



RESULT AREA GUIDE

Children & Youth Are Physically & Emotionally Healthy

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.



RESULT AREA

Children & Youth Are Physically & Emotionally Healthy

This Result Area is associated with programs, resources, supports and activities that promote physical, emotional, behavioral and mental health as well as healing from trauma. The Result Area is supported by the **Enrichment and Skill-Building Service Area**, which aims to provide resources and support to children, youth and families to fulfill their basic right to physical and emotional health.

TARGET POPULATION

Ages 0-24



0-5



6-13



14-17



18-24

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

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

Citywide/Universal Need	<ul style="list-style-type: none">• Children, youth, TAY/A & families in need of meals & snacks• K-12th graders & TAY/A in need of sports & physical activity
Concentrated Need	<ul style="list-style-type: none">• African American• American Indian/Alaska Native• Hispanic/LatinX• Pacific Islander• Low-income Asian• Individuals with disabilities & their families
Characteristics of Increased Need	<ul style="list-style-type: none">• Foster youth• LGBTQQ• Justice involved• Children of incarcerated parents• Exposed to violence, discrimination or trauma• Academic underperformance/school disconnect

Service Areas & Strategies in this Result Area

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

Result Area	Service Area	Strategy
Physically & Emotionally Healthy	Enrichment & Skill-Building	Sports & Physical Activity

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 in compliance with the [American with Disabilities Act https://www.ada.gov/law-and-regs/](https://www.ada.gov/law-and-regs/)). Programs must have an established process for supporting participants with disabilities through an accommodation process. This accommodation must be well defined. What support and accommodations are built into the program and what will the agency do if the program cannot accommodate the participant? All programs must participate in a mandated Inclusion Training.

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

Enrichment & Skill Building

Result Area

Children & Youth Are Ready to Learn & Succeed in School

Strategy

Sports & Physical Activity

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

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

The E&S Strategy that is highlighted in this section is **Sports and Physical Activity**.

Service Area Need

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

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

ENRICHMENT & SKILL BUILDING STRATEGY

Sports & Physical Activity

The Sports and Physical Activity Strategy is designed to provide opportunities for youth to engage in competitive and noncompetitive sports and physical activities, and to develop key skills such as teamwork and collaboration. Additionally, Sports, and Physical Activity programs will help participants positively connect with their peers and develop increased social awareness, emotional bonds, and self-esteem. The Sports and Physical Activity Strategy targets youth in elementary, middle and high school and has a particular focus on programs that engage girls. Programs can cover a range of different types of sports and physical activities including, but not limited to, soccer, basketball, swimming, yoga, and/or tennis.

Strategy Goals

1

To provide expanded opportunities for participants, especially girls, to engage in sports and/or physical activities.

2

To increase physical activity among participants and support the development of lifelong healthy habits.

SPORTS & PHYSICAL ACTIVITY

Strategy Requirements

In addition to meeting the universal requirements described on page 2, 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. Sports and Physical Activity programs operating at schools with a DCYF-funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.

2

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

3

Extended Programming: Programs must offer evening and/or weekend programming options to increase participants' access to physical activity during non-school hours.

4

Structured Activities: Programs must provide structured activities that have specific skill-building goals and offer experiences in sports and/or physical activities that include ascending opportunities for mastery over time.

5

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

6

Celebrating Achievements: Program must provide opportunities for participants to celebrate the skills they have developed as well as their achievements and accomplishments in the program.

SPORTS & PHYSICAL ACTIVITY

Performance Measures

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

Name	Measure	Target	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

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