DEPARTMENT OF CHILDREN, YOUTH
AND THEIR FAMILIES

2019-2020 COMMUNITY GRANTS
REQUEST FOR PROPOSALS

DATE ISSUED: Monday, September 16, 2019
DEADLINE FOR SUBMISSION: Monday, October 7, 2019, at 5:00 PM
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About DCYF

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

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

The people of San Francisco made a unique, first of its kind commitment to our community in 1991 by creating the Children and Youth Fund and dedicating property tax revenues to fund vital services for our city’s children and youth, and their families. The Children’s Fund was overwhelmingly renewed by voters in 2000, then renewed again in 2014 with broad voter support for an extended 25-year tenure through Proposition C. Proposition C, also known as the Children and Families First Initiative, increased the property tax earmark for children and youth to four cents of every $100 of assessed property value, renamed the Children’s Fund to the Children and Youth Fund and expanded use of the Fund to the provision of services to disconnected transitional age youth (TAY) ages 18 to 24.

DCYF administers these funds to community-based organizations and public agencies to provide services to children, youth and families. DCYF’s Oversight and Advisory Committee (OAC), which was established under the 2014 legislation, helps to guide strategic planning, funding recommendations and evaluation of funded programs. In fiscal year 2017-18, DCYF provided approximately $117 million in direct service grants to 470 programs located across all of San Francisco’s neighborhoods, helping to support more than 42,000 children and youth, birth to age 24, and their families.

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

Our purpose extends far beyond funding: we are a strong voice at the heart of San Francisco’s commitment to children, youth, transitional age youth and their families. We combine broad experience, community engagement, creative thinking and thoughtful decision making to improve access to services and make a measurable impact. Over the past 25 years, San Francisco has become home to some of the best practices and programs in the nation.
About the Community Grants RFP

Each year at the beginning of the new fiscal year in July, the San Francisco Board of Supervisors releases a list of budget amendments, commonly known as "addbacks." These are funds that each Supervisor allocates to various City departments for programs in their respective districts.

DCYF conducts an open and transparent RFP process for the budget amendments that we receive through the addback process. This competitive process is utilized throughout the City for the allocation of public funds. We look forward to your creative ideas to help provide equitable and holistic services to the community.

The 13 programs being funded through this year’s Community Grants RFP are described on the following page.
## 2019/2020 DCYF Community Grants

<table>
<thead>
<tr>
<th>District</th>
<th>Addback Description</th>
<th>Term</th>
<th>19/20 Amount</th>
<th>20/21 Amount</th>
<th>Two-Year Total</th>
<th>Service Area</th>
<th>Strategy</th>
<th>Target Populations</th>
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<tbody>
<tr>
<td>4</td>
<td>Expanded TAY supports, including case management and barrier removal</td>
<td>1 year</td>
<td>$41,500</td>
<td>0</td>
<td>$41,500</td>
<td>Mentorship</td>
<td>Connective Services</td>
<td>• San Francisco disconnected transitional age youth ages 18-24</td>
</tr>
<tr>
<td>4</td>
<td>Out-of-school time support for students with special needs</td>
<td>1 year</td>
<td>$41,500</td>
<td>0</td>
<td>$41,500</td>
<td>OST</td>
<td>Comprehensive Year Round &amp; Summer Learning</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td>• San Francisco middle school youth in grades 6-8</td>
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<tr>
<td>5</td>
<td>Teen Physical Activity and Empowerment Program</td>
<td>1 year</td>
<td>$50,000</td>
<td>0</td>
<td>$50,000</td>
<td>Enrichment, Leadership &amp; Skill Building</td>
<td>Sports &amp; Physical Activity</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td>• San Francisco high school youth in grades 9-12</td>
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<td>• San Francisco disconnected transitional age youth ages 18-24</td>
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<tr>
<td>5</td>
<td>Workforce Gardening Program</td>
<td>1 year</td>
<td>$20,000</td>
<td>0</td>
<td>$20,000</td>
<td>Youth Workforce Development</td>
<td>Youth Workforce Development</td>
<td>• San Francisco youth ages 14-17</td>
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<td>• San Francisco justice-involved youth ages 14-24</td>
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<td>• San Francisco disconnected TAY ages 18-24</td>
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<tr>
<td>5</td>
<td>Youth Engagement and Physical Activity</td>
<td>1 year</td>
<td>$20,000</td>
<td>0</td>
<td>$20,000</td>
<td>Enrichment, Leadership &amp; Skill Building</td>
<td>Sports &amp; Physical Activity</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td>District</td>
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<td>Service Area</td>
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<tr>
<td>10</td>
<td>Job training for District 10 youth in hospitality</td>
<td>2 years</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$80,000</td>
<td>Youth Workforce Development</td>
<td>Youth Workforce Development</td>
<td>• San Francisco youth ages 14-17</td>
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<td>• San Francisco disconnected TAY ages 18-24</td>
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<tr>
<td>10</td>
<td>Launch of community kitchen in District 10 including the purchase of kitchen equipment to provide healthy meals and information on how to prepare them</td>
<td>2 years</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$30,000</td>
<td>Outreach &amp; Access</td>
<td>Miscellaneous</td>
<td>• San Francisco youth ages 6-17</td>
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<td></td>
<td>• San Francisco disconnected transitional age youth ages 18-24</td>
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<tr>
<td>10</td>
<td>Youth Arts, Arts enrichment program for Bayview K-8 students</td>
<td>2 years</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$150,000</td>
<td>Enrichment, Leadership &amp; Skill Building</td>
<td>Arts &amp; Creative Expression</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td>• San Francisco middle school youth in grades 6-8</td>
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<tr>
<td>10</td>
<td>Youth gardening projects in District 10</td>
<td>2 years</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$40,000</td>
<td>Enrichment, Leadership &amp; Skill Building</td>
<td>Science, Technology, Engineering &amp; Math (STEM)</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td>• San Francisco high school youth in grades 9-12</td>
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<tr>
<td>11</td>
<td>Arts program for youth ages 11-18</td>
<td>1 year</td>
<td>$63,000</td>
<td></td>
<td>$63,000</td>
<td>Enrichment, Leadership &amp; Skill Building</td>
<td>Arts &amp; Creative Expression</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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</table>
| Citywide | Hands-on bilingual science activities/workshops for underserved youth from low-income communities | 2 years | $250,000     | $250,000     | $500,000      | Enrichment, Leadership & Skill Building               | Science, Technology, Engineering & Math (STEM)               | • San Francisco elementary school youth in grades K-5  
• San Francisco middle school youth in grades 6-8  
• San Francisco high school youth in grades 9-12 |
| Citywide | Multi-disciplinary youth arts workforce development internships and training          | 2 years | $125,000     | $125,000     | $250,000      | Youth Workforce Development                           | Youth Workforce Development                                | • San Francisco youth ages 14-17  
• San Francisco justice-involved youth ages 14-24  
• San Francisco disconnected TAY ages 18-24 |
| Citywide | Residential alternative to detention for girls                                        | 1 year | $400,000     | 0            | $400,000      | Justice Services                                      | Miscellaneous                                               | • San Francisco youth ages 10-21 who are pre and post-adjudicated or are court referred as an alternative to secure confinement  
• San Francisco disconnected TAY ages 18-24 who have been charged, indicted or who are on active probation |
RFP Timeline and Important Elements

<table>
<thead>
<tr>
<th>ESTIMATED TIMELINE (Dates may be subject to change)</th>
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<tbody>
<tr>
<td>RFP Issued</td>
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<tr>
<td>Question Submission Period Ends</td>
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<tr>
<td>Answers to Questions Posted</td>
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<tr>
<td>Proposals Due</td>
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<tr>
<td>Award Decision Finalized</td>
</tr>
</tbody>
</table>

SUBMISSION REQUIREMENTS

All applications in response to this RFP must be submitted using DCYF’s online application system (See the Online Submission Instructions section for more information). The deadline to apply is 5:00 p.m. on Monday, October 7, 2019. Proposals will not be accepted after this deadline.

TECHNICAL ASSISTANCE AND QUESTIONS

DCYF is committed to providing as much clarity as possible during this RFP process. All questions about the RFP must be submitted in writing to the email address below. DCYF staff will not answer questions via telephone or in person, nor will it hold a pre-proposal conference.

<table>
<thead>
<tr>
<th>SUBMIT ALL RFP QUESTIONS TO:</th>
<th>DEADLINE FOR RFP QUESTION SUBMISSION:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:communitygrantsrfp@dcyf.org">communitygrantsrfp@dcyf.org</a></td>
<td>Monday, September 23, 2019 at 5:00 p.m.</td>
</tr>
</tbody>
</table>

To ensure that all applicants have access to both the submitted questions and their corresponding answers, DCYF will publish all received questions and answers by Friday, September 27, 2019 at 5:00 p.m. at www.dcyf.org.
Funding Terms

Grant Terms
Grant terms for the programs within this RFP may vary. Variation in grant terms will depend on the availability of funds; grantee performance relative to the requirements and expectations set forth by the RFP; compliance with DCYF’s contractual, reporting and evaluation requirements and other expectations detailed in the grant agreement and award letter. In addition, DCYF shall, at its sole discretion, have the option to renew the grant agreement. The final terms and conditions of the grant shall be subject to negotiation.

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

Examples of eligible uses of funds include, but are not limited to:
1. Staffing costs and fringes;
2. Rent, lease and occupancy costs;
3. Materials and supplies;
4. Food costs;
5. Transportation and
6. Administrative costs up to 15% of the total contract amount (including administrative costs of subcontractors).

DCYF grant funds shall not be used for:
1. Services to non San Francisco residents;
2. Any service that merely benefits children and youth incidentally;
3. Acquisition of any capital item not for primary and direct use by children and youth;
4. Acquisition of real property (excluding leases for a term of 12 months or less);
5. Maintenance, utilities or similar operating costs of a facility not used primarily and directly by the funded program;
6. Out-of-country travel;
7. Depreciation on buildings or equipment and
8. Religious worship, instruction or proselytization.
Also, DCYF will not spend its limited resources funding services that should be provided by other entities such as other City departments or the San Francisco Unified School District (SFUSD). For more detailed information on uses of funds, please refer to Doing Business with DCYF at: www.dcyf.org/doing-business-with-dcyf-guide.

Right Not to Fund

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

Terms and Conditions

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

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

C. Revision of Proposal
A proposer may revise a proposal on its own initiative at any time before the submission deadline. Because the online application system used for this RFP does not allow applicants to make revisions once a proposal is submitted, applicants are instructed to contact DCYF at communitygrantsrfp@dcyf.org to make arrangements to perform any revisions to proposals that have already been submitted.

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

At any time during the proposal evaluation process DCYF may require a proposer to provide oral or written clarification of its proposal. DCYF reserves the right to make an award without further clarifications of proposals received.
D. Late or Conditional Proposals
Any proposal received after the exact time specified for receipt will **not be considered**. Any proposal may be rejected if it is conditional, incomplete or deviates from specifications stated in this RFP. Minor deviations may be waived at the discretion of the City.

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

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

F. Appeal Procedures
Agencies not awarded funds through this RFP can file a formal appeal with DCYF. The appeal period begins immediately following the award announcement (tentatively scheduled for Tuesday, November 12, 2019), and ends at 5:00 p.m. seven calendar days following the award announcement.

Appeals will only be accepted in writing and can be submitted electronically to [communitygrantsrfp@dcyf.org](mailto:communitygrantsrfp@dcyf.org) or delivered via hard copy to DCYF offices prior to the end of the appeal period. A panel selected by DCYF will review all eligible appeals, and the panel decisions will be final.
Requirements

The purpose of this RFP is to identify nonprofit organizations to provide specific services throughout the City and County of San Francisco. Agencies receiving grants as a result of this RFP must be San Francisco City-approved suppliers, meet specific eligibility and contractual requirements, and operate in a spirit of community partnership to help DCYF meet our funding goals and outcomes.

Supplier Status

Agencies funded through this RFP must be City-approved suppliers and not be on the City Supplier Debarred list before receiving funds. Organizations must be approved City suppliers by the release of award decisions (tentatively scheduled for November 12, 2019) to receive funding under this RFP. Supplier application packets can be obtained from the Office of Contract Administration at City Hall, 1 Dr. Carlton B. Goodlett Place, Room 430, San Francisco, CA 94102 or downloaded from the Office of Contract Administration website at www.sfgov.org/oca. More information on becoming a City supplier is available at the San Francisco City Supplier Portal, at https://sfcitypartner.sfgov.org/.

Subcontractors are not required to be City-approved suppliers; only the lead agency or fiscal sponsor must be City-approved.

DCYF Eligibility Requirements

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

- Applicants must be a community-based agency that is non-profit and tax-exempt under Section 501(c)(3) of the Internal Revenue Code, or apply under a valid fiscal sponsor.
- Program may only serve residents of San Francisco.
- All services must take place in the district specified in the addback description. Citywide grants may take place in any district.
- Organizations receiving a grant from this RFP must be approved City suppliers by the release of award decisions (tentatively scheduled for November 12, 2019) to receive funding under this RFP. DCYF reserves the right to revoke a grant award if an organization is unable to meet this deadline.
- Applicants must agree to meet Compliance Standards established by the City and DCYF throughout the grant term and participate in evaluation activities.
- Organizations must be compliant with the City’s insurance requirements by the completion of contract negotiations.

Non-Eligible Entities:

- No City and County of San Francisco agencies or departments, nor San Francisco Unified School District (SFUSD), may apply for funding under this RFP.

Minimum Compliance Standards

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

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

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

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

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

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

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

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

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

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

The awards contained in this Community Grants RFP are assigned to a DCYF Service Area and Strategy. These categories were developed for the department’s current five-year funding cycle, and were reflected in the 2018-2023 RFP released in July 2017. Funded programs will be expected to align with the funding strategy’s goals, requirements and target populations (when present) as outlined below.

In some cases a Community Grant is categorized with a strategy of Miscellaneous. These awards have no specific strategy and will have goals and program requirements finalized during the contract negotiation process.
Enrichment, Leadership and Skill Building (ELS)

Community Grants in This Service Area:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>District</th>
<th>Annual Grant Amount</th>
<th>Funding Term</th>
<th>Target Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Creative Expression</td>
<td>Youth Arts, Arts enrichment program for Bayview K-8 students</td>
<td>10</td>
<td>$75,000</td>
<td>2 years</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td>• San Francisco middle school youth in grades 6-8</td>
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<tr>
<td></td>
<td>Arts program for youth ages 11-18</td>
<td>11</td>
<td>$63,000</td>
<td>1 year</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td>• San Francisco high school youth in grades 9-12</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Math (STEM)</td>
<td>Youth gardening projects in District 10</td>
<td>10</td>
<td>$20,000</td>
<td>2 years</td>
<td>• San Francisco elementary school youth in grades K-5</td>
</tr>
<tr>
<td></td>
<td>Hands-on bilingual science activities/workshops for underserved youth from low-income communities</td>
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<tr>
<td>Sports &amp; Physical Activity</td>
<td>Teen Physical Activity and Empowerment Program</td>
<td>5</td>
<td>$50,000</td>
<td>1 year</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td></td>
<td>• San Francisco disconnected transitional age youth ages 18-24</td>
</tr>
</tbody>
</table>

Service Area Description

The Enrichment, Leadership and Skill Building (ELS) Service Area includes programs that provide opportunities for children, youth and disconnected transitional age youth (TAY) to learn specialized skills, build positive personal identities, increase their social and emotional learning skills and improve their leadership abilities through project and curriculum based programming. This Service Area includes DCYF’s Youth Empowerment Allocation, a set aside required by the City Charter that requires that at least three percent of the Children and Youth Fund be reserved for youth-initiated projects. The ELS Service Area includes the following strategies: Arts and Creative Expression; Identity Formation; Science, Technology, Engineering and Math (STEM); Service Learning; Sports and Physical Activity; Youth Leadership, Engagement and Organizing and Youth-led Philanthropy.
Service Area Need

Success in school and in life depends on more than academic ability alone. Research conducted by the Collaborative for Academic, Social, and Emotional Learning has demonstrated that social and emotional competencies have a significant impact on students’ academic performance and persistence in school as well as their broader life success, as measured by a variety of health, wealth and well-being indicators in adulthood. Many skills or competencies fit under the umbrella of social and emotional learning (SEL); SFUSD and other members of the CORE Districts in California—districts that applied for and received a waiver from the No Child Left Behind federal accountability system—adopted the following four constructs as accountability metrics.

1. **Growth Mindset.** The belief that one’s abilities can grow with effort. Youth with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.

2. **Self-Efficacy.** The belief in one’s own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one’s own motivation, behavior and environment. Self-efficacy can boost youth achievement and emotional health and well-being.

3. **Self-Management.** The ability to effectively manage one’s emotions, thoughts and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working towards personal and academic goals. Strong self-management skills are associated with fewer dropouts, better academic and social outcomes, and better outcomes with regard to physical health, substance dependence, personal finances and criminal offenses.

4. **Social Awareness.** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Social awareness may contribute to better behavior and achievement in school and increased engagement with community and school resources (associated with better peer relationships, fewer risky behaviors).

Analysis of SEL assessments administered by SFUSD show that African American, Hispanic/Latino and Pacific Islander children and youth consistently score below average across grade levels in at least three of the four SEL areas described above. Factors that the CORE Districts found to contribute to lower SEL scores include stereotypes and bias, low expectations for student’s abilities, unresolved childhood trauma and basic needs not being met. DCYF’s ELS Service Area is designed to support programming to address these issues and promote SEL skills.

In addition to promoting SEL skills, the ELS Service Area is designed to address the learning and developmental needs of children and youth. The National Education Association highlights the value of project based learning as a teaching model; older youth can acquire a great deal of knowledge and skills through hands-on experiences and engagement. Additionally, given the autonomy older youth have over their time outside of school, project based and/or youth-led programming that explores a diverse set of topics and experiences can be a strong method for engaging and retaining this age group of youth in safe and productive activities that support their learning and development.
Enrichment, Leadership and Skill Building (ELS)
STRATEGY: ARTS AND CREATIVE EXPRESSION

Community Grants in This Strategy:

<table>
<thead>
<tr>
<th>Description</th>
<th>District</th>
<th>Annual Grant Amount</th>
<th>Funding Term</th>
<th>Target Populations</th>
</tr>
</thead>
</table>
| Youth Arts, Arts enrichment program for Bayview K-8 students | 10 | $75,000 | 2 years | • San Francisco elementary school youth in grades K-5  
• San Francisco middle school youth in grades 6-8 |
| Arts program for youth ages 11-18 | 11 | $63,000 | 1 year | • San Francisco elementary school youth in grades K-5  
• San Francisco middle school youth in grades 6-8  
• San Francisco high school youth in grades 9-12 |

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

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

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

Description:

The Arts and Creative Expression Strategy is designed to provide youth and disconnected TAY with opportunities to explore one or more forms of artistic and creative expression and have structured and intentional ways to express themselves and showcase their work. Arts and Creative Expression programs will provide project based activities that allow participants to learn skills and express their creativity while
engaging in an artistic discipline. Arts and Creative Expressions programs target elementary, middle and high school youth and can include, but are not limited to, disciplines such as visual arts, creative writing, music, dance, theater, film and/or digital media.

Strategy Goals:

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

Strategy Requirements:

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

Program Structure Requirements:

1. **School or Community-Based**: programs can operate a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries and other non-school sites that are safe and accessible to the youth. Arts and Creative Expression programs operating at schools with a DCYF-funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. **Outreach and Recruitment**: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. **Cohort Structure**: programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. **Developmentally Appropriate Cohorts**: programs choosing to serve multiple target populations must ensure that cohorts are intentionally constructed to include participants who are at or near the same developmental level in regards to their needs, skills and competencies.
5. **Curriculum Based**: activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
6. **Engagement, Retention and Support**: programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
7. **Incentives**: programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g. stipends, educational scholarships, personal savings accounts), in-kind (e.g. bus passes, transportation vouchers, rent subsidies, etc.), and celebratory (e.g. assemblies or award ceremonies).
8. Cultural Competency: programs must have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.

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

Program Content Requirements:

1. Structured Activities: programs must include structured activities that provide exposure and engagement with at least one discipline related to the arts and/or creative expression. These activities can be focused around many disciplines including, but not limited to, visual arts, creative writing, music, dance, theater, film, digital media, etc.

2. Project Based Learning: programs must provide activities that are project based that allow participants to engage with an artistic or creative discipline for an extended period of time to investigate and respond to engaging and/or complex questions, problems or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability and other relevant skills.

3. Orientation and Team Building: programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.

4. Culminating Project: programs must provide opportunities for participants to be engaged with project based activities that are sustained, cooperative endeavors that result in a specific end product, culminating event or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

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

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

7. Social and Emotional Learning: programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
<table>
<thead>
<tr>
<th>Question Section</th>
<th>Question Text</th>
<th>Number of Characters for Response</th>
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</thead>
<tbody>
<tr>
<td>Target Population</td>
<td>Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.</td>
<td>1500</td>
</tr>
<tr>
<td></td>
<td>Describe the proposed program’s approach for identifying, recruiting, enrolling and retaining youth who meet the strategy’s target population and who would benefit most from its services and activities.</td>
<td>1000</td>
</tr>
<tr>
<td>Program Design</td>
<td>Describe your proposed program including the types of services and how they will be provided.</td>
<td>1500</td>
</tr>
<tr>
<td></td>
<td>Describe your agency’s experience providing the types of services required by this strategy including how long the services have been provided and how the service delivery approach has changed over time.</td>
<td>1000</td>
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<td>Describe how your proposed program will align with the intent, goals and requirements of the strategy you are applying under.</td>
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<td>Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.</td>
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<td>Describe any established relationships the proposed program maintains with other service providers or systems.</td>
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<tr>
<td>Program Impact</td>
<td>What processes and systems does your agency have in place to evaluate services, program quality and impact? How does your agency use data to refine and improve the delivery of services?</td>
<td>1000</td>
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Enrichment, Leadership and Skill Building (ELS)
STRATEGY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

Community Grants in This Strategy:

<table>
<thead>
<tr>
<th>Description</th>
<th>District</th>
<th>Annual Grant Amount</th>
<th>Funding Term</th>
<th>Target Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth gardening projects in District 10</td>
<td>10</td>
<td>$20,000</td>
<td>2 years</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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<td>• San Francisco high school youth in grades 9-12</td>
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<tr>
<td>Hands-on bilingual science activities/workshops for underserved youth from low-income communities</td>
<td>Citywide</td>
<td>$250,000</td>
<td>2 years</td>
<td>• San Francisco elementary school youth in grades K-5</td>
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DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:

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

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

Description:

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

**Strategy Goals:**

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

**Strategy Requirements:**

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

**Program Structure Requirements:**

1. **School or Community-Based:** programs can operate a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. STEM programs operating at schools with a DCYF funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. **Outreach and Recruitment:** programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. **Cohort Structure:** programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. **Developmentally Appropriate Cohorts:** programs choosing to serve multiple target populations must ensure that cohorts are intentionally constructed to include participants who are at or near the same developmental level in regards to their needs, skills and competencies.
5. **Curriculum Based:** activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
6. **Engagement, Retention and Support:** programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs participants by providing wraparound support in-house, through collaboration with other programs or by referral.
7. **Incentives:** programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g. stipends, educational scholarships, personal savings accounts), in-kind (e.g. bus passes, transportation vouchers, rent subsidies, etc.), and celebratory (e.g. assemblies or award ceremonies).
8. **Cultural Competency**: programs must have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.

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

**Program Content Requirements:**

1. **Structured Activities**: programs must include structured activities that provide learning opportunities related to science, technology, engineering and math, ideally integrated together. Programs should provide activities that are hands-on, inquiry-based and collaborative. These activities can be focused around many topics including, but not limited to, biological or environmental science, computer science and coding.

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

3. **Orientation and Team Building**: programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.

4. **Culminating Project**: programs must provide opportunities for participants to be engaged with project based activities that are sustained, cooperative endeavors that result in a specific end product, culminating event, or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

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

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

7. **Social and Emotional Learning**: programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
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Enrichment, Leadership and Skill Building (ELS)
STRATEGY: SPORTS AND PHYSICAL ACTIVITY

Community Grants in This Strategy:

<table>
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<tr>
<th>Description</th>
<th>District</th>
<th>Annual Grant Amount</th>
<th>Funding Term</th>
<th>Target Populations</th>
</tr>
</thead>
</table>
| Teen Physical Activity and Empowerment Program | 5        | $50,000             | 1 year       | • San Francisco elementary school youth in grades K-5  
|                                             |          |                     |              | • San Francisco middle school youth in grades 6-8  
|                                             |          |                     |              | • San Francisco high school youth in grades 9-12  
|                                             |          |                     |              | • San Francisco disconnected transitional age youth ages 18-24 |
| Youth Engagement and Physical Activity     | 5        | $20,000             | 1 year       | • San Francisco elementary school youth in grades K-5  
|                                             |          |                     |              | • San Francisco middle school youth in grades 6-8  
|                                             |          |                     |              | • San Francisco high school youth in grades 9-12  
|                                             |          |                     |              | • San Francisco disconnected transitional age youth ages 18-24 |

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

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

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

The Sports and Physical Activity Strategy is designed to provide opportunities for youth to engage in competitive and noncompetitive sports and physical activities and to develop key skills such as teamwork and collaboration. Additionally, Sports and Physical Activity programs will help participants positively connect with their peers and develop increased social awareness, emotional bonds and self-esteem. The Sports and Physical Activity Strategy targets youth in elementary, middle and high school, as well as disconnected transitional age youth (TAY) and has a particular focus on programs that engage girls.

Strategy Goals:

1. To provide expanded opportunities for participants, especially girls, to engage in sports and/or physical activities
2. To increase physical activity among participants and support the development of lifelong healthy habits

Strategy Requirements:

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

Program Structure Requirements:

1. **School or Community-Based:** Programs can operate at a school campus or at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Sports and Physical Activity programs operating at schools with a DCYF funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. **Outreach and Recruitment:** Programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. **Engagement, Retention and Support:** Programs must have an established approach for engaging and retaining participants as well as reengaging if needed. Programs must be able to meet the needs of participants by providing wraparound support in-house, through collaboration with other programs or by referral.
4. **Incentives:** Programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g. stipends, educational scholarships, personal savings accounts), in-kind (e.g. bus passes, transportation vouchers, rent subsidies, etc.), and celebratory (e.g. assemblies or award ceremonies).
5. **Cultural Competency:** Programs must have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.
6. **Health and Nutrition:** Programs must provide a healthy snack if operating for two hours or more. All proposed programs must provide youth with water and avoid serving sugar-sweetened beverages such as soda or sports drinks.
7. **Extended Programming:** Programs must offer evening and/or weekend programming options to increase participants’ access to physical activity during non-school hours.
Program Content Requirements:

1. **Structured Activities**: Programs must provide structured activities that have specific skill-building goals and offer experiences in sports and/or physical activities that include ascending opportunities for mastery over time.

2. **Orientation and Team Building**: Programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.

3. **Celebrating Achievements**: Programs must provide opportunities for participants to celebrate the skills they have developed as well as their achievements and accomplishments in the program.

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

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

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

Additional Requirements for Programs Serving Disconnected Transitional Age Youth:

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

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

Community Grants in This Service Area:

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</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>Residential alternative to detention for girls</td>
<td>Citywide</td>
<td>$400,000</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• San Francisco youth ages 10-21 who are pre and post-adjudicated or are court referred as an alternative to secure confinement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• San Francisco disconnected TAY ages 18-24 who have been charged, indicted or who are on active probation</td>
<td></td>
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</table>

Service Area Description

The Justice Services Service Area includes a continuum of services for justice system-involved youth and disconnected TAY. The aim of the service area is to prevent further youth engagement in the justice system and reduce rates of youth recidivism through connection to adult allies, culturally relevant programming, ongoing case management, access to positive skill building activities and whole family engagement. Services are provided in partnership with the juvenile and adult justice systems and take place in system facilities as well as community-based settings. The Justice Services Service Area includes the following initiative and strategies: Community Assessment & Referral Center (CARC), Cultural Programming, Detention Based Services, Girls’ and Young Women’s Programming, Multi-Service and Young Adult Court Case Management. Justice Services also includes the Intensive Supervision & Clinical Support Strategy funded in partnership with the Department of Public Health.

Service Area Need

Despite marked declines in the number of youth involved in the juvenile justice system both nationally and locally, African American children and youth are still detained and incarcerated at disproportionately high rates in San Francisco’s Juvenile Hall and jails. Recent estimates based on data from the San Francisco Juvenile Probation Department show that in 2015, 11% of San Francisco’s African American children ages 10 to 18 were involved in the juvenile justice system, compared to just one and a half percent of all youth ages 10 to 18 in San Francisco. In the same year Hispanic/Latino children and youth were also disproportionately represented in the juvenile justice system, with just under 2% having systems-involvement as compared to only half a percent of their White peers. Furthermore, according to the Adult Probation Department, between 2012 and 2014, 25% of San Francisco adult arrests were young men and women ages 18 to 24. Also according to the Adult Probation Department, young adults under age 25 comprised 20% of the jail population, 25% percent of criminal court cases, and 21% of Adult Probation’s active caseload. When these statistics from the adult justice system are disaggregated by race/ethnicity, the disparities in systems involvement are even more pronounced than those found in the juvenile justice system.
Research conducted by the Justice Policy Institute and Annie E. Casey Foundation has shown that detention can be harmful for young people in both the short and long term. Placement in locked detention facilities disrupts schooling, increasing the likelihood that youth will fail classes or drop out. Compared to youth who have not spent time in custody, young people who spend time in custody are less likely to find employment and more likely to suffer mental health problems. Additionally, research suggests that formal processing is not always effective in reducing delinquent behavior.

Decades of research points to several root causes for youth involvement in the justice system: poverty, disconnection or underperformance in school and unresolved trauma. American Community Survey estimates from 2014 show 54% of San Francisco's African American children and youth ages 0-17 to be living below 300% of the Federal Poverty Level. In the 2014-15 school year, African American high school students accounted for 41% of all suspensions even though they only comprised 10% of the SFUSD student population. Additionally, while the overall high school graduation rate was 85% in 2014-15, the rate for African American students was just 71%. In terms of trauma, in 2012 53% percent of homicide victims and 63% of shooting victims in San Francisco were African American, with 39% between the ages of 18 and 25 years old.

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

Community Grants in This Strategy:

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  • San Francisco disconnected TAY ages 18-24 who have been charged, indicted or who are on active probation |

**Description:**

DCYF provides Miscellaneous grants to programs that fit within a Service Area but not squarely within a strategy. These grants are often the result of specific funding efforts including Board of Supervisor Addbacks or Mayoral initiatives. Applicants to the Miscellaneous strategy should address their proposals to describe how they will provide the specific services required by the description in the Community Grants RFP. Additional details for this Community Grant will not be provided.
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Mentorship

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<td>Connective Services</td>
<td>Expanded TAY supports, including case management and barrier removal</td>
<td>4</td>
<td>$41,500</td>
<td>1 year</td>
<td>- San Francisco disconnected transitional age youth ages 18-24</td>
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Service Area Description

The Mentorship Service Area includes programs that provide opportunities for children and disconnected transitional age youth (TAY) to connect with caring adults. The programs funded under this service area connect youth with caring adults who work with them over an extended period of time to provide motivation, guidance, connection and support with the ultimate aim of achieving positive goals, exploring new possibilities and increasing the youth's self-esteem and confidence. The Mentorship Service Area includes the following strategies: Connective Services and Mentorship.

Service Area Need

Research has shown that when there is a lack of caring adult guidance and support youth are likely to engage in risky behavior. Youth who are supported by caring adults have a likelihood of avoiding the justice system, criminal behaviors and have increased well-being. Positive caring adult relationships help increase emotional resiliency, increase self-esteem, increase development of social skills, decrease symptoms of depression and anxiety, decrease sexual risk behaviors, decrease use of tobacco, alcohol, and marijuana, decrease exposure to weapon violence. Caring adult relationships have also been found to have a positive impact on school connectedness and academic outcomes.
Mentorship

STRATEGY: CONNECTIVE SERVICES

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Description:

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

Strategy Requirements:

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

Program Structure Requirements:

1. Community-Based: Programs must operate at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth.
2. Referral Sources: Referrals may be received from a range of sources including, but not limited to,
San Francisco’s County schools, Department of Rehabilitation, Department of Public Health, Public Defender’s Office, District Attorney’s Office, and self and family referrals.

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

4. **Outreach and 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.

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

6. **Ongoing Support and Connection to Additional Resources:** Programs are highly encouraged to foster a network of 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.

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

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

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

**Program Content Requirements:**

1. **Structured Activities:** Programs must 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 relationship to closure in a way that affirms the contributions of the staff and youth and offers opportunities to prepare for the end of the relationship 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 and Emotional Learning**: Programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
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Out of School Time (OST)

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| Comprehensive Year Round & Summer Learning | Out-of-school time support for students with special needs | 4        | $41,500             | 1 year       | • San Francisco elementary school youth in grades K-5  
|                                      |                                                            |          |                     |              | • San Francisco middle school youth in grades 6-8       |

Service Area Description

The Out of School Time Service Area (OST) includes comprehensive afterschool programming in school- and community-based settings that provide opportunities for children and youth from low-income and/or working families to engage in meaningful and relevant learning that fosters their curiosity, builds their social and emotional skills and creatively reinforces and expands on what they learn during the school day. OST programs also provide opportunities for youth to be physically active, enjoy healthy foods, explore the world around them and develop relationships with caring adults and peers. The Out of School Time Service Area includes the following strategies: Beacon Community School, Comprehensive Year-Round and Summer Learning and Excel Equitable Access, funded in partnership with the San Francisco Unified School District (SFUSD).

Service Area Need

High-quality out of school time programs benefit working families and low-income neighborhoods by providing safe, structured places for children while their parents work; learning opportunities that complement and reinforce the lessons of the school day; enrichment opportunities to help youth explore the world around them; and physical fitness and recreational activities to keep youth healthy. High-quality out of school time programs have been shown to have a positive impact on academic achievement for children and youth. Further, out of school time programming is preventative in that youth who are supervised during the hours of 3:00 to 6:00 p.m. are less likely to engage in alcohol and drug use, risky sex and delinquent behaviors. Finally, out of school time programming provides opportunities for physical activity and healthy eating and contributes to a healthy lifestyle and increased knowledge about nutrition and exercise.

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

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

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

STRATEGY: COMPREHENSIVE YEAR ROUND & SUMMER LEARNING

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<td></td>
<td></td>
<td>• San Francisco middle school youth in grades 6-8</td>
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</table>

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

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

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

Description:

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

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

Strategy Requirements:

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

Program Structure Requirement for Comprehensive Year-Round and Summer Learning Programs:

1. School or Community-Based: programs can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Comprehensive Year Round and Summer Learning programs cannot operate at a school with a DCYF funded Beacon Center (see the Beacon Community School Strategy for a list of targeted schools).
2. Outreach and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population. Programs in this strategy must also utilize effective methods to outreach to public and private (parochial) schools and the faith-based community.
3. Curriculum based: program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Staff to Youth Ratio: programs must maintain a staff to youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to the extent possible to decrease the staff-to-youth ratio below this requirement.
5. Incentives: programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g. stipends, educational scholarships, personal savings accounts), in-kind (e.g. bus passes, transportation vouchers, rent subsidies, etc.), and celebratory (e.g. assemblies or award ceremonies).
6. Cultural Competency: programs must have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.
7. Health and Nutrition: programs must provide a healthy snack if operating for two hours or more. All proposed programs must provide youth with water and avoid serving sugar-sweetened beverages such as soda or sports drinks.
Additional Program Structure Requirements for Comprehensive Year-Round Programs Only:

1. **Duration**: Comprehensive Year-Round programs must operate during the following periods:
   - School Year: August – June with services offered at least 30 weeks per school year, four days per week and two hours per day.
   - Summer: April – August with services offered 5-8 weeks per summer, five days per week, and six to eight hours per day.

2. **Events**: Comprehensive Year-Round programs must host the following three events:
   - **Lights On Afterschool**: held in October to celebrate National Public Awareness day and highlight the importance of afterschool programs;
   - **Year End Culminating Event**: a showcase of student’s projects and learning, as well as the fun that occurred throughout the year and
   - **Summer Learning Day**: a day that highlights the importance of summer programs.

3. **Partnerships**: Comprehensive Year-Round programs must demonstrate established partnerships with mental health providers and/or the ability to facilitate referrals when necessary.

Additional Program Structure Requirements for Summer Learning Programs Only:

1. **Duration**: Summer Learning Programs must operate during the following periods:
   - Summer: April – August with services offered 5-8 weeks per summer, five days per week, and six to eight hours per day.

2. **Events**: Summer Learning Programs must host the following event:
   - **Summer Learning Day**: programs must host an event or activity for this day that highlights the importance of summer programs.

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

1. **Program Components**: programs must offer all of the following activity categories listed below in regularly weekly services.
   - **Skill Building Activities**: should intentionally focus on a specific skill, promote successively higher levels of mastery, and culminate in a final event or project that allows youth to present their work. Skill building activities can include, but are not limited to, arts; science, technology, engineering and mathematics (STEM); culturally based activities; life skills and leadership and should integrate a mix of learning styles. Activities should foster creative expression and development and include opportunities for youth to reflect on what they have learned.
   - **Physical Activities**: should provide all youth the opportunity to participate in at least 30 minutes of physical activity per day, including, but not limited to, structured games, sports, dance and martial arts.

2. **Grade-Specific Transition Supports**: programs must provide transition support for youth entering kindergarten and 6th and 9th grades. The following guidelines detail the specific supports that will be required for each group:
   - **Programs Serving Rising Kindergartners**: must provide support that focuses on school readiness including self-regulation, socio-emotional learning, basic numeracy and math and literacy and phonemic awareness.
   - **Programs Serving Rising 6th and 9th Graders**: must use a sequenced curriculum that includes at least two of the following topics: life skills, social and emotional learning and/or Academic/Career Support. Programs should also ensure that participants have access to
leadership development opportunities including service learning, civic engagement and/or leadership roles within the program.

3. **Volunteers and Staff**: programs must demonstrate that staff and volunteers (including parent volunteers) are qualified and appropriately trained in at least youth development; the basic principles of group work, behavior management, and conflict resolution; how to set appropriate boundaries; and how to create an emotionally and physically safe environment. Program must provide an orientation for all staff and volunteers (as needed), and, as feasible, must allow flexibility for all staff and volunteers (as needed) to access professional development and/or peer learning opportunities prior to the program’s start.

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

5. **Social and Emotional Learning**: programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.

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

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

**Additional Program Content Requirements for Summer Learning Programs Only:**

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

Community Grants in This Service Area:

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| Miscellaneous  | Launch of community kitchen in District 10 including the purchase of kitchen equipment to provide healthy meals and information on how to prepare them | 10       | $15,000             | 2 years     | • San Francisco youth ages 6-17  
• San Francisco disconnected transitional age youth ages 18-24 |

Service Area Description

The Outreach & Access Service Area helps to ensure that children, youth and families are both aware of available services and are able to access them. These services support all of DCYF’s Service Areas by providing the underlying resources needed to inform community members about, and connect them to, services. The Outreach & Access Service Area includes DCYF’s nutrition programs and the Street Violence Intervention Program (SVIP) funded in partnership with the Department of Public Health.
Outreach & Access

STRATEGY: MISCELLANEOUS

Community Grants in This Strategy:

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• San Francisco disconnected transitional age youth ages 18-24 |

Description:

DCYF provides Miscellaneous grants to programs that fit within a Service Area but not squarely within a strategy. These grants are often the result of specific funding efforts including Board of Supervisor Addbacks or Mayoral initiatives. Applicants to the Miscellaneous strategy should address their proposals to describe how they will provide the specific services required by the description in the Community Grants RFP. Additional details for this Community Grant will not be provided.
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Youth Workforce Development

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| Youth Workforce Development       | Workforce Gardening Program                                                 | 5       | $20,000             | 1 year       | • San Francisco youth ages 14-17  
• San Francisco justice-involved youth ages 14-24  
• San Francisco disconnected TAY ages 18-24 |
|                                  | Job training for District 10 youth in hospitality                            | 10      | $40,000             | 2 years      | • San Francisco youth ages 14-17  
• San Francisco justice-involved youth ages 14-24  
• San Francisco disconnected TAY ages 18-24 |
|                                  | Multi-disciplinary youth arts workforce development internships and training | Citywide | $125,000            | 2 years      | • San Francisco youth ages 14-17  
• San Francisco justice-involved youth ages 14-24  
• San Francisco disconnected TAY ages 18-24 |

Service Area Description

The Youth Workforce Development (YWD) Service Area includes a continuum of tiered career exposure and work based learning opportunities that are developmentally appropriate and meet the needs of youth. This continuum encompasses a range of services including opportunities for early career introductions, job skills training, exposure to the private sector and career-oriented employment, and targeted programming for high needs youth. YWD programs are important because they help prepare young people for adulthood by providing opportunities for exposure to career options, teaching skills and competencies that are relevant to both education and employment, and ensuring that young people have the ability to navigate the labor market. The YWD Service Area includes the following strategies and initiatives: Career Awareness, High School Partnerships, Youth Workforce Development, the Mayor’s Youth Employment and Education Program (MYEEP) and San Francisco YouthWorks.

Service Area Need

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

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

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

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

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

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

The Youth Workforce Development (YWD) Strategy is designed to provide youth with the knowledge, skills, abilities, and experiences that will prepare them for the world of work. YWD programs will offer job readiness and other training, work based learning experiences and transition planning activities all intended to expose youth to jobs and careers, provide work experience and help them begin to connect their long term goals with the educational and employment steps needed to achieve them. The YWD Strategy targets youth ages 14 to 17, justice-involved youth ages 14 to 24, and disconnected TAY ages 18 to 24.

Strategy Goals:

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

Strategy Requirements:

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

Program Structure Requirements for All Youth Workforce Development Programs:

1. **School or Community-based**: programs can operate at a school campus or a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth.
2. **Outreach and Recruitment**: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. **Cohort Structure**: programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. **Developmentally Appropriate Cohorts**: applicants choosing to serve multiple target populations must ensure that cohorts are intentionally constructed to include participants who are at or near the same developmental level in regards to their needs, skills and competencies.
5. **Curriculum Based**: program activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the
curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.

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

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

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

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

Program Content Requirements for All Youth Workforce Development Programs:

1. **Job Readiness Training**: programs will provide activities and training designed to build employment readiness skills that help participants obtain and maintain employment. Job Readiness training should focus on the following topics.
   - **Interpersonal and Soft Skills**: self-awareness, personal health, knowledge of personal strengths and values, teamwork, time management, communication, punctuality, professional courtesy, problem solving, conflict resolution, etc.
   - **Job-Search Skills**: labor market knowledge, job search, completing a job application, completing online applications, preparing resumes, interviewing, etc.
   - **Financial Literacy**: in alignment with DCYF’s Financial Empowerment initiative, incorporate the importance of and access to bank accounts and direct deposit, and education around savings and money management.
   - **Documentation and Paperwork**: programs must also ensure that participants are aware of the necessary documentation and paperwork needed for employment.

2. **Work Based Learning Placement**: programs must provide at least one work based learning placement for each participant. These placements should make up the majority of the time a participant spends in the program. Work based learning placements must last for a minimum duration of at least one month and should encompass a five to ten hours per week schedule during the school year and/or a 10 to 20 hours schedule during the summer. Applicants must provide at least one work based learning placement from the following list for each participant:
   - **Job Shadow**: a career exploration activity in which youth observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments. Job shadows are designed to help youth explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.
   - **Internship**: a paid career preparation activity in which youth are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry.
Internships should include a formal learning contract between the youth, the program, and the employer and are intended to be highly structured, time-limited experiences that occur at a workplace.

- **Work Experience**: a paid career preparation activity in which youth are at a workplace doing real work and are held to the same expectations as all employees. To help participants gauge their performance and learn from the experience, evaluations based on workplace expectations and performance should be provided by the worksite supervisor. Work experience ranges from regular, paid employment to subsidized employment and learning-rich work experience.

3. **Work Based Learning Placement Support**: programs must provide ongoing support for participants to ensure their retention at work based learning placements. Ongoing support should focus on providing participants with opportunities to reflect on their performance, learn from their mistakes and build competencies that will help them retain future jobs and internships. In addition, YWD programs must provide support to meet the unique needs of the selected target population(s) by providing wraparound support in-house, through collaboration with other programs or through referral.

4. **Worksite Recruitment Training and Support**: programs will be responsible for coordinating the recruitment, training and support of the worksites used to provide work based learning placements for participants. These efforts should be implemented using a dual customer approach that prioritizes specific types of training and support for both the youth participant and the worksite. The program should strive to recruit, maintain and support a diverse set of worksites that can effectively provide opportunities for participants to learn and develop their skills.

5. **Transition Planning and Support**: programs must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment and career. YWD programs must also provide follow up support to participants for a minimum of three months after completion of the program.

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

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

### Additional Requirements for Programs Serving Justice-Involved Youth:

1. **Participant Eligibility**: participants must be on active probation or within six months of exiting probation, or engaged with the Community Assessment and Referral Center (CARC) or Young Adult Court (YAC).

2. **Referral Sources**: programs must interface with relevant staff of the Juvenile and Adult Probation departments, CARC, YAC and DCYF programs funded to provide Justice Services for referrals and ongoing communication about progress.

3. **Enrollment Flexibility**: programs must be structured in a way that allows for justice-involved youth to be engaged when they seek services to avoid long wait times for available cohorts.
Additional Requirements for Programs Serving Disconnected Transitional Age Youth:

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

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

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

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

Proposals responding to this RFP must be submitted through the RFP system using the process detailed below.

1. Create a user account or log in with existing RFP account
2. Complete and submit Agency Profile
3. Create a proposal and submit all pages
4. Submit proposal to DCYF

Step 1: Create a user account for your agency

For prior DCYF applicants: Agencies that applied to the 2018-2023 and/or the 2019-2023 RFPs may use their existing user accounts from either of these RFPs to apply for the Community Grants & Addbacks 2019-2020 RFP. To retrieve your prior RFP account’s username and reset your password, click the ‘Forgot your username or password?’ link and enter the email address attached to your agency’s prior account(s). Reset the password for an account with the system name of ‘SF DCYF RFP 2018.’

For new DCYF applicants: To create a user account for the RFP, visit http://www.contracts.dcyf.org/rfp and click on the ‘Create one’ link below the password field. Complete all fields in the RFP Account Sign Up form and click Create Account.

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

After verifying your account, you may access the online application system for the RFP by going to http://www.contracts.dcyf.org/rfp and entering your username and password.

Step 2: Complete and submit the Agency Profile for your agency

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

Before creating proposals for the RFP, you must complete the Agency Profile for your agency. The Agency Profile contains basic information on your agency that will apply to every proposal that you submit. Depending on whether your agency has applied to previous RFPs, the Agency Profile may already be completed. If this is the case, then all you need to do is review the information, make any necessary changes and submit the form.

Fill out each field in the Agency Profile and upload all required documents. To save your work and check that you have entered all required information, hit Save. If required information is missing or entered incorrectly, a validation error will appear at the top of the page in red text. When you have completed the Agency Profile, click Submit. If you need to edit information on the Agency Profile after it has been submitted, you may unlock the page after you have started creating proposals, make edits to the profile, and resubmit. Updated information on the Agency Profile will be applied to all proposals submitted by your agency.
Step 3: Create proposal, fill out and submit all pages

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

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

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

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

Step 4: Submit proposal to DCYF

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

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

Online Training Videos

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