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SF DEPARTMENT OF CHILDREN, YOUTH AND THEIR FAMILIES

2022-2023 COMMUNITY GRANTS REQUEST FOR PROPOSALS

December 2, 2022 Revision III



DATE ISSUED:

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DEADLINE FOR SUBMISSION:

Friday, November 18, 2022, at 5:00 PM

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Revision Tracker

November 8, 2022 Revisions: The revisions to this document are listed below. Revisions are identified in the document by striking through changed or deleted text and highlighting in yellow adjusted or added text.

- Page 18 Sports and Physical Activity Strategy Description

November 8, 2022 Revisions II: The revisions to this document are listed below. Revisions are identified in the document by striking through changed or deleted text and highlighting in green adjusted or added text.

- Page 19 Sports and Physical Activity Strategy Description
- Page 21 Sports and Physical Activity Question Text for Target Population

December 2, 2022 Revisions III: The revisions to this document are listed below. Revisions are identified in the document by striking through changed or deleted text and highlighting in blue adjusted or added text.

- Page 4 RFP Timeline and Important Elements
- Page 7 Funding Terms: Appeals Procedure
- Page 8 Requirements: Supplier Status and DCYF Eligibility requirements

About DCYF

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

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

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

DCYF administers these funds to community-based organizations and public agencies to provide services to children, youth and families. DCYF's Oversight and Advisory Committee (OAC), which was established under the 2014 legislation, helps to guide strategic planning, funding recommendations and evaluation of funded programs. In fiscal year 2018-19, DCYF provided approximately \$141 million to 440 programs located across all of San Francisco's neighborhoods, helping to support more than 42,000 children and youth, birth to age 24, and their families.

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

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

About the Community Grants RFP

Each year at the beginning of the new fiscal year in July, the San Francisco Board of Supervisors releases a list of budget amendments, commonly known as "addbacks." These are funds that each Supervisor allocates to various City departments for programs in their respective districts. This year, due to the extended budget process in response to the COVID-19 epidemic, this process occurred in October.

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

The program being funded through this year's Community Grants RFP are described on the following page.

2022/2023 DCYF Community Grants

District	Addback Description	Term	22/23 Amount	23/24 Amount	Total	Service Area	Strategy	Target Populations
City-wide	Small Group Interventions for English Language Learners	2 years	\$135,000	\$135,000	\$270,000	Out of School Time	Comprehensive year-round and Summer	Spanish speaking ELL Youth grades K-8 at Bessie Carmichael Elementary, Leonard Flynn Elementary, Sanchez Elementary, Everett Middle School, Cleveland Elementary and Marshall Elementary
City-wide	Promote oral health care awareness to children and families. Provide school-based programming for 2nd-5th graders	2 years	\$50,000	\$150,000	\$200,000	Outreach and Access	MISC	All youth in grades K-8
City-wide	Promote vision care and awareness to children and families. Provide school-based programming for 2nd-8th graders	2 years	\$300,000	\$300,000	\$600,000	Outreach and Access	MISC	All youth in grades K-8
City-wide	Promote literacy support to parents. School and community-based programs. Support Family Empowerment	2 years	\$50,000	\$50,000	\$100,000	Outreach and Access	MISC	All youth in grades K-8 and their families
City-wide	Trans youth case management for SFUSD youth	1 year	\$100,000		\$100,000	Outreach and Access	MISC	Trans Youth

City-wide	Safety plan services and implementation to address immigrant youth ages 12-24	1 year	\$100,000		\$100,000	Justice Services	MISC	Immigrant youth ages 12-24
City-wide	Support for black-led sports program providing sports and mentorship	2 years	\$100,000	\$100,000	\$200,000	Enrichment, Leadership and Skill-building	Sports and Physical Activity	African American, Latin X, Pacific Islander, and low-income youth
City-wide	Arab youth grades 5 th -10 th mentorship	1 year	\$140,000		\$140,000	Mentorship	MISC	Arab youth grades 5 th -10 th
City-wide	Higher education academic support programming for young people serving a commitment term in San Francisco's juvenile hall.	2 years	\$83,000	\$83,000	\$166,000	Justice Services	Detention-based programming	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
City-wide	Vocational support programming and training for young people serving a commitment term in San Francisco's juvenile hall.	2 years	\$83,000	\$83,000	\$166,000	Justice Services	Detention-based programming	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
City-wide	Behavior change and positive youth development programming for young people serving a commitment term in San Francisco's juvenile hall.	2 years	\$83,000	\$83,000	\$166,000	Justice Services	Detention-based programming	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court

City-wide	Restorative justice and conflict resolution services and programming for young people serving a commitment term in San Francisco's juvenile hall.	2 years	\$83,000	\$83,000	\$166,000	Justice Services	Detention-based programming	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
City-wide	Life skills and/or parenting programming for young people serving a commitment term in San Francisco's juvenile hall.	2 years	\$83,000	\$83,000	\$166,000	Justice Services	Detention-based programming	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
City-wide	Flexible programming and services as well as capacity to quickly subcontract with appropriate organizations to provide support for urgent, individualized needs of young people serving a commitment term in San Francisco's juvenile hall.	2 years	\$83,000	\$83,000	\$166,000	Justice Services	Detention-based programming	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
D10	Support for girls dance group and mentorship program	2 years	\$10,000	\$10,000	\$20,000	Enrichment, Leadership and Skill-building	Arts and Creative Expression	African American, Latin X, Pacific Islander, and low-income youth grades K-12 and TAY
D11	Youth arts programming and small business pop up activities	2 years	\$101,767	\$101,767	\$203,534	Enrichment, Leadership and Skill-building	Arts and Creative Expression	D11 Youth

D1	Youth leadership Academy	2 years	\$25,000	\$25,000	\$50,000	Enrichment, Leadership and Skill- building	Youth Leadership, Engagement and Organizing	D1 Youth
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RFP Timeline and Important Elements

ESTIMATED TIMELINE (Dates may be subject to change)	
RFP Issued	Monday, October 24, 2022
Question Submission Period Ends	Monday, October 31, 2022 at 5:00 p.m.
Answers to Questions Posted	Friday, November 4, 2022, at 5:00 p.m.
Proposals Due	Friday, November 18, 2022 at 5:00 p.m.
Award Decision Finalized	Monday, December 5, 2022 December 12, 2022

SUBMISSION REQUIREMENTS

All applications in response to this RFP must be submitted using DCYF's online application system (See the Online Submission Instructions section for more information). The deadline to apply is 5:00 p.m. on Friday, November 18, 2022. Proposals will not be accepted after this deadline.

TECHNICAL ASSISTANCE AND QUESTIONS

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

SUBMIT ALL RFP QUESTIONS TO:	DEADLINE FOR RFP QUESTION SUBMISSION:
communitygrantsrfp@dcyf.org	Monday, October 31, 2022 at 5:00 p.m.

To ensure that all applicants have access to both the submitted questions and their corresponding answers, DCYF will publish all received questions and answers by Friday, November 4, 2022, at 5:00 p.m. at www.dcyf.org.

Funding Terms

Grant Terms

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

Uses of DCYF Funds

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

Examples of eligible uses of funds include, but are not limited to:

1. Staffing costs and fringes;
2. Rent, lease and occupancy costs;
3. Materials and supplies;
4. Food costs;
5. Transportation and
6. Administrative costs up to 15% of the total contract amount (including administrative costs of subcontractors).

DCYF grant funds shall not be used for:

1. Services to non San Francisco residents;
2. Any service that merely benefits children and youth incidentally;
3. Acquisition of any capital item not for primary and direct use by children and youth;
4. Acquisition of real property (excluding leases for a term of 12 months or less);
5. Maintenance, utilities or similar operating costs of a facility not used primarily and directly by the funded program;
6. Out-of-country travel;
7. Depreciation on buildings or equipment and
8. Religious worship, instruction or proselytization.

Also, DCYF will not spend its limited resources funding services that should be provided by other entities such as other City departments or the San Francisco Unified School District (SFUSD). For more detailed information on uses of funds, please refer to *Doing Business with DCYF* at: www.dcyf.org/doing-business-with-dcyf-guide.

Right Not to Fund

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

Terms and Conditions

A. Errors and Omissions in RFP

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

B. Addenda to RFP

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

C. Revision of Proposal

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

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

At any time during the proposal evaluation process DCYF may require a proposer to provide oral or written clarification of its proposal. DCYF reserves the right to make an award without further clarifications of proposals received.

D. Late or Conditional Proposals

Any proposal received after the exact time specified for receipt will not be considered. Any proposal may be rejected if it is conditional, incomplete or deviates from specifications stated in this RFP. Minor deviations may be waived at the discretion of the City.

E. Reservations of Rights by the City

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

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

F. Appeal Procedures

Agencies not awarded funds through this RFP can file a formal appeal with DCYF. The appeal period begins immediately following the award announcement (tentatively scheduled for Monday, ~~December 5, 2022~~ **December 12, 2022**), and ends at 5:00 p.m. seven calendar days following the award announcement. Appeals will only be accepted in writing and can be submitted electronically to communitygrantsrfp@dcyf.org or delivered via hard copy to DCYF offices prior to the end of the appeal period. A panel selected by DCYF will review all eligible appeals, and the panel decisions will be final.

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 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 submission date.

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 review process)
- Past history of being a DCYF grantee

Requirements

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

Supplier Status

Agencies funded through this RFP must be City-approved suppliers and not be on the City Supplier Debarred list before receiving funds. Organizations must be approved City suppliers by the release of award decisions (tentatively scheduled for ~~December 5, 2022~~ **December 12, 2022**) to receive funding under this RFP. Supplier application packets can be obtained from the Office of Contract Administration at City Hall, 1 Dr. Carlton B. Goodlett Place, Room 430, San Francisco, CA 94102 or downloaded from the Office of Contract Administration website at www.sfgov.org/oca. More information on becoming a City supplier is available at the San Francisco City Supplier Portal, at <https://sfcitypartner.sfgov.org/>.

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

DCYF Eligibility Requirements

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

- Applicants must be a community-based agency that is non-profit and tax-exempt under Section 501(c)(3) of the Internal Revenue Code, or apply under a valid fiscal sponsor.
- Program may only serve residents of San Francisco.
- All services must take place in the district specified in the addback description. Citywide grants may take place in any district.
- Organizations receiving a grant from this RFP must be approved City suppliers by the release of award decisions (tentatively scheduled for ~~December 5, 2022~~ **December 12, 2022**) to receive funding under this RFP. DCYF reserves the right to revoke a grant award if an organization is unable to meet this deadline.
- Applicants must agree to meet Compliance Standards established by the City and DCYF throughout the grant term and participate in evaluation activities.
- Organizations must be compliant with the City's insurance requirements by the completion of contract negotiations.

Non-Eligible Entities:

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

Minimum Compliance Standards

The contract requirements include commercial general liability, workers compensation and

auto insurance; compliance with Equal Benefits Ordinance and a current San Francisco business tax certificate, if applicable.

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

A. Fiscal and Organizational Practices

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

B. Sunshine

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

C. Accessibility

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

D. Non-Discrimination

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

E. Religious Activity

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

F. Political Activity

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

G. Subcontracting

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

H. Contract Award

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

DCYF will use a two part process to make funding decisions for this RFP. DCYF will review all submitted proposals to ensure they meet the minimum eligibility requirements detailed in this RFP. Proposals that meet minimum eligibility requirements will proceed to the Scoring and Review processes. Proposals that do not meet minimum eligibility requirements will not be scored, and the applicants will be notified.

PART ONE: SCORING

Each proposal that meets minimum eligibility requirements will be read and scored by multiple DCYF staff members to generate a Proposal Score. This score will be created by taking the average of all reader scores for each proposal. Before reading proposals, readers will be trained 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.

Proposal Section	Point Value
Target Population	20
Program Design	65
Program Impact	15

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

PHASE TWO: FINAL REVIEW

A list of all submitted proposals ranked by Proposal Score will be reviewed by DCYF Leadership in order to make final funding decisions. The purpose of this review process is to ensure that final funding decisions meet the goals of each individual grant, are in alignment with existing DCYF funding allocations and provide the intended amount of coverage and focus on the relevant target populations. The final review phase may also include consideration of the financial and organizational health of the organization, as assessed by department staff through a formal fiscal visit. After the review we will have generated a final list of grants to be funded under the 22-23 Community Grants RFP.

NEGOTIATIONS:

If a proposal is selected 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. 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.

Service Area and Strategy Definitions

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

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

Enrichment, Leadership and Skill-building

STRATEGY: Arts and Creative Expression

Community Grants in This Strategy:

Strategy	Description	District	Annual Grant Amount	Funding Term	Target Populations
Arts and Creative Expression	Support for girls dance group and mentorship program	D10	\$10,000	2 years	African American, Latin X, Pacific Islander, and low-income youth grades K-12
Arts and Creative Expression	Youth arts programming and small business pop up activities	D11	\$101,767	2 years	San Francisco and D11 youth

Service Area Description:

The Enrichment, Leadership and Skill Building (ELS) Service Area seeks to support programs that provide opportunities for children, youth and disconnected TAY to learn specialized skills, build positive personal identities, and improve their leadership abilities through project and curriculum-based programming. The City Charter requires that at least three percent of the Children and Youth Fund be set aside for youth-initiated projects. DCYF is designating this set aside as the “Youth Empowerment Allocation” and will fund the youth-initiated projects through the ELS Service Area. All programs funded under the ELS Service Area are expected to be rooted in youth development principles and provide culturally competent services.

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

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

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

Description:

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

Strategy Goals:

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

Strategy Requirements:

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

Program Structure Requirements for All Arts and Creative Expression Programs:

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

Program Content Requirements for All Arts and Creative Expression Programs:

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

2. Project Based Learning: programs must provide activities that are project based that allow participants to engage with an artistic or creative discipline for an extended period of time to investigate and respond to engaging and/or complex questions, problems or challenges. Projects can vary in their topic, scope or duration but should provide opportunities for participants to gain problem-solving, teamwork, communication, adaptability and other relevant skills.
3. Orientation and Team Building: programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessment of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.
4. Culminating Project: programs must provide opportunities for participants to be engaged with project-based activities that are sustained, cooperative endeavors that result in a specific end product, culminating event or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.
5. Youth Leadership and Voice: programs must provide leadership opportunities for participants that allow them to lead and facilitate within the program including, but not limited to, setting programmatic goals, identifying and defining issues, choosing discussion topics and selecting reflection activities.
6. Family Partnership: programs must create opportunities for families and caregivers to be connected to the program, as appropriate based on the type of services offered. Family partnership activities include, but are not limited to, parent orientations, volunteer opportunities, family events, parent workshops, connections to resources, etc.
7. Social and Emotional Learning: programs must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.

Additional Program Structure Requirements for Programs Serving Disconnected TAY:

1. Participant Eligibility: program participants must meet the definition of disconnected transitional age youth. The City Charter defines disconnected TAY as youth ages 18 to 24 as who “are homeless or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents; are undocumented; are new immigrants and/or English Learners; are Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ); and/or are transitioning from the foster care, juvenile justice, criminal justice or Special Education system.”
2. Recruitment: programs must demonstrate knowledge of effective outreach and recruitment methods to engage disconnected TAY. These methods must take into account the disconnected nature of the target population and the high likelihood that these youth will not be engaged through conventional recruitment methods.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population	Describe how the proposed program will provide structured project-based programming that provides exposure and engagement with at least 1 discipline related to the arts and/or creative expression. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.	1500
Program Design	Describe your proposed program including the types of services and how they will be provided.	1500
	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.	1000
	Describe the proposed program's approach for reengaging participants who are unable to participate regularly due to personal or external factors.	1000
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	1000
	Describe any established relationships the proposed program maintains with other service providers or systems.	1000
Program Impact	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?	1000

Enrichment, Leadership and Skill-building

STRATEGY: Sports and Physical Activity

Community Grants in This Strategy:

Strategy	Description	District	Annual Grant Amount	Funding Term	Target Populations
Sports and Physical Activity	Support for black-led sports program providing sports and mentorship	Citywide	\$100,000	2 years	African American, Latin X, Pacific Islander, and low-income youth grades K-12

Service Area Description:

The Enrichment, Leadership and Skill Building (ELS) Service Area seeks to support programs that provide opportunities for children, youth and disconnected TAY to learn specialized skills, build positive personal identities, and improve their leadership abilities through project and curriculum-based programming. The City Charter requires that at least three percent of the Children and Youth Fund be set aside for youth-initiated projects. DCYF is designating this set aside as the “Youth Empowerment Allocation” and will fund the youth-initiated projects through the ELS Service Area. All programs funded under the ELS Service Area are expected to be rooted in youth development principles and provide culturally competent services

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

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

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

Description:

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

The Sports and Physical Activity Strategy is designed to provide opportunities for elementary, middle and high school youth, especially girls, to engage in competitive and noncompetitive sports and physical activities and to develop key skills such as teamwork and collaboration. Additionally, Sports and Physical Activity programs help participants positively connect with their peers and develop increased social awareness, emotional bonds and self-esteem.

Strategy Goals:

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

Strategy Requirements:

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

Program Structure Requirements:

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

Program Content Requirements:

1. Structured Activities: programs must provide structured activities that have specific skill-building goals and offer experiences in sports and/or physical activities that include ascending opportunities for mastery over time.
2. Orientation and Team Building: programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group; and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.
3. Celebrating Achievements: program must provide opportunities for participants to celebrate the skills they have developed as well as their achievements and accomplishments in the program.
4. Youth Leadership and Voice: programs must provide leadership opportunities for participants that allow them to lead and facilitate within the program including, but not limited to, setting programmatic goals, identifying, and defining issues, choosing discussion topics, and selecting reflection activities.
5. Family Partnership: programs must create opportunities for families and caregivers to be connected to the program, as appropriate based on the type of services offered. Family partnership activities include, but are not limited to, parent orientations, volunteer opportunities, family events, parent workshops, connections to resources,

etc.

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

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population	<p>Describe how the proposed program will provide structured project based programming that provides exposure and engagement with at least 1 discipline related to the arts and/or creative expression. In your answer describe any curriculum that will be used as well as how it will be taught to ensure the learning of participants with diverse learning styles and needs.</p> <p>Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.</p>	1500
Program Design	Describe your proposed program including the types of services and how they will be provided.	1500
	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.	1000
	Describe the proposed program’s approach for reengaging participants who are unable to participate regularly due to personal or external factors.	1000
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	1000
	Describe any established relationships the proposed program maintains with other service providers or systems.	1000
Program Impact	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?	1000

Enrichment, Leadership and Skill-building

STRATEGY: Youth Leadership, Engagement and Organizing

Community Grants in This Strategy:

Strategy	Description	District	Annual Grant Amount	Funding Term	Target Populations
Youth Leadership, Engagement and Organizing	Youth Leadership Academy	Citywide	\$25,000	2 years	D1

Service Area Description:

The Enrichment, Leadership and Skill Building (ELS) Service Area seeks to support programs that provide opportunities for children, youth and disconnected TAY to learn specialized skills, build positive personal identities, and improve their leadership abilities through project and curriculum-based programming. The City Charter requires that at least three percent of the Children and Youth Fund be set aside for youth-initiated projects. DCYF is designating this set aside as the “Youth Empowerment Allocation” and will fund the youth-initiated projects through the ELS Service Area. All programs funded under the ELS Service Area are expected to be rooted in youth development principles and provide culturally competent services.

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

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

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

Description:

Youth Leadership, Engagement and Organizing programs will provide project-based opportunities for young people to initiate, participate, lead and make decisions on projects that are meaningful and have impact beyond one individual. The Youth Leadership, Engagement and Organizing Strategy differs from the Service-Learning Strategy in that programming in this strategy is intended to be primarily led by youth participants rather than adult staff. Youth Leadership, Engagement and Organizing programs target middle and high school youth and disconnected TAY and will focus on at least one of the following two content areas: (1) Youth Leadership and Engagement or (2) Youth-Led Organizing.

Strategy Goals:

1. To provide opportunities for participants to advance along the continuum and ladder of youth engagement (see Section 9 for the Continuum and Ladder of Youth Engagement)
2. To provide opportunities for participants to influence the perception of youth and youth issues among adults and community members
3. To increase youth participation in local advocacy and policymaking organizations and networks
4. To provide opportunities for youth voice to be included in institutional and community policies, priorities, and practices

Strategy Requirements:

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

Program Structure Requirements for All Youth Leadership, Engagement and Organizing Programs:

1. School or Community-Based: programs can operate a school campus or at a facility that is not a public-school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Youth Leadership, Engagement and Organizing programs operating at schools with a DCYF funded Beacon Center will be required to coordinate with the Beacon Center to access participants and deliver programming.
2. Outreach and Recruitment: programs must utilize effective methods to access and engage the selected target population(s) that consider the unique characteristics of each selected population.
3. Cohort Structure: programs must establish a cohort of youth in order to develop meaningful relationships and provide sustainable adult support for participants. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning among participants and strengthen teamwork.
4. Developmentally Appropriate Cohorts: programs choosing to serve multiple target populations must ensure that cohorts are intentionally constructed to include participants who are at or near the same developmental level in regards to their needs, skills and competencies.

5. Curriculum Based: activities must have specific skill-building goals and utilize a curriculum. Components of a curriculum include learning goals and objectives, as well as corresponding activities that help meet these goals and objectives. The curriculum should be implemented using lesson plans to guide activities that increase in complexity and depth over time. In addition, the curriculum should ensure that participants have opportunities to practice skills and reflect on what they are learning throughout the program session.

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

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

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

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

Program Content Requirements for All Youth Leadership, Engagement and Organizing Programs:

1. Content Areas: programs must include structured activities that are focused on at least one of the following content areas:

- o Youth Leadership and Engagement: program content must seek to advance youth along the continuum of youth engagement towards the goal of systemic change (see Section 9 for the Continuum and Ladder of Youth Engagement). Programs must include authentic youth leadership that creates opportunities for youth to develop historical and cultural identity, become decision makers and problem solvers and participate in community projects. Programs must also raise awareness in key issues and help participants analyze power and create action, foster their collective identities and engage in advocacy and negotiation.

- o Youth-Led Organizing: program content must be youth-led with the goal of creating systemic change. Programs must ensure that youth are involved in the program or agency as core staff or part of the governing body. Program elements must support youth in building a membership base and engage them in direct action and mobilization as well as the building of alliances and coalitions. Programs must also include youth-led community projects and be supported by adult allies.

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

3. Orientation and Team Building: programs must provide orientation at the beginning of a program phase, which includes, but is not limited to, activities that promote parent involvement; assessments of participant interests and skill levels; team-building activities that build the cohort as a functioning peer support group;

and setting of objectives around learning and skill development for participants as a group and individually. Programs must also build opportunities for participant self-assessment and reflection throughout the program.

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

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

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

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

Additional Requirements for Programs Serving Disconnected Transitional Age Youth:

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

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

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experiences serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1500
Program Design	Describe your proposed program including the types of services and how they will be provided.	1500
	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.	1000
	Describe how your proposed program will align with the intent, goals and requirements of the strategy you are applying under.	1000
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	1000
	Describe any established relationships the proposed program maintains with other service providers or systems.	1000
Program Impact	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?	1000

Out of School Time (OST)

STRATEGY: Comprehensive Year-round & Summer Learning

Community Grants in This Strategy:

Strategy	Description	District	Annual Grant Amount	Funding Term	Target Populations
Comprehensive Year-round and Summer	Small group interventions for English Language Learners	Citywide	\$135,000	2 years	Spanish speaking ELL Youth grades K-8 at Bessie Carmichael Elementary, Leonard Flynn Elementary, Sanchez Elementary, Everett Middle School, Cleveland Elementary and Marshall Elementary

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).

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

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

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

Description:

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

Strategy Goals:

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

Strategy Requirements:

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

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

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

6. Cultural Competency: programs must have the ability and capacity to understand and respond appropriately to the unique combination of cultural variables of each participant and utilize culturally competent practices that align with the program model and purpose.
7. Health and Nutrition: programs must provide a healthy snack if operating for two hours or more. All proposed programs must provide youth with water and avoid serving sugar-sweetened beverages such as soda or sports drinks.

Additional Program Structure Requirements for Comprehensive Year-Round Programs Only:

1. Duration: Comprehensive Year-Round programs must operate during the following periods:
 - 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.

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.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experiences serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1500
Program Design	Describe your proposed program including the types of services and how they will be provided.	1500
	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.	1000
	Describe how your proposed program will align with the intent, goals and requirements of the strategy you are applying under.	1000
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	1000
	Describe any established relationships the proposed program maintains with other service providers or systems.	1000
Program Impact	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?	1000

Justice Services

STRATEGY: Detention-based Programming

Community Grants in This Strategy:

Strategy	Description	District	Annual Grant Amount	Funding Term	Target Populations
Detention-based Services	Flexible programming and services as well as capacity to quickly subcontract with appropriate organizations to provide support for urgent, individualized needs of young people serving a commitment term in San Francisco's juvenile hall.	Citywide	\$83,000	2 years	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
Detention-based Services	Higher education academic support programming for young people serving a commitment term in San Francisco's juvenile hall.	Citywide	\$83,000	2 years	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
Detention-based Services	Vocational support programming and training for young people serving a commitment term in San Francisco's juvenile hall.	Citywide	\$83,000	2 years	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
Detention-based Services	Behavior change and positive youth development programming for young people serving a commitment term in San Francisco's juvenile hall.	Citywide	\$83,000	2 years	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
Detention-based Services	Restorative justice and conflict resolution services and programming for young people serving a commitment term in San Francisco's juvenile hall.	Citywide	\$83,000	2 years	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court
Detention-based Services	Life skills and/or parenting programming for young people serving a commitment term in San Francisco's juvenile hall.	Citywide	\$83,000	2 years	Young people, primarily young adults, serving long term commitments in San Francisco's juvenile hall under the order of juvenile court

Service Area Description

The Justice Services Service Area seeks to support a continuum of services for justice system-involved youth and disconnected TAY. The aim of the service area is to prevent further youth engagement in the justice system and reduce rates of youth recidivism through connection to adult allies, culturally relevant programming, ongoing case management, access to positive skill building activities and whole family engagement. Services will be provided in partnership with the juvenile and adult justice systems and take place in system facilities as well as community-based settings. Programs funded under this service area are expected to be well-versed in the local juvenile justice and adult criminal justice systems, as well as knowledgeable in youth development principles and able to provide culturally competent services that address the unique needs of those involved in the justice system.

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

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

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

Description: Updated on 10.26.22

In September of 2020, Governor Gavin Newsom signed Senate Bill (SB) 823 into law, commonly referred to as “Division of Juvenile Justice (DJJ) Realignment”. Prior to SB 823, DJJ operated state-run, long-term commitment incarceration facilities for young people with sustained petitions for the most serious offenses. With the passage of SB 823, this legislation: Stopped intakes at DJJ facilities as of July 1, 2021; Shifted responsibility to each local county for the custody, care, and supervision of youth who would have otherwise been eligible for DJJ: young people with sustained petitions for the most serious offenses; Adjusted the Age of Jurisdiction, thereby extending the juvenile court’s jurisdiction in each county to young people up to age 21, 23, or 25, depending on the offense; and Created a new state Office of Youth & Community Restoration (OYCR) housed within California’s Health & Human Services Agency to oversee DJJ Realignment in all counties across the state.

In May of 2021, Governor Newsom signed a companion law, SB 92, which created a “Secure Youth Treatment Facilities” (SYTF) track for youth found to have committed serious offenses, enabling counties to establish local long-term, secure rehabilitative programs for those young people who committed serious offenses that, prior to this new law, would have been eligible to be sent by the judge to state youth prison (Division of Juvenile Justice or DJJ). After extensive discussion, San Francisco’s state-mandated DJJ Realignment Subcommittee voted to use San Francisco’s Juvenile Hall as San Francisco’s interim Secure Youth Treatment Facility (SYTF) for youth who would have been eligible for DJJ commitment prior to its closure, until the City’s future place of detention is identified and implemented.

As a result of DJJ Realignment, San Francisco’s juvenile hall now includes an older population of young people held for much longer periods of time than it has before. Juvenile halls were not built for long-term commitments and San Francisco’s juvenile hall has not traditionally had long-term programming for young adults. Since DJJ Realignment took effect, it has become clear that robust, long-term programming must be available to the young people on long-term commitments in San Francisco. This RFP seeks to fund the following in-person programming types for long-term secure commitments at juvenile hall:

Higher education academic support programming that supports young people’s academic success such as enrollment, matriculation, study skills, financial aid, and tutoring support for community college and university level students. Vocational support programming and training that includes hands-on training in a variety of trades and skills including but not limited to culinary arts, construction, coding, entrepreneurship, and others.

Behavior change and positive youth development programming that supports young people in their ability to set and achieve goals, regulate their emotions, practice choice, responsibility, and accountability, and gives the space for deep and effective self-reflection and problem solving so that they are capable of and prepared for successful transition into adulthood and back into the community.

Restorative justice and conflict resolution services and programming that gives young people the opportunity and support to engage in a restorative process and dialogue with any harmed parties or proxies, reflect on harm they may have caused, as well as services that support young people to work through peer conflicts or staff conflicts that arise during their commitment term.

Life skills and/or parenting programming that supports young people while they are committed to the hall as well as once they are transition back into the community, including but not limited to programming around financial literacy and planning, soft skills for employment success, communication skills, healthy relationships, parenting and others. Flexible programming, services, and support for urgent, individualized needs of young people as they arise. This grantee will need to have the flexibility and established relationships with other programs and organizations across the city that allows them to respond to individual needs of young people serving a commitment term quickly and efficiently if they cannot provide it in-house. This will include subcontracting with other CBOs to provide any necessary and unanticipated needs and services. Examples may include but are not limited to: tutoring, specific career training, support for specific interests of the committed young person, substance abuse counseling and support, materials and supplies for school, training, or other individual programming, wellness and family bonding activities, etc.

Currently, there are 7 young people on long term commitments in San Francisco’s juvenile hall. It is likely that number will rise. Because of this small number, some of the programs requested above may only have 1-3 young people engaged at any given time. If the program is time-limited or cohort-based, it is important to note that sessions may not run consecutively if there are no additional young people who are eligible, interested, or ready to engage. This should be taken into consideration in both applying for these grants and should be reflected in the program budget.

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population	Describe your program approach and how it addresses the key needs of the target population(s) as well as your experience serving them. In your answer, describe any cultural or gender responsive strategies.	1500
Program Design	Describe your proposed program including the types of services and how they will be provided.	1500
	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.	1000
	Describe how your proposed program will align with the intent, goals, and requirements of the strategy you are applying under.	1000
	Describe the staffing plan for your proposed program including all leadership, direct service, and supportive roles.	1000
	Describe any established relationships the proposed program maintains with other service providers or systems.	1000
Program Impact	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?	1000

Justice Services

STRATEGY: Miscellaneous

Community Grants in This Strategy:

Strategy	Description	District	Annual Grant Amount	Funding Term	Target Populations
Miscellaneous	Safety plan services and implementation to address immigrant youth ages 12-24	Citywide	\$100,000	1 year	San Francisco immigrant youth ages 12-24

Description

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

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1500
	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.	1000
Program Design	Describe your proposed program including the types of services and how they will be provided.	1500
	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.	1000
	Describe how your proposed program will align with the intent, goals and requirements of the strategy you are applying under.	1000
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	1000
	Describe any established relationships the proposed program maintains with other service providers or systems.	1000
Program Impact	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?	1000

Mentorship

STRATEGY: Miscellaneous

Community Grants in This Strategy:

Strategy	Description	District	Annual Grant Amount	Funding Term	Target Populations
Miscellaneous	Arab youth mentorship program for 5 th -10 th graders	Citywide	\$140,000	1 year	San Francisco Arab youth in grades 5 th -10 th

Description:

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

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1500
	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.	1000
Program Design	Describe your proposed program including the types of services and how they will be provided.	1500
	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.	1000
	Describe how your proposed program will align with the intent, goals and requirements of the strategy you are applying under.	1000
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	1000
	Describe any established relationships the proposed program maintains with other service providers or systems.	1000
Program Impact	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?	1000

Outreach and Access

STRATEGY: MISCELLANEOUS

Community Grants in This Strategy:

Strategy	Description	District	Annual Grant Amount	Funding Term	Target Populations
Miscellaneous	Promote oral health care awareness to children and families. Provide school-based programming for 2 nd -5 th graders	Citywide	\$175,000	2 years	All youth in grades K-8
Miscellaneous	Promote vision care and awareness to children and families. Provide school-based programming for 2nd-8th graders	City-wide	\$300,000	2 years	All youth in grades K-8 and their families
Miscellaneous	Promote literacy support to parents. School and community-based programs. Support Family Empowerment	City-wide	\$50,000	2 years	All youth in grades K-8 and their families
Miscellaneous	Trans youth case management for SFUSD youth	City-wide	\$100,000	1 year	Trans Youth

Description:

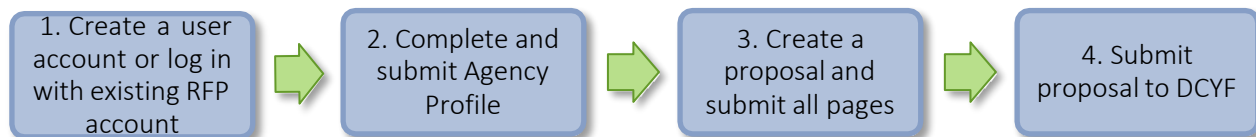
DCYF provides Miscellaneous grants to programs that fit within a Service Area but not squarely within a strategy. These grants are often the result of specific funding efforts including Board of Supervisor Addbacks or Mayoral initiatives. Applicants to the Miscellaneous strategy should address their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

Questions:

Question Section	Question Text	Number of Characters for Response
Target Population	Describe the key needs of the target population(s) you have selected to serve with this proposed program as well as your experience serving them. In your answer describe how your proposed program will identify and address these needs including any cultural or gender responsive strategies as well as how the program will connect participants to additional resources.	1500
Program Design	Describe your proposed program including the types of services and how they will be provided.	1500
	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.	1000
	Describe the staffing plan for your proposed program including all leadership, direct service and supportive roles.	1000
	Describe any established relationships the proposed program maintains with other service providers or systems.	1000
Program Impact	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?	1000

Online Submission Instructions

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



Step 1: Create a user account for your agency

For prior DCYF applicants: Agencies that applied to the 2018-2023 and/or the 2019-2023 RFPs may use their existing user accounts from either of these RFPs to apply for the Community Grants 2020-2021 RFP. To retrieve your prior RFP account's username and reset your password, click the 'Forgot your username or password?' link and enter the email address attached to your agency's prior account(s). Reset the password for an account with the system name of 'SF DCYF RFP 2018.'

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

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

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

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

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

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

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

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

Step 3: Create proposal, fill out and submit all pages

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

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

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

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

Step 4: Submit proposal to DCYF

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

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

Online Training Videos

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