



DCYF GRANTEE SERVICE AREA GUIDE

ENRICHMENT, LEADERSHIP & SKILL BUILDING





Maria Su, Psy.D.
Executive Director

A LETTER FROM THE EXECUTIVE DIRECTOR

Your agency is part of history in San Francisco: the first generation of DCYF grantees to receive funding following the reauthorization of the Children and Youth Fund. The DCYF staff and I respect and appreciate the time, effort, and resources that your agency dedicated to becoming a DCYF grantee, and we extend to you a very warm welcome to the DCYF Family!

In order to ensure that your agency has the information you need to understand the processes and procedures that will impact your funding, all of our grantees will participate in a series of New Grantee Orientation Sessions.

DCYF designed the New Grantee Orientation Sessions using the following four Guiding Principles:

- **Establishing Our Partnership.** We consider your agency a full partner in our mission to provide all children and youth the opportunities and resources that will help them reach their full potential.
- **Setting Up Your Agency for Success.** We understand that high quality programming is bolstered by the strength of the agency providing it. The New Grantee Orientation will include programmatic-focused sessions by service area and a fiscally-focused session that will help your agency understand what to expect as a DCYF grantee and set up the work we will do together.
- **Building Relationships.** Our shared work leverages the relationships that your agency has with the DCYF staff. Establishing, maintaining, and nurturing our relationships with each other will have the effect of yielding better results for the children, youth, and families we will serve.
- **Planning for the Future.** Unanticipated needs during the funding cycle are likely to arise, and we must be agile enough to make necessary adjustments. We plan to share insight and guidance that will help your agency and our staff to know what we need to do in order to successfully conduct our work.

DCYF is excited to have you as a part of 2018-23 portfolio of grantees! Together we will provide services that will strengthen the lives of children, youth, Transitional Age Youth, their families, and the people who serve them. Our powerful investment in services for our children and youth throughout their development will make San Francisco an even greater place to grow up. I look forward to working with you on this mission.

Sincerely,

A handwritten signature in black ink, appearing to read "Maria Su".

Maria Su, Psy.D.
Executive Director



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Enrichment, Leadership & Skill Building

Success in school and in life depends on more than academic ability alone. 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. Many skills or competencies fit under the umbrella of social and emotional learning (SEL); SFUSD and other members of the CORE Districts in California—districts that applied for and received a waiver from the No Child Left Behind federal accountability system—adopted the following four constructs as accountability metrics.

- 1. Growth Mindset.** The belief that one's abilities can grow with effort. Youth with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.
- 2. Self-Efficacy.** The belief in one's own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior and environment. Self-efficacy can boost youth achievement and emotional health and well-being.
- 3. Self-Management.** The ability to effectively manage one's emotions, thoughts and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working towards personal and academic goals. Strong self-management skills are associated with fewer dropouts, better academic and social outcomes, and better outcomes with regard to physical health, substance dependence, personal finances and criminal offenses.
- 4. Social Awareness.** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Social awareness may contribute to better behavior and achievement in school and increased engagement with community and school resources (associated with better peer relationships, fewer risky behaviors).

Analysis of SEL assessments administered by SFUSD show that African American, Hispanic/Latino and Pacific Islander children and youth consistently score below average across grade levels in at least three of the four SEL areas described above. 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. DCYF's ELS Service Area is designed to support programming to address these issues and promote SEL skills.

In addition to promoting SEL skills, the ELS 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 of youth in safe and productive activities that support their learning and development.



DCYF GRANTEE SERVICE AREA GUIDE — ELS

Arts and Creative Expression

Strategy Overview

The **Arts and Creative Expression Strategy** is designed to provide youth and disconnected TAY 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 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



To increase developmentally appropriate opportunities for youth to express themselves.



To increase exposure to varying forms of artistic expression (e.g. visual arts, creative writing, music, theater, film, digital media, etc.).



To allow youth to explore artistic activities as outlets for social and emotional learning and growth.

Arts and Creative Expression

Program Structure Requirements

- 1 School or Community-Based**

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

Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
- 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 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 regards to their needs, skills and competencies.
- 5 Curriculum Based**

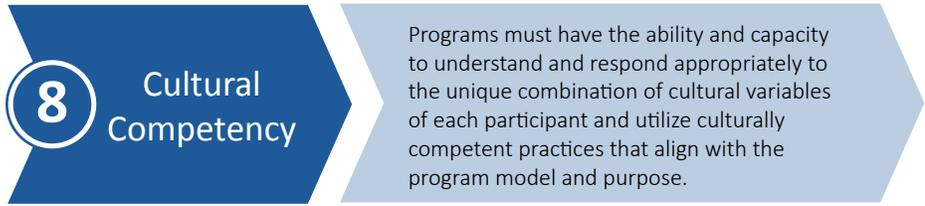
Program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
- 6 Engagement, Retention & 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.
- 7 Incentives**

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

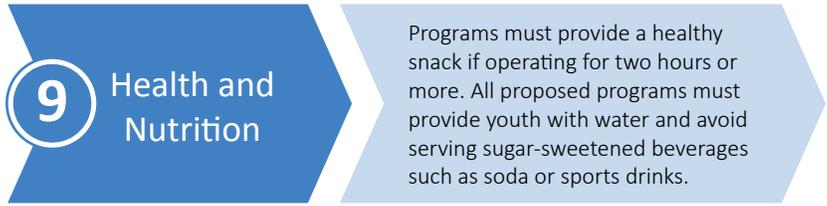
Arts and Creative Expression

Program Structure Requirements (CONTINUED)



8 Cultural Competency

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



9 Health and Nutrition

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

Arts and Creative Expression

Program Content Requirements

- 1 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, digital media, etc.
- 2 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.
- 3 Orientation & Team Building**

Program must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting 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.
- 4 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.
- 5 Youth Leadership & 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.
- 6 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.
- 7 Social & Emotional Learning**

Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.

For Additional Requirements for Programs Serving **Disconnected Transitional Age Youth (TAY)**, see Page 37

Arts and Creative Expression

Performance Measures

Name	Description	Target	Tracking
Youth Actuals vs. Projections	Number of participants served by the program is at least 90% of the program's projected number of participants.	At least 90%	CMS
Program Completion	Percent of participants who meet minimum threshold for full participation specified in the program's workplan.	At least 85%	CMS
Caring Adult	Percent of surveyed participants who report that there is an adult in the program who really cares about them.	At least 75%	Surveys
Cultural Competency	Percent of surveyed participants who report that the program utilizes culturally competent practices.	At least 75%	Surveys
Youth Voice/ Leadership	Percent of surveyed participants who report involvement in program implementation and/or leadership opportunities.	At least 75%	Surveys
Agency Health	DCYF rates health of agency as "Strong" based on Fiscal and Compliance Monitoring.	Strong Rating	Fiscal and Compliance Visits
Grant Requirements	Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.	Meets requirements of at least 11/14 items	<i>See Grant Requirements Monitoring (page 38)</i>

Identity Formation

Strategy Overview

The Identity Formation Strategy is designed to provide opportunities for youth to increase their self-esteem and sense of purposefully belonging by focusing on the resiliency, strengths and assets of their personal identity. Identity Formation 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 peer 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 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 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

Program Structure Requirements

- 1 School or Community-Based**

Programs can operate a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. Identity Formation 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 Outreach & Recruitment**

Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
- 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 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 regards to their needs, skills and competencies.
- 5 Curriculum Based**

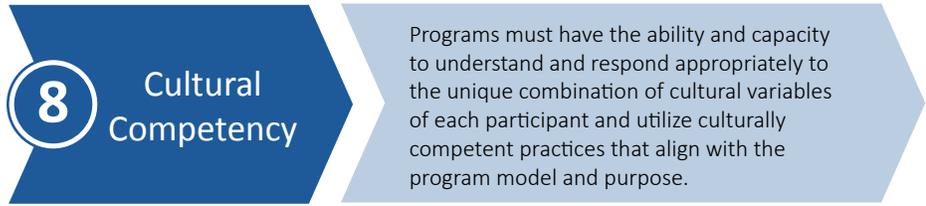
Activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that 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.
- 6 Engagement, Retention & 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.
- 7 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).

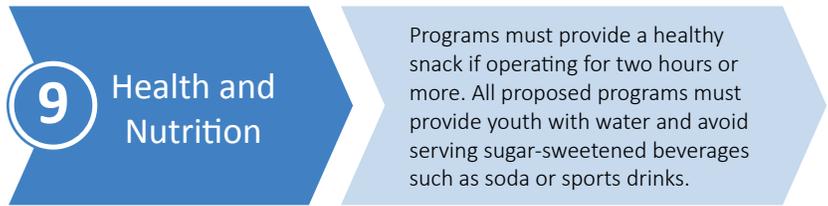
Identity Formation

Program Structure Requirements (CONTINUED)



8 Cultural Competency

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



9 Health and Nutrition

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

Identity Formation

Program Content Requirements

- 1 Structured Activities**

Programs must include structured activities that address race, ethnic or cultural background, gender, sexual orientation and/or other elements of identity.
- 2 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, 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.
- 3 Orientation & Team Building**

Program must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting 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.
- 4 Closure**

Programs must have an established process to facilitate the closure of program sessions in a way that affirms and celebrates participants' identity and growth and offers them the opportunity to reflect on the experience.
- 5 Youth Leadership & 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.
- 6 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.
- 7 Social & Emotional Learning**

Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.

Identity Formation

Performance Measures

Name	Description	Target	Tracking
Youth Actuals vs. Projections	Number of participants served by the program is at least 90% of the program's projected number of participants.	At least 90%	CMS
Program Completion	Percent of participants who meet minimum threshold for full participation specified in the program's workplan.	At least 85%	CMS
Caring Adult	Percent of surveyed participants who report that there is an adult in the program who really cares about them.	At least 75%	Surveys
Cultural Competency	Percent of surveyed participants who report that the program utilizes culturally competent practices.	At least 75%	Surveys
Sense of Personal Identity	Percent of surveyed participants who report developing an improved sense of personal identity as a result of program participation.	At least 75%	Surveys
Youth Voice/ Leadership	Percent of surveyed participants who report involvement in program implementation and/or leadership opportunities.	At least 75%	Surveys
Agency Health	DCYF rates health of agency as "Strong" based on Fiscal and Compliance Monitoring.	Strong Rating	Fiscal and Compliance Visits
Grant Requirements	Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.	Meets requirements of at least 11/14 items	<i>See Grant Requirements Monitoring (page 38)</i>

DCYF GRANTEE SERVICE AREA GUIDE — ELS

Science, Technology, Engineering and Math (STEM) Strategy Overview

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

STRATEGY GOALS

-  To provide participants with access to hands-on, inquiry-based STEM extracurricular programs and activities.
-  To enrich participants' educational experience and support social and emotional skills development.
-  To expose participants to a range of STEM related career options.

Science, Technology, Engineering and Math (STEM) Program Structure Requirements

- 1 School or Community-Based**

Programs can operate a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. 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 Outreach & Recruitment**

Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
- 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 Developmentally Appropriate Cohorts**

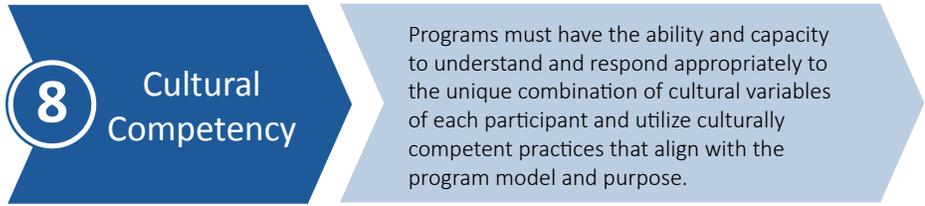
Programs choosing to serve multiple target populations must ensure that cohorts are intentionally constructed to include participants who are at or near the same developmental level in regards to their needs, skills and competencies.
- 5 Curriculum Based**

Program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
- 6 Engagement, Retention & 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.
- 7 Incentives**

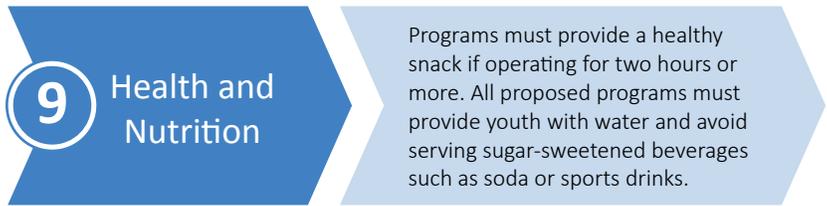
Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g. stipends, educational scholarships, personal savings accounts), in-kind (e.g. bus passes, transportation vouchers, rent subsidies, etc.), and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

Science, Technology, Engineering and Math (STEM) Program Structure Requirements (CONTINUED)



8 Cultural Competency

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



9 Health and Nutrition

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

Science, Technology, Engineering and Math (STEM) Program Content Requirements

- 1 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.
- 2 Project Based Learning**

Programs must provide activities that are project based that allow participants to engage with STEM topics for an extended period of time to investigate and respond to engaging and/or complex questions, problems or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability and other relevant skills.
- 3 Orientation & Team Building**

Program must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting 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.
- 4 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.
- 5 Youth Leadership & 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.
- 6 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.
- 7 Social & Emotional Learning**

Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.

Science, Technology, Engineering and Math (STEM) Performance Measures

Name	Description	Target	Tracking
Youth Actuals vs. Projections	Number of participants served by the program is at least 90% of the program's projected number of participants.	At least 90%	CMS
Program Completion	Percent of participants who meet minimum threshold for full participation specified in the program's workplan.	At least 85%	CMS
Caring Adult	Percent of surveyed participants who report that there is an adult in the program who really cares about them.	At least 75%	Surveys
Cultural Competency	Percent of surveyed participants who report that the program utilizes culturally competent practices.	At least 75%	Surveys
Youth Voice/ Leadership	Percent of surveyed participants who report involvement in program implementation and/or leadership opportunities.	At least 75%	Surveys
Agency Health	DCYF rates health of agency as "Strong" based on Fiscal and Compliance Monitoring.	Strong Rating	Fiscal and Compliance Visits
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DCYF GRANTEE SERVICE AREA GUIDE — ELS

Service Learning

Strategy Overview

The Service Learning Strategy is designed to provide opportunities for youth and disconnected TAY to practice civic engagement by linking learning with active engagement in their communities. Service Learning programs will provide project-based activities that foster civic engagement beyond traditional community service with the goal of transforming both the participant and the communities where they reside. Participants will conceive, plan, implement and evaluate service learning projects that produce concrete community impact. The Service Learning Strategy differs from the Youth Leadership, Engagement and Organizing Strategy in that programming in this strategy is intended to primarily be led by adult staff rather than youth participants. Service Learning programs target elementary, middle and high school youth as well as disconnected TAY and can include a range of project topics.

STRATEGY GOALS

-  To provide participants with the tools to develop as leaders.
-  To help participants develop a lifelong commitment to civic engagement and the habits, orientations, and practices that contribute to a more just society.
-  To increase participants' civic engagement through caring, volunteering, organizing and educating others.
-  To support participants in conceiving, planning, implementing and evaluating service learning projects that produce concrete community impact.

Service Learning

Program Structure Requirements

- 1 School or Community-Based**

Programs can operate a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. Service Learning 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 Outreach & Recruitment**

Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
- 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 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 regards to their needs, skills and competencies.
- 5 Curriculum Based**

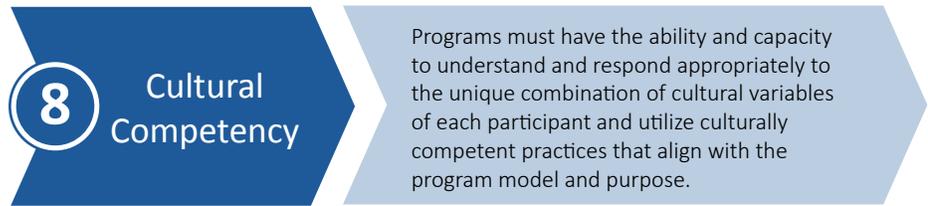
Program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
- 6 Engagement, Retention & 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.
- 7 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).

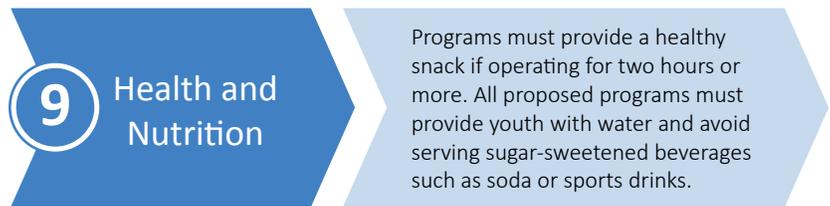
Service Learning

Program Structure Requirements (CONTINUED)



8 Cultural Competency

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



9 Health and Nutrition

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

Service Learning

Program Content Requirements

- 1 Structured Activities**

Programs must include structured activities that provide exposure and engagement that supports the development of civic responsibility and increases social awareness.
- 2 Project Based Learning**

Programs must provide activities that are project-based that allow participants to engage with a service learning project 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.
- 3 Orientation & Team Building**

Program must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting 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.
- 4 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.
- 5 Youth Leadership & 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.
- 6 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.
- 7 Social & Emotional Learning**

Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.

For Additional Requirements for Programs Serving **Disconnected Transitional Age Youth (TAY)**, see Page 37

Service Learning

Performance Measures

Name	Description	Target	Tracking
Youth Actuals vs. Projections	Number of participants served by the program is at least 90% of the program's projected number of participants.	At least 90%	CMS
Program Completion	Percent of participants who meet minimum threshold for full participation specified in the program's workplan.	At least 85%	CMS
Caring Adult	Percent of surveyed participants who report that there is an adult in the program who really cares about them.	At least 75%	Surveys
Cultural Competency	Percent of surveyed participants who report that the program utilizes culturally competent practices.	At least 75%	Surveys
Engaged in School/Community	Percent of surveyed participants who report becoming a more engaged participant in their school or community as a result of program participation.	At least 75%	Surveys
Youth Voice/Leadership	Percent of surveyed participants who report involvement in program implementation and/or leadership opportunities.	At least 75%	Surveys
Agency Health	DCYF rates health of agency as "Strong" based on Fiscal and Compliance Monitoring.	Strong Rating	Fiscal and Compliance Visits
Grant Requirements	Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.	Meets requirements of at least 11/14 items	<i>See Grant Requirements Monitoring (page 38)</i>

Sports and Physical Activity

Strategy Overview

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



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



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

Sports and Physical Activity

Program Structure Requirements

- 1 School or Community-Based**

Programs can operate a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Sports and Physical Activity programs operating at schools with a DCYF funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
- 2 Outreach & Recruitment**

Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
- 3 Engagement, Retention & 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.
- 4 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).
- 5 Cultural Competency**

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

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

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

Sports and Physical Activity

Program Content Requirements

- 1 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.
- 2 Orientation & 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.
- 3 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.
- 4 Youth Leadership & 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.
- 5 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.
- 6 Social & Emotional Learning**

Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.

Sports and Physical Activity

Performance Measures

Name	Description	Target	Tracking
Youth Actuals vs. Projections	Number of participants served by the program is at least 90% of the program's projected number of participants.	At least 90%	CMS
Program Completion	Percent of participants who meet minimum threshold for full participation specified in the program's workplan.	At least 85%	CMS
Caring Adult	Percent of surveyed participants who report that there is an adult in the program who really cares about them.	At least 75%	Surveys
Cultural Competency	Percent of surveyed participants who report that the program utilizes culturally competent practices.	At least 75%	Surveys
Youth Voice/ Leadership	Percent of surveyed participants who report involvement in program implementation and/or leadership opportunities.	At least 75%	Surveys
Agency Health	DCYF rates health of agency as "Strong" based on Fiscal and Compliance Monitoring.	Strong Rating	Fiscal and Compliance Visits
Grant Requirements	Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.	Meets requirements of at least 11/14 items	<i>See Grant Requirements Monitoring (page 38)</i>

DCYF GRANTEE SERVICE AREA GUIDE — ELS

Youth Leadership, Engagement and Organizing Strategy Overview

Funded through the Youth Empowerment Allocation set aside of the Children and Youth Fund, the **Youth Leadership, Engagement and Organizing Strategy** is designed to foster youth leadership and encourage young people to take an active role in their communities through collective empowerment and systemic change. Youth Leadership, Engagement and Organizing programs will provide project-based opportunities for young people to initiate, participate, lead and make decisions on projects that are meaningful and have impact beyond one individual. The Youth Leadership, Engagement and Organizing Strategy differs from the Service Learning Strategy in that programming in this strategy is intended to be primarily led by youth participants rather than adult staff. Youth Leadership, Engagement and Organizing programs target middle and high school youth and disconnected TAY and will focus on at least one of the following two content areas: (1) Youth Leadership and Engagement or (2) Youth-Led Organizing.

STRATEGY GOALS

-  To provide opportunities for participants to advance along the continuum and ladder of youth engagement.
-  To provide opportunities for participants to influence the perception of youth and youth issues among adults and community members.
-  To increase youth participation in local advocacy and policymaking organizations and networks.
-  To provide opportunities for youth voice to be included in institutional and community policies, priorities, and practices.

Youth Leadership, Engagement and Organizing Program Structure Requirements

- 1 School or Community-Based**

Programs can operate a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. Youth Leadership, Engagement and Organizing 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 Outreach & Recruitment**

Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
- 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 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 regards to their needs, skills and competencies.
- 5 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.
- 6 Engagement, Retention & 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.
- 7 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).

Youth Leadership, Engagement and Organizing Program Structure Requirements (CONTINUED)

8 Cultural Competency

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

9 Health and Nutrition

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

Youth Leadership, Engagement and Organizing

Program Content Requirements



Youth Leadership, Engagement and Organizing Performance Measures

Name	Description	Target	Tracking
Youth Actuals vs. Projections	Number of participants served by the program is at least 90% of the program's projected number of participants.	At least 90%	CMS
Program Completion	Percent of participants who meet minimum threshold for full participation specified in the program's workplan.	At least 85%	CMS
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Agency Health	DCYF rates health of agency as "Strong" based on Fiscal and Compliance Monitoring.	Strong Rating	Fiscal and Compliance Visits
Grant Requirements	Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.	Meets requirements of at least 11/14 items	<i>See Grant Requirements Monitoring (page 38)</i>

Youth-Led Philanthropy

Strategy Overview

Funded through the Youth Empowerment Allocation set aside of the Children and Youth Fund, the **Youth-Led Philanthropy Strategy** is designed to educate youth about the process of grant making by training them to administer and support grants to other young people for youth-led projects. Youth-Led Philanthropy programs help participants develop skills related to philanthropic deliberation, decision-making and the implementation of peer support systems. By providing their services to other youth leaders in San Francisco, who are encouraged to solicit grant applications to implement projects that they envision and create, Youth-Led Philanthropy programs will provide tangible skill building opportunities as well as the ability to make a real impact both in the lives of young people and in their communities. Youth-Led Philanthropy programs target high school youth and disconnected TAY and must focus on at least one of the following three grant-making content areas: (1) Youth Trends and Needs, (2) Equity and Social Justice and (3) General Grant Making.

STRATEGY GOALS



To provide participants with the opportunity to learn about grant making by implementing grants to other youth for youth-led projects.



To build the knowledge, competencies, and confidence of participants to help them better succeed in 21st-Century economic, political, intellectual and cultural life.



To provide participants with youth leadership opportunities and positive engagement within communities across San Francisco.

Youth-Led Philanthropy

Program Structure Requirements

- 1 Community-Based**

Programs must operate at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth.
- 2 Outreach & Recruitment**

Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
- 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 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 regards to their needs, skills and competencies.
- 5 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.
- 6 Engagement, Retention & 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.
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Youth-Led Philanthropy

Program Structure Requirements (CONTINUED)

- 8 Cultural Competency**

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

Programs must provide a healthy snack if operating for two hours or more. All proposed programs must provide youth with water and avoid serving sugar-sweetened beverages such as soda or sports drinks.
- 10 Fiscal Management Systems & 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.
- 11 Set Amount Provided for Grants**

Programs will be provided with at least \$100,000 each fiscal year, depending on the availability of funds, to use toward funding youth-led projects. Programs should include this \$100,000 in their application budgets.
- 12 Coordination & Collaboration**

Programs funded under the Youth-Led Philanthropy Strategy will be required to collaborate and coordinate with other DCYF-funded Youth-Led Philanthropy programs.

Youth-Led Philanthropy

Program Content Requirements



Youth-Led Philanthropy

Performance Measures

Name	Description	Target	Tracking
Youth Actuals vs. Projections	Number of participants served by the program is at least 90% of the program's projected number of participants.	At least 90%	CMS
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Additional Requirements for Programs Serving **Disconnected Transitional Age Youth (TAY)**

1 Participant Eligibility

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

2 Recruitment

Programs must utilize effective methods to recruit and engage disconnected TAY. 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.

DCYF GRANTEE SERVICE AREA GUIDE — ELS

Performance Measure

Grant Requirement Monitoring

Adherence to grant requirements will be assessed via monitoring efforts throughout the year and reported on at the end of the fiscal year. To meet DCYF performance standards, grantees must meet grant requirements for at least **11 of the 14** items listed below.

Item	Purpose	Criteria	Tracking
CMS Data Quality	To ensure that programs are entering quality data into the DCYF Contract Management System (CMS) to track program performance.	<ul style="list-style-type: none"> Program enters complete demographic information into CMS for at least 90% of active participants by last invoice submission deadline. Program enters attendance data into CMS for at least 90% of scheduled days by last invoice submission deadline. 	CMS
Timely Workplan Submission	To ensure timely workplan processing and reduce delays.	Program submits initial workplan to DCYF for review by deadline (May 1, 2018 for Summer programs, July 1, 2018 for all other programs).	CMS
Timely Invoice Submission	To ensure timely submission of invoices and reduce delays in invoicing.	On average, program submits each invoice within the 45 days that follow the month for which the invoice is being prepared (e.g. October invoice is submitted by November 30).	CMS
Survey Administration	To ensure that programs administer surveys to obtain feedback from participants on their experiences.	<ul style="list-style-type: none"> Program administers surveys according to DCYF guidelines and submits data to DCYF for processing by annual deadline. At least 65% of program participants take surveys submitted to DCYF. 	Surveys
Program Curricula & Activities	To ensure that programs utilize curricula that meet strategy requirements and, if applicable, are administering assessments and creating individualized service plans in accordance with requirements.	Program curricula and activities meet DCYF requirements.	Program Specialist Site Visits
Family Partnership Activities	To ensure that programs create opportunities for families and caregivers to be connected to the program.	Program creates opportunities for families to be connected to program.	Program Specialist Site Visits

Item	Purpose	Criteria	Tracking
Required Events & Meetings	To ensure that programs attend DCYF required gatherings, implement events and other required program components and are coordinating with partners.	Program staff administers DCYF required events and attends meetings as required.	Program Specialist Site Visits & DCYF Meeting Logs
Health and Nutrition	To ensure that programs serve health snacks/meals and water in accordance with DCYF policy.	Program offers healthy snacks/meals and water in accordance with DCYF policy.	Program Specialist Site Visits
Attendance Tracking Sheets	To verify the accuracy of CMS records and ensure that participants are being served.	Program shows evidence of tracking participation using paper or electronic files.	Program Specialist Site Visits
Consent Forms	To ensure that programs collect consent forms that authorize data sharing with DCYF and SFUSD.	Agency staff make consent forms available for review during site visits.	Program Specialist Site Visits
Participation in Fiscal & Compliance Monitoring	To review the financial health of DCYF grantees.	<ul style="list-style-type: none"> Agency staff prepares requested documents and attends visit on scheduled date. Agency submits response to any findings by deadline. 	Fiscal & Compliance Visits
Payment of Taxes	To ensure DCYF grantees meet required tax obligations.	Agency is current on all federal, state and local taxes.	Fiscal & Compliance Visits
Compliance with City Regulations	To ensure DCYF grantees meet City standards.	Agency is in compliance with all applicable City and County of San Francisco ordinances and regulations.	Fiscal & Compliance Visits
Background Checks and Fingerprints	To ensure compliance with State laws on background checks and fingerprints.	Agency maintains criminal background check records for all staff and volunteers exercising supervision of minors.	Fiscal & Compliance Visits

DCYF GRANTEE SERVICE AREA GUIDE — ELS

Grantee Resources

Youth Program Quality Assessment Tool (YPQA)

The Department of Children, Youth and Their Families has adopted the Youth Program Quality Assessment Tool (YPQA) from the David P. Weikart Center for Youth Program Quality as our official programmatic assessment tool. DCYF expects that by the end of fiscal year 2020-21 all programs will be utilizing the YPQA tool and resources.

The YPQA is designed to measure the quality of youth programs and identify staff training needs. It has been validated by use in community organizations, schools, camps, and other places where youth have fun, work, and learn with adults. The YPQA is suitable for youth in grades K-12.

The YPQA evaluates the quality of youth experiences while attending workshops and classes, completing group projects, and participating in meetings and regular program activities. For staff, the YPQA self-assessment process is a great way to see what is really happening in their programs and to build professional competencies.

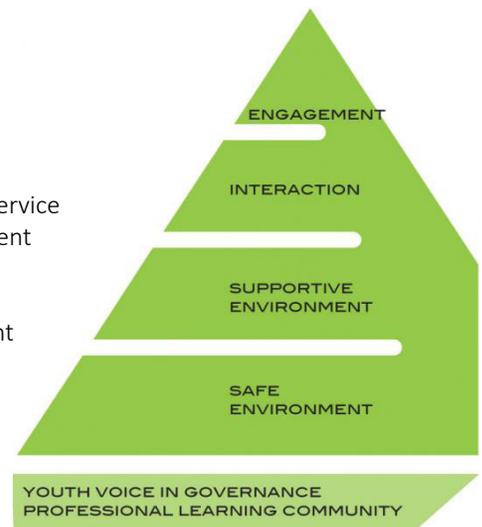
What does the YPQA assess?

- Safe environment
- Supportive environment
- Interaction
- Engagement
- Youth-centered policies and practices
- High expectations for youth and staff
- Access

ABOUT THE DAVID P. WEIKART CENTER

The David P. Weikart Center for Youth Program Quality empowers education and human service leaders to adapt, implement, and scale best-in-class, research validated quality improvement systems to advance child and youth development.

The David P. Weikart Center’s quality assessments are based in positive youth development research and the desire to create a safe, supportive, and productive environment for youth. The approach, pictured in the pyramid, is premised on the belief that it is a youth worker’s job to set up an environment for youth in which needs are met and learning is encouraged—to create a space in which youth can thrive. The pyramid provides a way to organize the many, many things a youth worker does to build a great experience for young people.



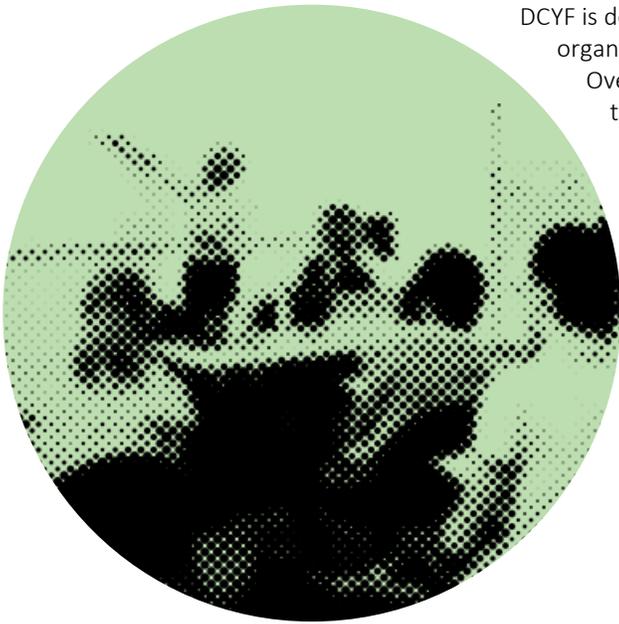
DCYF GRANTEE EXPECTATIONS

- Annually, all programs will receive at least one External Assessment from a DCYF Program Specialist.
- Twice a year, all programs will be expected to complete an Internal Assessment.
- Designated program staff will attend a mandatory two-day YPQA Basics Orientation and Training (this will only need to be completed once). This orientation is designed to welcome you into the world of and assessment and introduce the YPQA tool.
- Designated program staff will attend a mandatory “Planning with Data Workshop.” This workshop is designed to show you how to use the data from the internal and external assessments as well as give you an opportunity to plan out your quality improvement plan.

Grantee Resources

Technical Assistance & Capacity Building

The Department of Children, Youth & Their Families' (DCYF) vision for Technical Assistance & Capacity Building (TA/CB) is that all funded Community Based Organization (CBO) contractors are organizationally, fiscally, and programmatically sound. CBO's provide a wide variety of youth services, and play a significant role in the social, cultural and economic vitality of all communities. Therefore, the viability of these agencies is critical to community development and stability in the neighborhoods they serve.



DCYF is deeply committed to working in partnership with our grantees to strengthen organizational capacity and continuously improve the quality of programming.

Over the last several years we have expanded our TA/CB offerings in order to meet grantees where they are and work with them to get them to where they want to be. DCYF grantees have access to programmatic TA workshops, coaching and cohorts, and our recently created Organizational Sustainability Initiative (OSI), which focuses on fiscal and administrative health.

As we look forward to our next funding cycle, we will be piloting new approaches and offerings including DCYF University. We are very excited to continue to offer the types of resources and support that help take agencies, programs and staff to the next level of quality programming and are looking forward to even more offerings in the future!

There are multiple ways that grantees will be able to receive support, gain skills, and build the capacity of their staff, their program, and their agency.



Grantee Resources

DCYF University

DCYF is embracing a holistic approach to Technical Assistance & Capacity Building (TA/CB) by designing a multilevel system for training and support. We aim to build a stronger field of youth workers and improve the quality of services that are available to San Francisco children, youth and their families. For individual youth workers we will provide professional development opportunities that increase the skills and abilities needed to implement high quality youth development programming. On the programmatic level our efforts will focus on building the capacity and ability for programs to engage in continuous quality improvement and to support staff with their professional development. On the agency level we will help organizations build and strengthen their systems and infrastructure in order to solidify the foundation required for effective programs and staff.

In order to successfully implement this approach, DCYF launched DCYF University in fall 2017. While we will maintain DCYF's current TA/CB offerings, DCYF University will provide a more intentionally focused effort, embedded within our TA/CB system that can be used to take individuals, programs and agencies to the next level. DCYF University will mirror an in that participants will complete core courses, pre-requisites and specialization courses (courses for the major).



SPECIALIZATIONS

offered Fall 2018



Upon completion of the all requirements, participants will be able to receive credit through either San Francisco State University's Department of Ethnic Studies and/or Extended Learning Program or another certified program. All participants who satisfy specialization requirements will receive a certificate of completion.

**Applications will be available beginning on May 7, 2018
All applications need to be submitted by June 8, 2018.**

Grantee Resources

Upcoming Training Calendar

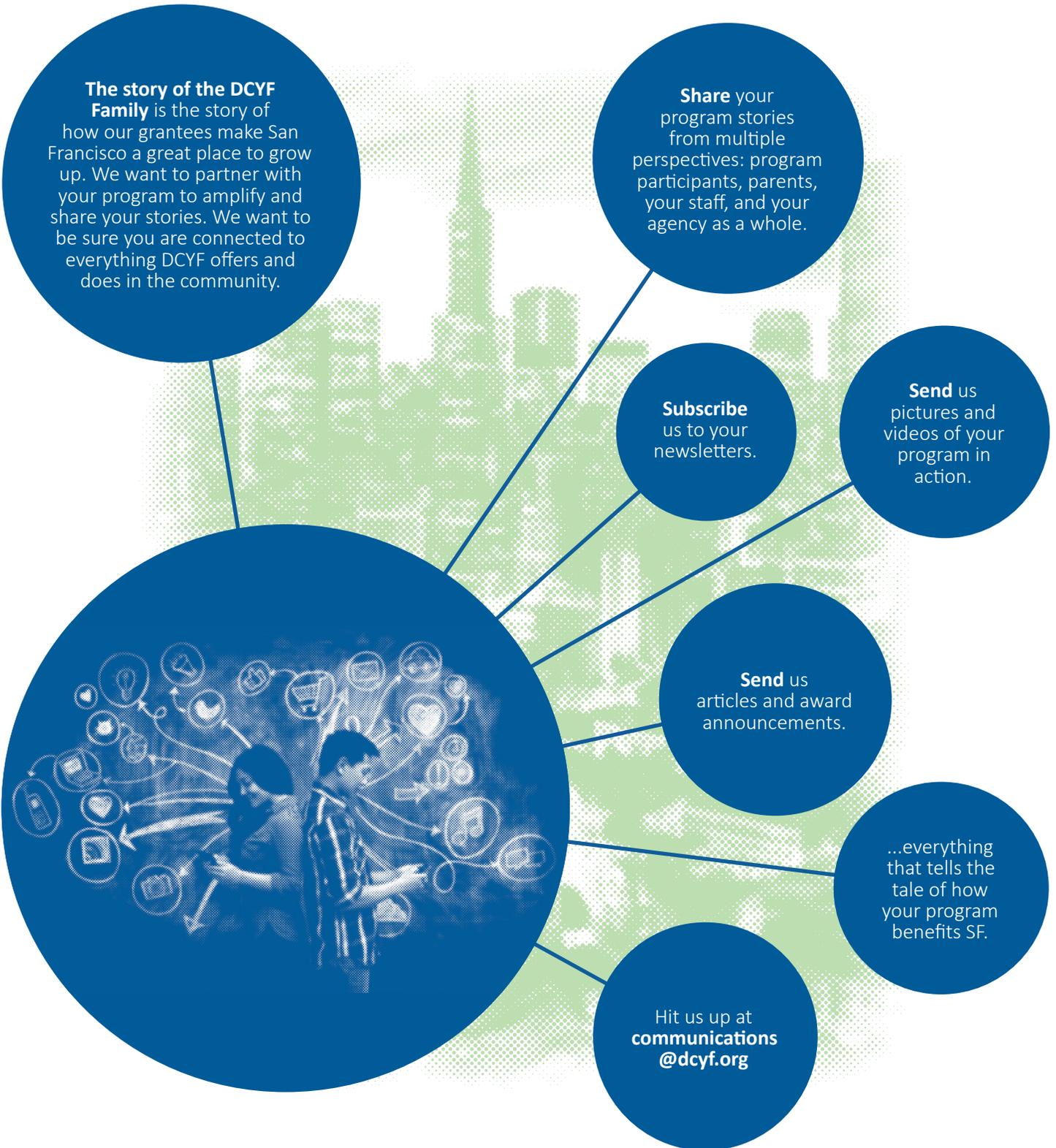
DCYF is committed to improving program quality and driving better outcomes for program participants. In order to do this, we invest in and provide a wide range of Technical Assistance and Capacity Building workshops and cohorts to supplement and support the professional development of staff who administer and deliver programs. We offer workshops and cohorts for front-line staff, program administrators, and non-profit executives at all levels of experience. Visit the Technical Assistance and Capacity Building page on the DCYF website to access our training calendar and sign up for workshops and cohorts: <http://tinyurl.com/dcyfsupport>

	TRAINING DATE	TIME	WORKSHOP TITLE	PROVIDER	LOCATION
MARCH 2018	Thursday March 1st	10:00am- 12:00pm	Self Care for Youth Serving Professionals	Spark Decks	Don Fisher BGCSF
	Friday March 2nd	9:30am- 12:30pm	Everyone is Welcome: Creating Inclusive Out of School Time (OST) Programs 03/02/18	Special Needs Inclusion Project	Support for Families
	Thursday March 6th	9:30am- 12:30pm	Behavior Guidance & Classroom Management through a Social Justice Lens	Edutainment for Equity/ Antique Ed	DCYF-Mint
	Tuesday March 13	9:30am- 12:30pm	Youth Development 101	Be the Change Consulting	Bayview YMCA
	Thursday March 15	10:00am- 12:00pm	Creating Environments that Nurture Social and Emotional Learning	Spark Decks	Embarcadero YMCA
	Friday March 16th	9:30am- 12:30pm	The Power of Positive Messages: Helping Children and Youth Develop Positive Behavior	Special Needs Inclusion Project	Support for Families
	Friday March 16th	9:30am- 4:30pm	Youth Workforce Development 301	Pathways Consultants	Valencia Gardens Community Room
	Tuesday March 20	9:30am- 12:30pm	DCYF 14: Leaders of Today	Be the Change Consulting	Don Fisher BGCSF
	Tuesday March 20	9:30am- 12:30pm	Cultural Mindfulness Institute 1 of 3	Edutainment for Equity/ Antique Ed	DCYF-Mint
	Wednesday March 21st	9:30am- 12:30pm	Cultural Mindfulness Institute 2 of 3	Edutainment for Equity/ Antique Ed	DCYF-Mint
	Thursday March 22nd	9:30am- 12:30pm	Cultural Mindfulness Institute 3 of 3	Edutainment for Equity/ Antique Ed	DCYF-Mint
APRIL 2018	Thursday April 6th	9:30am- 12:30pm	Teaming with Families to Support Children	Special Needs Inclusion Project	Support for Families
	Wednesday April 11th	9:30am- 12:30pm	Teaching Resiliency	Edutainment for Equity/ Antique Ed	DCYF-Mint
	Wednesday April 11th	9:30am- 12:30pm	COHORT: Trainer Circle Session 6	Be the Change Consulting	Don Fisher BGCSF
	Tuesday April 17th	10:00am- 11:00am	Technology, Jobs and the Future of Work	Pathways Consultants	WEBINAR
	Wednesday April 18th	9:30am- 12:30pm	Project Based Learning	Edutainment for Equity/ Antique Ed	DCYF-Mint
	Friday April 20th	9:30am- 12:30pm	I See What You Are Saying: Using Visual Tools to Promote Inclusion	Special Needs Inclusion Project	Support for Families
	Tuesday April 24th	9:30am- 12:30pm	Arts and Social Media Training	Edutainment for Equity/ Antique Ed	DCYF-Mint
MAY 2018	Wednesday May 2nd	9:30am- 12:30pm	Building a Youth Leadership Pipeline 05/02/18	Movement Strategy Center	DCYF-Mint
	Friday May 4th	9:00am- 1:00pm	What You Need to Know about The Americans with Disabilities Act and Out-of School Time Programs	Special Needs Inclusion Project	Support for Families
	Friday May 18th	9:30am- 12:30pm	Universal Design for Learning: Creating Environments Where Everyone Belongs 05/18/18	Special Needs Inclusion Project	Support for Families
	Tuesday May 22nd	9:30am- 4:30pm	Youth Workforce Development Foundation 101: Critical Concepts for YWD Success 05/22/18	Pathways Consultants	Valencia Gardens Community Room



GIVE US A SHOUT OUT

Engage with the DCYF Community Engagement and Communications Team through the power of storytelling.



DCYF CONNECT CHECKLIST



Grantee Newsletter

Primary contacts for all DCYF grantees will receive an automatic subscription to the DCYF Grantee Newsletter, which is issued the first Monday of every month. Expect the first edition to hit your inbox on Monday, July 2.



General DCYF Newsletter

The general DCYF newsletter is issued the third Wednesday of the month, and subscription is open to anyone interested in the work of our department. Visit this link to subscribe: <https://goo.gl/H7yRwH>



Social Media

DCYF is very active on social media. Like and follow our accounts on your favorite platform:



@SFDCYF



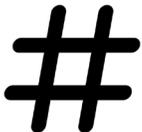
@SF_DCYF



sf_dcyf



SF Department of Children, Youth, and their Families



#DCYFFamily

DCYF recently rolled out the #DCYFFamily hashtag to collect and share stories from the department and the stories of our grantees. Please add it to posts about your program!



Invite Us to Your Events

We love to attend events hosted by our grantees, so please let us know what you have coming up.



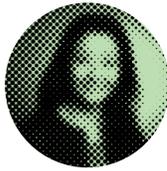
Service Provider Working Group (SPWG)

As a DCYF grantee, we encourage your participation in the DCYF Service Provider Working Group (SPWG). Established with the re-authorization of the Children and Youth Fund (2014), the SPWG advises DCYF's Oversight and Advisory Committee on funding priorities, policy development, the planning cycle, evaluation design and plans, and any other issues of concern to the SPWG related to the Children and Youth Fund or the responsibilities of DCYF or other departments receiving monies from the Children and Youth Fund. You can expect contact from a current SPWG member in the coming weeks. Contact Jennifer Berger, SPWG Chair at jberger@kidsclub.org for any questions or more information.

DCYF CONTACT LIST

Please note this is only a partial list of DCYF team members with frequent contact and interaction with our grantee portfolio. To access the complete list of the DCYF staff, please visit www.dcyf.org.

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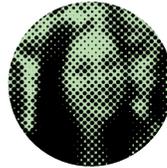
Funding



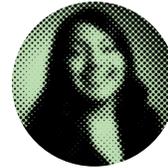
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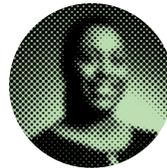
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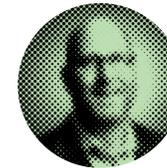
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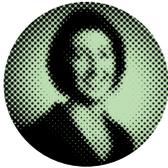
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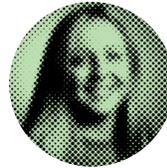
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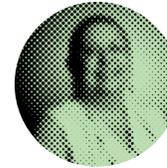
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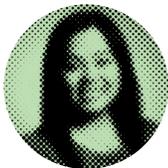


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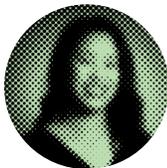


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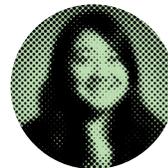
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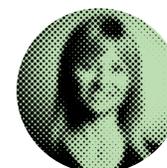


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SF DEPARTMENT OF



CHILDREN YOUTH
& THEIR FAMILIES