DCYF Grantee Orientation: Enrichment & Skill Building
2024-2029 Funding Cycle
April 29, 2024
DCYF’s Land Acknowledgement Statement

The San Francisco Department of Children, Youth, and Their Families (DCYF) acknowledges that it carries out its work on the unceded ancestral homeland of the Ramaytush Ohlone, the original inhabitants and stewards of the San Francisco Peninsula. As the government agency that stewards the Children and Youth Fund, we accept the responsibility that comes with resources derived from property taxes upon unceded and colonized land. We recognize the history and legacy of the Ramaytush Ohlone as integral to how we strive to make San Francisco a great place for life to thrive and children to grow up.
1. Welcome

2. Overview of Results Areas with E&S Service Area
   • Youth Are Ready for College, Work, Productive Adulthood
   • Youth Are Physically and Emotionally Healthy

3. Strategies and Requirements
   • Universal Requirements
   • Arts and Creative Expression
   • Identity Formation
   • STEM
   • Sports and Physical Activities

4. Data Collection and Reporting Requirements
   • Performance Measures

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6. Contract Management System (CMS)
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   • Workplan timeline
   • Data Policy and Privacy Agreements

7. Completing Your Workplan

8. Fiscal Monitoring

9. Technical Assistance and Capacity Building

10. Q&A

11. Close Out
Overview of Result Areas
Overview of Result Areas
Service Area: Enrichment and Skill Building

**Children and Youth Are Physically and Emotionally Healthy**

This Result Area is associated with programs, resources, supports and activities that promote physical, emotional, behavioral and mental health as well as healing from trauma. The Result Area is supported by the Enrichment and Skill-Building Service Area, which aims to provide resources and support to children, youth and families to fulfill their basic right to physical and emotional health.

**Youth Are Ready for College, Work, and Productive Adulthood**

This Result Area is associated with programs, resources, supports and activities that help youth and TAY/A gain exposure, skills, and abilities that prepare them for successful transitions into adulthood. The grants and initiatives in this Result Area target equitable access and outcomes and provide multiple avenues for engagement and support.
Overview of Service Area and Strategies

The Enrichment and Skill Building (E&S) Service Area supports programs that provide opportunities for children and youth to:
• learn specialized skills
• build positive personal identities
• find social-emotional enrichment opportunities
• improve leadership abilities through project- and curriculum-based programming

These programs nurture habits, routines, and values that prevent risky and violent behaviors amongst participants.

All programs funded under the E&S Service Area are expected to be rooted in youth development principles and provide culturally responsive services.

Strategies in this Service Area
The strategies that are associated with this Service Area will have a direct impact on our ability to move the needle and ensure that youth and young adults are ready for college, work and a productive adulthood.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Strategy/Initiative</th>
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<tbody>
<tr>
<td>Enrichment and Skill Building</td>
<td>• Arts and Creative Expression</td>
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<td>• Identity Formation &amp; Inclusion</td>
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<td>• STEM/Environmental Sustainability</td>
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<td>• Sports and Physical Activity</td>
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Strategies and Requirements
Universal Requirements

The following requirements are universal to all Service Areas and Strategies.

They serve as the baseline of what will be required for all funded programs. These requirements must be adhered to in addition to any Strategy-specific requirements that have been outlined in every Strategy.

1. Social-Emotional Learning
2. Outreach and Recruitment
3. Engagement, Retention and Support
4. Support for Youth with Disabilities
5. Cultural Responsiveness
6. Behavioral Health and Wellness
7. Data Collection and Evaluation
8. Family/Caregiver Engagement/Partnership
9. Meetings and Convenings
10. Continuous Quality Improvement
11. Youth Leadership and Voice
12. Internet Safety & Cyberbullying
13. Barrier Removal
Arts and Creative Expression

Designed to provide youth and disconnected TAY/A with opportunities to explore one or more forms of artistic and creative expression and have structured and intentional ways to express themselves and showcase their work. Arts and Creative Expression programs will:

• Provide project-based activities that allow participants to learn skills and express their creativity while engaging in an artistic discipline

• Target elementary, middle, high school youth, disconnected TAY/A

• Can include, but not limited to, visual arts, creative writing, music, dance, theater, film, and/or digital media.

Arts & Creative Expression Strategy Goals

• To grow participants’ SEL skills/competencies through developmentally appropriate opportunities for youth to express themselves.

• To expose participants to diverse forms of artistic expression in service of developing skills needed to engage in arts activities and prepare for future professional pathways.

• To facilitate positive and healthy peer and caring adult relationships.
All programs must meet the following requirements in their program model/structure:

- Outreach and Recruitment
- Cohort Structure
- Curriculum Based
- Engagement, Retention and Support
- Structured Activities
- Project-Based Learning
Identity Formation

Designed to provide opportunities for youth to increase self-esteem and sense of purposeful belonging by focusing on the resiliency, strengths, and assets of their personal identity. Identity Formation and Inclusion programs will:

• Provide project-based activities that help participants understand social and historical contexts that influence their personal identities
• Analyze systems of power and oppression, develop relationships with positive peers/role models, build self-identity and self-esteem
• Target middle, high school youth; can focus on any element that makes up identity including, but not limited to, race, ethnic or cultural background, gender identity, and/or sexual orientation.

Identity Formation & Inclusion Strategy Goals
1. To increase self-esteem and sense of purposeful belonging.
2. To strengthen the dispositional factors that influence positive behaviors and increase self-perception and hopefulness for the future.
3. To increase cultural and historical awareness and understanding of self and others.
4. To increase opportunities for self-expression.
5. To increase connections to peer support and caring adults.
6. To increase social awareness, resiliency, and coping skills.
Identity Formation

Requirements

All programs must meet requirements in their program model/structure:

- Structured Activities
- Cohort Structure
- Curriculum-Based Learning
- Project-Based Learning
- Culminating Project
- Youth Leadership and Voice
Designed to provide learning opportunities related to science, technology, engineering, and math that will help participants develop 21st-Century skills and pro-environmental behavior in a changing climate. STEM programs will:

- be project-based, hands-on, and collaborative
- allow youth to work together to engage in a scientific methodology (i.e., investigate a problem, develop possible solutions or explanations, make observations, test out ideas, think creatively, evaluate their findings and process)
- Can focus on, but not limited to, biological or environmental science, engineering, computer science, coding, economics, environmental sustainability, impacts of environmental hazards

**STEM & Environmental Sustainability Strategy Goals**

1. Provide access to hands-on, inquiry-based STEM extracurricular programs and activities
2. To enrich educational experience and support social/emotional skills development
3. To expose participants to range of STEM/Environmental related career options in various employment industries
4. To foster environmental and sustainability awareness and behavior
5. To broaden the participation of underrepresented populations in STEM fields
STEM and Environmental Sustainability Requirements

All programs must meet requirements in their program model/structure:

- School or Community-Based
- Developmentally Appropriate Cohorts
- Cohort Structure
- Curriculum-Based
- Structured Activities
- Project-Based Learning
- Culminating Project
Designed to provide opportunities for youth to engage in competitive and noncompetitive sports and physical activities, and to develop key skills such as teamwork and collaboration.

Additionally, programs will:

- help participants connect with their peers and develop increased social awareness, emotional bonds, and self-esteem
- target youth in elementary, middle and high school
- have particular focus on programs that engage girls
- cover range of sports and physical activities including, but not limited to, soccer, basketball, swimming, yoga, and/or tennis.
Sports and Physical Activity

Requirements

All programs must meet requirements in their program model/structure:

- School or Community-Based
- Incentives
- Extended Programming
- Structured Activities
- Orientation and Team Building
- Celebrate Achievements
Additional Requirements for Programs Serving Disconnected TAY

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

2. **Recruitment:** Programs must demonstrate knowledge of effective outreach and recruitment methods to engage disconnected TAY/A. These methods must take into account the disconnected nature of the target population and the high likelihood that these youth will not be engaged through conventional recruitment methods.
Data Collection and Reporting Requirements
Data Collection & Reporting Requirements

Grantees collect and report data to DCYF on services provided and clients served.

Information is used to:
- Assess progress
- Prepare public reports
- Inform technical assistance and capacity building efforts
- Respond to questions from stakeholders

Grantees may also be asked to participate in additional data collection efforts led by third-party evaluation firms, including:
- Interviews
- Focus groups
- Site visits
Data Collection & Reporting Requirements

YPQI
Participate in Process

CMS
Report Group/Individual Activities

Youth Experience Survey
Administer to Youth in Grades 6+

Fiscal Monitoring
Participate in Process

SEL Plan
Attend Training
Performance Measures:

For all Strategies

- **Youth Actuals vs Projections**
- **Participate in PQA**
- **Social Emotional Learning Plan**
  - Year 1: Attend Training (date TBD)
  - Years 2-5: Provide SEL Plan
- **Fiscal Health**
- **Caring Adult**
  - Program staff listen to me when I have something to say
  - Program staff are available if I need help or support
  - Program staff are fair to me
Strategy Specific Performance Measures

Identity Formation

- Sense of personal identity:
  - ✓ This program helped me have a better sense of my value.
  - ✓ This program helped me have a stronger sense of belonging to a community (e.g., school, neighborhood, cultural group).

STEM and Environmental Sustainability

- Engaged in school or community:
  - ✓ This program helped me become a more active participant in my school or community.
Program Quality Assessment (PQA)
1. The Youth & School Aged Program Quality Assessment (PQA) Tool is a validated instrument designated to evaluate the quality of youth programs and identify staff training needs.

2. PQA has been used in community organizations, schools, camps, and other places where youth have fun, work and learn with adults.

3. Opportunity for shared language and a comprehensive look at program quality across DCYF's Funding Strategy.

4. Participation is part of the grant agreement. Grantees are required to engage in the YPQI process including participating in all mandatory trainings.
YPQI Process

1. Begins with assessment to build on youth workers’ existing strengths and identify challenge areas.
2. These areas go into improvement plan as goals, with clear steps and benchmarks for success.
3. We follow up with powerful supports for youth leaders to manage improvement, and the high-quality Youth Work Methods series of workshops for staff.
4. The assess-plan-improve sequence establishes a supportive system for continuous improvement.
FY 24-25 YPQI Timeline

July 2024

- Registration is open for Basics Training

August 2024

- In-Person Basics Training Begins
- Virtual Basics Training Begins
- Internal Assessments Begin for Grantees
- PS will Begin Scheduling External Site Visits

September 2024
FY 24-25 YPQI Timeline

External Site Visits Take Place

October 2024

External Site Visits are Taking Place

November 2024

External Site Visits are Taking Place

December 2024
FY 24-25 YPQI Timeline

January 2025
Planning with Data Meetings are Taking Place

February 2025

Methods Trainings are Taking Place

March 2025
Planning with Data Meetings and Methods Trainings are Taking Place
FY 24-25 YPQI Timeline

April 2025
Second Round of PQA Visits Being
2nd week of April all PIPs are final
Methods Trainings are Taking Place

May 2025
PQA Visits In Process

Methods Ends end before SLC or is in SLC
PQA Visits In Process (2nd Round)

June 2025
<table>
<thead>
<tr>
<th>Item</th>
<th>Date and Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>In-Person Basics Training</td>
<td>Wednesday, August 21, 10am – 4pm</td>
<td>SF Main Library Latino Room A/B</td>
</tr>
<tr>
<td>In-Person Basics Training</td>
<td>Thursday, August 22, 10am – 4pm</td>
<td>SF Main Library Latino Room A/B</td>
</tr>
<tr>
<td>In-Person Basics Training</td>
<td>Tuesday, August 27, 10am – 4pm</td>
<td>SF Main Library Latino Room A/B</td>
</tr>
<tr>
<td>In-Person Basics Training</td>
<td>Wednesday, August 28, 10am – 4pm</td>
<td>TBD</td>
</tr>
<tr>
<td>In-Person Basics Training</td>
<td>Thursday, August 29, 10am – 4pm</td>
<td>49 South Van Ness Street, Room 194</td>
</tr>
<tr>
<td>In-Person Basics Training</td>
<td>Tuesday, September 3, 10am – 4pm</td>
<td>49 South Van Ness Street, Room 0136</td>
</tr>
<tr>
<td>In-Person Basics Training</td>
<td>Thursday, September 5, 10am – 4pm</td>
<td>49 South Van Ness Street, Room 0194</td>
</tr>
<tr>
<td>In-Person Basics Training</td>
<td>Tuesday, September 10, 10am – 4pm</td>
<td>TBD</td>
</tr>
<tr>
<td>Virtual Basics Training</td>
<td>Week of September 23, with Pre-Work Assignments</td>
<td>Virtual</td>
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Contract Management System (CMS)
Contract Management System (CMS)

- Online system used by DCYF staff and grantees for grants management, reporting, and invoicing
- FY24-25 workplans were released to new and continuing grantees on Monday, April 22
- Grantees complete workplans annually
- DCYF Program Specialists review submissions
- Workplan information is integrated into Grant Agreements

Log-in to DCYF’s Contract Management System at https://contracts.dcyf.org
Accessing the CMS

Current DCYF Grantees:

• Select FY2024-2025 using the Fiscal Year dropdown filter on the Agency Programs page
• Existing Agency Account users have access to all FY2024-2025 programs
• Existing Program Staff Account users must be granted access to FY2024-2025 programs by an Agency Account user using the Agency Accounts module

New Grantees:

• CMS account credentials were sent to agency Executive Directors on Monday, April 22
• Use the Agency Accounts module to create additional CMS accounts for your staff
Navigating the CMS

The CMS is organized by fiscal year and program. Use the Fiscal Year filter to access your list of FY2024-2025 programs.

1. To edit agency details, click on the agency name or Agency Profile
2. To view/manage user accounts, click on Agency Accounts
3. To view program details, click on the name of the program in the list
4. To change your password, click on My Account
Completing Your Workplan

1. Login to the CMS using an Agency Account and navigate into a program

2. Select the Workplan icon from the left menu to expand and view workplan forms

3. Refer to DCYF resources to assist you in completing your workplan
   - CMS Handbook
   - Doing Business with DCYF Guide
   - DCYF 2024-2029 RFP
   - Your Proposal
Some details have been transferred into the workplan from your proposal:

- **Contact & Program Info:** General program information, contacts, and documents
- **Services & Projections:** Program operation dates, participant projections, target population(s), service sites, and projected services
- **Performance Measures:** Performance measures and general grant agreements for you to acknowledge
- **Budget:** Program budget
- **Agency Profile:** Agency details shared across all programs
Contact & Program Info

- Your Program Description will be published in public-facing materials produced by DCYF
- Contacts listed here will receive important reminders and updates from DCYF
- Primary Program Contact receives CMS email notifications when invoices and workplans are submitted, approved, and disapproved by DCYF
- Form may be unlocked and edited at any point by grantees
To simplify reporting for summer activities, report summer programming into the fiscal year in which the summer ends in CMS:

✓ Summer 2024 activities should be reported into FY2024-2025 in CMS
✓ Summer 2025 activities should be reported into FY2025-2026 in CMS

FY2024-2025 Program Operation Dates should fall between 6/1/2024 and 6/30/2025

If you are running a summer program, your Program Start Date should be the first date of your summer program in 2024
Services and Projections: Projected Sites and Services

• Projected sites and services were copied from your proposal

• Review and edit this section to reflect the sites and services you project to implement in 2024-2025 with the grant awarded to your program

• Use the Add and Remove buttons to add and remove sites/services

• This section of the workplan provides a template for activity reporting throughout the year
Services and Projections: Projected Sites and Services

Enrichment & Skill-Building
Indicate your approach to participant recruitment for each service.

For example, programs that go to the site of a Beacon program to deliver services should:

1. Add the Beacon site location under Service Sites.
2. Add a Projected Service to describe the programming offered to Beacon participants.
3. Select *Will work with partner agency to identify youth participants* as approach to Participant Recruitment.
Performance Measures

- Performance Measures are part of your Grant Agreement.

- Results will be published in annual grantee reports.
Performance Measures: Youth Survey

• Most grantees are required to administer the DCYF Youth Experience Survey to participants in grades 6+ towards the end of their program experience.
• Describe when and how you plan to administer the survey to participants in your program.
• Surveys for each program and additional guidance will be released later this year.
1. Select the budget categories that are part of your budget at the top of the page
2. FY24-25 DCYF Grant Total: the grant awarded to your program for FY24-25
3. FY24-25 Total Program Budget: your program’s total operation costs for FY24-25, including other funding your program may receive beyond DCYF
4. FY24-25 Global Agency Budget: the budget for your agency in FY24-25, which may be edited in the Agency Profile form
5. Select the months that your program intends to submit invoices for reimbursement in the Invoicing Months section. If unsure, select all months.
Submitting Your Workplan

• Once submitted, most workplan forms are locked for edits and can only be unlocked by your Program Specialist.

• After you have submitted all forms, including the Agency Profile, complete the Sign & Submit step on the Workplan Overview page to submit your workplan for review.

• Your Program Specialist may send your workplan back to you for changes.
Revising Your Workplan

- After a workplan has been approved, edits to the workplan in most cases require a formal workplan revision.

- Edits to the Agency Profile and Contact & Program Info forms are the exception – these forms may be unlocked and edited by grantees at any time.

- If a formal revision is needed, contact your Program Specialist and provide justification.
FY2024-2025 Workplan Due Dates

**APRIL**
- April 22, 2024
  - Grantees receive access to CMS and 24/25 Workplans

**MAY**
- May 6, 2024
  - All workplans that include summer programming or grant agreements greater than $10 million (which need to go to the Board of Supervisors) are due
- May 27, 2024
  - All other workplans due
Fiscal Monitoring
All DCYF grantees receive an annual Fiscal and Compliance Monitoring Review.

This fiscal review is not an audit: it is a way for DCYF and other departments to assess the fiscal health of funded agencies and improve quality and consistency of fiscal and other compliance procedures.

DCYF staff participates in all Fiscal and Compliance Reviews for grantees, including review of documents, and the determination of any findings that need to be remedied.

A formal letter detailing findings will be provided.
Grantees receive Fiscal and Compliance Monitoring Review using either the Citywide Nonprofit Monitoring and Capacity Building Program or DCYF-Only Monitoring.

**Citywide Nonprofit Monitoring and Capacity Building Program:**
- Also known as Joint Monitoring, includes staff from 12 city departments that work together to conduct the review. Grantees in this process must receive funding from 2 or more city departments, or more than $1 million dollars from one department.
- Each year staff from participating departments determine which grantees will receive Core Monitoring, Expanded Monitoring or be waived from monitoring. All monitoring reviews are conducted virtually with grantees required to submit all requested documents to the lead department.

**DCYF-Only Monitoring:** Grantees only funded by DCYF will receive a Fiscal and Compliance review, conducted by DCYF staff, using the Citywide Fiscal and Compliance Monitoring form and standards.
Technical Assistance and Capacity Building (TA/CB)
About TA/CB

The San Francisco Department of Children, Youth and Their Families (DCYF) is committed to improving program quality and driving better outcomes for program participants. We understand that the field grows stronger when we invest in the professional development of staff who administer and deliver programs.

To meet the needs of front-line staff, program administrators and non-profit executives at all levels of experience, DCYF offers training workshops, cohorts, conferences and more to all our grantees.

Join our community of non-profit professionals building their skills—sign up for a DCYF professional development opportunity today!
DCYF offers cohort-based offerings and workshops. Offerings promote and embed the knowledge, experience, and tools developed by DCYF and our collaborators.

**Mandatory Workshop Topics:**

DCYF has identified foundational workshop topics that grantees need to participate in.

- **Cultural Mindfulness Institute:**
  For Program Directors, Managers, and Coordinators

- **Healing Centered Engagement:**
  For Executive Directors, Program Directors, Managers and Coordinators

- **Positive Youth Development:**
  For Frontline Staff

- **Supporting Families with Children with Disabilities:**
  For Program Directors, Managers, Coordinators, and Frontline Staff

These topics will be offered every quarter:
DCYF has four (4) conferences to support organizations’ program planning, general staff development and most importantly strengthen DCYF’s grantee community.

The conferences below are mandatory to attend:

1. Back to School Conference
2. Virtual Summer Learning Conference for mid-level staff
3. Summer Learning Conference for frontline staff (Virtual and In-Person)
4. Youth Advocacy Day (YAD)
Questions and Answers

Scan the QR Codes!

RTL Service Area Guide

CWPA Service Area Guide