MENTORSHIP
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
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Mentorship

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

Girls

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

Children of Incarcerated Parents

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

Disconnected TAY

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

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

STRATEGY GOALS

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

2. To increase participants’ connection to resources.

3. To reduce the impact of trauma on participants and increase their peer, family and community relationships, self-esteem and self-identity.

4. To provide middle school girls with programming that increases interpersonal awareness, educational achievement and positive usage of social media.

5. To provide children of incarcerated parents with programming that results in reduced social isolation.

6. To provide disconnected TAY with programming that increases awareness and interest in improving life skills, education and employment and helps build self-regulation and decision making skills.
Mentorship

Program Structure Requirements

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

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

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

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

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

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

7. Extended Programming
   Agencies receiving funding under the Mentorship Strategy will be provided with a planning period lasting up to one year to help solidify their programs and build their recruitment mechanisms for both mentors and participants. DCYF will negotiate the details of the planning period with awarded grantees.
# Mentorship

## Program Content Requirements

1. **Structured Activities**
   - Programs must offer structured group and individual activities for mentors and mentees that foster relationship building and a shared sense of youth-identified goals. Program activities should be related to the goals and needs of the target population and may include, but are not limited to, cultural identity programming, exposure to college and careers, social and emotional development and understanding of an ability to navigate services and resources.

2. **Long Term**
   - Programming must establish a connection between the mentor and the participant that lasts at least six months. These connections should be designed to support the development and fostering of long term relationships between mentors and participants.

3. **Youth Goal Focused**
   - Programs must utilize the goals of participants to guide the focus and activities of the mentor-mentee relationship.

4. **Mentor Recruitment, Screening & Training**
   - **Mentor Screening:** programs must screen prospective mentors to determine whether they have the time, commitment and personal qualities to be safe and effective mentors.
   - **Mentor Training:** programs must provide training for prospective mentors and mentees on the basic knowledge, attitudes and skills needed to build an effective and safe mentoring relationship. Potential training topics include, but are not limited to, youth development, mandated reporting, trust-building and communication strategies with the mentee and family, and culturally appropriate language and tools to build an effective and safe mentoring relationship.

5. **Matching Mentors & Mentees**
   - Programs must have an established process for matching mentors and mentees using strategies that increase the odds that the mentoring relationship will endure and be effective. These strategies should take into account key factors such as gender, experience, culture, etc. Mentorship programs must also use processes that allow for the screening of both the mentor and the participant to ensure that both are fully engaged in the mentoring relationship.

6. **Monitoring**
   - Programs must have an established process for monitoring the mentor-mentee relationship to ensure an effective match and to promote ongoing development. Mentorship programs must also monitor the relationship to chart progress, ensure child and youth safety and provide support to address any issues that may arise.
Mentorship

Program Content Requirements (CONTINUED)

7 Additional Support for Mentors
Programs must ensure that mentors and program staff are equipped to respond to common concerns and issues that could arise for the target population. Programs must provide additional training and support to help mentors identify issues and have procedures in place to ensure that participants’ needs are addressed either in-house, through collaboration with other programs or through referral.

8 Closure
Programs must have an established process to facilitate bringing the mentorship match to closure in a way that affirms the contributions of the mentor and mentee and offers opportunities to prepare for the end of the mentorship match while reflecting on the experience.

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

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

For Programs Serving Children of Incarcerated Parents

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

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.
# Mentorship Performance Measures

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<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>Mentorship Duration</strong></td>
<td>Percent of participants who meet with their mentor for at least six months.</td>
<td>At least 85%</td>
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<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>
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<td><strong>Cultural Competency</strong></td>
<td>Percent of surveyed participants who report that the program utilizes culturally competent practices.</td>
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<tr>
<td><strong>Satisfaction with Mentor</strong></td>
<td>Percent of surveyed participants who report satisfaction with the mentor they were connected with through the program.</td>
<td>At least 75%</td>
<td>Surveys</td>
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<tr>
<td><strong>Agency Health</strong></td>
<td>DCYF rates health of agency as “Strong” based on Fiscal and Compliance Monitoring.</td>
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<td>Number of items on the Grant Requirements Monitoring Checklist with which the program is in compliance.</td>
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Connective Services

Strategy Overview

The Connective Services Strategy is designed to provide youth with opportunities to connect to caring adult role models who can support them in their upward mobility and success. Connective Services programs will include mentoring, activities that support the development of caring relationships between youth and staff, individual and group support, connection to needed services and resources, approaches to behavior management such as restorative justice practices, positive youth development activities, culturally focused and healing circle supportive programming, and will promote positive social and emotional learning. Connective Services programs target at-risk youth and can be implemented using a range of programming models. Services should include building youth’s self-esteem and confidence and supporting youth to achieve their goals.

STRATEGY GOALS

1. To increase participants’ access to long-lasting, caring, positive adult relationships.
2. To increase participants’ connection to resources.
3. To reduce the impact of trauma on participants and increase their peer, family and community relationships, self-esteem and self-identity.
4. To provide services that stabilize youth’s life.
Connective Services

Program Structure Requirements

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

2. Referral Sources
   Referrals may be received from a range of sources including, but not limited to, San Francisco Unified School District’s Wellness Centers, Pupil Services and County schools, Department of Rehabilitation, Department of Public Health, Public Defender’s Office, District Attorney’s Office, and self and family referrals.

3. 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.

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 of participants by providing wraparound support in-house, through collaboration with other programs or by referral.

5. Ongoing Support & Connection to Additional Resources
   Programs must provide ongoing support to help participants address the complex needs present within their lives. Programs must have an established process for connecting participants to needed resources. These connections should emphasize warm handoffs and ongoing communication between programs providing services.

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

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

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

Program Content Requirements

1. **Structured Activities**
   Programs must offer structured group and or individual activities that foster relationship building and are grounded in the goals identified by participants. Program activities should be related to the needs of the target population and may include, but are not limited to, cultural identity programming, exposure to college and careers, social and emotional development and understanding of an ability to navigate services and resources.

2. **Limited Duration**
   Programs may establish connections between staff and participants that lasts no more than twelve months. These connections should be designed to support the development and fostering of long term relationships with a goal of connecting participants to needed services and resources.

3. **Participant Goal Focused**
   Programs must have processes to help youth identify and develop their goals to guide the focus and activities of the relationships developed with participants.

4. **Staff Training**
   Programs must provide training on the basic knowledge, attitudes and skills needed to build effective and safe relationships. Potential training topics include, but are not limited to, youth development, mandated reporting, trust-building and communication strategies with the youth’s and family, and culturally appropriate language and tools to build an effective and safe caring relationship.

5. **Closure**
   Programs must have an established process to facilitate bringing the mentorship match to closure in a way that affirms the contributions of the mentor and mentee and offers opportunities to prepare for the end of the mentorship match while reflecting on the experience.

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

7. **Social & Emotional Learning**
   Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
Connective Services

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

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

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

### Performance Measures

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<td><strong>Envision Positive Future</strong></td>
<td>Percent of surveyed participants who report envisioning a more positive future for themselves as a result of program participation.</td>
<td>At least 75%</td>
<td>Surveys</td>
</tr>
<tr>
<td><strong>Referrals to Supportive Services</strong></td>
<td>Percent of surveyed participants who report developing an improved sense of personal identity as a result of program participation.</td>
<td>At least 75%</td>
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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>
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| 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                       |
<p>| 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.                                                                                     | Surveys                   |
| 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>
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<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 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 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 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 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 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 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 Visits |
The David P. Weikart Center for Youth Program Quality empowers education and human service leaders to adapt, implement, and scale best-in-class, research validated quality improvement systems to advance child and youth development.

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

DCYF GRANTEE EXPECTATIONS

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

Technical Assistance & Capacity Building

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

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

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

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

**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

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.
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.