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.
- Programs have a direct deposit payroll infrastructure and are able to provide payment for participants using direct deposit. This is to ensure that a foundation exists for programs to provide services in alignment with supporting the participants' financial empowerment. In addition, programs should have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed.

Youth Workforce Development Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. School- or Community-Based: Programs can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth.
2. Cohort Structure: Programs must establish a cohort of youth to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
3. Curriculum-Based: Program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Adherence to Labor Laws: YWD programs must adhere to all relevant labor laws including those governing child labor and appropriate wages.
5. Job Readiness Training: Programs will provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics:
 - a. Interpersonal and Soft Skills: Self-awareness, personal health, knowledge of personal strengths and values, teamwork, time management, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - b. Job-Search Skills: Labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - c. Financial Literacy: Incorporate the importance of and access to bank accounts, direct deposits, and education around savings and money management.

- d. Documentation and Paperwork: Programs must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
6. Undocumented/Immigrant Youth: If you are serving undocumented/immigrant youth, program must have protocols and procedures in place to support and place youth in employment opportunities.
7. Work-Based Learning Placement or Experience: Programs must provide at least one work-based learning placement or experience for each participant. These placements or experiences should make up the majority of the time a participant spends in the program. Work-based learning placements or experiences must last for a minimum duration of one month and should encompass a five to ten hours per week schedule during the school year and/or a 10 to 20 hours per week schedule during the summer. There are two forms of payment to support these types of workforce opportunities: stipend-based or wage-based. The difference between a wage-based payment versus a stipend-based payment is that youth are in positions that can be normally filled by paid staff in wage-based programs.
 - a. Stipend-Based Payment: This type of payment is for program models that use project-based, time-limited activities such as job shadowing or short-term (1-2 week) job exposures, or in-house internships that result in final projects. They are required to develop a rubric which outlines the expectations the participant must adhere to and complete to successfully engage in the experience and obtain the stipend.
 - b. Wage-Based Payment: This type of payment is for program models that place youth in job-placements or long-term internships/apprenticeships (must be six weeks or longer) in which youth are performing duties and responsibilities and are held to the same expectations as employees who are eligible to receive a wage. Work experience include regular, paid employment, or subsidized employment. Programs providing wage-based payments are expected to support participants in completing and submitting the necessary documents for work and comply with current labor laws and regulations (work permits, identifications, tax documentation, etc).
8. Work-Based Learning Placement Support: Programs must provide ongoing support for participants to ensure their retention at work-based learning placements. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and build competencies that will help them retain future jobs and internships. In addition, YWD programs must provide support to meet the unique needs of the selected target population(s) by providing wraparound support in-house, through collaboration with other programs, and/or through referral. To help participants gauge their performance and learn from the experience, evaluations based on workplace expectations and performance should be provided by the worksite supervisor.
9. Worksite Recruitment Training and Support: Programs will be responsible for coordinating the recruitment, training and support of the worksites used to provide work-based learning placements for participants. These efforts should be implemented using a dual customer approach that prioritizes specific types of training and support for both the youth participant and the worksite. The program should strive to recruit, maintain, and support a diverse set of worksites that can effectively provide opportunities for participants to learn and develop their skills.
10. Transition Planning and Support: Programs must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment, and career. YWD programs must also **provide follow-up support to participants for a minimum of three months** after completion of the program.

11. Enrollment into WorkforceLinkSF: Programs will need to work with youth to enroll and into the WorkforceLinkSF App that is managed by the Office of Economic and Workforce Development and create a user profile. DCYF is working in partnership with other City Departments to better track youth workforce experiences and to be able to provide better connections to resources and job referrals.

Additional Requirements for Programs Serving Justice-Involved Youth

1. Participant Eligibility: Participants can either be in-custody (short-term), on active probation, or within six months of exiting probation.
2. Enrollment Flexibility: Programs must be structured in a way that allows for justice-involved youth to be engaged when they seek services to avoid long wait times for available cohorts.
3. Wrap around Services and Supports:
 - a. Mental Health and Wellness supports
 - b. Barrier Removal: Direct support that includes, but is not limited to, financial and other material resources that are responsive and help participants gain or maintain access to basic needs.

Performance Measures

The following table lists the outcomes prioritized for the Youth Workforce Development strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Transition Plan	Percent of participants with completed transition plans.	90%+
WorkforceLinkSF	Percent of participants enrolled in WorkforceLinkSF.	50%+
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report that they developed education or career goals and understand the steps needed to achieve their goals as a result of the program.	75%+
Financial Literacy Skills	Percent of surveyed participants who report developing financial literacy skills, such as opening a bank account and making a budget, as a result of the program.	75%+
Job Search Skills	Percent of surveyed participants who report developing job search skills, such as resume writing and interviewing, as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
	For Justice Involved Youth: Describe how the proposed program will provide opportunities for these youth to get connected quickly and begin their employment process.	900
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program including the total number of staff, all leadership, direct service, and supportive roles needed to implement the program as proposed.	900
	Based on your program model, which compensation structure will you employ? Stipend-based, wage-based or both? Please explain why you chose this compensation structure.	900
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	For Justice Involved Youth: Describe how the proposed program will provide opportunities for these youth to enroll and avoid long wait times for available cohorts.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Describe how your program will support retention in work-based placements with external partner organizations.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400

Question Section	Question Text	Character Limit
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: YOUTH WORKFORCE DEVELOPMENT (TAY/A)

The Youth Workforce Development (TAY/A) Strategy is designed to provide TAY/A with the knowledge, skills, abilities, and experiences that will prepare them for the world of work. Programs will offer job readiness and other training, subsidized or unsubsidized job placements and transition planning activities all intended to expose TAY/A to jobs and careers. This strategy will help them begin to connect to their long-term career goals with the educational and financial steps needed to achieve them. The YWD Strategy targets TAY/A ages 18-24.

Target Population

1. San Francisco TAY/A ages 18-24
2. San Francisco TAY/A ages 18-24 who are justice system involved: either in custody (short-term), on active probation, or within six months of exiting probation.



Need for the YWD TAY/A Strategy

For most young people, developing employment skills and experiences is a critical part of their transition into adulthood. For disconnected transitional age young adults, employment opportunities and the wages they provide are even more critical because they contribute to both future career goals and immediate basic needs. According to the 2022 CNA only 43% of parents and caregivers agreed that there was sufficient job training support for TAY/A. The need for employment opportunities is even higher for young people who are more likely to be disconnected, including parents and caregivers, justice involved and undocumented youth. The YWD TAY/A Strategy is designed meet these needs by providing training, paid employment, and support that helps participants gain self-sufficiency and economic stability.

What is Success for the YWD TAY/A Strategy?

YWD TAY/A programs will be successful if they:

- Help participants have obtained meaningful long-term employment.
- Help participants develop or improve financial literacy skills, that may include banking, taxes, financial security, etc.
- Help participants develop steps toward long-term goals and understand what training and education is needed to achieve their career goals.
- Enable participants to effectively search for jobs and to articulate their skills and abilities.
- Embody workforce competency, having the requisite knowledge, skills, and abilities to provide quality services.

YWD TAY/A Strategy Goals

1. To ensure participants obtain gainful employment
2. To ensure that a range of workforce development placements and opportunities that are responsive to the local labor market are available.
3. To create a pipeline of job-ready local young adults that are prepared to enter the workforce in San Francisco.

Best Practices

- Have a range of meaningful workforce opportunities that help participants learn and develop work skills.

- Develop positive and meaningful relationships between participants and worksite supervisors that are based on genuine desire to help youth build skills.
- Programs are culturally competent and thus have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.
- Programs have a direct deposit payroll infrastructure and are able to provide payment for participants using direct deposit. This is to ensure that a foundation exists for programs to provide services in alignment with supporting the participants' financial empowerment. In addition, programs should have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed.

YWD TAY/A Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. Job Development and Vocational/Certification Programs: Programs must develop relationships with industry partners to help participants obtain gainful employment. In addition, programs should be able to provide support and access to short-term vocational opportunities and certification programs.
 - a. Under this requirement programs can pay for registration/tuition fees for certification/vocational programs.
2. Adherence to Labor Laws: Programs must also adhere to all relevant labor laws including those governing labor and wages that comply with the Minimum Compensation Ordinance.
3. Work Experience: Programs must connect the participant to an internship, part-time or full-time job/work experience. All participants are expected to receive an hourly wage at a job or paid internship/work experience (adhering to the latest Minimum Compensation Ordinance wages). Work experience ranges from regular, paid employment to subsidized employment and learning-rich work experience.
 - a. For work experiences where the agency is subsidizing the wage, programs will gauge their performance and help participants learn from the experience. Evaluations based on workplace expectations and performance should be provided by the worksite supervisor.
4. Life Skills Trainings: Provide participants training on communication, time management, self awareness, direction, empathy, and coping with stress.
5. Job Readiness Training: Programs will provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics.
 - a. Job-Search Skills: Labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - b. Documentation and Paperwork: Programs must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
 - c. Interpersonal and Soft Skills: Self-awareness, personal health, knowledge of personal strengths and values, teamwork, time management, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - d. Financial Literacy: Incorporate the importance of and access to bank accounts, direct deposits, education around savings and money management, support with filing taxes.

6. **Curriculum-Based:** Program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
7. **Wrap-Around Supports:** Programs must provide connection and/or access to the services below if needed:
 - a. Mental Health and Wellness supports
 - b. Housing and Transportation education
 - c. Other Barrier Removal: Direct support that includes but is not limited to financial and other material resources that are responsive and help participants gain or maintain access to basic needs including childcare, food, water, clothing, technology, internet access, and more.
8. **Undocumented/Immigrant Youth:** If you are serving undocumented/immigrant youth, programs must have protocols and procedures in place to support and place youth in employment opportunities.
9. **Transition Planning and Support:** Programs must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment, and career. Programs must also provide follow-up support to participants for a minimum of three months after completion of the program. Programs must provide intentional support to help participants make actual connections to their next step.
10. **Community Structure:** Programs must host activities that allow young adults to develop meaningful peer relationships and sustainable support for participants. The purpose of the community structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork and networking.
11. **Enrollment into WorkforceLinkSF:** Programs will need to enroll all participants into the WorkforceLinkSF App that is managed by the Office of Economic and Workforce Development. We are working in partnership with other City Departments to better track youth workforce experiences and to be able to provide better connection to resources and job referrals.

Performance Measures

The following table lists the outcomes prioritized for the YWD TAY/A strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Transition Plan	Percent of participants with completed transitions plans.	90%+
WorkforceLinkSF	Percent of participants enrolled in WorkforceLinkSF.	75%+
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+

Name	Measure	Target
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of the program.	75%+
Financial Literacy Skills	Percent of surveyed participants who report developing financial literacy skills, such as opening a bank account and making a budget, as a result of the program.	75%+
Job Search Skills	Percent of surveyed participants who report developing job search skills, such as resume writing and interviewing, as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
	For Justice Involved Youth: Describe how the proposed program will connect with the Adult Probation Departments to recruit participants.	900
	Describe how the proposed program will adjust its recruitment methods beyond traditional approaches to access and engage disconnected TAY/A.	900
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
	Based on your program model, which compensation structure will you employ? Stipend-based, wage-based or both? Please explain why you chose this compensation structure.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Justice Involved: Describe how the proposed program will provide opportunities for these TAY/A to get connected quickly and begin their employment process.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in the process.	1400
	Describe how your program will support retention in work-based placements with external partner organizations.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking participants.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: HIGH SCHOOL PARTNERSHIP

The High School Partnerships Strategy provides opportunities for students at targeted SFUSD high schools who can benefit from work-based learning and career exposure experiences that are embedded and intentionally connected to the school day. School site staff will work closely with funded programs to help ensure the work-based learning opportunities align to students' school-day curricula and support the development of college and career readiness skills.

Target Population

San Francisco high school students who are enrolled in a designated SFUSD high school, especially youth who are under credit and/or at risk of not graduating on time. Programs must partner with one of the following public schools and are required to submit individual proposals for each school they are applying to work with.

1. Downtown High School
2. John O'Connell High School
3. June Jordan School for Equity
4. Phillip and Sala Burton High School
5. SF International High School



Need for the High School Partnership Strategy

Community engagements for DCYF's 2022 CNA illuminated that young people in San Francisco are craving opportunities for a productive adulthood. Students in several focus groups expressed the need for job prep skills and broader life skills such as financial literacy to support their transition into adulthood, additionally noting interest in accessing career services, resume building, and interview preparation resources. As high school years mark the imminent transition into adulthood, community members focused on those years and campus settings as critical context for embedding activities that ready youth for future careers and productive adulthood. Young people need exposure to and awareness of a variety of vocational and educational pathways to prepare for their future. Having frequent and early opportunities to learn what fields, tracks and degrees are available will help equip young people as they prepare for their future. Career readiness education embedded in schools helps prepare youth for life after college as they begin their careers, equipping them with the skills necessary to navigate their entry into the workforce. The ability to directly connect what young people are learning in school to an actual hands-on work experience not only enriches their school and learning experience, but it also increases their employability and helps them develop critical skills that are valued in the workplace. The earlier these connections are made; the better off youth are in thoughtfully navigating their next steps.

What is Success for the High School Partnership Strategy?

High School Partnership programs are most successful when the CBO is fully integrated into the school day and the school community. CBOs and school site leadership work together to create and support a shared vision, shared goals, and dual accountability for students regarding all things workforce within the high school. Parents and students are interested in more career exposure and life skills foundational elements woven into the academic day. Students should have a variety of adults (school and CBO staff)

involved in supporting the crafting of a young person's workforce and educational goals and outlining steps required to achieve those goals. The High School Partnerships program is thriving when students feel supported and successful at every milestone on their vocational journeys.

High School Partnership Strategy Goals

1. To provide students at targeted schools with work-based learning opportunities that demonstrate the relevance of education to future career options.
2. To reinforce the learning that takes place during the school day.
3. To motivate students to complete their education.
4. To provide students with opportunities to build their college and career readiness skills.

High School Partnership Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

Community-Based Organization (CBO): For the High School Partnership Strategy, CBOs are responsible for the overall day-to-day coordination of the program. Additional roles and requirements include the following:

1. Established Partnership with School: The success of High School Partnership programs is heavily dependent on the quality of their collaboration with the school where they are operating. To ensure that the proposed program has an established partnership with its selected school, principals will be included in the grantee selection process.
2. Co-Design: Agencies will co-design the intentional learning components of the program (both school day and afterschool/summer) with the school, SFUSD's College and Career Readiness Department and potential employer partners (MOUs with schools and various work sites) workers compensation insurance, paying students (incentives, stipends), to assist youth in developing college and career readiness skills. In addition, agencies will work with school partners to provide youth with a transition planning and support plan. Programs must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment, and career. High School Partnership programs must also provide follow up support to participants for a minimum of three months after completion of the program.
3. Curriculum Based: Program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Work-based Learning Experience: Programs must provide at least one work-based learning placement or experience for each participant. These placements or experiences should make up half of the time a participant spends in the program. Work-based learning placements or experiences must last for a minimum duration of at least one month. Programs have the options to provide placements either during school time, after school, or both, and should follow the stipend/incentive-based experience guidelines:
 - a. Stipend-Based Payment: This type of payment is for program models that use a curriculum-based approach with time-limited activities such as job shadowing/job exposures and project-based learning that results in a final

product. Grantees using these types of payments must develop a rubric which outlines the expectations the participant must adhere to successfully complete the program and obtain the stipend. The difference between stipend-based payment and wage-based payment is that participants in programs using this approach are engaged in a training opportunity and are not performing regular work. Programs that place youth during school hours must use this payment model.

- b. Wage-Based Payment: This type of payment is for program models that employ youth by placing them in job-placements or long-term internships/apprenticeships (in house or at external worksites) in which youth are performing duties and tasks that contribute to the work of the worksite. Programs providing wage-based payments are expected to adhere to labor laws and regulations including those for young people under the age of 18 (work permits, identifications, tax documentation, etc.). The difference between wage-based payment and stipend-based payment is that participants in programs using this approach are performing regular work that benefits the organization where they are working. Programs that provide job-placement outside of school hours may use this payment model.
5. Enrollment into WorkforceLinkSF: Programs will need to enroll participants that have received permission from their parents to be able enroll into the Workforce LinkSF App that is managed by the Office of Economic and Workforce Development. We are working in partnership with other city departments to better track youth workforce experiences and to be able to provide better connection to resources and job referrals. Programs must have signed written consent from parents/caregivers for any youth under 18 to enroll.
6. Undocumented/Immigrant Youth: If you are serving undocumented/immigrant youth, programs must have protocols and procedures in place to support and place youth in employment opportunities.
7. Recruit, Train, and Support Employers: Programs will be responsible for coordinating the recruitment, training and support of the worksites used to provide work-based learning placements for participants. These efforts should be implemented using a dual customer approach that prioritizes specific types of training and support for both the youth participant and the worksite. The program should strive to recruit, maintain, and support a diverse set of worksites that can effectively provide opportunities for participants to learn and develop their skills.
8. Job Readiness Training: Programs must provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics:
 - a. Interpersonal and Soft Skills: Self-awareness, personal health, teamwork, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - b. Job-Search Skills: Labor market knowledge, job search, completing online applications, preparing resumes, interviewing, etc.
 - c. Financial Literacy: incorporate the importance of and access to bank accounts and direct deposit, and education around savings and money management.
 - d. Documentation and Paperwork: Programs must ensure that participants are aware of the necessary documentation and paperwork needed for employment.
9. Monitor Student Progress: Programs must provide ongoing support for participants to ensure their retention at work-based learning placements that are longer than two weeks. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and

build competencies that will help them retain future jobs and internships.

10. Linking Students to Support Services: By utilizing supports located at the school such as Wellness Centers or by connecting students with outside services and programs.
11. Planning Period: Agencies receiving funding for the first time under the High School Partnership Strategy will be provided with a planning period lasting up to 6 months of the school year to develop their partnership with the school. The planning period will help grantees build the specific structure of their programs in conjunction with school administration. DCYF will negotiate the details of the planning period with awarded grantees after the RFP process is complete. Therefore, applicants should provide a budget in their proposal that represents one year of full programmatic operations, not including the planning period.
12. Payroll Infrastructure and Adherence to Labor Laws: The purpose of this requirement is to ensure that a foundation exists for programs must have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed. High School Partnership programs also must adhere to all relevant labor laws including those governing child labor and appropriate wages.

School Partners: For the High School Partnership Strategy, school partners are responsible for the following:

1. Co-Design: The intentional learning components of the program (both school day and afterschool/summer) with the CBO to assist youth in developing their college and career readiness skills. Intentional learning components should include opportunities to reflect on work-based experiences during the school day (via class time, assignments, discussions, etc.).
2. Recruit: Appropriate youth should be recruited for each cohort that can benefit from services. Schools support recruitment, refer and/or assign students to program.
3. Engagement, Retention and Support: Programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs of participants by providing wraparound support in-house, through collaboration with other programs or by referral.
4. Provide Ongoing Data on participants' grades, attendance, and other relative performance information and participate in relevant program evaluation activities.
5. Provide Academic Credit when available.
6. Dedicate Sufficient Teaching and Counseling Staff to the program, including time for initial planning, training/professional development, ongoing planning, and communication with community partner and employers.
7. Assist with troubleshooting.
8. Link Students to Support Services by utilizing internal resources, such as Wellness Centers, or by connecting students with outside services and programs.

SFUSD Principal Input into Grantee Selection

The High School Partnership Strategy requires strong integration with SFUSD central office and school site principals. The input of each school's principal will be heavily considered. Therefore, school site leadership will be included in the review of proposals. Principals, along with key stakeholders within the school community, will review the proposals to work with their school and will participate in an interview with qualified applicants. Principals will not have sole autonomy in choosing the grantee that will work at their school, but they will have input into the decision. Applicants to High

School Partnership Strategy must NOT contact school administration or staff during the writing process or before submission of their proposal. Applicants who contact school sites, including principals and other administrative staff, may have their proposal disqualified from this process.

Performance Measures

The following table lists the outcomes prioritized for the High School Partnership strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Transition Plan	Percent of participants with completed transitions plans.	90%+
WorkforceLinkSF	Percent of participants enrolled in WorkforceLinkSF.	50%+
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/Career Goals	Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of the program.	75%+
Financial Literacy Skills	Percent of surveyed participants who report developing financial literacy skills, such as opening a bank account and making a budget, as a result of the program.	75%+
Job Search Skills	Percent of surveyed participants who report developing job search skills, such as resume writing and interviewing, as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900

Question Section	Question Text	Character Limit
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
Program Design & Implementation	Describe the specific ways the proposed program will work collaboratively with school principals, teachers, administration and students to develop the partnership with the targeted schools. If applicable, please also describe the agency or proposed program's current connection with the school they are applying to work with including the nature of the connection, duration of the partnership and any services that have been implemented in collaboration.	1400
	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Describe how your program will support retention in work-based placements with external partner organizations.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

DCYF INITIATIVES

DCYF Initiatives are programs where DCYF or DCYF and partners determine the model and overall structure of the program. This includes target population, program components and the name of the program. The DCYF Initiatives within this Result Area are associated with programs, resources, supports and activities that help youth and TAY/A gain exposure, skills, and abilities that prepare them for successful transitions into adulthood. The initiatives in this Result Area target equitable access and outcomes and provide multiple avenues for engagement and support.

INITIATIVE: MAYOR'S YOUTH EMPLOYMENT & EDUCATION PROGRAM (MYEEP)

The Mayor's Youth Employment and Education Program (MYEEP) is a citywide collaborative youth employment program that supports the positive development of 9th and 10th graders in San Francisco who have no previous work experience. The MYEEP program will engage participants in work readiness training, educational support, youth leadership development activities, and meaningful work-based learning opportunities in the non-profit, government, and private sectors. The program aims to provide young people initial exposure to the workplace, entry-level work readiness training, and a valuable work experience that enhances their employability skills and career awareness while supporting their overall educational attainment and personal development.

Target Population

1. San Francisco High School youth in grades 9-12

Need for MYEEP Initiative

Frequent exposure at an early age to the workforce supports young people in their future employment goals and helps them become self-sufficient adults. Additionally, for many high school aged youth, employment is a necessary means to support themselves and their families. The 2022 Community Needs Assessment (CNA) noted that parents and caregivers "expressed a need for more job training and employment at both ends of the age spectrum." This finding was reinforced by focus group participants who requested "more opportunities for youth under 16." The Mayor's Youth Employment & Education Program (MYEEP) is designed to provide exposure to the workforce for 9th and 10th graders including initial opportunities to experience employment at actual worksites.



What is Success for MYEEP Initiative?

MYEEP will be successful if the program:

- Has a range of meaningful work-based learning placements that help participants learn and develop work skills.
- Is able to develop positive and meaningful relationships between participants and worksite supervisors that are based on genuine desire to help youth build skills.
- Has a system to receive feedback from worksites about the value and quality of the experience from their perspective.
- Is successfully serving youth who need the services most.
- Helps participants develop:

- Financial literacy skills and have bank accounts.
- Plans for next steps that are based on their long-term goals.
- An understanding of the importance of the educational decisions on their career goals
- Job search skills and are able to articulate their skills and abilities.

MYEEP Initiative Goals

1. To provide quality initial work-based learning experiences for San Francisco youth with a focus on those with concentrated need or characteristics of increased need.
2. To enhance youth's ability to access and retain work-based learning experiences and prepare them to contribute to the local economy.
3. To help participants understand the importance of academic success and the role that high school and post-secondary education play within the context of career development.
4. To create a pipeline of job-ready local youth that are prepared to access the current jobs and careers in San Francisco.

Best Practices

- Programs are culturally competent: Programs have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.
- Programs have a direct deposit payroll infrastructure: Programs can provide payment for participants using direct deposit. This is to ensure that a foundation exists for programs to provide services in alignment with supporting the participants' financial empowerment. In addition, programs should have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed.
- Participants develop plans for next steps that are based on their long-term goals.
- Participants develop an understanding of the importance of their educational decisions on their career goals.

MYEEP Initiative Requirements

Applicants to this strategy must meet the following requirements to be eligible for funding:

1. School- or Community-Based: MYEEP can operate at a school campus or a facility that is not a public-school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth.
2. Outreach and Recruitment: The lead agency implementing MYEEP will coordinate and oversee the recruitment process used across subcontractor agencies to ensure wide reach and consistency. Recruitment efforts should focus on methods that will allow the program to engage young people with barriers to employment.
3. Cohort Structure: MYEEP subcontractor agencies must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. Curriculum-Based: MYEEP program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning

goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.

5. Collaborative: MYEEP will operate as a collaborative program with one lead agency ensuring the consistent delivery of workforce development experiences across a network of seven to ten subcontractor partner agencies representing the major geographic areas of San Francisco. The lead agency will be responsible for providing the program model, infrastructure, management, and oversight of the entire MYEEP network.
6. Quality Control and Technical Assistance: The lead agency implementing MYEEP will be responsible for ensuring that the experience of participants is based on a consistent curriculum and approach even though it will be delivered by subcontractor agencies. In addition, the lead agency implementing MYEEP will be responsible for coordinating technical assistance and capacity building efforts for subcontractor agencies to ensure that the program operates at the highest level of quality possible.
7. Adherence to Labor Laws: The lead agency implementing MYEEP must also adhere to all relevant labor laws including those governing child labor and appropriate wages.
8. Advisory Board: The lead agency implementing MYEEP will convene an Advisory Board made up of key leadership from the collaborative's subcontractor agencies to assist with planning, ensure consistent delivery of services and address challenges that may arise during implementation.
9. Job Readiness Training: MYEEP will provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics:
 - a. Interpersonal and Soft Skills: Self-awareness, personal health, knowledge of personal strengths and values, teamwork, time management, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - b. Job-Search Skills: Labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - c. Financial Literacy: In alignment with DCYF's Financial Empowerment initiative, incorporate the importance of and access to bank accounts and direct deposit, and education around savings and money management.
 - d. Documentation and Paperwork: The lead agency implementing MYEEP must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
10. Work-Based Learning Placement: MYEEP must provide at least one work-based learning placement for each participant. These placements should make up the majority of the time a participant spends in the program. Work-based learning placements must last for a minimum duration of at least one month and should encompass a five to ten hours per week schedule during the school year and a 10-20 hours per week schedule during the summer.
 - a. Applicants must provide at least one work-based learning placement from the following list for each participant:
 - i. Job Shadow: A career exploration activity in which youth observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments. Job shadows are designed to help youth explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning

process.

- ii. Internship: A paid career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry. Internships should include a formal learning contract between the youth, the program, and the employer and are intended to be highly structured, time-limited experiences that occur at a workplace.
 - iii. Work Experience: A paid career preparation activity in which youth are at a workplace doing real work and are held to the same expectations as all employees. To help participants gauge their performance and learn from the experience, evaluations based on workplace expectations and performance should be provided by the worksite supervisor. Work experience ranges from regular, paid employment to subsidized employment, and learning-rich work experience.
- b. There are two forms of payment to support these types of workforce opportunities: stipend-based or wage-based.
- i. Stipend-Based Payment: This type of payment is for program models that use a project-based, time-limited activities such as job shadowing or short-term (1-2week) job exposures, or in-house internships that result in final projects. They are required to develop a rubric which outlines the expectations the participant must adhere to and complete to successfully engage in the experience and obtain the stipend.
 - ii. Wage-Based Payment: This type of payment is for program models that place youth in a job-placements or long-term internships/apprenticeships (must be six weeks or longer) in which youth are performing duties and responsibilities and are held to the same expectations as all employees who are eligible to receive a wage. Work experience include regular, paid employment, or subsidized employment. Programs providing wage-based payments are expected to support participants in completing and submitting the necessary documents for work and comply with current labor laws and regulations (work permits, identifications, tax documentation, etc). The difference between a wage-based payment versus a stipend-based payment is that youth are in positions that can be normally filled by paid staff in wage-based programs.
11. Enrollment into WorkforceLinkSF: Programs will need to enroll participants that have received permission from their parents to be able enroll into the Workforce LinkSF App that is managed by the Office of Economic and Workforce Development. We are working in partnership with other city departments to better track youth workforce experiences and to be able to provide better connection to resources and job referrals. Programs must have signed written consent from parents/caregivers for any youth under 18 to enroll.
12. Undocumented/Immigrant Youth: If you are serving undocumented/immigrant youth, programs must have protocols and procedures in place to support and place youth in employment opportunities.
13. Ongoing Work-Based Learning Placement Support: The lead agency implementing MYEEP must provide ongoing support for participants to ensure their retention at work-based learning placements. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and build competencies that will help them retain future jobs and internships.
14. Worksite Recruitment Training and Support: The lead agency implementing MYEEP will be responsible for coordinating the recruitment, training and support of the worksites used to provide work-based learning placements

for participants. These efforts should be implemented using a dual customer approach that prioritizes specific types of training and support for both the youth participant and the worksite. The lead agency should strive to recruit, maintain, and support a diverse set of worksites that can effectively provide opportunities for participants to learn and develop their skills.

15. Transition Planning and Support: MYEEP will provide activities that support the development of a Transition Plan that includes future steps associated with education, employment, and career. MYEEP must also provide follow up support to participants for a minimum of three months after completion of the program.
16. Youth Leadership Opportunities: MYEEP will provide structured opportunities for participants to engage in leadership development training and activities. These activities should focus on participants with an interest in developing their leadership skills who have aged out of regular program activities.

Performance Measures

The following table lists the outcomes prioritized for the MYEEP strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment process.	Yes – Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes – Has an SEL Plan
Transition Plan	Percent of participants with completed transitions plans.	90%+
WorkforceLinkSF Placements	Percent of participants enrolled in WorkforceLinkSF. Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	50%+ 85%+
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/ Career Goals	Percent of surveyed participants who report that they developed education or career goals and understand the steps needed to achieve their goals as a result of the program.	75%+
Financial Literacy Skills	Percent of surveyed participants who report developing financial literacy skills, such as opening a bank account and making a budget, as a result of the program.	75%+
Job Search Skills	Percent of surveyed participants who report developing job search skills, such as resume writing and interviewing, as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
	Based on your program model, which compensation structure will you employ? Stipend-based, wage-based or both? Please explain why you chose this compensation structure.	900
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
Program Impact	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

INITIATIVE: OPPORTUNITIES FOR ALL - YOUTHWORKS

San Francisco Opportunities For All-YouthWorks (OFA-YW) is a citywide year-round program that supports Mayor London Breed's workforce initiative that strives to provide access to career exploration and workforce development for San Francisco's youth and young adults ages 13-24 with a priority to connect, support and serve youth of color. The initiative includes paid internships, mentorship, job readiness and career training and apprenticeship. Participants in the OFA-YW initiative can engage in multiple programs including those focused on project-based learning experiences, work-based learning in City government agencies and private sector job placements that help ensure youth are developing career-related knowledge and skills.

Target Population

1. San Francisco youth ages 14-24

Need for the OFA-YW Initiative

Pre-employment training and placement into paid employment opportunities are an important way to prepare young people for the workforce. A Youth Budget Needs report compiled for District 5 by the San Francisco Youth Commission found that young people desired more employment opportunities, calling on the City to continue investing in programs such as Opportunities for All. Additionally, more than 80% of SFUSD high school students surveyed in 2021 reported interest in jobs and internships and 65% expressed a desire for support in career preparation skills, such as resume writing and interviewing. OFA-YW is designed to provide training and paid employment in private sector companies, nonprofit organizations, and City government agencies to expose young people to careers while developing job skills and gaining experience.

What is Success for OFA-YW Initiative?

OFA-YW will be successful if the program:

- Has a range of meaningful work-based learning placements in San Francisco city government that help participants learn and develop work skills.
- Is able to develop positive and meaningful relationships between participants and worksite supervisors that are based on genuine desire to help youth build skills.
- Has a system to receive feedback from worksites about the value and quality of the experience from their perspective.

OFA-YW Initiative Goals

1. To provide quality work-based learning opportunities for San Francisco youth in private sector and local government agencies to expose them to public service careers while developing job skills and gaining experience.
2. To enhance youth's ability to access and retain work-based learning experiences and prepare them to contribute to the local economy.
3. To help participants understand the importance of academic success and the role that high school and post-secondary education play within the context of career development.
4. To create a pipeline of job-ready local youth that are prepared to access the current jobs and careers in San Francisco.

Best Practices

- Programs are culturally competent: Programs have the ability and capacity to



14-17



18-24

understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.

- Programs have a direct deposit payroll infrastructure: Programs can provide payment for participants using direct deposit. This is to ensure that a foundation exists for programs to provide services in alignment with supporting the participants' financial empowerment. In addition, programs should have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed.
- Participants develop plans for next steps that are based on their long-term goals.
- Participants develop an understanding of the importance of their educational decisions on their career goals.

OFA-YW Strategy Requirements

Applicants to this strategy must meet the following requirements to be eligible for funding:

1. Cohort Structure: OFA-YW programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
2. Curriculum-Based: OFA-YW program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
3. Government and Private Sector Partnerships: The agency implementing OFA-YW will provide work-based learning opportunities for participants within San Francisco City government and private sector agencies. The agency will work with DCYF annually to determine participating city government agencies. In addition, the Agency will work with the Human Right Commission determine participation and placements within the private sector.
4. Work-Based Learning Placement: OFA-YW must provide at least one work-based learning placement for each participant. These placements should make up the majority of the time a participant spends in the program. Work-based learning placements must last for a minimum duration of at least one month and should encompasses a five to ten hours per week schedule during the school year and a 10-20 hours per week schedule during the summer.
 - a. Applicants must provide at least one work-based learning placement from the following list for each participant:
 - i. Job Shadow: A career exploration activity in which youth observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments. Job shadows are designed to help youth explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.
 - ii. Internship: A paid career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry. Internships should include a formal learning contract between the youth, the program, and the employer and are intended to be highly structured, time-limited experiences that occur at a workplace.

- iii. Work Experience: A paid career preparation activity in which youth are at a workplace doing real work and are held to the same expectations as all employees. To help participants gauge their performance and learn from the experience, evaluations based on workplace expectations and performance should be provided by the worksite supervisor. Work experience ranges from regular, paid employment to subsidized employment and learning-rich work experience.
 - b. There are two forms of payment to support these types of workforce opportunities: stipend-based or wage-based.
 - i. Stipend-Based Payment: This type of payment is for program models that use a project-based, time-limited activities such as job shadowing or short-term (1-2week) job exposures, or in-house internships that result in final projects. They are required to develop a rubric which outlines the expectations the participant must adhere to and complete to successfully engage in the experience and obtain the stipend.
 - ii. Wage-Based Payment: This type of payment is for program models that place youth in a job-placements or long-term internships/apprenticeships (must be six weeks or longer) in which youth are performing duties and responsibilities and are held to the same expectations as all employees who are eligible to receive a wage. Work experience include regular, paid employment or subsidized employment. Programs providing wage-based payments are expected to support participants in completing and submitting the necessary documents for work and comply with current labor laws and regulations (work permits, identifications, tax documentation, etc). The difference between a wage-based payment versus a stipend-based payment is that youth are in positions that can be normally filled by paid staff in wage-based programs.
- 5. Direct Deposit, Payroll Infrastructure, and Adherence to Labor Laws: OFA-YW must be able to provide payment for participants using direct deposit. The purpose of this requirement is to ensure that a foundation exists for programs to provide services in alignment with DCYF's Financial Empowerment Initiative. In addition, programs must have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed. The agency implementing OFA-YW must also adhere to all relevant labor laws including those governing child labor and appropriate wages.
- 6. Job Readiness Training: The agency implementing OFA-YW must provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics.
 - a. Interpersonal and Soft Skills: Self-awareness, personal health and hygiene, knowledge of personal strengths and values, teamwork, time management, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - b. Job-Search Skills: Labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - c. Financial Literacy: In alignment with DCYF's Financial Empowerment initiative, incorporate the importance of and access to bank accounts and direct deposit, and education around savings and money management.
 - d. Documentation and Paperwork: The agency implementing OFA-YW must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
- 7. Worksite Recruitment Training and Support: The agency implementing OFA-YW

will be responsible for coordinating the recruitment, training and support of the city government worksites used to provide work-based learning placements for participants. These efforts should be implemented using a dual customer approach that prioritizes specific types of training and support for both the youth participant and the worksite. The lead agency will work with DCYF to focus recruitment efforts on city government agencies that provide support for the program.

8. Work-Based Learning Placement Support: The agency implementing OFA-YW must provide ongoing support for participants to ensure their retention in work-based learning placements. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and build competencies that will help them retain future jobs and internships.
9. Enrollment into WorkforceLinkSF: Programs will need to enroll participants that have received permission from their parents to be able enroll into the Workforce LinkSF App that is managed by the Office of Economic and Workforce Development. We are working in partnership with other city departments to better track youth workforce experiences and to be able to provide better connection to resources and job referrals. Programs must have signed written consent from parents/caregivers for any youth under 18 to enroll.
10. Undocumented/Immigrant Youth: If you are serving undocumented/immigrant youth, programs must have protocols and procedures in place to support and place youth in employment opportunities.
11. Transition Planning and Support: The agency implementing OFA-YW must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment and career. OFA-YW must also provide follow up support to participants for a minimum of three months after completion of the program.
12. Youth Leadership Opportunities: The agency implementing OFA-YW must provide structured opportunities for participants to engage in leadership development training and activities. These activities should focus on participants with an interest in developing their leadership skills.

Performance Measures

The following table lists the outcomes prioritized for OFA-YW strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment process.	Yes – Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes – Has an SEL Plan
Transition Plan	Percent of participants with completed transitions plans.	90%+
WorkforceLinkSF	Percent of participants enrolled in WorkforceLinkSF.	50%+
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+

Name	Measure	Target
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Education/ Career Goals	Percent of surveyed participants who report that they developed education or career goals and understand the steps needed to achieve their goals as a result of the program.	75%+
Financial Literacy Skills	Percent of surveyed participants who report developing financial literacy skills, such as opening a bank account and making a budget, as a result of the program.	75%+
Job Search Skills	Percent of surveyed participants who report developing job search skills, such as resume writing and interviewing, as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
	Based on your program model, which compensation structure will you employ? Stipend-based, wage-based or both? Please explain why you chose this compensation structure.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

ENRICHMENT & SKILL BUILDING SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Enrichment & Skill Building	\$8.9M–\$9.8M	Arts & Creative Expression
		Identity Formation & Inclusion
		STEM/Environmental Sustainability

The Enrichment and Skill Building (E&S) Service Area seeks to support programs that provide opportunities for children and youth to learn specialized skills, build positive personal identities, find social-emotional enrichment opportunities, and improve their leadership abilities through project- and curriculum-based programming. Additionally, these programs should nurture habits, routines, and values that prevent risky and violent behaviors amongst participants. All programs funded under the E&S Service Area are expected to be rooted in youth development principles and provide culturally responsive services.

The E&S Service Area consists of four strategies: 1. Arts and Creative Expression; 2. Identity Formation and Inclusiveness; 3. Science, Technology, Engineering and Math (STEM) and 4. Sports and Physical Activity. The E&S Strategies highlighted in this section are (1) **Arts and Creative Expression**; (2) **Identity Formation and Inclusiveness**; and (3) **Science, Technology, Engineering and Math (STEM)**.

Enrichment & Skill Building Service Area Need

Success in school and in life depends on more than academic ability alone. The E&S Service Area is designed to address the learning and developmental needs of children and youth. The National Education Association highlights the value of project-based learning as a teaching model; older youth can acquire a great deal of knowledge and skills through hands-on experiences and engagement. Additionally, given the autonomy older youth have over their time outside of school, project-based and/or youth-led programming that explores a diverse set of topics and experiences can be a strong method for engaging and retaining this age group by providing safe and productive activities that support their learning and development. As with sports and arts enrichment programs, children and youth from lower-income families have far fewer opportunities to participate in enrichment activities than their more-resource peers, research has confirmed. Scholars call this the “enrichment gap.” This disparity exacerbates the already-growing income achievement gap that has kept poor children behind in school and later in life.

Research conducted by the Collaborative for Academic, Social, and Emotional Learning has demonstrated that social and emotional competencies have a significant impact on students’ academic performance and persistence in school as well as their broader life success, as measured by a variety of health, wealth, and well-being indicators in adulthood. However, a 2021-22 Social Emotional Learning (SEL) assessment conducted by SFUSD shows that African American and Hispanic/Latinx middle and high schoolers scored below average in all four SEL areas described above. The same is true for Hispanic/Latinx children in elementary school, and African American elementary students scored below average in two of the four SEL domains. Elementary and middle school Pacific Islander students scored above average in at least two SEL domains, but in high school scored below average in all four domains. Factors that the CORE Districts found to contribute to lower SEL scores include stereotypes and bias, low expectations for student’s abilities, unresolved childhood trauma and basic needs not being met. Many skills or competencies fit under the umbrella of social and emotional learning.

Growth mindset, self-efficacy and social awareness are just a few where DCYF's E&S Service Area is designed to support programming to address and promote these SEL skills.

STRATEGY: ARTS & CREATIVE EXPRESSION

The Arts and Creative Expression Strategy is designed to provide youth and disconnected TAY/A with opportunities to explore one or more forms of artistic and creative expression and have structured and intentional ways to express themselves and showcase their work. Arts and Creative Expression programs will provide project-based activities that allow participants to learn skills and express their creativity while engaging in an artistic discipline. Arts and Creative Expressions programs target elementary, middle and high school youth as well as disconnected TAY/A and can include, but are not limited to, disciplines such as visual arts, creative writing, music, dance, theater, film, and/or digital media.

Target Population

The Arts and Creative Expression Strategy in the E&S Service Area supports the Youth are Ready for College, Work, and Adulthood Result Area by targeting three populations. **Applicants will choose to serve any combination of the target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco high school youth ages 14-17
2. San Francisco at-risk or system-involved youth ages 14-17
3. San Francisco disconnected TAY/A ages 18-24



14-17



18-24

Need for the Arts & Creative Expression Strategy

According to a survey of middle- and high-school youth, approximately one third of each group currently engages in art, music, theater, or dance programming. However, this type of programming is not equally accessible to all youth. Funding for arts in schools has been repeatedly cut, leaving low-income youth with reduced access to arts-based programming.

Research has demonstrated that the arts can positively impact development from birth through adolescence and into adulthood. Engaging in activities that promote creativity and self-expression from a young age is associated with increased social-emotional skills such as empathy, sharing and self-management. Through the arts, youth learn multiple ways to express their experiences and feelings, which can help mitigate stress and feelings of isolation while building healthy coping skills and opportunities to connect with others. Fostering creativity can boost youths' self-confidence and sense of self-efficacy, which can in turn improve outcomes in other areas of their lives. Some of the documented benefits of arts programming include improvements in:

- Motor skills
- Language development
- Decision-making skills
- Visual Learning
- Inventiveness/innovation

Moreover, arts and creative expression can be a particularly valuable tool when used therapeutically with youth who have been exposed to trauma. As explained in an issue brief prepared for the National Endowment for the Arts, "For youths dealing with trauma

ma or victimization (including exposure to violence), the arts can help them to cope with painful experiences by fostering resiliency (Heise 2014). Creating art can strengthen a youth's problem-solving skills, autonomy, sense of purpose and social competence. Moreover, art can help encourage positive emotions and strength, allowing youths to view themselves as survivors and not as victims (van Westrhenen and Fritz 2014)."

What is Success for the Arts & Creative Expression Strategy?

Successful programs funded under this strategy will attract and retain youth participants or develop partnerships with youth-serving agencies to reach the target population. Programs will provide safe spaces for participants to engage in positive and high-quality youth development activities that provide outlets for creative expression and exposure to one or more arts disciplines. Youth participants will attend programming regularly, report enjoyment in program activities, report confidence in application of a new or enhanced artistic skill and develop enhanced social emotional competencies.

- Programs demonstrate high retention rates and program has solid re-engagement plan for youth who are unable to attend regularly.
- Programs provide opportunities for youth to:
 - have increased exposure to artistic activities that they enjoy;
 - learn new artistic skills;
 - have opportunities to express themselves and present their work to others;
 - experience building improved social-emotional skills/qualities (e.g. self-efficacy and self-management).
- Youth report having a positive relationship with a caring adult.

Arts & Creative Expression Strategy Goals

1. To grow participants' SEL skills/competencies through developmentally appropriate opportunities for youth to express themselves.
2. To expose participants to diverse forms of artistic expression in service of developing skills needed to engage in arts activities and prepare for future professional pathways.
3. To facilitate positive and healthy peer and caring adult relationships.

Best Practices

- Present arts and creative expression as vehicles for increased self-confidence, self-efficacy, stress relief, connection to others, etc.
- Provide opportunities for youth to select and design projects they care about.
- Provide opportunities for youth to share their work with the broader public (beyond program participants).
- Provide consistent opportunities to practice artistic skills.
- Present opportunities for growing complexity of artistic skill development.
- Integrate health, wellness and healing into learning experiences.
- **Incentives:** Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g., assemblies or award ceremonies).

Arts & Creative Expression Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. **Outreach and Recruitment:** Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
2. **Cohort Structure:** Programs must engage a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
3. **Curriculum Based:** Activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session. Curricula must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
4. **Engagement, Retention and Support:** Programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
5. **Structured Activities:** Programs must include structured activities that provide exposure and engagement with at least one discipline related to the arts and/or creative expression. These activities can be focused around many disciplines including, but not limited to, visual arts, creative writing, music, dance, theater, film, and digital media, etc.
6. **Project-Based Learning:** Programs must provide activities that are project based that allow participants to engage with an artistic or creative discipline for an extended period of time to investigate and respond to engaging and/or complex questions, problems or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability and other relevant skills. Projects should result in a specific end product, culminating event or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

Additional Requirements For Programs Serving Disconnected Transitional Age Youth

1. **Participant Eligibility:** Program participants must meet the City Charter definition of disconnected transitional age youth: youth ages 18 to 24 as who “are homeless or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents/caregivers; are undocumented; are new immigrants and/or English Learners; are Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ); and/or are transitioning from the foster care, juvenile justice, criminal justice or Special Education system.”
2. **Recruitment:** Programs must demonstrate knowledge of effective outreach and recruitment methods to engage disconnected TAY/A. These methods must take into account the disconnected nature of the target population and the high likelihood

that these youth will not be engaged through conventional recruitment methods.

Performance Measures

The following table lists the outcomes prioritized for Arts and Creative Expression Strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program aligned with this Strategy and Result Area. If serving TAY/A and High School how do the programs differ?	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct service, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe your proposed program's approach to outreach, recruitment and retention of participants. How do you motivate youth to stay engaged in programming?	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: IDENTITY FORMATION & INCLUSION

The Identity Formation and Inclusion Strategy is designed to provide opportunities for youth to increase their self-esteem and sense of purposeful belonging by focusing on the resiliency, strengths, and assets of their personal identity. Identity Formation and Inclusion programs will provide project-based activities that help participants understand the social and historical contexts that influence the many parts of their personal identities. Through these experiences participants will analyze systems of power and oppression, develop relationships with positive peers and role models, and build self-identity and self-esteem. Identity Formation programs target middle- and high-school youth and can focus on any element that makes up identity including, but not limited to, race, ethnic or cultural background, gender identity, and/or sexual orientation.

Target Population

The Identity Formation and Inclusion Strategy has three target populations. **Applicants will choose to serve one or more of the target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco high school youth ages 14-17
2. San Francisco at-risk or system-involved youth ages 14-17
3. San Francisco disconnected TAY/A ages 18-24

Need for the Identity Formation & Inclusion Strategy

While beginning in childhood, identity formation gains prominence during adolescence. Youth are faced with changing bodies, puberty, career choices, increased decision-making, etc. In addition to these stressors, “minority stress” is experienced when youth feel stigma from being different or excluded from the dominant community and culture. Research indicates that minority stress and varying coping responses are caused by several factors including poor social support, low socioeconomic status, unavailable resources, as well as interpersonal prejudice and discrimination. This is particularly true for youth of color and LGBTQQ youth whose normal adolescent behavior is criminalized or stigmatized. Some minority communities develop an “oppositional peer culture” that effectively devalues educational effort and success as defined by the dominant culture which contributes to the achievement gap, negative worldview, and self-harming behaviors that develop because of internalized negative self-perceptions.

DCYF’s 2022 CNA finds and narrates numerous identity-rooted inequalities that impact children and youth in school and community while progressing toward adulthood:

- Persistent low graduation rates of African American, Latinx, and Pacific Islander students
- Disproportionately high rates of suspension and disciplinary action of African American boys
- Vast loss of instructional time due to chronic absenteeism or truancy is highest for African American and Pacific Islander students
- High levels of school disconnection due to implicit bias, stereotypes and perceived ability of African American, Latinx, and Pacific Islander students
- Overrepresentation of African American, Latinx, and Pacific Islander youth in the juvenile justice system
- High rate of depression, bullying and suicide ideation amongst LGBTQQ students



14-17



18-24

- Elevated needs for mental and emotional wellness supports among BIPOC students
- Strong concern about safety, harassment, and anxiety by Middle School girls
- Elevated concerns of facing harassment and violence among Asian American and Black families
- Challenges with feeling a sense of belonging in community among newly arrived immigrant youth

Targeted programming can provide much-needed support to overcome and manage these challenges and general stressors, as well as provide cultural connections, meaningful relationships and build self-esteem. Research has found that youth are better off when they join forces with others who are like them, than if they try to cope on their own. Bringing together youth who share similar identities, histories, experiences, or cultures can help alleviate the negative implications of both “minority stress” and of “oppositional peer culture.” Youth also have the opportunity to develop and strengthen connections with a community of caring adults that can role model effective social skills for coping with negative experiences unique to their community.

Culturally competent and gender responsive programming and curricula have been shown to reduce the impact of negative stereotypes that are attached to youth’s social identity or perceived identity by exploring the external forces that contribute to their experiences while sharing examples and approaches to overcoming them. Research studies have found that curricula that go beyond representation to directly addressing racism and other types of bigotry have significant impacts on school climate. A recent study by Stanford’s Center for Educational and Policy Analysis found evidence that culturally relevant education strengthens the academic resiliency of youth. Having groups of youth processing the content material collectively was akin to an intensive and at-scale social-psychological intervention. This is consistent with the goals and incremental success of programs and classes developed out of SFUSD’s African American Achievement and Leadership Initiative and Ethnic Studies classes whose curricula are aimed at empowering students while addressing systemic and institutional bias.

What is Success for the Identity Formation & Inclusion Strategy?

Successful programs funded under this strategy will attract and retain youth participants or develop partnerships with youth-serving agencies to reach the target population. Programs will provide safe spaces for participants to engage in positive and high-quality youth development activities that promote personal identity development. Programs will leverage cultural assets or gender specific approaches to youth engagement and development. Youth participants will attend programming regularly, report enjoyment in program activities, and develop enhanced social-emotional competencies. Youth will be prevented from either entering, or further engaging in the justice system.

Identity Formation & Inclusion Strategy Goals

1. To increase self-esteem and sense of purposeful belonging.
2. To strengthen the dispositional factors that influence positive behaviors and increase self-perception and hopefulness for the future.
3. To increase cultural and historical awareness and understanding of self and others.
4. To increase opportunities for self-expression.

5. To increase connections to peer support and caring adults.
6. To increase social awareness, resiliency, and coping skills.

Best Practices

- **Incentives:** Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g., assemblies or award ceremonies).
- **Orientation and Team Building:** Programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.

Identity Formation & Inclusion Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. **Structured Activities:** Programs must include structured activities that address race, ethnic or cultural background, gender identity, sexual orientation and/or other elements of identity.
2. **Cohort Structure:** Programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
3. **Curriculum-Based:** Activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session. Curricula must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management, and social awareness.
4. **Project-Based Learning:** Programs must provide activities that are project-based that allow participants to engage with activities that address race, ethnic or cultural background, gender identity, sexual orientation and/or other elements of identity for an extended period of time to investigate and respond to engaging and/or complex questions, problems or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability, and other relevant skills. Programs must have an established process to facilitate the closure of projects in a way that affirms and celebrates participants' identity and growth and offers them the opportunity to reflect on the experience.
5. **Culminating Project:** Programs must provide opportunities for participants to be engaged with project-based activities that are sustained, cooperative endeavors

that result in a specific end product, culminating event, or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

6. Youth Leadership and Voice: Programs must provide leadership opportunities for participants that allow them to lead and facilitate within the program including, but not limited to, setting programmatic goals, identifying, and defining issues, choosing discussion topics, and selecting reflection activities.

Additional Requirements For Programs Serving Disconnected Transitional Age Youth

1. Participant Eligibility: Program participants must meet the City Charter definition of disconnected transitional age youth: youth ages 18 to 24 as who “are homeless or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents/ caregivers; are undocumented; are new immigrants and/or English Learners; are Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ); and/or are transitioning from the foster care, juvenile justice, criminal justice, or Special Education system.”
2. Recruitment: Programs must demonstrate knowledge of effective outreach and recruitment methods to engage disconnected TAY/A. These methods must take into account the disconnected nature of the target population and the high likelihood that these youth will not be engaged through conventional recruitment methods.

Performance Measures

The following table lists the outcomes prioritized for Identity Formation & Inclusion strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program’s projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Sense of Personal Identity	Percent of surveyed participants who report a stronger sense of belonging to a community and/or increased comfort with their own personal identity as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF’s Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program aligned with this Strategy and Result Area. If serving TAY/A and High School how do the programs differ?	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how the proposed program will provide structured culturally based or gender responsive programming that gives participants the opportunity to increase their self-esteem and sense of purposefully belonging by focusing on specific areas of their personal identity.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: STEM & ENVIRONMENTAL SUSTAINABILITY

The Science, Technology, Engineering and Math (STEM) and Environmental Sustainability Strategy is designed to provide learning opportunities related to science, technology, engineering, and math that will help participants develop 21st-Century skills and pro-environmental behavior in a changing climate. STEM programs will be project-based, hands-on and collaborative and will allow youth to work together to engage in a scientific methodology (i.e., investigate a problem, develop possible solutions or explanations, make observations, test out ideas, think creatively and evaluate their findings and process). STEM programs can focus on many topics including, but not limited to, biological or environmental science, engineering, computer science and coding, economics, environmental sustainability, and disparate impacts of environmental hazards.

Target Population

Intended Age Ranges: The STEM and Environmental Sustainability Strategy has three target populations. **Applicants will choose to serve one, multiple, or all target age ranges** below and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco high school youth ages 14-17
2. San Francisco at-risk or system-involved youth ages 14-17
3. San Francisco disconnected TAY/A ages 18-24



14-17



18-24

Need for the STEM & Environmental Sustainability Strategy

According to the U.S. Bureau of Labor Statistics, the future of the economy is in the STEM fields. Projections suggest that STEM professions will grow faster than other occupations in the coming years and STEM programs are needed to prepare youth for a wide range of career opportunities and ecological changes. In a survey of middle- and high-school SFUSD students asking what types of summer and afterschool programming they were interested in, over 30% expressed a desire for “science and tech activities.” San Francisco is considered one of the top places to live and work for STEM professionals, because of the higher percentage of the workforce in STEM, projected growth in STEM jobs, earning potential in STEM jobs, and proximity to Silicon Valley, among other factors. However not all residents are enjoying these benefits.

Women and people of color continue to be under-represented in STEM careers. According to the Census Bureau’s 2019 American Community Survey (ACS), women comprise half of the U.S. workforce but just 34 percent of STEM workers. In 2019, 12 percent of the U.S. workforce was black, while only 9 percent of STEM workers were black. In recent years, women and people of color are much less likely than white men to earn STEM college degrees. Programs that aim to get youth, especially girls and people of color, excited and engaged in STEM topics and building STEM skills in their early years are needed to prepare young people to successfully take advantage of these opportunities.

Students who do not go on to pursue careers in STEM fields can also benefit from practices learned in STEM programs. Hands-on, inquiry-based STEM programs can prepare youth with critical thinking and problem-solving skills that will be crucial to them as they progress in their education, careers, and in life. Students learn to investigate questions about the world that they come across in daily life, to use creativity and intuition in asking questions and developing solutions, and to evaluate the available

evidence to form conclusions. STEM programs can also contribute to building critical social-emotional skills, like growth mindset and self-efficacy. Working on a challenging problem, persisting, adapting, and analyzing outcomes are foundational to STEM activities and invaluable skills for young people to develop.

STEM knowledge and skills are also critical to addressing environmental challenges to be inherited by our current generation of youth. Research estimates that children born in 2020 will experience a two-to-sevenfold increase in extreme weather events, compared with people born in 1960. Studies also indicate that environmental hazards such as cancer-causing air pollutants impact BIPOC communities at disproportionately high rates in San Francisco and the broader Bay Area. Youth developing knowledge and skills in STEM will be critical toward supporting vulnerable communities in addressing both this disparity and the fact of worsening climate change conditions.

What is Success for the STEM & Environmental Sustainability Strategy?

Successful programs funded under this strategy will attract and retain youth or develop partnerships with youth-serving agencies to reach youth in their specified target age range(s) and increased need characteristics. Programs will provide safe spaces for youth participants to engage in positive and high-quality youth development activities that provide exposure to STEM disciplines and promote interest in STEM and environmental related career fields. Programs will grow participants' awareness of current issues in environmental health and sustainability practices to support a healthy environment. Youth participants will attend programming regularly, report enjoyment in program activities, and develop enhanced social emotional competencies.

STEM & Environmental Sustainability Strategy Goals

1. To provide participants with access to hands-on, inquiry-based STEM extracurricular programs and activities
2. To enrich participants' educational experience and support social and emotional skills development
3. To expose participants to a range of STEM and Environmental related career options in a variety of employment industries
4. To foster environmental and sustainability awareness and behaviors among participants
5. To broaden the participation of underrepresented populations in STEM fields

Best Practices

- For programs serving TAY/A: Programs serving disconnected TAY/A accommodate the logistic and additional needs required to retain participants in program.
- Organizational Stability and Staff: Programs create a safe environment for staff and volunteers to feel supported and cared for.
- Technical Assistance and Capacity Building: Programs support well-trained staff that are committed to youth development philosophy and are skilled in program-specific subject areas. In addition, programs provide staff with adequate resources and training for professional development and skill growth.
- Hands-On Learning: Programs provide ample opportunities for participants to practice STEM and pro-environmental skills through activities that are hands-on and have real-world applications. Program activities teach participants active learning, agency, and growth-mindset development.
- Incentives: Programs may provide incentives to engage and retain participants

in the program. Incentives can take many forms including, but not limited to, economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g., assemblies or award ceremonies).

STEM & Environmental Sustainability Strategy Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. School- or Community-Based: Programs can operate a school campus or at a facility that is not a public-school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. STEM programs operating at schools with a DCYF-funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. Developmentally Appropriate Cohorts: Programs choosing to serve multiple target populations must ensure that cohorts are intentionally constructed to include participants who are at or near the same developmental level in regard to their needs, skills, and competencies.
3. Cohort Structure: Programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. Curriculum-Based: Activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
5. Structured Activities: Programs must include structured activities that provide learning opportunities related to science, technology, engineering, and math, ideally integrated together. Programs should provide activities that are hands-on, inquiry-based and collaborative. These activities can be focused around many topics including, but not limited to, biological or environmental science, computer science, and coding.
6. Project-based Learning: Programs must provide activities that are project based that allow participants to engage with STEM and Environmental sustainability topics for an extended time period to investigate and respond to engaging and/or complex questions, problems, or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability, and other relevant skills.
7. Culminating Project: Programs must provide opportunities for participants to be engaged with project-based activities that are sustained, cooperative endeavors that result in a specific product, culminating event, or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

Additional Requirements For Programs Serving Disconnected Transitional Age Youth

1. Participant Eligibility: Program participants must meet the City Charter definition

of disconnected transitional age youth: youth ages 18 to 24 as who “are homeless or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents/caregivers; are undocumented; are new immigrants and/or English Learners; are Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ); and/or are transitioning from the foster care, juvenile justice, criminal justice or Special Education system.”

2. **Recruitment:** Programs must demonstrate knowledge of effective outreach and recruitment methods to engage disconnected TAY/A. These methods must take into account the disconnected nature of the target population and the high likelihood that these youth will not be engaged through conventional recruitment methods.

Performance Measures

The following table lists the outcomes prioritized for the STEM and Environmental Sustainability strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program’s projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Engaged in School/Community	Percent of surveyed participants or caregivers who report that participants are more engaged in their school or community as a result of the program.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF’s Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program’s approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model including the core services provided, program activities and the number of youths to be served. In addition, explain how your program aligned with this Strategy and Result Area. If serving TAY/A and High School how do the programs differ?	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how the program will provide learning opportunities related to science, technology, engineering, math and/or environmental sustainability skills and competencies.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

YOUTH EMPOWERMENT SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Youth Empowerment	\$3.9M–\$4.4M	Youth-Led Philanthropy Youth Leadership and Organizing

Newly established for the 2024-2029 funding cycle, the Youth Empowerment Service Area seeks to cultivate and strengthen youth voice among program participants, and to develop structures and processes for youth voice to be reflected in community decision-making and public governance. The Youth Empowerment service area represents DCYF’s commitment to programming that fosters civic engagement and youth taking active and authentic leadership roles in our communities. Programs funded under this service area are expected to display advanced knowledge in youth development principles as well as advanced practice in moving youth upward along arcs of increasing responsibility and leadership in community projects, as demonstrated in the youth engagement continuum and youth engagement ladder.

The Youth Engagement Continuum



The Youth Engagement Ladder



Youth Empowerment Service Area Need

Young people benefit when they have a voice, role and influence in their own environment and future. Youth voice encourages academic and community engagement, fosters feelings of self-worth, and builds leadership skills that prime young people for civic life and proactive engagement. Whereas many programs can treat youth as participants or service recipients to benefit from engaging in educational activities, programs under the Youth Empowerment service area establish that youth are vital partners in decision-making around programming itself, as well as broader goals taking aim at community projects. This foundational recognition of youth as partners in programming opens the door for youth to exercise their voice, grow skills and strengthen their sense of self to while transitioning into early adulthood.

Strategies in this Service Area intentionally seek to provide multiple opportunities for young people to increase their self-esteem and sense of purposeful belonging by growing their engagement in active community leadership roles. In the process of youth learning and practicing civic engagement as well as collaborative resource planning, youth will be activating strengths and assets rooted in their personal identities and lived experiences.

STRATEGY: YOUTH-LED PHILANTHROPY

The Youth-Led Philanthropy Strategy (YLPHIL) is designed to educate youth about the process of grant making by training them to assess community needs, determine how to allocate resources, and administer and support grants to other young people for youth-led social impact, community improvement, or entrepreneurial projects.

By granting resources to other youth leaders in San Francisco, YLPHIL program participants will develop key skills in communication, collaborative planning, and equitable decision-making in order to positively impact conditions for other young people and communities. Given the added layers of complex grants planning and administration that anchor YLPHIL activities that youth leaders will own, programs funded under this strategy must demonstrate advanced understanding and practice of positive youth development principles.

Target Population

The Youth-Led Philanthropy Strategy has three target populations. **Applicants will choose to serve one, two, or all three target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco high school youth in grades 9-12
2. San Francisco at-risk or system-involved youth ages 14-17
3. San Francisco disconnected TAY/A ages 18-24



14-17



18-24

Need for the Youth-Led Philanthropy Strategy

During community input sessions that informed DCYF's Community Needs Assessment, participants frequently expressed the need for broader leadership development opportunities in the City. Additionally, youth leaders at the Youth Commission's Youth Leadership town hall meeting in May 2017 overwhelmingly described managing money for youth-led projects as important to their role as community leaders.

National research on youth philanthropy finds that youth grant makers develop skills, knowledge, confidence, and abilities that enable young people to see themselves as leaders. Because Youth-Led Philanthropy creates opportunities for youth to actualize ideas in their communities, it also grows a young person's sense of pride and responsibility for caring for a broader community. By enabling youth to plan and administer community grants, Youth-Led Philanthropy supports not only youth transitioning into thriving adulthoods, but also conditions that keep San Francisco a great place to grow up.

What is Success for the Youth-Led Philanthropy Strategy?

Youth-led Philanthropy programs are successful when youth leaders grow skills in civic planning and collaborative decision-making. Successful programs additionally create opportunities for youth leaders to practice and demonstrate these skills via projects and activities that promote equitable resource allocations among youth and community projects to be supported by the philanthropic resources under this strategy.

Youth-Led Philanthropy Strategy Goals

1. To provide participants with the opportunity to learn about grant making by implementing grants to meet surfacing needs among historically marginalized youth and communities.

2. To empower youth leaders with resources, skill-development and decision-making roles to positively impact youth and community conditions throughout San Francisco.

Best Practices

- Youth Participatory Action Research (YPAR) is an innovative tool in which youth investigate and research meaningful social justice topics that directly impact them and try to understand the root causes of the problems. Based on their findings they take collective action to influence policies through the dissemination of their findings to their community, policymakers and important stakeholders.
- Power Analysis is an organizing tool that includes the study of financial resources, human authority and knowledge promoting social, political, and economic conditions as well as self-reflection on one's own lived experiences in relation to systems of power, privilege and oppression. Active study and practice of leadership skills is incorporated in program activities, and youth are supported to build ethical codes to guide their relationships with the world.
- Transparent Processes in grantmaking support grant-seekers and interested stakeholders in understanding decision-making processes and criteria. Successful grantmaking is supported by the design of grant planning and award processes with clear structures and expectations that are communicated and accessible to all interested stakeholders.

Youth-Led Philanthropy Strategy Requirements

1. Grantmaking Education: Programs must include structured activities that engage youth in active learning about grantmaking processes. Programs must establish targeted and impactful funding priorities with clearly defined goals, outcomes, funding criteria and guidelines. Programs must develop a grant application process with clear and accessible requirements related to project goals, objectives, timeline, budget and proposed outcomes. Any program curricula used for grantmaking education should equip youth with skills to conduct community research, public resource planning, group consensus building/decision-making, administrative data collection and grant monitoring, and cyclical grant reporting. Programs will award short term grants in two to four funding cycles per fiscal year for the allowed uses named below.
2. Funding Only for Allowed Uses: Funding allocations must be granted to youth-led and youth-initiated projects. Youth-Led Philanthropy programs target high school youth and disconnected TAY/A as community grant makers and must align with at least one of the following grant-making focus areas:
 - a. Youth Trends and Needs: Grants in this content area focus on projects that seek to address the evolving interests and issues of concern for youth in San Francisco.
 - b. Community Improvement Projects: Grants in this content area focus on projects that seek to understand and address the root causes of community needs or issues.
 - c. Youth Entrepreneurship: Grants in this content area focus on supporting youth in launching new business ventures.
3. Set Amount Provided for Grants: Programs funded under this strategy must allocate at least 50% to 60% of their grant to awards for youth-led proposals for the purposes named above. This allocation may be subject to negotiation after grants are awarded.
4. Fiscal Management Systems and Supports: Programs must have the fiscal management systems and capacity to process the distribution of grants made by youth in program. These systems include clear and consistent fiscal policies,

payment processes and cash flow tracking systems for the expenses attributed to the youth-led projects that extend beyond the immediate program.

5. **Coordination and Collaboration:** Programs funded under the Youth-Led Philanthropy Strategy will be required to collaborate and coordinate with other DCYF-funded Youth-Led Philanthropy programs. DCYF expects funded programs to stagger application and award timelines and share proposal information to support non-duplicative awarding of projects to the best of their ability.
6. **Adult Allyship for Youth-Led Projects:** Programs must ensure that their grant making process includes adult allies who will give input and set general parameters while ensuring that youth make key decisions. Programs must provide clear guidelines and support to adult allies to ensure that projects remain youth-led.
7. **Youth-Led Project Evaluation:** Program participants must design and conduct evaluations to measure the impact and success of their grant making. Participants will also provide feedback for improvement and support to youth grantees.
8. **Orientation and Team Building:** Programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.
9. **Age and Developmentally Appropriate Cohorts:** Programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult supports. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork. Programs must ensure that cohorts are intentionally constructed to include participants at or near the same development levels in terms of needs, skills and competencies.
10. **Incentives:** Programs may provide incentives for participation including, but not limited to economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g., assemblies or award ceremonies).
11. **DCYF-Sponsored Event Participation:** Programs funded in this strategy must participate in DCYF's annually organized events (e.g., Youth Advocacy Day, etc.). Youth leaders will have opportunities to participate in planning and implementation activities including but not limited to participant outreach, logistics coordination, issues research and communication planning, and more.

Performance Measures

The following table lists the outcomes prioritized for Youth-Led Philanthropy strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan

Name	Measure	Target
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Engaged in School/Community	Percent of surveyed participants or caregivers who report that participants are more engaged in their school or community as a result of the program.	75%+
Youth Voice/Leadership	Percent of surveyed participants who report involvement in program implementation and/or leadership opportunities.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
	Describe the elements of the grant making process that participants in the program will implement. In your answer describe participants' roles and responsibilities in the grant making process, how they will be trained and supported and the methods or approaches that will be used to ensure youth decision making authority and fiscal responsibility.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how the proposed program will train participants to support and evaluate youth grant seekers and their adult allies in the planning and implementation of projects.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: YOUTH LEADERSHIP & ORGANIZING

The Youth Leadership & Organizing strategy seeks to mobilize youth in community building and civic engagement activities in order to foster collective empowerment and systems changes that reflect youth and communities' self-defined interests. Participants in Youth Leadership & Organizing programs will initiate, participate, and lead projects, campaigns and other meaningful activities that allow them to lead communities toward thriving. As youth begin and increasingly seek engagement and representation in democratic governance, creating structures, activities and platforms for this development is key to both transitioning youth into adulthood, and strengthening future generations in civic engagement.

Need for the Youth Leadership & Organizing Strategy

In 2019, the San Francisco Board of Supervisors signed a resolution affirming San Francisco's commitment to the UN Convention on the Rights of the Child (CRC). The resolution states, "The City and County of San Francisco is committed to ensuring that each child grows up in a community environment that supports their full and harmonious development and that children's voices and ideas are included in the planning and development of a resilient city, for it is their future." This affirmation underlies the need for DCYF and other city agencies to create systems and mechanisms that enable youth voice in decision-making. DCYF's Youth Leadership & Organizing strategy represents an important opportunity for young people to develop skills in order to lead the changes they wish to see in their communities and the broader City.

Following the COVID-19 pandemic, San Francisco Mayor's Children & Family Recovery Plan highlighted a need for more civic engagement opportunities to allow youth to build leadership skills, exercise their voice, and contribute to their communities. Many San Francisco youth feel that they do not have influence in decisions that directly affect them, and that adults often don't listen or commit to act. CNA focus group participants shared that youth were discussing key issues such as voting rights, BLM, and COVID safety—indicating the desire among young people to get involved in societal concerns that affect their everyday lives. Young people are seeking meaningful ways to improve the community around them and express that they can both help improve San Francisco and that their civic engagement would represent personal growth as well.

Target Population

The Youth Leadership and Organizing Strategy has four target populations. Applicants will choose to serve one, two or all target populations and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco middle school youth in grades 6-8
2. San Francisco high school youth in grades 9-12
3. San Francisco at-risk and system-involved youth ages 14-17
4. San Francisco disconnected TAY/A ages 18-24



14-17



18-24

What is Success for the Youth Leadership & Organizing Strategy?

Youth Leadership and Organizing programs are successful when participants demonstrate heightened levels of involvement in community projects and actively exercise their voices to represent the interests of their communities/causes. Successful programs will facilitate opportunities for youth to grow self-awareness of their ability to drive community change as well as opportunities for youth to practice group communication

and collaboration skills.

Youth Leadership & Organizing Strategy Goals

1. To enable participants to expand understanding of youth experiences and youth-focused issues among adults and broader community members.
2. To grow scaffolded youth leadership pathways toward increasing the presence of youth voice in community programs and projects.
3. To strengthen participants' skills and competencies related to self-motivation, confidence, peer collaboration, policymaking, and practices for social change.

Best Practices

- Youth Participatory Action Research (YPAR) is an innovative tool in which youth investigate and research meaningful social justice topics that directly impact them and try to understand the root causes of the problems. Based on their findings they take collective action to influence policies through the dissemination of their findings to their community, policymakers, and important stakeholders.
- Power Analysis is an organizing tool that includes the study of financial resources, human authority and knowledge promoting social, political, and economic conditions as well as self-reflection on one's own lived experiences in relation to systems of power, privilege and oppression. Active study and practice of leadership skills is incorporated in program activities, and youth are supported to build ethical codes to guide their relationships with the world.

Youth Leadership & Organizing Strategy Requirements

1. Youth Leadership and Voice: Programs in this strategy must include opportunities for youth to provide input and feedback to adults, opportunities to make meaningful and relevant choices and encourage shared leadership and responsibility for the program. The curriculum used in these programs must also support youth voice by providing scaffolding (breaking large goals/tasks into smaller parts that they are able to do and completing the parts that may initially be too difficult). The curriculum should also increase challenges, roles, and responsibilities for youth leaders over time. For example, allowing youth to lead and facilitate within the program including, but not limited to, setting programmatic goals, identifying, and defining issues, choosing discussion topics and selecting reflection activities.
2. DCYF-Sponsored Event Participation: Programs funded in this strategy must participate in DCYF's annually organized events (e.g., Youth Advocacy Day, etc.). Youth leaders will have opportunities to participate in planning and implementation activities including but not limited to participant outreach, logistics coordination, issues research and communication planning, and more.
3. Curriculum-Based: Program activities must have specific skill-building goals and the program must utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Community-Based: Programs can operate at a school campus or at a facility that is not a public-school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth.

5. Age and Developmentally Appropriate Cohorts: Programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult supports. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork. Programs must ensure that cohorts are intentionally constructed to include participants at or near the same development levels in terms of needs, skills, and competencies.
6. Incentives: Programs provide incentives for participation including, but not limited to, economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g., assemblies or award ceremonies).
7. Program Quality Assessment: In addition to PQA requirements stated in “Universal Requirements” portion of this RFP, initial observations should happen within the first five sessions.

Performance Measures

The following table lists the outcomes prioritized for Youth Leadership & Organizing strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

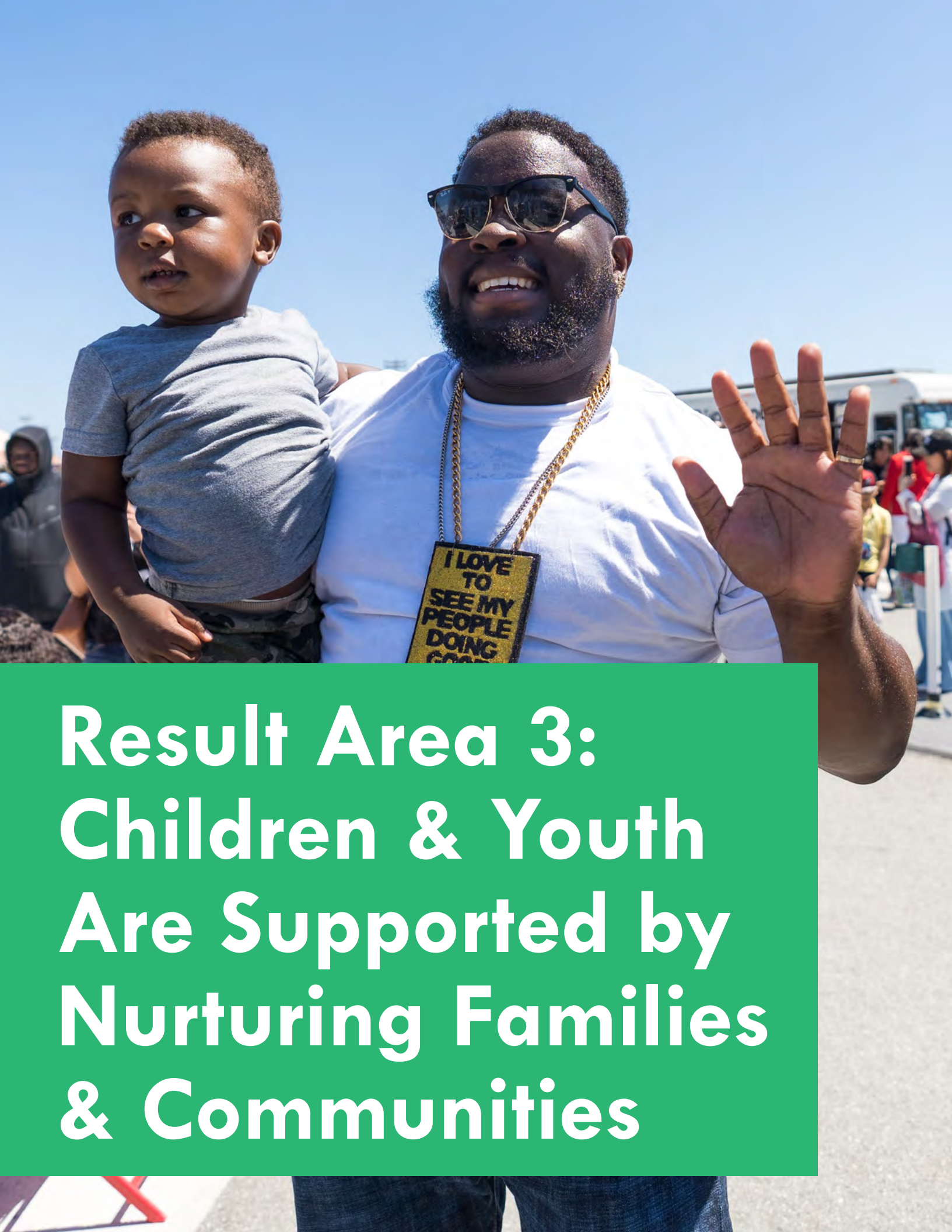
Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program’s projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment process.	Yes – Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+
Engaged in School/Community	Percent of surveyed participants or caregivers who report that participants are more engaged in their school or community as a result of the program.	75%+
Youth Voice/Leadership	Percent of surveyed participants who report involvement in program implementation and/or leadership opportunities.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF’s Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program’s approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900

Question Section	Question Text	Character Limit
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how the proposed program will provide opportunities that advance youth along the continuum from Youth Leadership and Engagement towards the goal of Youth Organizing and systemic change.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Youth Are Ready for College, Work and Productive Adulthood Result Area. What indicators tell you that your program is moving youth towards that impact?	900



**Result Area 3:
Children & Youth
Are Supported by
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/A, and their families to feel safe, connected, and engaged with their communities.

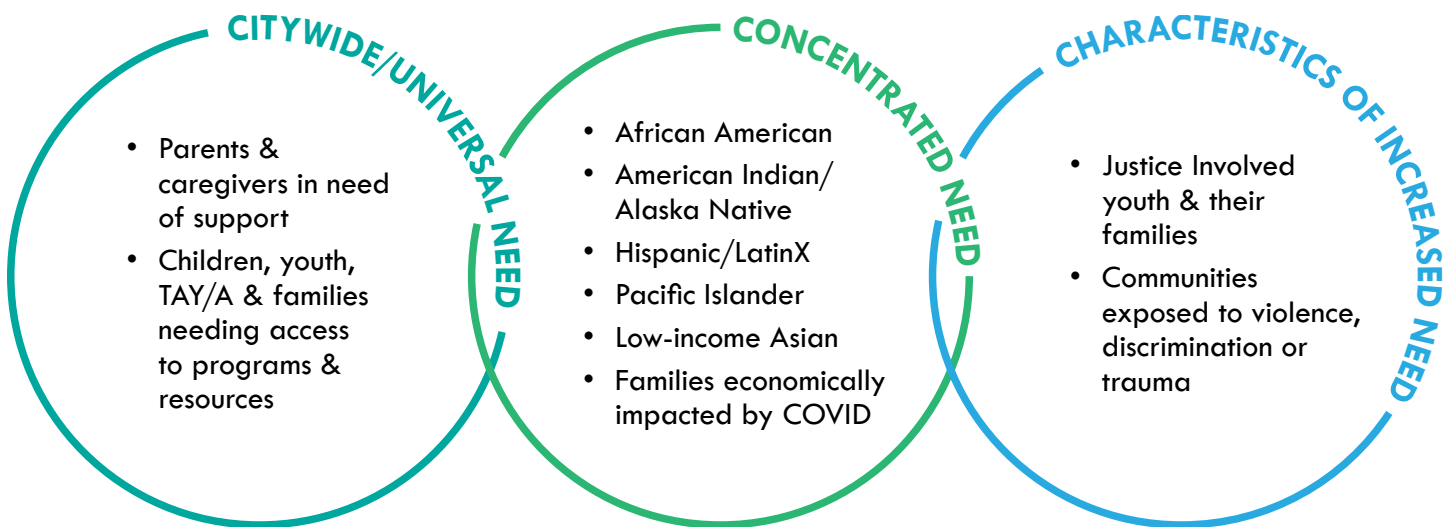
The Result Area is supported by the **Enrichment & Skill Building, Family Empowerment, Justice Services, and Outreach & Access Service Areas**. Each Service Area aims to promote accessible spaces and resources for children, youth, TAY/A, and families to feel safe, stable, and nurtured in their communities.

Target Populations: Ages 0-24



DCYF is committed to serving all ethnicities and populations in San Francisco with focused expertise to address the unique cultural needs of all San Francisco’s children and youth.

This Result Area targets all children and youth ages 0-24 and their families.



Service Areas & Strategies In This Result Area

The Service Areas and Strategies that are associated with this Result Area will have a direct impact on the conditions necessary to for healthy children, youth, TAY/A, and families to build on and thrive.

Result Area	Service Area	Allocation	Strategy/Initiative
Supported by Nurturing Families & Communities	Justice Services	\$12.7M–\$14.0M	Whole Family Support School Crisis Support* Out-of-Home Placement
	Family Empowerment	\$6.0M–\$8.0M	Collaboratives*
	Outreach and Access	\$1.0M–\$2.0M	Community Navigators*

*DCYF Initiative

JUSTICE SERVICES SERVICE AREA

The Justice Services Service Area establishes a continuum of services for justice system-involved youth and TAY/A. The service area aims to divert system-involved youth and TAY/A away from further engagement in the juvenile and adult justice systems and reduce rates of recidivism. Connection to adult allies, enriching and responsive programming, ongoing case management, access to positive activities, training, and whole family support will be foundational to this Service Area's success in diverting youth and TAY/A away from system-involvement. Services will be provided in partnership with the juvenile and adult justice systems and take place in both in-custody and community-based settings. Given the unique contexts and needs of youth and TAY/A involved in justice systems, programs funded under this service area are expected to demonstrate advanced knowledge in youth and young adult development principles as well as advanced practice in providing culturally responsive services.

The Justice Services Service Area consists of five (5) strategies that may work in conjunction with three (3) City-led initiatives for structured and coordinated service delivery: Justice Services Care Coordinators, Custody-Based Services, Credible Messenger Life Coaches, Whole Family Supports, Out-of-Home Placement Strategies, and School Crisis Support, Community Assessment and Referral Center (CARC), and Young Adult Court Case Management (YACCM) Initiatives. Funding strategies under Justice Services address needs for education, employment, and economic support among not only justice-involved individuals, but also their direct households. Funding strategies in this area will support youth and young adults in multiple stages of their case flow, including in-custody, pre-trial release, awaiting adjudication, upon adjudication, awaiting sentencing, alternative to detention, out-of-home placement, or while in school.

The Justice Strategies and Initiatives highlighted in this section are: **(1) Whole Family Support, (2) Out-of-Home Placement, and (3) School Crisis Support.** The funding strategies outlined under Justice Services represent DCYF's aim to partner with justice-system leaders to provide systems-level interventions for justice-involved youth and TAY/A. These strategies are grounded in equity and are designed to ensure access to quality services and supports. As the foundation of this Service Area's core work rests on collaborations for systems-level interventions, programs funded under this Service Area must be well-versed in the local juvenile and adult justice systems and committed to ongoing communication and collaboration with justice systems staff. In addition to the Children's Fund, this Service Area incorporates additional funding streams, including multiple juvenile-justice related annual state allocations that enable the city to fund all of the strategies as set forth in this document. Each agency awarded under the Justice Services Service Area strategies and initiatives will be expected to develop an implementation plan in partnership with DCYF and relevant justice partners to specify agreements and reviewed annually for adjustment.

NOTE: Core activities for the Justice Services Care Coordinators strategy will be heavily influenced by and closely intertwined with foundational services under the CARC Initiative. For the 2024-2029 Funding Cycle, DCYF and SFJPD have re-envisioned CARC as the central hub for the intake, assessment and referral of all youth who come into contact with law enforcement in San Francisco. After completing the first steps of intake, assessment, and referral, the new CARC initiative is responsible for transferring system-involved youth to Justice Services Care Coordinators for ongoing case management and additional service linkages. Additional service linkages may entail system-involved youth engaging in programs under any other strategy within the Justice

Services Service Area, as well as relevant programs in other Service Areas (e.g., Youth Workforce Development, etc.). This model consolidates case management and service linkage activities for system-involved youth within a limited number of organizations and ensures that all system-involved youth will have a source of support, resources, and information. As this model emphasizes service coordination for system-involved juveniles, DCYF also plans for justice-involved TAY/A to have entry points into Justice Services independent of CARC, as noted in strategy descriptions below.

Justice Services Service Area Need

Over the past decade, juvenile arrests, petitions, and detentions have declined across the country—and roughly 90% in San Francisco. In the past four years since the Board of Supervisors voted to replace Juvenile Hall, the footprint of San Francisco’s juvenile justice system has grown significantly smaller: SFJPD reports that from 2018-2022, referrals have declined by 40%, and juvenile hall’s average daily population declined by 66%. The San Francisco Sherriff’s Office (SFSO) reports that bookings of TAY/A from 2018-2022 decreased by 53%. With roughly 400 youth referred to SFJPD in 2021 and approximately 1500 TAY/A booked by the San Francisco Sherriff Office (SFSO) in 2022, local trends align with wider data that finds declining rates of youth and TAY/A involved with justice systems. Despite this important progress, there remains much more to do to build a racially equitable system that promotes community safety by helping young people and their families to thrive.

DCYF’s 2022 CNA notes that in addition to facing higher likelihoods of experiencing poverty and falling off-track in K-12 education pathways, youth of color experience disproportionately high rates of justice-system involvement. In turn, justice-system involvement introduces a number of short-term and long-term harms over the life course of impacted individuals, especially among Black youth. Even brief experiences of being placed under arrest can redefine a young person’s sense of self toward a self-fulfilling pattern of “delinquency.” Extended terms of detention and court proceedings additionally disrupt a young person’s presence in school and community, disconnecting them from supportive relationships and resources needed for a thriving adulthood. Compared to youth who have not experienced justice-involvement, young people with histories of justice-involvement face heightened challenges in fulfilling basic needs ranging from maintaining general mental wellbeing to obtaining livable wages. As justice-involved TAY/A find themselves transitioning into early adulthood, and potentially “aging-out” of supportive services, targeted supports to redirect future trajectories away from system-involvement are an especially urgent need to address for ensuring productive adulthoods.

STRATEGY: WHOLE FAMILY SUPPORT

The Whole Family Support strategy is designed to support families and caregivers of young people in the juvenile justice and adult criminal justice system, young parents who are in the juvenile justice system, and children with incarcerated parents or caregivers. In 2022, DCYF partnered with SFJPD to begin funding community-based organizations to provide families with the tools and resources needed to navigate the juvenile justice system, understand their child's justice involvement and advocate for their needs, and address justice system impacts to youth with incarcerated parents or caregivers. DCYF recognizes that the family structure is critical to the growth, development, and success of justice involved and impacted individuals and will therefore continue funding strategy for 2024-2029. The Whole Family Support strategy aims to eliminate gaps in services and ensure that families have what they need to address the challenges of the justice system such as access to basic needs, legal services, and court support.

The Whole Family Support strategy will fund three types of programs:

1. Parenting programs that offer instruction and coaching for:
 - a. young parents that are involved directly in the justice system, and for
 - b. parents and caregivers of justice-involved youth and TAY/A.
2. Flexible and direct funding for juvenile justice involved young people, TAY/A, and their families.
3. Mentoring for children and youth with incarcerated parents or caregivers.

Target Population

1. San Francisco youth ages 5-17 who have a parent or caregiver who is incarcerated.
2. San Francisco youth ages 12-25 who are parents/caregivers and involved in the justice system, including youth committed to and detained at JJC/Juvenile Hall, are in out-of-home placement, TAY/A in custody and in the community.
3. San Francisco parents/caregivers of youth ages 12-25 who are in the justice system, including youth committed to and detained at JJC/Juvenile Hall, are in out-of-home placement, and in the community.

NOTE: Programs funded in this strategy will include blended CHF and DJJ Realignment funding. Youth and young adults ages 12-25 in the justice system and their extended families, including young people committed to the Secure Youth Treatment Facility (SYTF), young people committed to Juvenile Hall, young people detained in Juvenile Hall, and justice-involved youth living at home and in an out-of-home placement. Eligibility of youth extends to their families, inclusive of kin relationships and people identified by the youth as playing a familial role in their well-being and success.

Need for the Whole Family Support Strategy

Historically, San Francisco has not adequately supported families of young people in the juvenile justice system. Routinely, families are not centered in the case planning process, and do not receive the support they need and deserve to understand their child's court case and advocate for their needs. Multiple planning projects have identified this critical gap in funding and service structures, and listening sessions completed through the Close Juvenile Hall Work Group process emphasized that full family needs must be addressed for a youth to thrive. The Mayor's Blue Ribbon Panel on Juvenile Justice Reform additionally recommends that caregivers should be provided supports



0-5



6-13



14-17

to address their own mental health, substance use, and resource needs, should be involved in the decision-making during the youth's involvement in the system, and should have the opportunity to engage in empirically supported family-based interventions. DCYF acknowledges that parents/caregivers, children, and youth who are justice impacted experience a unique form of direct and vicarious trauma which have long-term implications for them individually, collectively, and intergenerationally as family units. Creating networks of peer support, caring relationships, with exposure to healing modalities and sense of belonging are foundations for healing and resiliency.

What is Success for the Whole Family Support Strategy?

Programs funded under this strategy are successful when justice-involved young people who are parents are equipped to care for their children. Families receive the support they need to understand their child's justice-involved circumstances and advocate for them. Families have access to basic needs including food, water, clothing, technology, transportation, education, and legal services to promote their wellbeing. Children of incarcerated parents/caregivers have the support and access they need to develop relationships with their loved ones and navigate their family members' incarceration.

Whole Family Support Strategy Goals

1. To support young system-involved parents in developing the skills to parent their children.
2. To support parents/caregivers of system-involved youth as they navigate the juvenile justice system and parent their teens.
3. To meet critical needs of justice-involved youth, TAY/A and their families through direct and flexible funding.
4. To increase supports available to children of incarcerated parents/caregivers.

Best Practices

- Networks of Support: Collaboration amongst community-based providers that serve justice-impacted and justice-involved youth, TAY/A, and their families in San Francisco to prevent preventable challenges.
- Positive Community and Peer Relationships: Intentional spaces that allow people to share, be supported, and understood by one or more people to help mitigate the stress and shame that comes from feeling alone, uninformed, and disempowered by justice involvement.
- Direct Resources: Direct and easy access to helpful resources to eliminate obstacles to people experiencing the compounded stress of sustaining the well-being of their families and household while navigating the complexities of the justice system.

Whole Family Support Strategy Requirements

1. Trainings and Professional Development: Programs will be required to participate in professional development and capacity building trainings, as determined by DCYF and justice partners. Additionally, staff should be provided with trainings that helps hone their skills to support young people and their families, and successfully collaborate with system partners.
2. Communication and Reporting: Programs should be prepared to communicate directly with system partners to ensure effective coordination and to actively share updates, progress reports, and referral outcomes of participants as requested by justice partners. Some agencies may be expected to provide

daily, monthly, quarterly, and annual metrics regarding referrals, placements, and outcomes to Juvenile Probation Department (JPD). Reporting details will be finalized through the grant agreement process. Additionally, for JPD/JJC partnerships, agency must adhere to the [CBO-JPD Communications Agreements](#). If proposing to support TAY/A in the jails, programs must coordinate with the Sheriff's Office's Director of Programs for coordination and support and collaborate with the Sheriff's Office's One Family Program.

3. Ongoing Support and Connection to Additional Resources: Programs must provide ongoing support to help participants address the complex needs present in their lives. Programs should have an established process for connecting participants to needed resources. These connections should emphasize warm handoffs and ongoing communication between programs providing services.
4. Flexible: Personalize experience and allow for integration of youth, TAY/A and/or their families as they will be referred to agencies' programs and services at varying times and across ages.
5. Follow Court Mandates: If applicable to target population, agencies must follow all mandates and requirements of the court. In addition, programs will be required to regularly work in collaboration with the Juvenile Probation Department, District Attorney, Public Defender, Private Defense Bar, Sheriff's Office Superior Court, Schools, and other government partners and community-based providers to coordinate services and communicate about participant progress.
6. Clearance Process: If applicable to program model, agencies are required to fulfill all aspects of the Juvenile Probation Department and SF Sheriff's Office clearance processes. This includes background checks/fingerprinting, Prison Rape Elimination Act (PREA) training, and mandatory workshops in tandem with DCYF and other justice system partners.

Additional Requirements for Parenting Programs

1. Content Relevancy and System Knowledge: Agencies must sustain sufficient knowledge of parenting trends and topics that support target population. Agencies must understand the justice system overall and juvenile court process in particular in order to support parents/caregivers in their navigation. Agencies must seek to be up-to-date and adaptable to content needs of program participants.
2. Provide Trainings and Workshops: Agencies must provide developmentally appropriate parenting curriculum that supports, informs, and empowers parents/caregivers of all ages, in custody and in the community.
3. Family Connection: Agencies must provide support with kinship visitations and other supervision support for young parents in custody.

Specific Requirements for Flexible and Direct Funding Programs

1. Fiscal Policies and Procedures: Agencies should ensure that they have policies and procedures in place that guide request processes for youth and families, provide clear criteria for accessing needs, and detail processes for disbursement of funding. Additionally, if proposing services to TAY/A, must work directly with Sheriff's Office Director of Programs for coordination and support.

Specific Requirements for Mentorship Programs

1. Mentor Recruitment, Screening, Training and Matching: Programs must have (1) an established process for recruiting and screening mentors that includes background checks; (2) a process to screen prospective mentors to determine if they qualify and have capacity to be safe and effective mentors; (3) the ability

to train prospective mentors; and (4) process for matching mentors and mentees that take into account key factors such as gender, experience, culture, etc. and that allow for the screening of both the mentor and the participant to ensure that both are fully engaged in the mentoring relationship.

2. **Structured Activities:** Programs must offer structured group and individual activities for mentees and/or mentors that foster relationship building and a shared goal. Program activities should be related to the goals and needs of the target population and may include, but are not limited to, cultural identity programming, exposure to college and careers, social and emotional.
3. **Linkages to resources:** Agencies should ensure access to basic needs for young parents and their children.
4. **Family Connection and Visitation Support:** Agencies must provide support with kinship connection by facilitating access to visitations to incarcerated parents/ caregivers.

Performance Measures

The following table lists the outcome and evaluation requirement prioritized for the Whole Family strategy in FY24-29.

Name	Measure	Target
Reports	Providers will be required to provide monthly reports on expected services benchmarks.	Yes - Provided Reports
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, linguistic, gender responsive etc.) that increase the impact of your program. Describe how your proposed program will address the needs, assets, strengths, and challenges of working with the Target Population.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the model of your proposed program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing learning styles for the diverse population of San Francisco? If applicable, describe how your program or services operate in the community, and how is your program accessible to youth in out-of-home placements and system-impacted families, as they move through their lives? If applicable, describe how the proposed program/services will be incorporated into secure confinement programming?	1400
	Please indicate the program model(s) you plan to implement: (1) Parenting programs for juvenile justice involved; (2) Flexible and direct funding for juvenile justice involved young people and their families; (3) Mentoring for children and youth with incarcerated parents/caregivers.	1400
	Describe your approach to engaging and supporting family members with loved ones in the justice system. How do you tailor your program to meet their unique need?	1400
	Please indicate which program model you plan to implement: Parenting programs for juvenile justice involved; Flexible and direct funding for juvenile justice involved young people and their families or mentoring for children and youth with incarcerated parents/caregivers.	1400
	Based on the model you indicated, please answer the following question(s) as applicable: <u>For Parenting Programs:</u> Describe the curricula you plan to use for this program. What are the core skills and knowledge that the program will seek to teach system-involved and/or system-impacted parents/caregivers? <u>For Flexible and Direct Funding Programs:</u> Describe how you will assess a family's needs and ensure that their specific needs are met through your program. In your response describe the criteria and procedures that will be implemented for this program. <u>For Mentoring Programs:</u> Describe your process for recruiting, training and matching mentors and mentees. Share the types of activities that youth will experience as part of the program.	1400
	Describe your approach to engaging and supporting family members with loved ones in the justice system. How do you tailor your program to meet their unique need?	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400

Question Section	Question Text	Character Limit
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth Are Supported by Nurturing Families and Communities Result Area. What indicators tell you that your program is moving youth towards that impact?	900

STRATEGY: OUT-OF-HOME PLACEMENTS

In order to reduce and minimize the use of secure detention and achieve better outcomes for justice impacted youth who are disproportionately impacted by out-of-home placement and detention, particularly Black, Indigenous, and youth of color, the Out-of-Home Placement Strategy will provide alternative residential services and services that support family preservation and reunification.

DCYF Seeks to fund three models under the Out-of-Home Placement strategy. Agencies may apply for multiple models but must submit a separate proposal for each:

1. Model 1: Short-term Residential Therapeutic Program (STRTP) located in the City and County of San Francisco that provides therapeutic, educational, rehabilitation, and recreational services in a home-like setting that is staffed 24 hours a day for youth ages 12-18 under the jurisdiction of the San Francisco Juvenile Delinquency Court, with a minimum capacity of (8) eight.
2. Model 2: Intensive Services Foster Care (ISFC) placements in the Bay Area for boys, girls, and gender-expansive youth, age 13-18, ordered to out-of-home placement by the San Francisco Juvenile Delinquency Court, available for both short-term (90 day) and longer-term placement. The program shall include resource family recruitment, 24/7 case management and services for youth and families, training and respite care for families, and reservation fees to ensure a minimum capacity of (7) seven.
3. Model 3: Intensive Family Preservation Services for up to eight (8) youth in kinship resource family placements or Home Trials to support maintaining permanency and decreasing reliance on formal support systems, including 24/7 case management and services for youth and families, crisis intervention and stabilization, behavioral interventions, and community linkages.

Target Population

1. San Francisco youth ages 12-18, ordered to out-of-home placement by the San Francisco Juvenile Court.

NOTE: Youth ordered to out-of-home placement by the San Francisco Juvenile Court based on alleged or sustained charges for criminal conduct, including serious and violent crimes. For Foster Family Care, Youth are anticipated to be mostly 16 years old or older, genders to include girls, boys, and gender expansive. Including but not limited to, youth who have experienced commercial sexual exploitation, monolingual youth, youth with behavioral health needs, and unaccompanied youth. For STRTP, youth subject to a petition under section 602 of the California Welfare & Institutions Code. This may include dual jurisdiction youth subject to a petition under section 602 of the California Welfare & Institutions Code who are also involved in the child welfare system.

Need for the Out-of-Home Placement Strategy

Incarceration in locked detention facilities disrupts schooling, increasing the likelihood that youth will fail classes or drop out. Compared to youth who have not spent time in custody, young people who spend time in custody are less likely to find employment and more likely to suffer mental health problems. Additionally, research suggests that formal processing is not always effective in reducing delinquent behavior. Recent developments have led to a shrinking array of out-of-home placement options. In December 2020, the California Department of Social Services decertified all out of state placements, straining the available capacity of local and state STRTPs. With the closure of the San Francisco Girls Home, there is currently only one STRTP operating in San Francisco.



6-13



14-17

In April 2019, Mayor London N. Breed announced the development of the Juvenile Justice Reform Blue Ribbon Panel. The Panel made recommendations to build comprehensive and system-wide reform and the process included gathering feedback from community and systems stakeholders. In June 2019, the San Francisco Board of Supervisors voted to close down the Juvenile Hall and created a taskforce to propose alternatives to the traditional facility. Recommendations from both of these complementary efforts address the needs of out-of-home placement youth, as do recommendations from the Programs Subcommittee of the Juvenile Probation Commission: specifically, to reduce detention for youth ordered to out-of-home placement, and to build alternative capacity in more home-like settings, including resource families and a local STRTP. This RFP is responsive to these recommendations and will improve outcomes for youth ordered to out-of-home placement.

What is Success for the Out-of-Home Placement Strategy?

1. Justice-involved young people staying in their homes and with their family members wherever possible.
2. Justice-involved young people placed quickly in appropriate placements, when necessary, where staff work closely with young person's family on a transition plan to return home.

Out-of-Home Placement Strategy Goals

1. San Francisco has access to a continuum of appropriate placement options both for expedited and long term for justice-involved young people when they cannot return home.
2. Justice-involved young people are placed quickly into an appropriate placement when necessary.
3. Placements support families and actively work on transition plan for young person to return home.
4. Family members will receive support necessary to keep young people in their home wherever possible.

Best Practices

- Individualized and holistic youth specific care that addresses young person's specific trauma and risk behavior.
- Minimize length of stay.
- Placements should have a trauma centered therapeutic approach.
- Cognitive-Behavior Theory (CBT): Numerous studies find that CBT reduces recidivism among justice involved youth and TAY/A, both in institutions and community settings. CBT is a problem-solving, skill-building therapeutic approach that helps people understand how their beliefs, thoughts, and feelings affect their behaviors and their lives. CBT builds skills to change thinking patterns that may contribute to problematic outcomes (like system involvement) and improve social skills, critical reasoning, moral reasoning, impulse management, coping, and self-efficacy.
- Integrate family while youth are in placement wherever and whenever possible.

Out-of-Home Placement Strategy Requirements

1. Follow Court Mandates: Agencies must follow all mandates and requirements of the court. In addition, programs will be required to regularly work in collaboration with the Juvenile Probation Department, District Attorney, Public Defender, Private Defense Bar, Superior Court, Schools, and other government

partners to coordinate services and communicate about participant progress.

2. **Communication and Reporting:** Programs should be prepared to communicate directly with system partners to ensure effective coordination and to actively share updates, progress reports, and referral outcomes of participants as requested by justice partners. Some agencies may be expected to provide daily, monthly, quarterly, and annual metrics regarding referrals, placements, and outcomes to Juvenile Probation Department (JPD). Reporting details will be finalized through the grant agreement process. Additionally, agencies must adhere to the [CBO-JPD Communications Agreements](#).
 - a. **Sustain Capacity:** Agencies will provide placement and base fees to resource families as to sustain capacity for youth ordered to out-of-home placement by the San Francisco Juvenile Court.
 - b. **Individualized Placements:** Placements will be made by court order. Agency staff will collaborate closely with JPD Officers and Social workers to facilitate stability and success for youth ordered to out-of-home placement.
 - c. **Case Management and Support Services:** Agencies will provide culturally responsive services to youth and resource families including, 24/7 availability, and participate in Child and Family Team meetings. Agencies will support and facilitate linkages to appropriate services and maintain community and family connections for youth.
 - d. **Responsiveness:** Agencies must have the ability and capacity to understand and respond appropriately to the unique combination of cultural, linguistic, and other variables of each participant and services and practices accordingly.

Additional Requirements for Model 1: Short-term Residential Therapeutic Program

1. **Licensure:** Agencies must be licensed by the California Department of Social Services short-term residential therapeutic program (STRTP). As licensed beds, it is expected that these placements will receive the applicable reimbursement rate from the state, based on the type of placement, per state regulations.
2. **Location and Setting:** Residential program must be in San Francisco and provide services in a home-like setting that is staffed 24 hours a day.
3. **Implement State Required STRTP Core Services:** agencies must provide individual and family therapy; rehabilitative services; psychiatric consultation including assessment and medication management; nursing, transition services; coordination of care; recreation services; 24-hour supervision; and development of needs and services plans.
4. **Group Support:** agencies must provide therapy and anger management groups and sessions, including support with community connections and independent living skills.

Additional Requirements for Model 2: Intensive Services Foster Family Care

1. **Licensure:** Agencies must be licensed by the state as a Foster Family Agency (FFA). As licensed beds, it is expected that these placements will receive the applicable reimbursement rate from the state, based on the type of placement, per state regulations.
2. **Outreach and Recruitment:** Agencies will lead outreach campaigns and lead targeted recruitment of current and former JPD kinship care resource families, as well as families from communities disproportionately impacted by the justice system.

3. **ISFC Placements:** Agencies will recruit, retain, and support licensed Intensive Services Foster Care (ISFC) resource family homes in San Francisco and the Bay Area including Alameda, Contra Costa, Marin, Napa, San Mateo, Santa Clara, Solano, and Sonoma Counties, for short- (<90 days) and longer-term placements (6 months).
4. **Placement Accommodations:** Placements must be available within 24 hours of Juvenile Probation Department referral and may be utilized to expedite release from Juvenile Hall; as a pre-adjudicated or post-adjudicated placement; as a transition between placements; as a respite from another placement; as a step down from a Short Term Residential Therapeutic Program (STRTP); or in the instance of an emergency.

Specific Requirements for Model 3: Family Preservation Services

1. **Kinship Support Services and Linkages:** Agencies will provide 24/7 case management and services for youth and families, crisis intervention and stabilization, behavioral interventions, and community linkages to youth and families in kinship resource families and Home Trials in order to promote and sustain family preservation.

Performance Measures

The following table lists the outcome and evaluation requirement prioritized for the Out-of-Home Placement Strategy in FY24-29.

Name	Measure	Target
Reports	Providers will be required to provide monthly reports on expected services benchmarks.	Yes – Provided Reports
Agency Health	Fiscal health of grantee agency based on DCYF’s Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, linguistic, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program’s approach to retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Please indicate which program model you are applying for and describe your proposed program model for delivering the required core services, including any relevant experience with the required activities. Single-selection: <ul style="list-style-type: none"> • Model 1: Short-term Residential Therapeutic Program (STRTP) • Model 2: Intensive Services Foster Care (ISFC) Placements • Model 3: Intensive Family Preservation Services 	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit	
Program Design & Implementation	<u>For applicants applying for Model 1: STRTP:</u> Describe how the proposed program will establish and maintain relationships with families, youth and justice system partners.	1400	
	<u>For applicants applying for Model 2: ISFC Placements:</u> <ul style="list-style-type: none"> • Describe how your proposed program will meet the capacity requirements for emergency and long-term placements for the Target Population, including plan to recruit, support, and retain resources families to ensure available capacity. • Describe how the proposed program will establish and maintain relationships with resource families, youth and justice system partners. In addition, explain how your program is aligned with this strategy and result area. 	1400	
	<u>For applicants applying Model 3: Intensive Family Preservation Services:</u> Describe how the proposed program will establish and maintain relationships with families, youth and justice system partners. Including strategies for identifying and providing support services to youth and families.	1400	
	Describe your approach to Case Management that you plan to use for this program and the process for providing individualized support services and training to youth and resource families to ensure continuity of care, unique needs are met, community and family connections, and successful outcomes. In your response, please consider how you plan engagement with the San Francisco Juvenile Probation Department.	1400	
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400	
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400	
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400	
	Describe how your program integrates social and emotional learning principles and practices.	1400	
	Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
		You are applying to the Children and Youth Are Supported by Nurturing Families and Communities Result Area. What indicators tell you that your program is moving youth towards that impact?	900

DCYF INITIATIVES

DCYF Initiatives are programs where DCYF or DCYF and partners determine the model and overall structure of the program. This includes target population, program components, and the name of the program. The DCYF Initiative within this Result Area will have a direct impact on the conditions necessary to for healthy children, youth, TAY/A, and families to build on and thrive.

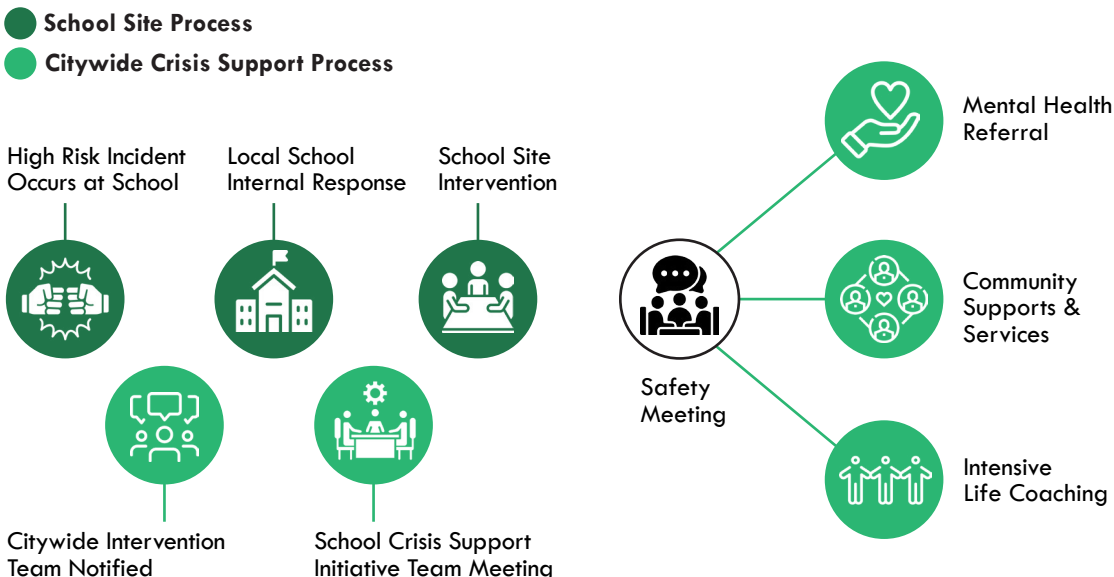
INITIATIVE: SCHOOL CRISIS SUPPORT

The School Crisis Support Initiative is a multidisciplinary team that includes the Department of Children, Youth & Their Families, San Francisco Unified School District (SFUSD), and the Juvenile Probation Department and is designed to identify, track, and monitor violent school campus incidents, including incidents of gun violence. The initiative coordinates with multiple City Departments, systems partners, and community-based organizations to provide supports for SFUSD middle and high school youth and families. The School Crisis Support Initiative model includes identifying on-campus incidents as captured by school administrators and gathering information that is shared at weekly incident coordination and support meetings. Teams work together to determine: 1) level of threat or incident severity, 2) impacted youth and/or adults involved, 3) youth and families' service needs, and then 4) follow up support until there is no longer a continued threat.

School administrators at designated target schools work closely with the School Violence Interrupters and In-Field School Violence Interrupter Case Managers to offer various levels of support to youth and school staff. Staff serve as mentors that aid in critical incident or crisis situations that may occur at school and outside of school. They may also work in communities and collaborate with other community-based organizations and entities that assist in supporting youth and families.

DCYF seeks to fund programs that staff the School Crisis Support Initiative by hiring School Violence Interrupters and In-Field School Violence Interrupter Case Managers that will work together and in close partnership with the Citywide School Crisis Support Initiative to provide support to at-risk youth at targeted schools.

School Crisis Support Initiative Framework Partnership of School District, City, & Community Organizations



Target Population

The School Crisis Support Initiative strategy has one target population: San Francisco middle and high school at-risk youth.

NOTE: Eligible youth will be identified by the Citywide School Crisis Support Initiative.



6-13



14-17

Need for the School Crisis Support Initiative

Nationwide, educators, and school administrators have reported alarming increases in behavioral disruptions and incidents of violence on campus, largely attributed to COVID-19's impact of stunting SEL growth among students. Even more alarmingly, there has been an increase in gun violence since the start of the pandemic: National Institute of Criminal Justice Reform's (NICJR) gun violence research has shown there has been a 30% increase in gun violence in the United States overall, a 31% increase in California, and 25% increase in the Bay Area during this time, which correlates with recent nationwide study on the topic.¹ The rate of gun violence incidents in San Francisco increased 40% over the same time period. In San Francisco there has been a surge in access to guns, increased social media conflicts, and increased numbers of young people who are victimized by gun violence. Data and information collected has revealed that community conflicts often spill onto school sites and there is not enough support to properly address these issues. In addition, school sites typically are not aware of the social dynamics fueling the conflicts, or learn of dynamics too late, which contributes to gun-related incidents.

In San Francisco, most high-risk incidents and fights on campus involve students of color. Grief and trauma are rampant and an average of 5 to 6 gun-related incidents per month have taken place on school campuses. There are multiple reports this school year of widespread bullying and physical violence, highlighting the lack of resources and support faced by teachers and school staff to meaningfully address student conflict.

School Crisis Support Goals

1. Decrease number of violent on-campus school incidents.
2. Decrease the number of gun violence incidents amongst middle and high school youth.
3. Identify youth that demonstrate highest risks and/or gang related or have potential for higher school escalations.
4. Young people and their families have a network of support to help navigate their circumstances through systems, their challenges, and triumphs.
5. Young people build productive and healthy lives for themselves and their families.

What is Success for the School Crisis Support Initiative?

Programs are successful when:

- System-impacted and identified at-risk youth have life-long bonds and trusted relationships with a caring adult/mentor.
- System-impacted and identified at-risk youth have relevant connections to support services, resources, and opportunities.
- Increased crisis incident coordination leads to strengthened partnerships and swift intervention before an incident escalates.

¹ Tanne J. H. (2021). Covid-19: Gun violence in US increased 30% during pandemic. *BMJ (Clinical research ed.)*, 375, n2580. <https://doi.org/10.1136/bmj.n2580>

Best Practices

- **Professional Development:** Staff in these areas often have lived experience and may need less training on cultural responsiveness if they share the same background or community as the youth and young adults. However, they may still need training on working with youth and young adults because of the nature of their roles. Professional development training and technical assistance will be offered to support these programs that employ these staff. Trainings may be specialized and non-traditional academic and can include youth development, group facilitation, conflict management, and wellness/self-care. Research shows that youth and young adults need various types of developmental opportunities or relationships, depending on their level of contact with the justice system.
- **Cognitive-Behavior Theory (CBT):** Numerous studies find that CBT reduces recidivism among justice involved youth and adults, both in institutions and community settings. CBT is a problem-solving, skill-building therapeutic approach that helps people understand how their beliefs, thoughts, and feelings affect their behaviors and their lives. CBT builds skills to change thinking patterns that may contribute to problematic outcomes (like system involvement) and improve social skills, critical reasoning, moral reasoning, impulse management, coping, and self-efficacy.
- **Positive Behavior Interventions & Supports (PBIS):** Similar to other settings (e.g., schools community programs), PBIS in juvenile justice relies on a set of integrated practices consistently used by all staff to promote positive behaviors. PBIS within a juvenile justice setting includes some unique characteristics compared to more general settings, particularly:
 - Rules stated to express desired behaviors (as opposed to restrictions or what not to do)
 - Shared focus and understanding of safety and security
- **Networks of Support:** Collaboration and subcontracting amongst community-based providers that serve justice-impacted and justice-involved youth and their families in San Francisco to prevent preventable challenges.

School Crisis Support Initiative Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements to be eligible for funding.

1. **Staff Roles:** Staff should have direct or indirect experience with youth, have a deep understanding of and commitment to working with at-risk youth on campus, and have sustainably transformed their lives. Agencies must propose to staff both roles or a hybrid of the two roles:
 - a. **School Violence Interrupters:** Staff that intervene at the moment of crisis, work with youth day-to-day and coordinate with school campus administrators including school campus security. Staff may provide mentoring/mediation support to students during school day, provide one-on-one group sessions for youth, provide classroom observation and support, IEP meeting, expulsion hearings and reentry planning; check-ins with students and parent/guardians, and safety planning. Agencies should consider a staffing model that is capable of supporting youth based on their assessed level of risk and need up to 365 days a year, when warranted.
 - b. **In-Field Case Management:** The In-Field Case Managers must be skilled in offering case management or 'service brokering' and have the ability to work in-field and be trained in de-escalation and conflict mediation. Staff lead the strengths and individual care plans with youth and then manage their engagement toward successful completion of goals and outcomes by ensuring

youth are connected to and engaged in community-based services that meet their needs, build on their strengths, and support their goals; or ensure that youth are supported in meeting school reentry mandates. Agencies should consider a staffing model that is capable of supporting youth based on their assessed level of risk and need up to 365 days a year, when warranted.

2. **Source of Referrals:** Agency must accept referrals of youth identified by the Citywide School Crisis Support Initiative.
3. **Individual Care Plans:** Based on assessments, develop a youth-focused and family-centered holistic care plans that build on personal strengths and addresses their needs as to provide wrap-around support that considers, but is not limited to their basic needs; education; vocational; behavioral health; skill building; positive youth development; and pro-social enrichment.
4. **Program Linkages:** Based on assessments and individual care plans, make direct referrals and linkages to appropriate and relevant city and community-based programs, classes, agencies, resources, and services that are available throughout San Francisco with the goal of creating a sustainable network of support for each youth and their family.
5. **Coordination Meetings:** Actively participate in weekly coordination meetings, summer school coordination support meetings and San Francisco Unified School District’s Coordinated Care Team meetings.
6. **Partner Communication:** Ability to sustain communication and ensure effective coordination with multiple community-based and city agencies as to provide regular updates and referral outcomes as requested by Citywide School Crisis Support Initiative.
7. **Trainings and Workshops:** Those funded in this strategy must attend all mandatory trainings by the Citywide School Crisis Support Coordination Initiative. Trainings may include youth development, group facilitation, conflict management and wellness/self-care.
8. **Hours of Operation:** Staff must be available to youth after school until at least 8 PM, on weekends, on holidays, and school breaks. In addition, staff must have the capacity to be mobile and flexible, so they are able travel to meet youth, TAY/A and their families across the city, as needed. This includes the capacity to provide safe passages to youth, as appropriate.
9. **Transportation:** Safe and guaranteed transportation to/from home, school, and agency location as to provide safe passages.

Performance Measures

The following table lists the outcome and evaluation requirement prioritized for the School Crisis Support strategy in FY24-29.

Name	Measure	Target
Reports	Providers will be required to provide mid-year and annual reports on expected services benchmarks.	Yes - Provided Reports
Agency Health	Fiscal health of grantee agency based on DCYF’s Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, linguistic, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model for delivering the required core services, including any relevant experience with the required activities, and of working relationships with San Francisco Unified School District. In your answer, describe how the proposed program will establish and maintain relationships with School Crisis Support Initiative. In addition, explain how your program aligned with this Strategy and Result Area.	900
	Describe your agency's experience coordinating with school administrators including teachers, deans, and school security teams. If you have not previously coordinated with varying school personnel, please explain why you are well-positioned to do so.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct service, and supportive roles needed to implement the program as proposed. How will your proposed program recruit and hire culturally responsive school violence interrupters and in-field case managers who have community credibility, community validation, and have sustainably transformed their lives?	900
Program Design & Implementation	Describe your intake and assessment process for youth referred to your agency as well as how you connect youth to appropriate programs, classes, agencies, resources and services. Please name and/or describe the tools used for these activities.	1400
	Describe your approach to supporting at-risk middle and high school youth and process for developing buy-in from youth and engagement of their families.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth Are Supported by Nurturing Families and Communities Result Area. What indicators tell you that your program is moving youth towards that impact?	900

FAMILY EMPOWERMENT SERVICE AREA

Service Area	Allocation	Initiative
Family Empowerment	\$6.0M–\$8.0M	Collaboratives

The Family Empowerment Service Area includes a range of funding strategies and initiatives that emphasize community-centered, culturally affirming practices focused on high-need, multi-system-involved youth, TAY/A, and families, providing opportunities for children, youth, and TAY/A 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. Family Empowerment programs support parents and caregivers in their efforts to advocate on behalf of their families, learn about their children’s social emotional development, access supports to meet basic needs and build community with other parents and caregivers. The Family Empowerment Service Area includes DCYF’s Collaboratives Initiative.

Family Empowerment Service Area Need

Nurturing families are necessary for the appropriate development of children and youth. Without family stability and security, children and youth may encounter adverse childhood experiences (ACEs) which increase their risk of negative health, education, and career outcomes. The Mayor’s Children & Family Recovery Plan calls for an increase in access to family supports for parents and caregivers, recommending that the City invest in culturally responsive, multi-generational family programming. This is particularly urgent as the pandemic and recent economic stressors have placed enormous strain on families and elevated parent/caregiver stress. In multiple focus groups and surveys conducted by DCYF, parents and caregivers expressed their struggles and desire for expanded parenting education, respite from caretaking responsibilities, family counseling, and opportunities to connect with other parents and caregivers for support.

DCYF INITIATIVES

DCYF Initiatives are programs where DCYF or DCYF and partners determine the model and overall structure of the program. This includes target population, program components and the name of the program. The DCYF Initiative within this Result Area will have a direct impact on the conditions necessary to for healthy children, youth, TAY/A, and families to build on and thrive.

INITIATIVE: COLLABORATIVES

The Collaboratives Initiative is designed to support agencies that address crises within disenfranchised racial/ethnic communities through a Collaborative Model. DCYF seeks one non-profit organization for each target population. Applicants will be asked to provide a scope of work that details how they will work collaboratively with partner agencies to achieve better outcomes for high need, multiple system involved African American, Asian, Latinx, and Pacific Islander youth and families in San Francisco.

Significant disparities across a range of indicators continue to exist for the African American, Asian, Latinx, and Pacific Islander communities in San Francisco. DCYF seeks to address these disparities in partnership with community-based organizations and City agencies by providing funding through our Collaboratives Initiative. This initiative uses a collaborative approach, rooted in collective impact, to provide a range

of services that meet the needs of the community. Our approach seeks to utilize the collective expertise, knowledge, wisdom, services, resources, and opportunities offered by our community-based organizations to provide a coordinated, culturally competent network of services for children, youth, TAY/A, and their families.

This Initiative requires a lead agency that will be responsible for convening a group of multiple partner agencies that will collectively provide services to target population children, youth, TAY/A, and their families. While the scope of work performed under this initiative may be carried out jointly by a number of collaborative partners, the ultimate responsibility for program outcomes lies with the lead agency to be selected through this RFP. The lead agency will be responsible for effectively planning and managing the delivery of services described in this RFP. The lead agency must also demonstrate the management and financial capability needed to oversee the delivery of the proposed programming and account for the grant funds for all collaborative partners.

The lead agency selected for this initiative will have the following duties:

- Overall coordination and management of the collaborative including all DCYF reporting requirements.
- Hiring or appointing a Lead Coordinator with the requisite knowledge, experience, and leadership skills to effectively manage the operations of the collaborative.
- Ensuring that the lead agency's fiscal staff are sufficient to develop the systems and oversight required to manage the collaborative's financial operations.
- Selecting project subcontractors and managing the programmatic and fiscal relationship between them and the lead agency.
- Reporting, including providing required reports (1) at the end of the planning period, (2) at the end of each fiscal year of services, and (3) prior to the close of the grant period, to DCYF that details the lessons learned from this project, including successes, challenges, and the effectiveness of approaches to collaboration and service delivery.
- Filing monthly invoices, including data entry, to DCYF for grant reimbursement.

Target Population

Applicants must serve all participants who meet the eligibility criteria regardless of race or ethnicity, but will be required to answer specific questions in their proposals, including how the applicant plans to meet the unique cultural needs of the students from a variety of backgrounds, including those who identify as African American, Hispanic/Latinx, and/or Pacific Islander.

Applicants must select one of the following target populations:

1. San Francisco African American children, youth, and TAY/A ages 5-24 and their families
2. San Francisco Pacific Islander children, youth, and TAY/A ages 5-24 and their families
3. San Francisco disconnected Latinx children, youth, and TAY/A ages 5-24 and their families
4. San Francisco Asian children, youth, and TAY/A ages 5-24 that have been affected by violence and their families



6-13



14-17



18-24

Need for the Collaboratives Initiative

Community members from diverse backgrounds in San Francisco, according to the 2022-2023 Services Allocation Plan, described concerns and discomforts regarding discrimination, spikes in violence, service access and navigation challenges, and disconnecting from the community to maintain safety. Additionally, families described challenges with public resources including siloed services, a lack of centralized resources, inconsistent provider staff, bureaucratic barriers, and general mistrust. The challenges families face in San Francisco create stress on limited city services to provide a coordinated effort to create change for families. As alluded to earlier, the Mayor's Children & Family Recovery Plan calls for an increase in access to family supports for parents and caregivers, recommending that the City invest in culturally responsive, multi-generational family programming. To address these complex conditions organizations around the world have begun to see collective impact as a new and more effective process for social change.² One study found that "population changes in Education, Juvenile Justice, and Teen Pregnancy, to name a few, generally stemmed from changes in services and improved practices and policies."³

Collaboratives Initiative Goals

1. To engage children, youth, TAY/A, and their families in a continuum of culturally competent and community-based services.
2. To improve outcomes and lessen disparities for children, youth, TAY/A and their families across a range of areas including, but not limited to, education, health and wellness, family support, workforce development, and violence prevention.
3. To strengthen services for children, youth, TAY/A and their families through capacity building and technical assistance for collaborative partner agencies.
4. To strengthen the partnership and coordination between target populations and City agencies.
5. To strengthen the Community Collaborative funding initiative and the associated DCYF support elements by building on the learnings from both past implementation and from future work under this framework.

What is Success for the Collaboratives Initiative?

Increased positive outcomes for high-risk, multiple-system-involved families, and community.

Best Practices

- Creates a coalition of several organizations,
- Creates a coordinated continuum of services,
- Uses Collective Impact strategies,
- Develops organizational capacity of partner agencies to ensure coordination, high quality services, and progress towards shared outcomes.

Collaboratives Initiative Requirements

The collaborative will be expected to develop or refine systems for providing key services that increase the likelihood of client and family success in the program. This in-

² Stanford Social Innovation Review (2013). "Embracing Emergence: How Collective Impact Addresses Complexity." https://ssir.org/articles/entry/social_progress_through_collective_impact

³ ORS IMPACT (2018). "When Collective Impact has Impact: A Cross-Site Study of 25 Collective Impact Initiatives." <https://www.orsimpact.com/blog/When-Collective-Impact-Has-Impact-A-Cross-Site-Study-of-25-Collective-Impact-Initiatives.htm>

egrated and coordinated service delivery system should ensure that access to quality services is streamlined and consistent and that clients are supported throughout their participation. These systems include:

1. **Shared Vision:** Collaboratives must have a strong vision for their work that is jointly developed and shared by the collaborative's network of agencies. This vision should include an understanding of what the collaborative is attempting to accomplish, established goals and potential service delivery models that support those goals.
2. **Defined Focus of Services:** Collaboratives will define the focus of the services to be provided through their network of community-based organizations and partners and will identify the agencies that will perform the work. DCYF will expect that the types of services provided by the collaborative will address key areas of need for the target population.
3. **Client Flow Plan:** Collaboratives will develop a model for how clients access services and flow through their network of providers. The Client Flow Plan will be expected to emphasize seamless experiences, relationship building, warm hand-offs and easy access that makes every collaborative member's door the right one to enter to receive services.
4. **Strong Lead Agency Coordination and Support:** The Collaborative grant will be held by a single lead agency that will engage a network of providers. As the backbone support for the collaborative, the lead agency must maintain a high level of oversight, fiscal and administrative operations, communication practices, technical assistance, troubleshooting and leadership to ensure successful implementation. Lead agencies must have the systems needed to handle operational, administrative, and fiscal elements of the collaborative and be able to provide technical support to their network of providers to ensure knowledge of practices and adherence to policies.
5. **Collaborative Staff Team:** Collaboratives will develop a team of staff that will oversee day to day operations including leading the implementation of programming, facilitating communication, troubleshooting issues, regularly reporting progress to the network and other key implementation tasks. This team must be comprised of staff that are solely dedicated to the collaborative while also including a mix of existing lead agency or network agency staff.
6. **Leadership Structures:** Collaboratives will create and implement leadership structures to guide the work. These structures could take multiple forms including executive leadership groups, implementation groups, groups that incorporate young people and community members and/or any other leadership structures that support the work of the collaborative.
7. **Targeted Recruitment:** Collaboratives will employ recruitment methods and practices that ensure the engagement of high-risk multiple system-involved youth and their families, especially those who may not respond to traditional approaches. In addition, they should engage with the various public systems and community-based organization where clients have connections.
8. **Assessment:** Collaboratives will use shared assessment tools and methods that allow collaborative members to accurately gauge client needs for routing to appropriate services.
9. **Data System:** Collaboratives will purchase, develop, or adapt a data system, used by all members of the network. The purpose of this system will be to collect data on the activities of the collaborative, the services they provide, and the clients they serve.
10. **Technical Assistance and Capacity Building:** Collaboratives will develop a plan to ensure continuous quality improvement of both the collaborative itself and the community-based agencies and partners that make up their network. This

plan will be implemented to train the network on the practices and procedures used by the collaborative as well as to build up the fiscal, administrative, and programmatic health and strength of partners.

11. Data Collection: Collaboratives will collect data on their collaborative activities, the services they provide and the clients they serve to measure progress towards DCYF Performance Measures, to track usage of services across the network, to illuminate challenges that could benefit from technical assistance and capacity building and to inform the development or refinement of offerings. The Collaborative will use their data system to assist with the collection of data they will also be expected to enter data into the DCYF Contract Management System (CMS).
12. Ongoing Needs Assessment: Collaboratives will ensure that they remain abreast of the issues and needs affecting their selected target population of children, youth, TAY/A, and their families by conducting periodic needs assessments in collaboration with DCYF that utilize a range of methods. This approach will ensure that the collaboratives are well versed in the changing needs of their community and are well positioned to meet those needs.
13. Case Management/Mentoring: Collaboratives will use case management, mentoring or other methods that assist clients in removing barriers, navigating systems, connecting to appropriate services, encouraging skill development, and supporting positive growth and development.
14. Evaluation: Collaboratives may work closely with independent evaluators to develop plans to evaluate both the outcomes of the work and the methods used to achieve them. In addition, the Collaborative will be required to participate in all relevant evaluation projects funded and overseen by DCYF.
15. Coordinated Services: Collaboratives must meet the needs of their selected target population of children, youth, TAY/A, and their families through a coordinated approach to service delivery. This approach should leverage all of the services provided by the collaborative's network to meet the needs of clients. The coordination of the services within the collaborative should be undertaken using other elements listed in this framework including the client flow plan, collaborative staff team, leadership structures, data system and cross network communication. The coordination of services must be intentional and include established processes and procedures that increase the possibility of clients connecting to the services and supports that help them meet their needs. The coordination of services must also include shared methods for connecting clients to services within the collaborative that ensure a "warm hand-off" as well as methods for ensuring that all collaborative members are aware of all services available.
16. Collaborative Strengthening Activities: Collaboratives must regularly implement the types of structures and activities that increase the cohesiveness and ability for the network to work effectively with each other. These activities should take a range of forms including retreats, regular meetings, and opportunities to learn together.
17. Cross Network Communication: Collaboratives will ensure that communication across the network is timely, relevant, continuous, and consistent. Communication practices could take several forms including, but not limited to, case conferencing for shared clients, forums for troubleshooting issues, leadership groups, and convenings that focus on collaborative operations.

DCYF Support

Applicants must be able to work in partnership with DCYF to inform our efforts to coordinate the systems that allow the Collaborative to effectively serve their target population.

1. **DCYF Staff Support:** DCYF will provide dedicated staff support to help Collaboratives develop key elements especially those associated with Backbone Support.
2. **System Coordination:** DCYF will assist the Collaboratives by actively coordinating with other City agencies that hold the systems that CBOs operate within. This coordination can take many forms including helping to link similar efforts across agencies, aligning policies or procedures and convening key people in order to surface potential coordination opportunities.
3. **Population Specific Data Tracking:** DCYF already tracks a range of key indicators that have relevance to the work of the Collaboratives. This data can help the Pacific Islander Collaborative to double down or shift their focus depending on the trends seen in this data.
4. **Evaluation Support:** DCYF has a robust Data and Evaluation team that is already looking at both the implementation of our funding and the outcomes of our work. Our team has the ability to assist the Collaboratives in their data collection and evaluation activities including but not limited to data entry into CMS, alignment between grantee database systems and CMS, data analyses for planning and policy work, and evaluation activities.
5. **Technical Assistance Coordination:** DCYF also has a robust set of technical assistance and capacity building resources that provide support for grantees in the areas of programmatic development, agency and program administration and fiscal practices. DCYF can help the Collaborative develop a robust plan for training their network of providers to increase quality and strengthen cohesiveness.

Performance Measures

Name	Measure	Target
Reports	Providers will be required to provide mid-year and annual reports on expected services benchmarks.	Yes - Provided Reports
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed Collaborative model, including the core services provided, program activities/events and the number of families to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your Collaborative, including the total number of staff, all leadership, direct service, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	List the agencies and partners that will make up your proposed implementation of the Collaborative. For each partner briefly describe the types of services they will provide and their experience providing those services to the target population of children, youth, TAY/A and their families.	1400
	Describe how clients will flow through the services provided by your proposed implementation of the Collaborative by detailing how a child, youth, and/or TAY/A would initially access the services and be connected to other services and providers in the network based on their needs.	1400
	Describe the methods your proposed implementation of the Collaborative will use to ensure timely and consistent communication across your network of agencies and partners.	1400
	Describe the mutually reinforcing activities your proposed implementation of the Collaborative will undertake with your network of agencies and partners to build cohesion, trust, and rapport.	1400
	Is the Collaborative able to support youth and their families speaking languages other than English? If yes, please describe the supports you provide. If no, please explain why the Collaborative is not able to support non-English speaking youth and their families.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth Are Supported by Nurturing Families and Communities Result Area. What indicators tell you that your program is moving youth towards that impact?	900

OUTREACH & ACCESS SERVICE AREA

Service Area	Allocation	Initiative
Outreach & Access	\$1.0M–\$2.0M	Community Navigators

The Outreach and Access Service Area is wholly made up of DCYF-Implemented Efforts. The Service Area includes DCYF’s work to ensure that children, youth, TAY/A, 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.

Outreach & Access Service Area Need

Making information available to families across diverse communities is a core component of DCYF’s efforts to improve the lives and outcomes of children, youth, and families. The Mayor’s Children & Family Recovery Plan (May 2021) reinforced the importance of systems access and navigation and the importance of reaching communities and building trust, especially in the wake of the COVID-19 Pandemic. Yet, the ecosystem of programs offered by City Departments and community-based organizations can be difficult for families to navigate and access, resulting in an inconsistent quality of services. In this service area, DCYF proposes to work hand in hand with partners and community members to improve information sharing.

DCYF INITIATIVES

DCYF Initiatives are programs where DCYF or DCYF and partners determine the model and overall structure of the program. This includes target population, program components and the name of the program. The DCYF Initiative within this Result Area will have a direct impact on the conditions necessary to for healthy children, youth, TAY/A, and families to build on and thrive.

INITIATIVE: COMMUNITY NAVIGATORS

The Community Navigator Initiative is designed to support information-sharing and cohesion within communities to ensure that families, community organizations and neighborhood stakeholders have access to and are able to share up-to-date information on available resources and meaningful activities and events that meet their needs. Through Community Navigator services, trusted community organizations can ensure better access to and navigation of services through information-sharing to improve outreach to families. The strategy aligns with DCYF’s Our415.org Initiative, which is designed to coordinate communications from City agencies and SFUSD and disseminate that information through the Our415.org website and through community messengers, such as grantees funded under this strategy.

Target Population

1. San Francisco children and youth ages 0-24 and their families

Need for the Community Navigators Initiative

DCYF’s Community Needs Assessment and [The Mayor’s Children & Family Recovery Plan \(May 2021\)](#) identified the need for improved service access and navigation and for systems coordination. These documents also called for empowering communities to



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18-24

be part of the information-sharing vital to systems change efforts. Survey, interview, and focus group data collected by DCYF's Community Needs Assessment identified that many families in the City face challenges in accessing and navigating available services and resources. Families identified several stumbling blocks, including: (1) a lack of centralized resources, services and information, (2) barriers related to language, paperwork, and the complexity of both legal and bureaucratic systems, and (3) mistrust of systems and the need for more communication and transparency as well as for a de-stigmatization of services. Some families expressed specific navigation needs that have been particularly challenging, including for families of children with disabilities, working families who are ineligible for existing services or low priority in enrollment, and families seeking childcare. Immigrant families and undocumented individuals faced additional barriers, including uncertainty about eligibility and fear of consequences in the immigration system. Community-based organizations have also identified a community need for systems access and navigation and have requested DCYF's assistance in meeting this need. Moreover, DCYF's Community Needs Assessment recognized the importance of building community resiliency and unity due to the stresses of the pandemic and other challenges faced by families and communities. Accessing and sharing information and resources are important steps toward community resilience and unity during tumultuous times.

Community Navigator Initiative Goals

1. Increase the flow of knowledge, information, and access to services for children, youth, and families in San Francisco through agencies that act as trusted messengers and liaisons between community-based service providers and city government agencies and their leaders.
2. Increase access to resources for people in communities that can most benefit from access to information about services and opportunities available throughout the city.
3. Establish partnerships with service providers, businesses, and government agencies to support dissemination of information.
4. Improve access to essential resources and services through trusted information sources.
5. Empower service providers to share, collaborate, and coordinate existing resources and support community members with accessing available services.

What is Success for Community Navigators Initiative?

Community Navigator programs are successful when they are known amongst community members and community-based organizations as sources of the latest and most relevant information for community and city resources. They disseminate information directly in the community, liaise with CBOs, and align with DCYF's coordinated communication efforts. The efforts of the Community Navigators must be visible throughout their community and serve as community messengers and information ambassadors. They will engage with families, children and youth using traditional and alternative methods of information-sharing, including, but not limited to, traditional media (bus ads, radio/TV, billboards, etc.) and social media platforms, and will also engage in the development and usage of trusted community messaging networks and methods.

Best Practices

Best Practices of Community Navigators include, but are not limited to:

- Local Sensitivity and Cultural Responsiveness: Respecting and appreciating the unique cultural characteristics of the community they serve and considering the overall diversity and language needs when relaying information and access.
- Language Ability: Having the capacity to understand and ability to communicate with community members, through languages, and modalities that are accessible and well-respected by relevant communities, for example, communicating using messaging, places, and methods that community member respect and can identify with.
- Community Knowledge: Understanding of the nuances of each community and neighborhood.
- Rapport with Community Stakeholders: Inviting the perspective and engagement of stakeholders through a variety of forums (e.g., 1:1 meeting, group meetings, town halls, advisory boards); updating stakeholders regularly; incorporating stakeholder feedback to the extent possible; and identifying and including missing stakeholders.
- Opportunities for Families to Be Together: Supporting events and spaces where families can bond and make memories, engage in learning activities, and enjoy the city's many offerings.
- Opportunities for Families to Have a Sense of Belonging: Supporting events and spaces for families with different structures, strengths, and needs where they feel welcome, safe, and heard.

Community Navigator Initiative Requirements

In addition to meeting the universal requirements described on page 15, applicants to this strategy must also meet the following requirements for eligible funding:

1. Responsive Outreach: Agencies will engage the community in alternative communication methods which may include, but are not limited to, traditional media (bus ads, radio/TV, billboards, etc.), social media platforms, and the development and usage of trusted community messaging network and methods.
2. Community Participation and Engagement: Agencies will engage regularly with community members, service providers, and community stakeholders through participating in events and public gatherings where families and youth are in attendance.
3. Participation in Mandatory Meetings: Agencies must attend mandatory quarterly meetings and trainings as determined by DCYF. These may include technical assistance and capacity-building trainings on technology platforms, message coordination, and other topics as needed.
4. Support for Community Stakeholders with Online Platform Navigation: Agencies must help increase awareness and use of existing online resource platforms, including, but not limited to, Our415.org.
5. Development and Implementation of a Resource Communication Plan: Agencies must submit an annual communication plan detailing community engagement and outreach strategies that consider community needs. These will include quarterly benchmarks for assessment and communicate about adjustments that are needed.
6. Reporting: Agencies will submit mid-year and year-end reports on the status of implementation plan and outcomes.

DCYF & City Partners

For the Community Navigator Initiative, City Partners are responsible for the following:

- Developing and maintaining the Our415.org website and technical infrastructure.
- Coordinating and centralizing messages that promote access to City services by the community.
- Convening and coordinating a communication network between DCYF, SFUSD grantees, and other City agencies.
- Providing trainings and capacity building in support of the Our415.org Initiative and the community messenger role embedded within the Community Navigator strategy.

Performance Measures

The following table lists the outcomes and evaluation requirements prioritized for the Community Navigators Initiative in FY24-29.

Name	Measure	Target
Reports	Providers will be required to provide mid-year and annual reports on expected services benchmarks.	Yes - Provided Reports
Activities	Providers will provide sponsored activities.	1 or More
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach. In addition, describe any potential challenges with engagement that are specific to your intended target population(s). Provide an example of how you have addressed these challenges	900
Program Overview	Describe the communications and outreach approach and framework you plan to use for this program, including how you will incorporate the nuances associated with the community and its the diverse populations and specifying locations you intend to work in.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe your approach to building trust within your chosen neighborhood(s) and communities, including your approach to identifying the communities' needs and stakeholders.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth will be integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth are Supported by Nurturing and Supported Communities Result Area. What indicators will tell you that your program is impacting this result?	900



**Result Area 4:
Children & Youth
Are Physically &
Emotionally Healthy**

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. The Result Area is supported by the **Enrichment and Skill-Building Service Area**, which aims to provide resources and support to children, youth and families to fulfill their basic right to physical and emotional health.

Target Populations: Ages 0-24



0-5



6-13



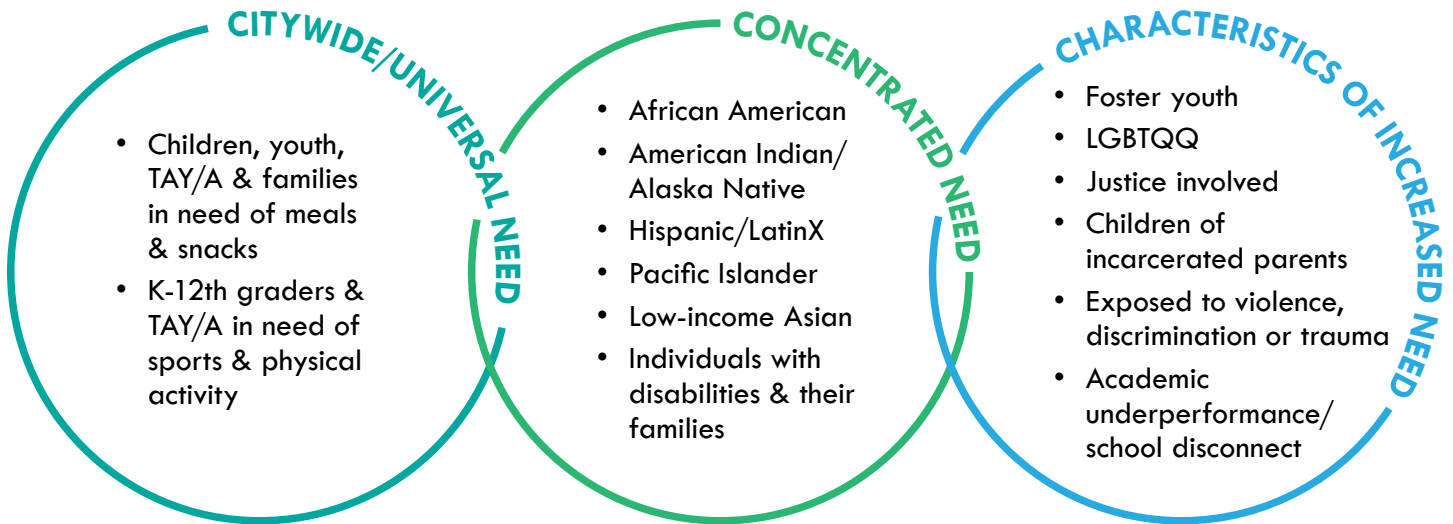
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18-24

DCYF is committed to serving all ethnicities and populations in San Francisco with focused expertise to address the unique cultural needs of all San Francisco’s children and youth.

This Result Area targets all children and youth aged 0-24 and their families.



Service Areas & Strategies in this Result Area

The Service Areas and Strategies that are associated with this Result Area will have a direct impact on the conditions necessary to for healthy children, youth, TAY/A, and families to build on and thrive.

Result Area	Service Area	Allocation	Strategy/Initiative
Physically & Emotionally Healthy	Enrichment & Skill-Building	\$8.9M–\$9.8M	Sports & Physical Activity

ENRICHMENT & SKILL BUILDING SERVICE AREA

Service Area	Allocation	Strategy/Initiative
Enrichment & Skill-Building	\$8.9M–\$9.8M	Sports & Physical Activity

The Enrichment and Skill Building (E&S) Service Area seeks to support programs that provide opportunities for children and youth to learn specialized skills, build positive personal identities, find social-emotional enrichment opportunities, and improve their leadership abilities through project- and curriculum-based programming. Additionally, these programs should nurture habits, routines, and values that prevent risky and violent behaviors amongst participants. All programs funded under the E&S Service Area are expected to be rooted in youth development principles and provide culturally responsive services.

The E&S Service Area consists of four strategies: (1) **Arts and Creative Expression**; (2) **Identity Formation and Inclusiveness**; (3) **Science, Technology, Engineering, and Math (STEM)**, and (4) **Sports and Physical Activity**.

The E&S Strategy that is highlighted in this section is **Sports and Physical Activity**.

Enrichment & Skill Building Service Area Need

Success in school and in life depends on more than academic ability alone. The E&S Service Area is designed to address the learning and developmental needs of children and youth. The National Education Association highlights the value of project-based learning as a teaching model; older youth can acquire a great deal of knowledge and skills through hands-on experiences and engagement. Additionally, given the autonomy older youth have over their time outside of school, project-based and/or youth-led programming that explores a diverse set of topics and experiences can be a strong method for engaging and retaining this age group by providing safe and productive activities that support their learning and development. As with arts and sports enrichment programs, research confirms that children and youth from lower-income families have far fewer opportunities to participate in enrichment activities than their more-resourced peers. This “enrichment gap” exacerbates the already-growing income achievement gap that has kept poor children behind in school and later in life.

Research conducted by the Collaborative for Academic, Social, and Emotional Learning has demonstrated that social and emotional competencies have a significant impact on students’ academic performance and persistence in school as well as their broader life success, as measured by a variety of health, wealth, and well-being indicators in adulthood. However, a 2021-22 Social Emotional Learning (SEL) assessment conducted by SFUSD shows that African American and Hispanic/Latinx middle and high schoolers scored below average in all four SEL areas described above. The same is true for Hispanic/Latinx children in elementary school, and African American elementary students scored below average in two of the four SEL domains. Elementary and middle school Pacific Islander students scored above average in at least two SEL domains, but in high school scored below average in all four domains. Factors that the CORE Districts found to contribute to lower SEL scores include stereotypes and bias, low expectations for student’s abilities, unresolved childhood trauma, and basic needs not being met. Many skills or competencies fit under the umbrella of social and emotional learning. Growth mindset, self- efficacy, and social awareness are just a few SEL skills that the E&S Service Area is designed to support.

STRATEGY: SPORTS & PHYSICAL ACTIVITY

The Sports and Physical Activity Strategy is designed to provide opportunities for youth 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 will help participants positively connect with their peers and develop increased social awareness, emotional bonds, and self-esteem. The Sports and Physical Activity Strategy targets youth in elementary, middle and high school and has a particular focus on programs that engage girls. Programs can cover a range of different types of sports and physical activities including, but not limited to, soccer, basketball, swimming, yoga, and/or tennis.

Target Population

The Sports and Physical Activity Strategy has three target populations. **Applicants will choose to serve one, two, or all three of the target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco elementary school youth in grades K-5
2. San Francisco middle school youth in grades 6-8
3. San Francisco high school youth in grades 9-12

NOTE: within each target population applicants can choose to propose to provide programming in single gender or mixed gender cohorts.



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14-17

Need for the Sports & Physical Activity Strategy

The U.S. Department of Health and Human Services' Physical Activity Guidelines for Americans recommends that children and youth participate in at least 60 minutes of physical activity every day of the week. Regular physical activity plays a critical role in maintaining health and has been shown to reduce the risk of issues like high blood pressure, coronary artery disease, obesity, diabetes, metabolic syndrome, and some forms of cancer. Problematically, national data from 2018 suggest that 76% of American children and youth are not getting enough daily physical activity; COVID 19 has only increased sedentary behaviors among young people, including in San Francisco according to parent and caregiver focus groups conducted for the DCYF Community Needs Assessment. Studies show girls, teens, and children with special needs engage in less physical activity than boys, young children, and those without physical limitation, respectively.

More locally, SFUSD measures of aerobic capacity for students in 5th, 7th, and 9th grades show that across these grades, African American/Black, American Indian/Alaska Native, Filipino, Hispanic/Latinx, and economically disadvantaged students demonstrated much lower rates of healthy aerobic capacity compared to their Asian and White counterparts. Sports, physical activity, and movement programs provide young people the opportunity to engage in regular physical activity, counteracting a source of health disparities that may potentially follow children and youth throughout their lives. In addition to providing children and youth with opportunities for exercise and recreation, these programs facilitate the development of key skills such as teamwork, leadership, and collaboration and help participants connect with their peers, increase self-confidence, relieve stress, and improve academic performance. Finally, the Sports, Physical Activity and Movement Strategy can support development in the four social emotional learning competencies: Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness.

What is Success for Sports & Physical Activity Strategy?

Successful programs in this area will have youth engaging with their peers in a positive manner. Youth will be developing movement skills while also developing social skills with the group. Youth will be having fun while building physical skills in a safe and supportive setting. Youth will have seen an improvement in their aerobic capacity and overall fitness.

Best Practices

- Embed physical health education into programs.
- Promote positive body image.
- Youth should have between 30 to 60 minutes of physical activity each day. As recommended by CDC, youth need about 60 minutes of physical activity in order to increase heart rates and gain the benefits that physical activities offer. With schools already offering physical activity during school hours, youth may need a minimum of 30 minutes of physical activity outside of school hours to reach their daily-recommended physical activity.
- Engage families and staff in healthy role modeling of physical activities.
- Offer scholarships for participants that cannot afford uniforms, equipment and/or travel.
- Engage in coordinated efforts for outreach in order to manage capacity (if one program is full, connecting youth/family to other programs that still have open slots) to leverage use of spaces.

Sports & Physical Activity Strategy Requirements

1. School- or Community-Based: Programs can operate a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Sports and Physical Activity programs operating at schools with a DCYF-funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. Incentives: Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including but not limited to economic (e.g., stipends, educational scholarships, personal savings accounts), in-kind (e.g., bus passes, transportation vouchers, rent subsidies, etc.) and celebratory (e.g., assemblies or award ceremonies).
3. Extended Programming: Programs must offer evening and/or weekend programming options to increase participants' access to physical activity during non-school hours.
4. Structured Activities: Programs must provide structured activities that have specific skill-building goals and offer experiences in sports and/or physical activities that include ascending opportunities for mastery over time.
5. Orientation and Team Building: Programs must provide orientation at the beginning of a program phase, which includes but is not limited to activities that promote parent involvement; assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.
6. Celebrating Achievements: Program must provide opportunities for participants

to celebrate the skills they have developed as well as their achievements and accomplishments in the program.

Performance Measures

The following table lists the outcomes prioritized for the Sports and Physical Activity strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes - Participated in PQA Process
SEL Plan	Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes - Has an SEL Plan
Caring Adult	Percent of surveyed participants who report that an adult in the program understood and really cared about them.	75%+
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong

Questions

The questions below are designed to get a better understanding of the program model and design, and the impact the program will have on the target population.

Question Section	Question Text	Character Limit
Target Population Need	What is your experience serving the target population(s) you selected? Provide examples of any approaches (i.e., cultural, gender responsive etc.) that increase the impact of your program.	900
	Describe your proposed program's approach to outreach, recruitment and retention of participants. In addition, describe any challenges with engagement and retention that are specific to your intended target population(s). Provide an example of how you have addressed these challenges.	900
Program Overview	Describe your proposed program model, including the core services provided, program activities and the number of youths to be served. In addition, explain how your program is aligned with this Strategy and Result Area.	900
	Describe the staffing plan for your proposed program, including the total number of staff, all leadership, direct services, and supportive roles needed to implement the program as proposed.	900

Question Section	Question Text	Character Limit
Program Design & Implementation	Describe the curricula you plan to use for this program. How does the program model and/or curricula provide structured opportunities for skill-building, while addressing accessibility for the diverse population of youth in San Francisco?	1400
	Describe how your program will support participants to develop healthy habits around movement and exercise.	1400
	Describe your proposed program's approach to motivating youth to stay engaged in programming.	1400
	Is your programming accessible to youth speaking languages other than English? If yes, please describe how the youth are integrated into programs. If no, please explain why the program is not able to support non-English speaking youth.	1400
	Describe the practices and procedures your program will have in place to support, include, and accommodate participants with disabilities (including, but not limited to, physical, developmental, behavioral/emotional, sensory, and learning differences). Examples of practices and procedures include identifying accommodations, implementing modifications, staff training, engaging with families and/or caregivers of participants with disabilities.	1400
	Describe your program's approach to ensuring the wellness of your participants. In your answer, please describe any established partnerships with providers that can be used to support participants.	1400
	Describe how your program integrates social and emotional learning principles and practices.	1400
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900
	You are applying to the Children and Youth Are Physically and Emotionally Healthy Result Area. What indicators tell you that your program is moving youth towards that impact?	900



Appendices

APPENDIX A: CITY GRANT TERMS — EXAMPLE GRANT AGREEMENT (FORM G-100)

The following is an example of a City and County of San Francisco grant agreement, Form G-100. It is provided for reference only; final grant terms are subject to negotiation. This document provides standard City language and terms that may be included in the resulting grants awarded through this RFP.

**CITY AND COUNTY OF SAN FRANCISCO
DEPARTMENT OF CHILDREN, YOUTH AND THEIR FAMILIES**

GRANT AGREEMENT

between

CITY AND COUNTY OF SAN FRANCISCO

and

<<INSERT NAME OF GRANTEE IN ALL CAPS>>

THIS GRANT AGREEMENT (“Agreement”) is made as of **<<INSERT DATE>>**, in the City and County of San Francisco, State of California, by and between **<<INSERT NAME OF GRANTEE IN ALL CAPS >>** (“Grantee”) and the **CITY AND COUNTY OF SAN FRANCISCO**, a municipal corporation (“City”) acting by and through **<<INSERT NAME OF DEPARTMENT OR COMMISSION >>** (“Department”),

RECITALS

WHEREAS, Grantee has applied to the Department for a **<<INSERT NAME OF GRANT, IF APPLICABLE>>** grant to fund the matters set forth in a grant plan; and summarized briefly as follows:

<<INSERT SHORT DESCRIPTION OF PROJECT/ACTIVITY IN UNDERSCORED TEXT>> ; and

WHEREAS, City desires to provide such a grant on the terms and conditions set forth herein:

NOW, THEREFORE, in consideration of the premises and the mutual covenants contained in this Agreement and for other good and valuable consideration, the receipt and adequacy of which is acknowledged, the parties agree as follows:

ARTICLE I

DEFINITIONS

1.1 Specific Terms. Unless the context otherwise requires, the following capitalized terms (whether singular or plural) shall have the meanings set forth below:

(a) **“ADA”** shall mean the Americans with Disabilities Act (including all rules and regulations thereunder) and all other applicable federal, state and local disability rights legislation, as the same may be amended, modified or supplemented from time to time.

(b) **“Application Documents”** shall mean collectively: (i) the grant application submitted by Grantee, including all exhibits, schedules, appendices and attachments thereto; (ii) all documents, correspondence and other written materials submitted with respect to the grant application; and (iii) all amendments, modifications or supplements to any of the foregoing approved in writing by City.

- (c) **“Budget”** shall mean the budget attached hereto as part of Appendix B.
- (d) **“Charter”** shall mean the Charter of City.
- (e) **“Contractor”** shall have the meaning as “Grantee” if used in this Agreement, as certain City contracting requirements also apply to grants of the City of San Francisco.
- (f) **“Controller”** shall mean the Controller of City.
- (g) **“Eligible Expenses”** shall have the meaning set forth in Appendix A.
- (h) **“Event of Default”** shall have the meaning set forth in Section 11.1.
- (i) **“Fiscal Quarter”** shall mean each period of three (3) calendar months commencing on July 1, October 1, January 1 and April 1, respectively.
- (j) **“Fiscal Year”** shall mean each period of twelve (12) calendar months commencing on July 1 and ending on June 30 during which all or any portion of this Agreement is in effect.
- (k) **“Funding Request”** shall have the meaning set forth in Section 5.3(a).
- (l) **“Grant”** shall mean this Agreement.
- (m) **“Grant Funds”** shall mean any and all funds allocated or disbursed to Grantee under this Agreement.
- (n) **“Grant Plan”** shall have the meaning set forth in Appendix B.
- (o) **“Indemnified Parties”** shall mean: (i) City, including the Department and all commissions, departments, agencies and other subdivisions of City; (ii) City’s elected officials, directors, officers, employees, agents, successors and assigns; and (iii) all persons or entities acting on behalf of any of the foregoing.
- (p) **“Losses”** shall mean any and all liabilities, obligations, losses, damages, penalties, claims, actions, suits, judgments, fees, expenses and costs of whatsoever kind and nature (including legal fees and expenses and costs of investigation, of prosecuting or defending any Loss described above) whether or not such Loss be founded or unfounded, of whatsoever kind and nature.
- (q) **“Publication”** shall mean any report, article, educational material, handbook, brochure, pamphlet, press release, public service announcement, web page, audio or visual material or other communication for public dissemination, which relates to all or any portion of the Grant Plan or is paid for in whole or in part using Grant Funds.

1.2 Additional Terms. The terms “as directed,” “as required” or “as permitted” and similar terms shall refer to the direction, requirement, or permission of the Department. The terms “sufficient,” “necessary” or “proper” and similar terms shall mean sufficient, necessary or proper in the sole judgment of the Department. The terms “approval,” “acceptable” or “satisfactory” or similar terms shall mean approved by, or acceptable to, or satisfactory to the Department. The terms “include,” “included” or “including” and similar terms shall be deemed to be followed by the words “without limitation”. The use of the term “subcontractor,” “successor” or “assign” herein refers only to a subcontractor (“subgrantee”), successor or assign expressly permitted under Article 13.

1.3 References to this Agreement. References to this Agreement include: (a) any and all appendices, exhibits, schedules, attachments hereto; (b) any and all statutes, ordinances, regulations or other documents expressly incorporated by reference herein; and (c) any and all amendments, modifications or supplements hereto made in accordance with Section 17.2. References to articles, sections, subsections or appendices refer to articles, sections or subsections of or appendices to this Agreement, unless otherwise expressly stated. Terms such as “hereunder,” herein or “hereto” refer to this

Agreement as a whole.

ARTICLE 2

APPROPRIATION AND CERTIFICATION OF GRANT FUNDS; LIMITATIONS ON CITY'S OBLIGATIONS

2.1 Risk of Non-Appropriation of Grant Funds. This Agreement is subject to the budget and fiscal provisions of the Charter. City shall have no obligation to make appropriations for this Agreement in lieu of appropriations for new or other agreements. Grantee acknowledges that City budget decisions are subject to the discretion of its Mayor and Board of Supervisors. Grantee assumes all risk of possible non-appropriation or non-certification of funds, and such assumption is part of the consideration for this Agreement.

2.2 Certification of Controller. Charges will accrue only after prior written authorization certified by the Controller, and the amount of City's obligation shall not at any time exceed the amount certified for the purpose and period stated in such advance authorization.

2.3 Automatic Termination for Nonappropriation of Funds. This Agreement shall automatically terminate, without penalty, liability or expense of any kind to City, at the end of any Fiscal Year if funds are not appropriated for the next succeeding Fiscal Year. If funds are appropriated for a portion of any Fiscal Year, this Agreement shall terminate, without penalty, liability or expense of any kind to City, at the end of such portion of the Fiscal Year.

2.4 SUPERSEDURE OF CONFLICTING PROVISIONS. IN THE EVENT OF ANY CONFLICT BETWEEN ANY OF THE PROVISIONS OF THIS ARTICLE 2 AND ANY OTHER PROVISION OF THIS AGREEMENT, THE APPLICATION DOCUMENTS OR ANY OTHER DOCUMENT OR COMMUNICATION RELATING TO THIS AGREEMENT, THE TERMS OF THIS ARTICLE 2 SHALL GOVERN.

2.5 Maximum Costs. Except as may be provided by City ordinances governing emergency conditions, City and its employees and officers are not authorized to request Grantee to perform services or to provide materials, equipment and supplies that would result in Grantee performing services or providing materials, equipment and supplies that are beyond the scope of the services, materials, equipment and supplies specified in this Agreement unless this Agreement is amended in writing and approved as required by law to authorize the additional services, materials, equipment or supplies. City is not required to pay Grantee for services, materials, equipment or supplies provided by Grantee that are beyond the scope of the services, materials, equipment and supplies agreed upon herein and not approved by a written amendment to this Agreement lawfully executed by City. City and its employees and officers are not authorized to offer or promise to Grantee additional funding for this Agreement that exceeds the maximum amount of funding provided for herein. Additional funding for this Agreement in excess of the maximum provided herein shall require lawful approval and certification by the Controller. City is not required to honor any offered or promised additional funding which exceeds the maximum provided in this Agreement which requires lawful approval and certification of the Controller when the lawful approval and certification by the Controller has not been obtained. The Controller is not authorized to make payments on any agreement for which funds have not been certified as available in the budget or by supplemental appropriation.

ARTICLE 3

TERM

3.1 Effective Date. This Agreement shall become effective when the Controller has certified to the availability of funds as set forth in Section 2.2 and the Department has notified Grantee thereof in writing.

3.2 Duration of Term. The term of this Agreement shall commence on **[INSERT START DATE]** and expire on **[INSERT EXPIRATION DATE]**, unless earlier terminated as otherwise provided herein. Grantee shall not begin performance of its obligations under this Agreement until it receives written notice from City to proceed.

ARTICLE 4

IMPLEMENTATION OF GRANT PLAN

4.1 Implementation of Grant Plan; Cooperation with Monitoring. Grantee shall diligently and in good faith implement the Grant Plan on the terms and conditions set forth in this Agreement and, to the extent that they do not differ from this Agreement, the Application Documents. Grantee shall not materially change the nature or scope of the Grant Plan during the term of this Agreement without the prior written consent of City. Grantee shall promptly comply with all standards, specifications and formats of City, as they may from time to time exist, related to evaluation, planning and monitoring of the Grant Plan and shall cooperate in good faith with City in any evaluation, planning or monitoring activities conducted or authorized by City.

4.2 Grantee's Personnel.

(a) **Qualified Personnel.** The Grant Plan shall be implemented only by competent personnel under the direction and supervision of Grantee.

4.3 Ownership of Results. Any interest of Grantee or any subgrantee, in drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, or other documents or Publications prepared by Grantee or any subgrantee in connection with this Agreement or the implementation of the Grant Plan or the services to be performed under this Agreement, shall become the property of and be promptly transmitted to City. Notwithstanding the foregoing, Grantee may retain and use copies for reference and as documentation of its experience and capabilities.

4.4 Works for Hire. If, in connection with this Agreement or the implementation of the Grant Plan, Grantee or any subgrantee creates artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship or Publications, such creations shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in such creations shall be the property of City. If it is ever determined that any such creations are not works for hire under applicable law, Grantee hereby assigns all copyrights thereto to City, and agrees to provide any material, execute such documents and take such other actions as may be necessary or desirable to effect such assignment. With the prior written approval of City, Grantee may retain and use copies of such creations for reference and as documentation of its experience and capabilities. Grantee shall obtain all releases, assignments or other agreements from subgrantees or other persons or entities implementing the Grant Plan to ensure that City obtains the rights set forth in this Grant.

4.5 Publications and Work Product.

(a) Grantee understands and agrees that City has the right to review,

approve, disapprove or conditionally approve, in its sole discretion, the work and property funded in whole or part with the Grant Funds, whether those elements are written, oral or in any other medium. Grantee has the burden of demonstrating to City that each element of work or property funded in whole or part with the Grant Funds is directly and integrally related to the Grant Plan as approved by City. City shall have the sole and final discretion to determine whether Grantee has met this burden.

(b) Without limiting the obligations of Grantee set forth in subsection (a) above, Grantee shall submit to City for City's prior written approval any Publication, and Grantee shall not disseminate any such Publication unless and until it receives City's consent. In addition, Grantee shall submit to City for approval, if City so requests, any other program material or form that Grantee uses or proposes to use in furtherance of the Grant Plan, and Grantee shall promptly provide to City one copy of all such materials or forms within two (2) days following City's request. The City's approval of any material hereunder shall not be deemed an endorsement of, or agreement with, the contents of such material, and the City shall have no liability or responsibility for any such contents. The City reserves the right to disapprove any material covered by this section at any time, notwithstanding a prior approval by the City of such material. Grantee shall not charge for the use or distribution of any Publication funded all or in part with the Grant Funds, without first obtaining City's written consent, which City may give or withhold in its sole discretion.

(c) Grantee shall distribute any Publication solely within San Francisco, unless City otherwise gives its prior written consent, which City may give or withhold in its sole discretion. In addition, Grantee shall furnish any services funded in whole or part with the Grant Funds under this Agreement solely within San Francisco, unless City otherwise gives its prior written consent, which City may give or withhold in its sole discretion.

(d) City may disapprove any element of work or property funded in whole or part by the Grant Funds that City determines, in its sole discretion, has any of the following characteristics: is divisive or discriminatory; undermines the purpose of the Grant Plan; discourages otherwise qualified potential employees or volunteers or any clients from participating in activities covered under the Grant Plan; undermines the effective delivery of services to clients of Grantee; hinders the achievement of any other purpose of City in making the Grant under this Agreement; or violates any other provision of this Agreement or applicable law. If City disapproves any element of the Grant Plan as implemented, or requires any change to it, Grantee shall immediately eliminate the disapproved portions and make the required changes. If City disapproves any materials, activities or services provided by third parties, Grantee shall immediately cease using the materials and terminate the activities or services and shall, at City's request, require that Grantee obtain the return of materials from recipients or deliver such materials to City or destroy them.

(e) City has the right to monitor from time to time the administration by Grantee or any of its subcontractors of any programs or other work, including, without limitation, educational programs or trainings, funded in whole or part by the Grant Funds, to ensure that Grantee is performing such element of the Grant Plan, or causing such element of the Grant Plan to be performed, consistent with the terms and conditions of this Agreement.

(f) Grantee shall acknowledge City's funding under this Agreement in all Publications. Such acknowledgment shall conspicuously state that the activities are

sponsored in whole or in part through a grant from the Department. Except as set forth in this subsection, Grantee shall not use the name of the Department or City (as a reference to the municipal corporation as opposed to location) in any Publication without prior written approval of City.

ARTICLE 5

USE AND DISBURSEMENT OF GRANT FUNDS

5.1 Maximum Amount of Grant Funds. In no event shall the amount of Grant Funds disbursed hereunder exceed <<INSERT DOLLAR AMOUNT>> Dollars (\$<<INSERT AMOUNT>>).

5.2 Use of Grant Funds. Grantee shall use the Grant Funds only for Eligible Expenses as set forth in Appendix A and for no other purpose. Grantee shall expend the Grant Funds in accordance with the Budget and shall obtain the prior approval of City before transferring expenditures from one line item to another within the Budget.

5.3 Disbursement Procedures. Grant Funds shall be disbursed to Grantee as follows:

(a) Grantee shall submit to the Department for approval, in the manner specified for notices pursuant to Article 15, a document (a "Funding Request") substantially in the form attached as Appendix C. Any unapproved Funding Requests shall be returned by the Department to Grantee with a brief explanation why the Funding Request was rejected. If any such rejection relates only to a portion of Eligible Expenses itemized in a Funding Request, the Department shall have no obligation to disburse any Grant Funds for any other Eligible Expenses itemized in such Funding Request unless and until Grantee submits a Funding Request that is in all respects acceptable to the Department.

(b) The Department shall make all disbursements of Grant Funds pursuant to this Section through electronic payment or by check payable to Grantee sent via U.S. mail in accordance with Article 15, unless the Department otherwise agrees in writing, in its sole discretion. For electronic payment, City suppliers receiving new contracts, contract renewals, or contract extensions must sign up to receive electronic payments through the City's Automated Clearing House (ACH) payments service/provider. Electronic payments are processed every business day and are safe and secure. To sign up for electronic payments, visit www.sfgov.org/ach. The Department shall make disbursements of Grant Funds no more than once during each <<SPECIFY TIME PERIOD>>.

5.4 State or Federal Funds

(a) **Disallowance.** With respect to Grant Funds, if any, which are ultimately provided by the state or federal government, Grantee agrees that if Grantee claims or receives payment from City for an Eligible Expense, payment or reimbursement of which is later disallowed by the state or federal government, Grantee shall promptly refund the disallowed amount to City upon City's request. At its option, City may offset all or any portion of the disallowed amount against any other payment due to Grantee hereunder or under any other Agreement. Any such offset with respect to a portion of the disallowed amount shall not release Grantee from Grantee's obligation hereunder to refund the remainder of the disallowed amount.

(b) **Grant Terms.** The funding for this Agreement is provided in full or in part by a Federal or State Grant to the City. As part of the terms of receiving the funds, the City is required to incorporate some of the terms into this Agreement and include certain reporting requirements. The incorporated terms and requirements are

stated in Appendix G, “State/Federal Funding Terms.”

ARTICLE 6

REPORTING REQUIREMENTS; AUDITS; PENALTIES FOR FALSE CLAIMS

6.1 Regular Reports. Grantee shall provide, in a prompt and timely manner, financial, operational and other reports, as requested by the Department, in form and substance satisfactory to the Department. Such reports, including any copies, shall be submitted on recycled paper and printed on double-sided pages, to the maximum extent possible.

6.2 Organizational Documents. If requested by City, Grantee shall provide to City the names of its current officers and directors and certified copies of its Articles of Incorporation and Bylaws as well as satisfactory evidence of the valid nonprofit status described in Section 8.1.

6.3 Notification of Defaults or Changes in Circumstances. Grantee shall notify City immediately of (a) any Event of Default or event that, with the passage of time, would constitute an Event of Default; and (b) any change of circumstances that would cause any of the representations and warranties contained in Article 8 to be false or misleading at any time during the term of this Agreement.

6.4 Financial Statements. Pursuant to San Francisco Administrative Code Section 67.32 and Controller requirements, if requested, within sixty (60) days following the end of each Fiscal Year, Grantee shall deliver to City an unaudited balance sheet and the related statement of income and cash flows for such Fiscal Year, all in reasonable detail acceptable to City, certified by an appropriate financial officer of Grantee as accurately presenting the financial position of Grantee. If requested by City, Grantee shall also deliver to City, no later than one hundred twenty (120) days following the end of any Fiscal Year, an audited balance sheet and the related statement of income and cash flows for such Fiscal Year, certified by a reputable accounting firm as accurately presenting the financial position of Grantee.

6.5 Books and Records. Grantee shall establish and maintain accurate files and records of all aspects of the Grant Plan and the matters funded in whole or in part with Grant Funds during the term of this Agreement. Without limiting the scope of the foregoing, Grantee shall establish and maintain accurate financial books and accounting records relating to Eligible Expenses incurred and Grant Funds received and expended under this Agreement, together with all invoices, documents, payrolls, time records and other data related to the matters covered by this Agreement, whether funded in whole or in part with Grant Funds. Grantee shall maintain all of the files, records, books, invoices, documents, payrolls and other data required to be maintained under this Section in a readily accessible location and condition for a period of not less than five (5) years after final payment under this Agreement or until any final audit has been fully completed, whichever is later.

6.6 Inspection and Audit. Grantee shall make available to City, its employees and authorized representatives, during regular business hours all of the files, records, books, invoices, documents, payrolls and other data required to be established and maintained by Grantee under Section 6.5. Grantee shall permit City, its employees and authorized representatives to inspect, audit, examine and make excerpts and transcripts from any of the foregoing. The rights of City pursuant to this Section shall remain in effect so long as Grantee has the obligation to maintain such files, records, books, invoices, documents, payrolls and other data under this Article 6.

6.7 Submitting False Claims Grantee shall at all times deal in good faith with the City, shall only submit a Funding Request to the City upon a good faith and honest determination that the funds sought are for Eligible Expenses under the Grant, and shall only use Grant Funds for payment of Eligible Expenses as set forth in Appendix A. Any Grantee who commits any of the following false acts shall be liable to the City for three times the amount of damages the City sustains because of the Grantee's act. A Grantee will be deemed to have submitted a false claim to the City if the Grantee: (a) knowingly presents or causes to be presented to an officer or employee of the City a false Funding Request; (b) knowingly disburses Grants Funds for expenses that are not Eligible Expenses; (c) knowingly makes, uses, or causes to be made or used a false record or statement to get a false Funding Request paid or approved by the City; (d) conspires to defraud the City by getting a false Funding Request allowed or paid by the City; or (e) is a beneficiary of an inadvertent submission of a false claim to the City, subsequently discovers the falsity of the claim, and fails to disclose the false claim to the City within a reasonable time after discovery of the false claim.

6.8 Grantee's Board of Directors. Grantee shall at all times be governed by a legally constituted and fiscally responsible board of directors. Such board of directors shall meet regularly and maintain appropriate membership, as established in Grantee's bylaws and other governing documents and shall adhere to applicable provisions of federal, state and local laws governing nonprofit corporations. Grantee's board of directors shall exercise such oversight responsibility with regard to this Agreement as is necessary to ensure full and prompt performance by Grantee of its obligations under this Agreement.

ARTICLE 7

TAXES

7.1 Grantee to Pay All Taxes. Grantee shall pay to the appropriate governmental authority, as and when due, any and all taxes, fees, assessments or other governmental charges, including possessory interest taxes and California sales and use taxes, levied upon or in connection with this Agreement, the Grant Plan, the Grant Funds or any of the activities contemplated by this Agreement.

7.2 Use of City Real Property. If at any time this Agreement entitles Grantee to the possession, occupancy or use of City real property for private gain, the following provisions shall apply:

(a) Grantee, on behalf of itself and any subgrantees, successors and assigns, recognizes and understands that this Agreement may create a possessory interest subject to property taxation and Grantee, and any subgrantee, successor or assign, may be subject to the payment of such taxes.

(b) Grantee, on behalf of itself and any subgrantees, successors and assigns, further recognizes and understands that any assignment permitted hereunder and any exercise of any option to renew or other extension of this Agreement may constitute a change in ownership for purposes of property taxation and therefore may result in a revaluation of any possessory interest created hereunder. Grantee shall report any assignment or other transfer of any interest in this Agreement or any renewal or extension thereof to the County Assessor within sixty (60) days after such assignment, transfer, renewal or extension.

(c) Grantee shall provide such other information as may be requested by City to enable City to comply with any reporting requirements under applicable law with respect to possessory interests.

7.3 Withholding. Grantee agrees that it is obligated to pay all amounts due to the City under the San Francisco Business and Tax Regulations Code during the term of this Agreement. Pursuant to Section 6.10-2 of the San Francisco Business and Tax Regulations Code, Grantee further acknowledges and agrees that City may withhold any payments due to Grantee under this Agreement if Grantee is delinquent in the payment of any amount required to be paid to the City under the San Francisco Business and Tax Regulations Code. Any payments withheld under this paragraph shall be made to Grantee, without interest, upon Grantee coming back into compliance with its obligations.

ARTICLE 8 REPRESENTATIONS AND WARRANTIES

Grantee represents and warrants each of the following as of the date of this Agreement and at all times throughout the term of this Agreement:

8.1 Organization; Authorization. Grantee is a nonprofit corporation, duly organized and validly existing and in good standing under the laws of the jurisdiction in which it was formed. Grantee has established and maintains valid nonprofit status under Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended, and all rules and regulations promulgated under such Section. Grantee has duly authorized by all necessary action the execution, delivery and performance of this Agreement. Grantee has duly executed and delivered this Agreement and this Agreement constitutes a legal, valid and binding obligation of Grantee, enforceable against Grantee in accordance with the terms hereof.

8.2 Location. Grantee's operations, offices and headquarters are located at the address for notices set forth in Section 15. All aspects of the Grant Plan will be implemented at the geographic location(s), if any, specified in the Grant Plan.

8.3 No Misstatements. No document furnished or to be furnished by Grantee to City in connection with the Application Documents, this Agreement, any Funding Request or any other document relating to any of the foregoing, contains or will contain any untrue statement of material fact or omits or will omit a material fact necessary to make the statements contained therein not misleading, under the circumstances under which any such statement shall have been made.

8.4 Conflict of Interest.

(a) Through its execution of this Agreement, Grantee acknowledges that it is familiar with the provision of Section 15.103 of the City's Charter, Article III, Chapter 2 of the City's Campaign and Governmental Conduct Code, and Section 87100 et seq. and Section 1090 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitutes a violation of said provisions and agrees that it will immediately notify the City if it becomes aware of any such fact during the term of this Agreement.

(b) Not more than one member of an immediate family serves or will serve as an officer, director or employee of Grantee, without the prior written consent of City. For purposes of this subsection, "immediate family" shall include husband, wife, domestic partners, brothers, sisters, children and parents (both legal parents and step-parents).

8.5 No Other Agreements with City. Except as expressly itemized in Appendix D, neither Grantee nor any of Grantee's affiliates, officers, directors or employees has any interest, however remote, in any other agreement with City including any commission, department or other subdivision thereof.

8.6 Subcontracts. Except as may be permitted under Section 13.3, Grantee has not entered into any agreement, arrangement or understanding with any other person or entity pursuant to which such person or entity will implement or assist in implementing all or any portion of the Grant Plan.

8.7 Eligibility to Receive Federal Funds. By executing this Agreement, Grantee certifies that Grantee is not suspended, debarred or otherwise excluded from participation in federal assistance programs. Grantee acknowledges that this certification of eligibility to receive federal funds is a material term of the Agreement.

ARTICLE 9

INDEMNIFICATION AND GENERAL LIABILITY

9.1 Indemnification. Grantee shall indemnify, protect, defend and hold harmless each of the Indemnified Parties from and against any and all Losses arising from, in connection with or caused by: (a) a material breach of this Agreement by Grantee; (b) a material breach of any representation or warranty of Grantee contained in this Agreement; (c) any personal injury caused, directly or indirectly, by any act or omission of Grantee or its employees, subgrantees or agents; (d) any property damage caused, directly or indirectly by any act or omission of Grantee or its employees, subgrantees or agents; (e) the use, misuse or failure of any equipment or facility used by Grantee, or by any of its employees, subgrantees or agents, regardless of whether such equipment or facility is furnished, rented or loaned to Grantee by an Indemnified Party; (f) any tax, fee, assessment or other charge for which Grantee is responsible under Article 7; or (g) any infringement of patent rights, copyright, trade secret or any other proprietary right or trademark of any person or entity in consequence of the use by any Indemnified Party of any goods or services furnished to such Indemnified Party in connection with this Agreement. Grantee's obligations under the immediately preceding sentence shall apply to any Loss that is caused in whole or in part by the active or passive negligence of any Indemnified Party, but shall exclude any Loss caused solely by the willful misconduct of the Indemnified Party. The foregoing indemnity shall include, without limitation, consultants and experts and related costs and City's costs of investigating any claims against the City.

9.2 Duty to Defend; Notice of Loss. Grantee acknowledges and agrees that its obligation to defend the Indemnified Parties under Section 9.1: (a) is an immediate obligation, independent of its other obligations hereunder; (b) applies to any Loss which actually or potentially falls within the scope of Section 9.1, regardless of whether the allegations asserted in connection with such Loss are or may be groundless, false or fraudulent; and (c) arises at the time the Loss is tendered to Grantee by the Indemnified Party and continues at all times thereafter. The Indemnified Party shall give Grantee prompt notice of any Loss under Section 9.1 and Grantee shall have the right to defend, settle and compromise any such Loss; provided, however, that the Indemnified Party shall have the right to retain its own counsel at the expense of Grantee if representation of such Indemnified Party by the counsel retained by Grantee would be inappropriate due to conflicts of interest between such Indemnified Party and Grantee. An Indemnified Party's failure to notify Grantee promptly of any Loss shall not relieve Grantee of any liability to such Indemnified Party pursuant to Section 9.1, unless such failure materially impairs Grantee's ability to defend such Loss. Grantee shall seek the Indemnified Party's prior written consent to settle or compromise any Loss if Grantee contends that such Indemnified Party shares in liability with respect thereto.

9.3 Incidental and Consequential Damages. Losses covered under this Article 9 shall include any and all incidental and consequential damages resulting in whole or

in part from Grantee's acts or omissions. Nothing in this Agreement shall constitute a waiver or limitation of any rights that any Indemnified Party may have under applicable law with respect to such damages.

9.4 LIMITATION ON LIABILITY OF CITY. CITY'S OBLIGATIONS UNDER THIS AGREEMENT SHALL BE LIMITED TO THE AGGREGATE AMOUNT OF GRANT FUNDS ACTUALLY DISBURSED HEREUNDER. NOTWITHSTANDING ANY OTHER PROVISION CONTAINED IN THIS AGREEMENT, THE APPLICATION DOCUMENTS OR ANY OTHER DOCUMENT OR COMMUNICATION RELATING TO THIS AGREEMENT, IN NO EVENT SHALL CITY BE LIABLE, REGARDLESS OF WHETHER ANY CLAIM IS BASED ON CONTRACT OR TORT, FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES, INCLUDING LOST PROFITS, ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, THE GRANT FUNDS, THE GRANT PLAN OR ANY ACTIVITIES PERFORMED IN CONNECTION WITH THIS AGREEMENT.

ARTICLE 10 INSURANCE

10.1 Types and Amounts of Coverage. Without limiting Grantee's liability pursuant to Article 9, Grantee shall maintain in force, during the full term of this Agreement, insurance in the following amounts and coverages:

(a) Workers' Compensation, in statutory amounts, with Employers' Liability Limits not less than one million dollars (\$1,000,000) each accident, injury, or illness.

(b) Commercial General Liability Insurance with limits not less than \$1,000,000 each occurrence and \$2,000,000 general aggregate for Bodily Injury and Property Damage, including Contractual Liability, Personal Injury, Products and Completed Operations; policy must include Abuse and Molestation coverage, and

(c) Commercial Automobile Liability Insurance with limits not less than one million dollars (\$1,000,000) each occurrence Combined Single Limit for Bodily Injury and Property Damage, including Owned, Non-Owned and Hired auto coverage, as applicable.

(d) Professional liability insurance for negligent acts, errors or omission with respect to professional or technical services, if any, required in the performance of this Agreement with limits not less than one million dollars (\$1,000,000) each claim.

10.2 Additional Requirements for General and Automobile Coverage. Commercial General Liability and Commercial Automobile Liability insurance policies shall:

(a) Name as additional insured City and its officers, agents and employees.

(b) Provide that such policies are primary insurance to any other insurance available to the Additional Insureds, with respect to any claims arising out of this Agreement, and that insurance applies separately to each insured against whom claim is made or suit is brought, except with respect to limits of liability.

10.3 Additional Requirements for All Policies. All policies shall be endorsed to provide at least thirty (30) days' advance written notice to City of cancellation of policy for any reason, nonrenewal or reduction in coverage and specific notice mailed to City's address for notices pursuant to Article 15.

10.4 Required Post-Expiration Coverage. Should any of the insurance required hereunder be provided under a claims-made form, Grantee shall maintain such coverage continuously throughout the term of this Agreement and, without lapse, for a period of three (3) years beyond the expiration or termination of this Agreement,

to the effect that, should occurrences during the term hereof give rise to claims made after expiration or termination of the Agreement, such claims shall be covered by such claims-made policies.

10.5 General Annual Aggregate Limit/Inclusion of Claims Investigation or Legal Defense Costs. Should any of the insurance required hereunder be provided under a form of coverage that includes a general annual aggregate limit or provides that claims investigation or legal defense costs be included in such general annual aggregate limit, such general annual aggregate limit shall be double the occurrence or claims limits specified above.

10.6 Evidence of Insurance. Before commencing any operations under this Agreement, Grantee shall furnish to City certificates of insurance, and additional insured policy endorsements, in form and with insurers satisfactory to City, evidencing all coverages set forth above, and shall furnish complete copies of policies promptly upon City's request. Before commencing any operations under this Agreement, Grantee shall furnish to City certificates of insurance and additional insured policy endorsements with insurers with ratings comparable to A-, VIII or higher, that are authorized to do business in the State of California, and that are satisfactory to City, in form evidencing all coverages set forth above. Failure to maintain insurance shall constitute a material breach of this Agreement.

10.7 Effect of Approval. Approval of any insurance by City shall not relieve or decrease the liability of Grantee hereunder.

10.8 Insurance for Subcontractors and Evidence of this Insurance. If a subcontractor will be used to complete any portion of this agreement, the grantee shall ensure that the subcontractor shall provide all necessary insurance and shall name the City and County of San Francisco, its officers, agents, and employees and the grantee listed as additional insureds.

10.9 Worker's Compensation. The Workers' Compensation policy(ies) shall be endorsed with a waiver of subrogation in favor of the City for all work performed by the Contractor, its employees, agents and subcontractors.

10.10 Insurance Waiver. Any of the terms or conditions of this Article 10 may be waived by the City's Risk Manager in writing, signed by the Risk Manager, and attached to this Agreement as Appendix F. Such waiver is fully incorporated herein. The waiver shall waive only the requirements that are expressly identified and waived, and under such terms and conditions as stated in the waiver.

ARTICLE 11

EVENTS OF DEFAULT AND REMEDIES

11.1 Events of Default. The occurrence of any one or more of the following events shall constitute an "Event of Default" under this Agreement:

(a) **False Statement.** Any statement, representation or warranty contained in this Agreement, in the Application Documents, in any Funding Request or in any other document submitted to City under this Agreement is found by City to be false or misleading.

(b) **Failure to Provide Insurance.** Grantee fails to provide or maintain in effect any policy of insurance required in Article 10.

(c) **Failure to Comply with Representations and Warranties or Applicable Laws.** Grantee fails to perform or breaches any of the terms or provisions of Article 8 or 16.

(d) **Failure to Perform Other Covenants.** Grantee fails to perform or breaches any other agreement or covenant of this Agreement to be performed or observed by Grantee as and when performance or observance is due and such failure or breach continues for a period of ten (10) days after the date on which such performance or observance is due.

(e) **Cross Default.** Grantee defaults under any other agreement between Grantee and City (after expiration of any grace period expressly stated in such agreement).

(f) **Voluntary Insolvency.** Grantee (i) is generally not paying its debts as they become due, (ii) files, or consents by answer or otherwise to the filing against it of, a petition for relief or reorganization or arrangement or any other petition in bankruptcy or for liquidation or to take advantage of any bankruptcy, insolvency or other debtors' relief law of any jurisdiction, (iii) makes an assignment for the benefit of its creditors, (iv) consents to the appointment of a custodian, receiver, trustee or other officer with similar powers of Grantee or of any substantial part of Grantee's property or (v) takes action for the purpose of any of the foregoing.

(g) **Involuntary Insolvency.** Without consent by Grantee, a court or government authority enters an order, and such order is not vacated within ten (10) days, (i) appointing a custodian, receiver, trustee or other officer with similar powers with respect to Grantee or with respect to any substantial part of Grantee's property, (ii) constituting an order for relief or approving a petition for relief or reorganization or arrangement or any other petition in bankruptcy or for liquidation or to take advantage of any bankruptcy, insolvency or other debtors' relief law of any jurisdiction or (iii) ordering the dissolution, winding-up or liquidation of Grantee.

11.2 Remedies upon Event of Default. Upon and during the continuance of an Event of Default, City may do any of the following, individually or in combination with any other remedy:

(a) **Termination.** City may terminate this Agreement by giving a written termination notice to Grantee of the Event of Default and that, on the date specified in the notice, this Agreement shall terminate and all rights of Grantee hereunder shall be extinguished. In the sole discretion of the City, Grantee may be allowed ten (10) days to cure the default. In the event of termination for default, Grantee will be paid for Eligible Expenses in any Funding Request that was submitted and approved by City prior to the date of termination specified in such notice.

(b) **Withholding of Grant Funds.** City may withhold all or any portion of Grant Funds not yet disbursed hereunder, regardless of whether Grantee has previously submitted a Funding Request or whether City has approved the disbursement of the Grant Funds requested in any Funding Request. Any Grant Funds withheld pursuant to this Section and subsequently disbursed to Grantee after cure of applicable Events of Default, if granted by the City in its sole discretion, shall be disbursed without interest.

(c) **Offset.** City may offset against all or any portion of undisbursed Grant Funds hereunder or against any payments due to Grantee under any other agreement between Grantee and City the amount of any outstanding Loss incurred by any Indemnified Party, including any Loss incurred as a result of the Event of Default.

(d) **Return of Grant Funds.** City may demand the immediate return of any previously disbursed Grant Funds that have been claimed or expended by Grantee in breach of the terms of this Agreement, together with interest thereon from the date of disbursement at the maximum rate permitted under applicable law.

11.3 Termination for Convenience. City shall have the option, in its sole discretion, to terminate this Agreement at any time for convenience and without cause. City shall exercise this option by giving Grantee written notice that specifies the effective date of termination. Upon receipt of the notice of termination, Grantee shall undertake with diligence all necessary actions to effect the termination of this Agreement on the date specified by City and minimize the liability of Grantee and City to third parties. Such actions shall include, without limitation:

- (a) Halting the performance of all work under this Agreement on the date(s) and in the manner specified by City;
- (b) Terminating all existing orders and subcontracts, and not placing any further orders or subcontracts for materials, services, equipment or other items; and
- (c) Completing performance of any work that City designates to be completed prior to the date of termination specified by City.

In no event shall City be liable for costs incurred by Grantee or any of its subcontractors after the termination date specified by City, except for those costs incurred at the request of City pursuant to this section.

11.4 Remedies Nonexclusive. Each of the remedies provided for in this Agreement may be exercised individually or in combination with any other remedy available hereunder or under applicable laws, rules and regulations. The remedies contained herein are in addition to all other remedies available to City at law or in equity by statute or otherwise and the exercise of any such remedy shall not preclude or in any way be deemed to waive any other remedy.

ARTICLE 12

DISCLOSURE OF INFORMATION AND DOCUMENTS

12.1 Proprietary or Confidential Information of City. Grantee understands and acknowledges that, in the performance of this Agreement or in contemplation thereof, Grantee may have access to private or confidential information that may be owned or controlled by City and that such information may contain proprietary or confidential information, the disclosure of which to third parties may be damaging to City. Grantee agrees that all information disclosed by City to Grantee shall be held in confidence and used only in the performance of this Agreement. Grantee shall exercise the same standard of care to protect such information as a reasonably prudent nonprofit entity would use to protect its own proprietary or confidential data.

12.2 Sunshine Ordinance. Grantee acknowledges and agrees that this Agreement and the Application Documents are subject to Section 67.24(e) of the San Francisco Administrative Code, which provides that contracts, including this Agreement, grantee's bids, responses to Requests for Proposals and all other records of communications between City and persons or entities seeking contracts, shall be open to inspection immediately after a contract has been awarded. Nothing in Section 67.24(e) (as it exists on the date hereof) requires the disclosure of a private person's or organization's net worth or other proprietary financial data submitted for qualification for a contract or other benefit until and unless that person or organization is awarded the contract or benefit. All information provided by Grantee covered by Section 67.24(e) (as it may be amended from time to time) will be made available to the public upon request.

12.3 Financial Projections. Pursuant to San Francisco Administrative Code Section 67.32, Grantee agrees upon request to provide City with financial projections (including profit and loss figures) for the activities and/or projects contemplated by this Grant ("Project") and annual audited financial statements thereafter. Grantee agrees that all

such projections and financial statements shall be public records that must be disclosed.

ARTICLE 13

ASSIGNMENTS AND SUBCONTRACTING

13.1 No Assignment by Grantee. Grantee shall not, either directly or indirectly, assign, transfer, hypothecate, subcontract or delegate all or any portion of this Agreement or any rights, duties or obligations of Grantee hereunder without the prior written consent of City. This Agreement shall not, nor shall any interest herein, be assignable as to the interest of Grantee involuntarily or by operation of law without the prior written consent of City. A change of ownership or control of Grantee or a sale or transfer of substantially all of the assets of Grantee shall be deemed an assignment for purposes of this Agreement.

13.2 Agreement Made in Violation of this Article. Any agreement made in violation of Section 13.1 shall confer no rights on any person or entity and shall automatically be null and void.

13.3 Subcontracting. If Appendix E lists any permitted subgrantees, then notwithstanding any other provision of this Agreement to the contrary, Grantee shall have the right to subcontract on the terms set forth in this Section. If Appendix E is blank or specifies that there are no permitted subgrantees, then Grantee shall have no rights under this Section.

(a) **Limitations.** In no event shall Grantee subcontract or delegate the whole of the Grant Plan. Grantee may subcontract with any of the permitted subgrantees set forth on Appendix E without the prior consent of City; provided, however, that Grantee shall not thereby be relieved from any liability or obligation under this Agreement and, as between City and Grantee, Grantee shall be responsible for the acts, defaults and omissions of any subgrantee or its agents or employees as fully as if they were the acts, defaults or omissions of Grantee. Grantee shall ensure that its subgrantees comply with all of the terms of this Agreement, insofar as they apply to the subcontracted portion of the Grant Plan. All references herein to duties and obligations of Grantee shall be deemed to pertain also to all subgrantees to the extent applicable. A default by any subgrantee shall be deemed to be an Event of Default hereunder. Nothing contained in this Agreement shall create any contractual relationship between any subgrantee and City.

(b) **Terms of Subcontract.** Each subcontract shall be in form and substance acceptable to City and shall expressly provide that it may be assigned to City without the prior consent of the subgrantee. In addition, each subcontract shall incorporate all of the terms of this Agreement, insofar as they apply to the subcontracted portion of the Grant Plan. Without limiting the scope of the foregoing, each subcontract shall provide City, with respect to the subgrantee, the audit and inspection rights set forth in Section 6.6. Upon the request of City, Grantee shall promptly furnish to City true and correct copies of each subcontract permitted hereunder.

13.4 Grantee Retains Responsibility. Grantee shall remain liable for the performance by any assignee or subgrantee of all of the covenants terms and conditions contained in this Agreement.

ARTICLE 14

INDEPENDENT CONTRACTOR STATUS

14.1 Nature of Agreement. Grantee shall be deemed at all times to be an independent contractor and is solely responsible for the manner in which Grantee implements the Grant Plan and uses the Grant Funds. Grantee shall at all times remain

solely liable for the acts and omissions of Grantee, its officers and directors, employees and agents. Nothing in this Agreement shall be construed as creating a partnership, joint venture, employment or agency relationship between City and Grantee.

14.2 Direction. Any terms in this Agreement referring to direction or instruction from the Department or City shall be construed as providing for direction as to policy and the result of Grantee’s work only, and not as to the means by which such a result is obtained.

14.3 Consequences of Recharacterization.

(a) Should City, in its discretion, or a relevant taxing authority such as the Internal Revenue Service or the State Employment Development Division, or both, determine that Grantee is an employee for purposes of collection of any employment taxes, the amounts payable under this Agreement shall be reduced by amounts equal to both the employee and employer portions of the tax due (and offsetting any credits for amounts already paid by Grantee which can be applied against this liability). City shall subsequently forward such amounts to the relevant taxing authority.

(b) Should a relevant taxing authority determine a liability for past services performed by Grantee for City, upon notification of such fact by City, Grantee shall promptly remit such amount due or arrange with City to have the amount due withheld from future payments to Grantee under this Agreement (again, offsetting any amounts already paid by Grantee which can be applied as a credit against such liability).

(c) A determination of employment status pursuant to either subsection (a) or (b) of this Section 14.3 shall be solely for the purposes of the particular tax in question, and for all other purposes of this Agreement, Grantee shall not be considered an employee of City. Notwithstanding the foregoing, if any court, arbitrator, or administrative authority determine that Grantee is an employee for any other purpose, Grantee agrees to a reduction in City’s financial liability hereunder such that the aggregate amount of Grant Funds under this Agreement does not exceed what would have been the amount of such Grant Funds had the court, arbitrator, or administrative authority had not determined that Grantee was an employee.

ARTICLE 15

NOTICES AND OTHER COMMUNICATIONS

15.1 Requirements. Unless otherwise specifically provided herein, all notices, consents, directions, approvals, instructions, requests and other communications hereunder shall be in writing, shall be addressed to the person and address set forth below and may be sent by U.S. mail or e-mail, and shall be addressed as follows:)

If to the Department or City: <<INSERT NAME OF DEPARTMENT>>
<<INSERT ADDRESS>>
San Francisco, CA <<INSERT ZIP CODE>>
Attn: <<INSERT CONTACT NAME>>

If to Grantee: <<INSERT NAME OF GRANTEE>>
<<INSERT ADDRESS>>
San Francisco, CA <<INSERT ZIP CODE>>
Attn: <<INSERT CONTACT NAME>>
Facsimile No. <<INSERT FAX NO. IF FAX NOTICES DESIRED>>

Any notice of default must be sent by registered mail.

15.2 Effective Date. All communications sent in accordance with Section 15.1 shall become effective on the date of receipt

15.3 Change of Address. Any party hereto may designate a new address for purposes of this Article 15 by notice to the other party.

ARTICLE 16 COMPLIANCE

16.1 Reserved.

16.2 Nondiscrimination; Penalties.

(a) **Grantee Shall Not Discriminate.** In the performance of this Agreement, Grantee agrees not to discriminate against any employee, City and County employee working with such grantee or subgrantee, applicant for employment with such grantee or subgrantee, or against any person seeking accommodations, advantages, facilities, privileges, services, or membership in all business, social, or other establishments or organizations, on the basis of the fact or perception of a person's race, color, creed, religion, national origin, ancestry, age, height, weight, sex, sexual orientation, gender identity, domestic partner status, marital status, disability or Acquired Immune Deficiency Syndrome or HIV status (AIDS/HIV status), or association with members of such protected classes, or in retaliation for opposition to discrimination against such classes.

(b) **Subcontracts.** Grantee shall incorporate by reference in all subcontracts the provisions of Sections 12B.2(a), 12B.2(c)-(k), and 12C.3 of the San Francisco Administrative Code and shall require all subgrantees to comply with such provisions. Grantee's failure to comply with the obligations in this subsection shall constitute a material breach of this Agreement.

(c) **Non-Discrimination in Benefits.** Grantee does not as of the date of this Agreement and will not during the term of this Agreement, in any of its operations in San Francisco or where the work is being performed for the City or elsewhere within the United States, discriminate in the provision of bereavement leave, family medical leave, health benefits, membership or membership discounts, moving expenses, pension and retirement benefits or travel benefits, as well as any benefits other than the benefits specified above, between employees with domestic partners and employees with spouses, and/or between the domestic partners and spouses of such employees, where the domestic partnership has been registered with a governmental entity pursuant to state or local law authorizing such registration, subject to the conditions set forth in Section 12B.2(b) of the San Francisco Administrative Code.

(d) **Condition to Contract.** As a condition to this Agreement, Grantee shall execute the "Chapter 12B Declaration: Nondiscrimination in Contracts and Benefits" form (Form CMD-12B-101) with supporting documentation and secure the approval of the form by the San Francisco Contract Monitoring Division.

(e) **Incorporation of Administrative Code Provisions by Reference.** The provisions of Chapters 12B and 12C of the San Francisco Administrative Code are incorporated in this Section by reference and made a part of this Agreement as though fully set forth herein. Grantee shall comply fully with and be bound by all of the provisions that apply to this Agreement under such Chapters of the Administrative Code, including the remedies provided in such Chapters. Without limiting the foregoing, Grantee understands that pursuant to Sections 12B.2(h) and 12C.3(g) of the San Francisco Administrative Code, a penalty of fifty dollars (\$50) for each person for each calendar day during which such person was discriminated against in violation of

the provisions of this Agreement may be assessed against Grantee and/or deducted from any payments due Grantee.

16.3 Reserved.

16.4 Tropical Hardwood and Virgin Redwood Ban. Pursuant to § 804(b) of the San Francisco Environment Code, City urges all grantees not to import, purchase, obtain, or use for any purpose, any tropical hardwood, tropical hardwood wood product, virgin redwood or virgin redwood wood product.

16.5 Drug-Free Workplace Policy. Grantee acknowledges that pursuant to the Federal Drug-Free Workplace Act of 1989, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited on City premises. Grantee and its employees, agents or assigns shall comply with all terms and provisions of such Act and the rules and regulations promulgated thereunder.

16.6 Resource Conservation; Liquidated Damages. Chapter 5 of the San Francisco Environment Code (Resource Conservation) is incorporated herein by reference. Failure by Grantee to comply with any of the applicable requirements of Chapter 5 will be deemed a material breach of contract. If Grantee fails to comply in good faith with any of the provisions of Chapter 5, Grantee shall be liable for liquidated damages in an amount equal to Grantee's net profit under this Agreement, or five percent (5%) of the total contract amount, whichever is greater. Grantee acknowledges and agrees that the liquidated damages assessed shall be payable to City upon demand and may be offset against any monies due to Grantee from any contract with City.

16.7 Compliance with ADA. Grantee acknowledges that, pursuant to the ADA, programs, services and other activities provided by a public entity to the public, whether directly or through a grantee or contractor, must be accessible to the disabled public. Grantee shall not discriminate against any person protected under the ADA in connection with all or any portion of the Grant Plan and shall comply at all times with the provisions of the ADA.

16.8. Requiring Minimum Compensation for Employees. Grantee shall pay covered employees no less than the minimum compensation required by San Francisco Administrative Code Chapter 12P, including a minimum hourly gross compensation, compensated time off, and uncompensated time off. Grantee is subject to the enforcement and penalty provisions in Chapter 12P. Information about and the text of the Chapter 12P is available on the web at <http://sfgov.org/olse/mco>. Grantee is required to comply with all of the applicable provisions of 12P, irrespective of the listing of obligations in this Section. By signing and executing this Agreement, Grantee certifies that it complies with Chapter 12P.

16.9 Limitations on Contributions. By executing this Agreement, Grantee acknowledges its obligations under section 1.126 of the City's Campaign and Governmental Conduct Code, which prohibits any person who contracts with, or is seeking a contract with, any department of the City for the rendition of personal services, for the furnishing of any material, supplies or equipment, for the sale or lease of any land or building, for a grant, loan or loan guarantee, or for a development agreement, from making any campaign contribution to (i) a City elected official if the contract must be approved by that official, a board on which that official serves, or the board of a state agency on which an appointee of that official serves, (ii) a candidate for that City elective office, or (iii) a committee controlled by such elected official or a candidate for that office, at any time from the submission of a proposal for the contract until the later of either the termination of negotiations for such contract or twelve months after the date the City approves the contract. The prohibition on contributions

applies to each prospective party to the contract; each member of Grantee's board of directors; Grantee's chairperson, chief executive officer, chief financial officer and chief operating officer; any person with an ownership interest of more than 10 % in Grantee; any subcontractor listed in the bid or contract; and any committee that is sponsored or controlled by Grantee. Grantee certifies that it has informed each such person of the limitation on contributions imposed by Section 1.126 by the time it submitted a proposal for the grant, and has provided the names of the persons required to be informed to the City department with whom it is contracting.

16.10 First Source Hiring Program. Contractor must comply with all of the provisions of the First Source Hiring Program, Chapter 83 of the San Francisco Administrative Code, that apply to this Agreement, and Contractor is subject to the enforcement and penalty provisions in Chapter 83.

16.11 Prohibition on Political Activity with City Funds. In accordance with San Francisco Administrative Code Chapter 12.G, no funds appropriated by the City and County of San Francisco for this Agreement may be expended for organizing, creating, funding, participating in, supporting, or attempting to influence any political campaign for a candidate or for a ballot measure (collectively, "Political Activity"). The terms of San Francisco Administrative Code Chapter 12.G are incorporated herein by this reference. Accordingly, an employee working in any position funded under this Agreement shall not engage in any Political Activity during the work hours funded hereunder, nor shall any equipment or resource funded by this Agreement be used for any Political Activity. In the event Grantee, or any staff member in association with Grantee, engages in any Political Activity, then (i) Grantee shall keep and maintain appropriate records to evidence compliance with this section, and (ii) Grantee shall have the burden to prove that no funding from this Agreement has been used for such Political Activity. Grantee agrees to cooperate with any audit by the City or its designee in order to ensure compliance with this section. In the event Grantee violates the provisions of this section, the City may, in addition to any other rights or remedies available hereunder, (i) terminate this Agreement and any other agreements between Grantee and City, (ii) prohibit Grantee from bidding on or receiving any new City contract for a period of two (2) years, and (iii) obtain reimbursement of all funds previously disbursed to Grantee under this Agreement.

16.12 Preservative-treated Wood Containing Arsenic. Grantee may not purchase preservative-treated wood products containing arsenic in the performance of this Agreement unless an exemption from the requirements of Chapter 13 of the San Francisco Environment Code is obtained from the Department of the Environment under Section 1304 of the Code. The term "preservative-treated wood containing arsenic" shall mean wood treated with a preservative that contains arsenic, elemental arsenic, or an arsenic copper combination, including, but not limited to, chromated copper arsenate preservative, ammoniacal copper zinc arsenate preservative, or ammoniacal copper arsenate preservative. Grantee may purchase preservative-treated wood products on the list of environmentally preferable alternatives prepared and adopted by the Department of the Environment. This provision does not preclude Grantee from purchasing preservative-treated wood containing arsenic for saltwater immersion. The term "saltwater immersion" shall mean a pressure-treated wood that is used for construction purposes or facilities that are partially or totally immersed in saltwater.

16.13 Working with Minors. In accordance with California Public Resources Code Section 5164, if Grantee, or any subgrantee, is providing services at a City park, playground, recreational center or beach, Contractor shall not hire, and shall prevent

its subcontractors from hiring, any person for employment or a volunteer position in a position having supervisory or disciplinary authority over a minor if that person has been convicted of any offense listed in Public Resources Code Section 5164. In addition, if Grantee, or any subgrantee, is providing services to the City involving the supervision or discipline of minors or where Grantee, or any subgrantee, will be working with minors in an unaccompanied setting on more than an incidental or occasional basis, Grantee and any subgrantee shall comply with any and all applicable requirements under federal or state law mandating criminal history screening for such positions and/or prohibiting employment of certain persons including but not limited to California Penal Code Section 290.95. In the event of a conflict between this section and Section 16.16, "Consideration of Criminal History in Hiring and Employment Decisions," of this Agreement, this section shall control. Grantee shall expressly require any of its subgrantees with supervisory or disciplinary power over a minor to comply with this section of the Agreement as a condition of its contract with the subgrantee. Grantee acknowledges and agrees that failure by Grantee or any of its subgrantees to comply with any provision of this section of the Agreement shall constitute an Event of Default.

16.14 Protection of Private Information. Grantee has read and agrees to the terms set forth in San Francisco Administrative Code Sections 12M.2, "Nondisclosure of Private Information," and 12M.3, "Enforcement" of Administrative Code Chapter 12M, "Protection of Private Information," which are incorporated herein as if fully set forth. Grantee agrees that any failure of Grantee to comply with the requirements of Section 12M.2 of this Chapter shall be a material breach of the Agreement. In such an event, in addition to any other remedies available to it under equity or law, the City may terminate the Agreement, bring a false claim action against the Grantee pursuant to Chapter 6 or Chapter 21 of the Administrative Code, or debar the Grantee.

16.15 Public Access to Meetings and Records. If Grantee receives a cumulative total per year of at least \$250,000 in City funds or City-administered funds and is a non-profit organization as defined in Chapter 12L of the San Francisco Administrative Code, Grantee shall comply with and be bound by all the applicable provisions of that Chapter. By executing this Agreement, Grantee agrees to open its meetings and records to the public in the manner set forth in Sections 12L.4 and 12L.5 of the Administrative Code. Grantee further agrees to make good-faith efforts to promote community membership on its Board of Directors in the manner set forth in Section 12L.6 of the Administrative Code. Grantee acknowledges that its material failure to comply with any of the provisions of this paragraph shall constitute a material breach of this Agreement. Grantee further acknowledges that such material breach of the Agreement shall be grounds for the City to terminate and/or not renew the Agreement, partially or in its entirety.

16.16 Consideration of Criminal History in Hiring and Employment Decisions.

(a) Contractor agrees to comply fully with and be bound by all of the provisions of Chapter 12T, "City Contractor/Subcontractor Consideration of Criminal History in Hiring and Employment Decisions," of the San Francisco Administrative Code ("Chapter 12T"), including the remedies provided, and implementing regulations, as may be amended from time to time. The provisions of Chapter 12T are incorporated by reference and made a part of this Agreement as though fully set forth herein. The text of the Chapter 12T is available on the web at <http://sfgov.org/olse/fco>. Contractor is required to comply with all of the applicable provisions of 12T, irrespective of the listing of obligations in this Section. Capitalized terms used in this Section and not defined in this Agreement shall have the meanings assigned to such terms in Chapter

12T.

(b) The requirements of Chapter 12T shall only apply to a Contractor's or Subcontractor's operations to the extent those operations are in furtherance of the performance of this Agreement, shall apply only to applicants and employees who would be or are performing work in furtherance of this Agreement, and shall apply when the physical location of the employment or prospective employment of an individual is wholly or substantially within the City of San Francisco. Chapter 12T shall not apply when the application in a particular context would conflict with federal or state law or with a requirement of a government agency implementing federal or state law.

16.17 Food Service Waste Reduction Requirements. Grantee agrees to comply fully with and be bound by all of the provisions of the Food Service Waste Reduction Ordinance, as set forth in San Francisco Environment Code Chapter 16, including the remedies provided, and implementing guidelines and rules. The provisions of Chapter 16 are incorporated herein by reference and made a part of this Agreement as though fully set forth. This provision is a material term of this Agreement. By entering into this Agreement, Grantee agrees that if it breaches this provision, City will suffer actual damages that will be impractical or extremely difficult to determine; further, Grantee agrees that the sum of one hundred dollars (\$100) liquidated damages for the first breach, two hundred dollars (\$200) liquidated damages for the second breach in the same year, and five hundred dollars (\$500) liquidated damages for subsequent breaches in the same year is reasonable estimate of the damage that City will incur based on the violation, established in light of the circumstances existing at the time this Agreement was made. Such amount shall not be considered a penalty, but rather agreed monetary damages sustained by City because of Grantee's failure to comply with this provision.

16.18 Reserved. Slavery Era Disclosure.

16.19 Distribution of Beverages and Water.

(a) **Sugar-Sweetened Beverage Prohibition.** Grantee agrees that it shall not sell, provide, or otherwise distribute Sugar-Sweetened Beverages, as defined by San Francisco Administrative Code Chapter 101, as part of its performance of this Agreement.

(b) **Packaged Water Prohibition.** Grantee agrees that it shall not sell, provide, or otherwise distribute Packaged Water, as defined by San Francisco Environment Code Chapter 24, as part of its performance of this Agreement. .

16.20 Reserved.

16.21 Compliance with Other Laws.

(a) Without limiting the scope of any of the preceding sections of this Article 16, Grantee shall keep itself fully informed of City's Charter, codes, ordinances and regulations and all state, and federal laws, rules and regulations affecting the performance of this Agreement and shall at all times comply with such Charter codes, ordinances, and regulations rules and laws.

(b) Grantee represents that it is in good standing with the California Attorney General's

Registry of Charitable Trusts and will remain in good standing during the term of this Agreement. Grantee shall immediately notify City of any change in its eligibility to perform under the Agreement. Upon City request, Grantee shall provide documentation demonstrating its compliance with applicable legal requirements. If Grantee will use any subgrantees to perform the Agreement, Grantee is responsible for ensuring they are also in compliance with the California Attorney General's Registry of Charitable Trusts at the time of grant execution and for the duration of the agreement. Any failure by Grantee or any subgrantees to remain in good standing with applicable requirements shall be a material breach of this Agreement.

ARTICLE 17

MISCELLANEOUS

17.1 No Waiver. No waiver by the Department or City of any default or breach of this Agreement shall be implied from any failure by the Department or City to take action on account of such default if such default persists or is repeated. No express waiver by the Department or City shall affect any default other than the default specified in the waiver and shall be operative only for the time and to the extent therein stated. Waivers by City or the Department of any covenant, term or condition contained herein shall not be construed as a waiver of any subsequent breach of the same covenant, term or condition. The consent or approval by the Department or City of any action requiring further consent or approval shall not be deemed to waive or render unnecessary the consent or approval to or of any subsequent similar act.

17.2 Modification. This Agreement may not be modified, nor may compliance with any of its terms be waived, except by written instrument executed and approved in the same manner as this Agreement.

17.3 Administrative Remedy for Agreement Interpretation. Should any question arise as to the meaning or intent of this Agreement, the question shall, prior to any other action or resort to any other legal remedy, be referred to Department Head, as the case may be, of the Department who shall decide the true meaning and intent of the Agreement. Such decision shall be final and conclusive.

17.4 Governing Law; Venue. The formation, interpretation and performance of this Agreement shall be governed by the laws of the State of California, without regard to its conflict of laws principles. Venue for all litigation relative to the formation, interpretation and performance of this Agreement shall be in San Francisco.

17.5 Headings. All article and section headings and captions contained in this Agreement are for reference only and shall not be considered in construing this Agreement.

17.6 Entire Agreement. This Agreement and the Application Documents set forth the entire Agreement between the parties, and supersede all other oral or written provisions. If there is any conflict between the terms of this Agreement and the Application Documents, the terms of this Agreement shall govern. The following appendices are attached to and a part of this Agreement:

- Appendix A, Definition of Eligible Expenses
- Appendix B, Definition of Grant Plan
- Appendix C, Form of Funding Request
- Appendix D, Interests in Other City Contracts
- Appendix E, Permitted Subgrantees
- Appendix F Insurance Waiver

17.7 Certified Resolution of Signatory Authority. Upon request of City, Grantee shall deliver to City a copy of the corporate resolution(s) authorizing the execution, delivery and performance of this Agreement, certified as true, accurate and complete by the secretary or assistant secretary of Grantee.

17.8 Severability. Should the application of any provision of this Agreement to any particular facts or circumstances be found by a court of competent jurisdiction to be invalid or unenforceable, then (a) the validity of other provisions of this Agreement shall not be affected or impaired thereby, and (b) such provision shall be enforced to the maximum extent possible so as to effect the intent of the parties and shall be reformed without further action by the parties to the extent necessary to make such provision valid and enforceable.

17.9 Successors; No Third-Party Beneficiaries. Subject to the terms of Article 13, the terms of this Agreement shall be binding upon, and inure to the benefit of, the parties hereto and their successors and assigns. Nothing in this Agreement, whether express or implied, shall be construed to give any person or entity (other than the parties hereto and their respective successors and assigns and, in the case of Article 9, the Indemnified Parties) any legal or equitable right, remedy or claim under or in respect of this Agreement or any covenants, conditions or provisions contained herein.

17.10 Survival of Terms. The obligations of Grantee and the terms of the following provisions of this Agreement shall survive and continue following expiration or termination of this Agreement:

- Section 4.3 Ownership of Results.
- Section 6.4 Financial Statements.
- Section 6.5 Books and Records.
- Section 6.6 Inspection and Audit.
- Section 6.7 Submitting False Claims; Monetary Penalties
- Article 7 Taxes
- Article 8 Representations and Warranties
- Article 9 Indemnification and General Liability
- Section 10.4 Required Post-Expiration Coverage.
- Article 12 Disclosure of Information and Documents
- Section 13.4 Grantee Retains Responsibility.
- Section 14.3 Consequences of Recharacterization.
- This Article 17 Miscellaneous

17.11 Further Assurances. From and after the date of this Agreement, Grantee agrees to do such things, perform such acts, and make, execute, acknowledge and deliver such documents as may be reasonably necessary or proper and usual to complete the transactions contemplated by this Agreement and to carry out the purpose of this Agreement in accordance with this Agreement.

17.12 Dispute Resolution Procedure. A Dispute Resolution Procedure is attached under the Appendix [<<ENTER THE APPENDIX LETTER>>](#) to address issues that have not been resolved administratively by other departmental remedies.

17.13 Cooperative Drafting. This Agreement has been drafted through a cooperative effort of both parties, and both parties have had an opportunity to have the Agreement reviewed and revised by legal counsel. No party shall be considered the drafter of this

Agreement, and no presumption or rule that an ambiguity shall be construed against the party drafting the clause shall apply to the interpretation or enforcement of this Agreement.

17.14 MacBride Principles—Northern Ireland. Pursuant to San Francisco Administrative Code Section 12F.5, City urges companies doing business in Northern Ireland to move towards resolving employment inequities, and encourages such companies to abide by the MacBride Principles. City urges San Francisco companies to do business with corporations that abide by the MacBride Principles. By signing below, the person executing this agreement on behalf of Grantee acknowledges and agrees that he or she has read and understood this section.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date first specified herein. The signatories to this Agreement warrant and represent that they have the authority to enter into this agreement on behalf of the respective parties and to bind them to the terms of this Agreement

CITY _____ **GRANTEE:** _____

Department of Children, Youth and Their Families

<<INSERT NAME OF GRANTEE IN ALL CAPS>>

By: _____

By: _____

Maria Su, Psy.D.

Print Name: _____

Executive Director

Approved as to Form:

Title: _____

David Chiu
City Attorney

Federal Tax ID #: _____

By: _____

City Supplier Number: _____

[name of Deputy City Attorney]

Deputy City Attorney

APPENDIX B: DEFINITION OF ELIGIBLE EXPENSES

The term “Eligible Expenses” shall mean expenses incurred and paid by Grantee during the term of this Agreement in implementing the terms of the Grant Plan.

All Eligible Expenses *must* be:

- (a) paid by Grantee prior to the submission of the applicable Funding Request; ***If advances are approved***, expenses to be incurred and paid by Grantee no more than 30 days after the disbursement of Grant Funds pursuant to the Funding Request];
- (b) direct out-of-pocket expenses incurred by Grantee or its officers, directors and employees;
- (c) operating (as opposed to capital) expenses;
- (d) within the scope of the applicable Budget line item; and
- (e) directly related to activities performed within the physical boundaries of the City and County of San Francisco.

Eligible Expenses shall *include*:

- (1) net salaries and wages
- (2) rent or related fees for equipment, performance or meeting halls or studios;
- (3) telephone charges, stationery and office supplies; and
- (4) advertising and publicity costs.
- (5) an administrative fee

Eligible Expenses shall specifically *exclude*:

- (1) personal or business-related costs or expenses related to meals, catering, transportation, lodging, fundraising or educational activities;
- (2) capital expenses;
- (3) any costs or expenses which are prohibited under the terms and conditions of any federal or state grant supplying all or any portion of the Grant Funds;
- (4) penalties, late charges or interest on any late payments; or
- (5) taxes or other amounts withheld from wages or salaries which have not actually been paid by Grantee during the term of this Agreement or which relate to periods before or after the term of this Agreement.

APPENDIX C: DEFINITION OF GRANT PLAN

The term “Grant Plan” shall mean

[To Be Finalized Following Contract Negotiations]

APPENDIX D: FORM OF FUNDING REQUEST

Grantee is to use the Contract Management System (CMS) for the purpose of requesting funds (invoicing).

APPENDIX E: INTERESTS IN OTHER CITY CONTRACTS

City Department or Commission	Date of Contract	Amount of Contract

APPENDIX F: PERMITTED SUBGRANTEES

To Be Finalized Following Contract Negotiations.

APPENDIX G: INSURANCE WAIVER

To Be Finalized Following Contract Negotiations.

Making San Francisco!



a great place to grow up

dcyf.org