DCYF Grantee Orientation: Educational Supports
2024-2029 Funding Cycle
May 1, 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 Educational Support Service Area
   • Youth are Ready to Learn and Succeed in School
   • Youth Are Ready for College, Work, Productive Adulthood
3. Strategies and Requirements
   • Universal Requirements
   • Academic Supports
   • Literacy Supports
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6. Contract Management System (CMS)
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   • Workplan timeline
   • Data Policy and Privacy Agreements
7. Completing Your Workplan
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9. Technical Assistance and Capacity Building
10. Q&A
11. Close Out
Overview of Result Areas
Overview of Result Area:  
Children are Ready to Learn and Succeed in School

Overview of Result Area:  
Youth are Ready for College, Work, and Productive Adulthood

This Result Area is associated with programs, resources, supports and activities that provide opportunities to learn, gain SEL skills, engage educationally and have access to needed support for children and youth in pre-kindergarten through 12th grade.

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 **Educational Supports Service Area** (Ed Supports):

- supports range of educational opportunities that help children and youth who are struggling academically get back on track
- achieves individualized educational goals
- supports academic achievement in the core subjects, post-secondary enrollment, and success
- provides academic and life skills assistance during key educational transition periods into high school and post-secondary institutions

Programs are expected to be well-versed in local and State core subject standards, youth development principles, and culturally appropriate practices for the target populations listed for this Service Area.

**Strategies in this Service Area**

The Ed Supports Service Area’s primary focus is on students who are struggling academically in elementary, middle, and high school or in their efforts to attain a high school equivalency credential.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Strategy/Initiative</th>
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<tr>
<td>Educational Supports</td>
<td>• Academic Supports</td>
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<td>• Literacy Supports</td>
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<td>• Alternative Education</td>
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Ed Supports Strategies and Requirements
Universal Requirements

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

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

Strategy Goals

Designed to decrease the disparities in academic achievement. Through Academic Supports, youth are given opportunities to make gains towards meeting or exceeding academic standards, set goals to complete primary and secondary education, explore post-secondary education options, and enter the workforce. Academic Supports programs:

✓ work closely with the target populations
✓ ensure that youth get back on track academically
✓ support youth as they make key transitions within academic careers

Academic Supports Strategy Goals:

• To help participants make gains towards meeting and/or exceeding academic standards, including a C or better grade in core subjects, and completion of high school or equivalent, based on their Individual Learning Plans.

• To help participants prepare for the next phases of their academic careers and provide them with school-readiness skills, life skills, and support in social and emotional learning and academics.

• To increase participants’ understanding/appreciation for connection between school and future opportunities over life course.
All programs must meet the following requirements in their program model/structure:

- Assessment & Individual Learning Plans
- Transition Support & Post-Secondary Planning
- Tutoring
- Curriculum-Based
1. **Coordination & Partnership:** Programs must coordinate with school staff, families, students and/or other community-based organizations and have experience working in partnership.

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

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

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

5. **Coordination with Beacon Center:** Academic Supports Programs operating at schools with a DCYF-funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
Literacy Supports

Strategy Goals

Designed to provide programming to elementary school youth and English Learners in need of additional literacy support. Literacy Supports programs will:

✓ assess youth
✓ develop individual service plans
✓ deliver activities that help young people improve reading levels, writing abilities, and other literacy skills.

Literacy Supports Strategy Goals:

✓ To support kindergarten through 5th grade students not reading at grade level to make gains in reading, writing, and other literacy skills through targeted intervention during the school year and/or summer.

✓ To support English Learners not reading at grade level to make gains in reading, writing, and other literacy skills through targeted intervention during the school year and/or summer.
All programs must meet the following requirements in their program model/structure:

- Assessment & Individual Learning Plans
- Curriculum Based
- Ongoing Communication

Additional Requirements for Programs Serving English Learners:

- **Linguistically Competent Services**: programs serving English Learners must utilize an evidence-based approach or method to support participants’ acquisition of the English language that considers participants’ diverse and individual needs.
Alternative Education

Strategy Goals

Designed to provide opportunities for youth and young adults to obtain their high school diplomas or high school equivalency (HSE) credentials. Alternative Education programs target:

1) Youth who are off-track, have attended multiple schools, are suspended, or expelled for disruptive and/or delinquent behavior, or have generally been unsuccessful at learning in a mainstream or traditional educational environment.

2)Disconnected TAY/A looking to reengage with the educational system and working to attain a high school equivalency credential.

Alternative Education Strategy Goals:

✓ To provide supported educational environment that helps prevent students from dropping out of school or reengage participants with an educational system.

✓ To reengage participants in their education to assist them in getting academically on-track to graduate and work to attain a high school equivalency credential.
All programs must meet the following requirements in their program model/structure:

- School or Community Based
- Ongoing Communication
- Curriculum Based
- Curriculum
- Transition Support and Planning
- Assessment and Individual Learning Plans
- Project Based and Experiential Learning
- Supplemental Activities Instruction
- Accreditation
- Family Partnership
- Structured
Alternative Education Requirement Highlights

Additional Requirements For Programs Serving Disconnected Transitional Age Youth:

- Official Test Site
- Participant Eligibility
- Recruitment
- Community Structure
- Educational Programming
- Transition Support
The Summer Transition Initiative is a partnership between DCYF, SFUSD, and Community-Based Organizations. DCYF provides funding to a Community-Based Organization to implement the program in partnership with SFUSD, which provides credentialed teachers who teach a district-approved Academic and Employment curriculum.

Supports both youth that need additional academic support while attending SFUSD Summer School and young people transitioning into 9th grade who struggled academically in 8th grade. **There are two primary components:**

1) Summer Youth Academic and Employment Component
2) Summer Bridge Component

**Summer Transitions Initiative Goals:**

- To help participants prepare for next phases of academic careers and provide school-readiness skills, life skills, support in social and emotional learning and academics.
- To increase understanding and appreciation for the connection between school and future opportunities.
- To assist incoming 9th graders in successfully transitioning into high school.
Summer Youth Academic and Employment Programs must meet the following requirements in their program structure:

- **School-Based Cohort**
- **Structured**
- **Stipends**
- **End of Year Report**
- **Duration**
- **Academic Support**
- **Skill-Building Workshops**
- **Staffing**
- **Career/Post-Secondary Awareness and Exposure**

**Summer Bridge Requirements:**
- ✓ Academic Enrichment
- ✓ Year-long Academic Mentorship
- ✓ High School Preparation
- ✓ Mentorship Activities
- ✓ Duration
- ✓ Staffing
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 Survey**
  - Administer to Youth in Grades 6+

- **Fiscal Monitoring**
  - Participate in Process

- **SEL Plan**
  - Attend Training
Data Collection & Reporting Requirements

- Summer Transitions
  - CMS
  - Prepare and Upload Mid-Year and Annual Reports

- Academic Supports, Alternative Education, Literacy Supports
  - Participant Individual Learning Plans
  - Prepare Plans

- Literacy Supports
  - Participant Literacy Assessments
  - Administer Assessments
Educational Supports

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 an 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.
- Education and Career Goals
  - This program helped me set goals for my education or career.
Educational Supports

Strategy-Specific Performance Measures

**Academic Supports (Ready to Learn and Succeed in School)**
- Individual Learning Plan (guidance will be provided)

**Academic Supports (Ready for College, Work & Productive Adulthood)**
- Individual Learning Plan (guidance will be provided)
- Grade C or better in core subjects (High School only)
- Passing courses (Disconnected TAY/A only)

**Alternative Education**
- Individual Learning Plan (guidance will be provided)
- High School Credential

**Literacy Supports**
- Individual Learning Plan (guidance will be provided)
- Completed Literacy Assessments
- Increased Reading Proficiency

**Summer Transitions**
- Maintain C or better in core subjects
- Mid and End of Year Reports
Program Quality Assessment (PQA)
Youth Program Quality Intervention (YPQI)

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
- **August 2024**: Virtual Basics Training Begins, Internal Assessments Begin for Grantees, PS will Begin Scheduling External Site Visits

- **September 2024**: Internal Assessments Begin for Grantees, PS will Begin Scheduling External Site Visits
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
Planning with Data Meetings and Methods Trainings are Taking Place

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

PQA Visits In Process

Methods Ends end before SLC or is in SLC
PQA Visits In Process (2nd Round)
<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>
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<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
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
• 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
Services and Projections: Program Operation Dates

• 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
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.
Budget

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.

These topics will be offered every quarter:

- **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
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)