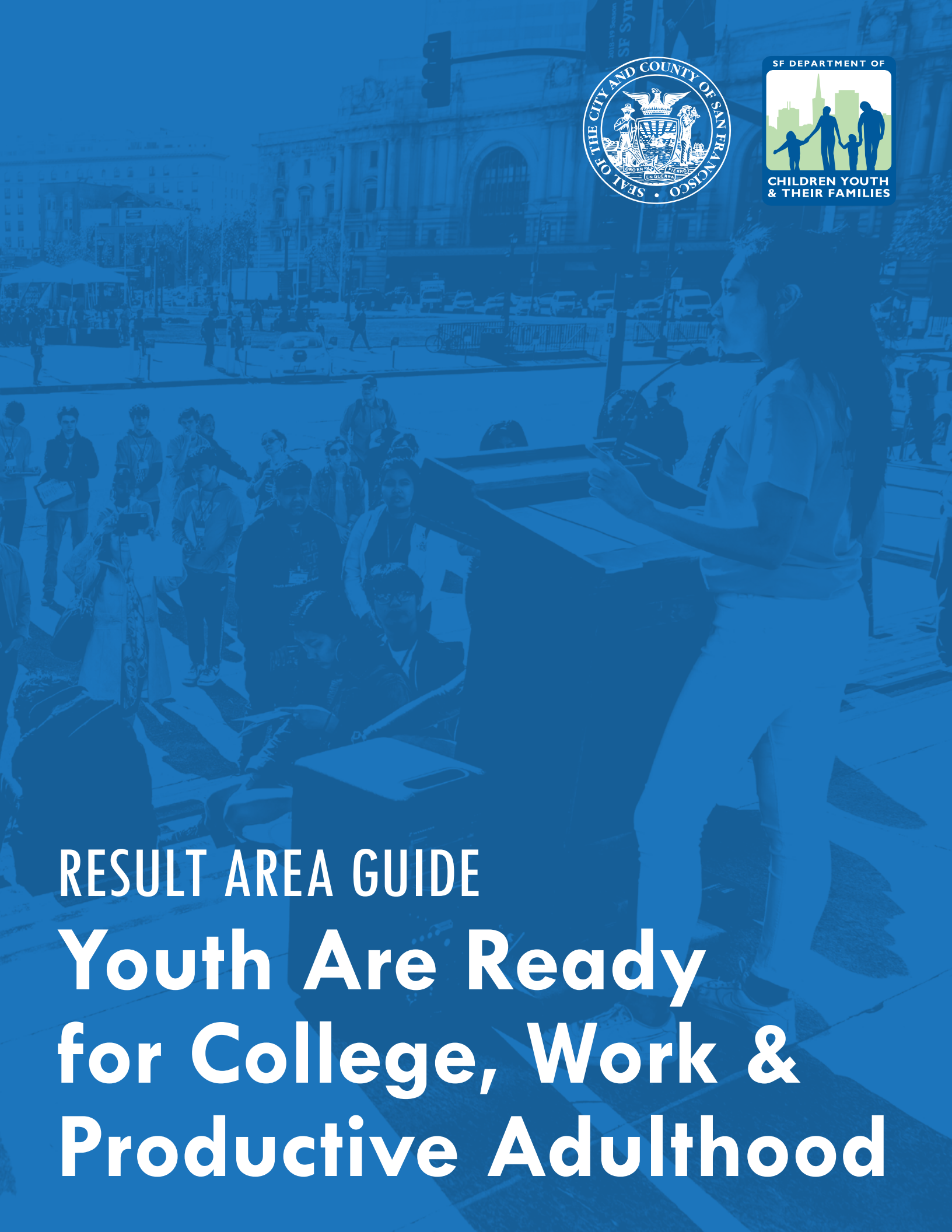

SF DEPARTMENT OF CHILDREN YOUTH & THEIR FAMILIES

RESULT AREA GUIDE

Youth Are Ready for College, Work & Productive Adulthood

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.

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RESULT AREA

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.

Citywide/Universal Need	• 9th-12th graders & TAY/A in need of career development & employment • TAY/A in need of enrichment programming
Concentrated Need	• African American • American Indian/Alaska Native • Hispanic/LatinX • Pacific Islander • Low-income Asian • Individuals with disabilities & their families
Characteristics of Increased Need	• English learners • Foster youth • Justice involved • LGBTQQ • Children of incarcerated parents • Exposed to violence, discrimination or trauma • Academic underperformance/school disconnect

YOUTH ARE READY FOR COLLEGE, WORK & PRODUCTIVE ADULTHOOD

Service Areas, Strategies, & Initiatives

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	Strategy/Initiative
Ready for College, Work & Productive Adulthood	Youth Workforce Development	YWD (General)
		YWD (TAY/A)
		Mayor's Education & Employment Program (MYEEP)*
		Opportunities For All - Youthworks*
		High School Partnerships
	Educational Supports	Alternative Education
		Academic Supports
	Justice Services	Custody-Based Services
		Justice Services Care Coordinators
		Credible Messenger/Life Coach
		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

**DCYF Initiative*

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. **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 incompliance with the American with Disabilities Act 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.

4. **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.

5. **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.

6. **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.

7. **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.

8. **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.

9 **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.

10 **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).

11 **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.

12 **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.

SERVICE AREA

Educational Supports

Result Area	Strategy/Initiative
Youth Are Ready for College, Work & Productive Adulthood	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.

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.

EDUCATIONAL SUPPORTS 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.

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.

ACADEMIC SUPPORTS

Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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

9 **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."

10 **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.

11 **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.

12 **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

13 **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.

ACADEMIC SUPPORTS

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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Individual Learning Plan	Percent of participants with completed individual learning plans.	90%+	CMS
Grade Level C or Better	Percent of participants maintaining grades of C or better in core subjects. (High School Only)	75%+	CMS
Passing Courses	Percent of participants passing their courses. (Disconnected TAY/A Only)	75%+	CMS
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

EDUCATIONAL SUPPORTS 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.

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.

ALTERNATIVE EDUCATION
Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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

10 **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.

11 **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."

12 **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.

13 **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.

14 **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

15 **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.

ALTERNATIVE EDUCATION
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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Individual Learning Plan	Percent of participants with completed individual learning plans.	80%+	CMS
High School Credential	Percent of participants who are in 12th grade or TAY/A that receive a high school credential.	85%+	CMS
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

SERVICE AREA

Justice Services

Result Area	Strategy/Initiative
Youth Are Ready for College, Work & Productive Adulthood	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.

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 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 re-define 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.

JUSTICE SERVICES 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.

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 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.

CUSTODY-BASED SERVICES

Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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.

CUSTODY-BASED SERVICES
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	Data Source
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
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%+	Youth Survey
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%+	Youth Survey
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%+	Youth Survey
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

JUSTICE SERVICES 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.

1. 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:

   a. Young people who are pre-adjudicated and detained while going through the court process
   b. Young people who have been committed to a term of incarceration at the hall, including youth committed to the Secure Youth Treatment Facility.

2. 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 fron school or community partners.

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.

CREDIBLE MESSENGER LIFE COACHES

Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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

6. **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.

7. **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.

CREDIBLE MESSENGER LIFE COACHES

Performance Measures

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

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

JUSTICE SERVICES 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:

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.

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.
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.

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/Expeditor 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:

11 **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.

12 **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.

13 **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.

JUSTICE SERVICES CARE COORDINATORS
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	Data Source
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
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%+	Youth Survey
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%+	Youth Survey
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%+	Youth Survey
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

JUSTICE SERVICES INITIATIVE

SF 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 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

Diversions & Referrals

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.

SF COMMUNITY ASSESSMENT & REFERRAL CENTER

Initiative Requirements

1. **Hours of Operation:** 7 days per week, 365 days a year from 8am -12am for intake, assessment, and referral activities.

2. **Mobile:** Capacity of staff to meet youth who are booked and in custody at the Juvenile Justice Center.

3. **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.

4. **Intake, Assessment, and Referrals:** Intake, assessment, and referral will be based on standardized processes and tools.
   a. For youth who are diverted or cited: conduct intake, assessment, and referral activities on site at CARC location.
   b. 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.

5. **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.

6. **City Partnership:** Willingness and ability to work with police, arresting agencies, JPD, and other system partners on an ongoing basis.

7. **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.

8. **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.

SF COMMUNITY ASSESSMENT & REFERRAL CENTER

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	Data Source
Reports	Providers will be required to provide mid-year and end of year reports on expected services benchmarks.	**Yes**	CMS
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	**Strong**	Fiscal Visit

JUSTICE SERVICES 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 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.

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.

YOUNG ADULT COURT CASE MANAGEMENT

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.

YOUNG ADULT COURT CASE MANAGEMENT

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	Data Source
Reports	Providers will be required to provide mid-year and end of year reports on expected services benchmarks.	**Yes**	CMS
Program Graduation	Percent of participants graduating from the program.	**75%+**	CMS
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	**Strong**	Fiscal Visit

SERVICE AREA

Youth Workforce Development

Result Area	Strategy/Initiative
Youth Are Ready for College, Work & Productive Adulthood	Youth Workforce Development (General)
	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.

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.

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.

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.

YOUTH WORKFORCE DEVELOPMENT (GENERAL)
Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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

12 **Participant Eligibility:** Participants can either be in-custody (short-term), on active probation, or within six months of exiting probation.

12 **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.

14 **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 participantsgain or maintain access to basic needs.

YOUTH WORKFORCE DEVELOPMENT (GENERAL)
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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Transition Plan	Percent of participants with completed transitions plans.	90%+	CMS
WorkforceLinkSF	FY24-25: Grantee staff attend training on WorkforceLinkSF.	Yes	CMS
	FY25-29: Percent of participants enrolled in WorkforceLinkSF.	50%+	CMS
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+	CMS
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%+	Youth Survey
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%+	Youth Survey

Name	Measure	Target	Data Source
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

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.

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.

YOUTH WORKFORCE DEVELOPMENT (TAY/A)
Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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. 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. **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. YWD programs must also **provide follow-up support to participants for a minimum of three months** after completion of the program.

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 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.

YOUTH WORKFORCE DEVELOPMENT (TAY/A)
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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Transition Plan	Percent of participants with completed transitions plans.	90%+	CMS
WorkforceLinkSF	FY24-25: Grantee staff attend training on WorkforceLinkSF.	Yes	CMS
	FY25-29: Percent of participants enrolled in WorkforceLinkSF.	50%+	CMS
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+	CMS
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%+	Youth Survey
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%+	Youth Survey

Name	Measure	Target	Data Source
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit
Stable Employment	Percent of participants employed at the end of program participation.	75%+	CMS

YOUTH WORKFORCE DEVELOPMENT STRATEGY

High School Partnerships

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.

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 PARTNERSHIPS

Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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 recuited 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 andarticipate 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.

HIGH SCHOOL PARTNERSHIPS

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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Transition Plan	Percent of participants with completed transitions plans.	90%+	CMS
WorkforceLinkSF	FY24-25: Grantee staff attend training on WorkforceLinkSF.	Yes	CMS
	FY25-29: Percent of participants enrolled in WorkforceLinkSF.	50%+	CMS
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+	CMS
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%+	Youth Survey
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%+	Youth Survey

Name	Measure	Target	Data Source
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

YOUTH WORKFORCE DEVELOPMENT 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.

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.

MAYOR'S YOUTH EMPLOYMENT & EDUCATION PROGRAM (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 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.

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 suvpport 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.

MAYOR'S YOUTH EMPLOYMENT & EDUCATION PROGRAM (MYEEP)
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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Transition Plan	Percent of participants with completed transitions plans.	90%+	CMS
WorkforceLinkSF	FY24-25: Grantee staff attend training on WorkforceLinkSF.	Yes	CMS
	FY25-29: Percent of participants enrolled in WorkforceLinkSF.	50%+	CMS
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+	CMS
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%+	Youth Survey
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%+	Youth Survey

Name	Measure	Target	Data Source
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

YOUTH WORKFORCE DEVELOPMENT 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.

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.

OPPORTUNITIES FOR ALL - YOUTHWORKS
Initiative 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.

OPPORTUNITIES FOR ALL - YOUTHWORKS

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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Transition Plan	Percent of participants with completed transitions plans.	90%+	CMS
WorkforceLinkSF	FY24-25: Grantee staff attend training on WorkforceLinkSF.	Yes	CMS
	FY25-29: Percent of participants enrolled in WorkforceLinkSF.	50%+	CMS
Placements	Number of actual work-based learning experiences provided compared to the program's projected number of work-based learning experiences.	85%+	CMS
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%+	Youth Survey
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%+	Youth Survey

Name	Measure	Target	Data Source
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

SERVICE AREA

Enrichment & Skill Building

Result Area	Strategy/Initiative
Youth Are Ready for College, Work & Productive Adulthood	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).**

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.

ENRICHMENT & SKILL BUILDING 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.

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.

ARTS & CREATIVE EXPRESSION

Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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

7. **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."

8

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.

ARTS & CREATIVE EXPRESSION

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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

ENRICHMENT & SKILL BUILDING 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.

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.

IDENTITY FORMATION & INCLUSION
Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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

7 **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."

8 **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.

IDENTITY FORMATION & INCLUSION
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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
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%+	Youth Survey
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%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

ENRICHMENT & SKILL BUILDING 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.

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

STEM & ENVIRONMENTAL SUSTAINABILITY

Strategy Requirements

In addition to meeting the universal requirements described on page 4, 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

7 **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."

8 **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.

STEM & ENVIRONMENTAL SUSTAINABILITY

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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
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%+	Youth Survey
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 Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

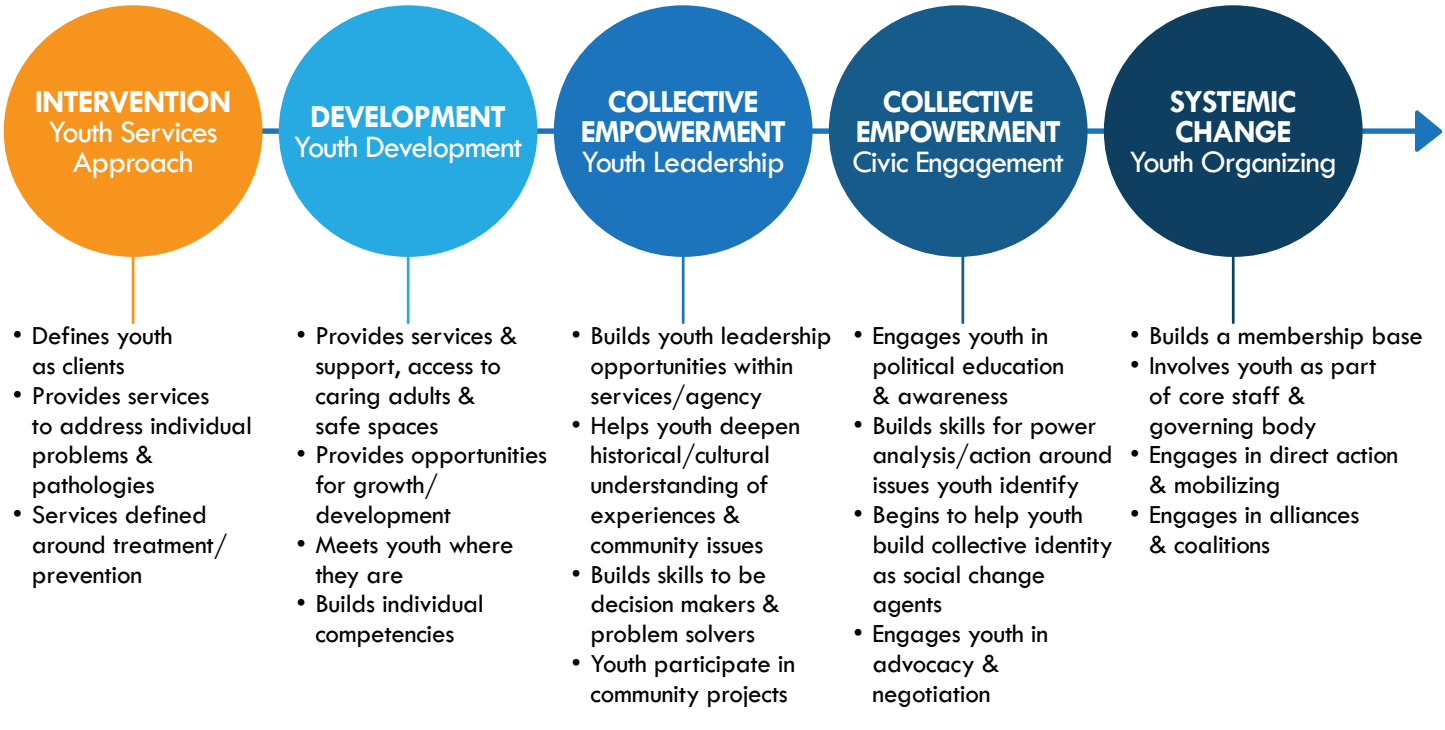
SERVICE AREA

Youth Empowerment

Result Area	Strategy/Initiative
Youth Are Ready for College, Work & Productive Adulthood	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

Organizing & Governing
Youth have a central role in the organization's structure, driving programmatic or shared decisions. Youth are empowered to be part of shared decision making processes and have the opportunity to learn from life experiences and expertise of adults.

Youth-Initiated Leadership
Youth serve as peer leaders in paid or volunteer capacity. Youth lead activities with their peers or with adults. Adults are involved only in a supporting role.

Youth-Initiated Partnerships
Youth and adults join together as equals to accomplish programming, plan activities, operate the program or complete special tasks.

Adult-Initiated, Shared Decision-Making
Projects or programs are initiated by adults, but the decision-making is shared with youth. Attempts are made to use youth-friendly procedures and language.

Informed Dialogue
Youth give ongoing advice on projects/programs designed and run by adults. Youth are informed as to how their input will be used and the outcomes of decisions made by adults. Youth are involved in the evaluation of programming.

Assigned But Informed
Youth are assigned a specific role and informed as to how/why they are being involved. This includes inconsistent youth involvement or temporary consultations, such as a focus group or survey.

Tokenism
Youth appear to be given a voice, but in fact they have little or no choice about what they do or how they participate.

Decoration
Youth are used to bolster a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by youth.

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.

YOUTH EMPOWERMENT 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.

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.

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 and 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.

YOUTH-LED PHILANTHROPY
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	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
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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 Survey
Youth Voice/ Leadership	Percent of surveyed participants who report involvement in program implementation and/or leadership opportunities.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

YOUTH EMPOWERMENT 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.

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.

YOUTH-LED PHILANTHROPY

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 and 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.

YOUTH-LED PHILANTHROPY

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.

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