RESULT AREA GUIDE

Children & Youth Are Ready to Learn & Succeed in School

LAND ACKNOWLEDGEMENT

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

Tuchayune

Petlenuc

YELAMU

Sitlintac

Chutchui

Tubsinthe

Amuctac

SAN FRANCISCO COUNTY LINE

Ompuromo

Ramaytush Ohlone Territory

Chochenyo Ohlone Territory

YELAMU

UREBURE

ARAMAI

SSALSON

CHIGUAN

LAMCHIN

COTEGEN

PUICHON

OLJON

OLPEN

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Children & Youth Are Ready to Learn & Succeed in School

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

The target population, Service Areas and Funding Strategies contained within the **Ready to Learn and Succeed in School Result Area** have been intentionally designed to address elements of this Result Area. DCYF has identified **Educational Supports, Out-of-School Time (OST),** and **Enrichment and Skill-Building** as the Service Areas that will address the most pressing needs in this Result Area.

TARGET POPULATION
Ages 5-17   6-13   14-17

DCYF is committed to serving all ethnicities and populations in San Francisco with focused expertise to address the unique cultural needs of all San Francisco's children and youth.

This Result Area is focused on supporting school-aged children and youth ages 5-17 as they and their families prepare for kindergarten entry through high school graduation. In acknowledgment of the achievement gaps that are present at the very start of students' entry into school, this Result addresses historical inequities by targeting services for groups with concentrated needs and those with characteristics of increased needs.

Citywide/Universal Need	K-12th graders in need of enrichment programming
Concentrated Need	• African American • American Indian/Alaska Native • Hispanic/LatinX • Pacific Islander • Low-income Asian • Individuals with disabilities & their families
Characteristics of Increased Need	• Foster youth • LGBTQQ • Justice involved • Teen parents • Under housed • Academic underperformance/school disconnect

Service Areas, Strategies, & Initiatives

The Service Areas, Strategies, and Initiatives that are associated with this Result Area will have a direct impact on our ability to move the needle and ensure that:

- San Francisco families have access to high-quality childcare and early education programs that prepare children to enter kindergarten on equal footing.
- School communities present students with a sense of safety and belonging.
- Diverse academic and social-emotional supports address student needs and promote ongoing success in school.

Result Area	Service Area	Strategy/Initiative
Children & Youth Are Ready to Learn & Succeed in School	Out of School Time	Beacon Community School
		Comprehensive After-School (community-based)
	Educational Supports	Academic Supports
		Literacy Supports
		Summer Transitions*
	Enrichment & Skill Building	Arts and Creative Expression
		Identity Formation and Inclusion
		STEM/Environmental Sustainability

DCYF Initiative

Universal Requirements

DCYF has identified the following requirements that are universal to all Service Areas and Strategies. These "Universal Requirements" serve as the baseline of what will be required for all funded programs. These requirements must be adhered to in addition to any Strategy-specific requirements that have been outlined in every Strategy.

1 **Social-Emotional Learning:** Programs must incorporate social and emotional learning principles into programming.

2 **Outreach and Recruitment:** Programs must have an appropriate strategy for outreach and recruitment for all proposed populations that will be served.

3 **Support for Youth with Disabilities:** All programs must try to accommodate youth with disabilities. Programs and services must be accessible to persons with disabilities (to be incompliance with the American with Disabilities Act https://www.ada.gov/law-and-regs/). Programs must have an established process for supporting participants with disabilities through an accommodation process. This accommodation must be well defined. What support and accommodations are built into the program and what will the agency do if the program cannot accommodate the participant? All programs must participate in a mandated Inclusion Training.

4 **Cultural Responsiveness:** Programs must take a culturally responsive approach, which is defined as enabling individuals and organizations to respond respectfully and effectively to people of all cultures. This means programs must understand and include the diversity of customs and representation of the participants (i.e., languages, races, ethnic backgrounds, disabilities, religions, genders, sexual orientations) and other diversity factors in a manner that recognizes, affirms and values their worth.

5 **Behavioral Health and Wellness:** Programs must provide or broker partnerships with behavioral health and wellness providers to support children and families with access to care. Partnerships should be inclusive of culturally responsive practices.

6 **Data Collection and Evaluation:** Programs are required to participate in all DCYF Evaluation efforts. Program must submit required data by set deadlines. Data to be submitted includes, but is not limited to Contract Management System (CMS) workplans, activities, attendance, invoices, Program Quality Assessment (PQA), Program Improvement Plan (PIP), and youth experience surveys. Data collected supports DCYF in measuring the impact of our Results and Service Areas.

7 **Family/Caregiver Engagement/Partnership:** Programs must create opportunities for families and caregivers to be connected to the program, as appropriate, based on the types of services offered. Partnership opportunities should be open to all family members that support students. Family partnership activities include, but are not limited to, parent orientations, volunteer opportunities, family events, parent workshops, connections to resources, etc.

8 **Meetings and Convenings:** Programs must adhere to policies of DCYF and participate in activities that include, but are not limited to grantee meetings, site visits, and annual conferences.

9 **Continuous Quality Improvement:** Programs must participate in the Youth Program Quality Intervention process as outlined by DCYF. This includes conducting self-assessments using the appropriate Program Quality Assessment (PQA) tool, hosting external observers, attending PQA trainings, planning with data meetings, and Program Improvement Plan (PIP) process.

10 **Youth Leadership and Voice:** Programs must provide opportunities for youth voice and/or leadership at appropriate grade and age-level for participants to lead, facilitate, and provide feedback within program. Funded agencies should work toward having at least one youth member in their organization's board of directors through appropriate training and support (SF BOS Resolution No.490-21).

11 **Internet Safety & Cyberbullying:** Social media is increasingly exposing youth to bullying and unsafe interactions with minimal supervision, especially given the escalation of social media use during the pandemic. To counter/respond to/support students in this landscape, programs are required to have a cyber-bullying, internet-safety policy/plan outlined in their handbook.

12 **Barrier Removal:** Programs must provide or have the ability to connect participants to services and supports that include, but is not limited to, financial and other material resources that are responsive and help participants and their whole families gain or maintain access to basic needs, including childcare, food, water, clothing, technology, internet access, transportation, educational vouchers, legal services, and more.

SERVICE AREA
Educational Supports

Result Area	Strategy/Initiative
Children & Youth Are Ready to Learn & Succeed in School	Academic Supports
	Literacy Supports
	Summer Transitions*

*DCYF Initiative

The Educational Supports Service Area (Ed Supports) seeks to support a range of educational opportunities that help children and youth who are struggling academically get back on track and achieve individualized educational goals. Services in this Service Area will support academic achievement in the core subjects, post-secondary enrollment, and success, as well as provide academic and life skills assistance during key educational transition periods into high school and post-secondary institutions. Programs funded under this Service Area are expected to be well-versed in local and State core subject standards, youth development principles and culturally appropriate practices for the target populations listed for this Service Area.

Within this Result Area, the Education Supports Service Area consists of three strategies and initiatives: **Academic Supports**, **Literacy Supports**, and **Summer Transitions.** The Ed Supports Service Area's primary focus is on students who are struggling academically in elementary, middle, and high school or in their efforts to attain a high school equivalency credential.

Service Area Need

The Education Supports Service Area is designed to address disparities along lines of race/ethnicity, socioeconomic status, and other characteristics that systematically undermine student success before and throughout the K-12 education years. Disparities in academic outcomes begin prior to kindergarten and persist throughout middle school, high school, and post-secondary education. In the 2021-2022 school year, only 44% of African American and 39% of Hispanic/Latinx kindergarteners were school-ready, as compared to 58% of all students. Poverty deepens these disparities—among economically disadvantaged students, just 18% of African American, 25% percent of Hispanic/Latinx, and 23% of Pacific Islander public school students in San Francisco tested at or above state standards for ELA/Literacy during the 2021-2022 school year. Similar disparities surface for students with Special Education and English Learner statuses.

The key transition periods between middle school and high school and high school and post-secondary education complicate the struggle to accelerate learning progress and to stay on track academically. The success of these transitions depends on multiple factors, ranging from the depth of family engagement in educational endeavors, to social and emotional capacity, to academic performance in the early years. Successful transitions also depend on the availability of educational support during the summer. National data show that summer learning loss, the phenomenon where young people lose academic skills over the summer, is one of the most significant causes of the achievement gap between lower and higher income youth, and one of the strongest contributors to the high school dropout rate.

Academic Supports

The Academic Supports Strategy is designed to decrease the disparities in academic achievement. Through Academic Supports, youth are given opportunities to make gains towards meeting or exceeding academic standards, set goals to complete primary and secondary education, explore post-secondary education options, and enter the workforce. Academic Supports programs will work closely with the target populations to ensure that youth get back on track academically, and these programs will support youth as they make key transitions within their academic careers.

Strategy Goals

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

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

3 To increase participants' understanding and appreciation for the connection between school and future opportunities over their life course.

ACADEMIC SUPPORTS
Strategy Requirements

In addition to meeting the universal requirements described on page 4, applicants to this strategy must also meet the following requirements to be eligible for funding.

1 **Assessments and Individual Learning Plans:** Programs must conduct assessments of participants and use the information collected through assessments to create Individual Learning Plans that include benchmarks and goals developed in coordination with youth, schools, or other educational partners, based on test scores and/or grades. Programs must monitor the academic progress of every participant in the program, which includes collecting progress reports, test scores, and/or report cards.

2 **Tutoring:** Programs must provide tutoring for participants in core subjects including math, science, literacy, and writing. These services can be provided by trained staff or contracted to subject matter specialists and/or teachers.

3 **Transition Support and Post-Secondary Planning:** Programs must provide support to help participants navigate the transition from 8th to 9th grade and from 12th grade to post-secondary. This support should include a combination of the following activities:

    a. <u>Training</u> on topics including, but not limited to, life skills, social and emotional learning, study skills, note taking, and test preparation.

    b. <u>Informational Workshops</u> on relevant topics including, but not limited to, general A-G requirements, post-secondary options, college admissions, and employment options.

    c. <u>Transition Planning Activities</u> using age-appropriate approaches to help participants think about their future educational and career interests and create goals and realistic plans for achieving them; and

    d. <u>Support</u> to help participants achieve the plans they have created for themselves.

4 **Curriculum-Based:** Activities must have specific skill-building goals and utilize a standards-based 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.

Performance Measures

The following table lists the outcomes prioritized for Academic Supports in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.
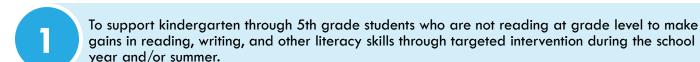
Name	Measure	Target	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
SEL Plan	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Individual Learning Plan	Percent of participants with completed individual learning plans.	85%+	CMS
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+	Youth Survey
Education/Career Goals	Percent of surveyed participants who report developing education or career goals and understanding the steps needed to achieve their goals as a result of the program.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

Literacy Supports

The Literacy Supports Strategy is designed to provide programming to elementary school youth and English Learners in need of additional literacy support. Literacy Supports programs will assess youth, develop individual service plans, and deliver activities that help young people improve their reading levels, writing abilities, and other literacy skills.

Strategy Goals

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

2 To support English Learners who are not reading at grade level to make gains in reading, writing, and other literacy skills through targeted intervention during the school year and/or summer.
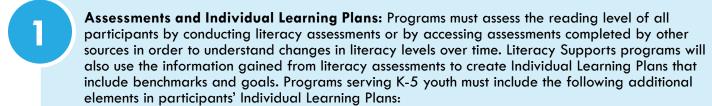
Strategy Requirements

In addition to meeting the universal requirements described on page 4, applicants to this strategy must also meet the following requirements to be eligible for funding.

1 **Assessments and Individual Learning Plans:** Programs must assess the reading level of all participants by conducting literacy assessments or by accessing assessments completed by other sources in order to understand changes in literacy levels over time. Literacy Supports programs will also use the information gained from literacy assessments to create Individual Learning Plans that include benchmarks and goals. Programs serving K-5 youth must include the following additional elements in participants' Individual Learning Plans:

a. School readiness including skills such as self-regulation and social and emotional learning

b. Basic numeracy and math

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

3 **Ongoing Communication:** Programs must communicate regularly with families and/or caregivers about their student's assessments, needs, and progress.

Additional Requirements for Programs Serving English Learners

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

Performance Measures

The following table lists the outcomes prioritized for the Literacy Supports strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
SEL Plan	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Individual Learning Plan	Percent of participants with completed individual learning plans.	85%+	CMS
Completed Literacy Assessments	Percent of participants with completed literacy assessments before and after program participation.	85%+	CMS
Increased Reading Proficiency	Percent of participants whose reading proficiency improved based on literacy assessments before and after program participation.	75%+	CMS
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

EDUCATIONAL SUPPORTS INITIATIVE
Summer Transitions

The Summer Transition Initiative is a partnership between DCYF, SFUSD, and Community-Based Organizations. DCYF provides funding to a Community-Based Organization to implement the program in partnership with SFUSD, which provides credentialed teachers who teach a district-approved Academic and Employment curriculum. The Summer Transitions Initiative is designed to support both youth that need additional academic support while attending SFUSD Summer School and young people transitioning into ninth grade who have struggled academically within their eighth grade year. There are two primary components to this initiative: **(1) the Summer Youth Academic and Employment Component** and **(2) the Summer Bridge Component.**

The Summer Youth Academic and Employment Component is intended to complement SFUSD's summer school instruction through workshops, coaching, and activities that enhance participants' success in school and reengage their interest in learning. The Summer Bridge Component is intended to ease the transition into high school, develop positive relationships with students, and foster connections to learning and education for rising ninth graders. This Initiative targets African American, Hispanic/Latinx, and/or Pacific Islander youth who are Early Warning Indicator (EWI) identified and entering the ninth grade, or in grades 10 to 12 attending SFUSD Summer School.

Initiative Goals

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

2 To increase participants' understanding and appreciation for the connection between school and future opportunities.

3 To assist incoming ninth graders in successfully transitioning into high school.

SUMMER TRANSITIONS
Initiative Requirements

In addition to meeting the universal requirements described on page 4, applicants to this strategy must also meet the following requirements to be eligible for funding, including implementing both the Summer Youth Academic and Employment Program and Summer Bridge Program requirements:

Summer Youth Academic and Employment Program Requirements:

1 **School-Based:** Programming will occur at designated SFUSD Summer School Sites as determined by the district and DCYF. Given that SFUSD has not yet determined summer school sites, applicants will submit applications for summer services under the assumption that space will be available. Once grant awards are made, DCYF and SFUSD will work with the programs to help ensure that summer services are delivered to the proposed population to be served. Additionally, because SFUSD Summer School sites will not be known at the time this application is submitted, applicants should list their agency's site as the Service Site in the Services and Projections section of the RFP.

2 **Cohort Structure:** The program must build cohorts of students at each site to create personalized learning environments to best address students' individual needs. The purpose of the cohort structure is to foster peer bonding, to develop a culture of learning, and to provide maximum support for students who, in many cases, will need to forge new relationships as they settle into the high school environment. Through these learning cohorts, participants will develop individual development plans that assess their learning and academic needs, set objectives around learning and skill development, and identify methods for assessing this skill gain.

3 **Stipends:** Programs must provide a stipend to youth for participation in the program. Programs must develop a rubric to explain the requirements to receive a stipend. This must be made clear to participants and their parents/caregivers.

4 **End of Year Report:** Program is required to provide an end of Summer Report to discuss the implementation and impact of the program based on the Strategy-specific requirements including demographics, academic achievements based on program, school etc.

5 **Career/Post-Secondary Awareness and Exposure:** The program must provide formal and informal opportunities for participants to explore and prepare for college, career, and other post-secondary pathways. Other potential activities include providing opportunities to interact with college students and graduates, hosting career panels, referring participants to jobs and internships, offering tours of local employers and industries, and taking participants on field trips to college or post-secondary training programs such as the City College of San Francisco.

6 **Bridge to Employment—Transition Planning and Support:** Programs must provide activities that support the development of a Transition Plan that includes future steps associated with education, employment, and career. Programs must also **provide follow-up support to participants for a minimum of three months** after completion of the program. Programs must provide intentional support to help participants make actual connections to their next step.

7 **Skill-Building Workshops:** The program must provide regular instruction and project-based activities that cover the following topics:

a. Academic Success: Including general study skills, forming study groups, time management, note-taking, reading comprehension, test-taking preparation, research skills, and self-advocacy. Tutoring should focus on topics such as math, science, literacy, and writing. Homework help should take place after summer school, as well as during the school day in classrooms as approved by summer school principals and faculty.

b. Building Positive Relationships: Including social support with peers and teachers, peer-to-peer academic support, leadership development, and addressing social and emotional concerns of transitioning into high school.

8 **Duration:** Summer Youth Academic and Employment Component programming will last no less than five weeks with 10 to 15 hours of services per week. The program will operate throughout the duration of the summer school session for one to two hours per day after the summer school instructional day ends. In addition, the program will provide tutoring and homework help for at least one hour per day.

9 **Staffing:** The program will utilize the following minimum staffing structure:

a. Coordinator or Manager: The program will require one coordinator or manager per summer school site.

b. Academic Mentors: The program will require academic mentors to provide ongoing individualized support for participants. Academic mentors should have, at minimum, a two-year college degree in a relevant field and appropriate experience working effectively with participants, school personnel (such as teachers, guidance counselors, and parent advocates), external service providers, and parents/guardians.

10 **Academic Support:**

a. Portfolio and Culminating Project: The program must help participants develop a portfolio of the work they have completed in the program including, but not limited to, a cover letter, a resume, and a transition plan that outlines next steps toward achieving their academic and career goals. In addition, the program will also provide participants with a final project to showcase their accomplishments and skills gained within the program.

b. Job Readiness Training: Including workshops that connect academic success with post-secondary paths, including skills assessments, and workshops on topics such as professional workplace behavior, career exploration, financial literacy and money management, and available youth workforce development opportunities.

Summer Bridge Requirements:

1 **Academic Enrichment:** Students must participate in an exploratory Math and Language Arts class that will introduce them to core content related to these subjects.

2 **High School Preparation:** Participants must be introduced to high-school level curriculum and academic expectations to help prepare them for success.

3

College and Career Exploration: Participants must be provided formal and informal opportunities to explore and prepare for college, career, and other post-secondary pathways relevant to a specialized theme area. Examples include introduction to career pathways and post-secondary degrees, information about SFUSD's Career Technical Education Pathways and Academies, how to select appropriate college or post-secondary education level programs, interaction with college students and college graduates, hosting career panels, referrals to jobs and internships, tours of local employers and industries, and field trips to a college or post-secondary training program such as the City College of San Francisco.

4

Year-long Academic Mentorship: The program must provide ongoing support and mentorship for 20 to 25 ninth-grade students throughout their first year of high school. The program will work with SFUSD counselors to identify ninth graders from the pool of students who have participated in the summer program. Year-long Academic Mentorship must include the following elements:

a. <u>Individual Mentorship</u>: Each participant must be provided with an academic mentor who will keep track of their progress (academic, social, and emotional), help them address specific issues that might impede their progress, and review students' individual development plans. The academic mentor must be proactive in identifying any problems faced by participants, because within their role they are likely to be the first person the student turns to for assistance.

b. <u>Maximum Mentor to Student Ratio</u>: The maximum student-to-mentor ratio must be no more than 10 students per academic mentor.

5

Mentorship Activities: Academic mentors will focus on providing support to participants that helps them successfully transition into high school. Specific duties should include, but are not limited to, interfacing with counselors, administrators, and teachers to orient students into high school expectations; supporting students' academics; introducing students to career technical education and workforce programs; and encouraging participation.

6

Duration: The Summer Bridge component will last no less than five weeks with 20 to 25 hours of services per week.

7

Staffing: The program will utilize the following minimum staffing structure:

a. <u>Coordinators or Managers</u>: The program will require three coordinators or managers per summer school site.

Performance Measures

The following table lists the outcomes prioritized for the Summer Transitions strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
SEL Plan	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Grade level C or Better	Percent of participants maintaining grades of C or better in core subjects.	75%+	CMS
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+	Youth Survey
Education/Career Goals	Percent of surveyed participants who report that they developed education or career goals and understand the steps needed to achieve their goals as a result of the program.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit
Reports	Providers must provide reports that discuss the implementation and impact of the program based on the Strategy-specific requirements including demographics, academic achievements, and participant completion of summer and school-year components, etc.	Yes	CMS

Out of School Time

Result Area	Strategy/Initiative
Children & Youth Are Ready to Learn & Succeed in School	Beacon Community Schools
	Comprehensive Year-Round & Summer Learning

The Out-of-School Time (OST) Service Area seeks to support 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. Programs funded under this service area are expected to be rooted in youth development principles and provide culturally competent services.

The Out-of-School Time Service Area consists of two strategies: **Beacon Community Schools** and **Community-Based Comprehensive Year-Round and Summer Learning**. The focus on year-round programming allows for stability, continuous learning, prevention of summer learning loss, and deeper engagement of youth and their families. To help achieve these ends, DCYF will continue to work closely in partnership with SFUSD.

OST Service Area Need

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

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

Beacon Community Schools

The Beacon Community Schools Strategy is designed to support the implementation of the SFUSD Comprehensive Community Schools Framework utilizing the Beacon Model. Beacon Community School programs will provide powerful learning, integrated health and social supports, and authentic family and community engagement to develop students' cognitive, social, emotional, and civic capacities. Beacon Community School programs will be student-centered, grounded in partnership and focused on the needs of students, families and the school community in order to provide youth and families with a full range of opportunities and supports.
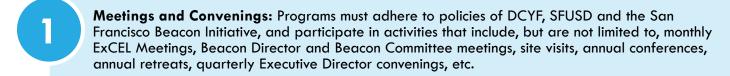
Strategy Goals

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, and provide opportunities for enrichment and academic growth.

2 To create expanded learning opportunities at schools for youth to feel safe, gain skills, develop supportive relationships, and show growth in youth development and academic measures.

3 To build community in programs by focusing on cultural awareness, ethnic/racial identity, and neighborhood pride for youth involved in the program.

4 To ensure that parents and caregivers have a connection to school and access to community resources at their child's school, have strong relationships with their children and other family members, and have the skills to navigate school and life more effectively.

5 To create school-community partnerships that are intentionally coordinated and aligned to meet the needs of the youth and families at that school so that they can thrive.

BEACON COMMUNITY SCHOOLS
Strategy Requirements

In addition to meeting the universal requirements described on page 4, applicants to this strategy must also meet the following requirements to be eligible for funding.

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

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

3 **Staff-to-Youth Ratio:** Programs must maintain a staff-to-youth ratio of no more than 20 (match ExCEL requirements) students per staff member. TK/K1 to match Expanded Learning Opportunities Program (ELO-P) requirements. DCYF encourages additional assistants or volunteers to decrease the staff-to-youth ratio below this requirement.

4 **Each Beacon Site must implement the 4 Community School Programmatic Components:**
   a. Expanded Learning: Programs must offer activities that occur before, during and after school.
      i. School Day Activities should be inclusive of the needs and interests of students and guided by clear learning goals. Examples include hosting student clubs, assisting teachers in class-based activities, hosting structured and ongoing skill-building, academic support, and leadership activities.
      ii. Academic Support Activities should provide all students opportunities to participate in academic support activities such as homework help and tutoring (individual or group).
      iii. 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. Activities should integrate a mix of learning styles. Activities should foster creative expression and development and include opportunities for youth to reflect on what they have learned.
      iv. Physical Activities should provide all students the opportunity to participate in at least 30 minutes of physical activity per day, including, but not limited to, structured games, sports, dance, and martial arts.
      v. Summer Literacy and Math Support Activities that reinforce reading, writing, speaking, and math concepts.
   b. Behavioral Health and Wellness: Programs must collaborate closely with their school site's efforts around Behavioral Health and Wellness. This includes representation on the school's Coordinated Care team, participation in Student Support Team meetings when appropriate, and close alignment with each site's Positive Behavior Intervention and Supports initiatives. Programs may also broker new Behavioral Health and Wellness community partnerships in collaboration with the school site administration and social worker.

c. <u>Transition Supports</u>: Programs must provide transition supports to youth entering kindergarten, 6th and 9th grades. The following guidelines detail the specific supports that will be required for each group:

   i. Programs Serving Rising Kindergartners must provide support that focuses on school readiness including self-regulation, social and emotional learning, basic numeracy and math, and literacy and phonemic awareness. Programs must also work with families, including follow up of at least six months, to promote and develop home practices that support school readiness.

   ii. Programs Serving Rising 6th and 9th Graders must use a sequenced curriculum that includes at least two of the following topics: life skills, social and emotional learning, and/or academic/career support. Programs should also ensure that participants have opportunities to explore college, career, and other post-secondary relevant pathways and are able to engage in leadership development opportunities including service learning, civic engagement and/or leadership roles within the program. Programs must also work in partnership with families to create an Individual Learning Plan for each participant.

d. <u>Family Partnership</u>

   i. Programs must provide opportunities for capacity building for both families and staff to effectively partner together. Partnership opportunities should be open to all family members that support the student(s). Capacity building activities should focus on how to best support children's learning and development and integrating families within the school culture and community.

   ii. Family partnership and capacity building activities must align with SFUSD Family Partnership Model and support SFUSD Visions, Values, Goals, and Guardrails (VVGG).

   iii. Activities include, but are not limited to, creating a welcoming culture, orientations, volunteer/leadership opportunities, workshops, and events that are linked to student learning, etc.

5

Leadership: Programs must use the following leadership structure. Each Beacon Community School program must hire a Beacon Director, who will be responsible for:

a. Managing all aspects of the Beacon Center, which includes managing only one Beacon site and being a thought partner with the Principal.

b. Ensuring fidelity to the Beacon Community School model and overseeing the implementation of the Comprehensive Community School Framework and providing input on and access to the contract and budget.

c. Sitting on the Site Leadership Team (refer to the SFUSD Comprehensive Community Schools Framework addendum for more details) for their school and serve as the ExCEL Program Manager to support the implementation of the ExCEL Quality Action Plan.

6

Volunteers: Programs who utilize volunteers must adhere to SFUSD Policies.

7

School Partnership and Planning: Programs will be required to jointly plan programmatic components in partnership with school leaders and the community.

8

Duration: Programs must operate year-round, during the following periods:

a. <u>School Year</u>: Services must be offered at least 30 weeks per school year, four days per week and two hours per day. Afterschool services must be in alignment with SFUSD ExCEL/ELOP requirements.

b. <u>Summer</u>: Services must be offered five weeks per summer, five days per week, and six to eight hours per day.

9

Events: Programs must host the following three events:

a. Lights On Afterschool: Held in October to celebrate National Public Awareness Day and highlight the importance of afterschool programs.

b. Year End Culminating Event: A showcase of students' projects and learning, as well as the fun that occurred throughout the year, and

c. Summer Learning Day/Week: The day/week that highlights the importance of summer programs.

Additional Requirements for Beacon Community School Programs Serving K-5 Elementary Schools

1

Expanded Learning Service Levels:

a. Afterschool: ExCEL/ELO-P - designated average daily attendance

b. Summer Program: 50% of school population

c. School Day: 50% of school enrollment

2

Family Partnerships: 20% of school enrollment

3

Behavioral Health and Wellness: Service level target should be planned in partnership with the school during workplan negotiations.

4

Career Awareness: Exposure to Careers, which can include Career Days or other activities.

Additional Requirements for Beacon Community School Programs Serving K-8 and Middle Schools

1

Expanded Learning Service Levels:

a. Afterschool: ExCEL/ELO-P - designated average daily attendance

b. Summer Program: 50% of school population or a minimum of 150 youth for schools with populations larger than 300 youth

c. School Day: 40% school enrollment

2

Family Partnerships: 20% of school enrollment

3

Behavioral Health and Wellness: Service level target should be planned in partnership with the school during workplan negotiations.

4   **Schools Transitions:** Service level target must be planned in partnership with the school during workplan negotiations.

5   **Career Awareness:** In partnership with the school site and the Career and College Readiness Dept within SFUSD, provide an introduction to career pathways and post-secondary degrees and information about SFUSD's Career Technical Education Pathways and Academies.

NOTE: Agencies must be on the ExCEL/ELO-P Lead Agency List to be awarded in this strategy. Agencies that qualify for this strategy will be invited to apply to be on ExCEL/ELO-P Lead Agency List. An invitation does not guarantee funding.

Performance Measures

Performance Measures

The following table lists the outcomes prioritized for Beacon Programs in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Average Daily Attendance	Average daily attendance as a percentage of program's projected average daily attendance.	85%+	CMS
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

Comprehensive Year-Round & Summer Learning

The Comprehensive Year-Round and Summer Learning (Community-Based) Strategy is designed to ensure continuous support and programming for children and youth outside of school hours throughout the school year and summer in a non-school setting. 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 will fund two types of programs:

1. Comprehensive Year-Round, which includes Summer
2. Summer Only

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.

COMPREHENSIVE YEAR-ROUND & SUMMER LEARNING
Strategy Requirements

In addition to meeting the universal requirements described on page 4, applicants to this strategy must also meet the following requirements to be eligible for funding.

Program Requirements for Comprehensive Year-Round Programs

1 **Community-Based:** Programs can operate at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Comprehensive Year Round and Summer Learning programs **cannot operate at a school with a DCYF funded Beacon Center** (see the Beacon Community Schools Strategy for a list of targeted schools).

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

3 **Staff-to-Youth Ratio:** Programs must maintain a staff-to-youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to the extent possible to decrease the staff-to-youth ratio below this requirement.

4 **Duration:** Comprehensive Year-Round programs must operate during the following periods:
a. School Year (Year-Round): August – June with services offered at least 30 weeks per school year, four days per week and two hours per day
b. Summer: April – August with services offered 8 weeks per summer, five days per week, and six to eight hours per day (unless located at SFUSD school site with more limited access)
c. High School Youth: If serving High school age youth programming must be offered a minimum of 3 days per week.

5 **Events:** Comprehensive Year-Round programs must host the following three events:
a. (Year-Round) Lights On Afterschool: Held in October to celebrate National Public Awareness Day and highlight the importance of afterschool programs.
b. (Year-Round) Year End Culminating Event: A showcase of student's projects and learning, as well as the fun that occurred throughout the year.
c. Summer Learning Day/week: The day/week that highlights the importance of summer programs.

6 **Program Components:** Programs must offer all of the following activity categories listed below in regularly weekly services:
a. 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. Enrichments should be varied over time to promote youth engagement.

b. <u>Physical Activities</u> 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.

c. <u>(Year-Round) School Year Academic Support Activities</u> including, but not limited to, homework help and academic tutoring (individual or group).

d. <u>Summer Literacy and Math Support</u> activities that reinforce reading, writing, speaking and math concepts.

Program Requirement for Summer Learning Programs

1 **Community-Based:** Programs can operate at a facility that is not a public school campus, such as non-profit organization spaces, public recreation or community centers, public libraries, and other non-school sites that are safe and accessible to the youth. Comprehensive Year Round and Summer Learning programs **cannot operate at a school with a DCYF funded Beacon Center** (see the Beacon Community Schools Strategy for a list of targeted schools).

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

3 **Staff-to-Youth Ratio:** Programs must maintain a staff to youth ratio of no more than 15 students per staff member. DCYF encourages additional assistants or volunteers to the extent possible to decrease the staff-to-youth ratio below this requirement.

4 **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.

5 **Duration:** Summer Learning Programs must operate during the following periods:

a. <u>Summer</u>: April – August with services offered 8 weeks per summer, five days per week, and six to eight hours per day **(unless located at SFUSD school site with more limited access)**.

b. <u>High School Youth</u>: If serving High school age youth programming must be offered a minimum of 3 days per week. Programming can be half day.

6 **Events:** Summer Learning Programs must host the following event:

a. <u>Summer Learning Day</u>: Programs must host an event or activity for this day that highlights the importance of summer programs.

7 **Program Components:** Programs must offer all the following activity categories listed below in regularly weekly services:

a. <u>Skill Building Activities</u> 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. **<u>Enrichments should be varied over time to promote youth engagement.</u>**

b. <u>Physical Activities</u> 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.

c. <u>Summer Literacy and Math Support</u> activities that reinforce reading, writing, speaking and math concepts.

8 **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:

a. <u>Programs Serving Rising Kindergartners</u> must provide support that focuses on school readiness including self-regulation, social-emotional learning, basic numeracy and math, and literacy and phonemic awareness.

b. <u>Programs Serving Rising 6th and 9th Graders</u> 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.

COMPREHENSIVE YEAR-ROUND & SUMMER LEARNING
Performance Measures

The following table lists the outcomes prioritized for OST Comprehensive and Summer Learning strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
SEL Plan	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Average Daily Attendance	Average daily attendance as a percentage of program's projected average daily attendance.	85%+	CMS
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

SERVICE AREA
Enrichment & Skill Building

Result Area	Strategy/Initiative
Children & Youth Are Ready to Learn & Succeed in School	Arts and Creative Expression
	Identity Formation and Inclusion
	STEM/Environmental Sustainability

The Enrichment and Skill Building (E&S) Service Area seeks to support programs that provide opportunities for children and youth to learn specialized skills, build positive personal identities, find social-emotional enrichment opportunities, and improve their leadership abilities through project- and curriculum-based programming. Additionally, these programs should nurture habits, routines and values that prevent risky and violent behaviors amongst participants. All programs funded under the E&S Service Area are expected to be rooted in youth development principles and provide culturally responsive services. The E&S Service Area consists of four strategies: (1) Arts and Creative Expression; (2) Identity Formation and Inclusiveness; (3) Science, Technology, Engineering and Math (STEM) and (4) Sports and Physical Activity. The E&S Strategies highlighted in this section are: **(1) Arts and Creative Expression, (2) Identity Formation and Inclusiveness, and (3) Science, Technology, Engineering and Math (STEM).**

Enrichment & Skill Building Service Area Need

Success in school and in life depends on more than academic ability alone. The E&S Service Area is designed to address the learning and developmental needs of children and youth. The National Education Association highlights the value of project-based learning as a teaching model; older youth can acquire a great deal of knowledge and skills through hands-on experiences and engagement. Additionally, given the autonomy older youth have over their time outside of school, project-based and/or youth-led programming that explores a diverse set of topics and experiences can be a strong method for engaging and retaining this age group by providing safe and productive activities that support their learning and development. As with sports and arts enrichment programs, research confirms that children and youth from lower-income families have far fewer opportunities to participate in enrichment activities than their more-resource peers. Scholars call this the "enrichment gap." This disparity exacerbates the already-growing income achievement gap that has kept poor children behind in school and later in life.

Research conducted by the Collaborative for Academic, Social, and Emotional Learning has demonstrated that social and emotional competencies have a significant impact on students' academic performance and persistence in school as well as their broader life success, as measured by a variety of health, wealth, and well-being indicators in adulthood. However, a 2021-22 Social Emotional Learning (SEL) assessment conducted by SFUSD shows that African American and Hispanic/Latinx middle and high schoolers scored below average in all four SEL areas described above. The same is true for Hispanic/Latinx children in elementary school, and African American elementary students scored below average in two of the four SEL domains. Elementary and middle school Pacific Islander students scored above average in at least two SEL domains, but in high school scored below average in all four domains. Factors found to contribute to lower SEL scores include stereotypes and bias, low expectations for student's abilities, unresolved childhood trauma and basic needs not being met. Many skills or competencies fit under the umbrella of social and emotional learning. Growth mindset, self-efficacy and social awareness are just a few where DCYF's E&S Service Area is designed to support programming to address and promote these SEL skills.

Arts & Creative Expression

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

Strategy Goals

1   To increase developmentally appropriate opportunities for youth to express themselves.

2   To increase exposure to one or more 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.

4   To increase connections to peer support and caring adults.

ARTS & CREATIVE EXPRESSION
Strategy Requirements

In addition to meeting the universal requirements described on page 4, applicants to this strategy must also meet the following requirements to be eligible for funding.

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

3 **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. Curricula must incorporate social and emotional learning principles into programming, including forming positive relationships, growth mindset, self-efficacy, self-management, and social awareness.

4 **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 on many disciplines including, but not limited to, visual arts, creative writing, music, dance, theater, film, digital media, etc.

5 **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. Projects should result in a specific product, culminating event or other tangible achievement that brings a sense of accomplishment and showcases the skills gained within the program.

ARTS & CREATIVE EXPRESSION
Performance Measures

The following table lists the outcomes prioritized for the Arts and Creative Expression strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

Identity Formation & Inclusion

The Identity Formation & Inclusion Strategy is designed to provide opportunities for youth to increase their self-esteem and sense of purposeful belonging by focusing on the resiliency, strengths and assets of their personal identity. Identity Formation & Inclusion programs will provide project-based activities that help participants understand the social and historical contexts that influence the many parts of their personal identities. Through these experiences participants will analyze systems of power and oppression, develop relationships with positive peers and role models, and build self-identity and self-esteem. Identity Formation programs target middle- and high-school youth and can focus on any element that makes up identity including, but not limited to, race, ethnic or cultural background, gender identity and/or sexual orientation.

Strategy Goals

1 To increase developmentally appropriate opportunities for youth to express themselves.

2 To increase exposure to one or more 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.

4 To increase connections to peer support and caring adults.

IDENTITY FORMATION & INCLUSION
Strategy Requirements

In addition to meeting the universal requirements described on page 4, applicants to this strategy must also meet the following requirements to be eligible for funding.

1 **Structured Activities:** Programs must include structured activities that address race, ethnic or cultural background, gender identity, sexual orientation and/or other elements of identity.

2 **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.

3 **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 those 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. Curricula must incorporate social and emotional learning principles into programming including forming positive relationships, growth mindset, self-efficacy, self-management and social awareness.

4 **Project-Based Learning:** Programs must provide activities that are project-based that allow participants to engage with activities that address race, ethnic or cultural background, gender identity, sexual orientation and/or other elements of identity 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. Programs must have an established process to facilitate the closure of projects in a way that affirms and celebrates participants' identity and growth and offers them opportunity to reflect on the experience.

5 **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.

ARTS & CREATIVE EXPRESSION
Performance Measures

The following table lists the outcomes prioritized for the Identity Formation and Inclusion Strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
SEL Plan	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+	Youth Survey
Sense of Personal Identity	Percent of surveyed participants who report a stronger sense of belonging to a community and/or increased comfort with their own personal identity as a result of the program.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

STEM & Environmental Sustainability

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

Strategy Goals

1 To provide participants with access to hands-on, inquiry-based STEM extracurricular programs and activities.

2 To enrich participants' educational experience and support social and emotional skills development.

3 To expose participants to a range of STEM and Environmental related career options in a variety of employment industries.

4 To foster environmental and sustainability awareness and behaviors among participants.

Strategy Requirements

In addition to meeting the universal requirements described on page 4, applicants to this strategy must also meet the following requirements to be eligible for funding.

1 **Cohort Structure:** Programs must establish a cohort of youth 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 team-work.

2 **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.

3 **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.

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

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

6 **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.

STEM & ENVIRONMENTAL STABILITY
Performance Measures

The following table lists the outcomes prioritized for the STEM and Environmental Sustainability strategy in FY24-29. Programs will be required to administer participant surveys or other evaluation instruments to examine the outcome measures listed below.

Name	Measure	Target	Data Source
Youth Actuals vs. Projections	Number of participants served as a percentage of the program's projected number of participants.	90%+	CMS
Program Quality Assessment (PQA)	Grantee participates in Program Quality Assessment (PQA) process.	Yes	CMS
SEL Plan	FY24-25: Grantee participates in SEL trainings	Yes	CMS
SEL Plan	FY25-29: Grantee identifies a plan for incorporating social-emotional learning into their programs and practices.	Yes	CMS
Caring Adult	Percent of surveyed participants or caregivers who report that participants have an adult in the program who understood and really cared about them.	75%+	Youth Survey
Engaged in School/ Community	Percent of surveyed participants who report becoming a more engaged participant in their school or community because of the program.	75%+	Youth Survey
Agency Health	Fiscal health of grantee agency based on DCYF's Fiscal and Compliance Monitoring efforts.	Strong	Fiscal Visit

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