

Children's Services Allocation Plan 2013 - 2016

San Francisco Department of
Children, Youth & Their Families

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Prepared By
LFA Group: *Learning for Action*



LFA Group: *Learning for Action* enhances the impact and sustainability of social sector organizations through highly customized research, strategy development, and evaluation services.

About the San Francisco Department of Children, Youth & Their Families

Created in 1989, San Francisco's Department of Children, Youth & Their Families (DCYF) is one of the few city departments in the country dedicated exclusively to meet the needs of young people from birth through the age of 25. The department's mission is to ensure that families with children are a prominent and valued segment of San Francisco's social fabric by supporting programs and activities in every San Francisco neighborhood. To learn more, visit: www.dcyf.org.

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I. Background and Overview

Background

The Children's Fund

In 1991, San Francisco became the first city in the country to guarantee yearly funding for children and youth services in the city budget. This was achieved by amending the city charter with what has become known as The Children's Amendment. This groundbreaking amendment, which was reauthorized in November 2000, guarantees funding for children and youth services by setting aside a portion of property taxes each year—three cents per one hundred dollars of assessed value. This portion of the city budget is known as the Children's Fund, and is administered by the Department of Children, Youth & Their Families (DCYF). The Children's Fund will be in effect until June 30, 2016, when it may be renewed by the San Francisco electorate.

The Planning Cycle

One of the key provisions of the Children's Amendment of 2000 is a three-year funding cycle for DCYF. The cycle consists of a Community Needs Assessment (available at www.dcyf.org), a Children's Services Allocation Plan (CSAP), and a Request for Proposals (RFP) for a three-year commitment of funding. An RFP based on this plan will be released early 2013.

The Children's Services Allocation Plan

This document, the Children's Services Allocation Plan (CSAP), establishes funding priorities and desired outcomes for DCYF based on needs identified in the Community Needs Assessment (CNA). DCYF launched the planning process with the development of guiding principles to outline the department's philosophy and intended outcomes (see Guiding Principles for the Allocation Plan section). DCYF involved key stakeholders, such as community-based organizations, the SFUSD and other city departments, to gather feedback and build support for DCYF's proposed framework. DCYF, in collaboration with outside consultants, also gathered and analyzed additional data to supplement information from the CNA that will be used in the Department's ongoing planning efforts, such as information on key indicators to identify populations of need (see Appendix B) and information on overall City spending on children and youth (see Appendix C). These data help inform the planning process by outlining the landscape in which DCYF operates.

The Children's Fund Citizen's Advisory Committee provided strategic guidance and support throughout the CSAP process. The final document is approved by the Board of Supervisors.

Funding Allocation Overview

The following plan outlines priorities and funding ranges to guide the expenditures of DCYF's budget, which comes from a combination of Children's and General funds, and state and federal dollars. The city, state, and federal governments all face fiscal uncertainty and this funding allocation plan is based on the best estimate of available revenue. Today, we estimate the Department will have roughly \$76 million available annually between 2013 and 2016 to allocate toward the strategies outlined in this plan. Actual funding levels, however, may vary.

The Department, in collaboration with partnering city departments, has developed allocations for each of its strategies. We also identified which strategies would be prioritized for additional investment should resources become available, and which would receive reductions should actual

funds fall short of current expectations. The table below summarizes the service areas, corresponding strategies and the planned range of funding allocations. Priorities for reduction or expansion are detailed within each service area's list of strategies in the body of this plan. When totaled, the allocation range will allow the Department to adjust spending, if needed, to accommodate up to eight percent reduction or growth.

Exhibit 1. Overview of 2013-2016 Funding Allocations by Strategy

POPULATION	SERVICE AREA	STRATEGY	ALLOCATION (\$ millions)		
			LOW	HIGH	
CORE INVESTMENTS	Age 0 - 5	Early Care and Education (ECE)	▪ Ensure Access to High-Quality Child Care	3.770	3.885
			▪ Support the Professionalization of San Francisco's Early Childhood Workforce	6.140	6.275
			▪ Improve Early Childhood Program Quality	0.340	0.345
			▪ Strengthen Inclusive Practices and Inclusion System Supports for Children with Special Needs	0.750	0.770
			SUBTOTAL	11.0	11.3
	Age 5 - 13	Out-of-School Time (OST)	▪ Ensure Access to Comprehensive Before- and Afterschool Programs	9.300	9.600
			▪ Ensure Access to Comprehensive Summer and School Break Programming	2.700	4.050
			▪ Ensure Access to Specialized Activities	1.000	2.000
			▪ Develop and Institutionalize Core Academic Capacities at Comprehensive K-8 Afterschool and Summer Programs	0.485	0.660
			▪ Build Programmatic Capacity and Improve Service Quality	0.275	0.375
		SUBTOTAL	13.760	16.685	
	Age 13 - 25	Youth Leadership, Empowerment & Development (Y-LEaD)	▪ Ensure Access to Specialized Out-of-School Time Programming for Teens	2.625	4.010
			▪ Ensure Access to Summer Transition Programming	0.250	0.500
			▪ Support Development of Work Readiness and 21 st Century Skills, Career Awareness & School Success	9.500	11.000
			▪ Deepen Youth Empowerment and Community Engagement	1.300	1.500
▪ Ensure Access to School-Based Wellness Services			3.650	4.000	
	▪ Build Specialized Programmatic Capacity and Improve Service Quality	0.100	0.200		
	SUBTOTAL	17.425	21.160		



(continued)

	POPULATION	SERVICE AREA	STRATEGY	ALLOCATION (\$ millions)		
				LOW	HIGH	
SUPPORTING INVESTMENTS	Children and their families	Children & Family Supports, Health & Nutrition (FS)	▪ Ensure Access to Family Supports (Family Resource Center Services)	4.500	4.950	
			▪ Support School-Based Youth and Family Centers (Beacon Initiative)	2.800	3.100	
			▪ Ensure Access to Affordable Health Care and Healthy Food (Healthy Kids; Summer Food)	4.885	5.140	
				SUBTOTAL	12.185	13.190
	Systems-involved, high-risk and in-risk youth age 10 - 25	Violence Prevention and Intervention (VPI)	▪ Alternative Education	1.400	1.800	
			▪ Secondary Prevention	1.565	2.215	
			▪ Diversion	3.560	4.665	
			▪ Detention Alternatives	0.915	1.010	
			▪ Detention-Based Services	0.270	0.770	
			▪ Aftercare/Reentry	2.235	2.485	
▪ Build Specialized Programmatic Capacity and Improve Service Quality			0.165	0.875		
			SUBTOTAL	10.11	13.82	
SYSTEMS	n/a	Systems Development	▪ Ensure School-Based Support Services and Strengthen the SFUSD's CBO Partnerships	2.800	3.500	
			▪ Use Public Engagement Activities to Increase Awareness and Accessibility of Services	0.400	0.475	
			▪ Evaluate Department Investments	0.810	1.100	
			▪ Miscellaneous	1.300	1.600	
				SUBTOTAL	5.310	6.675
TOTAL (not including Department operating costs)				\$69.8	\$82.8	
VARIANCE FROM ESTIMATED AVAILABLE FUNDING				-8%	+8%	

Guiding Principles for the Allocation Plan

DCYF began the planning process by agreeing on a set of principles. These principles are an expression of DCYF's core beliefs about how to build the strongest-possible three-year plan—one that will enable DCYF to work effectively with our many City and community-based partners to deliver the best possible outcomes for San Francisco's children, youth and families. At a time of finite resources and increased need, we will rely on these principles to guide us through tough decisions about where and how to focus our efforts.

We created the 2013 - 2016 Children's Services Allocation Plan to:

- **Build on what's working.** Continuity and consistency are important. Grantees and other partners should have confidence that we remain steadfast in our priorities—school readiness and school success—and in our commitment to our collaborators. We will refine and improve our work wherever possible while maintaining our overarching goals and building on the foundation of existing core investments.

- **Draw on available data to illuminate and bring focus to the areas of greatest need.** The Department will continue to use three lenses to identify the most urgent needs:
 - *Age.* We will explore need within age groupings—early childhood (ages 0 to 5), school age (ages 5 to 18), and transitional age youth (ages 18 to 25)—but also address needs that bridge these groupings (for example, the transitions from early childhood into school and between elementary, middle and high school).
 - *Neighborhood.* We must be clear about which needs are citywide and which are concentrated in specific neighborhoods.
 - *Risk Factors.* Some needs are felt widely by most of our city’s children and youth, while others are unique to certain populations who face special obstacles, including children and youth who are disabled, LGBTQQ, homeless, in-risk or systems-involved, English Learners, undocumented immigrants, etc.

- **Champion strategies that advance known best practices.** We will invest in proven approaches, drawing on our successes to date and the cumulative expertise of our community-based partners to understand and promote local best practices, reflecting San Francisco’s unique needs and opportunities. Simultaneously, we will remain alert to emerging national trends in child and youth development, which offer new ways of thinking and potential innovative methods for addressing persistent challenges.

- **Focus resources where they will address the most urgent gaps.** In particular, we remain committed to aligning DCYF investments to complement those of our public partners in order to prevent duplication and to mitigate the effects of state and federal cuts during the continuing economic downturn. We also recognize that DCYF resources can be leveraged to bring more coordination among our community-based and City department collaborators, resulting in greater operational efficiencies and strategic impact.

Achieving Positive Outcomes

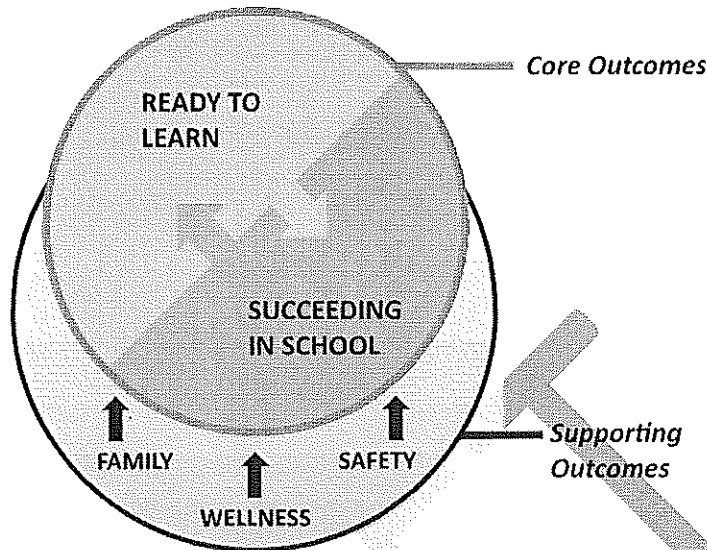
As stewards of the Children’s Fund, DCYF is committed to measuring the impact of our investments. To that end, DCYF has and continues to invest resources in developing systems to assess the reach and quality of services funded by the department, and progress towards four broad outcome goals:

- Children and Youth are Healthy
- Children and Youth are Ready to Learn
- Children and Youth are Succeeding in School
- Children and Youth Contribute to the Growth, Development, & Vitality of San Francisco

During the 2010-2013 funding cycle, DCYF initiated a new developmentally-based outcomes approach that focuses on tracking progress towards two of the four goals: **Children are Ready to Learn** and **Children and Youth are Succeeding in School**. An independent evaluation of these outcomes is planned for 2012.

In this planning process, DCYF reaffirms the department’s commitment to the core outcomes, while recognizing that a wide range of supporting outcomes, such as family, wellness, and safety, are preconditions that make educational attainment possible. In the 2014-2016 funding cycle, DCYF will continue to assess reach and quality of services, and children, youth, and family outcomes.

Exhibit 2. Intended Core and Supporting Outcomes



DCYF believes that continuous investment in evaluation should result in positive outcomes for children, youth and their families, and greater evaluation capacity among the department and grantees. Through careful assessment and evaluation, DCYF and its grantees commit to improving on what is not working and finding ways to support efforts that show positive results.

However, measuring the impact of DCYF's investments continues to be a challenge. Given the many factors that impact the lives of children and youth—such as family, peer, school, and neighborhood influences—it is often hard to isolate the impact of any one or set of interventions. This issue is compounded by the fact that children and youth are constantly growing and evolving.

DCYF will be prudent in its approach to evaluation. Care will be taken to apply outcome measures where they fit and not to force them where they do not. DCYF remains committed to looking at funded programs holistically and will continue to assess program quality against established standards, monitor organizational health, review service reach, and offer capacity building opportunities.

Children and Youth Outcomes

The table below lists the desired outcomes for the 2013-2016 funding cycle. The outcomes are organized by our four broad goals. Each outcome is linked to the service area in which competitive grants will be awarded to provide activities to support these outcomes. Although DCYF will fund activities that we believe will help children and youth make gains toward all four goals, we will focus outcome evaluation on goals II (Children are Ready to Learn) and III (Children and Youth are Succeeding in School).

Exhibit 3. DCYF Children and Youth Outcomes

GOALS	SERVICE AREAS	DESIRED OUTCOMES	AGE			
			0-5	5-13	13-18	18-25
Children and youth are healthy	ECE OST Y-LEaD VPI	Children and youth have access to quality programs that support their social-emotional well-being and healthy physical development	✓	✓	✓	
	ECE OST Y-LEaD FS VPI	Children and youth develop caring, supportive relationships with adults outside of their family.	✓	✓	✓	
Children and youth are ready to learn	ECE OST Y-LEaD FS	Children and youth demonstrate motivation and readiness to learn.	✓	✓	✓	
	Y-LEaD VPI	Youth develop knowledge and skills to promote their own emotional and mental health.		✓	✓	✓
Children and youth are succeeding in school	OST Y-LEaD	Children and youth demonstrate confidence in applying critical thinking and problem solving skills to real-life hands-on challenge.		✓	✓	
	Y-LEaD VPI	Youth have knowledge, skills and opportunities to make progress toward reaching education and career goals.		✓	✓	✓
Children and youth contribute to the growth, development, and vitality of San Francisco	OST Y-LEaD	Children and youth can articulate their personal values, show respect and caring for others, and have a sense of purpose.		✓	✓	✓
	Y-LEaD	Youth gain knowledge, skills, and abilities to secure maintain employment and become engaged citizens.			✓	✓

Family Outcomes

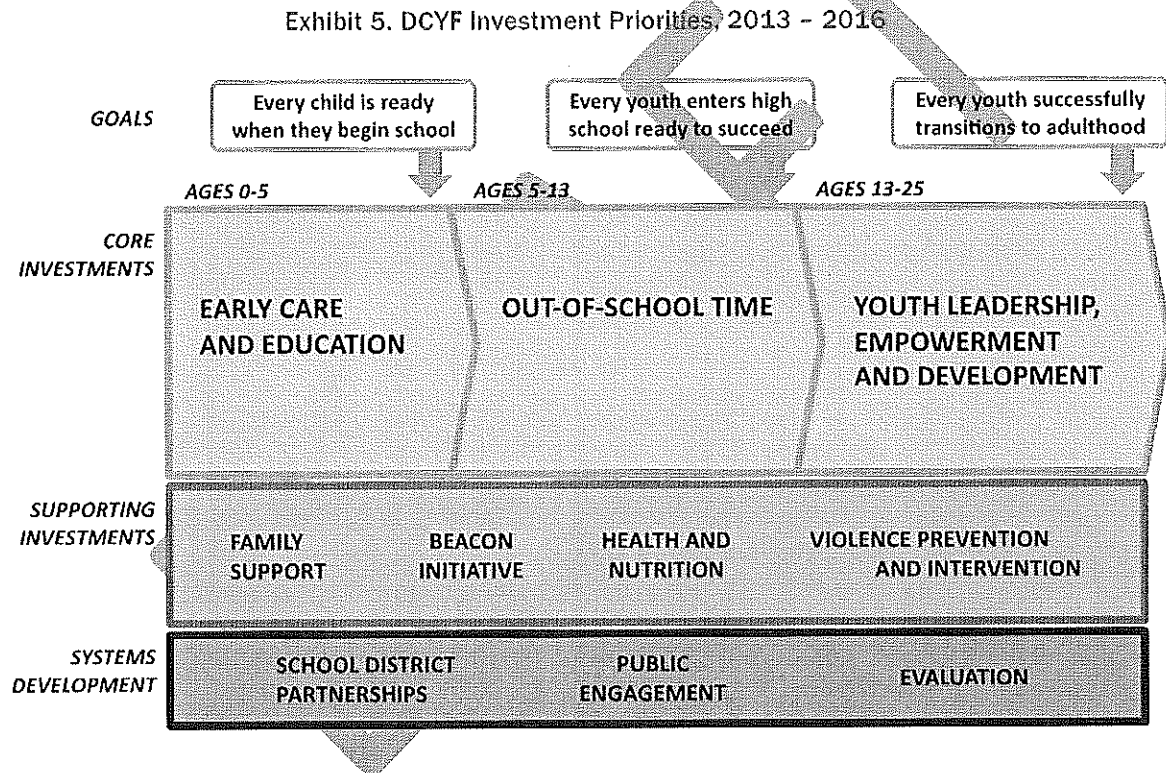
DCYF recognizes the importance of parents and caregivers in supporting the positive development of children and youth. As part of a joint Family Resource Center funding strategy between DCYF, First 5 San Francisco, and the Human Services Agency, the following family outcomes have been prioritized. DCYF will collaborate with our funding partners to measure progress toward these goals.

Exhibit 4. DCYF Family Outcomes

GOALS	DESIRED OUTCOMES
<p>Children and youth are nurtured, safe, and supported for school readiness and school success</p>	<ul style="list-style-type: none"> ▪ Families support children's social, emotional, cognitive and physical development ▪ Children and families learn appropriate skills to prepare for school ▪ Parents engage in appropriate learning & play with children on a regular basis
<p>Parents/caregivers have the knowledge, skills, strategies and support to parent effectively</p>	<ul style="list-style-type: none"> ▪ Parents provide nurturing and positive emotional support to their children ▪ Parents have realistic expectations of children and use positive, age-appropriate disciplinary practices ▪ Parents establish predictable, age-appropriate daily routines for children ▪ Parents demonstrate positive feelings and perceptions about parenting experience
<p>Families build their own capacity to improve family functioning</p>	<ul style="list-style-type: none"> ▪ Families are connected to a supportive community ▪ Parents demonstrate efficacy, including the capacity to seek help in times of need ▪ Parents are free from issues that negatively impact parenting, including substance abuse, symptoms of depression & domestic violence ▪ Children are safe during times of family crisis and/or stress
<p>Families receive adequate services to meet their basic needs</p>	<ul style="list-style-type: none"> ▪ Families are knowledgeable about available resources to help meet their family's needs ▪ Families access resources to meet basic living needs – food, clothing, shelter, transportation ▪ Families will be supported in building and protecting financial assets
<p>Communities are family-focused and responsive</p>	<ul style="list-style-type: none"> ▪ Family Resource Centers offer diverse parent involvement opportunities ▪ Communities are family-friendly and fun ▪ Communities work together to address neighborhood issues ▪ FRCs actively communicate their services to the community

II. Strategies and Funding Allocations

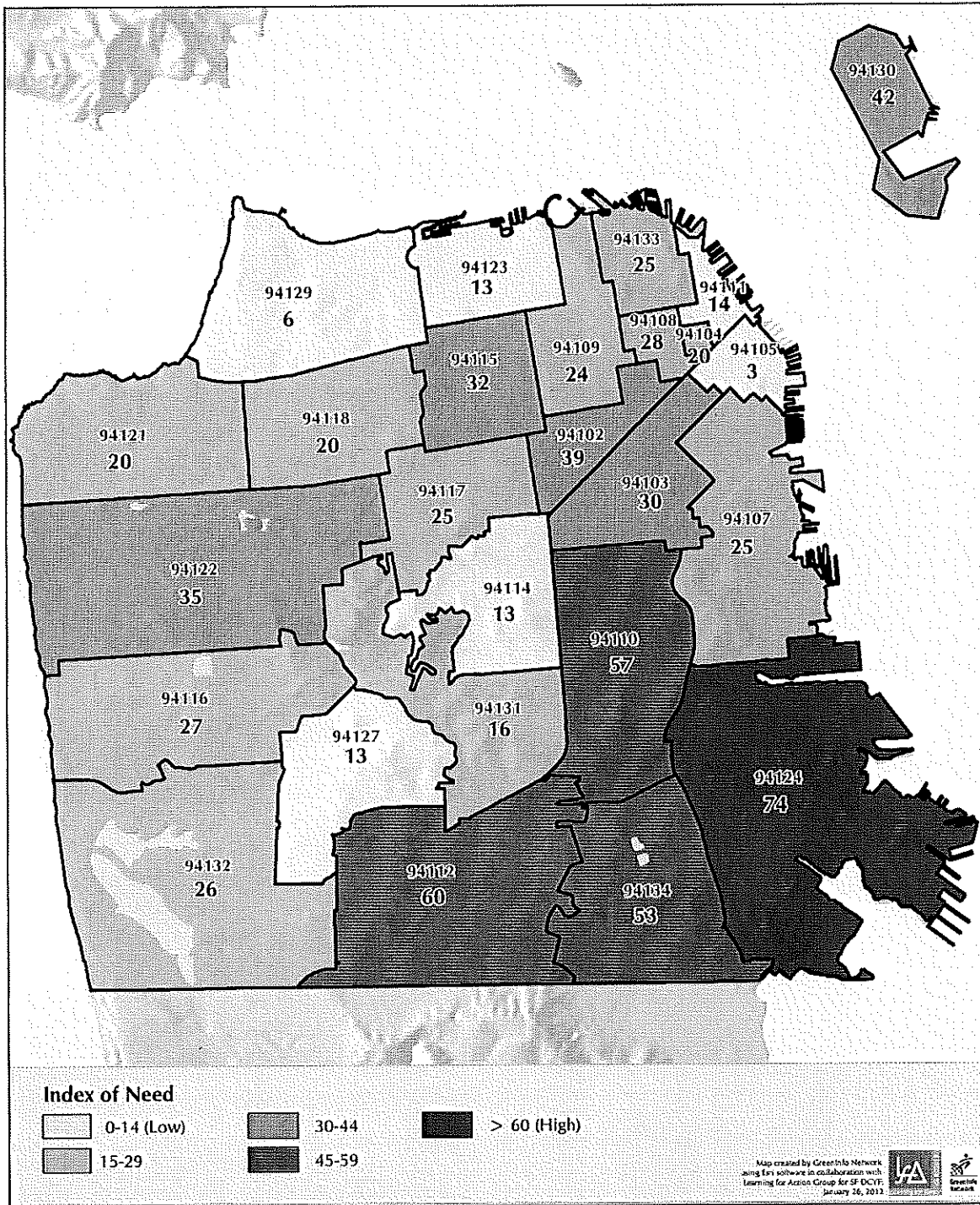
The strategies we have developed for the 2013-2016 timeframe build on a strong foundation of work pursued by the Department and our partners over the last two years. We remain committed to core outcomes focused on learning and school success, while recognizing that a wide range of supporting outcomes are preconditions that make educational attainment possible. The approach described in this section is intended to be holistic, addressing the unmet learning needs of San Francisco's children and youth while simultaneously working to create healthy family and community environments that enable and promote school success. The strategies work sequentially to achieve developmentally meaningful outcomes, from birth through the transition to adulthood.



Target Populations

Planned investments will support all San Francisco children, youth and families, while recognizing that some of our city's young people face steeper hurdles than others in their journeys toward adulthood. The smartest use of resources focuses specialized interventions to help those who are most at risk, while ensuring that everyone has essential opportunities and supports. DCYF uses an index of need to identify the neighborhoods where children and youth are likely to have the greatest level of need for services (see the 2011 Index of Need map below and Appendix B for more details about the methodology used to calculate the index of need).

Exhibit 6. 2011 Index of Need



For each of our strategies, we distinguish between investments that address broadly universal needs from those that are meant to alleviate concentrated need (such as in the city's east and southeast neighborhoods) or target very specific types of needs (such as those faced by English Learners, teen parents, homeless families, LGBTQQ youth, or special needs youth) or extreme

circumstances (such as exposure to violence). Throughout this section, each strategy identifies the specific populations it will target.

Exhibit 7. Target Populations, 2013 - 2016

CITYWIDE / UNIVERSAL NEED	▪ All San Francisco children, youth & families	
CONCENTRATED NEED	▪ Neighborhoods where need is concentrated ▪ Racial and ethnic groups with disproportionate need	
IDENTIFIED RISK FACTORS	▪ At-risk children, youth & families <ul style="list-style-type: none"> ○ Poverty ○ Under-housed ○ Undocumented ○ English Learner ○ Teen parent ○ LGBTQQ ○ Special needs 	▪ In-risk children, youth & families <ul style="list-style-type: none"> ○ Exposure to violence, abuse or trauma ○ Serious mental health needs, incl. severe depression/suicidal ideation ○ Chronic truancy ○ Negative street associations ○ Systems involvement (e.g., criminal justice)

DRAFT

CORE INVESTMENTS

Early Care and Education (ECE)

The guiding objective of our work with children ages 0 to 5 is the belief that every San Francisco child should reach elementary school ready to learn. Among the critical components of school readiness¹ are:

- Physical well-being and motor development
- Social and emotional development
- Communication and language usage
- Cognition and general knowledge
- Approaches toward learning

As of 2009, the last time children entering kindergarten in the SFUSD were assessed, 43 percent fell short of proficiency in one or more areas. More than one-quarter of those kindergarteners demonstrated significant readiness needs across multiple areas.

A wide body of research and experience confirms that **access to high-quality child care is the primary driver of school readiness**, and this is where DCYF will concentrate its ECE investments over the next three years. San Francisco families struggle with availability and affordability of child care, and the economic downturn has exacerbated the problem. Since the last Children's Services Allocation Plan in 2009, more San Francisco families have needed assistance paying for child care, the baseline cost of child care has grown, and subsidies (particularly from the State of California) have declined. Meanwhile, there are fewer available child care slots and providers face quality and sustainability hurdles: the early childhood workforce struggles with low compensation, high turnover and inconsistent quality.

DCYF designed our ECE strategies and will fund this work in collaboration with the City's other major early childhood funders, Human Services Agency and First 5. By coordinating our efforts, we will ensure maximum impact toward the shared objectives of improving access and affordability for families, while supporting and improving the quality and sustainability of the field.

OUR PUBLIC PARTNERS

- City College of San Francisco
- First 5 San Francisco
- Human Services Agency of San Francisco
- San Francisco Child Care Planning and Advisory Council
- San Francisco Department of Public Health
- San Francisco Public Library
- San Francisco State University
- San Francisco Unified School District

¹ Definitions based on those developed by the 1995 National Education Goals Panel.

Exhibit 8. ECE Strategy & Allocation Overview

STRATEGY	FY 11-12 BUDGET (\$ millions)	2013-16 ALLOCATION (\$ millions)
1. Ensure Access to High-Quality Child Care	3.770	3.770 - 3.885
2. Support the Professionalization of San Francisco's Early Childhood Workforce	6.090	6.140 - 6.275
3. Improve Early Childhood Program Quality	0.336	0.340 - 0.345
4. Strengthen Inclusive Practices and Inclusion System Supports for Children with Special Needs	0.749	0.750 - 0.770
TOTAL	\$10.9	\$11.0 - \$11.3

Strategy 1: Ensure Access to High-Quality Child Care

TARGET: Low-income families, especially those with infants and toddlers

This strategy is designed to enable children in low-income working families, homeless and formerly homeless children, foster children, children with developmental delays, and those served by child welfare services or child protective services to access early education and care that prepares for school success while their families work toward self-sufficiency. The core of this strategy is the provision of subsidies, an essential financial aid that increases a family's economic independence and improves the development and well-being of children in low-income families. Child care subsidies can mean the difference between a parent keeping and losing a job, and, for those employed, between self-sufficiency and poverty.

Investments: This strategy invests in three initiatives:

- ACCESS (Accessible Child Care Expedited for the Shelter System) child care subsidies are provided to families residing in shelter or who have exited within the past six months. Support is provided to transitioning families, who: 1) have not yet accessed child care; or 2) currently have a child in ACCESS subsidized care but need to change their care arrangement. Services assist families in obtaining and maintaining child care, providing the opportunity for these families to address self-sufficiency barriers and seek permanent housing.
- City Child Care Subsidies provide vouchers to eligible working families that have children under the age of three.
- San Francisco Child Care Connection (SF3C) is a web-based system offering families a single application for subsidized care, and streamlining the administrative burden of the enrollment process for providers.

Allocation: \$3.770 - 3.885 million

Strategy 2: Support the Professionalization of San Francisco's Early Childhood Workforce

TARGET: Citywide early childhood workforce, with special focus on teachers and teacher assistants working in Title 5 programs that serve low-income children

Every day early childhood (ECE) teachers and teacher assistants facilitate and guide the moral, social, and educational development of young children. ECE teaching staff have a tremendous power to make a positive difference in the lives of young children in their care. Through their work in helping to get children ready for kindergarten, ECE teachers make an invaluable contribution to the formal educational system, with future improvement of our schools depending in part on the continued dedication, skill and passion of early childhood educators. Improved compensation, work environments, and educational pathways are necessary to reduce turnover, improve and sustain program quality, and attract and retain skilled and educated teachers to work with young children.

The Department and its funding partners (HSA and First 5) have developed an ambitious agenda for supporting San Francisco's early childhood workforce so that it increases in quality and becomes more sustainable. Our investments will promote educational attainment to produce more-highly skilled professionals; support wages and compensation to attract and retain more-highly qualified professionals; provide technical assistance, trainings, coaching and other professional development offerings to promote ongoing improvement; and offer mental health consultation for providers.

Investments: This strategy invests in five initiatives that help make San Francisco's ECE workforce more effective and sustainable:

- San Francisco CARES (Comprehensive Approaches to Raising Educational Standards) assists those on the educational pathway that need support in their studies, enabling them to be transfer-ready from CCSF; and facilitates degree attainment, targeting transfer students from CCSF and students working full-time in Title 5 programs.
- A workforce wage/compensation initiative designed to supplement compensation to eligible programs to support and help improve the wage of ECE teachers and providers based on their level of education and years of experience, with additional support for teachers of infants and toddlers.
- Targeted professional development, including training and hands-on experiences that facilitate learning and focusing on effective ways to interact with children to encourage language, communication, and problem solving skills; teach major research and trends in the field of early childhood education in the specific area of early literacy and language skills; and promote social and emotional development. This effort will focus on communities where the children have been identified as being the least prepared for school.
- Development of professional organizations that can routinely create and offer professional and leadership development approaches that support the ECE workforce at-large, and which are reflective of the linguistic and cultural diversity of the field.
- Mental health consultation to enhance the quality of child care, including center-based programs, family child care settings, programs housing homeless families (shelters), permanent supportive housing facilities, family resource centers, and/or family child care networks, where services are meant to underscore the importance of early intervention and enhance the child's

success. Services include case consultation, program consultation, training and support for staff and parents, referrals for specialized services (e.g., developmental and learning assessments, occupational therapy, help with Individualized Education Plans, psychotherapy), therapeutic play groups, direct psychotherapeutic intervention with children and families, crisis intervention, parent education and support groups, and advocacy for families.

Allocation: \$6.140 – 6.275 million

Strategy 3: Improve Early Childhood Program Quality

TARGET: Title 5 programs that serve low-income children

Research has repeatedly demonstrated that for children—particularly those from low-income backgrounds—to benefit from early childhood programs, the programs must be of high quality. High quality early learning programs are a proven approach that prevents the achievement gap from forming in the K-12 school years. High quality early childhood programs for vulnerable children increase childhood literacy, middle school academic achievement and high school graduation rates, prevent crime, reduce teenage pregnancy, and lower Special Education costs.

San Francisco's Quality Rating and Improvement Services (QRIS) is a citywide coordinated and comprehensive system to assess, support, incentivize, and improve the quality of ECE programs through technical assistance and coaching. It supports and builds on existing qualifications of the early childhood workforce and offers opportunities and resources that improve pedagogical practices and classroom environments. This strategy also develops San Francisco's QRIS efforts so they will align with the state's proposed QRIS system, expected to come online in the future.

Investments: The Quality Rating and Improvement Services (QRIS) process includes linking early childhood program assessments (i.e., Environmental Rating Scale, Classroom Assessment Scoring System) with supports (e.g., technical assistance, coaching, mentoring, etc.) for continuous improvement, with an intentional investment that focuses attention on the key driver of quality: the teacher and her or his interactions with children.

Concurrently, we will align with the investments of the Workforce Development strategy (#2 above) to direct professional development resources where QRIS indicates they are most needed.

Allocation: \$340,000 – \$345,000

Strategy 4: Strengthen Inclusive Practices and Inclusion System Supports for Children with Special Needs

TARGET: Title 5 programs that serve low-income children

An estimated eight percent of children entering kindergarten have Special Needs. There is strong evidence that only a small portion of the children who need early intervention services are actually receiving them.

Young children with special needs and their caregivers face challenges in early identification, accessing intervention services, and enrolling in child care services which meet the unique and dynamic needs of the child and family. Research shows that inclusion can benefit children with and

without disabilities, particularly with respect to their social development. Supporting inclusive experiences and creating a system of more inclusive educational and child care programs for children with and without disabilities and their families will facilitate a sense of belonging and membership, positive social relationships and friendships, and support development and learning so every child can reach their full potential.

The Department's investments in this strategy are designed to create inclusion capacity-building resources; develop and test best-practices for special needs inclusion; and share and promote learnings and best practices.

Investments: This strategy supports development of a system model with a primary focus on professional development through training, coaching, and consultation, along with the creation and support of a multi-disciplinary team to provide consultation at targeted sites. The system model will also provide a forum for identifying and resolving systems issues impacting the delivery of services to young children with special needs.

Subsequently, we will invest in two to three early childhood inclusion demonstration sites using a consultation model, offering tools and practical strategies to support children with special needs and/or at risk of disabilities in their programs. Family engagement at each site will be a top priority of the demonstration sites, as well as coordination with on-site mental health consultants.

Finally, we will create a capacity building entity that will make available to a targeted number of sites technical assistance, consultation, and coaching from specialists. This will disseminate best practices for inclusion beyond the demonstration sites, into family child care homes, early childhood programs, neighborhoods, and other community-based settings.

Allocation: \$750,000 - \$770,000

Out of School Time (OST)

Our work with children ages 5 to 13 reflects a commitment to the vision that every San Francisco child reach high school ready to succeed. A holistic view of child and youth development points to a broad set of indicators of a young person's readiness to flourish in adolescence and during their transition to adulthood. These include:

- Cognitive, social, physical, artistic and civic development;
- Grade-level proficiency;
- School attendance and enthusiasm for learning; and
- Social and emotional health.

Although many San Francisco children are on track to succeed as they transition to high school, there are troubling disparities. On standardized tests, Chinese and white public school students are generally performing above the district average, while significant numbers of African American, Latino, and Filipino students are performing below it. There are also disparities in achievement based on language fluency. Truancy, suspension and expulsion rates vary dramatically by school and school level.

DCYF's investments in elementary and middle school-age children reflect a strong consensus that out-of-school time activities are essential for healthy social and emotional development, to foster enthusiasm for learning and to reduce and eliminate school achievement disparities. The out-of-school time (OST) label refers to much more than what is traditionally thought of as "afterschool." OST includes the time before and after school hours during the school year, school breaks and summer vacation. Priorities include programming that incorporates academic support, enrichment, and physical activity and recreation; has hours that meet needs of working parents; and fosters the holistic development of children and youth. Summer programs should meet the same criteria. More than 3,000 San Francisco children are estimated to have no access to afterschool programming and more than 22,000 have no access to summer programming. Many programs have limited afterschool and summer hours, putting additional burdens on working parents.

OUR PUBLIC PARTNERS

- Human Services Agency of San Francisco
- San Francisco Afterschool for All Advisory Council
- San Francisco Child Care Planning and Advisory Council
- San Francisco Recreation and Parks Department
- San Francisco Unified School District

In addition to helping prepare children to succeed in high school and beyond, OST programs benefit San Franciscans in multiple ways:

- Helping working families by keeping children safe and engaged in structured activities while parents work;
- Promoting learning and skill-building in an environment that allows for more flexibility and individualized adult guidance than a child may experience during the school day;
- Exposing children to arts, cultural, recreation, and other types of programming that they may not otherwise experience;
- Providing cost-effective ways to foster the healthy development of children, including access to physical activities and nutritious food; and
- Engaging family members in their child's learning, development, and connection to school.

The Department is committed to expanding access to **high-quality out-of-school time programming that meets the needs of youth and working parents**. Our strategies are designed to address availability, affordability and quality. We are particularly focused on promoting a comprehensive approach that integrates intentional learning, enrichment, and physical activity & recreation, and developing more integration between school and out-of-school time activities.

In its next funding cycle, DCYF will refine its existing out-of-school time investments to meet youth, family and community needs. Given the critical need to support working families and the evidence-based benefits of comprehensive afterschool programs that integrate intentional learning, enrichment, and physical activity, DCYF will shift resources to enhance access to comprehensive afterschool programming. DCYF plans to explore child and family preferences for the location of comprehensive afterschool programming so that our investments can best meet youth and family needs. Additionally, in response to needs identified through the Community Needs Assessment, DCYF plans to partner with SFUSD to leverage state and federal resources for summer programs to increase access to comprehensive summer programming.

Exhibit 9. OST Strategy & Allocation Overview

STRATEGY	FY 11-12 BUDGET (\$ millions)	2013-16 ALLOCATION (\$ millions)
1. Ensure Access to Comprehensive Before- and Afterschool Programs	8.652	9.300 – 9.600
2. Ensure Access to Comprehensive Summer and School Break Programming	2.794	2.700 – 4.050
3. Ensure Access to Specialized Activities	2.166	1.000 – 2.000
4. Develop and Institutionalize Core Academic Capacities at Comprehensive K-8 Afterschool and Summer Programs (SF TEAM)	0.470	0.485 – 0.660
5. Build Programmatic Capacity and Improve Service Quality	0.378	0.275 – 0.375
TOTAL	\$14.5	\$13.8 – \$16.7

Strategy 1: Ensure Access to Comprehensive Before- and Afterschool Programs

TARGET: Low-income K-8 youth

Research demonstrates that high quality out-of-school time programs benefit youth participants, their families and communities. Before- and afterschool programs provide safe, structured places for children while their parents work; learning opportunities that complement and reinforce the lessons of the school day; youth development supports and opportunities to assist youth in becoming healthy, successful adults; enrichment opportunities designed to help youth explore the world around them; and physical fitness and recreational activities to keep youth healthy.

Several funding streams in this strategy leverage state and federal grants that SFUSD receives and subcontracts to community-based organizations to operate school-based programs known as Expanded Collaboratives for Excellence in Learning (ExCEL). These programs are overseen by the school principal and offer academic support, enrichment, and recreation activities. These grants require matching resources, and typically cover only 46 percent of the true cost of providing services. DCYF's matching grants will ensure that providers have additional resources to operate

quality programs. In addition, our grants will also provide funding to serve students on wait lists for ExCEL programs, where feasible. This wait list funding will capitalize on the economies of scale of existing ExCEL afterschool programs and meet parent preferences for school-based afterschool programs.

Other funding streams in this strategy will enhance the affordability of non-ExCEL school-based afterschool programs that rely on fees to support the program. DCYF will fund scholarships for families in need whose school-based afterschool options are otherwise unattainable. In addition, another funding stream will provide support for community-based afterschool programs which take place at non-school locations such as community centers, affordable housing sites, etc.

Investments: This strategy will allocate resources through four aligned funding streams:

- K-5 and K-8 School-Based Afterschool Programs, ExCEL Match
- Middle School School-Based Afterschool Programs, ExCEL Match
- K-8 School-Based Before- and Afterschool Program Scholarships
- K-8 Community-Based Afterschool Programs

Comprehensive OST programs offer participants an array of activities that, at a minimum, include academic support, enrichment, and active recreation/physical fitness activities. Academic support includes homework help, tutoring, academic mentoring, language arts, and math and science activities. Enrichment includes fine arts, cultural, career exposure, service-learning, community service, health-related, character education, life skills, leadership, cooking and other activities. Active recreation activities include physical fitness activities, team sports, and organized group games.

Allocation: \$9.3 – 9.6 million

Strategy 2: Ensure Access to Comprehensive Summer and School Break Programming

TARGET: Low-income K-8 youth, especially those transitioning to middle school

High quality summer and school break programs benefit youth participants, their families and communities. Research demonstrates the value of high-quality summer and school break programming to prevent learning loss, keep children healthy and active, and help working families by providing structured, engaging activities for children while parents are at work.

One funding stream in this strategy aims to leverage state and federal grants that SFUSD receives and subcontracts to community-based organizations to operate ExCEL school-based summer and school break programming. These grants require matching resources and typically cover only one-third of the true cost of providing services for K-5 students and 19 percent of the cost for middle school students. DCYF's matching grants will ensure that providers have additional resources to operate quality programs. In addition, DCYF grants will allow providers to serve more students than the state and federal grants cover, where feasible. This additional funding will capitalize on the economies of scale of existing ExCEL summer programs.

A complementary investment will fund non-ExCEL summer and school break programs that offer a comprehensive array of activities including academic support, enrichment, and recreation. These

summer programs could be at school sites or community-based sites. Extracurricular activities, lessons, tutoring, sports leagues, clubs, and short-term camps will not be funded by this strategy.

Investments: This strategy will allocate resources through two aligned funding streams:

- K-8 Summer and School Break Programming ExCEL Match
- K-8 Summer and School Break Programming

Comprehensive summer and school break programs offer participants an array of activities similar to those listed under Strategy 1 above.

Allocation: \$2.70 – 4.05 million

Strategy 3: Ensure Access to Specialized Activities

TARGET: Low-income, English Learner and academically struggling K-8 youth

This strategy aims to ensure that youth from low-income families attending comprehensive afterschool and summer programs have access to high-quality, specialized programming that their existing programs are not able to offer. Unlike comprehensive afterschool programs that offer a mixture of academic support, enrichment and recreation activities, specialized programming provides youth with a more focused, sustained, and intensive experience aimed to develop a discrete set of skills or competencies. These competencies include technological fluency, aesthetic sensibility, artistic talents, multilingual/multicultural skills, creative/critical/innovative thinking and problem-solving skills, physical fitness, environmental, civic, and social responsibility, financial literacy, leadership capabilities, strength of character, or teamwork skills.

One funding stream in this strategy will fund specialized programming delivered on the campus of comprehensive afterschool or summer programs, or designed to have groups of participants from comprehensive afterschool or summer programs visit the specialized program at an accessible location for the sequence of programming. The other funding stream in this strategy will targeted to programs that serve youth who do not attend comprehensive afterschool or summer programs, are living in poverty, or who have special needs. These providers will focus on specialized programming that enhances educational attainment or success in school.

Specialized programs offer a subset of afterschool participants a sequence of activities designed to develop a discrete set of skills or competencies. Specialized programs employ experiential learning and multiple modes of learning strategies, build meaningful relationships with adults who have specific expertise and passion, and involve participants in a culminating activity or event.

Investments: This strategy will allocate resources through two aligned funding streams:

- K-8 Specialized For Comprehensive Afterschool and Summer Programs
- K-8 Specialized Extracurricular Activities (Year Round)

Allocation: \$1.0 – 2.0 million

Strategy 4: Develop and Institutionalize Core Academic Capacities at Comprehensive K-8 Afterschool and Summer Programs (SF TEAM)

TARGET: Providers serving English Learner and academically struggling K-8 youth

Science and language arts education are essential for academic and life success. A child's literacy skills are critical to their ability to communicate and are important to their success in school, future career and life. Institutions across the country are focused on increasing the science, technology, engineering and math (STEM) related skills and content of today's students so that they are prepared to participate in the future workforce, which will likely be composed of more knowledge-based fields within STEM industries.

This strategy uses the existing SF TEAM framework to help afterschool and summer programs integrate and institutionalize literacy, science, technology, engineering or math activities into their permanent offerings.

Investments: SF TEAM grants can be used for expenses related to integrating and institutionalizing literacy and STEM into afterschool program activities, program design, and staff capacity. This includes funds to support joint planning on how to integrate relevant academic activities into the program; support training or professional development opportunities related to the academic subject(s); purchase resources such as books, curriculum material, and other supplies related to the academic subject(s); hire a part-time coordinator or coach, or to support a portion of an existing staff person's time to coordinate and assure that the academic subject(s) are infused into the program.

Allocation: \$485,000 - \$660,000

Strategy 5: Build Programmatic Capacity and Improve Service Quality

TARGET: Providers serving K-8 youth (DCYF grantees); out-of-school time program stakeholders, including funders, providers, partners and families using services

The Department is committed to fostering high quality services that promote desired outcomes for program participants. Capacity building services will promote and embed the knowledge, experience and tools developed by DCYF and the Afterschool for All effort.

In addition to capacity building for providers, this strategy provides core support for the infrastructure of the Afterschool for All (AFA) Advisory Council, including administrative staffing, outreach, annual publications, and other projects to advance its citywide goals. The AFA Advisory Council is composed of representatives of the school district, city departments, community-based organizations, funders, higher education, trainers, youth and parents, and works to increase the access to and quality of afterschool programs for all elementary and middle school youth.

Investments: A variety of capacity building opportunities will be offered to meet the continuum of needs of DCYF's OST grantees. The services will be informed by DCYF's and AFA's evolving understanding of needs and challenges in the local out-of-school time field, as well as the dynamic nature of the out-of-school time landscape. Some of the anticipated capacity building opportunities that will be offered include cohort-based sequences of training, coaching and peer networking activities based on program staff level and/or experience level or content area; one-on-one and small group

coaching for targeted OST programs; awareness building, group training, short-term program consultation and tool development focused on inclusionary, mental health consultation, behavior management, and conflict resolution best practices; and coordination of citywide training conferences for afterschool and summer directors and line staff.

This strategy also will support the Afterschool for All (AFA) effort through activities that include regular public meetings of the Advisory Council; voluntary work groups that craft recommendations and promote the AFA's work; and a variety of engagement efforts that target policymakers, parents, providers and other stakeholders.

Allocation: \$275,000 - \$375,000

DRAFT

Youth Leadership, Empowerment & Development (Y-LEaD)

Youth ages 13 to 25 go through the final stages of development and transition into adulthood. Building on the foundation for success developed during early childhood and the elementary and middle school years, our investments in teens and slightly older, disconnected transitional age youth are meant to advance a vision where all San Francisco young adults are able to reach educational, career and personal life goals. The cornerstones of successful transition to adulthood include:

- Educational attainment—young adults are pursuing post-secondary degrees or credentials;
- Skill development—young adults have built skills and are prepared to join the workforce; and
- Wellness—young adults are making healthy choices and strengthening coping skills in order to face the stresses of day-to-day life; are able to nurture social and intimate relationships; and are making meaningful contributions to the community.

Most San Francisco youth are developmentally on track, yet there are groups that face major obstacles. The drop-out rate is too high, especially for African American, Latino/a and Pacific Islander youth. By high school, two-thirds of San Francisco's English Learners are falling behind academically. Depression affects many: 12% of all SFUSD high school students report considering suicide, and among lesbian, gay, bisexual, transgender and queer (LGBTQ) youth, the rate is more than three times higher.

DCYF's investments reflect a wide base of evidence and experience pointing to solutions that help youth stay or get back on track for success in high school and beyond: teens need opportunities to develop skills and connect classroom learning with real-world experiences, and they need social and emotional supports for navigating adolescence. As in other service areas, the hurdles Y-LEaD is working to overcome include availability, access and quality. Currently, nearly one-third of SFUSD high school students are not participating in out-of-school activities; during the summer, the figure is even higher. There is also a large unmet need for youth workforce development and training opportunities that build skills geared toward post-high school employment and help youth develop their post-secondary plans. School-based wellness services, which have been shown to improve physical and mental health outcomes as well as academic achievement, are still not available for and accessed by all SFUSD adolescents who need them.

The Department's investments focus on expanding access to sequential, skill-building out-of-school time programming with intentional learning objectives; on creating workforce opportunities and relevant work-based learning that fosters educational attainment and builds transferable skills; and on expanding access to coordinated, early intervention health, mental health, substance abuse and other support services at school sites. All of our strategies are designed to build the knowledge, competencies and confidence young people need to participate successfully in 21st century economic, political, intellectual and cultural life.

OUR PUBLIC PARTNERS

- Human Services Agency of San Francisco
- San Francisco Office of Economic and Workforce Development
- San Francisco Department of Public Health
- San Francisco Juvenile Probation Department
- San Francisco Recreation and Parks Department
- San Francisco Unified School District
- San Francisco Workforce Investment Board Youth Council

Based on the past two years of experience, DCYF will refine existing approaches and invest in new strategies. Given the critical need to ensure successful transition into high school, DCYF will work with the SFUSD to provide summer programming for struggling students who are entering their 9th and 10th grades to foster academic readiness and success. Additionally, in response to needs identified through the Community Needs Assessment and YouthVote, some resources will be shifted to provide more work readiness skill development for teens. This strategy will also be enhanced to provide career exploration activities for youth and increase young people’s awareness of and access to available youth work workforce programs through a centralized, web-based portal.

Exhibit 10. Y-LEaD Strategy & Allocation Overview

STRATEGY	FY 11-12 BUDGET (\$ millions)	2013-16 ALLOCATION (\$ millions)
1. Ensure Access to Specialized Out-of-School Time Programming for Teens	4.712	2.625 – 4.010
2. Ensure Access to Summer Transition Programming	-	0.250 – 0.500
3. Support Development of Work Readiness and 21 st Century Skills, Career Awareness & School Success	9.104	9.500 – 11.000
4. Deepen Youth Empowerment and Community Engagement	1.335	1.300 – 1.500
5. Ensure Access to School-Based Wellness Services	3.404	3.650 – 4.000
6. Build Specialized Programmatic Capacity and Improve Service Quality	0.150	0.100 – 0.200
TOTAL	\$18.7	\$17.4 – \$21.2

Strategy 1: Ensure Access to Specialized Out-of-School Time Programming for Teens

TARGET: Youth ages 13-17 and/or enrolled in grades 9-12

Adolescence is a critical stage of development, when young people gain the skills and leadership necessary to navigate and transition into independent adulthood. Older youth develop more selective interests and tastes than younger youth and have more autonomy in their decisions about their time out of school. These interests are often geared towards learning about specific topics and gaining experiences that can connect to post-secondary aspirations.

Specialized out-of-school time programming can help prepare older youth for a variety of new roles that they will assume as they enter college and the workforce. These programs must provide meaningful opportunities to engage in skill-building activities geared toward college and post-high school employment opportunities. This strategy expands access to specialized programs designed to:

- Increase leadership and skill development of teens;
- Increase access and retention of teens in out-of-school time programming;
- Promote the growth and development of teens to make positive choices for their future;

- Prevent at-risk and highly at-risk teens from getting involved with the juvenile and criminal justice system.

Investments: This strategy funds specialized programming that falls within a single one of the following themes/topics: Academic Competency, Culture and Identity, Social Justice and Social Responsibility, Creative and Performing Arts, Business and Entrepreneurship.

Specialized programming consists of engaging, structured activities that offer youth tangible benefits that promote their success in high school, college, the labor market and life. Program approaches should be primarily delivered in group settings with a consistent core group of teens, utilizing curricula delivered by instructors who have expertise in specialization topics. Programming should teach and reinforce critical thinking, problem-solving, and other soft skills; shore up weak academic skills and raise student aspirations; foster student confidence, a sense of self-efficacy, and a culture of learning; and offer supports to address personal and social issues commonly faced by teenagers.

Funded programs will provide both school-year and summer programming, with particular emphasis on increasing programming available during summer. Additionally, programs will be funded to provide culturally-competent programming to work specifically with English Learners and LGBTQ youth. These programs will coordinate with school sites and the SFUSD to identify and engage these students, and will emphasize leadership development and self-esteem among participants.

Allocation: \$2.625 - 4.010 million

Strategy 2: Ensure Access to Summer Transition Programming

TARGET: Incoming SFUSD 9th/10th grade students at risk of not being promoted or dropping out

This strategy supports incoming 9th grade students and continuing 10th grade students who are struggling academically with a summer transition program that prepares them for high school.

This past year, about 680 SFUSD 8th graders were at risk of not being promoted to 9th grade, according to analysis of SFUSD's new Early Warning Indicators. In addition, almost 600 9th graders had failed an English class and about 640 had failed a math class. Research indicates that students who fail courses in 9th grade and miss school days are most at risk of dropping out of high school. Given these data, SFUSD and DCYF have both expressed an interest in focusing on summer transition and academic support programs for this population. Since state funding for SFUSD summer school has been cut dramatically in recent years, DCYF is working to address this need as resources allow.

We will leverage SFUSD summer school resources and the federal 21st Century Community Learning Center ASSETs grants that SFUSD receives to operate ExCEL programs during the school year and summer. This DCYF funding strategy will match ExCEL grants to ensure that incoming 9th and 10th graders who are struggling academically have access to a summer transitions program and support throughout their first year of high school.

Investments: The summer transition program will include academic courses and an orientation to high school led by SFUSD staff, complemented by workshops, coaching, and

activities led by CBOs that are focused on enhancing study skills, time management, self-advocacy and other skills to foster school success. The program will build peer cohorts among participants. For the incoming 9th graders, CBOs also will provide support throughout the students' first year in high school.

Allocation: \$250,000 – \$500,000

Strategy 3: Support Development of Work Readiness and 21st Century Skills, Career Awareness and School Success

TARGET: 9th – 12th grade youth, especially those at risk

For young people to thrive as adults, they need a strong academic foundation and the ability to be successful in a career. Work readiness and career preparation are cultivated from an early age, with a range of experiences in the home, classroom, community, and on the job. High quality workforce development opportunities help equip youth with the skills, knowledge and abilities to prepare them for a successful transition into adulthood; emphasize the importance of educational attainment; and support them in exploring career options. High quality youth workforce development efforts also help ensure employers have a ready supply of local talent to meet industry demands, and the city economy ultimately benefits from growth of jobs, incomes and businesses.

This strategy's investments build what the SFUSD's strategic plan ("Beyond The Talk") describes as 21st century skills: academic competence; technological fluency; creative/critical/innovative thinking, reasoning and solution seeking; high-level multi-modal communication skills; environmental, civic, and social responsibility; strength of character; high-level multilingual/multicultural skills; aesthetic sensibility; and collaborative/team orientations.

Investments: This strategy will allocate resources through six aligned initiatives which collectively advance the Department's objective to support youth work readiness, 21st century skills development, career awareness and school success:

- Youth Workforce, which includes Youth Works, the Mayor's Youth Employment & Education Program (MYEEP) and other workforce initiatives (targeting 9th – 12th grade youth, especially those at risk);
- Career exploration opportunities (targeting youth ages 14 to 17);
- Work-based learning at alternative high schools (targeting SFUSD students at alternative or court schools who are under-credit or at risk of dropping out);
- Youth Workforce for justice system-involved youth (targeting youth ages 14 to 21 years of age who are engaged or were engaged with the justice system);
- A coordinated effort to build employer demand and manage work-based learning opportunities (targeting all youth served by San Francisco workforce programs); and
- Development of a centralized, universal application process to increase youth access to workforce programs (also targeting all youth served by San Francisco workforce programs)

Funded workforce programs will be required to provide a range of activities such as assessment; job readiness training; links for educational support and school relevance; career exploration and work-based learning; and transition planning to

help youth develop an education and career plan. Programs that target justice system-involved youth will additionally provide coordination with participants' case managers and probation officers.

Allocation: \$9.5 – 11.0 million

Strategy 4: Deepen Youth Empowerment and Community Engagement

TARGET: Youth ages 13-17; SFUSD middle and high school students

DCYF is required to use a minimum of three percent of the Children's Fund for youth-initiated projects, which effectively established what is now known as the Youth Empowerment Fund (YEF). Through the YEF, DCYF brings youth leadership and voice in community change to the core of its funding strategies. By funding youth empowerment programs that give youth authentic power, the YEF challenges traditional youth development organizations and programs that see youth simply as receivers of services with limited voice, input, and power in the decision-making process.

The YEF sees youth as central players in decision-making, offering youth respect, leadership development opportunities, and real information about the way the world works. From a youth development perspective and compared to traditional youth development programs, youth empowerment programs can develop stronger youth-adult relationships, produce greater leadership opportunities for youth, and are as effective in building a sense of safety and in developing skills to be connected and engaged citizens.

The Department's Youth Empowerment Fund work is further enhanced by an additional investment in YouthVote, which is designed to promote youth participation in civic issues.

Investments: The Youth Empowerment Fund supports two related approaches:

- Youth philanthropy is an initiative to develop youth knowledge of and participation in the formal practice of philanthropy, specifically grant-making.
- Youth organizing is a youth development and social justice strategy that trains young people in community organizing and advocacy, and assists them in employing these skills to alter power relations and create meaningful institutional change in their communities.

Complementing the Youth Empowerment Fund investments, YouthVote is a civic engagement initiative that strives to make elections and governance relevant and accountable to young people. The program includes a student survey aimed at guiding policy reforms; a mock election, including a ballot and voter handbook, meant to familiarize students with the voting process while allowing them to express their electoral preferences in primary and general elections; and student delegate elections—a city-wide election where one student is elected by their peers to the San Francisco Board of Education.

Allocation: \$1.3 – 1.5 million

Strategy 5: Ensure Access to School-Based Wellness Services

TARGET: SFUSD high school students

Adolescence is a critical stage of development when youth are particularly prone to risk-taking and experimentation. During this time of major transition, youth develop many of the health behaviors

and lifestyles that can substantially influence their future health and well-being. Mental health issues often emerge in adolescence, and early identification and intervention to address these issues can significantly improve outcomes for youth. The high school years are a critical time both to promote healthy decision-making and to intervene when necessary to support changes in behavior that can positively impact students' future health status and educational success.

By providing services where youth spend most of their time, school-based health centers like the Wellness Centers increase adolescents' access to health services, improve their health outcomes, and over time, improve their academic achievement.

Investments: The Wellness Initiative is a collaborative effort of DCYF, DPH and SFUSD with a mission of improving the health, well-being and educational outcomes of San Francisco's high school students. With more than ten years of success and more than 7,000 students served annually, the Wellness Centers are a critical source of support for San Francisco's high school students. Through on-campus programming and community-based partnerships, the Wellness Centers provide students with physical, behavioral and reproductive health services on-site at schools as well as linkages to health resources and services in the community.

Specific services provided include group and individual behavioral health counseling, group and individual general counseling (non-clinical), physical and reproductive health assessments and counseling, health education, youth leadership, and case management services for physical, reproductive and behavioral health.

Allocation: \$3.65 - 4.00 million

Strategy 6: Build Specialized Programmatic Capacity and Improve Service Quality

TARGET: Providers serving youth 13-25 (DCYF grantees)

The Department is committed to fostering high quality services that promote desired outcomes for program participants. Capacity building services will promote and embed the knowledge, experience and tools developed by DCYF, OEWD, SFUSD, City College and the Youth Council.

Investments: A variety of capacity building opportunities will be offered to meet the continuum of needs of DCYF's Y-LEaD grantees. The services will be informed by our evolving understanding of needs and challenges in the local teen and youth workforce development field, as well as the dynamic needs of local providers. Some of the anticipated capacity building opportunities that will be offered include:

- Cohort-based sequences of training, coaching and peer networking activities based on program staff level and/or experience level or content area;
- One-on-one and small group coaching for targeted Y-LEaD programs;
- Awareness building, group training, short-term program consultation and tool development focused on inclusionary, mental health consultation, behavior management, and conflict resolution best practices; and
- Coordination of citywide training conferences for afterschool and summer directors and line staff.

Allocation: \$100,000 - \$200,000

SUPPORTING INVESTMENTS

School readiness and success are possible only when children and youth grow up in safe, healthy, nurturing environments. DCYF bolsters its core investments in early childhood, elementary, middle and high school youth programming through a comprehensive set of supporting strategies designed to ensure every San Francisco child and youth thrives with:

- Engaged, loving adult figures;
- Basic food, shelter and healthcare needs met;
- Freedom from at-home violence and trauma; and
- Safe neighborhoods and schools.

Safe, healthy and nurturing environments are essential preconditions for early child development, and for continued development of school-age youth through the transition into adulthood. DCYF's supporting investments fall into three broad categories: Family Support, Health and Nutrition, and Violence Prevention and Intervention.

Exhibit 11. Supporting Investment Strategy & Allocation Overview

STRATEGY	FY 11-12 BUDGET (\$ millions)	2013-16 ALLOCATION (\$ millions)
1. Ensure Access to Family Supports (Family Resource Center Services)	4.522	4.500 – 4.950
2. Support School-Based Youth and Family Centers (Beacon Initiative)	2.839	2.800 – 3.100
3. Ensure Access to Affordable Health Care and Healthy Food (Healthy Kids; Summer Food)	5.123	4.885 – 5.140
TOTAL	\$12.5	\$12.2 – \$13.2

Family Supports

About one in five households in San Francisco is a family with children. Families are where adults nurture children and where they lay the foundation for healthy physical and emotional development. The well-being of families is critical for promoting the social and economic vitality of San Francisco.

The 2011 Community Needs Assessment identified that over a quarter of San Francisco's families with children are headed by single parents; that many children and youth live in low-income families; and that there are racial disparities in the percentages of children living below the poverty line, living in public housing, and in the child welfare system. Many families have shouldered the impacts of a prolonged recession, and many are experiencing significant stresses in their homes and communities, including job loss, street violence, domestic violence, and substance use. During community input sessions, participants

OUR PUBLIC PARTNERS

- First 5 San Francisco
- Human Services Agency of San Francisco

voiced a continuing need for parenting classes, parent support groups, and access to information about resources available to families.

DCYF's family support strategy is designed to address the prevalence of high-stress home environments; the need for parenting networks and skill-building; and inconsistent awareness of available services.

Strategy 1: Ensure Access to Family Supports

TARGET: Families with children and youth 0-17, especially families with concentrated need or risk factors (e.g., teen parents, systems-involved families, homeless families, etc.)

Family Resource Centers (FRCs) are welcoming community hubs that provide universal access to services and opportunities for families to strengthen family functioning and enhance community connections. FRCs provide a broad range of prevention and intervention services that respond to identified community needs and address emerging developmental needs of families as their children grow from birth to 3, preschool age, school age, and throughout the teen years. FRC services are family-centered, culturally competent, and strength-based.

Investments: DCYF partners with First 5 San Francisco and the Human Services Agency to fund the Family Resource Center Initiative. The partners have developed a common vision, shared outcomes, and braided model of funding that allows for increasing service intensity based on neighborhood need. FRCs are classified as either neighborhood-based or population-focused, based on the nature of their service provision. Neighborhood-based FRCs support families in a geographically focused community, and population-focused FRCs address identified needs of particular target populations throughout San Francisco, such as pregnant and parenting teens, homeless families, LGBTQ families, and families with children with special needs.

The FRCs are funded to provide the eight essential services outlined below. Many FRCs also provide other activities such as mental health services, drop-in child watch, services to support family economic self-sufficiency, information and referral, community events, and other basic needs assistance such as food pantries. FRCs often emerge as organizational leaders in the community and form collaborative partnerships with multiple agencies in order to leverage services and coordinate programming for families and children.

- Curriculum-Based Parent Education
- Parent/Peer Support Groups
- Parent/Child Interactive Groups
- One-time Workshops
- Linking for school success workshops and advocacy
- Case Management
- Child Welfare Services
- Parent Leadership

Allocation: \$4.50 – 4.95 million

Beacon Initiative

The Beacon Centers transform public schools into youth and family centers that become a beacon of activity for the surrounding neighborhood. Drawing on the existing wealth in our communities,

Beacon Centers create pathways to lifelong learning through which young people and adults can find the next challenge or step in their process of learning, growth, and development throughout a lifetime.

The eight main Beacon Centers and nine additional schools in neighborhoods across the city offer young people a vibrant array of events and activities. Each Center is managed by a non-profit, community-based organization that serves as the lead agency, and has a director and staff.

The lead agency partners with a number of local community and public agencies to offer the activities that occur at each Center.

OUR PUBLIC PARTNERS

- San Francisco Unified School District

Strategy 2: Support School-Based Youth and Family Centers

TARGET: Families with children and youth 0-17, especially families with concentrated need or risk factors (e.g., teen parents, systems-involved families, homeless families, etc.)

Investments: DCYF will continue its partnership with the SFUSD, community organizations and local foundations, led by the Evelyn & Walter Haas, Jr. Fund, to support Beacon Centers across the city.

Allocation: \$2.8 – 3.1 million

Health and Nutrition

Being healthy is a prerequisite for learning. Yet the statistics show a dramatically challenging environment for San Francisco's children, youth and families:

- The cost of health care continues to increase, while unemployment remains high. More and more families are not able to afford health care for their children.
- The Center for Disease Control estimates one in three children are now overweight or obese, putting these youth at greater risk for diabetes, heart disease and other ailments. Childhood obesity data show strong racial/ethnic disparities, especially affecting African American and Latino youth in elementary and middle school.
- Families accessing food stamps (SNAP/CalFresh) increased 41 percent from 2007 to 2010. Of these, 60 percent were Chinese, African American or Latino.
- Nearly 32,000 students in San Francisco qualify for free/reduced-price school meals, and 16 percent of all children live in homes that receive public assistance (including SNAP/CalFresh/food stamps).
- Lack of access to healthy food is consistently expressed as a concern by parents, principals and program site supervisors.
- San Francisco's students not meeting physical fitness standards.

OUR PUBLIC PARTNERS

- San Francisco Department of Public Health
- San Francisco Unified School District

Investment in affordable health care and access to healthy food are core supporting activities in safeguarding youth readiness to succeed in school and in life.

Strategy 3: Ensure Access to Affordable Health Care & Healthy Food

TARGET: Families with children and youth 0-17, especially families with concentrated need or risk factors (e.g., teen parents, systems-involved families, homeless families, etc.)

When children have access to affordable, comprehensive health coverage, there are benefits for the child, family and our community—children are able to obtain preventive care to avoid serious conditions, families are at less risk for bankruptcy due to children’s illnesses or accidents, children miss less school, and employees are less likely to miss work to stay home with a sick child.

Investments: Two major types of investment are made under this strategy:

- Healthy Kids is a health insurance program offered by San Francisco Health Plan, providing complete medical, dental, and vision coverage to low and middle income children and youth.
- DCYF supports local and federal programs that help increase citywide access to affordable, healthy food and develop infrastructure to provide education and opportunities to youth around nutrition and physical activity. DCYF is able to fund and collaborate in efforts with SFUSD, The Mayor’s Office, Recreation and Parks, Mayor’s Office of Housing, SF Food Bank, and various other public and private organizations serving children in San Francisco. Funded initiatives include:
 - USDA-funded Summer Food Service Program
 - USDA-funded Community Child Nutrition Service Project (Afterschool Snack)
 - Child & Adult Care Food Program
 - Shape Up SF
 - SFUSD Salad Bars (Middle and High School)

Allocation: \$4.885 – 5.140 million

Violence Prevention and Intervention (VPI)

Violence is a leading cause of death and injury that disproportionately impacts people of color in San Francisco. Violence is a serious public health concern since it contributes to the development of chronic health conditions, such as harmful injury, post-traumatic stress disorder, depression, anxiety, and substance abuse. The social and individual factors that contribute to violence are overlapping and complex, and a flexible, coordinated strategy is necessary to address these factors and prevent violence in San Francisco.

City departments, community-based organizations and community leaders continue to work diligently to alleviate the impact of street violence in San Francisco. DCYF, as part of San Francisco’s Juvenile Justice Coordinating Council, helped develop a comprehensive, multi-agency plan that identifies the funding and strategies for providing an effective continuum of services for youth and young adults to help them avoid or permanently exit the juvenile/criminal justice systems. The strategies outlined below have been

OUR PUBLIC PARTNERS

- San Francisco Adult Probation Department
- San Francisco Department of Public Health
- San Francisco District Attorney
- San Francisco Juvenile Probation Department
- San Francisco Police Department
- San Francisco Public Defender
- San Francisco Sherriff’s Department
- San Francisco Unified School District

designed to advance and complement those of the San Francisco Youth Violence Prevention Initiative Local Action Plan, produced in July, 2011.

Exhibit 12. VPI Strategy & Allocation Overview

STRATEGY	FY 11-12 BUDGET (\$ millions)	2013-16 ALLOCATION (\$ millions)
1. Alternative Education	1.699	1.400 - 1.800
2. Secondary Prevention	2.208	1.565 - 2.215
3. Diversion	4.472	3.560 - 4.665
4. Detention Alternatives	0.960	0.915 - 1.010
5. Detention-Based Services	0.268	0.270 - 0.770
6. Aftercare/Reentry	2.488	2.235 - 2.485
7. Build Specialized Programmatic Capacity and Improve Service Quality	0.165	0.165 - 0.875
TOTAL	\$12.3	\$10.1 - \$13.8

Strategy 1: Alternative Education

TARGET: Youth 10-18 likely to drop out; young adults 18-25 without high school diploma or GED

This strategy provides highly specialized academic instruction to youth and young adults whose behavior and circumstances have prevented them from succeeding in mainstream educational environments. High quality education is an integral part of violence prevention. Alternative education as a strategy supports young people who may have difficulty accessing other educational supports.

Investments: Alternative education programs (i.e., alternative schools);
GED programs;
Credit recovery;
Tutoring; and
Gender-responsive services.

Allocation: \$1.4 - 1.8 million

Strategy 2: Secondary Prevention

TARGET: Highly at-risk youth 10-25 not currently involved in juvenile or criminal justice system

Prevention strategies can be divided in two tiers: primary prevention and secondary prevention. Primary prevention programs are those more widely available to youth and young adults through schools, community centers, and similar settings—these programs are funded through other DCYF initiatives and through other San Francisco agencies and departments. These intervention strategies are ideally delivered prior to contact with the juvenile/criminal justice system, but they are not necessary exclusively delivered prior to individuals making this contact.

Secondary prevention programs target specific youth and young adults within the community who have identified risk factors for delinquency that could result in juvenile/criminal justice system involvement. Secondary prevention services offer an opportunity to link youth to any other needed services such as mental health, substance abuse, and workforce development services.

DCYF is currently conducting evaluation on its VPI and Youth Workforce Development–High-Risk services. Pending evaluation results, DCYF may consider reallocating funds from the VPI Secondary Prevention strategy to Y-LEaD, with the goal of investing in effective interventions for the targeted population.

Investments: Street and school-Based mediation/crisis response;
Mentorship;
Enrichment activities;
Shelter;
Gender-responsive services; and
Wraparound case management and referral services to

- Workforce development
- Leadership development
- Substance abuse treatment
- Mental health services and others

Allocation: \$1.565 - 2.215 million

Strategy 3: Diversion

TARGET: Youth 10-25 currently involved in juvenile or criminal justice system

Diversion strategies attempt to steer youth and young adults away from the juvenile and criminal justice systems after they have been involved in behavior that puts them in contact with these systems. The classic concept of diversion theorizes that processing certain youth through the juvenile/criminal justice system may do more harm than good. Diversion programs and services are utilized as a primary response to youth's disruptive behavior instead of arrest and/or detention. Diversion strategies focus on decreasing the number of police contacts had by a youth or young adult, keeping young people in their community and family, and preventing them from further involvement with the juvenile/criminal justice system.

Investments: Street and school-based mediation/crisis response;
Mentorship;
Enrichment activities;
Shelter;
Gender-responsive services; and
Wraparound case management and referral services to

- Workforce development
- Leadership development
- Substance abuse treatment
- Mental health services and others

Allocation: \$3.560 - 4.465 million

Strategy 4: Detention Alternatives

TARGET: Youth 10-18 currently involved in juvenile justice system

Detention alternatives alleviate harmful overreliance on secure confinement, reduce racial disparities and bias, and improve public safety while keeping youth and young adults engaged in their community (at less cost to taxpayers). This strategy aims to keep youth off the street and involved in positive activities during afternoon and evening hours. Programs under this strategy provide activities and supervision to young people going through the adjudication process to help them successfully address pre and post adjudication requirements imposed by the juvenile/ criminal justice system.

Investments: Mentorship;
Enrichment activities;
Evening reporting centers;
Home detention;
Gender-responsive services; and
Wraparound case management and referral services to

- Workforce development
- Leadership development
- Substance abuse treatment
- Mental health services and others

Allocation: \$915,000 – \$1.01 million

Strategy 5: Detention-Based Services

TARGET: In-custody youth 10-21

Youth in detention settings are recommended a balance between detention and well-structured services in order to provide an environment where youth and young adults can thrive and overcome the circumstances that have brought them to their current situation. Detention based services provided by community-based organizations through evidence-based and promising curricula help youth explore new ways of thinking, new belief systems, and different behaviors.

Investments: Enrichment activities;
Alternative education activities; and
Gender-responsive services.

Allocation: \$270,000 - \$770,000

Strategy 6: Aftercare/Reentry

TARGET: Youth 10-25 exiting the juvenile or criminal justice system and reentering communities

Reentry services are important to support individuals reentering their communities and reconnecting with their families. Pre-release preparation is extremely important for a successful reentry process, and reentry planning must start well in advance prior to the actual release of the youth or young adult. Expanding probation and parole case planning capability to accomplish successful reentry is essential. This can be achieved through partnership between community-based organizations (CBOs), law enforcement and other government agencies. Transitional case management programs, usually provided by CBOs or by a partnership between these with parole/probation entities, can reach youth and young adults in detention prior to their release in

order to understand their needs, build rapport, enhance their motivation for positive change and help them identify their goals, strengths and interests.

Investments: Intensive supervision and clinical behavioral services;
Mentorship;
Enrichment activities;
Saturday community-based probation enhancement program;
Gender-responsive services, and
Wraparound case management and referral services to

- Workforce development
- Leadership development
- Substance abuse treatment
- Mental health services and others

Allocation: \$2.235 - 2.485 million

Strategy 7: Build Specialized Programmatic Capacity and Improve Service Quality

TARGET: DCYF VPI grantees

Community-based agencies will benefit by developing program best practices. By offering training opportunities, we will enhance the service delivery of VPI-funded agencies.

Investments: Quality fiscal management training series;
Strategy-focused workshops on best practices and quality services;
Educational pathways for professional development.

Allocation: \$165,000 - \$875,000

SYSTEMS DEVELOPMENT

DCYF's core and supporting investments are strengthened and amplified through investments in the underlying systems for delivery of services to children, youth and families.

We are committed to supporting our key partner—the school district—by expanding and deepening their capacity to serve our city's children, youth and families. Our systems development strategies expand school-based support services and strengthen SFUSD and its partnerships with CBOs.

To support our other partners—CBO grantees—we will offer training, technical assistance and other supports that promote strategic and efficient implementation. In this plan, all investments for building CBO capacity are strategy-specific (i.e., designed to help our CBO partners more effectively implement service area strategies) rather than for building general operating capacity. Therefore, capacity-building for CBOs is not called out as a separate systems development strategy, but has been incorporated within each service area's strategies, described earlier in this plan.

We are developing a new, coordinated approach to public engagement to ensure that families know about and are able to access support services when needed.

Lastly, we will continue our investment in evaluation to ensure program quality, support continual improvement, measure progress toward performance targets, and offer transparency and accountability for our work.

Exhibit 13. Systems Development Strategy & Allocation Overview

STRATEGY	FY 11-12 BUDGET (\$ millions)	2013-16 ALLOCATION (\$ millions)
1. Ensure School-Based Support Services and Strengthen the SFUSD's CBO Partnerships	2.947	2.800 – 3.500
2. Use Public Engagement Activities to Increase Awareness and Accessibility of Services	0.110	0.400 – 0.475
3. Evaluate Department Investments	0.345	0.810 – 1.100
4. Miscellaneous	1.503	1.300 – 1.600
TOTAL	\$4.9	\$5.3 – \$6.7

Strategy 1: Ensure School-Based Support Services and Strengthen SFUSD's CBO Partnerships

TARGET: SFUSD students

DCYF's core investments are designed to ensure children are ready to learn and succeed in school. The Department is committed to supporting SFUSD as it strengthens and improves education and comprehensive services for children. DCYF will continue to align its investments, from early childhood through young adulthood, with school district priorities and efforts to support its students. Some examples of how DCYF and SFUSD have aligned their priorities include:

- The Early Learning Initiative (part of ECE). DCYF's commitment to preparing young children for school and life includes this project, which aims to form strong community partnerships with City departments and key community stakeholders, working together to increase literacy services and resources to low-income children ages 0-5, their families and caregivers.
- Afterschool for All (part of OST). DCYF continues to support both SFUSD-administered ExCEL afterschool programs and afterschool programs at community-based sites that challenge all K-8 students to apply and expand on what they learn during the school day.
- 21st Century Skill Development (part of OST and Y-LEaD). Our investments promote skills development while fostering youth to grow in their own areas of interest, with intentional links to students' academic coursework, college and career path planning.
- Bridge to Success (part of Y-LEaD). DCYF is leading this partnership with SFUSD, City College of San Francisco, San Francisco State University and our community to double the number of youth who achieve college credentials. By bring leaders and educators together across institutions and disciplines, Bridge to Success looks at the greatest barriers to student achievement and, together, develops integrated solutions to overcome them.
- YouthVote (part of Y-LEaD). This project of the San Francisco Youth Commission works with all public high schools to foster civic engagement, providing students opportunities to participate in general elections through mock local, state and federal elections, elect a peer to serve on the SF Board of Education, and voice concerns and suggestions about school and community issues by conducting district-wide surveys.
- The Beacon Initiative (a Supporting Investment in coordination with OST and Y-LEaD). Beacon Centers transform public schools into youth and family centers. Each Beacon Center is managed by a non-profit, community-based organization that serves as the lead agency and partners with local community and public agencies to offer a vibrant array of programs for young people.
- The Wellness Initiative (a collaboration with the SFUSD and the Department of Public Health, part of Y-LEaD). Serving more than 7,000 students annually, the Wellness Initiative provides students with physical, behavioral and reproductive health services at schools and through linkages to health resources and services in the community.

OUR PUBLIC PARTNERS

- City College of San Francisco
- San Francisco State University
- San Francisco Unified School District

Investments: DCYF partners with SFUSD on several policy and planning efforts, and provides funding to the district and its collaborators to support programming and to enhance the district's capacity to partner with CBOs. Below are some of the planned investments in systems development:

- SF Promise, a collaboration between the Mayor's Office, SFUSD, and San Francisco State University that guarantees a spot at San Francisco State University for all 6th grade students in San Francisco's public schools. This effort seeks to bridge the financial gap that makes higher education

unreachable for many, and to provide proactive counseling and outreach for underachieving students.

- Pilot to allow CBOs access to School Loop. This pilot project is exploring how to ensure CBOs have access to real-time student-level data, such as homework assignments, school attendance, and grades, so they can offer individualized support to youth. This pilot is using the school district's parent email communication tool called School Loop.
- Joint use of SFUSD facilities. The Department is exploring ways to enhance access to SFUSD facilities, particularly during the summer, for CBOs delivering youth services that align with SFUSD priorities.
- CBO-SFUSD coordination. Another effort we are exploring is the potential benefits of placing a dedicated CBO liaison at the SFUSD.

Allocation: \$2.8 - 3.5 million

Strategy 2: Use Public Engagement Activities to Increase Awareness and Accessibility of Services

TARGET: All San Francisco children, youth and their families

The City & County of San Francisco offers a variety of programs and services for its residents. Yet information is not as readily accessible as it should be, and the information is not sufficiently designed to target the audiences' needs. Through our Community Needs Assessment, for example, many parents expressed difficulty in obtaining information about available programs and services. Word of mouth is an important, but incomplete way to connect San Franciscan's with the valuable resources developed by the Department and our funders. By creating a coordinated communication effort, we can expand the reach of services to communities in need.

The importance of building public awareness and access of DCYF's services will grow more acute over the next three years, as we head toward the end of the current Children's Fund cycle and the city will be called on to reconsider its commitment to dedicating resources for its children, youth and families.

Investments: DCYF will invest in public engagement activities that will help to broaden the reach of its funded programs, including:

- Developing a multilingual web site for parents and caregivers to access information about our service providers, and possibly provide feedback/input about the services they received;
- Developing a youth-friendly web site for youth to access information about our service providers, and possibly provide feedback/input about the services they received;
- Attending and organizing resource fairs; and
- Gathering stakeholder input and conducting community dialogues about the service areas funded by DCYF.

Allocation: \$400,000 - \$475,000

Strategy 3: Evaluate Department Investments

TARGET: n/a

In accordance with the requirements of the Children's Amendment, the Department will continue to use evaluation to ensure program quality, support continual improvement, and measure progress toward performance targets. Evaluation activities will also provide critical information to DCYF, grantees, City officials and the public.

DCYF believes that continuous investment in evaluation should result in positive outcomes for children, youth and their families, and greater evaluation capacity among the department and grantees. Through careful assessment and evaluation, DCYF and its grantees commit to improving on what is not working and finding ways to support efforts that show positive results. DCYF remains committed to looking at funded programs holistically and will continue to assess program quality against established standards, monitor organizational health, review service need and reach, and offer capacity building opportunities.

Combined with DCYF's internal evaluation activities, comprehensive independent evaluations will assist in answering key questions such as:

- To what extent do DCYF-funded programs meet existing performance measures?
- What is the range of quality across DCYF-funded programs?
- To what extent do specialized programming and capacity building improve program quality?
- What is the impact of DCYF's investment on priority goals, and what participant and program characteristics are associated with positive results toward these goals?

Investments: Funds will be used to measure DCYF's progress toward the outcomes set forth in the first section of this plan through efforts that include:

- Annual participant assessment of program services;
- Evaluation of DCYF-funded Out-of-School Time (OST) programming;
- Evaluation of DCYF-funded Specialized Teen, Youth-Led Organizing, and Youth-Led Philanthropy programming;
- Evaluation of DCYF-funded Youth Workforce Development-General programming;
- Evaluation of Violence Prevention and Intervention and Youth Workforce Development-High-Risk programming;
- Support for evaluation of Family Resource Centers; and
- Targeted evaluations of program and policy initiatives.

Allocation: \$810,000 - \$1.1 million

Miscellaneous Investments

TARGET: Varies

A handful of additional initiatives will continue to receive support from the Department because they offer unique opportunities to advance our overall goals. These projects include shelter services, the Kindergarten to College Program, the Adolescent Health Working Group, and other initiatives that fall outside the normal service area strategies but which help San Francisco children, youth and families.

Allocation: \$1.3 - 1.6 million

III. Appendices

Appendix A: Children's Amendment

Appendix B: 2011 Index of Need

Appendix C: Citywide Investment in Children and Youth Services

DRAFT

Appendix A: Children's Amendment

SEC. 16.108. CHILDREN'S FUND. [Effective July 1, 2001]

- (a) Fund for Children's Services. Operative July 1, 2001, there is hereby established a fund to expand children's services, which shall be called the Children's Fund ("Fund"). Monies in the Fund shall be expended or used only to provide services for children as provided in this section.
- (b) Goals. The goals of expenditures from the Fund shall be:
- (1) To ensure that San Francisco's children are healthy, ready to learn, succeed in school and live in stable, safe, and supported families and communities;
 - (2) To reach children in all neighborhoods;
 - (3) To the maximum extent reasonable, to distribute funds equitably among services for infants and preschoolers, elementary school age children and adolescents;
 - (4) To focus on the prevention of problems and on supporting and enhancing the strengths of children, youth and their families;
 - (5) To strengthen collaboration between the City and County of San Francisco and the San Francisco Unified School District;
 - (6) To fill gaps in services and to leverage other resources whenever feasible; and
 - (7) To foster projects initiated by San Francisco youth.
- (c) Amount. There is hereby set aside for the Fund, from the revenues of the property tax levy, revenues in an amount equivalent to an annual tax of three cents (\$.03) per one hundred dollars (\$100) of assessed valuation for each fiscal year beginning with July 1, 2001—June 30, 2002, and ending with July 1, 2015—June 30, 2016. If the 2010 U. S. Census shows that children make up a percentage of the population of the City and County that is at least two percentage points more than their percentage as shown in the 2000 U. S. Census, then the amount of the property tax levy set aside under this section shall be increased for each fiscal year beginning after publication of the 2010 Census. The increase shall be in an amount equal to one-quarter cent (\$.0025) per one hundred dollars of assessed valuation, for each two full percentage points of increase in the percentage of the City and County population that is made up of children. The Fund shall be maintained separate and apart from all other City and County funds and appropriated by annual or supplemental appropriation.
- (d) New Services. Monies in the Fund shall be used exclusively for the costs of services to children less than 18 years old provided as part of programs that predominantly serve children less than 18 years old, above and beyond services funded from sources other than the previous Children's Fund prior to July 1, 2001. To this end, monies from the Fund shall not be appropriated or expended for services that received any of the funds included in the higher of the Controller's baseline budget covering July 1, 2000—June 30, 2001 appropriations, or the Controller's baseline budget covering July 1, 1999—June 30, 2000 appropriations, whether or not the cost of such services increases. Nor shall monies from the Fund be appropriated or expended for services that substitute for or replace services included or partially included in the higher of the two baseline budgets, except and solely to the extent that the City ceases to receive federal, state or private agency funds that the funding agency required to be spent only on those services. The Controller's baseline budget shall mean the Controller's calculation of the actual amount of City appropriations for services for children that would have been eligible to be paid from the Fund but are paid from other sources.
- (e) Eligible Services. Services for children eligible for Fund assistance shall include only:

- (1) Affordable child care and early education;
 - (2) Recreation, cultural and afterschool programs, including without limitation, arts programs;
 - (3) Health services, including prevention, education, mental health, and pre-natal services to pregnant women;
 - (4) Training, employment and job placement;
 - (5) Youth empowerment and leadership development;
 - (6) Youth violence prevention programs;
 - (7) Youth tutoring and educational enrichment programs; and
 - (8) Family and parent support services for families of children receiving other services from the Fund.
- (f) Excluded Services. Notwithstanding subsection (e), services for children paid for by the Fund shall not include:
- (1) Services provided by the Police Department or other law enforcement agencies, courts, the District Attorney, Public Defender, City Attorney, or the Fire Department; detention or probation services mandated by state or federal law; or public transportation;
 - (2) Any service that benefits children incidentally or as members of a larger population including adults;
 - (3) Any service for which a fixed or minimum level of expenditure is mandated by state or federal law, to the extent of the fixed or minimum level of expenditure;
 - (4) Acquisition of any capital item not for primary and direct use by children;
 - (5) Acquisition (other than by lease for a term of ten years or less) of any real property; or
 - (6) Maintenance, utilities or any similar operating costs of any facility not used primarily and directly by children, or of any recreation or park facility (including a zoo), library, or hospital.
- (g) Baseline. The Fund shall be used exclusively to increase the aggregate City appropriations and expenditures for those services for children that are eligible to be paid from the Fund (exclusive of expenditures mandated by state or federal law). To this end, the City shall not reduce the amount of such City appropriations for eligible services (not including appropriations from the Fund and exclusive of expenditures mandated by state or federal law) in any of the fifteen years during which funds are required to be set aside under this section below the amount so appropriated for the fiscal year 2000-2001 ("the base year") as set forth in the Controller's baseline budget, as adjusted ("the base amount"). The base amount shall be adjusted for each year after the base year by the Controller based on calculations consistent from year to year by the percentage increase or decrease in aggregate City and County discretionary revenues. In determining aggregate City and County discretionary revenue, the Controller shall only include revenues received by the City and County that are unrestricted and may be used at the option of the Mayor and the Board of Supervisors for any lawful City purpose. The method used by the Controller to determine discretionary revenues shall be consistent with method used by the Controller to determine the Library and Children's Baseline Calculations dated June 20, 2000, which the Controller shall place on file with the Clerk of the Board in File No. 000952. Errors in the Controller's estimate of discretionary revenues for a fiscal year shall be corrected by an adjustment in the next year's estimate. Within 90 days following

the end of each fiscal year through 2014-2015, the Controller shall calculate and publish the actual amount of City appropriations for services for children that would have been eligible to be paid from the Fund but are paid from other sources, separately identifying expenditures mandated by state or federal law.

- (h) **Three-Year Planning Cycle.** To provide time for community participation and planning, and to ensure program stability, appropriations from the Fund for all fiscal years beginning after June 30, 2004 shall be made pursuant to a three-year planning cycle as set forth in subsections (h) through (l). During every third fiscal year beginning with the 2001-2002 fiscal year, the City shall prepare a Community Needs Assessment to determine services eligible to receive moneys from the Fund. During every third fiscal year beginning with the 2002-2003 fiscal year, the City shall prepare a Children's Services and Allocation Plan ("the Plan"), based on the Community Needs Assessment approved during the previous year. The Board of Supervisors may modify an existing Community Needs Assessment or Plan, provided that any modification shall occur only after a noticed public hearing. All appropriations from the Fund shall be consistent with the most recent Plan, provided that the Board of Supervisors may approve an amendment to the Plan at the same time it approves an appropriation.
- (i) **Community Needs Assessment and Children's Services and Allocation Plan.**
- (1) The Community Needs Assessment and the Plan shall be in writing, shall be made available to the public in draft form not later than January 31 of each fiscal year in which they are required, shall be presented by March 31 of each such fiscal year to the commissions listed in subsection (m)(3) for review and comment, and by April 30 of each such fiscal year shall be presented to the Board of Supervisors for approval.
 - (2) Prior to preparation of each draft Community Needs Assessment, the City shall hold at least one public hearing in each geographical area defined in Charter Section 13.110. The City shall also make available opportunities for parents, youth, and agencies receiving monies from the Fund to provide information for the Community Needs Assessment. The Community Needs Assessment shall include the results of a city-wide survey of parents and youth to be conducted by the Controller every three years.
 - (3) The Plan shall include all services for children furnished or funded by the City or funded by another governmental or private entity and administered by the City, whether or not they received or may receive monies from the Fund. The Plan shall be outcome-oriented and include goals, measurable and verifiable objectives and measurable and verifiable outcomes.
 - (4) The Plan shall state how all services receiving money from the Fund will be coordinated with other children's services. The Plan shall specify amounts of funding to be allocated: (i) toward achieving specified goals, measurable and verifiable objectives and measurable and verifiable outcomes, (ii) to specified service models; and (iii) for specific populations and neighborhoods. The Plan shall also state the reasons for the allocations and demonstrate how the allocations are consistent with the Community Needs Assessment. A minimum of three percent of the funding allocated under the Plan shall be for youth-initiated projects.
- (j) **Evaluation.** The Plan shall include an evaluation of services that received money from the Fund at any time during the last three fiscal years. The evaluation shall involve those who use the funded services and other parents and youth.
- (k) **Failure of Board to Act.** If the Board of Supervisors has not approved a Community Needs Assessment before the first day of the fiscal year during which the Plan is to be prepared, the Plan shall be based on the Community Needs Assessment as originally submitted to the Board of Supervisors.

(l) Selection of Contractors. Except for services provided by City employees, the Fund shall be expended through contractors selected based on their responses to one or more requests for proposals issued by the City. The City shall award contracts to coincide with the City's fiscal year starting July 1.

(m) Implementation.

- (1) In implementation of this section, facilitating public participation and maximizing availability of information to the public shall be primary goals.
- (2) So long as there exists within the executive branch of City government a Department of Children, Youth and Their Families, or an equivalent department or agency as its successor, that department shall administer the Children's Fund and prepare the Community Needs Assessment and the Plan pursuant to this section. If no such department or agency exists, the Mayor shall designate a department or other City body to administer the Children's Fund pursuant to this section.
- (3) In addition to all other hearings otherwise required, the Recreation and Park, Juvenile Probation, Youth, Health and Human Services Commissions shall each hold at least one separate or joint hearing each fiscal year to discuss issues relating to this section. The Department of Children, Youth and Their Families, or other agency as described above in section (m)(2), shall consult with the Recreation and Park Department, Arts Commission, Juvenile Probation Department, Unified School District, Health Department, Department of Human Services, Commission on the Status of Women, Police Department, Library Department and Municipal Transportation Agency in preparation of portions of the Community Needs Assessment and the Plan that relate to their respective activities or areas of responsibility.
- (4) The Board of Supervisors may by ordinance implement this section.

(n) Advisory Committee. There shall be a Children's Fund Citizens' Advisory Committee ("the Committee") that shall consist of 15 members, each appointed by the Mayor to a three-year term, to serve at the Mayor's pleasure. At least three members of the Committee shall be parents and at least three members shall be less than 18 years old at the time of appointment. For each of the following areas, there shall be at least one Committee member with professional expertise in that area: early childhood development, child care, education, health, recreation and youth development. The Committee shall meet at least quarterly, and shall advise the department or agency that administers the Children's Fund and the Mayor concerning the Children's Fund. The Committee shall convene by July 1, 2001. Each member of the Committee shall receive copies of each proposed Community Needs Assessment and each Plan (including the evaluation required as part of the Plan). Members of the Committee shall serve without pay, but may be reimbursed for expenses actually incurred.

(o) Unspent Funds. All unspent funds in the Children's Fund created by former Charter Section 16.108 shall be transferred to the Children's Fund established herein.

(p) Effect of Procedural Errors. No appropriation, contract or other action shall be held invalid or set aside by reason of any error, including without limitation any irregularity, informality, neglect or omission, in carrying out procedures specified in subsections (h) through (n) unless a court finds that the party challenging the action suffered substantial injury from the error and that a different result would have been probable had the error not occurred. (Amended November 2000).

Appendix B: 2011 Index of Need

Methodology

DCYF uses a neighborhood index of need to identify the neighborhoods where children and youth are likely to have the greatest level of need for services. (For the purpose of developing the index of need, neighborhoods are defined by ZIP codes.) The index of need is comprised of five measures that are related to need: median family income, percent of total population ages 0 to 17, participation in the state's welfare program CalWORKS, involvement in the juvenile justice system, and high school graduation rates. The table below provides the values for each of these measures by neighborhood.

These five measures were combined into an index of need using the following formula, which standardized the values of the measures:

$$x = \{(y-y_a)/(y_b-y_a)\} * 100$$

where:

- x = standardized value to be created for measure for each neighborhood
- y = value on the specific measure of need for each neighborhood
- y_a = value of y for the neighborhood with least need on the measure
- y_b = value of y for the neighborhood with greatest need on the measure

After each measure in the index was standardized, the values for the measures were summed for each neighborhood to obtain a total index value for the neighborhood. The index value was then averaged by dividing the total index value for each neighborhood by the number of measures. The resulting index value is presented in the table below. A high value in the need index corresponds to a higher-level of need and a low value to a lower-level of need. If a neighborhood had the greatest level of need on each measure in the index, their maximum average for the index would have been 100.

Exhibit 14. Index of Need by Neighborhood, 2011

Neighborhood	ZIP code	Economic Indicators			Social Indicators		Index of Need
		Median family income, families with own children under 18 ^a	% of total Population on ages 0-17 ^b	Snapshot of CalWORKs Families, August 2011 ^c	% of JPD Referrals in 2010 N=1544 ^d	SFUSD Graduation Rates 2010-11 ^e	
Hayes Valley/Tenderloin	94102	\$ 53,256	2.4%	5.2%	2.7%	77.8%	38.79
South of Market	94103	\$ 65,638	2.25%	4.7%	2.6%	89.1%	30.15
Financial District	94104	\$ 23,681	0.0%	0.0%	0.1%	100.0%	20.06
Downtown	94105	\$ 151,734	0.3%	0.0%	0.1%	100.0%	2.56
Potrero Hill	94107	\$ 128,080	2.5%	4.2%	2.7%	82.5%	24.99
Chinatown	94108	\$ 37,743	1.0%	0.5%	0.2%	85.5%	27.91
Russian Hill/Nob Hill	94109	\$ 103,586	3.1%	2.9%	1.3%	87.6%	23.97
Inner Mission/Bernal Heights	94110	\$ 77,501	9.0%	11.0%	9.2%	78.8%	56.73
Embarcadero/Gateway	94111	\$ 118,615	0.2%	0.0%	0.1%	87.5%	13.65
Outer Mission/Excelsior/Ingleside	94112	\$ 81,449	13.6%	10.4%	9.8%	85.2%	59.54
Castro/Noe Valley	94114	\$ 154,254	2.8%	0.5%	0.5%	87.9%	13.23
Western Addition	94115	\$ 124,158	3.4%	4.9%	3.3%	76.1%	31.53
Parkside/Forest Hill	94116	\$ 104,724	6.5%	1.9%	2.3%	91.2%	27.07
Haight/Western Addition/Fillmore Inner	94117	\$ 115,151	3.2%	1.9%	1.9%	82.2%	24.98
Richmond/Presidio/Laurel	94118	\$ 106,204	5.0%	1.4%	0.6%	94.9%	20.45
Outer Richmond/Sea Cliff	94121	\$ 131,483	5.6%	2.1%	1.9%	93.8%	20.29
Sunset	94122	\$ 53,194	7.2%	2.3%	2.5%	92.4%	35.16
Marina/Cow Hollow	94123	\$ 166,361	2.0%	0.0%	0.1%	81.3%	12.91
Bayview/Hunters Point	94124	\$ 74,028	7.8%	22.3%	18.8%	82.8%	73.61
West Portal/St. Francis Wood	94127	\$ 149,041	3.5%	0.4%	0.5%	91.7%	12.87
Presidio	94129	\$ 126,685	0.6%	0.0%	0.0%	100.0%	6.44
Treasure Island	94130	\$ 33,913	0.5%	1.8%	1.2%	62.5%	42.17
Twin Peaks/Diamond Heights/Glen Park	94131	\$ 128,870	3.3%	0.0%	1.4%	92.4%	15.60
Stonestown/Lake Merced	94132	\$ 90,009	3.4%	2.1%	2.2%	88.9%	25.80
North Beach/Telegraph Hill	94133	\$ 69,828	2.5%	2.2%	2.2%	93.8%	24.73
Visitacion Valley	94134	\$ 62,229	7.9%	11.8%	8.1%	86.5%	52.66

^a Source: American Community Survey (2006-2010). A GIS weighted average analysis based on the proportional area of overlap was used to transfer median family income variables from census tracts to zip codes.

^b Source: US Census Bureau, 2010 Census, Summary File 1, July 2011.

^c Source: SF H.S.A., August 2011 Oversight Committee Report (Note: percentages total to less than 100%, due to other/unknown ZIP codes).

^d Source: Juvenile Probation Department 2010 Annual Report; figures are for San Francisco youth only

^e Source SFUSD, Grad rates = Graduates/Enroll. Students who did not graduate include students still active in the district, legitimate withdrawals from district and dropouts. A student must satisfy the California State High School Exit Exam (CAHSEE) requirements to have graduated.

Appendix C: Citywide Investment in Children and Youth Services

One of DCYF's goals is to promote greater coordination and collaboration among City departments to ensure that dollars spent on services for children and youth drive the greatest-possible impact. In order to achieve this goal, DCYF collects data on citywide investment on children and youth services.

The data for this analysis is from the 2011-2012 Budget Form 3B submitted by city departments, as well as information provided directly from departments to DCYF.

The data collected through the Budget Form 3B includes:

- **Revenue source:**
 - *General Fund:* The General Fund consists of all revenue collected by the City and County of San Francisco, including revenue sources such as property tax, business tax, sales tax, property transfer tax, hotel room tax and others.
 - *Children's Fund:* The Children's Fund is a special fund that receives a percentage of property tax revenue collected each year for the support of children's services. While the vast majority of these funds are awarded to community-based organizations through a competitive bidding process, a portion is allocated to other City departments to provide children's services.
 - *Children's Baseline:* The Children's Baseline is a subcategory of the General Fund consisting of discretionary General Fund revenue that is appropriated to support children's services. Baseline expenditures are tracked separately in the budget to ensure that the City does not reduce the level of General Fund discretionary spending below that required by the Children's Amendment.
 - *Federal:* Funds provided by federal agencies for specific purposes as authorized by federal legislation.
 - *State:* Funds provided by state agencies for specific purposes as authorized by state legislation.
 - *Private:* Funds provided by private philanthropic organizations.
 - *Other:* Funding not meeting other category definitions.
- **Service Areas:** Departments were asked to categorize their programs and funding into the following service areas:
 - *Academic Support/Literacy:* Programs and strategies employed to improve the literacy and /or academic performance of participating children and youth, including libraries.
 - *Child Care:* Funding of direct child care services for children from birth through five years of age.
 - *Before and After School (ages 6-13):* Programs providing consistent out of school time activities and programming for school age children.
 - *Cultural Enrichment:* Programs and activities promoting the cultural enrichment of children including art, dance, music, creative expression.
 - *Employment:* Programs with a primary focus on preparing youth for employment through job readiness training, vocational/employment training, and/or work experience opportunities.
 - *Family Support:* Programs that are designed to strengthen families, helping parents to raise their children, become self-sufficient and take an active role in their communities. These programs may be providing respite or drop-in child care, parenting education, or family case management services.

- *Health - Behavioral*: Programs whose primary purpose is to provide case management, general counseling and mental health services to children, youth and families as well as crisis intervention.
- *Health - Primary Care*: Programs whose primary purpose is to provide primary health services.
- *Recreation*: Programs whose primary purpose is to provide recreation opportunities.
- *Shelter, Supportive Housing*: Programs whose primary purpose is to provide shelter or supportive housing, and related services to populations in need.
- *Sports and Physical Fitness*: Programs whose primary purpose is to provide athletics and/or improve the physical fitness of children.
- *Child Protection*: Any child protection activities not included in other categories.
- *Other Children, Youth and Family Activities*: Other services that directly impact children and youth but do not fit into one of the above categories

Data Limitations

While helpful as an overview of the City's investment in children's services, the data have limitations that are important to keep in mind. The data provide a picture of *where* the City is spending its resources within children's services but do not show the *impact* of those dollars on children and youth. Evaluating the quality or effectiveness of programs was beyond the scope of this project. The data reflect budgeted amounts for the 2011-2012 fiscal year for departments that completed a Form 3B or provided budget information directly to DCYF. The data does not reflect recent budget changes that may increase or decrease some of the amounts listed here. The following tables present a quantitative overview of City-funded children's programs categorized by City Department, Service Area, and Revenue Sources.

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Exhibit 15. Total City Investment in Children and Youth Ages 0-17 By City Department, 2011-2012

City Department	Amount	Percentage
DCYF	\$111,726,776 ²	32%
Human Services Agency	\$97,497,596	28%
Department of Public Health	\$69,203,764	20%
Children and Families Commission	\$26,688,006	8%
Recreation & Park	\$14,611,463	4%
Public Library	\$9,784,741	3%
Police	\$6,030,223	2%
Public Utilities Commission	\$3,640,000	1%
District Attorney	\$2,535,743	0.7%
Juvenile Probation Department	\$1,368,182	0.4%
Status of Women	\$876,273	0.3%
Airport Commission	\$355,284	0.1%
TTX	\$347,554	0.1%
Economic and Workforce Development	\$314,065	0.1%
Mayor's Office of Housing	\$204,280	0.1%
Board of Supervisors	\$167,972	0.05%
Department of Public Works	\$123,525	0.04%
Total City Spending	\$345,475,447	100%³

² Amount includes \$43 million in San Francisco Unified School District transfer funds.

³ Numbers in the tables throughout this document may total to slightly more or less than 100% due to rounding.

Exhibit 16. Total City Investment in Children and Youth Ages 0-17 By Service Area, 2011-2012

Service Area	Amount	Percentage
Child Care (all ages)	\$63,874,189	18%
Health—Behavioral	\$59,673,679	17%
Family Support	\$54,990,950	16%
City Funding for Schools	\$42,860,000	12%
Health—Primary Care	\$19,000,727	5%
Before and After School	\$17,658,583	5%
Employment	\$12,474,812	4%
Violence Prevention and Intervention	\$11,397,798	3%
Shelter/Supportive Housing	\$9,836,080	3%
Cultural Enrichment	\$6,800,429	2%
Sports and Physical Fitness	\$5,581,474	2%
Academic Support/Literacy	\$4,162,156	1%
Recreation	\$4,123,060	1%
Child Protection	\$3,038,525	1%
Other ⁴	\$30,002,986	9%
Total City Spending	\$345,475,447	100%

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⁴ Other" includes the following programs: Board of Supervisors' "Youth Commission"; Human Service Agency's "Child Care Provider Supports," "Jobs Now LIFT - Child Care Subsidized Employment," "Child Care Workforce Registry," "Childcare Subsidies Contract - WAGES Plus wage subsidies," "ILSP Services for youth with Non-Related Legal Guardians," "SSI Applications and Maintenance for Foster Youth," "CWS Partner (CBOs: Group Homes, FFAs) Training," "Foster Care Mental Health - Case Management Admin Support," "Visitation Prog Evaluator, Shared Youth Database maintenance," "FC Health Care Team - Medical Consultant for social workers," "CPS Medical Consultation," "FC Health Care Team - Support Staff to Nurse Consultants," and "FC Health Care Team - Nurse and Nurse Mgr staff consultants Match" programs; Mayor's Office of Housing's "Community Youth Center-San Francisco (CYC-SF)," "Lavender Youth Rec. & Info. Ct.(LYRIC)," "Sunset District Comm. Develop. Corp.," "United Playaz," "Urban Services YMCA," and "YMCA of San Francisco (Bayview)" programs; Police Department's "School Resource Officers (20 Q4)," and "Child Abuse & Exploitation, Special Victims Division (Q82, Q62, 9 Q52, 4 Q4, 2 1424)" programs; Public Library's "Children & Youth Services Baseline" program; and Status of Women's "Mission Neighborhood Centers," "Community Youth Center," "Horizons Unlimited," "Lavender Youth Recreation & Information Center," "San Francisco Women Against Rape," and "Filipino Community Center" programs.

Exhibit 17. Total City Investment in Children and Youth Ages 0-17 By Revenue Source, 2011-2012

Revenue Source	Amount	Percentage
General Fund	\$114,392,572	33%
Children's Baseline ⁵	\$58,444,628	17%
SFUSD (State & Federal)	\$42,860,000	12%
State	\$38,862,826	11%
Children's Fund	\$37,454,046	11%
Federal	\$30,708,029	9%
Other	\$22,568,276	7%
Private	\$126,000	0.10%
Total City Spending	\$345,475,447	100%

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⁵ In fiscal year 2011-2012 the Children's Baseline requirement is \$103,150,000, with the actual reported as \$116,050,833. The baseline requirement must be met by law. The amount reported here only reflects available data provided by city departments.