A LETTER FROM THE
EXECUTIVE DIRECTOR

Maria Su, Psy.D.
Executive Director

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

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

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

• **Establishing Our Partnership.** We consider your agency a full partner in our mission to provide all children and youth the opportunities and resources that will help them reach their full potential.

• **Setting Up Your Agency for Success.** We understand that high quality programming is bolstered by the strength of the agency providing it. The New Grantee Orientation will include programmatic-focused sessions by service area and a fiscally-focused session that will help your agency understand what to expect as a DCYF grantee and set up the work we will do together.

• **Building Relationships.** Our shared work leverages the relationships that your agency has with the DCYF staff. Establishing, maintaining, and nurturing our relationships with each other will have the effect of yielding better results for the children, youth, and families we will serve.

• **Planning for the Future.** Unanticipated needs during the funding cycle are likely to arise, and we must be agile enough to make necessary adjustments. We plan to share insight and guidance that will help your agency and our staff to know what we need to do in order to successfully conduct our work.

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

Sincerely,

Maria Su, Psy.D.
Executive Director
# Table of Contents

- Service Area Introduction: Youth Workforce Development ................................................................. 2
- Strategy: Career Awareness .................................................................................................................. 3
- Strategy: High School Partnerships ..................................................................................................... 8
- Strategy: Youth Workforce Development (YWD) ................................................................................ 16
- Initiative: Mayor’s Youth Employment and Education Program (MYEEP) ..................................... 24
- Initiative: San Francisco YouthWorks (SFYW) .................................................................................. 31
- Performance Measure: Grants Requirement Monitoring ................................................................. 38
- Youth Quality Program Assessment Tool (YPQA) ............................................................................ 40
- Technical Assistance and Capacity Building ..................................................................................... 41
- Community Engagement and Communications ................................................................................. 44
- DCYF Contact List .............................................................................................................................. 46
Youth Workforce Development

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.
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.
Program Structure Requirements

1. School or Community-Based

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

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.

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. Career & 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

Interpersonal and Soft Skills: self-awareness, personal health, knowledge of personal strengths & 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 & 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 & 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 & 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.
### Performance Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Actuals vs. Projections</strong></td>
<td>Number of participants served by the program is at least 90% of the program’s projected number of participants.</td>
<td>At least <strong>90%</strong></td>
<td>CMS</td>
</tr>
<tr>
<td><strong>Program Completion</strong></td>
<td>Percent of participants who meet minimum threshold for full participation specified in the program’s workplan.</td>
<td>At least <strong>85%</strong></td>
<td>CMS</td>
</tr>
<tr>
<td><strong>Caring Adult</strong></td>
<td>Percent of surveyed participants who report that there is an adult in the program who really cares about them.</td>
<td>At least <strong>75%</strong></td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Cultural Competency</strong></td>
<td>Percent of surveyed participants who report that the program utilizes culturally competent practices.</td>
<td>At least <strong>75%</strong></td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Education/Career Goals</strong></td>
<td>Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of program participation.</td>
<td>At least <strong>75%</strong></td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Financial Literacy Skills</strong></td>
<td>Percent of surveyed participants who report developing financial literacy skills as a result of program participation.</td>
<td>At least <strong>75%</strong></td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Job Search Skills</strong></td>
<td>Percent of surveyed participants who report developing job-search skills such as resume writing, submitting applications and interviewing as a result of program participation.</td>
<td>At least <strong>75%</strong></td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Youth Program Quality Assessment (YPQA)</strong></td>
<td>Positive external assessment of program quality across the four YPQA domains (Safe Environment, Supportive Environment, Interaction, and Engagement).</td>
<td>Average domain score of at least <strong>3</strong> (YPQA scale is 1 to 5)</td>
<td>YPQA</td>
</tr>
<tr>
<td><strong>Agency Health</strong></td>
<td>DCYF rates health of agency as “Strong” based on Fiscal and Compliance Monitoring.</td>
<td><strong>Strong Rating</strong></td>
<td>Fiscal and Compliance Visits</td>
</tr>
<tr>
<td><strong>Grant Requirements</strong></td>
<td>Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.</td>
<td>Meets requirements of at least <strong>11/14</strong> items</td>
<td>See Grant Requirements Monitoring (page 38)</td>
</tr>
</tbody>
</table>
High School Partnerships

Strategy Overview

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.
High School Partnerships
Program Structure Requirements

1. **School Based**
   - Programs must operate at a designated high school campus.

2. **Outreach & Recruitment**
   - Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population. High School Partnerships programs will work in coordination with school administration to outreach to students who would benefit most from programming.

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 & 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.

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.
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.

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.

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.

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. High School Partnerships programs also must adhere to all relevant labor laws including those governing child labor and appropriate wages.
Interpersonal and Soft Skills: self-awareness, personal health, knowledge of personal strengths & 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 & Paperwork: programs must ensure that participants are aware of the necessary documentation and paperwork needed for employment.

1. Sector Focus

Programs must focus on the sector(s) identified by DCYF and SFUSD for the partnering high school and agreed upon by the program and the school.

2. Job Readiness Training

Interpersonal and Soft Skills: self-awareness, personal health, knowledge of personal strengths & 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.

3. Work Based Learning Placement

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 & 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.
High School Partnerships

Program Content Requirements (CONTINUED)

6 Transition Planning & 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 & 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.
High School Partnerships

School Partnership Roles & Requirements

Community-Based Organization (CBO)

Co-Design Program

Recruit, Train & Support Employers

Provide Job Readiness Training

Monitor Student Progress

Dedicate Sufficient Staff

Link Students to Support Services

Participate in Planning

School Partners

Co-Design Program

Recruit Appropriate Youth for Cohort

Provide Academic Credits

Provide Ongoing Data on Participant Performance

Dedicate Sufficient Teaching and Counseling Staff

Assist with Troubleshooting

Participate in Planning
# High School Partnerships

## Performance Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Actuals vs. Projections</td>
<td>Number of participants served by the program is at least 90% of the program’s projected number of participants.</td>
<td>At least 90%</td>
<td>CMS</td>
</tr>
<tr>
<td>Program Completion</td>
<td>Percent of participants who meet minimum threshold for full participation specified in the program’s workplan.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Placements</td>
<td>Percent of participants who complete a work-based learning experience lasting at least one month.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Placement Follow-Up</td>
<td>Percent of participants who complete a work-based learning experience and are provided with follow-up support lasting at least three months.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Caring Adult</td>
<td>Percent of surveyed participants who report that there is an adult in the program who really cares about them.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>Percent of surveyed participants who report that the program utilizes culturally competent practices.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Education/Career Goals</td>
<td>Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Financial Literacy Skills</td>
<td>Percent of surveyed participants who report developing financial literacy skills as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Job Search Skills</td>
<td>Percent of surveyed participants who report developing job-search skills such as resume writing, submitting applications and interviewing as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
</tbody>
</table>
### Performance Measures (CONTINUED)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Program Quality Assessment (YPQA)</strong></td>
<td>Positive external assessment of program quality across the four YPQA domains (Safe Environment, Supportive Environment, Interaction, and Engagement).</td>
<td><strong>Strong Rating</strong></td>
<td><strong>YPQA</strong></td>
</tr>
<tr>
<td><strong>Agency Health</strong></td>
<td>DCYF rates health of agency as “Strong” based on Fiscal and Compliance Monitoring.</td>
<td><strong>Strong Rating</strong></td>
<td><strong>Fiscal and Compliance Visits</strong></td>
</tr>
<tr>
<td><strong>Grant Requirements</strong></td>
<td>Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.</td>
<td><strong>Meets requirements of at least 11/14 items</strong></td>
<td><em>See Grant Requirements Monitoring (page 38)</em></td>
</tr>
</tbody>
</table>

**Average domain score of at least 3 (YPQA scale is 1 to 5)**
Youth Workforce Development (YWD)

Strategy Overview

The Youth Workforce Development (YWD) Strategy is designed to provide youth with the knowledge, skills, abilities, and experiences that will prepare them for the world of work. YWD programs will offer job readiness and other training, work based learning experiences and transition planning activities all intended to expose youth to jobs and careers, provide work experience and help them begin to connect their long term goals with the educational and employment steps needed to achieve them. The YWD Strategy targets youth ages 14 to 17, 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.
Youth Workforce Development (YWD)
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 as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth.

2. Outreach & Recruitment
   Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.

3. Cohort Structure
   Programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.

4. Developmentally Appropriate Cohorts
   Programs choosing to serve multiple target populations must ensure that cohorts are intentionally constructed to include participants who are at or near the same developmental level in regards to their needs, skills and competencies.

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

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

7. 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.
Youth Workforce Development (YWD)

Program Structure Requirements (CONTINUED)

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 & 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. High School Partnerships programs also must adhere to all relevant labor laws including those governing child labor and appropriate wages.
Youth Workforce Development (YWD)
Program Content Requirements

1. Job Readiness Training
   - 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.

2. Work Based Learning Placement
   - 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. 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 & 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 & 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.

Documented by: Washington D.C. Youth Development Services

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 & Paperwork: programs must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.

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.

Documentation & Paperwork: programs must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
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.

Social & Emotional Learning

Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
Youth Workforce Development (YWD)

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.

For Programs Serving Disconnected Transitional Age Youth (TAY)

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

2. Recruitment
   Programs must utilize effective methods to recruit and engage disconnected TAY. These methods must take into account the disconnected nature of the target population and the high likelihood that these youth will not be engaged through conventional recruitment methods.

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.
## Youth Workforce Development (YWD)

### Performance Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Actuals vs. Projections</td>
<td>Number of participants served by the program is at least 90% of the program's projected number of participants.</td>
<td>At least 90%</td>
<td>CMS</td>
</tr>
<tr>
<td>Program Completion</td>
<td>Percent of participants who meet minimum threshold for full participation specified in the program’s workplan.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Placements</td>
<td>Percent of participants who complete a work-based learning experience lasting at least one month.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Placement Follow-Up</td>
<td>Percent of participants who complete a work-based learning experience and are provided with follow-up support lasting at least three months.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Caring Adult</td>
<td>Percent of surveyed participants who report that there is an adult in the program who really cares about them.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>Percent of surveyed participants who report that the program utilizes culturally competent practices.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Education/Career Goals</td>
<td>Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Financial Literacy Skills</td>
<td>Percent of surveyed participants who report developing financial literacy skills as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Job Search Skills</td>
<td>Percent of surveyed participants who report developing job-search skills such as resume writing, submitting applications and interviewing as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
</tbody>
</table>
## Youth Workforce Development (YWD) Performance Measures (CONTINUED)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Program Quality Assessment (YPQA)</strong></td>
<td>Positive external assessment of program quality across the four YPQA domains (Safe Environment, Supportive Environment, Interaction, and Engagement).</td>
<td>Average domain score of at least 3 (YPQA scale is 1 to 5)</td>
<td>YPQA</td>
</tr>
<tr>
<td><strong>Agency Health</strong></td>
<td>DCYF rates health of agency as “Strong” based on Fiscal and Compliance Monitoring.</td>
<td><strong>Strong Rating</strong></td>
<td><strong>Fiscal and Compliance Visits</strong></td>
</tr>
<tr>
<td><strong>Grant Requirements</strong></td>
<td>Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.</td>
<td>Meets requirements of at least 11/14 items</td>
<td>See Grant Requirements Monitoring (page 38)</td>
</tr>
</tbody>
</table>
Mayor’s Youth Employment and Education Program (MYEEP)

Strategy Overview

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.

3. To help participants understand the importance of academic success and the role that high school and post-secondary education play within the context of career development.

4. To create a pipeline of job ready local youth that are prepared to access the current jobs and careers in San Francisco.
# Mayor’s Youth Employment and Education Program (MYEEP)

## 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 & 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 & 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.
Mayor’s Youth Employment and Education Program (MYEEP)
Program Structure Requirements (CONTINUED)

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 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 & 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 & 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.
Mayor’s Youth Employment and Education Program (MYEEP)

Program Content Requirements

1. **Job Readiness Training**
   - **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.

2. **Work Based Learning Placement**
   - **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 & 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 & 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.

**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 & Paperwork**: the lead agency implementing MYEEP must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.

**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 & Paperwork**: the lead agency implementing MYEEP must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
Mayor’s Youth Employment and Education Program (MYEEP)

Program Content Requirements (CONTINUED)

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 & 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.
# Mayor’s Youth Employment and Education Program (MYEEP)

## Performance Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Actuals vs. Projections</td>
<td>Number of participants served by the program is at least 90% of the program’s projected number of participants.</td>
<td>At least 90%</td>
<td>CMS</td>
</tr>
<tr>
<td>Program Completion</td>
<td>Percent of participants who meet minimum threshold for full participation specified in the program’s workplan.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Placements</td>
<td>Percent of participants who complete a work-based learning experience lasting at least one month.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Placement Follow-Up</td>
<td>Percent of participants who complete a work-based learning experience and are provided with follow-up support lasting at least three months.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td>Caring Adult</td>
<td>Percent of surveyed participants who report that there is an adult in the program who really cares about them.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>Percent of surveyed participants who report that the program utilizes culturally competent practices.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Education/Career Goals</td>
<td>Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Financial Literacy Skills</td>
<td>Percent of surveyed participants who report developing financial literacy skills as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td>Job Search Skills</td>
<td>Percent of surveyed participants who report developing job-search skills such as resume writing, submitting applications and interviewing as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
</tbody>
</table>
## Mayor’s Youth Employment and Education Program (MYEEP) Performance Measures (CONTINUED)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Program Quality Assessment (YPQA)</strong></td>
<td>Positive external assessment of program quality across the four YPQA domains (Safe Environment, Supportive Environment, Interaction, and Engagement).</td>
<td>Average domain score of at least <strong>3</strong> (YPQA scale is 1 to 5)</td>
<td>YPQA</td>
</tr>
<tr>
<td><strong>Agency Health</strong></td>
<td>DCYF rates health of agency as “Strong” based on Fiscal and Compliance Monitoring.</td>
<td>Strong Rating</td>
<td>Fiscal and Compliance Visits</td>
</tr>
<tr>
<td><strong>Grant Requirements</strong></td>
<td>Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.</td>
<td>Meets requirements of at least <strong>11/14</strong> items</td>
<td>See Grant Requirements Monitoring (page 38)</td>
</tr>
</tbody>
</table>
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.

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

Program Structure Requirements

<table>
<thead>
<tr>
<th>1 Community-Based</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Outreach &amp; Recruitment</td>
<td>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.</td>
</tr>
<tr>
<td>3 Cohort Structure</td>
<td>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.</td>
</tr>
<tr>
<td>4 Curriculum Based</td>
<td>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.</td>
</tr>
<tr>
<td>5 Engagement, Retention &amp; Support</td>
<td>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.</td>
</tr>
<tr>
<td>6 Cultural Competency</td>
<td>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.</td>
</tr>
<tr>
<td>7 Health and Nutrition</td>
<td>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.</td>
</tr>
</tbody>
</table>
San Francisco YouthWorks (SFYW)

Program Structure Requirements (CONTINUED)

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 & 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 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.
San Francisco YouthWorks (SFYW)
Program Content Requirements

1. Job Readiness Training
   - 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.

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

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 & 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.

- 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 & Paperwork: the agency implementing SFYW must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.
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.

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.

Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
### San Francisco YouthWorks (SFYW) Performance Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Actuals vs. Projections</strong></td>
<td>Number of participants served by the program is at least 90% of the program’s projected number of participants.</td>
<td>At least 90%</td>
<td>CMS</td>
</tr>
<tr>
<td><strong>Program Completion</strong></td>
<td>Percent of participants who meet minimum threshold for full participation specified in the program’s workplan.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td><strong>Placements</strong></td>
<td>Percent of participants who complete a work-based learning experience lasting at least one month.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td><strong>Placement Follow-Up</strong></td>
<td>Percent of participants who complete a work-based learning experience and are provided with follow-up support lasting at least three months.</td>
<td>At least 85%</td>
<td>CMS</td>
</tr>
<tr>
<td><strong>Caring Adult</strong></td>
<td>Percent of surveyed participants who report that there is an adult in the program who really cares about them.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Cultural Competency</strong></td>
<td>Percent of surveyed participants who report that the program utilizes culturally competent practices.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Education/Career Goals</strong></td>
<td>Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Financial Literacy Skills</strong></td>
<td>Percent of surveyed participants who report developing financial literacy skills as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Job Search Skills</strong></td>
<td>Percent of surveyed participants who report developing job-search skills such as resume writing, submitting applications and interviewing as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
</tbody>
</table>
### San Francisco YouthWorks (SFYW)

**Performance Measures (CONTINUED)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Program Quality Assessment (YPQA)</strong></td>
<td>Positive external assessment of program quality across the four YPQA domains (Safe Environment, Supportive Environment, Interaction, and Engagement).</td>
<td><strong>Average domain score of at least 3</strong> (YPQA scale is 1 to 5)</td>
<td><strong>YPQA</strong></td>
</tr>
<tr>
<td><strong>Agency Health</strong></td>
<td>DCYF rates health of agency as “Strong” based on Fiscal and Compliance Monitoring.</td>
<td><strong>Strong Rating</strong></td>
<td><strong>Fiscal and Compliance Visits</strong></td>
</tr>
<tr>
<td><strong>Grant Requirements</strong></td>
<td>Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.</td>
<td><strong>Meets requirements of at least 11/14 items</strong></td>
<td><strong>See Grant Requirements Monitoring (page 38)</strong></td>
</tr>
</tbody>
</table>

**San Francisco YouthWorks (SFYW)**
Performance Measure

Grant Requirement Monitoring

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Purpose</th>
<th>Criteria</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS Data Quality</td>
<td>To ensure that programs are entering quality data into the DCYF Contract Management System (CMS) to track program performance.</td>
<td>• Program enters complete demographic information into CMS for at least 90% of active participants by last invoice submission deadline.</td>
<td>CMS</td>
</tr>
<tr>
<td>Timely Workplan Submission</td>
<td>To ensure timely workplan processing and reduce delays.</td>
<td>Program submits initial workplan to DCYF for review by deadline (May 1, 2018 for Summer programs, July 1, 2018 for all other programs).</td>
<td>CMS</td>
</tr>
<tr>
<td>Timely Invoice Submission</td>
<td>To ensure timely submission of invoices and reduce delays in invoicing.</td>
<td>On average, program submits each invoice within the 45 days that follow the month for which the invoice is being prepared (e.g. October invoice is submitted by November 30).</td>
<td>CMS</td>
</tr>
<tr>
<td>Survey Administration</td>
<td>To ensure that programs administer surveys to obtain feedback from participants on their experiences.</td>
<td>• Program administers surveys according to DCYF guidelines and submits data to DCYF for processing by annual deadline.</td>
<td>Surveys</td>
</tr>
<tr>
<td>Program Curricula &amp; Activities</td>
<td>To ensure that programs utilize curricula that meet strategy requirements and, if applicable, are administering assessments and creating individualized service plans in accordance with requirements.</td>
<td>Program curricula and activities meet DCYF requirements.</td>
<td>Program Specialist Site Visits</td>
</tr>
<tr>
<td>Family Partnership Activities</td>
<td>To ensure that programs create opportunities for families and caregivers to be connected to the program.</td>
<td>Program creates opportunities for families to be connected to program.</td>
<td>Program Specialist Site Visits</td>
</tr>
<tr>
<td>Item</td>
<td>Purpose</td>
<td>Criteria</td>
<td>Tracking</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Required Events &amp; Meetings</td>
<td>To ensure that programs attend DCYF required gatherings, implement events and other required program components and are coordinating with partners.</td>
<td>Program staff administers DCYF required events and attends meetings as required.</td>
<td>Program Specialist Site Visits &amp; DCYF Meeting Logs</td>
</tr>
<tr>
<td>Health and Nutrition</td>
<td>To ensure that programs serve health snacks/meals and water in accordance with DCYF policy.</td>
<td>Program offers healthy snacks/meals and water in accordance with DCYF policy.</td>
<td>Program Specialist Site Visits</td>
</tr>
<tr>
<td>Attendance Tracking Sheets</td>
<td>To verify the accuracy of CMS records and ensure that participants are being served.</td>
<td>Program shows evidence of tracking participation using paper or electronic files.</td>
<td>Program Specialist Site Visits</td>
</tr>
<tr>
<td>Consent Forms</td>
<td>To ensure that programs collect consent forms that authorize data sharing with DCYF and SFUSD.</td>
<td>Agency staff make consent forms available for review during site visits.</td>
<td>Program Specialist Site Visits</td>
</tr>
</tbody>
</table>
| Participation in Fiscal & Compliance Monitoring | To review the financial health of DCYF grantees. | • Agency staff prepares requested documents and attends visit on scheduled date.  
• Agency submits response to any findings by deadline. | Fiscal & Compliance Visits |
| Payment of Taxes                 | To ensure DCYF grantees meet required tax obligations. | Agency is current on all federal, state and local taxes. | Fiscal & Compliance Visits |
| Compliance with City Regulations | To ensure DCYF grantees meet City standards. | Agency is in compliance with all applicable City and County of San Francisco ordinances and regulations. | Fiscal & Compliance Visits |
| Background Checks and Fingerprints | To ensure compliance with State laws on background checks and fingerprints. | Agency maintains criminal background check records for all staff and volunteers exercising supervision of minors. | Fiscal & Compliance Visits |
What does the YPQA assess?

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

**ABOUT THE DAVID P. WEIKART CENTER**

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

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

**DCYF GRANTEE EXPECTATIONS**

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

Technical Assistance & Capacity Building

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

DCYF is deeply committed to working in partnership with our grantees to strengthen organizational capacity and continuously improve the quality of programming. Over the last several years we have expanded our TA/CB offerings in order to meet grantees where they are and work with them to get them to where they want to be. DCYF grantees have access to programmatic TA workshops, coaching and cohorts, and our recently created Organizational Sustainability Initiative (OSI), which focuses on fiscal and administrative health.

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

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

<table>
<thead>
<tr>
<th>Workshops/Trainings</th>
<th>Peer Learning Cohorts</th>
<th>Coaching and Consulting</th>
<th>DCYF University</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-off workshops on a variety of topics such as Youth Development, Trauma Informed Care, Behavior Management, Social Emotional Learning, Fiscal Management, Work-Based Learning and Juvenile Justice Reform. These workshops can range from 4hrs to 6hrs long.</td>
<td>The cohorts offered by DCYF typically require 3-6 month commitments, and involve intense involvement with curriculum. Cohorts are offered in a variety of content areas.</td>
<td>Staff are able to receive coaching hours that are customized to meet the needs of the program and or agency.</td>
<td>This program is designed to provide program staff the opportunity to become “Specialists” by delving deep into specific subject matter.</td>
</tr>
</tbody>
</table>
DCYF is embracing a holistic approach to Technical Assistance & Capacity Building (TA/CB) by designing a multilevel system for training and support. We aim to build a stronger field of youth workers and improve the quality of services that are available to San Francisco children, youth and their families. For individual youth workers we will provide professional development opportunities that increase the skills and abilities needed to implement high quality youth development programming. On the programmatic level our efforts will focus on building the capacity and ability for programs to engage in continuous quality improvement and to support staff with their professional development. On the agency level we will help organizations build and strengthen their systems and infrastructure in order to solidify the foundation required for effective programs and staff.

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

SPECIALIZATIONS
offered Fall 2018

Youth Development Best Practices with a Training of the Trainer Focus
Youth Development Best Practices with a Trauma Informed Focus
Youth Leadership, Empowerment and Advocacy
Fiscal and Administration Management
Career Development
Executive Leadership

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

Applications will be available beginning on May 7, 2018
All applications need to be submitted by June 8, 2018.
DCYF is committed to improving program quality and driving better outcomes for program participants. In order to do this, we invest in and provide a wide range of Technical Assistance and Capacity Building workshops and cohorts to supplement and support the professional development of staff who administer and deliver programs. We offer workshops and cohorts for front-line staff, program administrators, and non-profit executives at all levels of experience. Visit the Technical Assistance and Capacity Building page on the DCYF website to access our training calendar and sign up for workshops and cohorts: http://tinyurl.com/dcyfsupport

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

The story of the DCYF Family is the story of how our grantees make San Francisco a great place to grow up. We want to partner with your program to amplify and share your stories. We want to be sure you are connected to everything DCYF offers and does in the community.

Share your program stories from multiple perspectives: program participants, parents, your staff, and your agency as a whole.

Subscribe us to your newsletters.

Send us pictures and videos of your program in action.

Send us articles and award announcements.

...everything that tells the tale of how your program benefits SF.

Hit us up at communications@dcyf.org
DCYF CONNECT CHECKLIST

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

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

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

- @SFDCYF
- @SF_DCYF
- sf_dcyf
- SF Department of Children, Youth, and their Families

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

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

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

If you have any questions, concerns, or comments about DCYF’s Community Engagement and Communications work – or if you would just like to say hello! – please email us at communications@dcyf.org
DCYF CONTACT LIST

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