DEPARTMENT OF CHILDREN, YOUTH AND THEIR FAMILIES

FY 19/20 REQUEST FOR PROPOSALS & QUALIFICATIONS

MARCH 13TH, 2020 REVISION

DATE ISSUED: Tuesday February 18th, 2020

REVISED DEADLINE FOR SUBMISSION: Monday March 30th, 2020 at 5:00 p.m.
March 13th, 2020 Revisions:
The revisions to this document are listed below. Since most revisions in this document relate to the extension of the submission deadline, all references in the document to this date and those thereafter have been updated to reflect the changes below. These adjustments will be highlighted throughout the document.
- Deadline for Submission Extended: from March 16th, 2020 to March 30th, 2020
- Award Decisions Announcement Changed: from May 22nd, 2020 to May 29th, 2020
- Appeal Period Changed: from May 22nd-May 29th, 2020 to May 29th-June 5th, 2020
- Note about the Impact of COVID-19 On Deliberation Process Added: page 10
- Tentative Innovation Start Up Applicant Interview Date Changed: from April 27th, 2020 to May 4th, 2020
SECTION 1: GENERAL INFORMATION

INTRODUCTION

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

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

The people of San Francisco made a unique, first of its kind commitment to our community in 1991 by creating the Children and Youth Fund and dedicating property tax revenues to fund vital services for our city’s children and youth, and their families. The Children’s Fund was overwhelmingly renewed by voters in 2000, then renewed again in 2014 with broad voter support for an extended 25-year tenure through Proposition C. Proposition C, also known as the Children and Families First Initiative, increased the property tax earmark for children and youth to four cents of every $100 of assessed property value (to be fully phased in by fiscal year 2018-19), renamed the Children’s Fund to the Children and Youth Fund and expanded use of the Fund to the provision of services to disconnected transitional age youth (TAY) ages 18 to 24.

DCYF administers these funds to community-based organizations and public agencies to provide services to children, youth and families. DCYF’s Oversight and Advisory Committee (OAC), which was established under the 2014 legislation, helps to guide strategic planning, funding recommendations and evaluation of funded programs. In fiscal year 2016-17, DCYF provided approximately $74 million in direct service grants to 470 programs located across all of San Francisco’s neighborhoods, helping to support nearly 50,000 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.
SECTION 1: GENERAL INFORMATION

RFP & RFQ TIMELINE AND IMPORTANT ELEMENTS

<table>
<thead>
<tr>
<th>ESTIMATED TIMELINE (Dates may be subject to change)</th>
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<tr>
<td>RFP &amp; RFQ Issued</td>
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<tr>
<td>Question Submission Period</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>
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</table>

SUBMISSION REQUIREMENTS
All applications in response to this RFP and RFQ must be submitted using DCYF’s online application system (See Online Submission Instructions section for more information). The deadline to apply is **5:00 p.m. on Monday, March 30th, 2020.** Proposals will not be accepted after this deadline.

TECHNICAL ASSISTANCE AND QUESTIONS
DCYF is committed to providing as much clarity as possible during this RFP and RFQ process. All questions about the RFP must be submitted in writing to the email address below. DCYF staff will only answer questions emailed to the address below during the question submission period.

<table>
<thead>
<tr>
<th>SUBMIT ALL RFP AND RFQ QUESTIONS TO:</th>
<th>DEADLINE FOR RFP AND RFQ QUESTION SUBMISSION:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:RFP@dcyf.org">RFP@dcyf.org</a></td>
<td>Friday, February 28th, 2020 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 **Wednesday March 4th, 2020 at 5:00 p.m. at www.dcyf.org.**

PRE-PROPOSAL CONFERENCE
DCYF will not hold a Pre-Proposal Conference for this RFP and RFQ. All information needed to apply for funding under this RFP and RFQ is contained within this document. DCYF encourages potential applicants to read the RFP and RFQ document carefully and to submit questions during the question submission period detailed above. DCYF will respond to all questions submitted about this RFP and RFQ and will post those responses on our website no later than Wednesday March 4th, 2020 at 5:00 p.m.
SECTION 1: GENERAL INFORMATION

FUNDING TERMS

TOTAL FUNDS AVAILABLE
This RFP and RFQ will provide up to $3,380,000 annually in funding from July 1, 2020 through June 30, 2023. All funding allocations are strategy specific, and the funds provided must be used for the specific program purposes outlined under each strategy. Funding awards are subject to the availability of funds and grant terms. The following chart details all of the strategies that will be included in this RFP and RFQ with their allocations as well as the section of this document where more information is located.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Funding Strategies</th>
<th>Type</th>
<th>Annual Allocation</th>
<th>Section</th>
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</thead>
<tbody>
<tr>
<td>Family Empowerment</td>
<td>Pacific Islander Collaborative</td>
<td>RFQ</td>
<td>Up to $1,900,000</td>
<td>2</td>
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<tr>
<td>Out of School Time</td>
<td>Beacon Community School: Bessie Carmichael School</td>
<td>RFP</td>
<td>Up to $750,000</td>
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<tr>
<td></td>
<td>Comprehensive Year-Round &amp; Summer Learning: SOMA Community Based Services</td>
<td>RFP</td>
<td>Up to $130,000</td>
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</tr>
<tr>
<td>Miscellaneous</td>
<td>Innovation Start Up</td>
<td>RFP</td>
<td>Up to $600,000</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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

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

FUNDING TERMS

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

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

B. Addenda to RFP and RFQ
DCYF may modify the RFP prior to the proposal due date by issuing written addenda. Addenda will be posted within DCYF’s online application system. The Department will make reasonable efforts to notify applicants in a timely manner of modifications to the RFP and RFQ. Notwithstanding this provision, the applicant 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 applicant visit our web site before submitting its proposal to determine if it has received all addenda.

C. Revision of Proposal
An applicant may revise a proposal on their own initiative at any time before the deadline for submission of proposals. Because the online application system used for this RFP and RFQ does not allow applicants to reopen a proposal after the final submission step, applicants should call the Cityspan Help Desk at (866) 469-6884 if revisions are necessary following the final submission step.
SECTION 1: GENERAL INFORMATION

FUNDING TERMS

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 applicant.

At any time during the proposal evaluation process DCYF may require an applicant 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 for funding. Any proposal may be rejected if it is conditional, incomplete or deviates from specifications stated in this RFP and RFQ. Minor deviations may be waived at the discretion of the City.

E. Reservations of Rights by the City
The issuance of this RFP and RFQ does not constitute an agreement by DCYF that any grant will actually be entered into. DCYF expressly reserves the right at any time to:
1. Waive or correct any defect or informality in any response, proposal or proposal procedure;
2. Reject any or all proposals;
3. Reissue a Request for Proposals and Qualifications;
4. Prior to submission deadline for proposals, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFP and RFQ, or the requirements for contents or format of the proposals;
5. Procure any materials, equipment or services specified in this RFP and RFQ by any other means;
6. Award multiple grants per strategy or
7. Determine that no project will be pursued or contract be issued.

F. Appeal Procedures
Agencies not awarded funds through this RFP and RFQ can file a formal appeal with DCYF. The appeal period begins immediately following the award announcement (tentatively scheduled for Friday, May 29th, 2020), and ends on Friday, June 5th, 2020 at 5:00 p.m. Appeals will only be accepted in writing and may be submitted either electronically by email to appeals@dcyf.org or via hard copy to the DCYF office prior to the end of the appeal period. A panel selected by DCYF will review all eligible appeals and the panel’s decisions will be final.

Appeals are most likely to be successful when they are based on technical errors on DCYF’s part that may have affected our decision. When appealing an RFP & RFQ decision applicants should submit the following:
- Agency Name
- Name of the proposal being appealed
- The reason for the appeal: applicants should describe the reason(s) they feel a new decision is warranted. In addition to technical errors, DCYF will take into account new information or changes in circumstance that have emerged since the RFP and RFQ submission date.
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FUNDING TERMS

The following items represent insufficient grounds for an appeal:

- Inaccurate observations made by readers, as shown in their comments
- Variations in individual reader’s scores
- Impact on the program, agency, or youth served (these considerations will be taken into account during the RFP and RFQ review process)
- Past history of being a DCYF grantee
SECTION 1: GENERAL INFORMATION

Requirements

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

VENDOR STATUS

Agencies funded through this RFP and RFQ must be City-approved vendors and not be on the City Vendor Debarred list before receiving funds. Subcontractors are not required to be City-approved vendors; only the lead agency or fiscal sponsor must be City-approved. Organizations must be approved City vendors by the release of award decisions (tentatively scheduled for Friday May 29th, 2020) to receive funding under this RFP and RFQ. Vendor application packets can be obtained from the Office of Contract Administration at City Hall, 1 Dr. Carlton B. Goodlett Place, Room 430, San Francisco, CA 94102 or downloaded from the Office of Contract Administration website at www.sfgov.org/oca. More information on becoming a City vendor can be found at the San Francisco City Supplier Portal at https://sfcitypartner.sfgov.org

DCYF ELIGIBILITY REQUIREMENTS

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

- Applicants must be a community-based agency that is non-profit and tax-exempt under Section 501(c)(3) of the Internal Revenue Code, or apply under a valid fiscal sponsor.
- Program may only serve residents of San Francisco and must provide services within the City.
- Organizations receiving a grant from this RFP must be approved City vendors by the release of award decisions (tentatively scheduled for Friday May 29th, 2020) 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 and RFQ.

DCYF CONTRACTUAL REQUIREMENTS

Funded organizations must comply with all requirements outlined in the Grant Agreement. These requirements include maintaining commercial general liability, worker’s compensation and auto insurance, complying with the Equal Benefits Ordinance and possession of a current San Francisco business tax certificate, if applicable. In addition, DCYF has specific contract requirements that must be met:

A. San Francisco Contracting Requirements

The contractor must comply with City and County of San Francisco ordinances and contracting requirements. For more detailed information, see the Office of Contract Administration website at http://www.sfgov.org/oca.
SECTION 1: GENERAL INFORMATION

REQUIREMENTS

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

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

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

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

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

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

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

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

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.
SECTION 1: GENERAL INFORMATION

REQUIREMENTS

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

CONTRACT AWARD
The selection process will include an evaluation by a review panel consisting of individuals selected by DCYF to identify the most responsive applicants. DCYF has the option of conducting oral interviews as part of the evaluation process. DCYF will select the finalists with whom DCYF staff shall commence contract negotiations. The selection of a proposal shall not imply acceptance by DCYF of all terms of the proposal, which may be subject to further negotiation and approvals before DCYF may be legally bound thereby. If a satisfactory contract cannot be negotiated in a reasonable time, DCYF, in its sole discretion, may terminate negotiations and begin contract negotiations with another qualified applicant.
DCYF will review all submitted proposals to ensure they meet the minimum eligibility requirements detailed in this RFP and RFQ. Proposals that meet minimum eligibility requirements will proceed to the Scoring and Deliberation process. Proposals that do not meet minimum eligibility requirements will not be scored, and the applicants will be notified.

**PHASE ONE: SCORING & INTERVIEWS**

Proposals that meet minimum eligibility requirements will receive a Proposal Score. As noted in the chart below, for some strategies in this RFP & RFQ the Proposal Score will be made up of an average of the Community and Internal Staff Scores while for others the Proposal Score will only consist of an average of the Internal Staff Scores.

<table>
<thead>
<tr>
<th>Strategies That Will Receive Community Scores &amp; Internal Staff Scores</th>
<th>Strategies That Will Only Receive Internal Staff Scores</th>
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</thead>
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<tr>
<td>Service Area</td>
<td>Strategy</td>
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<tr>
<td>Out of School Time</td>
<td>Beacon Community School: Bessie Carmichael School</td>
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<tr>
<td>Out of School Time</td>
<td>SOMA Comprehensive Year-Round &amp; Summer Learning</td>
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</tbody>
</table>

Before reading proposals, all Community and Internal Staff readers will be trained by DCYF on the goals, requirements and target populations of the strategies for which they are reading and scoring proposals. Each reader will use a rubric provided by DCYF to assign a score between 0 and 100 points to each proposal they read. The point value of each section in the scoring rubric is below.

<table>
<thead>
<tr>
<th>Proposal Section</th>
<th>Point Value</th>
</tr>
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<tbody>
<tr>
<td>Target Population Need</td>
<td>20</td>
</tr>
<tr>
<td>Program Design</td>
<td>65</td>
</tr>
<tr>
<td>Program Impact</td>
<td>15</td>
</tr>
</tbody>
</table>

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

**Applicant Interviews for Beacon Community School: Bessie Carmichael School & Innovation Start Up:**

Applicant interviews will be conducted for the Beacon Community School: Bessie Carmichael School and Innovation Start Up strategies. These interviews will be designed to learn more information about specific proposals submitted in response to this RFP. The Beacon Community School: Bessie Carmichael School interviews will be conducted by the school Principal, key stakeholders within the school community, the San Francisco Beacon Initiative, SFUSD and DCYF. Innovation Start Up interviews will be conducted by DCYF staff. The applicant responses gathered from these interviews will be used as a part of the Phase 2 Deliberation process described below.

**Note About the Impact of COVID-19:** as a result of the Novel Coronavirus COVID-19 DCYF may need to adjust the dates and mechanisms used to conduct interviews for these strategies. As of March 13th, 2020 it is unclear whether SFUSD schools will be open during the planned interview period. Additionally, it is also unclear if DCYF will be able to convene applicants to conduct interviews and may need to explore digital options.
PHASE 2: DELIBERATION

After the scoring process is completed, DCYF staff will convene to discuss and deliberate. This deliberation process includes two parts: determining the fundability of proposals and selecting grantees and allocating funds.

Determining the Fundability of Proposals:

To determine the fundability of proposals DCYF staff will deliberate by funding strategy on each submitted proposal to weigh them against 4 Deliberation factors:

- **Strategy Alignment**: Does the proposal align with the requirements and expectations of the funding strategy?
- **Target Population**: Does the proposal indicate the ability to reach and serve the target population?
- **Past Performance**: Does the agency’s past performance indicate an ability to deliver the proposed services?
- **Fiscal Health**: Does the agency have the fiscal health to manage grant funds?

To make determinations about strategy alignment and target population DCYF staff will consider the information provided in proposals and reader comments. To make determinations about past performance and fiscal health for agencies that are current grantees DCYF staff will consider a range of historical information relevant to grant performance as well as the results of previous fiscal and compliance monitoring processes. To make determinations about past experience and fiscal health for agencies that are not current DCYF grantees, DCYF staff will conduct a programmatic site visit and collect relevant documentation for a fiscal review. For the Innovation Start Up strategy applicant interviews will also contribute to determinations of the fundability.

The Deliberation process will result in a list of proposals ranked by the number of deliberation factors met. Proposals that met all deliberation factors will be considered to be most fundable.

Selecting Grantees & Allocating Funds:

To select grantees and allocate funds DCYF will first review proposals that met all or most of the Deliberation factors against several Secondary Deliberation factors. The Secondary Deliberation factors include:

1. **Characteristics of Increased Need**: these characteristics, detailed in DCYF’s Services Allocation Plan (SAP) include English learners, teen parents, special needs, foster youth, under-housed, LGBTQ, undocumented, academic underperformance or disconnected from school, exposure to violence, abuse or trauma, children of incarcerated parents, justice system involvement and mild to severe mental and behavioral health challenges. Weighing fundable programs against this factor will ensure that programs proposing to serve these groups are prioritized.

2. **Current DCYF Grants**: since DCYF is providing funding for existing strategies that already include a portfolio of grants it will be important to limit duplication unless the proposed services will address an unmet need.

3. **Total Dollars Available**: since the amount of funds in this RFP are limited it will be important to ensure that the most fundable proposals are prioritized, especially those that compliment the existing portfolio of funded programs.
SECTION 1: GENERAL INFORMATION

SCORING & DELIBERATION

The weighing of proposals against Secondary Deliberation factors will allow DCYF to develop a ranking of the fundable proposals. DCYF staff will then allocate funds to those proposals. Once this step is complete DCYF will have generated a proposed list of grants, with funding amounts, for each strategy in the RFP and RFQ.

PHASE 3: FINAL REVIEW:
To ensure that our proposed list of grants meets our goals and addresses our target and priority population(s) DCYF staff will conduct a final review of the proposed portfolio. After the review we will have generated a final list of grants to be funded under the FY19/20 RFP and RFQ.

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

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

Agencies receiving awards from this RFP and RFQ must be approved City vendors by the completion of contract negotiations in order to receive funding. DCYF reserves the right not to fund agencies that are unable to obtain City-approved vendor status by the completion of contract negotiations.
SECTION 1: GENERAL INFORMATION

ONLINE SUBMISSION INSTRUCTIONS

Proposals responding to this RFP and RFQ must be submitted through DCYF’s online application system using the process detailed below.

1. Create a user account for your agency
2. Complete and submit Agency Profile
3. Create a proposal and submit all pages
4. Submit proposal to DCYF

Step 1: Create User Account for Your Agency

For prior DCYF applicants:
Agencies that applied to the 2018-2023, FY18/19 or the 2019 Community Grants RFPs may use their existing user accounts to apply for this RFP and RFQ. 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 and RFQ, 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 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 and RFQ, you must complete the Agency Profile for your agency. The Agency Profile contains basic information on your agency that will apply to every proposal that you submit. 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 and RFQ. To create a new proposal, click Add New Proposal on the Agency Home page.

After clicking Add New Proposal, you will be taken to the Program Information page. Here, you will enter a name for your proposed program, select a funding strategy, 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.

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.

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.

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.
SECTION 2: FAMILY EMPOWERMENT

SERVICE AREA DESCRIPTION
The Family Empowerment Service Area includes a range of programming that is intended to create multiple pathways for families and caregivers to access support services. Family Empowerment programs support parents and caregivers in their efforts to advocate on behalf of their families, learn about their children’s social emotional development, access supports to meet basic needs and build community with other parents and caregivers. The Family Empowerment Service Area includes DCYF’s Community Collaboratives Black to the Future and Roadmap to Peace.

PURPOSE OF THIS REQUEST FOR QUALIFICATIONS
DCYF is issuing this Request for Qualifications to solicit qualified organizations who are interested in implementing the Pacific Islander Collaborative. Qualified respondents chosen through this process will have the opportunity receive a grant with a term of up to three years from July 1, 2020 through June 30, 2023 to perform any or all of the services described in this RFQ. The final terms and conditions of the grant shall be subject to negotiation. DCYF may, at its sole discretion, make multiple grants based upon the list of qualified respondents. No organization pre-qualified through this RFQ is guaranteed a grant.

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

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

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

RIGHT NOT TO FUND
If the submitted applications to this RFQ are not deemed responsive or do not meet requirements, DCYF reserves the right not to issue awards. DCYF may also negotiate a separate process to cultivate the services identified in this RFQ. DCYF reserves the right to not fund past the initial grant agreement and extend the agreement for additional years.
SECTION 2: FAMILY EMPOWERMENT
INITIATIVE: PACIFIC ISLANDER COLLABORATIVE

**Allocation:** Up to $1,900,000
**Number of Grants:** 1

**Target Population:**
1. San Francisco Pacific Islander children, youth and transitional age youth ages 5-24 and their families

**Description:**
Significant disparities across a range of indicators continue to exist for the Pacific Islander community in San Francisco. DCYF seeks to address these disparities in partnership with community based organizations and City agencies through our funding and support of a Pacific Islander Collaborative through our Community Collaboratives Strategy. This strategy uses a collaborative approach, rooted in collective impact, to provide a range of services that meet the needs of the community. Our approach seeks to utilize the collective expertise, knowledge, wisdom, services, resources and opportunities offered by our community based organizations to provide a coordinated, culturally competent network of services for Pacific Islander children, youth, transitional age youth and their families.

**Strategy Goals:**
1. To engage Pacific Islander youth, transitional age youth and their families in a continuum of culturally competent and community based services
2. To improve outcomes and lessen disparities for Pacific Islander youth, transitional age youth and their families across a range of areas including, but not limited to, education, health and wellness, family support, workforce development and violence prevention
3. To strengthen services for Pacific Islander youth, transitional age youth and their families through capacity building and technical assistance
4. To strengthen the partnership and coordination between the Pacific Islander communities and City agencies
5. To strengthen the Community Collaborative funding strategy and the associated DCYF support elements by building on the learnings from both past implementation and from future work under this framework

**Strategy Requirements & Elements:**
Applicants to this strategy must include the following elements in their programs to be eligible for funding.

**Common Agenda:**
Applicants must have a common agenda that encapsulates a shared understanding of the issues facing the Pacific Islander community and an agreed upon set of approaches to address those issues.
1. **Shared Vision:** the Pacific Islander Collaborative must have a strong vision for their work that is jointly developed and shared by the collaborative’s network of agencies. This vision should include understanding of what the collaborative is attempting to accomplish, established goals and potential service delivery models that support those goals.
2. **Defined Focus of Services:** the Pacific Islander Collaborative will define the focus of the services to be provided through their network of community based organizations and partners and will identify the agencies that will perform the work. DCYF will expect that the types of services provided by the collaborative will address key areas of need for the target population.
SECTION 2: FAMILY EMPOWERMENT
INITIATIVE: PACIFIC ISLANDER COLLABORATIVE

3. **Client Flow Plan:** the Pacific Islander Collaborative will develop a model for how clients access services and flow through their network of providers. The Client Flow Plan will be expected to emphasize seamless experiences, relationship building, warm hand offs and easy access that makes every collaborative member’s door the right one to enter to receive services.

**Backbone Support:**
Applicants will be expected to operate under a single lead agency that will serve as the backbone infrastructure for the Pacific Islander complete with accompanying systems, staffing and processes.

1. **Strong Lead Agency Coordination and Support:** the Pacific Islander Collaborative grant will be held by a single lead agency that will engage a network of providers. As the backbone support for the collaborative, the lead agency must maintain a high level of oversight, fiscal and administrative operations, communication practices, technical assistance, troubleshooting and leadership to ensure successful implementation. Lead agencies must have the systems needed to handle operational, administrative and fiscal elements of the collaborative and be able to provide technical support to their network of providers to ensure knowledge of practices and adherence to policies.

2. **Collaborative Staff Team:** the Pacific Islander Collaborative will develop a team of staff that will oversee day to day operations including leading the implementation of programming, facilitating communication, troubleshooting issues, regularly reporting progress to the network and other key implementation tasks. This team must be comprised of staff that are solely dedicated to the collaborative while also including a mix of existing lead agency or network agency staff.

3. **Leadership Structures:** the Pacific Islander Collaborative will create and implement leadership structures to guide the work. These structures could take multiple forms including executive leadership groups, implementation groups, groups that incorporate young people and community members and/or any other leadership structures that support the work of the collaborative.

4. **Data System:** the Pacific Islander Collaborative will purchase, develop or adapt a data system, used by all members of the network. The purpose of this system will be to collect data on the activities of the collaborative, the services they provide, and the clients they serve.

5. **Technical Assistance & Capacity Building:** the Pacific Islander Collaborative will develop a plan to ensure continuous quality improvement of both the collaborative itself and the community based agencies and partners that make up their network. This plan will be implemented to train the network on the practices and procedures used by the collaborative as well as to build up the fiscal, administrative and programmatic health and strength of partners.

**Shared Measurement:**
Applicants must have an agreed upon set of metrics and measurement approaches that allow them to determine needs, gauge performance and measure the impact of their work.

1. **Data Collection:** the Pacific Islander Collaborative will collect data on their collaborative activities, the services they provide and the clients they serve to measure progress towards DCYF Performance Measures, to track usage of services across the network, to illuminate challenges that could benefit from technical assistance and capacity building and to inform the development or refinement of offerings. While the Pacific Islander Collaborative will use their data system to assist with the collection of data they will also be expected to enter data into the DCYF Contract Management System (CMS).
SECTION 2: FAMILY EMPOWERMENT
INITIATIVE: PACIFIC ISLANDER COLLABORATIVE

2. **Ongoing Needs Assessment:** the Pacific Islander Collaborative will ensure that they remain abreast of the issues and needs affecting Pacific Islander children, youth, transitional aged youth and their families by conducting periodic needs assessments in collaboration with DCYF that utilize a range of methods. This approach will ensure that the collaboratives are well versed in the changing needs of their community and are well positioned to meet those needs.

3. **Evaluation:** the Pacific Islander Collaborative may work closely with independent evaluators to develop plans to evaluate both the outcomes of the work and the methods used to achieve them. In addition, the Pacific Islander Collaborative will be required to participate in all relevant evaluation projects funded and overseen by DCYF.

**Mutually Reinforcing Activities:**
Applicants must utilize intentional and mutually reinforcing approaches to coordinate the diverse services they will provide.

1. **Coordinated Services:** the Pacific Islander Collaborative must meet the needs of Pacific Islander children, youth, transitional aged youth and their families through a coordinated approach to service delivery. This approach should leverage all of the services provided by the collaborative’s network to meet the needs of clients. The coordination of the services within the collaborative should be undertaken using other elements listed in this framework including the client flow plan, collaborative staff team, leadership structures, data system and cross network communication. The coordination of services must be intentional and include established processes and procedures that increase the possibility of clients connecting to the services and supports that help them meet their needs.

2. **Collaborative Strengthening Activities:** the Pacific Islander Collaborative must regularly implement the types of structures and activities that increase the cohesiveness and ability for the network to work effectively with each other. These activities should take a range of forms including retreats, regular meetings and opportunities to learn together.

**Continuous Communication:**
Applicants must ensure continuous communication across the network to facilitate the day to day operations of the collaborative as well as to strengthen connections between the people and organizations that make up the network.

1. **Cross Network Communication:** the Pacific Islander Collaborative will ensure that communication across the network is timely, relevant, continuous and consistent. Communication practices could take several forms including, but not limited to, case conferencing for shared clients, forums for troubleshooting issues, leadership groups and convenings that focus on collaborative operations.

**DCYF Support:**
Applicants must be able to work in partnership with DCYF to inform our efforts to coordinate the systems that allow the Pacific Islander Collaborative to effectively serve their target population.

1. **DCYF Staff Support:** DCYF will provide dedicated staff support to help the Pacific Islander Collaborative develop key elements especially those associated with Backbone Support. By working closely with DCYF the Pacific Islander Collaborative will be able to benefit from the learnings and experiences of other DCYF funded collaboratives.
2. **System Coordination:** DCYF will assist the Pacific Islander Collaborative by actively coordinating with other City agencies that hold the systems that CBO’s operate within. This coordination can take many forms including helping to link similar efforts across agencies, aligning policies or procedures and convening key people in order to surface potential coordination opportunities.

3. **Population Specific Data Tracking:** DCYF already tracks a range of key indicators that have relevance to the work of the Pacific Islander Collaborative. This data can help the Pacific Islander Collaborative to double down or shift their focus depending on the trends seen in this data.

4. **Evaluation Support:** DCYF has a robust Data and Evaluation team that is already looking at both the implementation of our funding and the outcomes of our work. Our team has the ability to assist the Pacific Islander Collaborative in their data collection and evaluation activities including but not limited to data entry into CMS, alignment between grantee database systems and CMS, data analyses for planning and policy work and evaluation activities.

5. **Technical Assistance Coordination:** DCYF also has a robust set of technical assistance and capacity building resources that provide support for grantees in the areas of programmatic development, agency and program administration and fiscal practices. DCYF has the ability to help the Pacific Islander Collaborative develop a robust plan for training their network of providers to increase quality and strengthen cohesiveness.
## SECTION 2: FAMILY EMPOWERMENT
### INITIATIVE: PACIFIC ISLANDER COLLABORATIVE

### Questions:

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<tr>
<th>Question Section</th>
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<tbody>
<tr>
<td>Target Population Need</td>
<td>Describe the key needs of Pacific Islander children, youth, transitional age youth and their families in San Francisco that you intend to serve with this grant as well as your experience serving them.</td>
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<td>Describe how your proposed implementation of the Pacific Islander Collaborative will gather information and data about the needs of Pacific Islander children, youth, transitional age youth and their families over time.</td>
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<td>Describe your proposed implementation of the Pacific Islander Collaborative’s approach for identifying, recruiting, enrolling and retaining Pacific Islander children, youth, transitional age youth and their families who would benefit most from its services and activities.</td>
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<td>Describe the shared vision for your proposed implementation of the Pacific Islander Collaborative. In your answer include a brief description of how this shared vision was developed.</td>
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<td>Describe the types of services that will be provided for your proposed implementation of the Pacific Islander Collaborative as well as who would be targeted with those services.</td>
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<td>List the agencies and partners that will make up your proposed implementation of the Pacific Islander Collaborative. For each partner briefly describe the types of services they will provide and their experience providing those services to Pacific Islander children, youth, transitional age youth and their families.</td>
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<td>Describe how clients will flow through the services provided by your proposed implementation of the Pacific Islander Collaborative by detailing how a child, teenager and/or transitional age youth would initially access the services and be connected to other services and providers in the network based on their needs.</td>
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<td>Describe the staffing plan for your proposed implementation of the Pacific Islander Collaborative including all leadership, direct service and supportive roles.</td>
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<td>Describe how your proposed implementation of the Pacific Islander Collaborative will provide technical assistance and capacity building to your network of agencies and partners to ensure that services are provided with consistency and quality.</td>
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<td>Describe the methods your proposed implementation of the Pacific Islander Collaborative will use to ensure timely and consistent communication across your network of agencies and partners.</td>
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<td>Describe the mutually reinforcing activities your proposed implementation of the Pacific Islander Collaborative will undertake with your network of agencies and partners.</td>
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## SECTION 2: FAMILY EMPOWERMENT
### INITIATIVE: PACIFIC ISLANDER COLLABORATIVE

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<tbody>
<tr>
<td>Program Impact</td>
<td>Describe the processes and systems your proposed implementation of the Pacific Islander Collaborative will use to evaluate services and program quality as well as the processes, practices and infrastructure of the collaborative itself.</td>
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SECTION 3: Out of School Time (OST)

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
SECTION 3: Out of School Time (OST)

during the school year and expand upon them, thus helping youth to be prepared and engaged when school starts again.
SECTION 3: Out of School Time (OST)

STRATEGY: Beacon Community School: Bessie Carmichael School

Allocation: Up to $750,000
Number of Grants: 1

Target Population:
1. San Francisco students who are enrolled at Bessie Carmichael school

DCYF will prioritize proposed programs that are focusing on addressing concentrated need or the characteristics of increased need that are detailed in the DCYF Services Allocation Plan. These characteristics include, but are not limited to:
- African American, Hispanic/Latino, Pacific Islander and low-income Asian Youth,
- Youth from low-income neighborhoods,
- English Learners,
- Foster youth,
- LGBTQQ youth,
- Youth with special needs,
- Teen parents,
- Homeless or under-housed youth,
- Undocumented youth,
- Children of incarcerated parents,
- Youth who are under performing or disconnected from school,
- Youth exposed to violence, abuse or trauma,
- Youth who are justice-system involved and/or
- Youth with mild to severe mental and behavioral health challenges.

Description:
The Beacon Community School Strategy is designed to support the implementation of the SFUSD Comprehensive Community Schools Framework utilizing the Beacon Model at designated Tier 3 K-5 elementary schools, Tier 3 K-8 Schools and 6-8 middle schools. Beacon Community School programs are student-centered, grounded in partnership and focused on the needs of students, families and the school community. Beacon Community School programs provide powerful learning, integrated health and social supports, and authentic family and community engagement to develop students’ cognitive, social, emotional and civic capacities.

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

STRATEGY: BEACON COMMUNITY SCHOOL: BESSIE CARMICHAEL SCHOOL

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

Program Structure Requirements for All Beacon Community School Programs:
1. **School Based**: programs must operate on campus at Bessie Carmichael school.
2. **Curriculum Based**: program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
3. **Staff to Youth Ratio**: programs must maintain a staff to youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to decrease the staff-to-youth ratio below this requirement.
4. **Addressing Participant Mental Health Needs**: programs must demonstrate established partnerships with mental health providers and/or the ability to facilitate referrals in conjunction with SFUSD School Health Program's staff where applicable.
5. **Incentives**: programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g. stipends, educational scholarships, personal savings accounts), in-kind (e.g. bus passes, transportation vouchers, rent subsidies, etc.), and celebratory (e.g. assemblies or award ceremonies).
6. **Cultural Competency**: programs must have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.
7. **Health and Nutrition**: programs must provide a healthy snack if operating for two hours or more. All proposed programs must provide youth with water and avoid serving sugar-sweetened beverages such as soda or sports drinks.
8. **Leadership**: programs must use the following leadership structure. Each Beacon Community Schools program must hire a Beacon Director, who will be responsible for managing all aspects of the Beacon Center, ensure fidelity to the Beacon Program model and oversee the implementation of the Comprehensive Community School Framework. The Beacon Director should spend 100% of their time working directly with their Beacon Center. Additionally, Beacon Directors will sit on the Site Leadership Team (refer to the SFUSD Comprehensive Community Schools Framework addendum for more details) for their school and serve as the ExCEL Program Manager to support the implementation of the ExCEL Quality Action Plan.
9. **Volunteers and Staff**: programs must demonstrate that staff and volunteers (including parent volunteers) are qualified and appropriately trained in at least youth development; the basic principles of group work, behavior management, and conflict resolution; how to set appropriate boundaries; and how to create an emotionally and physically safe environment. Programs must provide an orientation for all staff and volunteers (as needed), and, as feasible, must allow flexibility for all staff and volunteers (as needed) to access professional development and/or peer learning opportunities prior to the program’s start.
SECTION 3: OUT OF SCHOOL TIME (OST)
STRATEGY: BEACON COMMUNITY SCHOOL: BESSIE CARMICHAEL SCHOOL

10. School Partnership and Planning: programs will be required to jointly plan programmatic components in partnership with school leaders and the community. DCYF will outline minimum service hour and attendance requirements, however the final work plan and budget for this contract will not be approved until the lead agency has been identified.

11. SFUSD Qualified Vendor: programs must be an approved vendor on SFUSD's Qualified Vendor List.

12. Meetings and Convenings: programs must adhere to policies of DCYF, SFUSD and the San Francisco Beacon Initiative, and participate in activities that include, but are not limited to, monthly ExCEL Meetings, Beacon Director and Beacon Committee meetings, site visits, annual conferences, annual retreats, quarterly Executive Director convenings, etc.

13. SFUSD Principal Input into Grantee Selection: the Beacon Community School Strategy requires strong integration with SFUSD central office and school site principals. The input of each school's school site principal will be heavily considered. Therefore, school site leadership will be included in the review of proposals. Principals along with key stakeholders within the school community and the San Francisco Beacon Initiative will review the proposals to work with their school and will participate in an interview with qualified applicants. Principals will not have sole autonomy in choosing the grantee that will work at their school but they will have input into the decision. Applicants to the Beacon Community School Strategy **must NOT contact school administration or staff during the writing process or before submission of their proposal.** Applicants who contact school sites, including principals and other administrative staff **may have their proposal disqualified** from this process.

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

- **School specific information:** [http://www.sfusd.edu/en/schools/all-schools.html](http://www.sfusd.edu/en/schools/all-schools.html)

**Program Content Requirements for All Beacon Community School Programs:**

1. **Duration:** programs must operate year-round, during the following periods:
   - **School Year:** services must be offered at least 30 weeks per school year, four days per week and two hours per day. Afterschool services must be in alignment with SFUSD ExCEL requirements.
   - **Summer:** services must be offered 5-8 weeks per summer, five days per week and six to eight hours per day.

2. **Expanded Learning:** programs must offer activities that occur before, during and after school.
   - **School Day Activities:** should be inclusive of the needs and interests of students and guided by clear learning goals. Examples include hosting student clubs, assisting teachers in class-based activities, hosting structured and ongoing skill-building, academic support and leadership activities.
   - **Academic Support Activities:** should provide all students opportunities to participate in academic support activities such as homework help and tutoring (individual or group).
   - **Skill Building Activities:** should intentionally focus on a specific skill, promote successively higher levels of mastery, and culminate in a final event or project that allows youth to present their work. Skill building
SECTION 3: OUT OF SCHOOL TIME (OST)

STRATEGY: BEACON COMMUNITY SCHOOL: BESSIE CARMICHAEL SCHOOL

activities can include, but are not limited to, arts; science, technology, engineering, and mathematics (STEM); culturally based activities; life skills and leadership. Activities should integrate a mix of learning styles. Activities should foster creative expression and development and include opportunities for youth to reflect on what they have learned.

- **Physical Activities**: should provide all students the opportunity to participate in at least 30 minutes of physical activity per day, including, but not limited to, structured games, sports, dance, and martial arts.

3. **Behavior Health and Wellness**: programs must collaborate closely with their school site’s efforts around Behavioral Health and Wellness. This includes representation on the school’s Student Assistance Program team, participation in Student Support Team meetings when appropriate, and close alignment with each site’s Positive Behavior Intervention and Supports initiatives. Programs may also broker new Behavioral Health and Wellness community partnerships in collaboration with the school site administration and social worker.

4. **Grade-Specific Transition Supports**: programs must provide transition supports to youth entering kindergarten, 6th and 9th grades. The following guidelines detail the specific supports that will be required for each group:

   - **Programs Serving Rising Kindergartners**: must provide support that focuses on school readiness including self-regulation, social and emotional learning, basic numeracy and math and literacy and phonemic awareness. Programs must also work with families, including follow up of at least six months, to promote and develop home practices that support school readiness.
   - **Programs Serving Rising 6th and 9th Graders**: must use a sequenced curriculum that includes at least two of the following topics: life skills, social and emotional learning and/or academic/career support. Programs should also ensure that participants have opportunities to explore college, career and other post-secondary relevant pathways and are able to engage in leadership development opportunities including service learning, civic engagement and/or leadership roles within the program. Programs must also work in partnership with families to create an Individual Learning Plan for each participant.

5. **Events**: programs must host the following three events:

   - **Lights On Afterschool**: held in October to celebrate National Public Awareness day and highlight the importance of afterschool programs;
   - **Year End Culminating Event**: a showcase of students’ projects and learning, as well as the fun that occurred throughout the year and
   - **Summer Learning Day**: a day that highlights the importance of summer programs.

6. **Family Partnership**: programs must provide opportunities for capacity building for both families and staff to effectively partner together. Partnership opportunities should be open to all family members that support student(s). Capacity building activities should focus on how to best support children’s learning and development and integrating families within the school culture and community. Family partnership and capacity building activities must align with SFSUD Family Engagement standards and support the SFUSD Family Partnership Academy. Activities include but are not limited to creating a welcoming culture/orientations, volunteer/leadership opportunities, workshops, events that are linked to student learning etc.

7. **Social and Emotional Learning**: programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.
SECTION 3: OUT OF SCHOOL TIME (OST)
STRATEGY: BEACON COMMUNITY SCHOOL: BESSIE CARMICHAEL SCHOOL

Additional Requirements for Beacon Community School Programs Serving K-8 Schools:
1. **Expanded Learning Service Levels**
   - Afterschool: ExCEL Designated Average Daily Attendance
   - Summer Program: 150 Youth
   - School Day: 40% School Enrollment
2. Family Partnerships: 20% of School Enrollment
3. **Behavioral Health and Wellness**: Service level target should be planned in partnership with the school during workplan negotiations.
4. **Schools Transitions**: Service level target must be planned in partnership with the school during workplan negotiations.
### SECTION 3: OUT OF SCHOOL TIME (OST)

**STRATEGY: BEACON COMMUNITY SCHOOL: BESSIE CARMICHAEL SCHOOL**

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<tr>
<td><strong>Target Population Need</strong></td>
<td>Describe the unique needs, assets, strengths and challenges of the community in and around the Bessie Carmichael school. Describe how your proposed program will address the unique needs of this community.</td>
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<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>
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<td>Describe your process for developing a collaborative vision for your proposed program that aligns with the vision of Bessie Carmichael school and other key partners. In your answer, include a specific example that describes how your proposed program or agency has developed a similar collaborative vision in an afterschool or extended day setting.</td>
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<td>Describe the process your proposed program would use to develop a culturally integrated program at Bessie Carmichael school in collaboration with the school’s administration and community. In your answer describe how you would integrate key stakeholders from the Bessie Carmichael community in this process to ensure that the proposed program truly reflects all the cultures represented at the school.</td>
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<td>Describe your proposed program’s values and approach to working with participants. In your answer, provide specific examples of how these values would impact program services and student success.</td>
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<td>Describe the strategies your proposed program would use to ensure safety while also promoting an enjoyable experience for participants. In your answer describe specific positive behavior support strategies, as well as the processes and structures you would implement to ensure a calm, safe and orderly atmosphere.</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 the process the proposed program will use to identify and accommodate participants’ special needs including physical, emotional, learning disabilities, etc. Describe how the proposed program will engage with the families and/or caregivers of participants to support the implementation of accommodations.</td>
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<td>Describe how the proposed program will provide expanded learning opportunities to participants including school day and skill building activities, academic support and physical activity.</td>
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<td>Describe how the proposed program will meet the requirement of delivering family partnership activities.</td>
<td>1000</td>
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# SECTION 3: OUT OF SCHOOL TIME (OST)

**STRATEGY: BEACON COMMUNITY SCHOOL: BESSIE CARMICHAEL SCHOOL**

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<tr>
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<td>Describe how the proposed program will provide behavioral health and wellness services. In your answer describe any established partnerships with mental health providers that can be used to support participants.</td>
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<td>Describe how the proposed program will provide grade specific transition supports in alignment with the requirements for each grade.</td>
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<td>Describe the curriculum the proposed program will use to meet the requirements of the strategy. Describe how curriculum will be taught to ensure the learning of participants with diverse learning styles and needs.</td>
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<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>
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SECTION 3: OUT OF SCHOOL TIME (OST)

STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING: SOMA COMMUNITY BASED SERVICES

ALLOCATION: UP TO $130,000
NUMBER OF GRANTS: 1

The following strategy is being funded as a result of the 5M Community Benefit Agreement which sets aside funding for specific purposes for the South of Market (SOMA) community. The agreement sets up a payment schedule that corresponds to specific construction projects. DCYF will stretch the funds out into a 3 year grant at the annual allocation listed above. In addition the funding will be assigned to the Comprehensive Year-Round and Summer Learning Strategy and will be held to the same requirements as all grantees funded under this strategy.

Eligibility:
Applicants to this strategy must meet all of the following eligibility requirements:
1. Must be a South of Market based youth serving nonprofit agency
2. Must have a minimum of 5 years of experience serving youth in SOMA
3. Must have experience leading and facilitating events and have a history of partnerships with local CBO’s in SOMA as a way of augmenting offerings and programs for participants

Target Population:
1. San Francisco South of Market youth in grades K-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.
SECTION 3: OUT OF SCHOOL TIME (OST)

STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING: SOMA COMMUNITY BASED SERVICES

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.

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. Community-Based: programs must operate at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth.
2. Outreach and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population. Programs in this strategy must also utilize effective methods to outreach to public and private (parochial) schools and the faith-based community.
3. Curriculum based: program activities must have specific skill-building goals and utilize a sequenced curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.
4. Staff to Youth Ratio: programs must maintain a staff to youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to the extent possible to decrease the staff-to-youth ratio below this requirement.
5. Incentives: programs may provide incentives to engage and retain participants in the program. Incentives can take many forms including, but not limited to, economic (e.g. stipends, educational scholarships, personal savings accounts), in-kind (e.g. bus passes, transportation vouchers, rent subsidies, etc.), and celebratory (e.g. assemblies or award ceremonies).
SECTION 3: OUT OF SCHOOL TIME (OST)

STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING: SOMA COMMUNITY BASED SERVICES

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:
   o School Year: August – June with services offered at least 30 weeks per school year, four days per week and two hours per day.
   o 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:
   o Lights On Afterschool: held in October to celebrate National Public Awareness day and highlight the importance of afterschool programs;
   o Year End Culminating Event: a showcase of student’s projects and learning, as well as the fun that occurred throughout the year and
   o 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:
   o 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:
   o 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.
   o 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.
   o 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.
SECTION 3: OUT OF SCHOOL TIME (OST)

STRATEGY: COMPREHENSIVE YEAR-ROUND AND SUMMER LEARNING: SOMA COMMUNITY BASED SERVICES

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:
   o 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.
   o 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:
   o 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:
   o Literacy and Math Support: activities that reinforce reading, writing, speaking and math concepts.
### SECTION 3: Out of School Time (OST)

**STRATEGY: Comprehensive Year-Round and Summer Learning: SOMA Community Based Services**

#### Questions:

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<td><strong>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.</strong></td>
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<td><strong>Describe your agency’s experience providing the types of services required by this strategy to South of Market youth including how long the services have been provided and how the service delivery approach has changed over time.</strong></td>
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<td><strong>Describe any established relationships the proposed program maintains with other service providers or systems, especially those located in the South of Market community or that serve SOMA youth.</strong></td>
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<td><strong>Describe how the proposed program will meet the needs of youth in different grades and/or of different ages.</strong></td>
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<td><strong>Describe how the proposed program will deliver the required program components including those specific to Comprehensive Year-Round and/or Summer Learning programs.</strong></td>
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SECTION 4: INNOVATION START UP

**ALLOCATION: UP TO $600,000**
**ANNUAL GRANT AMOUNT: up to $200,000**
**NUMBER OF GRANTS: 2-5**

DCYF is seeking to support innovative approaches to working with children, youth, disconnected transitional age youth and their families implemented by nonprofit agencies that are not currently DCYF grantees. Programs funded under this strategy will receive a 3 year grant with a term that spans from July 1st, 2020-June 30th, 2023.

**Eligibility & Restrictions:**
1. Applicants must be a nonprofit community based organization that is not a current direct DCYF grantee. Agencies receiving DCYF funds through a subcontract with a DCYF grantee are eligible to apply.
2. DCYF will not fund programs under this strategy that replicate existing programming models or funding strategies. We are seeking innovative approaches for working with children, youth, disconnected transitional age youth and their families.

**Target Population:**
- San Francisco children, youth and disconnected transitional age youth (TAY) ages 5-24 and their families

Applicants to this strategy will be required to indicate the specific target population within the larger group listed above as well as the age range in their application.

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.

Proposals should target the population(s) that the proposed program is most effective at serving. Applications will be scored based on the effectiveness of the proposed services in addressing the needs of the target population(s) rather than the quantity of target population groups selected.
SECTION 4: INNOVATION START UP

Description:
The Innovation Start Up Strategy is designed to engage nonprofit agencies not currently funded by DCYF to pilot innovative approaches to serving children, youth, disconnected TAY and their families. Because of San Francisco’s wealth of high quality youth serving agencies it can be difficult for organizations to receive funding from DCYF due to challenges competing with more established and experienced nonprofits. In addition, many agencies seeking to deliver innovative approaches for working with children, youth, transitional age youth and their families do not neatly fit within DCYF’s current Service Area and Strategy based funding structure. As a result DCYF has allocated a new funding stream to encourage both the delivery of innovative approaches and the inclusion of new agencies within our portfolio.

Definitions, Themes & Considerations:
Innovation:
DCYF defines innovation as the application of better solutions that meet existing or emerging needs using creative approaches, processes, collaborations or services. DCYF is particularly interested in innovative approaches to serving children, youth, disconnected TAY and their families that address unmet or emerging needs, disparities or services types that fall outside of existing DCYF Service Areas and Strategies.

Themes & Considerations:
DCYF is not providing a specific focus for the services funded under the Innovation Start Up strategy. However, the department is offering some themes and considerations for applicants to consider. Applicants are not limited to only submitting proposals that address the themes and considerations listed below:

- **Racial Disparities**: according to the population level data that DCYF tracks persistent racial disparities remain across our indicators. The Innovation Start Up Strategy could be used to fund programs that address these and other relevant disparities in innovative ways. For information about the indicators that DCYF tracks please visit: https://www.dcyf.org/results-and-indicators?rq=scorecards.
- **Community Healing**: many of the communities and neighborhoods in San Francisco are impacted by trauma and poverty. The Innovation Start Up Strategy could be used to fund programs that offer innovative ways to promote community healing.
- **Race and Community Relations**: while San Francisco boasts impressive diversity among our children, youth, disconnected transitional age youth and their families relative to other cities in the country there is still a need to improve the relations between specific racial and ethnic groups, neighborhoods and/or communities. The Innovation Start Up Strategy could be used to fund programs that use innovative approaches to promote improved relations between racial/ethnic groups and communities.
- **Service Gaps**: despite efforts to provide funding that addresses the many needs of children, youth, transitional age youth and their families gaps and pockets of need still remain. The Innovation Start Up Strategy could be used to fund programs that address these gaps in innovative ways.

Requirements:
DCYF is limiting the number of requirements for this strategy in order to encourage programmatic innovation

- **Applicant Interviews**: DCYF will conduct in person interviews for all applicants to the Innovation Start Up Strategy. Information gathered from these interviews will be included in the decision making process for this strategy. Interviews are tentatively scheduled for **Monday May 4th, 2020**.
FY19/20 DCYF RFP & RFQ
Section 4 of 4

SECTION 4: INNOVATION START UP

- **Focused Technical Assistance & Capacity Building**: Grantees who receive funding under the Innovation Start Up Strategy will be required to participate in DCYF sponsored technical assistance and capacity building opportunities designed to help them strengthen program quality, agency health and fiscal capacity. This participation may include engaging in assessments, workshops, coaching and/or cohort learning opportunities.

- **General DCYF Grant Requirements**: Grantees who receive funding under the Innovation Start Up Strategy will be required to adhere to general DCYF grant guidelines. Because funded programs may vary in their target populations and service delivery types, DCYF will provide more information about the specific requirements for each program funded under the Innovation Start Up Strategy after funding decisions have been made.

**Resources:**

In order to determine whether their approach is innovative relative to existing DCYF funding strategies, applicants may need to better understand the program approaches that are currently funded. The following links can be used to learn more about DCYF’s Service Areas and Strategies, funding approach, current grantees, technical assistance and data and evaluation.

- **DCYF Planning Process**: [https://www.dcyf.org/planning](https://www.dcyf.org/planning)
  - Community Needs Assessment Community Notebooks: [https://www.dcyf.org/communitynotebook](https://www.dcyf.org/communitynotebook)

- **DCYF Service Areas**:
  - Educational Supports: [https://www.dcyf.org/educational-supports](https://www.dcyf.org/educational-supports)
  - Enrichment, Leadership & Skill Building: [https://www.dcyf.org/new-page-29](https://www.dcyf.org/new-page-29)
  - Family Empowerment: [https://www.dcyf.org/family-empowerment](https://www.dcyf.org/family-empowerment)
  - Justice Services: [https://www.dcyf.org/justice-services](https://www.dcyf.org/justice-services)
  - Mentorship: [https://www.dcyf.org/mentorship](https://www.dcyf.org/mentorship)
  - Out of School Time: [https://www.dcyf.org/out-of-school-time](https://www.dcyf.org/out-of-school-time)
  - Outreach & Access: [https://www.dcyf.org/outreach-and-access](https://www.dcyf.org/outreach-and-access)
  - Youth Workforce Development: [https://www.dcyf.org/youth-workforce-development](https://www.dcyf.org/youth-workforce-development)

- **DCYF Grantee Year End Reports**: [https://sfdcyf.shinyapps.io/granteereports1819/](https://sfdcyf.shinyapps.io/granteereports1819/)

- **DCYF Funded Program Map**: [https://www.dcyf.org/find-a-program](https://www.dcyf.org/find-a-program)

- **DCYF Technical Assistance and Capacity Building Resources**: [https://www.dcyf.org/tacb](https://www.dcyf.org/tacb)
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<td>Describe the history and focus of your agency including the number of years the agency has operated, the impetus for its creation and the mission, vision and values.</td>
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<td>Describe how your proposed program will differ from existing DCYF funded programs that serve similar target populations.</td>
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<td>Describe the potential technical assistance and capacity building support you will need for your proposed program. For more information about the technical assistance and capacity building resources that DCYF currently provides please visit: <a href="https://www.dcyf.org/tacb">https://www.dcyf.org/tacb</a></td>
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