



Maria Su, Psy.D.
EXECUTIVE DIRECTOR



Edwin M. Lee
MAYOR



**DEPARTMENT OF CHILDREN, YOUTH AND THEIR FAMILIES
2018-2023 FUNDING CYCLE**

**REQUEST FOR PROPOSALS &
REQUEST FOR QUALIFICATIONS**

REVISION: AUGUST 18TH, 2017

DATE ISSUED:

Monday, July 31, 2017

DEADLINE FOR SUBMISSION:

Monday, September 25, 2017 at 5:00 p.m.



Maria Su, Psy.D.
Executive Director



Edwin M. Lee
Mayor

A Letter from the Executive Director:

In 1991, the San Francisco residents made a bold, historic commitment to our community. Voters approved the Children and Youth Fund, making San Francisco the first city in the United States to set aside a portion of property tax revenue to fund services for children, youth and families.

As the stewards of the Children and Youth Fund, DCYF is dedicated to upholding the commitment that the people of San Francisco made all those years ago. DCYF remains committed to ensuring that all children, youth, transitional age youth and their families lead lives full of opportunity and happiness.

I am pleased to present our 2018-2023 Request for Proposals (RFP), the first major RFP issued by DCYF following the reauthorization of the Children and Youth Fund in 2014.

As we developed the RFP, DCYF kept equity at the forefront of our decisions. While we are investing in universal strategies that will give *all* children and youth opportunities and resources that will help them reach their full potential, we are also investing in targeted strategies designed to address the disparities in life course outcomes experienced by our most vulnerable communities.

I believe that the programs and services we will fund through this RFP will remove barriers to full participation, connect more people to opportunity, and nurture and develop the incredible potential of all our City's children, youth, transitional age youth and families. I consider our new grants a partnership with the community in our effort to make San Francisco a great place to grow up, and I look forward to working with all of our future grantees on this mission.

Sincerely,

Maria Su, Psy.D.
Executive Director

RFP & RFQ REVISION TRACKER (AS OF AUGUST 18TH, 2017)

The following chart contains a complete list of revisions made to the 2018-2023 RFP and RFQ since it was released. The chart lists the section, page and a description of the revision that has been made. Revisions are identified in the document by ~~striking through~~ changed or deleted text and **highlighting** adjusted or added text.

SECTION	PAGE	DESCRIPTION OF REVISION
Section 2: Educational Supports: Literacy Supports	42	<u>Literacy Supports Strategy Goals</u> : Changed “Pre-k through 5 th grade” to “Kindergarten through 5 th Grade”
Section 3: Enrichment, Leadership & Skill Building (ELS): Arts & Creative Expression	50	<u>Program Structure Requirements for All Arts & Creative Expression Programs</u> : added correct language for Cultural Competency Requirement
Section 6: Out of School Time (OST):	112	<u>Out of School Time (OST) Service Area</u> : Added a note with a link to SFUSD’s ExCEL After-School Program Request for Qualifications
Section 6: Out of School Time (OST): Beacon Community School	114	<u>Beacon Community School Target Population</u> : Increased the number of schools an applicant can apply to from 3 to 4
Section 6: Out of School Time (OST): Beacon Community School	117	<u>Program Content Requirements for All Beacon Community School Programs</u> : changed minimum duration of summer programming from “at least 8 weeks” to “5-8 weeks”
Section 6: Comprehensive Year-Round and Summer Learning	123	<u>Additional Program Structure Requirements For Comprehensive Year-Round Programs Only</u> : changed minimum duration of summer programming from “at least 8 weeks” to “5-8 weeks”
Section 6: Comprehensive Year-Round and Summer Learning	123	<u>Additional Program Structure Requirements For Summer Learning Programs Only</u> : changed minimum duration of summer programming from “at least 8 weeks” to “5-8 weeks”
Section 7: Youth Workforce Development	136	<u>High School Partnerships Program Content Requirements</u> : added “/or” to Work Based Learning Placement. Adjusted sentence now reads “Work based learning placements must last for a minimum duration of at least one month and should encompasses a five to ten hours per week schedule during the school year and/or a 10 to 20 hours schedule during the summer.”
Section 7: Youth Workforce Development	142	<u>Program Content Requirements for All Youth Workforce Development Programs</u> : added “/or” to Work Based Learning Placement. Adjusted sentence now reads “Work based learning placements must last for a minimum duration of at least one month and should encompasses a five to ten hours per week schedule during the school year and/or a 10 to 20 hours schedule during the summer.”

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SECTION I: GENERAL INFORMATION

INTRODUCTION

The San Francisco Department of Children, Youth and Their Families (DCYF) brings together City government, schools, and community-based organizations to help our city's children and youth, birth to age 24, and their families lead lives full of opportunity and happiness. We strive to make San Francisco a great place to grow up, and this requires resources, community engagement, collaboration, coordination, and creativity. Through our work we help children and youth to:

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

The people of San Francisco made a unique, first of its kind commitment to our community in 1991 by creating the Children and Youth Fund and dedicating property tax revenues to fund vital services for our city's children and youth, and their families. DCYF is committed to allocating those dollars to maximize impact, with approximately \$64 million serving more than 50,000 individuals in fiscal year 2015-16.

The primary areas of DCYF funding are Early Care and Education; Out of School Time; Educational Supports; Enrichment, Leadership and Skill Building; Justice Services; Youth Workforce Development, Mentorship; Emotional Well-Being and Family Empowerment. Our investments are equitable and holistic, offering avenues to enhance learning, while simultaneously creating healthy family and community environments to support individual growth.

The DCYF grant making process and planning cycle are based on an extensive multi-year timeline, with multiple opportunities for community involvement along the way. Two key planning milestones include:

- The *Community Needs Assessment*, which provides an update on the status of children, youth and their families and service needs, and
- The *Services Allocation Plan*, which outlines how funds will be allocated to meet the service needs described in the CNA.

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

Over the past 25 years, San Francisco has become home to some of the best practices and programs in the nation. With this Request for Proposals and Request for Qualifications (RFP and RFQ), DCYF aims to fund the services that are most likely to improve the lives of children, youth and families.

SECTION I: GENERAL INFORMATION

INTRODUCTION

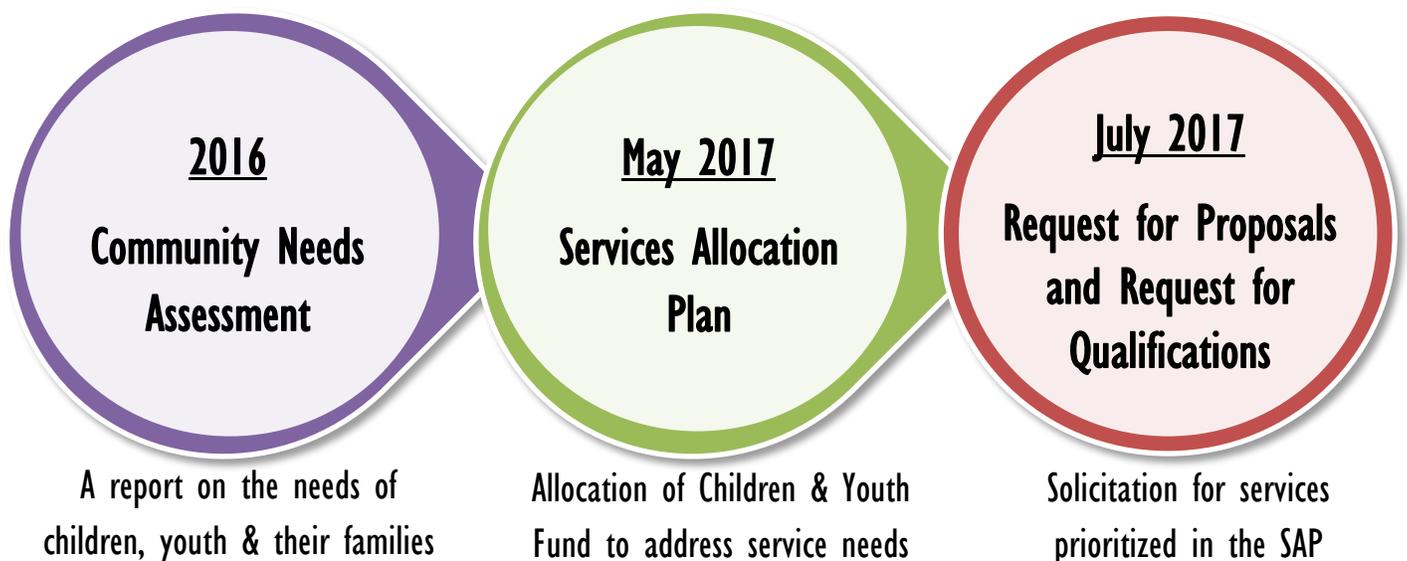
THE CHILDREN AND FAMILIES FIRST INITIATIVE AND DCYF

In 1991 the Children’s Amendment to the City Charter was passed by voters, making San Francisco the first city in the country to guarantee a dedicated funding stream to children each year in the city budget. The legislation set aside a portion of annual property taxes for the exclusive funding of services that benefit children. The Children’s Fund was overwhelmingly renewed by voters in 2000, then renewed again in 2014 with broad voter support for an extended 25-year tenure through Proposition C. Proposition C, also known as the Children and Families First Initiative, increased the property tax earmark for children and youth to four cents of every \$100 of assessed property value (to be fully phased in by fiscal year 2018-19), renamed the Children’s Fund to the Children and Youth Fund and expanded use of the Fund to the provision of services to disconnected transitional age youth (TAY) ages 18 to 24.

DCYF administers these funds to community-based organizations and public agencies to provide services to children, youth and families. DCYF’s Oversight and Advisory Committee (OAC), which was established under the 2014 legislation, helps to guide strategic planning, funding recommendations and evaluation of funded programs. In fiscal year 2015-16, DCYF provided approximately \$64 million in direct service grants to 500 programs located across all of San Francisco’s neighborhoods, helping to support over 50,000 children and youth, birth to age 24, and their families.

DCYF’S PLANNING CYCLE

The Children and Families First Initiative established a five-year planning cycle for spending from the Children and Youth Fund. The cycle begins with a Community Needs Assessment (CNA) (available at www.dcyf.org). The Services Allocation Plan (SAP) (also available at www.dcyf.org) builds DCYF’s strategic funding priorities and allocation amounts based on the needs surfaced by the CNA. A Request for Proposals (RFP) takes the SAP a step further, presenting detailed descriptions of the services that will be funded for the next five years.



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INTRODUCTION

STRATEGIC PILLARS AND COMMITMENT TO EQUITY

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

DCYF Strategic Pillars for Achieving Positive Results for San Francisco

STRATEGIC FUNDING	QUALITY SERVICES	ENGAGEMENT WITH SAN FRANCISCO’S COMMUNITIES	COLLABORATIVE PARTNERSHIPS
DCYF promotes practice- and research-informed programs, seeds innovation, and seeks to address inequities in access and opportunity	DCYF provides leadership in developing high quality programs and strong community-based organizations in the interest of promoting positive outcomes	DCYF prioritizes children, youth, transitional age youth and families' voices in setting funding priorities	DCYF commits to working with other city stakeholders to ensure efficient use of resources

DCYF’s commitment to equity is both fundamental to our Strategic Pillars and highlighted in the City Charter. The City Charter states that DCYF is responsible for “ensuring the children and youth with the highest needs receive maximum benefit from the Fund and that equity is a guiding principle of the funding process; and to the maximum extent feasible, distribute funds equitably among services for all age groups – from infancy to transitional age youth.” Equity will be a factor in the funding decisions resulting from this RFP and RFQ.

The CNA included an Equity Analysis that defined equity as all groups having access to the resources and opportunities needed to reach their full potential. The Equity Analysis in the CNA identified low-income neighborhoods and disadvantaged populations that were faring worse on measures of well-being compared to other neighborhoods and groups. In addition to the Equity Analysis, DCYF engaged with historically underrepresented community members through input sessions, focus groups and interviews to better understand the inequities they face.

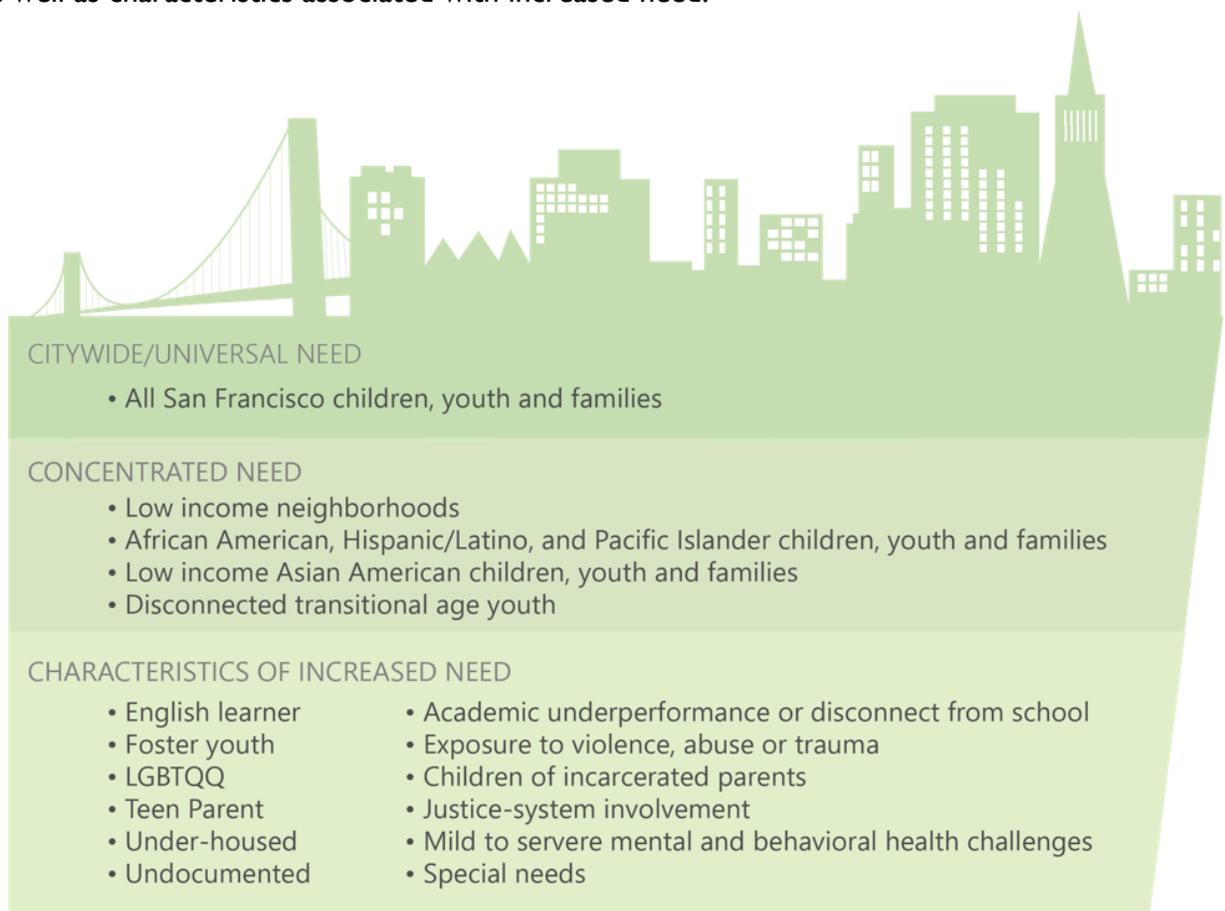
SECTION I: GENERAL INFORMATION

INTRODUCTION

TARGET POPULATIONS

DCYF is committed to ensuring equitable access to the services and opportunities that all children, youth, and families need to lead lives full of opportunity and happiness. While a range of services are available to many children and youth in our community, one of our guiding principles specifies that we focus on ensuring access to those services for San Francisco’s most vulnerable children, youth and families.

In the Equity Analysis, DCYF identified the lowest income neighborhoods where children and youth are likely to have the greatest level of need for services, as well as specific populations that benefit from targeted programming. The table below highlights the populations identified through the CNA as having concentrated need, as well as characteristics associated with increased need.



The goal of this RFP and RFQ is to request applications from programs seeking to serve the designated Target Population(s) for each funding strategy. The individual Target Populations will vary by funding strategy. In some cases strategies will take a broad approach and target a universal or citywide population while in other instances strategies will hone in more specifically on groups with the needs identified above. DCYF is committed to using an equitable approach for distributing the Children and Youth Fund and has identified a range of Target Populations in this RFP and RFQ to achieve that goal.

SECTION I: GENERAL INFORMATION

INTRODUCTION

PURPOSE OF THIS REQUEST FOR PROPOSALS AND REQUEST FOR QUALIFICATIONS

DCYF is issuing this RFP and RFQ to identify non-profit organizations to provide specific services to help achieve the following four Results:



The Service Areas and Funding strategies contained in this RFP and RFQ have been intentionally designed to address elements of these results. DCYF used the Results-Based Accountability framework to guide our examination of the relevant data associated with our results and developed funding strategies by examining the types of services that have been shown to positively impact key population indicators. Many of our funding strategies directly address disparities in the data and are intended to lessen these disparities. While individual funding strategies may not address the totality of each result, the combination of strategies and service areas contained in this RFP and RFQ are designed to collectively impact the results in a positive way.

SECTION I: GENERAL INFORMATION
RFP/RFQ TIMELINE AND IMPORTANT ELEMENTS

ESTIMATED TIMELINE (Dates may be subject to change)	
RFP and RFQ Issued	Monday, July 31, 2017
Pre-Proposal Conferences	Monday, August 7, 2017 – <i>Two sessions available:</i> 1. 10 a.m.-12 p.m. SF Public Library Main Branch, Koret Auditorium 2. 2-4 p.m. SF Public Library Main Branch, Koret Auditorium
Question Submission Period Ends	Friday, August 11, 2017 at 5:00 p.m.
Answers to Questions Posted	Friday, August 18 at 5:00 p.m.
Proposals Due	Monday, September 25, 2017 at 5:00 p.m.
Award Decision Finalized	Monday, February 5, 2018

SUBMISSION REQUIREMENTS

All applications in response to this RFP and RFQ **must be submitted using DCYF’s online application system** (See Online Submission Instructions section for more information). The deadline to apply is **5:00 p.m. on Monday, September 25, 2017**. Proposals will not be accepted after this deadline.

TECHNICAL ASSISTANCE AND QUESTIONS

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

SUBMIT ALL RFP AND RFQ QUESTIONS TO:	DEADLINE FOR RFP AND RFQ QUESTION SUBMISSION:
RFP@dcyf.org	Friday August 11, 2017 at 5:00 p.m.

To ensure that all applicants have access to both the submitted questions and their corresponding answers DCYF will publish all received questions and answers **by August 18, 2017 at 5:00 p.m. at www.dcyf.org.**

PRE-PROPOSAL CONFERENCE

DCYF will hold two identical non-mandatory Pre-Proposal Conference sessions for this RFP and RFQ. During the conference DCYF will describe the strategies being funded, respond to questions submitted before the conference, review the requirements and application process for this RFP and RFQ, review the City Vendor compliance process that all funded organizations must adhere to, and present steps for application submission.

Two identical non-mandatory sessions of the Pre-Proposal Conference will be available for applicants:

DATE AND LOCATION:	AVAILABLE SESSIONS:	
Monday August 7, 2017 <i>San Francisco Public Library Main Branch, Koret Auditorium</i>	<u>Session 1:</u> 10 a.m.-12 p.m.	<u>Session 2:</u> 2-4 p.m.

NOTE: At the Pre-Proposal Conferences, DCYF will answer questions about the RFP and RFQ that were submitted in advance of those sessions. Questions will be collected during the conferences but answers will

SECTION I: GENERAL INFORMATION
RFP/RFQ TIMELINE AND IMPORTANT ELEMENTS

not be provided at the conference. Instead, all submitted questions and answers will be posted at www.dcyf.org by August 18, 2017 at 5:00 p.m.

SECTION I: GENERAL INFORMATION

FUNDING TERMS

TOTAL FUNDS AVAILABLE

This RFP and RFQ will provide approximately **\$70,027,500-\$76,672,500** annually in funding from July 1, 2018 through June 30, 2023. All funding allocations are strategy specific, and the funds provided must be used for the specific program purposes outlined under each strategy. Funding awards are subject to availability of funds and grant terms. The following chart details all of the strategies and initiatives that will be included in this RFP and RFQ with their allocation ranges or grant amounts as well as the section of this document where more information is located.

Service Area	Funding Strategies	Type	Allocation Range	Section
Educational Supports	Academic Supports	RFP	\$1,995,000-\$2,205,000	2
	Alternative Education	RFP	\$617,500-\$682,500	2
	Literacy Supports	RFP	\$1,900,000-\$2,100,000	2
	Summer Transitions	RFQ	\$1,250,000	8
Enrichment Leadership and Skill Building (ELS)	Arts and Creative Expression	RFP	\$3,325,000-\$3,675,000	3
	Identity Formation	RFP	\$2,375,000-\$2,625,000	3
	Science, Technology, Engineering and Math (STEM)	RFP	\$1,425,000-\$1,575,000	3
	Service Learning	RFP	\$2,090,000-\$2,310,000	3
	Sports and Physical Activity	RFP	\$3,325,000-\$3,675,000	3
	Youth Leadership, Engagement and Organizing	RFP	\$1,425,000-\$1,575,000	3
	Youth-Led Philanthropy	RFP	\$1,235,000-\$1,365,000	3
Justice Services	Cultural Programming	RFP	\$1,425,000-\$1,575,000	4
	Detention-Based Services	RFP	\$475,000-\$525,000	4
	Girls' and Young Women's Programming	RFP	\$1,425,000-\$1,575,000	4
	Multi-Service	RFP	\$4,655,000-\$5,145,000	4
	Young Adult Court Case Management	RFP	\$760,000-\$840,000	4
Mentorship	Mentorship	RFP	\$710,000-\$790,000	5
Out of School Time (OST)	Beacon Community School	RFP	\$11,495,000-\$12,705,000	6
	Comprehensive Year-Round and Summer Learning	RFP	\$13,775,000-\$15,225,000	6
Youth Workforce Development (YWD)	Career Awareness	RFP	\$950,000-\$1,050,000	7
	High School Partnerships	RFP	\$1,900,000-\$2,100,000	7
	Youth Workforce Development (YWD)	RFP	\$5,795,000-\$6,405,000	7
	Mayor's Youth Employment and Education Program (MYEEP)	RFQ	\$4,000,000	8
	San Francisco YouthWorks (SFYW)	RFQ	\$1,700,000	8

SECTION I: GENERAL INFORMATION

FUNDING TERMS

GRANT TERMS

While this RFP and RFQ provides funding for DCYF's five-year funding cycle, grant terms for the strategies and initiatives within this RFP and RFQ may vary. Variation in grant terms will depend on the availability of funds; grantee performance relative to the requirements and expectations set forth by the funding strategy; compliance with DCYF's contractual, reporting and evaluation requirements and other expectations detailed in the grant agreement and award letter. In addition, DCYF shall, at its sole discretion, have the option to renew the grant agreement. The final terms and conditions of the grant shall be subject to negotiation.

USES OF DCYF FUNDS

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

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

1. Staffing costs and fringes;
2. Rent, lease and occupancy costs;
3. Materials and supplies;
4. Food costs;
5. Transportation and
6. Administrative costs up to 15% of the total contract amount (including administrative costs of subcontractors).

DCYF grant funds shall not be used for:

1. Services to non San Francisco residents;
2. Any service that merely benefits children and youth incidentally;
3. Acquisition of any capital item not for primary and direct use by children and youth;
4. Acquisition of real property (excluding leases for a term of 12 months or less);
5. Maintenance, utilities or similar operating costs of a facility not used primarily and directly by the funded program;
6. Fiscal agent fees that exceed 10% of the total contract amount;
7. Out-of-country travel;
8. Depreciation on buildings or equipment and
9. Religious worship, instruction or proselytization.

Also, DCYF will not spend its limited resources funding services that should be provided by other entities such as other City departments or the San Francisco Unified School District (SFUSD). For more detailed

SECTION I: GENERAL INFORMATION FUNDING TERMS

information on uses of funds, please refer to *Doing Business with DCYF* at:
<http://dcyf.org/modules/showdocument.aspx?documentid=3144>.

RIGHT NOT TO FUND

If the submitted applications to this RFP and RFQ are not deemed responsive or do not meet requirements, DCYF reserves the right not to issue awards. DCYF may also negotiate a separate process to cultivate the services identified in this RFP and RFQ. DCYF reserves the right to not fund past the initial grant agreement and to extend the agreement for additional years.

TERMS AND CONDITIONS

A. Errors and Omissions in RFP and RFQ

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

B. Addenda to RFP and RFQ

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

C. Revision of Proposal

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

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

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

SECTION I: GENERAL INFORMATION FUNDING TERMS

D. Late or Conditional Proposals

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

E. Reservations of Rights by the City

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

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

F. Appeal Procedures

Agencies not awarded funds through this RFP and RFQ can file a formal appeal with DCYF. The appeal period begins immediately following the award announcement (tentatively scheduled for February 5, 2018), and ends on **Thursday, February 8, 2018 at 5:00 p.m.** Appeals will only be accepted in writing and must be delivered via hard copy to DCYF offices prior to the end of the appeal period. Appeals will not be accepted electronically. A panel selected by DCYF will review all eligible appeals, and the panel decisions will be final.

SECTION I: GENERAL INFORMATION REQUIREMENTS

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

VENDOR STATUS

Agencies funded through this RFP and RFQ must be City-approved vendors and not be on the City Vendor Debarred list before receiving funds. **Organizations must be approved City vendors by the release of award decisions (tentatively scheduled for February 5, 2018) to receive funding under this RFP and RFQ.** Vendor application packets can be obtained from the Office of Contract Administration at City Hall, 1 Dr. Carlton B. Goodlett Place, Room 430, San Francisco, CA 94102 or downloaded from the Office of Contract Administration website at www.sfgov.org/oca. Subcontractors are not required to be City-approved vendors; only the lead agency or fiscal sponsor must be City-approved.

DCYF ELIGIBILITY REQUIREMENTS

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

- Applicants must be a community-based agency that is non-profit and tax-exempt under Section 501(c)(3) of the Internal Revenue Code, or apply under a valid fiscal sponsor.
- Program may only serve residents of San Francisco and must provide services within the City.
- Organizations receiving a grant from this RFP and RFQ must be approved City vendors by the release of award decisions (tentatively scheduled for February 5, 2018) to receive funding under this RFP and RFQ. DCYF reserves the right to revoke a grant award if an organization is unable to meet this deadline.
- Applicants must agree to meet Compliance Standards established by the City and DCYF throughout the grant term and participate in evaluation activities.
- Organizations must be compliant with the City's insurance requirements by the completion of contract negotiations.

Non-Eligible Entities:

- No City and County of San Francisco agencies or departments, nor SFUSD, may apply for funding under this RFP and RFQ.

DCYF CONTRACTUAL REQUIREMENTS

Funded organizations must comply with all requirements outlined in the Grant Agreement. In addition, DCYF has specific contract requirements that must be met:

A. San Francisco Contracting Requirements

The contractor must comply with City and County of San Francisco ordinances and contracting requirements. For more detailed information, see the Office of Contract Administration website at <http://www.sfgov.org/oca>.

SECTION I: GENERAL INFORMATION REQUIREMENTS

The contract requirements include commercial general liability, workers compensation and auto insurance; compliance with Equal Benefits Ordinance and a current San Francisco business tax certificate, if applicable.

B. Minimum Compliance Standards

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

C. Fiscal and Organizational Practices

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

D. Sunshine

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

E. Accessibility

Programs and services must be accessible to persons with disabilities. Program access can be achieved in many cases without having to alter the existing facility.

F. Non-Discrimination

Organizations must comply with SF Human Rights Commission prohibitions against discrimination in fair housing and equal employment opportunity, and in awarding grants. Organizations must also comply with the Equal Benefits Ordinance for domestic partners. Additional information concerning these items can be found on the Contract Monitoring Division website at www.sfgov.org/cmd.

G. Religious Activity

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

H. Political Activity

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

SECTION I: GENERAL INFORMATION REQUIREMENTS

SUBCONTRACTING

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

COLLABORATIVES

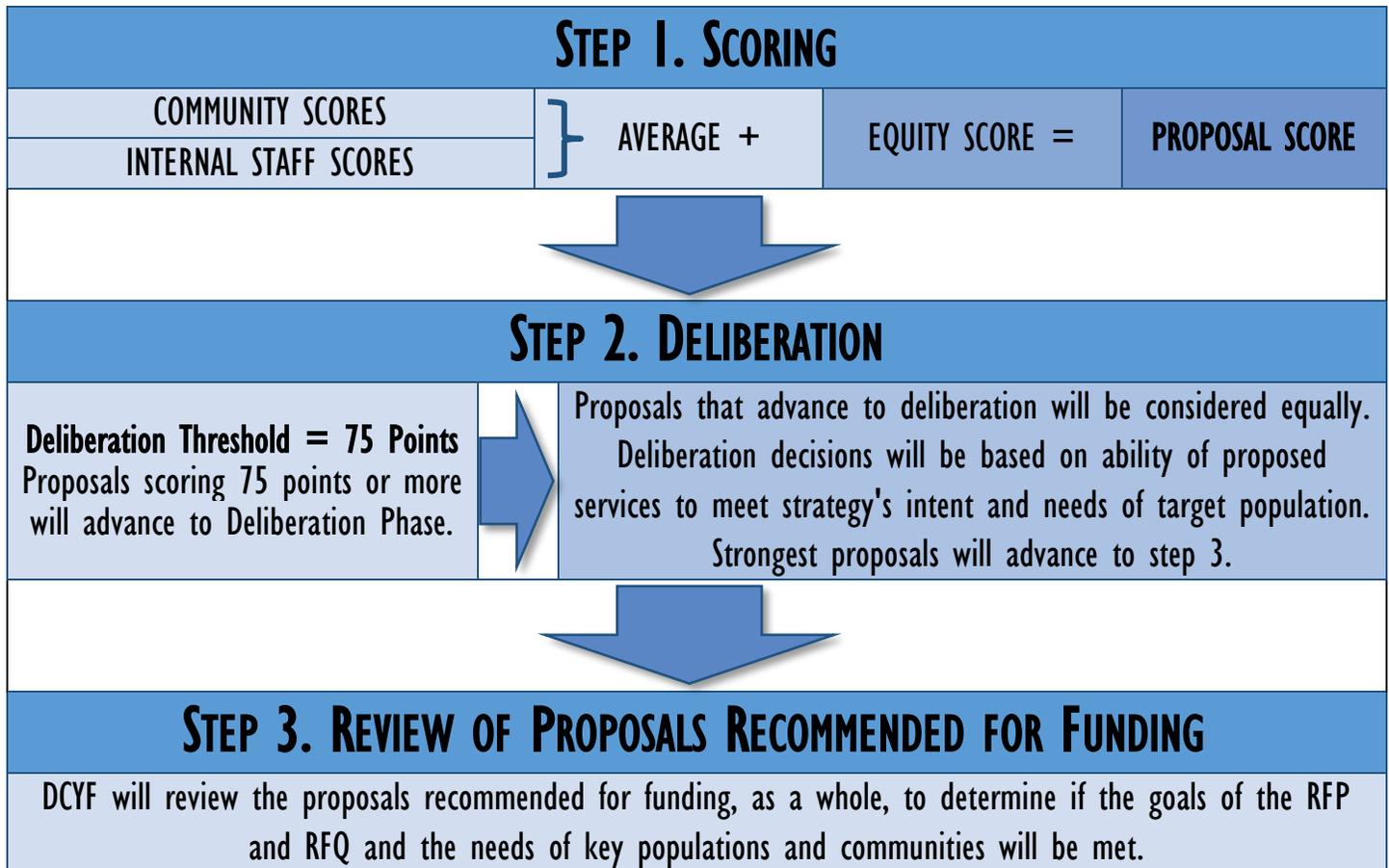
Collaboratives, i.e. joint ventures or a team of agencies with complementary skills and experience, are permitted to respond to this RFP and RFQ. Proposals from collaboratives must designate a lead agency to serve as the fiscal sponsor for the partners. The lead agency will be responsible for effectively planning and managing the delivery of services described in this RFP and RFQ. The lead agency must also demonstrate the management and financial capability needed to oversee the delivery of the proposed programming and account for the grant funds for all collaborative partners.

CONTRACT AWARD

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

SECTION I: GENERAL INFORMATION SCORING AND DELIBERATION

DCYF will review all submitted proposals to ensure they meet the minimum eligibility requirements detailed in this RFP and RFQ. Proposals that meet minimum eligibility requirements will proceed to the Scoring and Deliberation process outlined in the chart below. Proposals that do not meet minimum eligibility requirements will not be scored, and the applicants will be notified.



STEP 1: SCORING

Proposals that meet minimum eligibility requirements will receive Community Scores, Internal Staff Scores and an Equity Score. For each proposal that is scored, these three score types will be combined into a single Proposal Score. To form the Proposal Score, the Equity Score will be added to an average of the Community and Internal Staff Scores. Proposals with a Proposal Score of at least 75 points will advance from the Scoring to the Deliberation phase of the RFP and RFQ process.

Community Scores

Proposals in each strategy will be read and scored by community members with expertise in that strategy. Before reading proposals, community readers will be trained by DCYF on the goals, requirements and target populations of the strategies for which they will be reading proposals. Each community reader will use a rubric

SECTION I: GENERAL INFORMATION
SCORING AND DELIBERATION

provided by DCYF to assign a score between 0 and 100 points to each proposal they read. The point value of each section in the scoring rubric is below. The questions for each strategy are listed in the appropriate section of this RFP and RFQ (see the Funding Terms section for a listing of strategies and their corresponding sections).

PROPOSAL SECTION	POINT VALUE
Target Population Need	20
Program Design	65
Program Impact	15

Any attempt by an applicant to contact a community reader during the proposal scoring and deliberation process **may result in the elimination of that applicant’s proposal/s from consideration.**

Internal Staff Scores

DCYF staff will read and score proposals submitted in response to this RFP and RFQ. These internal DCYF staff readers will be trained to read and score proposals using the same scoring rubric as community readers.

Equity Score

To support DCYF’s focus on equity in the RFP and RFQ process, proposals that project to serve a high percentage of participants from one or more of the populations below will receive 10 additional points on their Proposal Score. The populations below are based on the areas of concentrated need identified in the DCYF Services Allocation Plan (SAP):

- African American, Hispanic/Latino, and Pacific Islander youth;
- Low-income Asian youth;
- Zip codes where 50% or more of youth 0-17 are living below 300% of the federal poverty level and
- Disconnected transitional age youth (TAY) ages 18 to 24.
Disconnected TAY are defined as: 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.

STEP 2: DELIBERATION

Proposals with a Proposal Score of 75 or greater will advance to the Deliberation phase. All proposals that advance to the Deliberation phase will be considered equally; the numeric value of Proposal Scores will not be considered once a proposal has moved into the Deliberation phase. During Deliberation proposed programs will be grouped by target population and neighborhoods as appropriate.

SECTION I: GENERAL INFORMATION SCORING AND DELIBERATION

DCYF staff will assess the ability of each proposal to achieve the intent of the funding strategy as well as whether the proposal will meet the needs of the strategy's target population(s). Information provided in proposals and reader comments will be considered along with information on program experience and agency health. For current grantees, DCYF will consider information on program experience contained in year-end reports and on agency health from fiscal and compliance monitoring visits. Agencies not currently funded by DCYF will receive a site visit to assess program experience and agency health during the Deliberation period. The Deliberation period will result in a list of Proposals Recommended for Funding.

STEP 3: REVIEW OF PROPOSALS RECOMMENDED FOR FUNDING

To ensure that the target population(s) and services of funded programs meet our equity goals, DCYF will conduct a full Review of the list of Proposals Recommended for Funding during Deliberation. During this process, DCYF will assess whether the recommended proposals provide coverage of services and target populations. As a result of this Review, funding recommendations from Deliberation may be adjusted to fill gaps in target population and/or service coverage.

NEGOTIATIONS

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

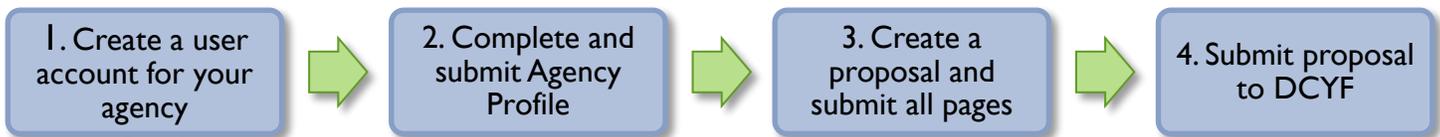
Depending on funding sources, final award of the contract may be subject to approval by the Civil Service Commission, Board of Supervisors, Mayor or other governing body.

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

SECTION I: GENERAL INFORMATION

ONLINE SUBMISSION INSTRUCTIONS

There are separate online application systems for the RFP and RFQ. Proposals responding to the RFP must be submitted through the RFP system, and proposals responding to the RFQ must be submitted through the RFQ system. While the two systems are different, the process to create a user account and submit a proposal is the same, as shown in the chart below.



STEP 1: CREATE A USER ACCOUNT FOR YOUR AGENCY

Each agency submitting proposals must create a single user account for each system that they will use. The same user account cannot be used for both the RFP and RFQ systems. All staff working on proposals at an agency should share the single user account for each system. To create a user account for the RFP, visit <https://www.contracts.dcyf.org/rfp2017> and click on the link below the password field. Complete all fields in the *RFP Account Sign Up* form and click *Create Account*. To create a user account for the RFQ, visit <https://www.contracts.dcyf.org/rfq2017> and click on the link below the password field. Complete all fields in the *RFQ Account Sign Up* form and click *Create Account*.

After completing the *RFP or RFQ Account Sign Up* form, you will receive an email to verify your account. Click on the link in the email and type in the username and password you entered on the *Account Sign Up* form to verify your account. If you do not receive the verification e-mail in your Inbox, check your Spam or Junk Mail folder.

After verifying your account, you may access the online application system for the RFP by going to <https://www.contracts.dcyf.org/rfp2017> and entering your username and password. The online application system for the RFQ may be accessed by going to <https://www.contracts.dcyf.org/rfq2017> and entering your username and password.

IMPORTANT NOTE: If your agency will submit proposals to both the RFP and RFQ, **you must create separate user accounts in BOTH the RFP and RFQ systems.** If you currently have a user account for the DCYF CMS, **you must select a username for the online RFP or RFQ system that is DIFFERENT from your current CMS username.**

STEP 2: COMPLETE AND SUBMIT THE AGENCY PROFILE FOR YOUR AGENCY

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

Before creating proposals for the RFP or RFQ, you must complete the *Agency Profile* for your agency. The *Agency Profile* contains basic information on your agency that will apply to every proposal that you submit. If you are

SECTION I: GENERAL INFORMATION ONLINE SUBMISSION INSTRUCTIONS

applying to both the RFP and the RFQ, you will be required to complete the *Agency Profile* separately in both systems.

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

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

STEP 3: CREATE PROPOSAL, FILL OUT AND SUBMIT ALL PAGES

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

After clicking *Add New Proposal*, you will be taken to the *Program Information* page. Here, you will enter a name for your proposed program, select a funding strategy or initiative, and designate a proposal contact person. After completing the *Program Information* page, click *Submit*. The funding strategy or initiative that you select on the *Program Information* page will determine the types of questions you will answer on the *Program Design* page.

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

IMPORTANT NOTE: If you need to navigate away from a page before it is submitted, **you MUST CLICK SAVE to save your progress.** After saving, you may log out of the system and return later to continue work on proposals.

SECTION I: GENERAL INFORMATION ONLINE SUBMISSION INSTRUCTIONS

STEP 4: SUBMIT PROPOSAL TO DCYF

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

IMPORTANT NOTE: To create and submit additional proposals to DCYF, repeat steps three and four. Each agency should use a single user account to submit all proposals. Information submitted in the *Agency Profile* will be included with each proposal submitted using that account.

ONLINE TRAINING VIDEOS

Training videos on creating user accounts, submitting the *Agency Profile*, and submitting proposals are available on YouTube. Visit the RFP/RFQ page on the DCYF website at <http://www.dcyf.org> to the links to the YouTube videos.

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GLOSSARY OF TERMS

21st-Century Skills: Skills needed to participate fully in the 21st-Century economic, scientific, political, cultural and intellectual life of our global society. These skills include academic competency, multilingual/cross-cultural competence, technological literacy, communication skills, aesthetic sensibility, critical and creative thinking; reasoning and solution seeking; social, environmental and civic responsibility; and strength of character.

Activity: An experience or task designed for clients to actively participate in that is a component of a larger program.

Adjudication: The court process where a judge decides there is evidence a juvenile committed the act for which they are charged.

Agency: Lead agency that operates a program; the holder of the non-profit status.

Applicant: Agency responding to this Request for Proposals and/or Request for Qualifications.

Career Awareness: Activities designed to make youth aware of the range of careers and/or occupations in an industry and the skills required for specific occupations and the expectations of the workplace.

Career Exploration: Activities that provide youth with the opportunity to explore fields of interest related to their career goals and academic learning.

Career Preparation: Activities that provide an in-depth discovery of a particular career, linking the skills utilized in the workplace with academic

learning and allow for the development of career and occupational skills.

Case Management: A method of providing services whereby a professional case manager assesses the needs of the client and when appropriate and arranges, coordinates, monitors, evaluates and advocates for a package of multiple services to meet the specific client's complex needs. DCYF grantees providing case management are expected to implement the following elements: initial assessment and periodic reassessment of client assets and needs, development and periodic revision of case plans, monitoring of progress and recording of case notes, barrier removal and connection to resources, access to additional outside supports and activities as needed and clinical supervision to support staff case managers.

CBO: Community-based organization.

Community Needs Assessment (CNA): The Children and Families First Initiative stipulates that DCYF must complete a Community Needs Assessment every five years that includes "qualitative and quantitative data sets collected through interviews, focus groups, surveys, or other outreach mechanisms to determine service gaps in programming for children, youth, and families" and requires that DCYF conduct an Equity Analysis as part of the process to identify community needs.

College and Career Readiness Skills: A framework of skills and attributes identified by the National Academy Foundation as being necessary for career and post-secondary success. They are organized into five critical areas Core Academics, Career

SECTION I: GENERAL INFORMATION

GLOSSARY OF TERMS

Knowledge, Foundational Skills, Interpersonal Skills and Self-Management.

Cohort: A group of clients or participants who share common experiences over a period of time within a program.

Common Core Standards: The Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. California and SFUSD have adopted the Common Core Standards in English Language Arts and Mathematics, which replace the California Content Standards. For more information, go to <http://www.scoe.net/castandards>.

Comprehensive Afterschool and/or Summer Program: Programs that provide structured academic support, skill-building and physical/recreation activities that map to grade-level appropriate learning goals. Comprehensive programs are curriculum-based and operate for program hours that support working families.

Comprehensive Community Schools Framework: A framework that outlines SFUSD's Community Schools Approach. The approach aims to organize and maximize the resources of schools, including family and community partnerships, to support student success. The intent of the approach is to coordinate and align these valuable resources around the shared vision, goals and outcomes of each school community. Employing a community schools approach supports the development of effective parent, school, district and community

systems that include collective responsibility, a coherent plan and commitment among all stakeholders to student success.

Culminating Project: A tangible and experiential end-product that demonstrates and showcases accomplishments and skills gained within a program.

Curriculum: Components of a curriculum should include learning goals and objectives, activities that help meet the learning goals and objectives and resources that can support the activities. The sequencing of a curriculum can span any length of time and be broken into smaller units, but must be implemented through daily lessons to guide the activities within a given session of programming. Activities should advance in complexity and/or depth over time and utilize various methods to practice and reinforce concepts and skills. For example, a larger curriculum on improving a youth's digital literacy may have a unit or series of lessons about cyberbullying. Activities in the session may include a discussion about the definition of cyberbullying and the reasons people engage in cyberbullying, watching and debriefing a video about cyberbullying and role-playing a cyberbullying incident. Additionally, the session may contain support materials like a listing of resources people can turn to when bullied.

DCYF: The Department of Children, Youth & Their Families, a department of the City and County of San Francisco.

Detention: The housing of youth or young adults in secure custody.

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Disconnected Transitional Age Youth (TAY): The City Charter defines disconnected TAY as youth ages 18 to 24 who “are homeless or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents; 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.”

Disparity: A noticeable difference between groups or communities on key indicators of success, such as academic achievement, socioeconomic status, or justice-systems involvement. Through this RFP, DCYF is seeking to address a range of disparities based on various socioeconomic and demographic characteristics, including income level, gender identity, and race/ethnicity. Given the findings of the 2016 Community Needs Assessment, DCYF has a particular focus on the disparities that exist between racial/ethnic groups in San Francisco.

Educational Attainment: Describes successful promotion to the next grade level; successful transition from primary to secondary school; the completion of a high school diploma or GED; or the attainment of educational goals in higher education.

Expanded Collaborative for Excellence in Learning (ExCEL): Afterschool programs administered by the San Francisco Unified School District that operate at school sites. ExCEL programs are funded primarily by state (After School Education and Safety, or Prop. 49) and federal (21st Century Community Learning Center) afterschool grants

that SFUSD applies to receive from the California Department of Education. Most ExCEL programs are operated by community-based organizations that partner with school sites. For more information, visit:

www.healthiersf.org/excelafterschool/.

Expanded Learning Collaborative (ELC): A citywide effort to enhance access to, and the quality of, afterschool and summer programs in San Francisco. This public-private partnership led by DCYF and SFUSD is composed of representatives of the school district, City departments, community-based organizations, private funders, higher education, out of school time trainers, parents and youth. For more information on the ELC Policy Council, its work groups, and other citywide out of school time information, visit <http://sfelc.org>.

Expanded Learning: The time before and after school hours during the school year, school breaks, and summer vacation. High-quality OST programs provide meaningful and relevant learning opportunities that foster children’s curiosity, build their social skills and creatively reinforce and expand on what they learn during the school day. They also provide opportunities for youth to be active, enjoy healthy foods, explore the world around them, and develop relationships with caring adults and peers.

Experiential Learning: Activities that allow participants to learn through their own experiences including reflection on past experiences and new experiences that highlight learning moments.

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

Fiscal Sponsor: An organization that is using its non-profit status to contract on behalf of a program. Fiscal sponsors at minimum execute all fiscal and insurance obligations for the program; other duties may be included in the duties of a fiscal sponsor.

Grantee: Agency that is funded.

Group Work: Group work is a core methodology of the social work profession. Group work, which traces its roots back to the Settlement House movement of the early twentieth century, aims to promote individual growth and social change in the context of a group experience. When incorporating group work into programming, it is important to understand the stages of group development which will inform the selection of activities needed to meet the group's needs and the changing role of the group leader.

Healthy Foods: Fruits and vegetables; foods low in added salt or sweeteners; foods that are minimally processed without unnecessary preservatives; foods made with whole grains and foods made with low fat dairy and/or lean sources of protein.

Hour of Programming: Each 60 minutes in which program activities are available to participants. DCYF expects that all enrolled participants will

have the opportunity to engage in program activities for at least the amount of time equal to the minimum hours per day of programming.

Informational Interview: A career awareness activity in which youth formally interview a workplace partner about his or her industry and chosen profession.

Internship: A career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry.

Job Shadow: A career exploration activity in which youth observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments.

Leadership Development: Activities and practices that enhance the leadership skills including the ability to influence decision-making, think analytically, practice good judgment, motivate others and communicate clearly.

Learning Goals: Defined statements that describe expectations of what will be learned, gained or accomplished from instruction and that set a framework for measurement.

Licensed Afterschool Program: Any afterschool (or school-age child care) program that must obtain a child care license from the California Department of Social Service's Community Care Licensing office. Licensing requirements include health and safety procedures, minimum staff qualifications and ratios, and other such requirements for any program not operated by the City, school district,

SECTION I: GENERAL INFORMATION

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or a private school if the program provides supervision to children in a group setting who are in kindergarten and/or any higher grade (as long as youth are under age 18 for either: (a) more than one day per week during the school year or (b) more than a total of 30 days during school breaks.

For more information visit:

<http://www.cclcd.ca.gov/PG487.htm>.

Mentor: Caring adult who helps mentees (youth or young adults up to age of 24) build self-esteem and confidence, explore possibilities and achieve goals. A mentor is not a case manager but may provide linkages and referrals to resources and navigating systems.

Non-profit: Agency that holds a 501(c)(3) designation from the Internal Revenue Service to provide services.

Online Application: Creating and submitting a proposal for this RFP and/or RFQ using the web-based RFP and RFQ systems.

Out of School Time (OST): The time before and after school hours during the school year, school breaks, and summer vacation. High-quality OST programs provide meaningful and relevant learning opportunities that foster children's curiosity, build their social skills and creatively reinforce and expand on what they learn during the school day. They also provide opportunities for youth to be active, enjoy healthy foods, explore the world around them, and develop relationships with caring adults and peers.

Program Components: Various parts of a program that in total make a complete program.

Components may include, but are not limited to, staff, activities, space, materials and supplies, curriculum and calendars.

Program Model: The structure of a program that identifies the goals and objectives of a program, as well as their relationship to the activities intended to achieve these outcomes.

Program Site: Place where services are provided.

Project Based Learning: Project Based Learning is an instructional approach that engages student interest and motivation based on challenging questions or problems that involve the students' problem solving, decision making and investigative skills. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Proposed Program: The idea presented in response to this RFP and RFQ. Describes the actual services that will be provided to children and/or youth.

Request for Proposals (RFP): The competitive process by which DCYF requests proposals from community-based organizations to deliver the services prioritized in the DCYF Services Allocation Plan. DCYF's RFP is a mandated part of our planning process. The result of the RFP process will be grant awards to CBOs that have demonstrated the ability to deliver the services detailed in the RFP.

Request for Qualifications (RFQ): The competitive process by which DCYF requests qualifications from community-based organizations that are

SECTION I: GENERAL INFORMATION

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interested in implementing specific departmental initiatives. Unlike the RFP process, the RFQ process will not produce a grant award but will instead generate a list of providers that are qualified to implement an initiative. DCYF, at its sole discretion, can then enter into a grant agreement with any of the providers on the qualified list.

Results-Based Accountability (RBA): RBA is a disciplined and data-driven way of thinking and taking action that DCYF used to develop the SAP, RFP, and RFQ. RBA helps DCYF better connect funded services with the results we aim to achieve for children, youth and families in San Francisco.

Relevant Learning Opportunities: Refers to a new way of teaching youth to see the interconnectedness of classroom learning to the world. Project based approaches are one example of relevant learning opportunities. Through these approaches students gain hands-on instruction about topics that affect them personally. For example, the topic of recycling can be taught at school and practiced at home. Students can learn how to conserve resources, save the environment and leave a smaller carbon footprint.

Services Allocation Plan (SAP): Establishes DCYF's funding priorities and desired results for services based on needs identified in the Community Needs Assessment. The SAP is a mandated part of DCYF's planning cycle.

Service Areas: DCYF-identified broad categories of need. Existing DCYF Service Areas are Early Care and Education; Out of School Time; Youth Leadership Empowerment and Development;

Violence Prevention and Intervention and Family Support. This RFP and RFQ describes new Service Areas for the 2018-2023 funding cycle.

Service Learning: A career exploration activity in which the method of teaching and learning combines academic work with service and social action.

Services: Programming, activities and intentionally coordinated experiences provided to children, youth and families which can be delivered individually, in groups or through the community at large.

SF Beacon Initiative (SFBI) Program Model: Outlines the Theory of Change and Rationale behind the design of the San Francisco Beacon Initiative. SFBI monitors and support high-quality implementation and fidelity to the Program Model for all Beacon sites.

Social and Emotional Learning (SEL): SEL as defined by SFUSD is the process through which we acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve goals, show empathy, maintain positive relationships and make responsible decisions.

SFBI: The San Francisco Beacon Initiative.

SFUSD: The San Francisco Unified School District.

Skill-Building (Activities): Programs that intentionally focus on a specific skill, promote successively higher levels of mastery and culminate in a final event or project that allows youth to present their work. Skill-building activities should

SECTION I: GENERAL INFORMATION

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include opportunities for youth to reflect on what they have learned and foster creative expression and development.

Special Needs: A person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Strategy: DCYF identified specific categories for program funding under each Service Area.

Sugar-sweetened Beverages: Beverages with added sweeteners, which includes both natural and artificial caloric sweeteners that are added to a beverage during processing or preparation. Added sweeteners can be listed under a variety of names including sugar (sucrose), high-fructose corn syrup, glucose, dextrose or dextrin, maltose or maltodextrin, cane sugar or dehydrated cane juice, corn syrup solids or corn sweetener.

Summer Learning Loss: The loss of academic skills and knowledge over the course of summer vacations from school. The loss in learning can vary across grade level, subject matter and family income.

Target Population: Group of people to be served by a particular strategy.

Under-housed: A spectrum that includes complete homelessness; vehicle-housed; staying in a shelter; temporary residence with relatives or friends and living in a single-room occupancy or other hotel or motel.

Unduplicated Participant: An individual participant that is not counted more than once as a unit of service within a given program.

Work Experience: A career preparation activity in which youth are at a workplace doing real work for pay.

Work Based Learning: Opportunities that occur at a workplace, providing structured learning experiences for youth through exposure to a range of occupations.

Workplace Tours and Field Trips: Career awareness activities in which youth visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.

SECTION 2: EDUCATIONAL SUPPORTS

STRATEGIES AND INITIATIVES IN THIS SERVICE AREA

Type	Strategy/Initiative	Target Population(s)	Allocation Range	Number of Grants Range	Page
RFP	Academic Supports	<ol style="list-style-type: none"> San Francisco middle school youth in grades 6-8 who are African American, Hispanic/Latino and/or Pacific Islander youth and in need of additional academic support San Francisco high school youth in grades 9-12 who are African American, Hispanic/Latino and/or Pacific Islander and in need of additional academic support San Francisco disconnected transitional age youth ages 18-24 who are seeking High School Equivalency Credentials 	\$1,995,000-\$2,205,000	8-17	31
	Alternative Education	<ol style="list-style-type: none"> San Francisco high school youth ages 14-21 	\$617,500-\$682,500	1-2	37
	Literacy Supports	<ol style="list-style-type: none"> San Francisco elementary school youth in grades K-5 who are African American, Hispanic/Latino, Pacific Islander and/or low-income Asian youth and in need of additional literacy support San Francisco English Learner youth in need of additional literacy support 	\$1,900,000-\$2,100,000	8-20	41
RFQ	Summer Transitions	<ol style="list-style-type: none"> San Francisco high school youth who are African American, Hispanic/Latino and/or Pacific Islander youth and entering 9th grade who are Early Warning Indicator (EWI) identified San Francisco high school students in grades 10-12 who are African American, Hispanic/Latino and/or Pacific Islander youth and attending SFUSD Summer School San Francisco high school students in grades 9-12 who are English Learners 	\$1,250,000	1	148

SERVICE AREA DESCRIPTION

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

This service area consists of four strategies: **Academic Supports, Alternative Education, Literacy Supports and Summer Transitions**. Note that proposals for the Summer Transitions Initiative will be

SECTION 2: EDUCATIONAL SUPPORTS

accepted through DYCF's separate Request for Qualifications process (See Section 8). The Ed Supports Service Area is a new area of work for DCYF. The main difference between Ed Supports and the Out of School Time and Enrichment, Leadership and Skill Building Service Areas is the primary focus on students who are struggling academically in elementary, middle and high school or in their efforts to attain a high school equivalency credential. There is also a focus on the core academic subjects versus a comprehensive afterschool curriculum that may or may not include non-academic content, as well as the provision of transition supports during the key transition periods into high school and post-secondary institutions.

SERVICE AREA NEED

Research shows that disparities in academic outcomes begin prior to kindergarten and persist throughout middle school, high school and post-secondary education. In the 2015-16 school year, only 39% of African American and 49% of Hispanic/Latino kindergarteners were kindergarten-ready, as compared to 62% of all students. Similarly, in the same school year, 38% of African American, 51% percent of Latino/Hispanic and 52% of Pacific Islander public school students in San Francisco tested at or near state standards for third-grade reading, as compared to 66% of all students. Similar disparities by student race/ethnicity and Special Education, English Learner and low-income status are observed in other measures of academic success, including the percent of SFUSD eighth graders finishing middle school ready for high school, the percent of students graduating from high school within four years, and the percent of SFUSD graduates that enroll in college and complete a post-secondary degree within six years. The Educational Supports Service Area is designed to address these disparities and ensure that struggling students have access to the appropriate services throughout their academic careers.

Reading at grade level in the early years of schooling is key to academic and socioeconomic success in the later years. Research conducted by the Annie E. Casey Foundations shows that children who are not reading proficiently by the end of third grade are four times more likely to later drop out of school. Among these, African American and Hispanic/Latino children who are not reading proficiently by the end of third grade are twice as likely as their White peers to not graduate from high school (about 25% versus 13%). After the last US recession (late 2007 to early 2012), the workers most likely to stay unemployed were those with a high school diploma or less. Additionally, a 2009 study conducted by Northeastern University found that high school dropouts were 63 times more likely to be incarcerated than college graduates. There is a growing national consensus that reading at grade level by the end of third grade is critical for success in school and life.

Youth who face challenges performing at grade level in core academic subjects or who are just barely meeting grade level standards are also more likely to fall behind, drop out of high school or take longer to complete high school and college. Youth struggling academically need supports to accelerate their learning progress, catch up with their peers and, in general, succeed in their academic careers.

Transition Supports

The key transition periods between middle school and high school and high school and post-secondary education complicate the struggle to accelerate learning progress and to stay on track academically. The

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success of these transitions depends on multiple factors, ranging from the depth of family engagement in educational endeavors to social and emotional abilities to academic performance in the early years. Successful transitions also depend on the availability of educational support during the summer. National data shows that summer learning loss, the phenomenon where young people lose academic skills over the summer, is one of the most significant causes of the achievement gap between lower and higher income youth, and one of the strongest contributors to the high school dropout rate.

SECTION 2: EDUCATIONAL SUPPORTS STRATEGY: ACADEMIC SUPPORTS

ALLOCATION RANGE: \$1,995,000 - \$2,205,000

APPROXIMATE NUMBER OF GRANTS: 8-17

Target Population:

The Academic Supports Strategy has three target populations. **Applicants will choose to serve one, two or all three of the following target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco middle school youth in grades 6-8 who are African American, Hispanic/Latino and/or Pacific Islander youth and in need of additional academic support
2. San Francisco high school youth in grades 9-12 who are African American, Hispanic/Latino and/or Pacific Islander and in need of additional academic support
3. San Francisco disconnected transitional age youth ages 18-24 who are seeking High School Equivalency Credentials

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

The Academic Supports Strategy is designed to decrease the disparities in academic achievement. Academic Supports programs will provide academic support to African American, Hispanic/Latino and Pacific Islander youth that are struggling academically as well as disconnected TAY who are looking to reengage with the

SECTION 2: EDUCATIONAL SUPPORTS STRATEGY: ACADEMIC SUPPORTS

educational system and/or working to attain a High School Equivalency credential. Academic Supports programs will work closely with these target populations to ensure that youth get back on track academically, and these programs will support youth as they make key transitions within their academic careers.

Strategy Goals:

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

Strategy Requirements:

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

Program Structure Requirements for All Academic Supports Programs:

1. School or Community-Based: programs can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. Academic Supports programs operating at schools with a DCYF funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. Outreach and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. Curriculum Based: activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs of participants by providing wraparound support in-house, through collaboration with other programs or by referral.
5. Support for Learning Disabilities: programs must have an established process for identifying and supporting participants with a possible learning disability. This process should include assessments, practices and other procedures to identify a possible learning disability, accommodations that can be made available as needed and referral options for both the participant and their family for additional support.
6. 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,

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

7. 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.
8. 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.
9. Coordination and Partnership: programs must coordinate with school staff, families, students and/or other community-based organizations (CBOs) and have experience working in partnership.

Program Content Requirements for All Academic Supports Programs:

1. Academic Gains: programs must support participants in making academic gains in core subjects.
2. Assessments and Individual Service Plans: programs must conduct assessments of participants and use the information collected through assessments to create individual service plans that include benchmarks and goals developed with youth, based on test scores and/or grades.
3. Tutoring: programs must provide tutoring for participants in core subjects including math, science, literacy and writing.
4. Transition Support and Post-Secondary Planning: programs must provide support to help participants navigate the transition from 8th to 9th grade and from 12th grade to post-secondary. This support should include a combination of the following activities:
 - Training: on topics including, but not limited to, life skills, social and emotional learning, study skills, note taking and test preparation;
 - Informational Workshops: on relevant topics including, but not limited to, general A-G requirements, post-secondary options, college admissions and employment options;
 - Transition Planning Activities: using age appropriate approaches to help participants think about their future educational and career interests and create goals and realistic plans for achieving them and
 - Support: to help participants achieve the plans they have created for themselves.
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 and 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.

Program Structure Requirements For Programs Serving Disconnected Transitional Age Youth:

1. Official Test Site: Programs serving disconnected TAY must either be a certified GED testing site or have a relationship with a certified GED testing location.

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2. **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.”
3. **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.
4. **Cohort Structure:** programs serving disconnected TAY must intentionally build cohorts of students to create personalized learning environments that best address students’ individual needs. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning and provide maximum support for students.

Program Content Requirements for Programs Serving Disconnected Transitional Age Youth:

1. **Educational Programming:** programs serving disconnected TAY must provide GED test support that includes:
 - **Focus on Basic Skills:** academic enrichment activities and non-conventional learning strategies to help students whose literacy are below grade levels and
 - **Individualized Programming:** flexible, creative, and customized instruction that allows for self-paced learning that responds to the needs of individual learning styles.
2. **Transition Support and Post-secondary Planning:** Programs serving disconnected TAY must provide support to help participants navigate the transition from the program to post-secondary opportunities. This support should include a combination of the following activities:
 - **Training:** on topics including, but not limited to, college life, school/life balance and study skills;
 - **Informational Workshops:** on relevant topics including, but not limited to, application and admissions processes, post-secondary options, financial aid and employment options;
 - **Transition Planning Activities:** helping participants think about their future educational and career interests and create goals and realistic plans for achieving them and
 - **Support:** to help participants achieve the plans they have created for themselves including connecting to their next steps.

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Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program's approach for identifying, recruiting, enrolling and retaining youth who meet the strategy's target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems and discuss how these connections will be used to support participants.	900
	Describe the process the proposed program will use to identify and accommodate participants' special needs including physical, emotional, learning disabilities, etc. Describe how the proposed program will engage with the families and/or caregivers of participants to support the implementation of accommodations.	900
	Describe how your proposed program will assess participants and use this information to develop Individual Service Plans.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the proposed program will help participants navigate transitions from 8th grade to 9th grade and/or 12th grade to post-secondary.	900
	Question for programs serving San Francisco Disconnected TAY ages 18-24 who are seeking High School Equivalency Credentials: Describe how the proposed program will meet the requirement of being a certified GED Testing Site or being affiliated with one.	900

SECTION 2: EDUCATIONAL SUPPORTS
STRATEGY: ACADEMIC SUPPORTS

Question Section	Question Text	Number of Characters for Response
	Question for programs serving San Francisco Disconnected TAY ages 18-24 who are seeking High School Equivalency Credentials: Describe the proposed program's performance in preparing participants to take and successfully pass the GED test. Describe the factors and approaches that influence whether a participant successfully passes the test.	900
	Question for programs serving San Francisco Disconnected TAY ages 18-24 who are seeking High School Equivalency Credentials: Describe how the proposed program will help connect disconnected transitional age youth to the next steps identified during transition planning activities.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 2: EDUCATIONAL SUPPORTS STRATEGY: ALTERNATIVE EDUCATION

ALLOCATION RANGE: \$617,500-\$682,500

APPROXIMATE NUMBER OF GRANTS: 1-2

Target Population:

- I. San Francisco high school youth ages 14-21

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

Description:

The Alternative Education Strategy is designed to provide opportunities for youth and young adults to obtain their High School diplomas. Alternative Education programs targets youth who are off-track, have attended multiple schools, are suspended or expelled for disruptive and/or delinquent behavior, or have generally been unsuccessful at learning in a mainstream or traditional educational environment.

Strategy Goals:

1. To provide participants with a supported educational environment that helps prevent students from dropping out of school
2. To reengage students in their education in order to assist them in getting academically on-track to graduate

Strategy Requirements:

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

SECTION 2: EDUCATIONAL SUPPORTS STRATEGY: ALTERNATIVE EDUCATION

Program Structure Requirements:

1. School-Based: programs must operate at a school site.
2. Outreach and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. Structured Full Day Curriculum: programs must provide a clearly outlined schedule of structured full day classes that will lead to the obtainment of a High School diploma.
4. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
5. Support for Learning Disabilities: programs must have an established process for identifying and supporting participants with a possible learning disability. This process should include assessments, practices and other procedures to identify a possible learning disability; accommodations that can be made available as needed; and referral options for both the participant and their family for additional support.
6. 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).
7. 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.
8. 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.
9. Experience: programs must have a minimum of five years of experience leading effective alternative education programs.
10. Accreditation: programs must have the appropriate accreditation to award High School diplomas.

Program Content Requirements

1. Relevant to Target Population: programs must provide a curriculum that incorporates and addresses the cultural, emotional, economic and social experiences of the target population.
2. Project Based and Experiential Learning: programs must integrate project based or experiential learning, community service and as needed restorative justice opportunities.
3. Supplemental Academic Instruction: programs must provide supplemental academic instruction with opportunities for students to further develop life and coping skills, including effective communication, problem solving, conflict resolution, time management and stress management
3. Transition Support and Post-secondary Planning: programs must provide support to help participants navigate the transition from the program to post-secondary opportunities. This support should include a combination of the following activities:

SECTION 2: EDUCATIONAL SUPPORTS
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- Training: on topics including, but not limited to, life skills, social and emotional learning, study skills, note taking and test preparation;
 - Informational Workshops: on relevant topics including, but not limited to, application and admissions processes, post-secondary options, financial aid and employment options;
 - Transition Planning Activities: helping participants think about their future educational and career interests and create goals and realistic plans for achieving them and
 - Support: to help participants achieve the plans they have created for themselves including individualized support to help connect to their next steps.
4. 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.
5. Social and 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.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the strategies and approaches your proposed program uses to reengage youth and young adults with their education.	900
	Describe how your proposed program will assess participants and use this information to develop Individual Service Plans.	900

SECTION 2: EDUCATIONAL SUPPORTS
STRATEGY: ALTERNATIVE EDUCATION

Question Section	Question Text	Number of Characters for Response
	Describe the process the proposed program will use to identify and accommodate participants' special needs including physical, emotional, learning disabilities, etc. Describe how the proposed program will engage with the families and/or caregivers of participants to support the implementation of accommodations.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the proposed program will help participants identify potential next steps, create a plan for achieving them and provide the support needed to successfully connect them.	900
	Describe how the proposed program will work with families and/or caregivers to support and encourage the reengagement and academic success of participants.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 2: EDUCATIONAL SUPPORTS STRATEGY: LITERACY SUPPORTS

ALLOCATION RANGE: \$1,900,000 - \$2,100,000

APPROXIMATE NUMBER OF GRANTS: 8-20

Target Population:

The Literacy Supports Strategy has two target populations. **Applicants will choose to serve one or both of the following target populations** and will be required to answer specific questions in their proposals depending on their selection:

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

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to):

- Youth from low-income neighborhoods,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

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

SECTION 2: EDUCATIONAL SUPPORTS

STRATEGY: LITERACY SUPPORTS

Strategy Goals:

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

Strategy Requirements:

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

Program Structure Requirements for All Literacy Supports Programs:

1. School or Community-Based: programs can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. Literacy Supports programs operating at schools with a DCYF-funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. Outreach and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. Curriculum Based: program activities must utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
5. Support for Learning Disabilities: programs must have an established process for identifying and supporting participants with a possible learning disability. This process should include assessments, practices and other procedures to identify a possible learning disability, accommodations that can be made available as needed and referral options for both the participant and their family for additional support.
6. 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).
7. 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.

SECTION 2: EDUCATIONAL SUPPORTS STRATEGY: LITERACY SUPPORTS

8. 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.

Program Content Requirements for All Literacy Supports Programs:

1. Assessments and Individual Service Plans: programs must assess the reading level of all participants by conducting literacy assessments or by accessing assessments completed by other sources in order to understand changes in literacy levels over time. Literacy Supports programs will also use the information gained from literacy assessments to create individual service plans that includes benchmarks and goals.
2. Ongoing Communication: programs must communicate regularly with families and/or caregivers about their student’s assessments, needs and progress.
3. 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.
4. Social and 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.

Additional Program Content Requirements for Programs Serving K-5 Youth:

1. Additional Individual Service Plan Elements: programs serving K-5 youth must include the following additional elements in participants’ Individual Service Plans:
 - School readiness including skills such as self-regulation and social and emotional learning,
 - Basic numeracy and math and
 - Literacy/phonemic awareness skills.

Additional Program Structure Requirements for Programs Serving English Learners:

1. Linguistically Competent Services: programs serving English Learners must utilize a proven approach or method to support participants’ acquisition of the English language that takes into account participants’ diverse and individual needs.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400

SECTION 2: EDUCATIONAL SUPPORTS
STRATEGY: LITERACY SUPPORTS

Question Section	Question Text	Number of Characters for Response
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program's approach for identifying, recruiting, enrolling and retaining youth who meet the strategy's target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the process the proposed program will use to identify and accommodate participants' special needs including physical, emotional, learning disabilities, etc. Describe how the proposed program will engage with the families and/or caregivers of participants to support the implementation of accommodations.	900
	Describe how the proposed program will assess participants and use this information to develop Individual Service Plans.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the proposed program will work with families and/or caregivers to develop and promote home practices that support literacy and school readiness as well as to ensure that they are aware of their child's progress.	900
	Question for programs serving San Francisco English Learner youth in need of additional literacy support: Describe the proposed program's approach or methods for providing linguistically competent services for English Learners?	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900	
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)

STRATEGIES IN THIS SERVICE AREA

Type	Strategy	Target Population(s)	Allocation Range	Number of Grants Range	Page
RFP	Arts and Creative Expression	<ol style="list-style-type: none"> 1. San Francisco elementary school youth in grades K-5 2. San Francisco middle school youth in grades 6-8 3. San Francisco high school youth in grades 9-12 4. San Francisco disconnected transitional age youth ages 18-24 	\$3,325,000-\$3,675,000	14-28	48
	Identity Formation	<ol style="list-style-type: none"> 1. San Francisco middle school youth in grades 6-8 2. San Francisco high school youth in grades 9-12 	\$2,375,000-\$2,625,000	10-25	53
	Science, Technology, Engineering and Math (STEM)	<ol style="list-style-type: none"> 1. San Francisco elementary school youth in grades K-5 2. San Francisco middle school youth in grades 6-8 3. San Francisco high school youth in grades 9-12 	\$1,425,000-\$1,575,000	6-15	57
	Service Learning	<ol style="list-style-type: none"> 1. San Francisco elementary school youth in grades K-5 2. San Francisco middle school youth in grades 6-8 3. San Francisco high school youth in grades 9-12 4. San Francisco disconnected transitional age youth ages 18-24 	\$2,090,000-\$2,310,000	10-20	61
	Sports and Physical Activity	<ol style="list-style-type: none"> 1. San Francisco elementary school youth in grades K-5 2. San Francisco middle school youth in grades 6-8 3. San Francisco high school youth in grades 9-12 	\$3,325,000-\$3,675,000	14-35	66
	Youth Leadership, Engagement and Organizing	<ol style="list-style-type: none"> 1. San Francisco middle school youth in grades 6-8 2. San Francisco high school youth in grades 9-12 3. San Francisco disconnected transitional age youth ages 18-24 	\$1,425,000-\$1,575,000	10-15	70
	Youth-Led Philanthropy	<ol style="list-style-type: none"> 1. San Francisco high school youth in grades 9-12 2. San Francisco disconnected transitional age youth ages 18-24 	\$1,235,000-\$1,365,000	1-3	75

RESTRICTION: DCYF will only fund proposed programs under one Enrichment, Leadership and Skill Building (ELS) Strategy. Applicants are encouraged to choose the strategy that best fits their program.

SERVICE AREA DESCRIPTION

The Enrichment, Leadership and Skill Building (ELS) Service Area seeks to support programs that provide opportunities for children, youth and disconnected TAY to learn specialized skills, build positive personal identities, and improve their leadership abilities through project and curriculum based programming. The City Charter requires that at least three percent of the Children and Youth Fund be set aside for youth-initiated projects. DCYF is designating this set aside as the “Youth Empowerment Allocation” and will fund the youth-initiated projects through the ELS Service Area. All programs funded under the ELS Service Area are expected to be rooted in youth development principles and provide culturally competent services.

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)

The ELS Service Area consists of seven strategies: **Arts and Creative Expression; Identity Formation; Science, Technology, Engineering and Math (STEM); Service Learning; Sports and Physical Activity; Youth Leadership, Engagement and Organizing and Youth-led Philanthropy.** This is a new service area for DCYF. Services under the ELS Service Area are envisioned to be similar to those funded under DCYF's existing Specialized Teen, STEM, Youth-led Organizing, Youth-led Philanthropy, K-8 Specialized and K-8 Specialized Assigned strategies.

SERVICE AREA NEED

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.

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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.

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: ARTS AND CREATIVE EXPRESSION

ALLOCATION RANGE: \$3,325,000-\$3,675,000

APPROXIMATE NUMBER OF GRANTS: 14-28

Target Population:

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

1. San Francisco elementary school youth in grades K-5
2. San Francisco middle school youth in grades 6-8
3. San Francisco high school youth in grades 9-12
4. San Francisco disconnected transitional age youth ages 18-24

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)

STRATEGY: ARTS AND CREATIVE EXPRESSION

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:

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

Strategy Requirements:

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

Program Structure Requirements for All Arts and Creative Expression Programs:

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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
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 and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
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,

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: ARTS AND CREATIVE EXPRESSION

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

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. ~~to the programs must provide a healthy snack if operating for 2 hours or more. If allowed, programs should must provide youth with water and avoid serving sugar-sweetened beverages such as soda or sports drinks.~~
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.

Program Content Requirements for All Arts and Creative Expression Programs:

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 and Team Building: programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting 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 and Voice: programs must provide leadership opportunities for participants that allow them to lead and facilitate within the program including, but not limited to, setting programmatic goals, identifying and defining issues, choosing discussion topics and selecting reflection activities.
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.

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: ARTS AND CREATIVE EXPRESSION

7. Social and 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.

Additional Program Structure Requirements for Programs Serving Disconnected TAY:

1. Participant Eligibility: program 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 demonstrate knowledge of effective outreach and recruitment methods to 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.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: ARTS AND CREATIVE EXPRESSION

Question Section	Question Text	Number of Characters for Response
	Describe how the proposed program will provide structured project based programming that provides exposure and engagement with at least 1 discipline related to the arts and/or creative expression. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe the proposed program's approach for reengaging participants who are unable to participate regularly due to personal or external factors.	900
	Question for programs serving San Francisco Disconnected Transitional Age Youth ages 18-24: Describe how the proposed program will adjust its recruitment methods beyond traditional approaches to access and engage disconnected transitional age youth.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: IDENTITY FORMATION

ALLOCATION RANGE: \$2,375,000-\$2,625,000

APPROXIMATE NUMBER OF GRANTS: 10-25

Target Population:

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

1. San Francisco middle school youth in grades 6-8
2. San Francisco high school youth in grades 9-12

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)

STRATEGY: IDENTITY FORMATION

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

Strategy Requirements:

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

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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. Cohort Structure: programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. Curriculum Based: activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
5. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
6. 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).

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STRATEGY: IDENTITY FORMATION

7. 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.
8. 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.

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)

STRATEGY: IDENTITY FORMATION

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program's approach for identifying, recruiting, enrolling and retaining youth who meet the strategy's target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe how the proposed program will provide structured culturally based or gender responsive programming that gives participants the opportunity to increase their self-esteem and sense of purposefully belonging by focusing on specific areas of their personal identity. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe the proposed program's approach for reengaging participants who are unable to participate regularly due to personal or external factors.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
Program Impact	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

ALLOCATION RANGE: \$1,425,000-\$1,575,000

APPROXIMATE NUMBER OF GRANTS: 6-15

Target Population:

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

1. San Francisco elementary school youth in grades K-5
2. San Francisco middle school youth in grades 6-8
3. San Francisco high school youth in grades 9-12

NOTE: Within each target population applicants can choose to propose to provide programming in single gender or mixed gender cohorts.

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

Description:

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:

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

Strategy Requirements:

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

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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
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 and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

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).
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.

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

not limited to, parent orientations, volunteer opportunities, family events, parent workshops, connections to resources, etc.

7. Social and 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.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program's approach for identifying, recruiting, enrolling and retaining youth who meet the strategy's target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe how the proposed program will provide structured project based programming that provides learning opportunities related to science, technology, engineering, and math. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe the proposed program's approach for reengaging participants who are unable to participate regularly due to personal or external factors.	900
	Describe the approaches the proposed program will use to spark interest in STEM fields for participants, particularly those from groups that are underrepresented in these fields.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900	
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: SERVICE LEARNING

ALLOCATION RANGE: \$2,090,000-\$2,310,000

APPROXIMATE NUMBER OF GRANTS: 10-20

Target Population:

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

1. San Francisco elementary school youth in grades K-5
2. San Francisco middle school youth in grades 6-8
3. San Francisco high school youth in grades 9-12
4. San Francisco disconnected transitional age youth ages 18-24

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: SERVICE LEARNING

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:

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

Strategy Requirements:

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

Program Structure Requirements for All Service Learning Programs:

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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
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 and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)

STRATEGY: SERVICE LEARNING

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).
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.

Program Content Requirements for All Service Learning Programs:

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 and Team Building: programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill level; 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 cycle.
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 and Voice: programs must provide leadership opportunities for participants that allow them to lead and facilitate within the program including, but not limited to, setting programmatic goals, identifying and defining issues, choosing discussion topics and selecting reflection activities.
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.

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: SERVICE LEARNING

7. Social and 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.

Additional Requirements For Programs Serving Disconnected Transitional Age Youth:

1. Participant Eligibility: program 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 demonstrate knowledge of effective outreach and recruitment methods to 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.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe how the proposed program will provide structured project based programming that supports the development of civic responsibility and increases social awareness. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: SERVICE LEARNING

Question Section	Question Text	Number of Characters for Response
	Describe the proposed program’s approach for reengaging participants who are unable to participate regularly due to personal or external factors.	900
	Question for programs serving San Francisco Disconnected Transitional Age Youth ages 18-24: Describe how the proposed program will adjust its recruitment methods beyond traditional approaches to access and engage disconnected transitional age youth.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: SPORTS AND PHYSICAL ACTIVITY

ALLOCATION RANGE: \$3,325,000-\$3,675,000

APPROXIMATE NUMBER OF GRANTS: 14-35

Target Population:

The Sports and Physical Activity Strategy has three target populations. **Applicants will choose to serve one, two or all three of the target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco elementary school youth in grades K-5
2. San Francisco middle school youth in grades 6-8
3. San Francisco high school youth in grades 9-12

NOTE: within each target population applicants can choose to propose to provide programming in single gender or mixed gender cohorts.

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)

STRATEGY: SPORTS AND PHYSICAL ACTIVITY

Description:

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

Strategy Requirements:

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

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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs 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.

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: SPORTS AND PHYSICAL ACTIVITY

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

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

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: SPORTS AND PHYSICAL ACTIVITY

Question Section	Question Text	Number of Characters for Response
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900
	Describe the process the proposed program will use to identify and accommodate participants’ special needs including physical, emotional, learning disabilities, etc. Describe how the proposed program will engage with the families and/or caregivers of participants to support the implementation of accommodations.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe how the proposed program will provide structured opportunities for youth to increase levels of physical fitness and develop healthy habits around eating and exercise. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe the proposed program’s approach for reengaging participants who are unable to participate regularly due to personal or external factors.	900
	Describe the locations where programming will occur as well as how the proposed program will meet the requirement of providing extended programming hours.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: YOUTH LEADERSHIP, ENGAGEMENT AND ORGANIZING

ALLOCATION RANGE: \$1,425,000-\$1,575,000

APPROXIMATE NUMBER OF GRANTS: 10-15

Target Population:

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

1. San Francisco middle school youth in grades 6-8
2. San Francisco high school youth in grades 9-12
3. San Francisco disconnected transitional age youth ages 18-24

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: YOUTH LEADERSHIP, ENGAGEMENT AND ORGANIZING

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:

1. To provide opportunities for participants to advance along the continuum and ladder of youth engagement (see Section 9 for the Continuum and Ladder of Youth Engagement)
2. To provide opportunities for participants to influence the perception of youth and youth issues among adults and community members
3. To increase youth participation in local advocacy and policymaking organizations and networks
4. To provide opportunities for youth voice to be included in institutional and community policies, priorities, and practices

Strategy Requirements:

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

Program Structure Requirements for All Youth Leadership, Engagement and Organizing Programs:

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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
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.

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: YOUTH LEADERSHIP, ENGAGEMENT AND ORGANIZING

6. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
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).
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.

Program Content Requirements for All Youth Leadership, Engagement and Organizing Programs:

1. Content Areas: programs must include structured activities that are focused on at least one of the following content areas:
 - Youth Leadership and Engagement: program content must seek to advance youth along the continuum of youth engagement towards the goal of systemic change (see Section 9 for the Continuum and Ladder of Youth Engagement). Programs must include authentic youth leadership that creates opportunities for youth to develop historical and cultural identity, become decision makers and problem solvers and participate in community projects. Programs must also raise awareness in key issues and help participants analyze power and create action, foster their collective identities and engage in advocacy and negotiation.
 - Youth-Led Organizing: program content must be youth-led with the goal of creating systemic change. Programs must ensure that youth are involved in the program or agency as core staff or part of the governing body. Program elements must support youth in building a membership base and engage them in direct action and mobilization as well as the building of alliances and coalitions. Programs must also include youth-led community projects and be supported by adult allies.
2. Project Based Learning: programs must provide activities that are project-based that allow participants to engage with at least one of the content areas listed above 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 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;

**SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: YOUTH LEADERSHIP, ENGAGEMENT AND ORGANIZING**

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

Additional Requirements for Programs Serving Disconnected Transitional Age Youth:

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.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer, describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
	Describe your proposed program including the types of services and how they will be provided.	1400

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: YOUTH LEADERSHIP, ENGAGEMENT AND ORGANIZING

Question Section	Question Text	Number of Characters for Response
Program Design	Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe how the proposed program will provide structured project based programming, in at least one of the specified content areas, that advances youth along the continuum from Youth Leadership and Engagement towards the goal of Youth Organizing and systemic change. In your answer, describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe participants’ roles and responsibilities in the proposed program, and discuss how they will be trained and supported to exercise decision making authority.	900
	Describe the proposed program’s approach for reengaging participants who are unable to participate regularly due to personal or external factors.	900
	Question for programs serving San Francisco Disconnected Transitional Age Youth ages 18-24: Describe how the proposed program will adjust its recruitment methods beyond traditional approaches to access and engage disconnected transitional age youth.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900	
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: YOUTH-LED PHILANTHROPY

ALLOCATION RANGE: \$1,235,000-\$1,365,000

APPROXIMATE NUMBER OF GRANTS: UP TO 3

Target Population:

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

1. San Francisco high school youth in grades 9-12
2. San Francisco disconnected transitional age youth ages 18-24

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

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

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)

STRATEGY: 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:

1. To provide participants with the opportunity to learn about grant making by implementing grants to other youth for youth-led projects
2. To build the knowledge, competencies, and confidence of participants to help them better succeed in 21st-Century economic, political, intellectual and cultural life
3. To provide participants with youth leadership opportunities and positive engagement within communities across San Francisco

Strategy Requirements:

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

Program Structure Requirements for All Youth-Led Philanthropy Programs:

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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
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 and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
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,

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS) STRATEGY: YOUTH-LED PHILANTHROPY

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

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 and Supports: programs must have the fiscal management systems and capacity to process the distribution of grants made by youth in program. These systems include clear and consistent fiscal policies, payment processes and cash flow tracking systems for the expenses attributed to the youth-led projects that extend beyond the immediate program.
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 and Collaboration: programs funded under the Youth-Led Philanthropy Strategy will be required to collaborate and coordinate with other DCYF-funded Youth-Led Philanthropy programs.

Program Content Requirements for All Youth-Led Philanthropy Programs:

1. Grant Making: programs must include structured activities that engage youth in active learning about the grant making process. Programs must establish targeted and impactful funding priorities with clearly defined goals, outcomes, funding criteria and guidelines. Programs must develop a grant application process with clear and accessible requirements related to project goals, objectives, timeline, budget and proposed outcomes. Programs will award short term grants in two to four funding cycles per fiscal year within the following content areas.
 - Youth Trends and Needs: grants in this content area focus on projects that seek to address the evolving interests and issues of concern for youth in San Francisco,
 - Equity and Social Justice: grants in this content area focus on projects that seek to understand and address the root causes of community needs or issues.
 - General Grant Making: grants in this content area focus broadly on general youth-led projects without a specific theme or focus area.
2. Youth-Led Project Development and Support: programs must conduct outreach to potential youth grant seekers throughout San Francisco and SFUSD by utilizing creative media strategies and formal presentations. In addition, programs must support, assist and provide capacity building to youth grant seekers, adult allies and their supporting agencies to design fundable proposals and implement successful projects. Project development can be provided in groups or one on one and can cover topics that include, but are not limited to, participant and volunteer recruitment, event planning and budgeting.
3. Adult Allyship for Youth-Led Projects: programs must ensure that their grant making process includes adult allies who will give input and set general parameters while ensuring that youth make key decisions.

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Programs must provide clear guidelines and support to adult allies to ensure that projects remain youth-led.

4. Youth-Led Project Evaluation: program participants must design and conduct evaluations to measure the impact and success of their grant making. Participants will also provide feedback for improvement and support to youth grantees.
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. Youth Leadership and Voice: programs must provide leadership opportunities for participants that allow them to lead and facilitate within the program including, but not limited to, setting programmatic goals, identifying and defining issues, choosing discussion topics and selecting reflection activities.
7. 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.
8. Social and 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.

Additional Requirements for Programs Serving Disconnected Transitional Age Youth:

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.

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: YOUTH-LED PHILANTHROPY

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program's approach for identifying, recruiting, enrolling and retaining youth who meet the strategy's target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the elements of the grant making process that participants in the program will implement. In your answer describe participants' roles and responsibilities in the grant making process, how they will be trained and supported and the methods or approaches that will be used to ensure youth decision making authority.	900
	Describe how the proposed program will train participants to support and evaluate youth grant seekers and their adult allies in the planning and implementation of projects.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe the proposed program's approach for reengaging participants who are unable to participate regularly due to personal or external factors.	900
	Question for programs serving San Francisco Disconnected Transitional Age Youth ages 18-24: Describe how the proposed program will adjust its recruitment methods beyond traditional approaches to access and engage disconnected transitional age youth.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900	

SECTION 3: ENRICHMENT, LEADERSHIP AND SKILL BUILDING (ELS)
STRATEGY: YOUTH-LED PHILANTHROPY

Question Section	Question Text	Number of Characters for Response
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 4: JUSTICE SERVICES

STRATEGIES IN THIS SERVICE AREA

Type	Strategy	Target Population(s)	Allocation Range	Number of Grants Range	Page
RFP	Cultural Programming	<ol style="list-style-type: none"> San Francisco youth ages 10-21 who are pre- and post-adjudicated or are court referred as an alternative to secure confinement San Francisco disconnected TAY ages 18-24 who have been charged, indicted or who are on active probation 	\$1,425,000-\$1,575,000	3-5	84
	Detention Based Services	<ol style="list-style-type: none"> San Francisco youth ages 10-21 in Juvenile Detention San Francisco disconnected TAY ages 18-24 in Adult Detention 	\$475,000-\$525,000	3-5	88
	Girls' and Young Women's Programming	<ol style="list-style-type: none"> San Francisco girls and young women ages 10-21 who are pre and post-adjudicated or are court referred as an alternative to secure confinement San Francisco disconnected transitional age young women ages 18-24 who have been charged, indicted or who are on active probation 	\$1,425,000-\$1,575,000	3-5	92
	Multi-Service	<ol style="list-style-type: none"> San Francisco juvenile justice involved youth ages 10-21 San Francisco adult criminal justice involved disconnected transitional age youth ages 18-24 	\$4,655,000-\$5,145,000	5-7	96
	Young Adult Court Case Management	<ol style="list-style-type: none"> San Francisco disconnected transitional age youth age 18-24 who have felony and misdemeanor cases and are referred from the Young Adult Court 	\$760,000-\$840,000	1-2	101

RESTRICTION: Applicants to the Multi-Service Strategy **are not eligible** to apply to the Detention Based Services, Girls' and Young Women's Programming or Cultural Programming Strategies.

NOTE: DCYF will issue an application for Intensive Supervision and Clinical Services (ISCS) after the beginning of the 2018-2023 funding cycle. This application will be open to all Justice Services grantees funded through this RFP.

SERVICE AREA DESCRIPTION

The Justice Services Service Area seeks to support a continuum of services for justice system-involved youth and disconnected TAY. The aim of the service area is to prevent further youth engagement in the justice system and reduce rates of youth recidivism through connection to adult allies, culturally relevant programming, ongoing case management, access to positive skill building activities and whole family engagement. Services will be provided in partnership with the juvenile and adult justice systems and take place in system facilities as well as community-based settings. Programs funded under this service area are expected to be well-versed in the local juvenile justice and adult criminal justice systems, as well as knowledgeable in youth development principles and able to provide culturally competent services that address the unique needs of those involved in the justice system.

SECTION 4: JUSTICE SERVICES

The Justice Services Service Area consists of five strategies: **Cultural Programming, Detention Based Services, Girls' and Young Women's Programming, Multi-Service and Young Adult Court Case Management.** The overall goals and services of this service area largely mirror those of DCYF's current Service Area Violence Prevention and Intervention (VPI). However, with the exception of Detention Based Services, all strategies in the Justice Services Service Area are new for DCYF. Depending on their specific program content and target populations, programs funded under DCYF's existing Secondary Prevention and Alternative Education Strategies may be able to apply under this service area or three other service areas: Mentorship; Enrichment, Leadership and Skill Building; or Educational Supports. Additionally, DCYF will continue to support the Community Assessment and Referral Center (CARC) and will work closely with collaborative partners to determine appropriate diversion services. An RFQ for this initiative will be issued after the beginning of the 2018-2023 funding cycle.

SERVICE AREA NEED

Despite marked declines in the number of youth involved in the juvenile justice system both nationally and locally, African American children and youth are still detained and incarcerated at disproportionately high rates in San Francisco's Juvenile Hall and jails. Recent estimates based on data from the San Francisco Juvenile Probation Department show that in 2015, 11% of San Francisco's African American children ages 10 to 18 were involved in the juvenile justice system, compared to just one and a half percent of all youth ages 10 to 18 in San Francisco. In the same year Hispanic/Latino children and youth were also disproportionately represented in the juvenile justice system, with just under 2% having systems-involvement as compared to only half a percent of their White peers. Furthermore, according to the Adult Probation Department, between 2012 and 2014, 25% of San Francisco adult arrests were young men and women ages 18 to 24. Also according to the Adult Probation Department, young adults under age 25 comprised 20% of the jail population, 25% percent of criminal court cases, and 21% of Adult Probation's active caseload. When these statistics from the adult justice system are disaggregated by race/ethnicity, the disparities in systems involvement are even more pronounced than those found in the juvenile justice system.

Research conducted by the Justice Policy Institute and Annie E. Casey Foundation has shown that detention can be harmful for young people in both the short and long term. Placement in locked detention facilities disrupts schooling, increasing the likelihood that youth will fail classes or drop out. Compared to youth who have not spent time in custody, young people who spend time in custody are less likely to find employment and more likely to suffer mental health problems. Additionally, research suggests that formal processing is not always effective in reducing delinquent behavior.

Decades of research points to several root causes for youth involvement in the justice system: poverty, disconnect or underperformance in school and unresolved trauma. American Community Survey estimates from 2014 show 54% of San Francisco's African American children and youth ages 0-17 to be living below 300% of the Federal Poverty Level. In the 2014-15 school year, African American high school students accounted for 41% of all suspensions even though they only comprised 10% of the SFUSD student population. Additionally, while the overall high school graduation rate was 85% in 2014-15, the rate for African American

SECTION 4: JUSTICE SERVICES

students was just 71%. In terms of trauma, in 2012 53% percent of homicide victims and 63% of shooting victims in San Francisco were African American, with 39% between the ages of 18 and 25 years old.

The disparities and the research behind effective juvenile justice practices point to a need for a systems-level approach. In leveraging its values of collaboration and partnership, DCYF worked with the Juvenile Probation Department and the Department of Public Health under the guidance of the Juvenile Justice Coordinating Council to identify points of justice system-involvement where the provision of supports and services would be most beneficial for children and youth. The strategies in this service area target specific subsets of the systems-involved youth population based on location of detention (Juvenile Hall, Adult Detention, specific jails), point in the adjudication process, probation status and receipt of court referrals for alternatives to secure confinement. By broadening access to supports and services across the justice system, systems-involved children and youth can successfully complete their court mandates, exit the system, reenter their communities and reduce their chances for further justice-systems involvement.

SECTION 4: JUSTICE SERVICES STRATEGY: CULTURAL PROGRAMMING

ALLOCATION RANGE: \$1,425,000-\$1,575,000

APPROXIMATE NUMBER OF GRANTS: 3-5

Target Population:

The Cultural Programming Strategy has two target populations. Applicants **will choose to serve one or both of the following target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco youth ages 10-21 who are pre and post-adjudicated or are court referred as an alternative to secure confinement
2. San Francisco disconnected TAY ages 18-24 who have been charged, indicted or who are on active probation

RESTRICTION: Applicants to the Cultural Programming Strategy **are not eligible** to apply to the Multi-Service Strategy. Applicants are encouraged to choose the strategy that best fits their program.

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

Description:

The Cultural Programming Strategy is designed to address the unique needs of youth of color involved in the juvenile or adult criminal justice systems. The Cultural Programming Strategy seeks to leverage culturally based approaches to help reduce the chance of further engagement with the juvenile or adult criminal justice systems. Programs will provide a range of services including case management, mentorship, skill building opportunities, educational reengagement, access to resources, life skills workshops and other supports. The Cultural Programming Strategy targets youth who are pre- and post-adjudicated or are court referred as an alternative to secure confinement and disconnected TAY who have been charged, indicted or who are on active probation.

Strategy Goals:

1. To provide opportunities to engage in supportive, culturally based programming that improves resiliency and coping skills
2. To provide activities that help develop skills, encourage the pursuit of positive future possibilities, offer outlets for positive communication and connect participants with adult allies
3. To ensure participants have access to culturally informed services that meet their needs
4. To support successful transitions for participants reentering the community
5. To decrease the likelihood of participants progressing deeper into the juvenile or adult criminal justice system

SECTION 4: JUSTICE SERVICES

STRATEGY: CULTURAL PROGRAMMING

Strategy Requirements:

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

Program Structure Requirements for All Cultural Programming:

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. Referral Sources: programs must only accept referrals from the Juvenile and Adult Probation Departments, the District Attorney, Public Defender and Juvenile and Young Adult Courts.
3. Curriculum Based: program activities must have specific skill-building goals and utilize a sequenced curriculum that is evidence-based or based on proven practices. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Supportive Services: programs must provide transportation and assist with basic needs. Additionally, programs must consider issues related to neighborhood or turf when constructing cohorts to ensure participant safety.
5. Ongoing Support and Connection to Additional Resources: programs must provide ongoing support to help participants address the complex needs present within their lives. Programs must have an established process for connecting participants to needed resources. These connections should emphasize warm handoffs and ongoing communication between programs providing services.
6. 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).
7. 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.
8. 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.
9. Established Relationships with System Partners: programs must be knowledgeable about the juvenile and adult criminal justice systems and have established relationships with San Francisco's Juvenile and Adult Courts, Juvenile and Adult Probation, Public Defender's Office, Police Department and/or District Attorney's Office.
10. Regular Communication and Coordination: programs must share updates and reports on the progress of their participants with the Juvenile and Adult Probation Departments, Public Defender, District Attorney

SECTION 4: JUSTICE SERVICES STRATEGY: CULTURAL PROGRAMMING

and Juvenile and Adult Courts upon request. In addition, programs must remain in communication about staffing and personnel changes to ensure access and to minimize the possibility of gaps in service.

1. Regular Grantee Convenings: programs must attend regular meetings convened by DCYF and justice systems partners. The purpose of these meetings is to promote coordination between the justice system partners and grantees, build relationships and work through system challenges.

Program Content Requirements for All Cultural Programming:

1. Culturally Focused Programming: programs must give system involved youth and disconnected TAY the opportunity to strengthen their sense of identity and build resiliency while engaging in activities that are informed by their culture. Programming in this strategy should include a range of highly structured approaches for engaging participants and educating them about their cultural background, history and values. In addition, programs may also look to leverage cultural assets through mentorship, project based learning, caregiver/family engagement, community service, recreational activities, restorative justice programming, etc.
2. Case Management: programs must provide case management for participants. Case management must include initial assessment and periodic reassessment of client assets and needs, development and periodic revision of case plans, monitoring of progress and recording of case notes, barrier removal and connection to resources, access to additional outside supports and activities as needed and clinical supervision to support staff case managers.
3. 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.
4. Social and 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.

Additional Requirements for Cultural Programming for Youth (10-21):

1. Juvenile Probation Certification: programs must successfully complete all elements of the Juvenile Probation Department's Certification process which includes (but is not limited to) the following topics: referral processes, Prison Rape Elimination Act (PREA) training and certification and mandatory workshops alongside Deputy Probation Officers and justice system partners.

SECTION 4: JUSTICE SERVICES
STRATEGY: CULTURAL PROGRAMMING

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe how the proposed program will provide case management including how participants will be assessed, case plans will be developed, case notes and files will be maintained and case managers will receive clinical supervision.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the agency's knowledge of and experience with the Juvenile and Adult justice systems. In your answer, describe how the proposed program will establish and maintain relationships with referral sources within the system to ensure the communication of updates and progress reports.	900
	Describe how the proposed program will provide structured cultural programming that gives participants the opportunity to explore topics, build skills and support their growth and education. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the proposed program will provide supportive services and ensure participant safety.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 4: JUSTICE SERVICES STRATEGY: DETENTION BASED SERVICES

ALLOCATION RANGE: \$475,000-\$525,000

APPROXIMATE NUMBER OF GRANTS: 3-5

Target Population:

The Detention Based Services Strategy has two target populations. **Applicants will choose one target population to address in each proposal** under this strategy. Applicants choosing to serve both target populations **must submit separate proposals**.

1. San Francisco youth ages 10-21 in Juvenile Detention
2. San Francisco disconnected TAY ages 18-24 in Adult Detention

RESTRICTION: Applicants to the Detention Based Services Strategy **are not eligible** to apply to the Multi-Service strategy. Applicants are encouraged to choose the strategy that best fits their program.

Description:

The Detention Based Services Strategy is designed to support programs that help build pro-social skills and resiliency for youth and disconnected TAY in detention. Detention Based Services programs will engage participants in positive activities that aim to help them see beyond their current circumstances. Detention Based Services programs must be flexible and offer services to participants regardless of their lengths of stay in detention. While programs will only operate in detention settings, they may seek to connect youth and disconnected TAY to services upon exit. The Detention Based Services Strategy targets youth in juvenile detention and disconnected TAY in adult detention and can include, but is not limited to activities such as enrichment programming, skill and knowledge building activities and other opportunities to build resiliency.

Strategy Goals:

1. To provide opportunities for youth and disconnected TAY in detention to engage in positive activities that improve resiliency and coping skills
2. To provide activities that help develop skills, encourage the pursuit of positive future possibilities, offer outlets for positive communication and connect participants with adult allies

Strategy Requirements:

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

Program Structure Requirements for All Detention Based Services Programs:

1. **Curriculum Based:** program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum must be structured but also flexible enough to account for youth and/or disconnected transitional age youth entering and exiting detention and staying for variable lengths of time.

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STRATEGY: DETENTION BASED SERVICES

2. Modular Programming: programs, especially those providing services at the Juvenile Justice Center, must be able to account for the generally short time that youth are in custody while still ensuring that activities and services are beneficial. Programs will need to provide modular programming that can be contained within a short number of sessions or extended for youth and or disconnected transitional age youth in extended custody.
3. 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).
4. 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.
5. Health and Nutrition: if allowed by the regulations of the detention location where programming is occurring, programs should provide a healthy snack if operating for two hours or more. If allowed, programs must provide youth with water and avoid serving sugar-sweetened beverages such as soda or sports drinks.
6. Knowledge of Detention Based Programming: programs must have an established approach for delivering programming in juvenile and/or adult detention facilities and demonstrate experience providing services to youth and disconnected TAY in detention.
7. Regular Communication and Coordination: programs must share updates and reports on the progress of their participants with the Juvenile and Adult Probation Departments and the Sheriff's Department upon request. In addition, programs must remain in communication about staffing and personnel changes to ensure access and to minimize the possibility of gaps in service.
8. Regular Grantee Convenings: programs must attend regular meetings convened by DCYF and justice systems partners. The purpose of these meetings is to promote coordination between the justice system partners and grantees, build relationships and work through system challenges.

Program Content Requirements for All Detention Based Services Programs:

1. Enrichment, Skill Building, Gender Responsive or Culturally Focused Programming: programs must provide structured programming that gives youth and or disconnected TAY in detention the opportunity to explore topics, build skills, support their growth and education and/or engage in gender responsive or culturally focused activities all designed to increase resiliency as they prepare to reenter the community. In addition, while Detention Based Services programs will only operate in detention settings, programs may intentionally connect participants they are working with to additional services or resources once they have exited custody.
2. Family Partnership: programs should strive to 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.

SECTION 4: JUSTICE SERVICES
STRATEGY: DETENTION BASED SERVICES

3. Social and 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.

Additional Requirements for Programs Serving Youth in Juvenile Detention (10-21):

1. Detention Based: Juvenile Justice Center or Log Cabin Ranch: programs may provide services either at the Juvenile Justice Center in San Francisco or at Log Cabin Ranch located in La Honda. Programs providing services at Log Cabin Ranch must be able to travel to and from the ranch to provide services regularly.
2. Juvenile Probation Certification: programs must successfully complete all elements of the Juvenile Probation Department’s Certification process which includes (but is not limited to) the following topics: referral processes, Prison Rape Elimination Act (PREA) training and certification and mandatory workshops alongside Deputy Probation Officers and justice system partners.

Additional Requirements for Programs Serving Disconnected Transitional Age Youth in Detention:

1. Detention Based: County Jail 2 or 5: programs serving disconnected TAY may provide services either at County Jail #2 (425 7th Street, San Francisco) or County Jail #5 (1 Moreland Drive, San Bruno).

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the agency's knowledge of and experience with the Juvenile and Adult justice systems.	900
	Describe how the proposed program will address the variable nature of the population in juvenile and adult detention settings.	900

SECTION 4: JUSTICE SERVICES
STRATEGY: DETENTION BASED SERVICES

Question Section	Question Text	Number of Characters for Response
	Describe how the proposed program will provide programming that gives youth and or disconnected TAY in detention the opportunity to explore topics, build skills, support their growth and education and/or engage in gender responsive or culturally focused activities. Describe how the topics covered in the proposed program will build resiliency and help prepare youth in detention to reenter the community.	1400
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 4: JUSTICE SERVICES

STRATEGY: GIRLS' AND YOUNG WOMEN'S PROGRAMMING

ALLOCATION RANGE: \$1,425,000-\$1,575,000

APPROXIMATE NUMBER OF GRANTS: 3-5

Target Population:

The Girls' and Young Women's Programming Strategy has two target populations. Applicants will choose to serve **one or both of the following target populations** and will be required to answer specific questions in their proposals depending on their selection:

1. San Francisco girls and young women ages 10-21 who are pre and post-adjudicated or are court referred as an alternative to secure confinement
2. San Francisco disconnected transitional age young women ages 18-24 who have been charged, indicted or who are on active probation

RESTRICTION: Applicants to the Girls' and Young Women's Programming Strategy **are not eligible** to apply to the Multi-Service Strategy. Applicants are encouraged to choose the strategy that best fits their program.

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

Description:

The Girls' and Young Women's Programming Strategy is designed to address the unique needs of system-involved girls and disconnected transitional age young women. Programs in this strategy will focus on promoting the development and resiliency of girls and young women by helping them build the skills and knowledge needed to increase their chance of future success. Programs will provide a range of services including case management, mentorship, skill building opportunities, educational reengagement, access to resources, life skills workshops and other supports. The Girls' and Young Women's Programming Strategy targets girls who are pre- and post-adjudicated or are court referred as an alternative to secure confinement and disconnected transitional age young women who have been charged, indicted or who are on active probation.

Strategy Goals:

1. To provide opportunities to engage in supportive, gender responsive activities that improve resiliency and coping skills
2. To provide activities that help develop skills, encourage the pursuit of positive future possibilities, offer outlets for positive communication and connect participants with adult allies
3. To ensure the participants have access to gender responsive services that meet their needs
4. To support successful transitions for participants reentering the community

SECTION 4: JUSTICE SERVICES

STRATEGY: GIRLS' AND YOUNG WOMEN'S PROGRAMMING

5. To decrease the likelihood of participants progressing deeper into the juvenile or adult criminal justice system

Strategy Requirements:

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

Program Structure Requirements for All Girls' and Young Women's Programming:

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. Referral Sources: programs must only accept referrals from the Juvenile and Adult Probation Departments, the District Attorney, Public Defender and Juvenile and Young Adult Courts.
3. Curriculum Based: program activities must have specific skill-building goals and utilize a sequenced curriculum that is evidence-based or based on proven practices. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Supportive Services: programs must provide transportation and assist with basic needs. Additionally, programs must consider issues related to neighborhood or turf when constructing cohorts to ensure participant safety.
5. Ongoing Support and Connection to Additional Resources: programs must provide ongoing support to help participants address the complex needs present within their lives. Programs must have an established process for connecting participants to needed resources. These connections should emphasize warm handoffs and ongoing communication between programs providing services.
6. 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).
7. 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.
8. 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.
9. Established Relationships with System Partners: programs must be knowledgeable about the juvenile and adult criminal justice systems and have established relationships with San Francisco's Juvenile and Adult Courts, Juvenile and Adult Probation, Public Defender's Office, Police Department and/or District Attorney's Office.

SECTION 4: JUSTICE SERVICES

STRATEGY: GIRLS' AND YOUNG WOMEN'S PROGRAMMING

10. Regular Communication and Coordination: programs must share updates and reports on the progress of their participants with the Juvenile and Adult Probation Departments, Public Defender, District Attorney and Juvenile and Adult Courts upon request. In addition, programs must remain in communication about staffing and personnel changes to ensure access and to minimize the possibility of gaps in service.
11. Regular Grantee Convenings: programs must attend regular meetings convened by DCYF and justice systems partners. The purpose of these meetings is to promote coordination between the justice system partners and grantees, build relationships and work through system challenges.

Program Content Requirements for All Girls' and Young Women's Programming:

1. Enrichment, Skill Building or Culturally Focused Programming: programs must provide structured programming that gives girls and disconnected transitional age young women the opportunity to explore topics, build skills, support their growth and education and/or engage in culturally based activities all designed to increase resiliency. Programming may include but is not limited to mentorship, tutoring, life skills training, recreational activities, restorative justice programming, caregiver/family engagement, etc.
2. Case Management: programs must provide case management for participants. Case management must include initial assessment and periodic reassessment of client assets and needs, development and periodic revision of case plans, monitoring of progress and recording of case notes, barrier removal and connection to resources, access to additional outside supports and activities as needed and clinical supervision to support staff case managers.
3. 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.
4. Social and 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.

Additional Requirements for Girls' and Young Women's Programming (10-21):

1. Juvenile Probation Certification: programs must successfully complete all elements of the Juvenile Probation Department's Certification process which includes (but is not limited to) the following topics: referral processes, Prison Rape Elimination Act (PREA) training and certification and mandatory workshops alongside Deputy Probation Officers and justice system partners.

SECTION 4: JUSTICE SERVICES
STRATEGY: GIRLS' AND YOUNG WOMEN'S PROGRAMMING

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe how the proposed program will provide case management including how participants will be assessed, case plans will be developed, case notes and files will be maintained and case managers will receive clinical supervision.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the agency's knowledge of and experience with the Juvenile and Adult justice systems. In your answer, describe how the proposed program will establish and maintain relationships with referral sources within the system to ensure the communication of updates and progress reports.	900
	Describe how the proposed program will provide structured gender responsive programming that gives participants the opportunity to explore topics, build skills, support their growth and education and/or engage in culturally based activities. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the proposed program will provide supportive services and ensure participant safety.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 4: JUSTICE SERVICES STRATEGY: MULTI-SERVICE

ALLOCATION RANGE: \$4,655,000-\$5,145,000

APPROXIMATE NUMBER OF GRANTS: 5-7

Target Population:

The Multi-Service Strategy has two target populations. Applicants must serve both target populations. Programs applying under this strategy will not be eligible to apply under the Detention Based Services, Girls' and Young Women's Programming or Cultural Programming Strategies.

1. San Francisco juvenile justice involved youth ages 10-21
2. San Francisco adult criminal justice involved disconnected transitional age youth ages 18-24

RESTRICTION: Applicants to the Multi-Service Strategy are not eligible to apply to the Detention Based Services, Girls' and Young Women's Programming or Cultural Programming Strategies. Applicants are encouraged to choose the strategy that best fits their program.

Description:

The Multi-Service Strategy is designed to reduce recidivism, ensure successful reentry and help youth and disconnected TAY build the skills and resiliency to prevent further engagement in the juvenile or criminal justice systems. The Multi-Service Strategy will connect participants with providers who are able to work with them throughout their involvement in the system including making initial connections, as needed, while participants are in detention. Because of the multi-faceted needs of justice-involved youth and disconnected TAY, Multi-Service programming must be broad including services that encompass those funded under other Justice Services strategies. Multi-Service programs will provide a wide range of services including, but not limited to, case management, supportive services, mentorship, skill building opportunities, educational reengagement, access to resources, life skills workshops and connection to other positive activities that will help participants complete court mandates and permanently exit the justice system. Multi-Service programs may be required to provide intensive supervision, or day or evening reporting services, as well as services that help reduce opportunities to re-offend including house arrest and/or community monitoring. Multi-Service programs may also provide services that are gender responsive and/ or culturally based, depending on the needs of their participants, and may include family partnership activities as a part of their approach. Multi-Service programs will target youth and disconnected TAY who have made formal connection with the system, are in custody or reentering their communities.

Strategy Goals:

1. To provide services and supports for youth and disconnected TAY throughout their involvement in the juvenile and adult criminal justice systems
2. To reduce recidivism for youth and disconnected TAY
3. To provide activities that help develop skills, encourage the pursuit of positive future possibilities, offer outlets for positive communication and connect participants with adult allies

SECTION 4: JUSTICE SERVICES STRATEGY: MULTI-SERVICE

4. To help youth and disconnected TAY successfully meet court mandates and conditions of probation in order to exit the juvenile or criminal justice systems
5. To support the successful transition of youth and disconnected TAY exiting the juvenile justice and adult criminal justice systems and reentering their communities
6. To provide opportunities for youth and disconnected TAY in detention to engage in positive activities that improve resiliency and coping skills

Strategy Requirements:

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

Program Structure Requirements for All Multi-Services Programs:

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. Referral Sources: programs must only accept referrals from the Juvenile and Adult Probation Departments, the District Attorney, Public Defender and Juvenile and Adult Court. In addition, Multi-Service programs will create connections to youth in detention in order to provide services to them upon release.
3. Follow Court Mandates: programs must follow all mandates and requirements of the court. In addition, programs will be required to regularly work in collaboration with the Juvenile and Adult Probation Departments, District Attorney, Public Defender, Sheriff's Department and Adult Courts to coordinate services and communicate about participant progress.
4. Ongoing Support and Connection to Additional Resources: programs must provide ongoing support to help participants address the complex needs present within their lives. Programs must have an established process for connecting participants to needed resources. These connections should emphasize warm handoffs and ongoing communication between programs providing services.
5. Supportive Services: programs must provide transportation to and from program activities or intensive supervision and assist with basic needs. Additionally, programs must consider issues related to neighborhood or turf when constructing cohorts to ensure participant safety.
6. 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).
7. 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.
8. 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.

SECTION 4: JUSTICE SERVICES STRATEGY: MULTI-SERVICE

9. Established Relationships with System Partners: programs must be knowledgeable about the juvenile and adult criminal justice systems and have established relationships with San Francisco's Juvenile and Adult Courts, Juvenile and Adult Probation, Public Defender's Office, Police Department and/or District Attorney's Office.
10. Regular Communication and Coordination: programs must share updates and reports on the progress of their participants with the Juvenile and Adult Probation Departments, Public Defender, District Attorney and Juvenile and Adult Courts upon request. In addition, programs must remain in communication about staffing and personnel changes to ensure access and to minimize the possibility of gaps in service.
11. Regular Grantee Convenings: programs must attend regular meetings convened by DCYF and justice systems partners. The purpose of these meetings is to promote coordination between the justice system partners and grantees, build relationships and work through system challenges.

Program Content Requirements for All Multi-Service Programs:

1. Enrichment, Skill Building, Gender Responsive or Culturally Focused Programming: programs must provide structured programming that gives youth and disconnected TAY the opportunity to explore topics, build skills, support their growth and education and/or engage in culturally based and or gender responsive activities all designed to increase resiliency as youth prepare to reenter the community. Programming may include but is not limited to mentorship, tutoring, life skills training, recreational activities, restorative justice programming, etc.
2. Case Management: programs must provide case management for participants from the point of referral into the program until exit from the system. Case management must include initial assessment and periodic reassessment of client assets and needs, development and periodic revision of case plans, monitoring of progress and recording of case notes, barrier removal and connection to resources, access to additional outside supports and activities as needed and clinical supervision to support staff case managers.
3. 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.
4. Social and 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.

Additional Requirements for Multi-Service Programs for Youth (10-21):

1. Juvenile Probation Certification: programs must successfully complete all elements of the Juvenile Probation Department's Certification process which includes (but is not limited to) the following topics: referral processes, Prison Rape Elimination Act (PREA) training and certification and mandatory workshops alongside Deputy Probation Officers and justice system partners.

**SECTION 4: JUSTICE SERVICES
STRATEGY: MULTI-SERVICE**

2. Monitoring and Day and Evening Reporting Service Hours: programs may be required to provide intensive supervision and/or provide reporting service hours both during the day and evening hours as requested by the Juvenile Probation Department.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe how the proposed program will provide case management including how participants will be assessed, case plans will be developed, case notes and files will be maintained and case managers will receive clinical supervision.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the agency's knowledge of and experience with the Juvenile and Adult justice systems. In your answer, describe how the proposed program will establish and maintain relationships with referral sources within the system to ensure the communication of updates and progress reports.	900
	Describe how the proposed program will provide structured programming that gives youth and or disconnected TAY the opportunity to explore topics, build skills, support their growth and education and/or engage in gender responsive or culturally focused activities. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the proposed program will work in collaboration with the Juvenile Courts, Juvenile Probation Department and the District Attorney to implement programming that provides an alternative to detention.	900
	Describe how the proposed program will provide supportive services and ensure participant safety.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900

**SECTION 4: JUSTICE SERVICES
STRATEGY: MULTI-SERVICE**

Question Section	Question Text	Number of Characters for Response
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 4: JUSTICE SERVICES

STRATEGY: YOUNG ADULT COURT CASE MANAGEMENT

ALLOCATION RANGE: \$760,000-\$840,000

APPROXIMATE NUMBER OF GRANTS: 1-2

Target Population:

1. San Francisco disconnected transitional age youth ages 18-24 who have felony and misdemeanor cases **and are referred from the Young Adult Court**

Description:

The Young Adult Court Case Management Strategy is designed to support the Young Adult Court, a collaborative court model that offers alternative to detention programming designed for disconnected TAY. The Young Adult Court Case Management Strategy will provide case management to participants for 10 to 18 months within the four distinct phases of the Young Adult Court model: (1) Engagement and Assessment, (2) Stability and Accountability, (3) Wellness and Community Connection and (4) Program Transition. The model is highly structured and directed by the Young Adult Court administrative collaborative team comprised of the Young Adult Court Judge and Superior Court, the District Attorney's Office, the Public Defender's Office and the Adult Probation Department. The Young Adult Court Case Management Strategy targets disconnected TAY who have been referred by the Young Adult Court.

Strategy Goals:

1. To provide case management and supportive services in alignment and collaboration with the Young Adult Court model
2. To reduce recidivism for disconnected TAY and increase positive legal outcomes through successful completion of the Young Adult Court model
3. To increase the possibility of positive long term outcomes by connecting participants with employment opportunities, substance abuse counseling and support, and housing
4. To increase the development of life skills, wellness outcomes and access to community resources

Strategy Requirements:

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

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. **Referral Source:** programs must only accept referrals from the Young Adult Court. Referred disconnected transitional age youth may have felony and misdemeanor cases and may or may not be on adult probation.
3. **Case Conference Participation:** program staff must participate in Young Adult Court case conference and court sessions.

SECTION 4: JUSTICE SERVICES

STRATEGY: YOUNG ADULT COURT CASE MANAGEMENT

4. Supportive Services: programs must provide transportation and assist with basic needs. Additionally, programs must consider issues related to neighborhood or turf when constructing cohorts to ensure participant safety.
5. Ongoing Support and Connection to Additional Resources: programs must provide ongoing support to help participants address the complex needs present within their lives. Programs must have an established process for connecting participants to needed resources. These connections should emphasize warm handoffs and ongoing communication between programs providing services.
6. 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).
7. 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.
8. 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.
9. Established Relationships with System Partners: programs must have knowledge of the Young Adult Court model and key services and have established relationships with the Young Adult Court Judge and Superior Court, District Attorney's Office, Public Defender's Office, and Adult Probation Department.
10. Reporting: programs will be required to enter data into the Young Adult Court Database.
11. Regular Communication and Coordination: programs must share regular updates and reports on the progress of their participants with the Young Adult Court upon request. In addition, programs must remain in communication about staffing and personnel changes to ensure access and to minimize the possibility of gaps in service.
12. Regular Grantee Convenings: programs must attend regular meetings convened by Young Adult Court and DCYF and justice systems partners. The purpose of these meetings is to promote coordination between the justice system partners and grantees, build relationships and work through system challenges.

Program Content Requirements:

1. Four Phases of Services: programs must support participants in all four phases of the Young Adult Court model. These phases include (1) Engagement and Assessment, (2) Stability and Accountability, (3) Wellness and Community Connection and (4) Program Transition. The services in each phase will depend on each client and their level of engagement.
2. Case Management: programs must provide each participant with approximately 10 to 18 months of case management services. Programs will support all key services of the Young Adult Court model which includes, but is not limited to, providing orientation, wellness care plans, intensive case management service, life skills and other relevant group sessions, and offering rewards and responses.

SECTION 4: JUSTICE SERVICES
STRATEGY: YOUNG ADULT COURT CASE MANAGEMENT

3. Assessment: programs must lead the assessment process of participants over multiple sessions for all cases referred to Young Adult Court in conjunction with the Young Adult Court partner agencies.
4. Family Partnership: programs should strive to create opportunities for families and other community supporters 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, parenting workshops, connections to resources, etc.
5. Social and 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.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe how the proposed program will provide case management including how participants will be assessed, case plans will be developed, case notes and files will be maintained and case managers will receive clinical supervision.	900
	Describe any established relationships the proposed program maintains with other service providers or systems and discuss how these connections will be used to support participants.	900
	Describe the agency's knowledge of and experience with the Young Adult and Superior Court, District Attorney's Office, Public Defender's Office, and Adult Probation Department. In your answer, describe how the proposed program will establish and maintain relationships with the YAC and its partner agencies to ensure the communication of updates and progress reports.	900
	Describe how the proposed program will meet the requirements of the strategy for leading the assessment process and engaging participants throughout the four phases of service.	900
	Describe how the proposed program will provide supportive services and ensure participant safety.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA

SECTION 4: JUSTICE SERVICES
STRATEGY: YOUNG ADULT COURT CASE MANAGEMENT

Question Section	Question Text	Number of Characters for Response
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 5: MENTORSHIP

STRATEGIES IN THIS SERVICE AREA

Type	Strategy	Target Population(s)	Allocation Range	Number of Grants Range	Page
RFP	Mentorship	<ol style="list-style-type: none"> 1. San Francisco middle school girls in grades 6-8 who are African-American, Hispanic/Latino, Pacific Islander or low-income Asian 2. San Francisco children of incarcerated parents ages 12-17 3. San Francisco disconnected TAY ages 18-24 	\$710,000-\$790,000	1-3	107

SERVICE AREA DESCRIPTION

The Mentorship Service Area seeks to support programs that provide opportunities for middle school girls, children of incarcerated parents and disconnected TAY to connect with caring adult mentors. The programs funded under this service area will connect youth with caring adults who will work with them over an extended period of time to provide motivation, guidance and support with the ultimate aim of achieving positive goals, exploring new possibilities and increasing the youth's self-esteem and confidence. These programs are expected to be rooted in youth development principles and to provide culturally competent services. While they may operate using a diverse set of practices, mentoring programs funded under this service area are envisioned to be most effective when the program structure includes a professional youth worker who coordinates program experiences and connection to resources, mechanisms that ensure mentors are trained and supported, and practices that base the mentoring relationship on the goals and interests of the youth.

The Mentorship Service Area consists of one strategy, **Mentorship**. This is a new service area and strategy for DCYF. Services funded under the Mentorship Strategy are envisioned to be different from the case management services funded under DCYF's existing Violence Prevention and Intervention (VPI) Service Area. While linkage and referral to resources and navigating systems is certainly an aspect of the mentor's role in the relationship, it is not the focus of the relationship. The focus is helping mentees build self-esteem and confidence, explore possibilities and achieve goals through a relationship with a caring adult role model.

SERVICE AREA NEED

Research presented by Child Trends draws connections between caring non-parental adult relationships and a broad range of positive outcomes for youth including increased emotional resiliency and self-esteem, development of social skills, and decreased symptoms of depression, anxiety, sexual risk behaviors and drug use. Caring adult relationships have also been found to have a positive impact on school connectedness and academic outcomes. For example, students who meet regularly with mentors are less likely than their peers to miss school. Moreover, at-risk youth who have mentors are more likely to enroll in college than those without mentors.

SECTION 5: MENTORSHIP

Girls

Developmental theories have long suggested that adolescence marks an important shift toward independence, separation and development of self-identity. Girls, however, face pressure from peers and the social environment that may discourage the discovery and expression of their “true selves”. Gender norms and the “female ideal” promoted by a social media-saturated, sexist and violent culture make girls today increasingly vulnerable to a variety of physical, social, emotional and mental health problems. This can be observed in the social and emotional learning assessments conducted by the CORE Districts in California. The data show stark differences in self-efficacy scores between girls and boys, particularly during middle school. Additionally, youth risk behavior surveys in San Francisco show girls to report higher than average rates of suicidal ideation. Having a mentor to help navigate these difficult social and cultural contexts supports the growth and development of a positive self-identity for middle school girls.

Children of Incarcerated Parents

A 2015 survey of incarcerated adults in the San Francisco County jail system found that 59% are parents or primary caregivers of a child under the age of 25, yet only 35% report having visits with at least one of their children. For children of incarcerated parents, the ability to develop healthy relationships is compromised due to the stress and trauma of the major disruption to their primary relationship attachments. Compounding on the stress and trauma of their parent’s incarceration is the strong possibility of being removed from their home and experiencing another type of family disruption. Without the stability of a caring adult relationship, children of incarcerated parents are at heightened risk for poor academic outcomes, involvement in the justice system, substance abuse disorders, and serious mental and physical health issues.

Disconnected TAY

While a variety of circumstances and conditions describe the population of disconnected TAY in San Francisco, recent reports and available data suggest that these youth lack stable and secure relationships with caring adults. In the 2017 Homeless Point in Time Count and Survey, 62% of homeless youth in the Bay Area reported not having a caring adult in their lives. During community input sessions conducted by DCYF for the 2016 Community Needs Assessment, disconnected TAY expressed interest in pathways to upward mobility and mentorship with adults in their communities who had successfully transitioned out of public housing, off public assistance and into gainful employment and independent living.

SECTION 5: MENTORSHIP STRATEGY: MENTORSHIP

ALLOCATION RANGE: \$710,000-\$790,000

APPROXIMATE NUMBER OF GRANTS: UP TO 3

Target Population:

The Mentorship Strategy has three target populations. **Applicants will choose one of the three target populations to address in each proposal** under this strategy. Applicants choosing to serve multiple target populations **must submit separate proposals for each population**.

1. San Francisco middle school girls in grades 6-8 who are African American, Hispanic/Latino, Pacific Islander or low-income Asian
2. San Francisco children of incarcerated parents ages 12-17
3. San Francisco disconnected TAY ages 18-24

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

Description:

The Mentorship Strategy is designed to provide youth with opportunities to become connected to caring adult role models who can support them in their upward mobility and success. Mentorship programs will offer activities that support the development of caring relationships between youth and mentors, individual and group support, connection to needed services and resources and positive social and emotional learning. Mentorship programs target middle school girls who are African American, Hispanic/Latino, Pacific Islander or low-income Asian, children of incarcerated parents or disconnected TAY and can be implemented using a range of programming models.

Strategy Goals:

1. To increase participants' access to long-lasting, caring, positive adult relationships

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2. To increase participants' connection to resources
3. To reduce the impact of trauma on participants and increase their peer, family and community relationships, self-esteem and self-identity
4. To provide middle school girls with programming that increases interpersonal awareness, educational achievement and positive usage of social media
5. To provide children of incarcerated parents with programming that results in reduced social isolation
6. To provide disconnected TAY with programming that increases awareness and interest in improving life skills, education and employment and helps build self-regulation and decision making skills

Strategy Requirements:

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

Program Structure Requirements for All Mentorship Programs:

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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs 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. Planning Period: agencies receiving funding under the Mentorship Strategy will be provided with a planning period lasting up to one year to help solidify their programs and build their recruitment mechanisms for both mentors and participants. DCYF will negotiate the details of the planning period with awarded grantees after the RFP process is complete. Therefore, applicants should provide a budget in their proposal that represents **one year of full programmatic operations**, not including the planning period.

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Program Content Requirements for All Mentorship Programs:

1. Structured Activities: programs must offer structured group and individual activities for mentors and mentees that foster relationship building and a shared sense of youth-identified goals. Program activities should be related to the goals and needs of the target population and may include, but are not limited to, cultural identity programming, exposure to college and careers, social and emotional development and understanding of an ability to navigate services and resources.
2. Long Term: programming must establish a connection between the mentor and the participant that lasts at least six months. These connections should be designed to support the development and fostering of long term relationships between mentors and participants.
3. Youth Goal Focused: programs must utilize the goals of participants to guide the focus and activities of the mentor-mentee relationship.
4. Mentor Recruitment, Screening and Training: programs must have an established process for recruiting and screening mentors that includes background checks (in compliance with city contracting requirements) and the following components:
 - Mentor Screening: programs must screen prospective mentors to determine whether they have the time, commitment and personal qualities to be safe and effective mentors.
 - Mentor Training: programs must provide training for prospective mentors and mentees on the basic knowledge, attitudes and skills needed to build an effective and safe mentoring relationship. Potential training topics include, but are not limited to, youth development, mandated reporting, trust-building and communication strategies with the mentee and family, and culturally appropriate language and tools to build an effective and safe mentoring relationship.
5. Matching Mentors and Mentees: programs must have an established process for matching mentors and mentees using strategies that increase the odds that the mentoring relationship will endure and be effective. These strategies should take into account key factors such as gender, experience, culture, etc. Mentorship programs must also use processes that allow for the screening of both the mentor and the participant to ensure that both are fully engaged in the mentoring relationship.
6. Monitoring: programs must have an established process for monitoring the mentor-mentee relationship to ensure an effective match and to promote ongoing development. Mentorship programs must also monitor the relationship to chart progress, ensure child and youth safety and provide support to address any issues that may arise.
7. Additional Support for Mentors: programs must ensure that mentors and program staff are equipped to respond to common concerns and issues that could arise for the target population. Programs must provide additional training and support to help mentors identify issues and have procedures in place to ensure that participants' needs are addressed either in-house, through collaboration with other programs or through referral.
8. Closure: programs must have an established process to facilitate bringing the mentorship match to closure in a way that affirms the contributions of the mentor and mentee and offers opportunities to prepare for the end of the mentorship match while reflecting on the experience.
9. Family Partnership: programs must create opportunities for families and caregivers to be connected to the

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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.

10. Social and 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.

Additional Requirements for Programs Serving Children of Incarcerated Parents:

1. Facilitated Access to Visitation: programs serving children of incarcerated parents must have established partnerships with juvenile and criminal justice entities to facilitate positive engagement with the incarcerated parent and their supportive adults and to assist in facilitating access to visitation.

Additional Requirements for Programs Serving Disconnected Transitional Age Youth:

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.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900

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Question Section	Question Text	Number of Characters for Response
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Question for programs serving San Francisco Children of Incarcerated Parents ages 12-17: Describe how the proposed program will ensure that participants have access to visitation for their parents or caregivers.	900
	Question for programs serving San Francisco disconnected TAY ages 18-24: Describe how the proposed program will adjust its recruitment methods beyond traditional approaches to access and engage disconnected transitional age youth.	900
	Describe how the proposed program will recruit, screen and train volunteer mentors that are appropriate matches for the target population.	900
	Describe how the proposed program will match mentors with participants in a manner that increases the odds that the mentoring relationship will endure and be effective.	900
	Describe how the proposed program will monitor and support the mentorship relationship as well as how the proposed program will bring closure to the relationship upon completion of program activities.	900
	Describe how the proposed program will help mentors identify issues and have procedures in place to ensure that participants' needs are addressed either in house, through collaboration with other programs or through referral.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 6: OUT OF SCHOOL TIME (OST)

STRATEGIES IN THIS SERVICE AREA

Type	Strategy	Target Population(s)	Allocation Range	Number of Grants Range	Page
RFP	Beacon Community School	1. San Francisco children and youth who are enrolled in a designated SFUSD Tier 3 K-5 elementary school, Tier 3 K-8 school and/or 6-8 middle school (see strategy section for list of targeted schools)	\$11,495,000-\$12,705,000	Up to 27	114
	Comprehensive Year-Round and Summer Learning	1. San Francisco elementary school youth in grades K-5 2. San Francisco middle school youth in grades 6-8	\$13,775,000-\$15,225,000	41-60	121

NOTE: DCYF will issue an application for the Equitable Access Strategy in coordination with SFUSD after the beginning of the 2018-2023 funding cycle. This application process will be open only to providers on SFUSD's Qualified Vendor list.

NOTE: Applicants interested in the SFUSD ExCEL After-School Program Request for Qualifications can find the document here: <http://www.healthiersf.org/ExCELAfterschool/News/documents/LEADAgencyRFQ2017.pdf>

SERVICE AREA DESCRIPTION

The Out of School Time Service Area (OST) seeks to support comprehensive afterschool programming in school- and community-based settings that provide opportunities for children and youth from low-income and/or working families to engage in meaningful and relevant learning that fosters their curiosity, builds their social and emotional skills and creatively reinforces and expands on what they learn during the school day. OST programs also provide opportunities for youth to be physically active, enjoy healthy foods, explore the world around them and develop relationships with caring adults and peers. Programs funded under this service area are expected to be rooted in youth development principles and provide culturally competent services.

The Out of School Time Service Area consists of two strategies: **Beacon Community School** and **Comprehensive Year-Round and Summer Learning**. The OST Service Area is one of DCYF's existing service areas. The main difference between this iteration of the OST Service Area and the existing version is the focus on year-round programming that allows for stability, continuous learning, prevention of summer learning loss, and deeper engagement of youth and their families. To help achieve these ends, DCYF will continue to work closely in partnership with SFUSD.

SERVICE AREA NEED

High-quality out of school time programs benefit working families and low-income neighborhoods by providing safe, structured places for children while their parents work; learning opportunities that complement and reinforce the lessons of the school day; enrichment opportunities to help youth explore the world around them; and physical fitness and recreational activities to keep youth healthy. High-quality out of school time programs have been shown to have a positive impact on academic achievement for children and youth. Further, out of school time programming is preventative in that youth who are supervised during the hours of

SECTION 6: OUT OF SCHOOL TIME (OST)

3:00 to 6:00 p.m. are less likely to engage in alcohol and drug use, risky sex and delinquent behaviors. Finally, out of school time programming provides opportunities for physical activity and healthy eating and contributes to a healthy lifestyle and increased knowledge about nutrition and exercise.

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

Attendance data and anecdotal evidence show that both school- and community-based OST programs serve families with limited access to affordable healthcare, housing and food, and those who may be facing issues related to substance abuse, mental health and food insecurity. Having a safe, accessible and affordable program to which they can bring their children allows parents and families to feel a sense of safety and stability that otherwise may be missing from their home environments. In short, this service area provides a “safety net” for youth and families living in the highest-need neighborhoods in the city.

OST programs also address the academic needs of children and youth. National data shows that summer learning loss, the phenomenon where young people lose academic skills over the summer, is one of the most significant causes of the achievement gap between lower and higher income youth, and one of the strongest contributors to the high school dropout rate. High-quality, structured OST programs that offer summer programming may help mitigate these losses by providing a time for youth to practice academic skills learned during the school year and expand upon them, thus helping youth to be prepared and engaged when school starts again.

**SECTION 6: OUT OF SCHOOL TIME (OST)
 STRATEGY: BEACON COMMUNITY SCHOOL**

ALLOCATION RANGE: \$11,495,000-\$12,705,000

APPROXIMATE NUMBER OF GRANTS: UP TO 27

Target Population:

1. San Francisco students who are enrolled in a designated SFUSD Tier 3 K-5 elementary school, Tier 3 K-8 school and/or 6-8 middle school.

Agencies may partner with **a maximum of three four schools and are required to submit individual proposals for each school** that they are applying to work with.

Tier 3 K-5 Elementary Schools		Tier 3 K-8 Schools	Middle Schools	
1. Bret Harte	7. George Washington	1. Bessie Carmichael	1. A.P. Giannini	8. Marina
2. Bryant	Carver	2. Buena Vista/Horace	2. Aptos	9. Martin Luther King
3. Cesar Chavez	8. John Muir	Mann	3. Everett	10. Presidio
4. Dr. Charles Drew	9. Leonard Flynn	3. Paul Revere	4. Francisco	11. Roosevelt
5. Dr. William Cobb	10. Malcolm X Academy		5. Herbert Hoover	12. Visitacion Valley
6. El Dorado	11. Sanchez		6. James Denman	13. Willie Brown
			7. James Lick	

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

SECTION 6: OUT OF SCHOOL TIME (OST) STRATEGY: BEACON COMMUNITY SCHOOL

Description:

The Beacon Community School Strategy is designed to support the implementation of the SFUSD Comprehensive Community Schools Framework utilizing the Beacon Model (see Section 9 for the Beacon Community School Program Model and details on program design and framework). Beacon Community School programs will provide powerful learning, integrated health and social supports, and authentic family and community engagement to develop students' cognitive, social, emotional, and civic capacities. Beacon Community School programs will be student-centered, grounded in partnership and focused on the needs of students, families and the school community in order to provide youth and families with a full range of opportunities and supports. The Beacon Community School Strategy targets designated SFUSD Tier 3 K-5 elementary schools, Tier 3 K-8 Schools and 6-8 middle schools.

Strategy Goals:

1. To create expanded learning opportunities at schools in order for youth to feel safe, gain skills, develop supportive relationships and show growth in youth development and academic measures
2. To ensure that parents and caregivers have a connection to school and access to community resources at their child's school, have strong relationships with their children and other family members, and have the skills to navigate school and life more effectively
3. To create school-community partnerships that are intentionally coordinated and aligned to meet the needs of the youth and families at that school so that they can thrive
4. To support participants' development of social and emotional skills

Strategy Requirements:

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

Program Structure Requirements for All Beacon Community School Programs:

1. School Based: programs must operate on campus at a designated SFUSD Tier 3 K-5 elementary, Tier 3 K-8 school, or 6-8 middle school.
2. Curriculum Based: program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
3. Staff to Youth Ratio: programs must maintain a staff to youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to decrease the staff-to-youth ratio below this requirement.
4. Addressing Participant Mental Health Needs: programs must demonstrate established partnerships with mental health providers and/or the ability to facilitate referrals in conjunction with SFUSD School Health Program's staff where applicable.

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5. 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).
6. 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.
7. 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.
8. Leadership: programs must use the following leadership structure. Each Beacon Community Schools program must hire a Beacon Director, who will be responsible for managing all aspects of the Beacon Center, ensure fidelity to the Beacon Program model and oversee the implementation of the Comprehensive Community School Framework. The Beacon Director should spend 100% of their time working directly with their Beacon Center. Additionally, Beacon Directors will sit on the Site Leadership Team (refer to the SFUSD Comprehensive Community Schools Framework addendum for more details) for their school and serve as the ExCEL Program Manager to support the implementation of the ExCEL Quality Action Plan.
9. Volunteers and Staff: programs must demonstrate that staff and volunteers (including parent volunteers) are qualified and appropriately trained in at least youth development; the basic principles of group work, behavior management, and conflict resolution; how to set appropriate boundaries; and how to create an emotionally and physically safe environment. Programs must provide an orientation for all staff and volunteers (as needed), and, as feasible, must allow flexibility for all staff and volunteers (as needed) to access professional development and/or peer learning opportunities prior to the program's start.
10. School Partnership and Planning: programs will be required to jointly plan programmatic components in partnership with school leaders and the community. DCYF will outline minimum service hour and attendance requirements, however the final work plan and budget for this contract will not be approved until the lead agency has been identified.
11. SFUSD Qualified Vendor: programs must be an approved vendor on SFUSD's Qualified Vendor List.
12. Meetings and Convenings: programs must adhere to policies of DCYF, SFUSD and the San Francisco Beacon Initiative, and participate in activities that include, but are not limited to, monthly ExCEL Meetings, Beacon Director and Beacon Committee meetings, site visits, annual conferences, annual retreats, quarterly Executive Director convenings, etc.
13. SFUSD Principal Input into Grantee Selection: the Beacon Community School Strategy requires strong integration with SFUSD central office and school site principals. The input of each school's school site principal will be heavily considered. Therefore, school site leadership will be included in the review of proposals. Principals along with key stakeholders within the school community and the San Francisco Beacon Initiative will review the proposals to work with their school and will participate in an interview with qualified applicants. Principals will not have sole autonomy in choosing the grantee that will work at

SECTION 6: OUT OF SCHOOL TIME (OST) STRATEGY: BEACON COMMUNITY SCHOOL

their school but they will have input into the decision. Applicants to the Beacon Community School Strategy **must NOT contact school administration or staff during the writing process or before submission of their proposal. Applicants who contact school sites, including principals and other administrative staff may have their proposal disqualified** from this process.

NOTE: For public information about each school, applicants are encouraged to access the following data links and use relevant information in their proposals.

- SFUSD Data Center: <http://www.sfusd.edu/en/about-sfusd/district-data-center.html>
- Enrollment information by school:
[http://web.sfusd.edu/Services/research_public/rpa_student_enrollment/SFUSD%20School%20Site%20List%20and%20Summary-%20Student%20Enrollment%20\[Most%20Current\].pdf](http://web.sfusd.edu/Services/research_public/rpa_student_enrollment/SFUSD%20School%20Site%20List%20and%20Summary-%20Student%20Enrollment%20[Most%20Current].pdf)
- School specific information: <http://www.sfusd.edu/en/schools/all-schools.html>

Program Content Requirements for All Beacon Community School Programs:

1. Duration: programs must operate year-round, during the following periods:
 - School Year: services must be offered at least 30 weeks per school year, four days per week and two hours per day. Afterschool services must be in alignment with SFUSD ExCEL requirements.
 - Summer: services must be offered at least eight **5-8** weeks per summer, five days per week and six to eight hours per day.
2. Expanded Learning: programs must offer activities that occur before, during and after school.
 - School Day Activities: should be inclusive of the needs and interests of students and guided by clear learning goals. Examples include hosting student clubs, assisting teachers in class-based activities, hosting structured and ongoing skill-building, academic support and leadership activities.
 - Academic Support Activities: should provide all students opportunities to participate in academic support activities such as homework help and tutoring (individual or group).
 - Skill Building Activities: should intentionally focus on a specific skill, promote successively higher levels of mastery, and culminate in a final event or project that allows youth to present their work. Skill building activities can include, but are not limited to, arts; science, technology, engineering, and mathematics (STEM); culturally based activities; life skills and leadership. Activities should integrate a mix of learning styles. Activities should foster creative expression and development and include opportunities for youth to reflect on what they have learned.
 - Physical Activities: should provide all students the opportunity to participate in at least 30 minutes of physical activity per day, including, but not limited to, structured games, sports, dance, and martial arts.
3. Behavior Health and Wellness: programs must collaborate closely with their school site's efforts around Behavioral Health and Wellness. This includes representation on the school's Student Assistance Program team, participation in Student Support Team meetings when appropriate, and close alignment with each site's Positive Behavior Intervention and Supports initiatives. Programs may also broker new Behavioral Health and Wellness community partnerships in collaboration with the school site administration and social worker.

SECTION 6: OUT OF SCHOOL TIME (OST) STRATEGY: BEACON COMMUNITY SCHOOL

4. **Grade-Specific Transition Supports:** programs must provide transition supports to youth entering kindergarten, 6th and 9th grades. The following guidelines detail the specific supports that will be required for each group:
 - **Programs Serving Rising Kindergartners:** must provide support that focuses on school readiness including self-regulation, social and emotional learning, basic numeracy and math and literacy and phonemic awareness. Programs must also work with families, including follow up of at least six months, to promote and develop home practices that support school readiness.
 - **Programs Serving Rising 6th and 9th Graders:** must use a sequenced curriculum that includes at least two of the following topics: life skills, social and emotional learning and/or academic/career support. Programs should also ensure that participants have opportunities to explore college, career and other post-secondary relevant pathways and are able to engage in leadership development opportunities including service learning, civic engagement and/or leadership roles within the program. Programs must also work in partnership with families to create an Individual Learning Plan for each participant.
5. **Events:** programs must host the following three events:
 - **Lights On Afterschool:** held in October to celebrate National Public Awareness day and highlight the importance of afterschool programs;
 - **Year End Culminating Event:** a showcase of students' projects and learning, as well as the fun that occurred throughout the year and
 - **Summer Learning Day:** a day that highlights the importance of summer programs.
6. **Family Partnership:** programs must provide opportunities for capacity building for both families and staff to effectively partner together. Partnership opportunities should be open to all family members that support student(s). Capacity building activities should focus on how to best support children's learning and development and integrating families within the school culture and community. Family partnership and capacity building activities must align with SFSUD Family Engagement standards and support the SFUSD Family Partnership Academy. Activities include but are not limited to creating a welcoming culture/orientations, volunteer/leadership opportunities, workshops, events that are linked to student learning etc.
7. **Social and 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.

Additional Requirements for Beacon Community School Programs Serving K-5 elementary schools:

1. **Expanded Learning Service Levels**
 - **Afterschool:** ExCEL Designated Average Daily Attendance
 - **Summer Program:** 75 Youth
 - **School Day:** 50% of School Enrollment
2. **Family Partnerships:** 20% of School Enrollment

SECTION 6: OUT OF SCHOOL TIME (OST) STRATEGY: BEACON COMMUNITY SCHOOL

3. Behavioral Health and Wellness: Service level target should be planned in partnership with the school during workplan negotiations

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

1. Expanded Learning Service Levels
 - Afterschool: ExCEL Designated Average Daily Attendance
 - Summer Program: 150 Youth
 - School Day: 40% School Enrollment
2. Family Partnerships: 20% of School Enrollment
3. Behavioral Health and Wellness: Service level target should be planned in partnership with the school during workplan negotiations.
4. Schools Transitions: Service level target must be planned in partnership with the school during workplan negotiations.

Additional Requirements for Beacon Community School Programs Serving 6-8 middle schools:

1. Expanded Learning Service Levels
 - Afterschool: ExCEL Designated Average Daily Attendance
 - Summer Program: 150 Youth
 - School Day: 20% of School Enrollment
2. Family Partnerships: 20% of School Enrollment
3. Behavioral Health and Wellness: Service level target should be planned in partnership with the school during workplan negotiations.
4. Schools Transitions: Service level target must be planned in partnership with the school during workplan negotiations.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the unique needs, assets, strengths and challenges of the community in and around the selected school. Describe how your proposed program will address the unique needs of this community.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900

SECTION 6: OUT OF SCHOOL TIME (OST)
STRATEGY: BEACON COMMUNITY SCHOOL

Question Section	Question Text	Number of Characters for Response
	Describe the process the proposed program will use to identify and accommodate participants' special needs including physical, emotional, learning disabilities, etc. Describe how the proposed program will engage with the families and/or caregivers of participants to support the implementation of accommodations.	900
	Describe how the proposed program will meet the needs of youth in different grades and/or of different ages.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe your agency's experience working in partnership with school administrators to implement programs tailored to student needs at specific schools.	900
	Describe how the proposed program will provide expanded learning opportunities to participants including school day and skill building activities, academic support and physical activity.	900
	Describe how the proposed program will meet the requirement of delivering family partnership activities.	900
	Describe how the proposed program will provide behavioral health and wellness services. In your answer describe any established partnerships with mental health providers that can be used to support participants.	900
	Describe how the proposed program will provide grade specific transition supports in alignment with the requirements for each grade.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 6: OUT OF SCHOOL TIME (OST) STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING

ALLOCATION RANGE: \$13,775,000-\$15,225,000

APPROXIMATE NUMBER OF GRANTS: 41-60

Target Population:

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

1. San Francisco elementary school youth in grades K-5
2. San Francisco middle school youth in grades 6-8

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

The Comprehensive Year-Round and Summer Learning Strategy is designed to ensure that there is continuous support and programming for children and youth outside of school hours throughout the school year and summer. Comprehensive Year-Round and Summer Learning provides skill building, physical activity, enrichment and grade specific transition supports to participants during the school year and summer. The Comprehensive Year-Round and Summer Learning Strategy targets elementary and middle school youth.

SECTION 6: OUT OF SCHOOL TIME (OST)

STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING

Strategy Goals:

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

Strategy Requirements:

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

Program Structure Requirement for Comprehensive Year-Round and Summer Learning

Programs:

1. School or Community-Based: programs can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Comprehensive Year Round and Summer Learning programs cannot operate at a school with a DCYF funded Beacon Center (see the Beacon Community School Strategy for a list of targeted schools).
2. Outreach and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population. Programs in this strategy must also utilize effective methods to outreach to public and private (parochial) schools and the faith-based community.
3. 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.
4. Staff to Youth Ratio: programs must maintain a staff to youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to the extent possible to decrease the staff-to-youth ratio below this requirement.
5. 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).

SECTION 6: OUT OF SCHOOL TIME (OST) STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING

6. 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.
7. 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.

Additional Program Structure Requirements for Comprehensive Year-Round Programs Only:

1. Duration: Comprehensive Year-Round programs must operate during the following periods:
 - School Year: August – June with services offered at least 30 weeks per school year, four days per week and two hours per day.
 - Summer: April – August with services offered at least eight **5-8** weeks per summer, five days per week, and six to eight hours per day.
2. Events: Comprehensive Year-Round programs must host the following three events:
 - Lights On Afterschool: held in October to celebrate National Public Awareness day and highlight the importance of afterschool programs;
 - Year End Culminating Event: a showcase of student's projects and learning, as well as the fun that occurred throughout the year and
 - Summer Learning Day: a day that highlights the importance of summer programs.
3. Partnerships: Comprehensive Year-Round programs must demonstrate established partnerships with mental health providers and/or the ability to facilitate referrals when necessary.

Additional Program Structure Requirements for Summer Learning Programs Only:

1. Duration: Summer Learning Programs must operate during the following periods:
 - Summer: April – August with services offered at least eight **5-8** weeks per summer, five days per week, and six to eight hours per day.
2. Events: Summer Learning Programs must host the following event:
 - Summer Learning Day: programs must host an event or activity for this day that highlights the importance of summer programs.

Program Content Requirements for Comprehensive Year-Round and Summer Learning Programs:

1. Program Components: programs must offer all of the following activity categories listed below in regularly weekly services.
 - Skill Building Activities: should intentionally focus on a specific skill, promote successively higher levels of mastery, and culminate in a final event or project that allows youth to present their work. Skill building activities can include, but are not limited to, arts; science, technology, engineering and mathematics (STEM); culturally based activities; life skills and leadership and should integrate a mix of

SECTION 6: OUT OF SCHOOL TIME (OST)

STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING

learning styles. Activities should foster creative expression and development and include opportunities for youth to reflect on what they have learned.

- Physical Activities: should provide all youth the opportunity to participate in at least 30 minutes of physical activity per day, including, but not limited to, structured games, sports, dance and martial arts.
- 2. Grade-Specific Transition Supports: programs must provide transition support for youth entering kindergarten and 6th and 9th grades. The following guidelines detail the specific supports that will be required for each group:
 - Programs Serving Rising Kindergartners: must provide support that focuses on school readiness including self-regulation, socio-emotional learning, basic numeracy and math and literacy and phonemic awareness.
 - Programs Serving Rising 6th and 9th Graders: must use a sequenced curriculum that includes at least two of the following topics: life skills, social and emotional learning and/or Academic/Career Support. Programs should also ensure that participants have access to leadership development opportunities including service learning, civic engagement and/or leadership roles within the program.
- 3. Volunteers and Staff: programs must demonstrate that staff and volunteers (including parent volunteers) are qualified and appropriately trained in at least youth development; the basic principles of group work, behavior management, and conflict resolution; how to set appropriate boundaries; and how to create an emotionally and physically safe environment. Program must provide an orientation for all staff and volunteers (as needed), and, as feasible, must allow flexibility for all staff and volunteers (as needed) to access professional development and/or peer learning opportunities prior to the program's start.
- 4. 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.
- 5. Social and 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.

Additional Program Content Requirements for Comprehensive-Year Round Programs Only:

- I. Program Components: Comprehensive Year-Round programs must offer the following activity category in addition to those listed above for all programs under this strategy:
 - Academic Support Activities: including, but not limited to, homework help and academic tutoring (individual or group).

Additional Program Content Requirements for Summer Learning Programs Only:

- I. Program Components: Comprehensive Summer programs must offer the following activity category in addition to those listed above for all programs under this strategy:
 - Literacy and Math Support: activities that reinforce reading, writing, speaking and math concepts.

SECTION 6: OUT OF SCHOOL TIME (OST)
STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program's approach for identifying, recruiting, enrolling and retaining youth who meet the strategy's target population and who would benefit most from its services and activities.	900
	Describe the process the proposed program will use to identify and accommodate participants' special needs including physical, emotional, learning disabilities, etc. Describe how the proposed program will engage with the families and/or caregivers of participants to support the implementation of accommodations.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe how the proposed program will meet the needs of youth in different grades and/or of different ages.	900
	Describe how the proposed program will deliver the required program components including those specific to Comprehensive Year-Round and/or Summer Learning programs.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the proposed program will meet the requirement of delivering family partnership activities.	900
	Describe how the proposed program will provide grade specific transition supports in alignment with the requirements for each grade.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 7: YOUTH WORKFORCE DEVELOPMENT

STRATEGIES AND INITIATIVES IN THIS SERVICE AREA

Type	Strategy/Initiative	Target Population(s)	Allocation Range	Number of Grants Range	Page
RFP	Career Awareness	1. San Francisco middle school youth in grades 6-8	\$950,000-\$1,050,000	7-10	128
	High School Partnerships	1. San Francisco youth enrolled in a designated SFUSD high school, especially those who are under credit or at risk for not graduating on time (see strategy section for a list of targeted schools)	\$1,900,000-\$2,100,000	1-5	132
	Youth Workforce Development (YWD)	1. San Francisco youth ages 14-17 2. San Francisco justice involved youth ages 14-24 San Francisco disconnected TAY ages 18-24	\$5,795,000-\$6,405,000	20-30	140
RFQ	Mayor's Youth Employment and Education Program (MYEEP)	1. San Francisco high school students in grades 9-10	\$4,000,000	1	154
	San Francisco YouthWorks (SFYW)	1. San Francisco high school students in grades 11-12	\$1,700,000	1	160

SERVICE AREA DESCRIPTION

The Youth Workforce Development (YWD) Service Area seeks to support a continuum of tiered career exposure and work based learning opportunities that are developmentally appropriate and meet the needs of youth. This continuum encompasses a range of services including opportunities for early career introductions, job skills training, exposure to the private sector and career-oriented employment, and targeted programming for high needs youth all delivered with cultural competence using a youth development approach. YWD programs are important because they help prepare young people for adulthood by providing opportunities for exposure to career options, teaching skills and competencies that are relevant to both education and employment, and ensuring that young people have the ability to navigate the labor market.

The YWD Service Area consists of five strategies: **Career Awareness (CA)**, **High School Partnerships**, **Youth Workforce Development (YWD)**, the **Mayor's Youth Employment and Education Program (MYEEP)** and **San Francisco YouthWorks (SFYW)**. Proposals for the MYEEP and SFYW Initiatives will only be accepted through a separate DCYF Request for Qualifications process (See Section 8). All strategies are current funding areas for DCYF, and all have demonstrated success in providing workforce development programming for youth across the City. The aim of the YWD Service Area in the 2018-2023 funding cycle is to build upon this success and better align programs so that workforce development opportunities, pathways and connections will reach the youth who need them the most. To help achieve this end, DCYF will continue to work with partners from the Recreation and Park Department, the Office of Economic and Workforce Development, the Human Services Agency and the San Francisco Unified School District.

SECTION 7: YOUTH WORKFORCE DEVELOPMENT

SERVICE AREA NEED

While San Francisco boasts high rates of school enrollment and/or employment for 18 to 24 year olds (91% in 2015), racial disparities persist. In 2015, 61% of African American youth were enrolled in school or working, compared to 97% of White and 86% of Chinese youth, respectively. The rate for Hispanic/Latino youth is 97%. African American, Pacific Islanders and Hispanic/Latino children and youth are also disproportionately involved in the justice system. While estimates of the percent of youth with disabilities and undocumented youth are not readily available, anecdotal evidence suggests that the school enrollment and employment rates are much lower for these groups.

Research on youth workforce programming conducted by MDRC, a well-respected social policy research organization, suggests that the effectiveness of such programming is limited due to “selection bias.” Selection bias describes a pattern of program enrollment in which the youth that opt into programming are those with already existing motivations or interests in career development. The research suggests that, in the absence of intervention, these youth would likely have ended up in the workforce and/or a pathway to a professional career. However, the intent of most YWD programs is to serve youth with higher needs who have less motivation or interest in developing job skills and engaging in long-term education and career planning. This decreased motivation or interest has been shown to be linked to an absence of opportunities for exploring diverse career and educational options at an early age. Research also shows that for specific populations, like disconnected transitional age youth, targeted YWD programming that addresses participants unique needs are essential to building long-term interest in engaging in educational and career-related pursuits.

DCYF’s 2016 Community Needs Assessment shows a high demand for YWD services. In 2014, 80% of CBO providers serving youth ages 14 to 17 and 96% of providers serving youth ages 18 to 24 ranked access to jobs, job training, and internships as one of the top three desires of youth. When asked directly, disconnected TAY expressed interest in job-training programs combined with college degree programs that focus on developing a direct career path to prepare them for an effective launch into adulthood upon completion. They also felt leadership opportunities that empower youth and build practical skills would help set them on a successful path.

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: CAREER AWARENESS

ALLOCATION RANGE: \$950,000-\$1,050,000

APPROXIMATE NUMBER OF GRANTS: 7-10

Target Population:

- I. San Francisco middle school youth in grades 6-8

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

Description:

The Career Awareness Strategy is designed to provide the opportunity for young people to explore their career interests while developing job readiness and soft skills. Career Awareness programs will offer activities and experiences that expose youth to a range of careers and help them begin to understand the educational and employment steps needed to reach them. Career Awareness programs target middle school students who are not yet old enough to legally work.

Strategy Goals:

1. To help participants understand a diverse range of career and educational pathways including the experience, knowledge, skills and education required
2. To help participants assess their own interests and skills and educate them on how these things can translate into future careers
3. To help participants develop important job readiness and soft skills and have the ability to practice and hone these skills in a supportive environment

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: CAREER AWARENESS

Strategy Requirements:

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

Program Structure Requirements:

1. School or Community-based: programs can operate at a school campus or a facility that is not a public school campus, such non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Career Awareness 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 and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
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. Limited Duration Cohorts: programs must provide program sessions that are short term to ensure the focus on initial exposure to careers, educational pathways and work based learning experiences.
5. Curriculum Based: program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
6. No Work Based Learning Placement: Since Career Awareness programs are designed to provide opportunities for exposure, work based learning placements **will not be funded** under this strategy.
7. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
8. 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).
9. 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.
10. 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.

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: CAREER AWARENESS

Program Content Requirements:

1. Career and Educational Awareness: programs must provide training and experiences that support the development of career and educational awareness. Programs should be designed to help participants assess their interests and skills, understand the skills, training, and education needed to achieve careers related to these interests and educate participants on the local labor market and career pathways.
2. Job Readiness Training: programs must provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics.
 - Interpersonal and Soft Skills: self-awareness, personal health, knowledge of personal strengths and values, teamwork, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - Job-Search Skills: developmentally appropriate job search skills, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - Financial Literacy: incorporate the importance of banking, savings and money management.
 - Documentation and Paperwork: programs must ensure that participants are aware of the necessary documentation and paperwork needed for employment.
3. Career Awareness Experiences: programs must provide opportunities for participants to engage in experiences that reinforce key concepts, take part in simulated experiences that mimic real life situations and participate in activities that offer the ability to build skills relevant to the workplace. Examples of these types of experiences include, but are not limited to, project based learning, field trips and job site tours, guest speakers and career panels.
4. Transitions and Next Steps: Programs must expose participants to other programs to ensure that they understand the landscape of career and youth workforce development opportunities. Programs must provide referrals and support for youth through the application process.
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 and 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.

**SECTION 7: YOUTH WORKFORCE DEVELOPMENT
 STRATEGY: CAREER AWARENESS**

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as approaches to connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program's approach for identifying, recruiting, enrolling and retaining youth who meet the strategy's target population and who would benefit most from its services and activities.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe the proposed program's approach for providing career and educational awareness, job readiness training, career awareness experiences and support for transitions and next steps.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: HIGH SCHOOL PARTNERSHIPS

ALLOCATION RANGE: \$1,900,000-\$2,100,000

APPROXIMATE NUMBER OF GRANTS: UP TO 5

Target Population:

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

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

Description:

The High School Partnerships Strategy is designed to provide the opportunity for students at targeted SFUSD high schools to benefit from work-based learning and career exposure experiences that are embedded and intentionally connected to the school day. High School Partnership programs will work closely with school site staff to ensure the work-based learning opportunities align to students' school-day curricula and support the development of college and career readiness skills. The High School Partnerships Strategy targets students at Downtown, John O'Connell, Phillip and Sala Burton, and SF International high schools, as well as June Jordan School for Equity.

Strategy Goals:

1. To reinforce the learning that takes place during the school day by embedding work based learning and career exploration activities in the school
2. To motivate students to complete their education
3. To provide students with opportunities to build their college and career readiness skills

Strategy Requirements:

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

Program Structure Requirements:

1. **School Based**: programs must operate at a designated high school campus.
2. **Outreach and Recruitment**: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population. High School Partnerships programs will work in coordination with school administration to outreach to students who would benefit most from programming.

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: HIGH SCHOOL PARTNERSHIPS

3. Cohort Structure: programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. Curriculum Based: program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
5. Engagement, Retention and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
6. 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.
7. 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.
8. Established Partnership with School: the success of High School Partnerships programs is heavily dependent on the quality of their collaboration with the school where they are operating. To ensure that the proposed program has an established partnership with its selected school, principals will be included in the grantee selection process.
9. Principal Input in Grantee Selection: because the High School Partnerships Strategy requires tight integration and collaboration between the grantee and the school, principals will be included in the review of the proposals. Principals will review the proposals targeting their school and will participate in an interview with the applicant in conjunction with DCYF. Principals will not have sole autonomy in choosing the agency that will work at their school but will have influence on the decision.
10. Planning Period: agencies receiving funding for the first time under the High School Partnerships Strategy will be provided with a planning period lasting up to one school year to develop their partnership with the school. The planning period will help grantees build the specific structure of their programs in conjunction with school administration. DCYF will negotiate the details of the planning period with awarded grantees after the RFP process is complete. Therefore applicants should provide a budget in their proposal that represents **one year of full programmatic operations**, not including the planning period.
11. Direct Deposit, Payroll Infrastructure and Adherence to Labor Laws: programs must be able to provide payment for participants using direct deposit. The purpose of this requirement is to ensure that a foundation exists for programs to provide services in alignment with DCYF's Financial Empowerment Initiative. In addition, programs must have the infrastructure to provide human resources support and

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: HIGH SCHOOL PARTNERSHIPS

process payroll and stipends for youth participants, as needed. High School Partnerships programs also must adhere to all relevant labor laws including those governing child labor and appropriate wages.

Program Content Requirements:

- I. Sector Focus: programs will focus on at least one of the sector(s) DCYF and SFUSD have identified for each of the partnering high schools. The following chart details the Sector Focus for each school. A description of each sector is also listed below.

High School	Sector(s)
Downtown High School	1. Art, Media, Entertainment
John O'Connell High School	1. Hospitality and Culinary 2. Health and Behavioral Sciences 3. Building and Construction Trades
June Jordan School for Equity	1. Education 2. Public Services
Phillip and Sala Burton High School	1. Art, Media, Entertainment 2. Health Sciences 3. Engineering
SF International High School	<i>None, applicants seeking to partner with this school will be provided with a planning period of one school year to develop the Sector Focus</i>

Sector Descriptions:

- Art, Media, Entertainment: this sector describes four general career pathways: Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; and Game Design and Integration. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of 21st-Century skills such as flexibility, problem-solving abilities, and interpersonal skills. The sector requires the greatest cross-disciplinary interaction because the work is often project based, requiring both independent work and interdependent management skills.
- Building and Construction Trades: this sector provides a foundation in the Building and Construction Trades. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration and skill preparation. The sector encompasses four career pathways: Cabinetry, Millwork, and Woodworking; Engineering and Heavy Construction; Mechanical Systems Installation and Repair; and Residential and Commercial Construction.
- Education: this sector emphasizes the preparation of students to become teachers. This pathway is designed to integrate academic and career technical concepts within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction and leadership development.
- Engineering: this sector focuses on four pathways: Architectural Design, Engineering Technology, Engineering Design, and Environmental Engineering. To prepare students for continued training,

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: HIGH SCHOOL PARTNERSHIPS

advanced educational opportunities and direct entry to a career, the Engineering programs offer the following components: classroom, laboratory and hands-on contextual learning; project and work based instruction; and leadership and interpersonal skills development.

- Hospitality and Culinary: this sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in the hospitality and culinary industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics and Nutrition; Food Service and Hospitality; and Hospitality, Tourism and Recreation. The pathway is designed to integrate academic and career technical concepts within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction and leadership development.
 - Health and Bio Sciences: this sector provides students with the academic and technical skills and knowledge needed to pursue career opportunities in health science, from entry level to management as well as technical and professional career specialties. Biosciences is a diverse group of industries and activities with a common link: they apply knowledge of the way in which plants, animals, and humans function. The six career pathways in this sector are Biotechnology, Patient Care, Health Care Administrative Services, Health Care Operational Support Services, Public and Community Health, and Mental and Behavioral Health.
 - Public Service: this sector provides students with the academic and technical skills and knowledge needed to pursue a career in public service. Careers in public service are unique because they center on challenging issues that define the public agenda and involve the provision of vital services to the public, from local to international levels. Public Service pathways include Public Safety, Emergency Response, and Legal Practices.
2. Job Readiness Training: programs must provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics.
- Interpersonal and Soft Skills: self-awareness, personal health, knowledge of personal strengths and values, teamwork, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - Job-Search Skills: labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - Financial Literacy: in alignment with DCYF's Financial Empowerment initiative, incorporate the importance of and access to bank accounts and direct deposit, and education around savings and money management.
 - Documentation and Paperwork: programs must ensure that participants are aware of the necessary documentation and paperwork needed for employment.
3. Work Based Learning Placement: programs must provide at least one work based learning placement for each participants. DCYF expects that youth will spend a minimum of 25% of program hours in work based learning placements aligned with the sector focus of the school. Work based learning placements must last for a minimum duration of at least one month and should encompasses a five to ten hours per week

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: HIGH SCHOOL PARTNERSHIPS

schedule during the school year and/or a 10 to 20 hours schedule during the summer. Applicants must provide at least one work based learning placement from the following list for each participant:

- Job Shadow: a career exploration activity in which youth observe the workday of a professional, interact with clients or customers and attend meetings and other appointments. Job shadows are designed to help youth explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.
 - Internship: a paid career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry. Internships should include a formal learning contract between the youth, the program, and the employer and are intended to be highly structured, time-limited experiences that occur at a workplace.
 - Work Experience: a paid career preparation activity in which youth are at a workplace doing real work and are held to the same expectations as all employees. To help participants gauge their performance and learn from the experience, evaluations based on workplace expectations and performance should be provided by the worksite supervisor. Work experience ranges from regular, paid employment to subsidized employment and learning-rich work experience.
4. Work Based Learning Placement Support: programs must provide ongoing support for participants to ensure their retention at work based learning placements. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and build competencies that will help them retain future jobs and internships.
 5. Worksite Recruitment Training and Support: programs will be responsible for coordinating the recruitment, training and support of the worksites used to provide work based learning placements for participants. These efforts should be implemented using a dual customer approach that prioritizes specific types of training and support for both the youth participant and the worksite. The program should strive to recruit, maintain and support a diverse set of worksites that can effectively provide opportunities for participants to learn and develop their skills.
 6. Transition Planning and Support: programs must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment and career. High School Partnerships programs must also provide **follow up support to participants for a minimum of three months** after completion of the program.
 7. 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.
 8. Social and 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.

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: HIGH SCHOOL PARTNERSHIPS

School Partnership Roles and Requirements:

- I. Community-Based Organization (CBO): For the High School Partnerships Strategy, CBOs are responsible for the overall day-to-day coordination of the program. Additional roles and requirements include the following.
 - Co-Design: the intentional learning components of the program (both school day and afterschool/summer) with the school, SFUSD's College and Career Readiness Department and employer partners to assist youth in developing students' college and career readiness skills.
 - Recruit, Train and Support Employers: develop meaningful work-based learning opportunities related to the industry sector(s) identified by the school. Train worksite supervisors to help them work effectively with youth and provide ongoing support throughout the placement.
 - Provide Job Readiness Training: and preparation for students prior to work-based learning placements.
 - Monitor Student Progress: and relay performance information to school and employer partners; assist students in developing and implementing an individualized education and career plan.
 - Link Students to Support Services: by utilizing supports located at the school such as Wellness Centers or by connecting students with outside services and programs.
 - Dedicate Sufficient Staff: to the program to ensure that there is time for initial planning, training/professional development, ongoing planning and communication with school partners and employers.
 - Participate in Planning: and relevant program evaluation activities.

2. School Partners: For the High School Partnerships Strategy, school partners are responsible for the following.
 - Recruit: appropriate youth for cohort that can benefit from services.
 - Provide Ongoing Data: on participants' grades, attendance and other relative performance information,
 - Co-Design: the intentional learning components of the program (both school day and afterschool/summer) with the CBO to assist youth in developing their college and career readiness skills. Intentional learning components should include opportunities to reflect on work-based experiences during the school day (via class time, assignments, discussions, etc.).
 - Provide Academic Credits: for participating students, including independent study, work-based credit and other credits.
 - Dedicate Sufficient Teaching and Counseling Staff: to the program, including time for initial planning, training/professional development, ongoing planning and communication with community partner and employers.
 - Assist with troubleshooting.
 - Participate in Planning: and relevant program evaluation activities.

**SECTION 7: YOUTH WORKFORCE DEVELOPMENT
STRATEGY: HIGH SCHOOL PARTNERSHIPS**

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as approaches to connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program's approach for identifying, recruiting, enrolling and retaining youth who meet the strategy's target population and who would benefit most from its services and activities.	900
	Describe how the proposed program will provide ongoing support to participants to ensure their retention in the program and at work based learning placements.	900
	Describe how the proposed program will identify and prepare participants who are not yet ready to engage in a work based learning placement.	900
	Describe the specific ways the proposed program will work collaboratively with school principals, teachers, administration, and students in order to develop the partnership with the targeted schools. In your answer describe how the Planning Period will be used to support the development of this partnership.	900
	Describe the agency's or proposed program's current connection with the school they are applying to work with including the nature of the connection, duration of the partnership and any services that have been implemented in collaboration.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe the proposed program's approach for providing job readiness training, work based learning placements, career awareness experiences and support for transitions and next steps.	900
	Describe how the proposed program will recruit, train, support and retain worksites to ensure that they provide high quality and consistent work based learning experiences for participants that are connected to the learning that will occur during the school day.	900
Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA	

SECTION 7: YOUTH WORKFORCE DEVELOPMENT
STRATEGY: HIGH SCHOOL PARTNERSHIPS

Question Section	Question Text	Number of Characters for Response
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: YOUTH WORKFORCE DEVELOPMENT (YWD)

ALLOCATION RANGE: \$5,795,000-\$6,405,000

APPROXIMATE NUMBER OF GRANTS: 20-30

Target Population:

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

1. San Francisco youth ages 14-17
2. San Francisco justice-involved youth ages 14-24
3. San Francisco disconnected TAY ages 18-24

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

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

Description:

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

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: YOUTH WORKFORCE DEVELOPMENT (YWD)

goals with the educational and employment steps needed to achieve them. The YWD Strategy targets youth ages 14 to 17, justice-involved youth ages 14 to 24, and disconnected TAY ages 18 to 24.

Strategy Goals:

1. To ensure that a range of workforce development placements and opportunities that are responsive to the local labor market are available to youth
2. To help participants understand the importance of academic success and the role that high school and post-secondary education play within the context of career development
3. To ensure that justice-involved and disconnected TAY can access the workforce development programs that are able to address their unique needs while building their workforce and career related skills
4. To create a pipeline of job ready local youth that are prepared to access the current jobs and careers in San Francisco

Strategy Requirements:

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

Program Structure Requirements for All Youth Workforce Development Programs:

1. School or Community-based: programs can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth.
2. Outreach and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
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: applicants 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 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 and Support: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: YOUTH WORKFORCE DEVELOPMENT (YWD)

7. 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.
8. 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.
9. Direct Deposit, Payroll Infrastructure and Adherence to Labor Laws: programs must be able to provide payment for participants using direct deposit. The purpose of this requirement is to ensure that a foundation exists for programs to provide services in alignment with DCYF's Financial Empowerment Initiative. In addition, programs must have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed. YWD programs must also adhere to all relevant labor laws including those governing child labor and appropriate wages.

Program Content Requirements for All Youth Workforce Development Programs:

1. Job Readiness Training: programs will provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics.
 - Interpersonal and Soft Skills: self-awareness, personal health, knowledge of personal strengths and values, teamwork, time management, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - Job-Search Skills: labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - Financial Literacy: in alignment with DCYF's Financial Empowerment initiative, incorporate the importance of and access to bank accounts and direct deposit, and education around savings and money management.
 - Documentation and Paperwork: programs must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
2. Work Based Learning Placement: programs must provide at least one work based learning placement for each participant. These placements should make up the majority of the time a participant spends in the program. Work based learning placements must last for a minimum duration of at least one month and should encompass a five to ten hours per week schedule during the school year and/or a 10 to 20 hours schedule during the summer. Applicants must provide at least one work based learning placement from the following list for each participant:
 - Job Shadow: a career exploration activity in which youth observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments. Job shadows are designed to help youth explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.
 - Internship: a paid career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry. Internships should

SECTION 7: YOUTH WORKFORCE DEVELOPMENT STRATEGY: YOUTH WORKFORCE DEVELOPMENT (YWD)

include a formal learning contract between the youth, the program, and the employer and are intended to be highly structured, time-limited experiences that occur at a workplace.

- Work Experience: a paid career preparation activity in which youth are at a workplace doing real work and are held to the same expectations as all employees. To help participants gauge their performance and learn from the experience, evaluations based on workplace expectations and performance should be provided by the worksite supervisor. Work experience ranges from regular, paid employment to subsidized employment and learning-rich work experience.
- 3. Work Based Learning Placement Support: programs must provide ongoing support for participants to ensure their retention at work based learning placements. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and build competencies that will help them retain future jobs and internships. In addition, YWD programs must provide support to meet the unique needs of the selected target population(s) by providing wraparound support in-house, through collaboration with other programs or through referral.
- 4. Worksite Recruitment Training and Support: programs will be responsible for coordinating the recruitment, training and support of the worksites used to provide work based learning placements for participants. These efforts should be implemented using a dual customer approach that prioritizes specific types of training and support for both the youth participant and the worksite. The program should strive to recruit, maintain and support a diverse set of worksites that can effectively provide opportunities for participants to learn and develop their skills.
- 5. Transition Planning and Support: programs must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment and career. YWD programs must also **provide follow up support to participants for a minimum of three months** after completion of the program.
- 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 and 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.

Additional Requirements for Programs Serving Justice-Involved Youth:

- 1. Participant Eligibility: participants must be on active probation or within six months of exiting probation, or engaged with the Community Assessment and Referral Center (CARC) or Young Adult Court (YAC).
- 2. Referral Sources: programs must interface with relevant staff of the Juvenile and Adult Probation departments, CARC, YAC and DCYF programs funded to provide Justice Services for referrals and ongoing communication about progress.
- 3. Enrollment Flexibility: programs must be structured in a way that allows for justice-involved youth to be engaged when they seek services to avoid long wait times for available cohorts.

SECTION 7: YOUTH WORKFORCE DEVELOPMENT

STRATEGY: YOUTH WORKFORCE DEVELOPMENT (YWD)

Additional Requirements for Programs Serving Disconnected Transitional Age Youth:

Applicants choosing to serve disconnected transitional age youth must meet all YWD requirements plus the following additional requirements:

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.
3. **Connection to Next Steps:** in addition to the YWD Strategy requirements related to Transition Planning and Support, applicants choosing to serve transitional age youth will also be required to provide more intentional support to help participants not just identify their next steps but make actual connections to them.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as approaches to connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900
	Describe how the proposed program will provide ongoing support to participants to ensure their retention in the program and at work based learning placements.	900

SECTION 7: YOUTH WORKFORCE DEVELOPMENT
STRATEGY: YOUTH WORKFORCE DEVELOPMENT (YWD)

Question Section	Question Text	Number of Characters for Response
	Describe how the proposed program will identify and prepare participants who are not yet ready to engage in a work based learning placement.	900
	Question for programs serving San Francisco justice involved youth ages 14-24: Describe how the proposed program will connect with the Juvenile and/or Adult Probation Departments, the Community Assessment & Referral Center (CARC), the Young Adult Court (YAC) or DCYF's Justice Services grantees to recruit participants that meet the eligibility requirements.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe the proposed program's approach for providing job readiness training, work based learning placements, career awareness experiences and support for transitions and next steps.	900
	Describe how the proposed program will recruit, train, support and retain worksites to ensure that they provide high quality and consistent work based learning experiences for participants.	900
	Question for programs serving San Francisco justice involved youth ages 14-24: Justice system involved youth may be referred for programming at any point during the year. Describe how the proposed program will provide opportunities for these youth to enroll and avoid long wait times for available cohorts.	900
	Question for programs serving San Francisco Disconnected TAY ages 18-24: Describe how the proposed program will connect disconnected transitional age youth to the next steps they identify through transition planning activities.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed program.	NA
	Describe how your proposed program and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 8: REQUEST FOR QUALIFICATIONS

INITIATIVES IN THIS REQUEST FOR QUALIFICATIONS

Type	Initiatives	Target Population(s)	Allocation	Number of Grants	Page
RFQ	Summer Transitions	<ol style="list-style-type: none"> San Francisco high school youth who are African American, Hispanic/Latino and/or Pacific Islander youth and entering 9th grade who are Early Warning Indicator (EWI) identified San Francisco high school students in grades 10-12 who are African American, Hispanic/Latino and/or Pacific Islander youth and attending SFUSD Summer School San Francisco high school students in grades 9-12 who are English Learners 	\$1,250,000	1	148
	Mayor's Youth Employment and Education Program (MYEEP)	<ol style="list-style-type: none"> San Francisco high school students in grades 9-10 	\$4,000,000	1	154
	San Francisco YouthWorks (SFYW)	<ol style="list-style-type: none"> San Francisco high school students in grades 11-12 	\$1,700,000	1	160

PURPOSE OF THIS REQUEST FOR QUALIFICATIONS

DCYF is issuing this Request for Qualifications to solicit qualified organizations who are interested in implementing the **Summer Transitions, Mayor's Youth Education and Employment Program (MYEEP) and/or San Francisco YouthWorks (SFYW) program**. Qualified respondents chosen through this process will have the opportunity receive a grant with a term of up to five years from July 1, 2018 through June 30, 2023 to perform any or all of the services described in this RFQ. The final terms and conditions of the grant shall be subject to negotiation. DCYF may, at its sole discretion, make multiple grants based upon the list of qualified respondents. No organization pre-qualified through this RFQ is guaranteed a grant.

GRANT AWARDS FROM THE LIST

DCYF will select proposers from the qualified list established through this process to begin grant negotiations. The selection of any qualification shall not imply acceptance by DCYF of all terms of the qualification, which may be subject to further negotiations and approvals before DCYF may be legally bound thereby. If a satisfactory grant agreement cannot be negotiated in a reasonable time, DCYF, in its sole discretion, may terminate negotiations with the proposer and begin negotiations with another proposer from the qualified list.

DCYF retains full discretion to select the best qualified proposer to implement the initiatives detailed in this document. Alternatively, the City may exercise its discretion to conduct requests for proposals from within the qualified list. No pre-qualified or selected respondent is guaranteed a grant as a result of participation in this RFQ.

SECTION 8: REQUEST FOR QUALIFICATIONS

VARIABLE GRANT TERMS

While this RFQ provides funding for DCYF's five-year funding cycle, grant terms for the initiatives within this RFQ may vary. Variation in grant terms will depend on the availability of funds; grantee performance relative to the requirements and expectations set forth by the funding strategy; compliance with DCYF's contractual, reporting and evaluation requirements; and other expectations detailed in the grant agreement and award letter. In addition, DCYF shall, at its sole discretion, have the option to renew the grant agreement. The final terms and conditions of the grant shall be subject to negotiation.

RIGHT NOT TO FUND

If the submitted applications to this RFQ are not deemed responsive or do not meet requirements, DCYF reserves the right not to issue awards. DCYF may also negotiate a separate process to cultivate the services identified in this RFQ. DCYF reserves the right to not fund past the initial grant agreement and extend the agreement for additional years.

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: SUMMER TRANSITIONS

ALLOCATION: \$1,250,000

NUMBER OF GRANTS: 1

Target Population:

The Summer Transitions Initiative has three target populations. **Applicants must serve all three target populations.**

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

Description:

The Summer Transitions Initiative is designed to support both youth that need additional academic support while attending SFUSD Summer School and young people transitioning into 9th grade that have struggled academically within their 8th grade year. There are two primary components to this initiative: (1) the Summer Youth Academic and Employment Component and (2) the Summer Bridge Component. The Summer Youth Academic and Employment Component is intended to complement SFUSD's summer school instruction through workshops, coaching and activities that enhance participants' success in school and reengage their interest in learning. The Summer Bridge Component is intended to ease the transition into high school, develop positive relationships with students and foster connections to learning and education for incoming 9th graders. The Summer Transitions Initiative targets African American, Hispanic/Latino and/or Pacific Islander youth who are Early Warning Indicator (EWI) identified and entering the 9th grade or in grades 10 to 12 attending SFUSD Summer School as well as English Learners in grades 9 to 12.

Strategy Goals:

1. To assist incoming 9th graders in successfully transitioning into high school
2. To help participants prepare for the next phases of their academic careers and provide them with school-readiness skills, life skills, supports in social and emotional learning and academics
3. To increase participants' understanding and appreciation for the connection between school and future opportunities

Strategy Requirements:

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

Program Structure Requirements for the Summer Transitions Initiative

1. School-Based: programming will occur at designated SFUSD Summer School Sites as determined by the district and DCYF. Given that SFUSD has not yet determined summer school sites, applicants will submit applications for summer services under the assumption that space will be available. Once grant awards are

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: SUMMER TRANSITIONS

made, DCYF will work with the programs to help ensure that summer services are delivered to the proposed population to be served. Additionally, because SFUSD Summer School sites will not be known by the time this application is submitted, applicants should list their agency's site as the Service Site in the Services and Projections section of the RFQ.

2. **Cohort Structure**: the program must build cohorts of students at each site to create personalized learning environments to best address students' individual needs. The purpose of the cohort structure is to foster peer bonding, to develop a culture of learning, and to provide maximum support for students who, in many cases, will need to forge new relationships as they settle into the high school environment. Through these learning cohorts, participants will develop individual development plans that assess their learning and academic needs, set objectives around learning and skill development and identify methods for assessing this skill gain.
3. **Curriculum Based**: program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. **Engagement, Retention and Support**: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
5. **Support for Learning Disabilities**: programs must have an established process for identifying and supporting participants with a possible learning disability. This process should include assessments, practices and other procedures to identify a possible learning disability, accommodations that can be made available as needed and referral options for both the participant and their family for additional support.
6. **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).
7. **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.
8. **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.

Program Content Requirements for the Summer Transitions Initiative

1. **Career/Post-secondary Awareness and Exposure**: the program must provide formal and informal opportunities for participants to explore and prepare for college, career, and other post-secondary

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: SUMMER TRANSITIONS

pathways. Examples of potential topics include, but are not limited to, introduction to career pathways and post-secondary degrees, information about SFUSD’s Career Technical Education Pathways and Academies and selecting appropriate college or post-secondary education programs. Other potential activities include providing opportunities to interact with college students and graduates, hosting career panels, referring participants to jobs and internships, offering tours of local employers and industries, and taking participants on field trips to college or post-secondary training programs such as the City College of San Francisco.

2. Skill-Building Workshops: the program must provide regular instruction and project based activities that cover the following topics.
 - Academic Success: including general study skills, forming study groups, time management, note-taking, reading comprehension, test-taking preparation, research skills, and self-advocacy.
 - Building Positive Relationships: including social support with peers and teachers, peer-to-peer academic support, leadership development and addressing social and emotional concerns of transitioning into high school.
3. 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.
4. Social and 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.

Program Structure Requirements for the Summer Youth Academic and Employment Component:

1. Duration: Summer Youth Academic and Employment Component programming will last no less than five weeks with 10 to 15 hours of services per week. The program will operate throughout the duration of the summer school session for one to two hours per day after the summer school instructional day ends. In addition the program will provide tutoring and homework help for at least one hour per day.
2. Staffing: the Component will utilize the following minimum staffing structure:
 - Coordinator or Manager: the program will require one coordinator or manager per summer school site.
 - Academic Mentors: the program will require academic mentors to provide ongoing individualized support for participants. Academic mentors should have, at minimum, a two-year college degree in a relevant field and appropriate experience working effectively with participants, school personnel (such as teachers, guidance counselors, and parent advocates), external service providers, and parents/guardians.

Program Content Requirements for the Summer Youth Academic and Employment Component:

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: SUMMER TRANSITIONS

1. Academic Support: the Summer Youth Academic and Employment Component must provide tutoring and homework help. Tutoring should focus on topics such as math, science, literacy and writing. Homework help should take place after summer school, as well as during the school day in classrooms as approved by summer school principals and faculty.
2. Portfolio and Culminating Project: the Component must help participants develop a portfolio of the work they have completed in the program including, but not limited to, a cover letter, a resume, and a transition plan that outlines next steps toward achieving their academic and career goals. In addition, the program will also provide participants with a final project to showcase their accomplishments and skills gained within the program.
3. Job Readiness Training: including workshops that connect academic success with post-secondary paths, including skills assessments and workshops on topics such as professional workplace behavior, career exploration, financial literacy and money management, and available youth workforce development opportunities.

Program Structure Requirements for the Summer Bridge Component:

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

Program Content Requirements for the Summer Bridge Component:

1. Program Components: the Summer Bridge program must provide programming that addresses the following program components.
 - Academic Enrichment: students must participate in an exploratory Math and Language Arts class that will introduce them to core content related to these subjects.
 - High School Preparation: participants must be introduced to high school level curriculum and academic expectations to help prepare them for success.
 - College and Career Exploration: participants must be provided formal and informal opportunities to explore and prepare for college, career, and other post-secondary pathways relevant to a specialized theme area. Examples include introduction to career pathways and post-secondary degrees, information about SFUSD's Career Technical Education Pathways and Academies, how to select appropriate college or post-secondary education level programs, interaction with college students and college graduates, hosting career panels, referrals to jobs and internships, tours of local employers and industries, and field trips to a college or post-secondary training program such as the City College of San Francisco.
2. Year-long Academic Mentorship: the component must provide ongoing support and mentorship for 20 to 25 9th grade students throughout their first year of high school. The program will work with SFUSD

**SECTION 8: REQUEST FOR QUALIFICATIONS
INITIATIVE: SUMMER TRANSITIONS**

counselors to identify ninth graders from the pool of students who have participated in the summer program. Year-long Academic Mentorship must include the following elements.

- Individual Mentorship: Each participant must be provided with an academic mentor who will keep track of their progress (academic, social, and emotional), help them address specific issues that might impede their progress and review students’ individual development plans. The academic mentor must be proactive in identifying any problems faced by participants because within their role they are likely to be the first person the student turns to for assistance.
- Maximum Mentor to Student Ratio: the maximum student-to-mentor ratio must be no more than 10 students per academic mentor.
- Mentorship Activities: academic mentors will focus on providing support to participants that helps them successfully transition into high school. Specific duties should include, but are not limited to, interfacing with counselors, administrators and teachers to orient students into high school expectations, supporting student’s academics and introducing students to career technical education and workforce programs and encouraging participation.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency’s experience providing the types of services required by this program including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe how the agency implementing the Summer Transition Initiative will support the educational attainment of participants.	900
	Describe any established relationships the proposed program maintains with other service providers or systems.	900
	Describe the process the proposed program will use to identify and accommodate participants’ special needs including physical, emotional, learning disabilities, etc. Describe how the proposed program will engage with the families and/or caregivers of participants to support the implementation of accommodations.	900
	Describe the agency implementing the Summer Transitions Initiative’s experience working in partnership with SFUSD High and Middle Schools to implement programming focused on academic achievement. Describe how	900

**SECTION 8: REQUEST FOR QUALIFICATIONS
INITIATIVE: SUMMER TRANSITIONS**

Question Section	Question Text	Number of Characters for Response
	the agency will create, foster and maintain a partnership with SFUSD to implement the Summer Transitions Initiative.	
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the agency implementing the Summer Transition Initiative will meet the requirements of the Summer Youth Academic and Employment Component including how academic support, opportunities to build a portfolio and a culminating project will be implemented.	900
	Describe how the agency implementing the Summer Transition Initiative will meet the requirements of the Summer Bridge Component of the initiative including how year-long academic mentorship will be implemented.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed initiative.	NA
	Describe how your proposed initiative and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: MAYOR'S YOUTH EMPLOYMENT & EDUCATION PROGRAM (MYEEP)

ALLOCATION: \$4,000,000

NUMBER OF GRANTS: 1

Target Population:

- I. San Francisco high school students in grades 9-10

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and
- Youth with mild to severe mental and behavioral health challenges.

Description:

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

Strategy Goals:

1. To provide quality initial work based learning experiences for San Francisco youth with a focus on those with concentrated need or characteristics of increased need
2. To enhance youth's ability to access and retain work-based learning experiences and prepare them to contribute to the local economy

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: MAYOR'S YOUTH EMPLOYMENT & EDUCATION PROGRAM (MYEEP)

3. To help participants understand the importance of academic success and the role that high school and post-secondary education play within the context of career development
4. To create a pipeline of job ready local youth that are prepared to access the current jobs and careers in San Francisco

Strategy Requirements:

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

Program Structure Requirements:

1. School or Community-Based: MYEEP can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth.
2. Outreach and Recruitment: MYEEP must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population. The lead agency implementing MYEEP will coordinate and oversee the recruitment process used across subcontractor agencies to ensure wide reach and consistency. Recruitment efforts should focus on methods that will allow the program to engage young people with barriers to employment.
3. Cohort Structure: MYEEP subcontractor agencies must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. Curriculum Based: MYEEP program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
5. Engagement, Retention and Support: MYEEP 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.
6. Cultural Competency: MYEEP 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.
7. Health and Nutrition: MYEEP 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.
8. Collaborative: MYEEP will operate as a collaborative program with one lead agency ensuring the consistent delivery of workforce development experiences across a network of seven to ten subcontractor partner

**SECTION 8: REQUEST FOR QUALIFICATIONS
INITIATIVE: MAYOR’S YOUTH EMPLOYMENT & EDUCATION PROGRAM (MYEEP)**

agencies representing the major geographic areas of San Francisco. The lead agency will be responsible for providing the program model, infrastructure, management and oversight of the entire MYEEP network.

9. Quality Control and Technical Assistance: the lead agency implementing MYEEP will be responsible for ensuring that the experience of participants is based on a consistent curriculum and approach despite the fact that it will be delivered by subcontractor agencies. In addition, the lead agency implementing MYEEP will be responsible for coordinating technical assistance and capacity building efforts for subcontractor agencies to ensure that the program operates at the highest level of quality possible.
10. Advisory Board: the lead agency implementing MYEEP will convene an Advisory Board made up of key leadership from the collaborative’s subcontractor agencies to assist with planning, ensure consistent delivery of services and address challenges that may arise during implementation.
11. Direct Deposit, Payroll Infrastructure and Adherence to Labor Laws: the lead agency implementing MYEEP must be able to provide payment for participants using direct deposit. The purpose of this requirement is to ensure that a foundation exists for programs to provide services in alignment with DCYF’s Financial Empowerment Initiative. In addition, programs must have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed. The lead agency implementing MYEEP must also adhere to all relevant labor laws including those governing child labor and appropriate wages.

Program Content Requirements:

1. Job Readiness Training: MYEEP will provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics.
 - Interpersonal and Soft Skills: self-awareness, personal health, knowledge of personal strengths and values, teamwork, time management, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - Job-Search Skills: labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - Financial Literacy: in alignment with DCYF's Financial Empowerment initiative, incorporate the importance of and access to bank accounts and direct deposit, and education around savings and money management.
 - Documentation and Paperwork: the lead agency implementing MYEEP must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
2. Work Based Learning Placement: MYEEP must provide at least one paid work based learning placement for each participant. These placements should make up the majority of the time a participant spends in the program. Work based learning placements must last for a minimum duration of at least one month and should encompass a five to ten hours per week schedule during the school year and a 10-20 hours schedule during the summer. Applicants must provide at least one work based learning placement from the following list for each participant.

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- Job Shadow: a career exploration activity in which youth observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments. Job shadows are designed to help youth explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.
 - Internship: a paid career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry. Internships should include a formal learning contract between the youth, the program, and the employer and are intended to be highly structured, time-limited experiences that occur at a workplace.
 - Work Experience: a paid career preparation activity in which youth are at a workplace doing real work and are held to the same expectations as all employees. To help participants gauge their performance and learn from the experience, evaluations based on workplace expectations and performance should be provided by the worksite supervisor. Work experience ranges from regular, paid employment to subsidized employment and learning-rich work experience.
3. Ongoing Work Based Learning Placement Support: the lead agency implementing MYEEP must provide ongoing support for participants to ensure their retention at work based learning placements. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and build competencies that will help them retain future jobs and internships.
 4. Worksite Recruitment Training and Support: the lead agency implementing MYEEP will be responsible for coordinating the recruitment, training and support of the worksites used to provide work based learning placements for participants. These efforts should be implemented using a dual customer approach that prioritizes specific types of training and support for both the youth participant and the worksite. The lead agency should strive to recruit, maintain and support a diverse set of worksites that can effectively provide opportunities for participants to learn and develop their skills.
 5. Transition Planning and Support: MYEEP will provide activities that support the development of a Transition Plan that includes future steps associated with education, employment and career. MYEEP must also provide **follow up support to participants for a minimum of three months** after completion of the program.
 6. Youth Leadership Opportunities: MYEEP will provide structured opportunities for participants to engage in leadership development training and activities. These activities should focus on participants with an interest in developing their leadership skills who have aged out of regular program activities.
 7. 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.
 8. Social and 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.

SECTION 8: REQUEST FOR QUALIFICATIONS
INITIATIVE: MAYOR’S YOUTH EMPLOYMENT & EDUCATION PROGRAM (MYEEP)

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900
	Describe how the proposed program will provide ongoing support to participants to ensure their retention in the program and at work based learning placements.	900
	Describe the specific ways the lead agency will ensure that participants are prepared to successfully transition to their next employment or educational step including accessing post secondary education, connecting with next level workforce experiences and/or enrolling in workforce programming or training.	900
	Describe the partner agencies that will make up the collaborative. Provide a brief description of each of these partner organizations including their mission, experience providing youth workforce development services and a listing of the other services they offer.	5600
	Describe the process used to identify, train and support the partner agencies that will make up the collaborative.	900
	Describe the approach the collaborative will use to identify, prevent and address challenges and difficulties that may arise across the network of partners. Describe any relevant examples from previous collaborative efforts or partnerships.	900
	Describe the proposed program’s approach for providing job readiness training, work based learning placements, career awareness experiences and support for transitions and next steps.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the lead agency will recruit, train, support and retain worksites to ensure that they provide high quality and consistent work based learning experiences for participants.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed initiative.	NA

SECTION 8: REQUEST FOR QUALIFICATIONS
INITIATIVE: MAYOR’S YOUTH EMPLOYMENT & EDUCATION PROGRAM (MYEEP)

Question Section	Question Text	Number of Characters for Response
	Describe how your proposed initiative and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: SAN FRANCISCO YOUTHWORKS (SFYW)

ALLOCATION: \$1,700,000

NUMBER OF GRANTS: 1

Target Population:

1. San Francisco high school students in grades 11-12

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

Description:

San Francisco YouthWorks (SFYW) is a citywide year-round program that teaches 11th and 12th graders crucial job skills while sparking their interest in public service careers. The program provides work based learning opportunities for participants by placing them in an internship with a career mentor at a San Francisco City government department. Additionally the program provides training of both participants and career mentors, ongoing monitoring of placements and support to ensure that youth are developing career-related knowledge and skills.

Strategy Goals:

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

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: SAN FRANCISCO YOUTHWORKS (SFYW)

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

Strategy Requirements:

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

Program Structure Requirements:

1. Community-Based: SFYW 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 and Recruitment: SFYW must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population. The agency implementing SFYW will be responsible for recruiting a diverse range of participants. Recruitment efforts should focus on engaging young people with interest in public service careers as well as those exiting other workforce development programs that are looking for next steps in their career development.
3. Cohort Structure: SFYW must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. Curriculum Based: SFYW program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
5. Engagement, Retention and Support: SFYW 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.
6. Cultural Competency: SFYW 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.
7. Health and Nutrition: SFYW 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.
8. City Government Based: the agency implementing SFYW will provide work based learning opportunities for participants entirely within San Francisco City government agencies. The agency will work with DCYF annually to determine participating city government agencies.
9. Direct Deposit, Payroll Infrastructure and Adherence to Labor Laws: SFYW must be able to provide payment for participants using direct deposit. The purpose of this requirement is to ensure that a foundation exists for programs to provide services in alignment with DCYF's Financial Empowerment

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: SAN FRANCISCO YOUTHWORKS (SFYW)

Initiative. In addition, programs must have the infrastructure to provide human resources support and process payroll and stipends for youth participants, as needed. The agency implementing SFYW must also adhere to all relevant labor laws including those governing child labor and appropriate wages.

Program Content Requirements:

1. **Job Readiness Training:** the agency implementing SFYW must provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics.
 - **Interpersonal and Soft Skills:** self-awareness, personal health, knowledge of personal strengths and values, teamwork, time management, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
 - **Job-Search Skills:** labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
 - **Financial Literacy:** in alignment with DCYF's Financial Empowerment initiative, incorporate the importance of and access to bank accounts and direct deposit, and education around savings and money management.
 - **Documentation and Paperwork:** the agency implementing SFYW must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
2. **Work Based Learning Placement:** SFYW must provide at least paid one work based learning placement for each participant. These placements should make up the majority of the time a participant spends in the program. Work based learning placements must last for a minimum duration of at least one month and should encompass a five to ten hours per week schedule during the school year and a 10-20 hours schedule during the summer. Applicants must provide at least one work based learning placement from the following list for each participant.
 - **Job Shadow:** a career exploration activity in which youth observe the workday of a professional, interact with clients or customers and attend meetings and other appointments. Job shadows are designed to help youth explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.
 - **Internship:** a paid career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry. Internships should include a formal learning contract between the youth, the program and the employer and are intended to be highly structured, time-limited experiences that occur at a workplace.
 - **Work Experience:** a paid career preparation activity in which youth are at a workplace doing real work and are held to the same expectations as all employees. To help participants gauge their performance and learn from the experience, evaluations based on workplace expectations and performance should be provided by the worksite supervisor. Work experience ranges from regular, paid employment to subsidized employment and learning-rich work experience.
3. **Worksite Recruitment Training and Support:** the agency implementing SFYW will be responsible for coordinating the recruitment, training and support of the city government worksites used to provide work

SECTION 8: REQUEST FOR QUALIFICATIONS INITIATIVE: SAN FRANCISCO YOUTHWORKS (SFYW)

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

4. Work Based Learning Placement Support: the agency implementing SFYW must provide ongoing support for participants to ensure their retention in work based learning placements. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and build competencies that will help them retain future jobs and internships.
5. Transition Planning and Support: the agency implementing SFYW must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment and career. SFYW must also provide **follow up support to participants for a minimum of three months** after completion of the program.
6. Youth Leadership Opportunities: the agency implementing SFYW must provide structured opportunities for participants to engage in leadership development training and activities. These activities should focus on participants with an interest in developing their leadership skills.
7. 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.
8. Social and 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.

Questions:

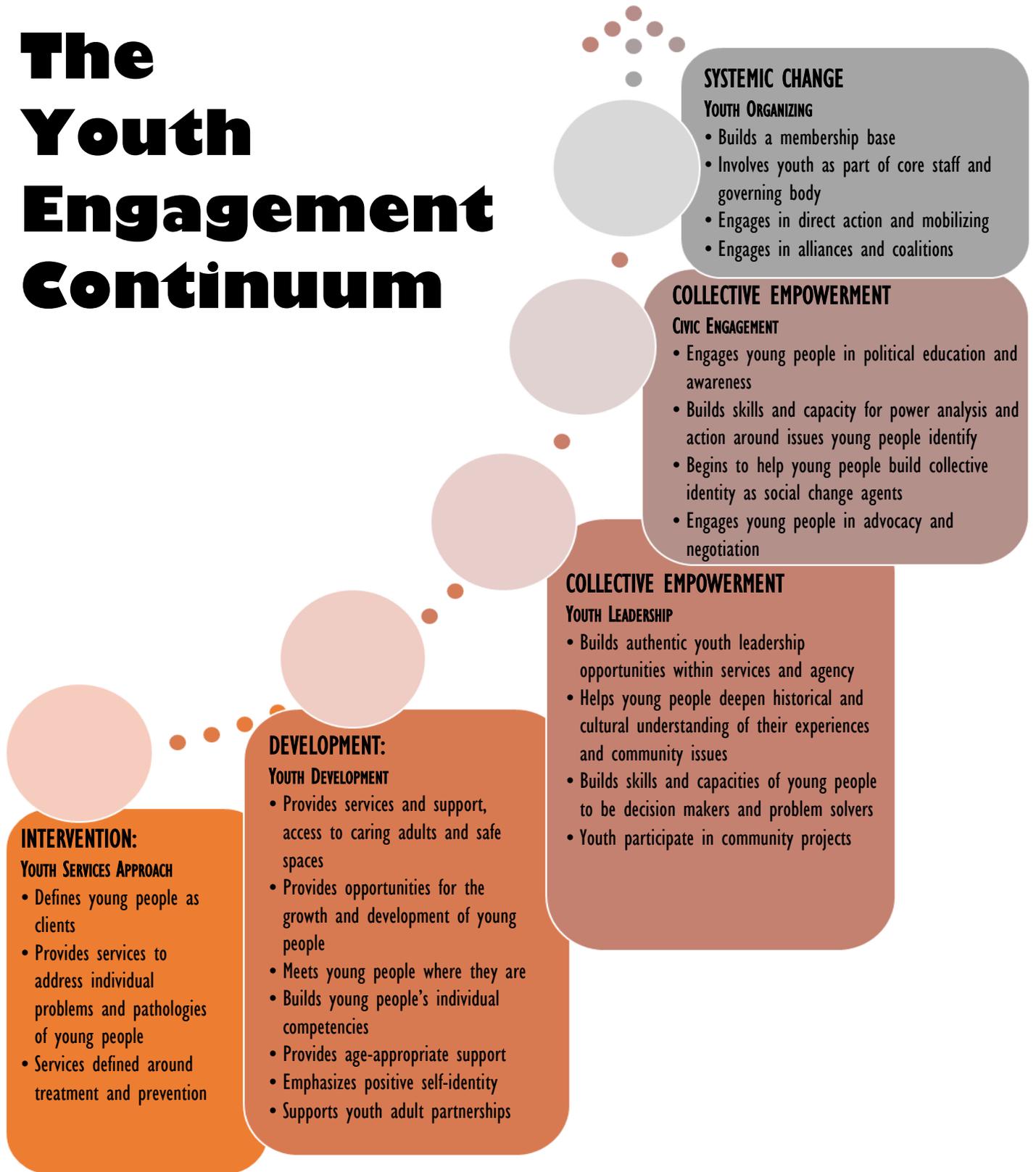
Question Section	Question Text	Number of Characters for Response
Target Population Need	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1400
Program Design	Describe your proposed program including the types of services and how they will be provided.	1400
	Describe your agency's experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.	900
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	900

**SECTION 8: REQUEST FOR QUALIFICATIONS
INITIATIVE: SAN FRANCISCO YOUTHWORKS (SFYW)**

Question Section	Question Text	Number of Characters for Response
	Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.	900
	Describe how the proposed program will provide ongoing support to participants to ensure their retention in the program and at work based learning placements.	900
	Describe the specific ways the agency will ensure that participants are prepared to successfully transition to their next employment or educational step including accessing post secondary education, connecting with next level workforce experiences and/or enrolling in workforce programming or training.	900
	Describe the proposed program’s approach for providing job readiness training, work based learning placements, career awareness experiences and support for transitions and next steps.	900
	Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.	900
	Describe how the agency will recruit, train, support and retain city government worksites to ensure that they provide high quality and consistent work based learning experiences for participants.	900
	Select the strategies of other programs/initiatives for which you are applying for funding through this RFP or the RFQ that will serve the same participants as your proposed initiative.	NA
	Describe how your proposed initiative and the programs/initiatives identified above will work together to benefit the participants.	900
Program Impact	What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?	900

SECTION 9: ADDENDA
ADDENDUM: THE YOUTH ENGAGEMENT CONTINUUM AND LADDER

The Youth Engagement Continuum



SYSTEMIC CHANGE

YOUTH ORGANIZING

- Builds a membership base
- Involves youth as part of core staff and governing body
- Engages in direct action and mobilizing
- Engages in alliances and coalitions

COLLECTIVE EMPOWERMENT

CIVIC ENGAGEMENT

- Engages young people in political education and awareness
- Builds skills and capacity for power analysis and action around issues young people identify
- Begins to help young people build collective identity as social change agents
- Engages young people in advocacy and negotiation

COLLECTIVE EMPOWERMENT

YOUTH LEADERSHIP

- Builds authentic youth leadership opportunities within services and agency
- Helps young people deepen historical and cultural understanding of their experiences and community issues
- Builds skills and capacities of young people to be decision makers and problem solvers
- Youth participate in community projects

DEVELOPMENT:

YOUTH DEVELOPMENT

- Provides services and support, access to caring adults and safe spaces
- Provides opportunities for the growth and development of young people
- Meets young people where they are
- Builds young people's individual competencies
- Provides age-appropriate support
- Emphasizes positive self-identity
- Supports youth adult partnerships

INTERVENTION:

YOUTH SERVICES APPROACH

- Defines young people as clients
- Provides services to address individual problems and pathologies of young people
- Services defined around treatment and prevention

SECTION 9: ADDENDA
ADDENDUM: THE YOUTH ENGAGEMENT CONTINUUM AND LADDER

The Youth Engagement Ladder



ORGANIZING AND GOVERNING

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

YOUTH-INITIATED LEADERSHIP

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

YOUTH-INITIATED PARTNERSHIPS

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

ADULT-INITIATED, SHARED DECISION-MAKING

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

INFORMED DIALOGUE

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

ASSIGNED BUT INFORMED

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

TOKENISM

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

DECORATION

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

SECTION 9: ADDENDA

ADDENDUM: BEACON COMMUNITY SCHOOL PROGRAM MODEL

HISTORY & BACKGROUND

The San Francisco Beacon Initiative (SFBI) began in 1994 when a broad-based group of San Francisco leaders came together to form a planning committee to examine community school models from across the country. The Initiative draws its inspiration from the very successful New York City Beacon effort. The first San Francisco Beacon Center opened in 1996 and for twenty years remained a neighborhood-based approach in eight prioritized neighborhoods in San Francisco.

In the spring of 2016, key funders of the Beacon program, DCYF and SFUSD asked SFBI to consider an expanded vision of the Beacon and its reach. Over the past two decades, San Francisco has undergone tremendous transformation. Signification shifts in the fields of education, expanded learning, youth development and economic forces have dramatically changed the landscape from when the founding pioneers of the Beacon Planning Committee began their exploratory work in 1994. **The neighborhood-based approach no longer seemed like the best way to reach those who could most benefit from Beacons.**

After dozens of focus groups, interviews, steering committee retreats, funder meetings and rigorous data analysis, SFBI in partnership with Beacon Joint funders DCYF and SFUSD have identified a model for expanding the Beacon's reach and impact that has equity as a primary focus. Beacon will expand from nine neighborhood-based sites to the highest need elementary and K-8 schools and all middle schools in SFUSD.

PROGRAM MODEL RATIONALE

The Beacon model rests on the assumption that by transforming public schools into safe spaces where children, youth, parents and community members can engage in positive, educational, enriching and healthy activities during extended hours, youth in the community will benefit. This assumption is reinforced by the well-established social ecological model of child development, which posits that there are multiple spheres of influence, often depicted as concentric circles. These spheres emanate out from micro-level influences like family, to larger, more structural or macro-influences like school, neighborhood, and cultural or economic context (Bronfenbrenner, 1977; Bronfenbrenner, 1979; Santrock, 2007; Kail & Cavanaugh, 2010). The job of the Beacon is therefore seen as not only providing youth development and academic learning supports to youth, but also supporting parents in skill development, helping families navigate schools, coordinating school-day and out of school time efforts, deepening participating youths' connection to their communities and ensuring the neighborhood is a healthy place in which to grow up.

BEACON MISSION STATEMENT

The mission of the San Francisco Beacon Initiative is to transform public schools into youth, family and community centers. Drawing on the existing strengths of our communities, Beacon Centers are committed to a cohesive, comprehensive and collaborative approach that creates pathways to lifelong learning.

SECTION 9: ADDENDA
ADDENDUM: BEACON COMMUNITY SCHOOL PROGRAM MODEL

SFUSD COMPREHENSIVE COMMUNITY SCHOOLS APPROACH & THE BEACON MODEL

DCYF is funding the SF Beacon Model to support the implementation of a community schools approach at selected SFUSD school sites.

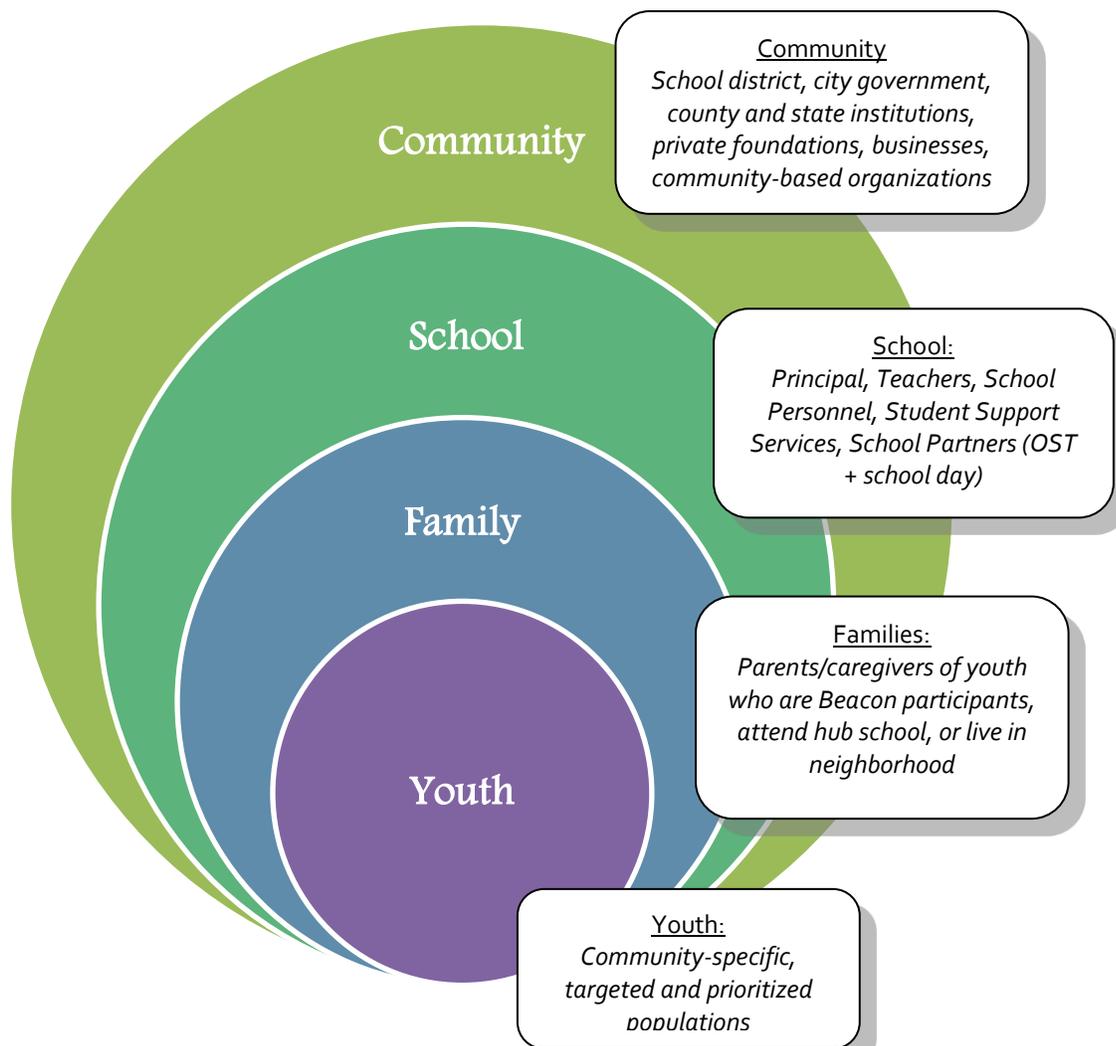
The SFUSD community schools approach centers on organizing and maximizing school site resources, including family and community partnerships, to support student success. The intent of a community schools approach is to coordinate and align these valuable resources around the shared vision, goals and outcomes of each school community. Employing a community schools approach enables a school to build and support effective family, school, district, and community systems that include collective responsibility, a coherent plan and commitment among all stakeholders to student success.

At its core, SFUSD's approach includes a comprehensive, unifying framework that articulates the foundational elements and essential practices for community schools to develop and adopt in order to achieve positive and replicable results. The framework describes the structural supports and values required to create and strengthen relationships and processes that supports increased student safety, well-being and learning.

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Vision of Student Success - WHY			
<i>Every student who enrolls in SFUSD schools will graduate prepared to succeed college, career, and life.</i>			
Community School Foundational Elements - HOW			
<ul style="list-style-type: none"> • Strong Instructional Core • Student Centered Learning in Safe and Supportive Culture & Climate • Strong Family-School-Community Partnerships • Authentic & Inclusive School based Governance 			
Essential Community School Practices - HOW			
<ul style="list-style-type: none"> • Shared Leadership, Vision, Goals, Outcomes & Accountability to support “whole child” development • Strategic Data Collection and Analysis to inform service/program design including resource mapping of school/community needs and assets • Intentional coordination and alignment of programs & partnerships to match identified needs • Continuous Learning & Improvement around all programmatic areas 			
Community School Coordinating Structure - WHO			
<ul style="list-style-type: none"> • Site Leadership Team(s) The school’s existing leadership team(s) and committees expand as needed to include relevant stakeholders (staff, community partners, parents) that guide, design and develop support for the essential practices around each of the programmatic areas. • Dedicated Point Person The site utilizes a dedicated point person(s) to support the coordination, alignment, and evaluation of programs & partnerships. • Community Collaboration Strategic partnerships with community, school district and governmental organizations are leveraged 			
Programmatic Components - WHAT			
Expanded Learning	Family Partnerships	Behavioral Health & Wellness	School Transitions

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BEACON VALUES & GUIDING PRINCIPLES

- ❖ **Commitment to success:** All children, youth and families deserve high quality programs and support that is targeted to their specific needs in order to succeed as learners and as empowered members of the school and community.
- ❖ **Strong partnerships:** A variety of partners – the school district and school sites, the city, private funders, community-based organizations, families and youth – work collaboratively to share resources and expertise, and to design and implement comprehensive programming that meets the partners’ collective interest in young people’s academic and personal success.
- ❖ **Shared accountability:** Partners agree upon clearly defined, complementary outcomes, and use multiple data sources to measure progress and assess collective impact.
- ❖ **High expectations:** Partners share a commitment to continuously assess, gather input from partners and stakeholders, and improve their performance to ensure progress towards quality and outcomes.
- ❖ **Build on community’s strengths:** All children, youth, families and communities have strengths and assets that should be valued and developed.

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GOAL STATEMENTS

YOUTH GOAL: *Through consistent participation in Beacon programs, youth will feel safe, gain skills, develop supportive relationships, and show growth on youth development and academic measures, including development of social and emotional learning (SEL) skills.*

Activities	Outputs	Short Term Outcomes (annually)	Long Term Outcomes (5-10 years)
<p>Classes and activities with enrolled youth and attendance expectations, including:</p> <ul style="list-style-type: none"> • Enrichment • Education & Academic Support • College & Career Readiness • Recreation • Leadership & Civic Engagement • Technology • Health & Wellness <p>Classes, activities and events available on a drop-in basis to engage and attract high-risk youth into deeper participation.</p>	<ul style="list-style-type: none"> • Number of unduplicated youth participants • Number of youth enrolled in each activity • Dosage/intensity of participation • Average daily attendance 	<p>Highly engaged youth demonstrate:</p> <ul style="list-style-type: none"> • improved academic and SEL skills and movement toward mastery • supportive relationships • leadership and community involvement • improved school attendance and achievement compared with youth not deeply engaged • All youth report feeling safe in the program. 	<p>Highly engaged youth demonstrate:</p> <ul style="list-style-type: none"> • increased competency in core areas • college and career readiness • engagement in continuous learning

FAMILY GOAL: *Beacon programs will help parents and caregivers connect with school and community resources, build stronger relationships with their children and other family members, and gain skills to navigate school and life more effectively.*

Activities	Outputs	Short Term Outcomes (annually)	Long Term Outcomes (5-10 years)
<p>Programming for parents, caregivers and other family members, including:</p> <ul style="list-style-type: none"> • providing partnership opportunities for families • skill-building workshops and classes that are linked to learning • events and celebrations • brokering of resources and relationships in the school, family and community 	<ul style="list-style-type: none"> • Percent of participants who are SFUSD parents/caregivers • Number of adults participating in family-oriented programs • Number of families accessing school and community resources 	<p>Family participants:</p> <ul style="list-style-type: none"> • are more connected to schools • access support and skill-development • have stronger relationships with their children and other family members and school site staff. 	<p>Family participants:</p> <ul style="list-style-type: none"> • have the skills and knowledge to provide a healthy, supportive environment for youth success • adopt leadership roles in the school and community

SECTION 9: ADDENDA
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SCHOOL GOAL: <i>Beacons Centers and their school sites will collaborate and share data to develop and implement coherent strategies that reflect their complementary goals.</i>			
Activities	Outputs	Short Term Outcomes (annually)	Long Term Outcomes (5-10 years)
<p>Beacon staff, school leadership and other school staff use a variety of strategies, data and activities to ensure alignment, including:</p> <ul style="list-style-type: none"> • Collaborative meetings • Shared trainings • Aligned planning and communication processes • Participate on each other’s decision-making groups/bodies 	<ul style="list-style-type: none"> • Amount of space and number of hours that Beacon Centers occupy school sites • Meetings between program and school-day personnel • Beacon activities included in balanced scorecard/school site plan 	<p>Beacon and school site(s) have:</p> <ul style="list-style-type: none"> • more integrated goals and strategies • more opportunities for collaboration • a share sense of purpose 	<p>School site(s), Beacon Centers and community work together to effectively support youth, with:</p> <ul style="list-style-type: none"> • a healthy school climate • highly engaged youth, families and community in school efforts • a higher functioning school

COMMUNITY GOAL: <i>The San Francisco Beacon Initiative and its Beacon Centers will be integral partners in education reform and youth development efforts across the city.</i>			
Activities	Outputs	Short Term Outcomes (annually)	Long Term Outcomes (5-10 years)
<p>The Beacon Initiative and Beacon Centers will:</p> <ul style="list-style-type: none"> • Participate in education reform and youth development discussions/ collaborative (i.e.: Community Schools, Common Core, Promise Neighborhood, Expanded Learning Collaborative, etc.) • Identify core services and best practices, and document them for replication within the Beacon initiative and other education/youth-related initiatives • Intentionally market the Beacon model as an effective strategy for youth development and achievement. 	<ul style="list-style-type: none"> • Number of coalition and collaborative organizations Beacons are represented in or lead • Number of documents developed and disseminated to share core services and best practices • Number of public presentations, media stories, marketing materials representing the Beacon model 	<p>Beacons will be recognized by external stakeholders as:</p> <ul style="list-style-type: none"> • Examples of effective collaboration and quality programming • Models for the district’s Community School strategy. 	<p>SFBI and the Beacon Centers are established as active and highly regarded systems- change policy advocates and collaborative partners at the city, school district, state and national levels.</p>

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BEACON CORE AREAS

Beacon Community Schools will be expected to provide programming in the four core areas of the SFUSD Community Schools Approach: Expanded Learning, Family Partnerships, Behavioral Health and Wellness and School Transitions. Below are examples of the content of programming and thematic activities that could fall under those broad funded program categories.

- **Enrichment** - Engaging skill building activities including visual and performing arts, cooking, music, and cultural based clubs.
- **Education & Academic Support** - Regular completion of homework assignments, skills in educational areas depending on program focus, such as literacy, STEM (science, technology, engineering, math) research skills, English language acquisition, credit recovery.
- **College & Career Readiness** - Knowledge of educational and career options beyond high school, work experience, age-appropriate work readiness competencies such as career planning and decision-making, job search techniques, punctuality, regular attendance.
- **Recreation** - Regular opportunities for physical activity, e.g. team and non-team sports, and outdoor recreation.
- **Leadership & Civic Engagement** - Skills such as planning, managing, and facilitating peer meetings or projects, working in teams, effective conflict resolution, problem-solving, public speaking, and community advocacy.
- **Technology** - Acquiring 21st-Century skills via building computer literacy, animation, movie making, computer programming, graphic design and computer maintenance skills.
- **Health & Wellness** - Decision-making skills regarding health and wellness, decreased frequency or extent of negative behaviors such as suspension and truancy, knowledge of health issues that are the focus of the program such as substance abuse, sexual health, mental health, nutrition, physical activity.

BEACON HOURS OF SERVICE

Beacon Baseline Services:

During School - coordinate with school staff, participate in school leadership groups, and support classroom teachers for Beacon/School cohesion. Provide services to youth during school day as determined by collaborative planning with school partners.

After School - meet expectations for ExCEL After School Programs.

Summer - implement a 6 week summer program (minimum) for youth participants.

-Elementary programs operate at least 8 hours/day

-Middle School programs operate at least 6 hours/day

Extension Services:

Evening - regularly scheduled programs for youth and family members

Weekend - special events and activities at least 4 Saturdays a year.

Optional Services:

Before School - programming for youth before the school day.

Intersession - activities, events and field trips during school breaks.