EDUCATIONAL SUPPORTS
Maria Su, Psy.D.
Executive Director

A LETTER FROM THE EXECUTIVE DIRECTOR

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

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

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

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

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

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

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

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

Sincerely,

Maria Su, Psy.D.
Executive Director
# DCYF GRANTEE SERVICE AREA GUIDE — ED SUPPORTS

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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 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.
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 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.
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. 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 & 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 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. 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.

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.
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 Coordination & Partnership

Programs must coordinate with school staff, families, students and/or other community-based organizations (CBOs) and have experience working in partnership.
Academic Supports

Program Content Requirements

1. **Academic Gains**
   Programs must support participants in making academic gains in core subjects.

2. **Assessments & 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 & Post-Secondary Planning**
   - **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.
   - **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 & 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.
Academic Supports

Additional Requirements for Programs Serving Disconnected Transitional Age Youth (TAY)

Program Structure Requirements

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.

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

1. Educational Programming
   - **Focus on Basic Skills**: academic enrichment activities and non-conventional learning strategies to help students whose literacy are below grade levels.
   - **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 & Post-Secondary Planning
   - **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.
   - **Support**: to help participants achieve the plans they have created for themselves including connecting to their next steps.
# Academic Supports

## Performance Measures

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Alternative Education
Strategy Overview

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.
Program Structure Requirements

1. School-Based
   Programs must operate at a school site.

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. 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 & 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.
Alternative Education

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 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.
Alternative Education
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 & 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.

4. Transition Support & Post-Secondary Planning
   - **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.
   - **Support**: to help participants achieve the plans they have created for themselves including individualized support to help connect to their next steps.

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.
## Alternative Education Performance Measures

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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.

STRATEGY GOALS

1. To support 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.
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. 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 & 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 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. 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.

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.
Literacy Supports
Program Content Requirements

1. Assessments & 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 & 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

- Additional Individual Service Plan Elements
  - School readiness including skills such as self-regulation and social and emotional learning.
  - Basic numeracy and math.
  - Literacy/phonemic awareness skills.

Additional Program Structure Requirements for Programs Serving English Learners

- 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.
## Literacy Supports

### Performance Measures

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Summer Transitions
Strategy Overview

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.
Summer Transitions

Program Structure Requirements

1. **School-Based**
   Programming will occur at designated SFUSD Summer School Sites as determined by the district and DCYF.

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. **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. **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.

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.
Summer Transitions

Program Content Requirements

1. Career/Post-secondary Awareness & Exposure

The program must provide formal and informal opportunities for participants to explore and prepare for college, career, and other post-secondary 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

- **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 & 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.
Summer Transitions

**Summer Youth Academic & Employment Component**

### Program Structure Requirements

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 program will require one Academic Mentor 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

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 & 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**
   - 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.
**Summer Transitions**  
**Summer Bridge Component**

### Program Structure Requirements

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 program will require three **Coordinators or Managers** per summer school site.

### Program Content Requirements

1. **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**  
   - **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.
## Summer Transitions
### Performance Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target</th>
<th>Tracking</th>
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</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>Youth to Staff Ratio</strong></td>
<td>Ratio of Youth to Staff meets DCYF standards.</td>
<td>At most 10:1 youth:staff ratio</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>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 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 11/14 items</td>
<td>See Grant Requirements Monitoring (page 24)</td>
</tr>
</tbody>
</table>
Performance Measure
Grant Requirement Monitoring

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Purpose</th>
<th>Criteria</th>
<th>Tracking</th>
</tr>
</thead>
</table>
| CMS Data Quality         | To ensure that programs are entering quality data into the DCYF Contract Management System (CMS) to track program performance. | • Program enters complete demographic information into CMS for at least 90% of active participants by last invoice submission deadline.  
• Program enters attendance data into CMS for at least 90% of scheduled days by last invoice submission deadline. | CMS            |
| Timely Workplan Submission | To ensure timely workplan processing and reduce delays.                    | Program submits initial workplan to DCYF for review by deadline (May 1, 2018 for Summer programs, July 1, 2018 for all other programs).                                                                  | CMS            |
| Timely Invoice Submission | To ensure timely submission of invoices and reduce delays in invoicing.  | On average, program submits each invoice within the 45 days that follow the month for which the invoice is being prepared (e.g. October invoice is submitted by November 30). | CMS            |
| Survey Administration    | To ensure that programs administer surveys to obtain feedback from participants on their experiences. | • Program administers surveys according to DCYF guidelines and submits data to DCYF for processing by annual deadline.  
• At least 65% of program participants take surveys submitted to DCYF. | Surveys        |
<p>| Program Curricula &amp; Activities | To ensure that programs utilize curricula that meet strategy requirements and, if applicable, are administering assessments and creating individualized service plans in accordance with requirements. | Program curricula and activities meet DCYF requirements. | Program Specialist Site Visits |
| Family Partnership Activities | To ensure that programs create opportunities for families and caregivers to be connected to the program. | Program creates opportunities for families to be connected to program. | Program Specialist Site Visits |</p>
<table>
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<tr>
<th>Item</th>
<th>Purpose</th>
<th>Criteria</th>
<th>Tracking</th>
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<tbody>
<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.
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.

- **Workshops/Trainings**: 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.

- **Peer Learning Cohorts**: 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.

- **Coaching and Consulting**: Staff are able to receive coaching hours that are customized to meet the needs of the program and or agency.

- **DCYF University**: This program is designed to provide program staff the opportunity to become “Specialists” by delving deep into specific subject matter.
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
- Fiscal and Administration Management
- Career Development
- Youth Leadership, Empowerment and Advocacy
- 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.
Grantee Resources

**Upcoming Training Calendar**

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

<table>
<thead>
<tr>
<th>TRAINING DATE</th>
<th>TIME</th>
<th>WORKSHOP TITLE</th>
<th>PROVIDER</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td><strong>MARCH 2018</strong></td>
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<tr>
<td>Thursday</td>
<td>March 1st</td>
<td>10:00am-12:00pm</td>
<td>Self Care for Youth Serving Professionals</td>
<td>Spark Decks</td>
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<td>Don Fisher BGCSF</td>
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<tr>
<td>Friday</td>
<td>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>
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<td>Support for Families</td>
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<td>Thursday</td>
<td>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>
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<td>DCYF-Mint</td>
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<tr>
<td>Tuesday</td>
<td>March 13</td>
<td>9:30am-12:30pm</td>
<td>Youth Development 101</td>
<td>Be the Change Consulting</td>
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<td>Bayview YMCA</td>
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<td>Thursday</td>
<td>March 15</td>
<td>10:00am-12:00pm</td>
<td>Creating Environments that Nurture Social and Emotional Learning</td>
<td>Spark Decks</td>
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<td>Embarcadero YMCA</td>
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<td>Friday</td>
<td>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>
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<td>Support for Families</td>
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<tr>
<td>Friday</td>
<td>March 16th</td>
<td>9:30am-4:30pm</td>
<td>Youth Workforce Development 301</td>
<td>Pathways Consultants</td>
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<td>Valencia Gardens Community Room</td>
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<tr>
<td>Tuesday</td>
<td>March 20</td>
<td>9:30am-12:30pm</td>
<td>DCYF 14: Leaders of Today</td>
<td>Be the Change Consulting</td>
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<td>Don Fisher BGCSF</td>
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<tr>
<td>Tuesday</td>
<td>March 20</td>
<td>9:30am-12:30pm</td>
<td>Cultural Mindfulness Institute 1 of 3</td>
<td>Edutainment for Equity/Antique Ed</td>
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<tr>
<td>Wednesday</td>
<td>March 21st</td>
<td>9:30am-12:30pm</td>
<td>Cultural Mindfulness Institute 2 of 3</td>
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<tr>
<td>Thursday</td>
<td>March 22nd</td>
<td>9:30am-12:30pm</td>
<td>Cultural Mindfulness Institute 3 of 3</td>
<td>Edutainment for Equity/Antique Ed</td>
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<tr>
<td>Thursday</td>
<td>April 6th</td>
<td>9:30am-12:30pm</td>
<td>Teaming with Families to Support Children</td>
<td>Special Needs Inclusion Project</td>
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<td>Support for Families</td>
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<tr>
<td>Wednesday</td>
<td>April 11th</td>
<td>9:30am-12:30pm</td>
<td>Teaching Resiliency</td>
<td>Edutainment for Equity/Antique Ed</td>
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<td>DCYF-Mint</td>
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<tr>
<td>Wednesday</td>
<td>April 11th</td>
<td>9:30am-12:30pm</td>
<td>COHORT: Trainer Circle Session 6</td>
<td>Be the Change Consulting</td>
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<td>Don Fisher BGCSF</td>
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<tr>
<td>Tuesday</td>
<td>April 17th</td>
<td>10:00am-11:00am</td>
<td>Technology, Jobs and the Future of Work</td>
<td>Pathways Consultants</td>
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<td>WEBINAR</td>
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<tr>
<td>Wednesday</td>
<td>April 18th</td>
<td>9:30am-12:30pm</td>
<td>Project Based Learning</td>
<td>Edutainment for Equity/Antique Ed</td>
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<td>DCYF-Mint</td>
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<tr>
<td>Friday</td>
<td>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>
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<td>Support for Families</td>
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<tr>
<td>Tuesday</td>
<td>April 24th</td>
<td>9:30am-12:30pm</td>
<td>Arts and Social Media Training</td>
<td>Edutainment for Equity/Antique Ed</td>
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<td><strong>MAY 2018</strong></td>
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<tr>
<td>Wednesday</td>
<td>May 2nd</td>
<td>9:30am-12:30pm</td>
<td>Building a Youth Leadership Pipeline 05/02/18</td>
<td>Movement Strategy Center</td>
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<tr>
<td>Friday</td>
<td>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>
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<td>Support for Families</td>
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<tr>
<td>Friday</td>
<td>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>
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<tr>
<td>Tuesday</td>
<td>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>
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<td>Valencia Gardens Community Room</td>
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</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
DCF 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.