



DCYF Technical Assistance and Capacity Building (TA/CB) Cumulative Workshop Report

2020 — 2021

Submitted by

CLAREMONT EVALUATION CENTER
 Claremont Graduate University





REPORT SUMMARY

► **Goals of DCYF's TA/CB System**

The San Francisco Department of Children, Youth and Their Families (DCYF) is committed to improving program quality to drive positive outcomes for the City's youth, families and the staff who serve them. DCYF understands that investment in the professional development of youth service providers strengthens the broader ecosystem of programs and resources intended to benefit youth. Toward this end, DCYF encourages front-line staff, program managers and non-profit executives to utilize their suite of Technical Assistance/Capacity Building (TA/CB) offerings by participating in workshops, conferences, and extended learning cohorts.

Starting in 2019, DCYF partnered with the Claremont Evaluation Center (CEC) at Claremont Graduate University (CGU) to engage in a comprehensive multi-year evaluation to explore participation patterns in TA/CB workshops and the contribution of DCYF's TA/CB on continuous learning for agency staff, and eventually quality improvement in the agencies where they are employed.

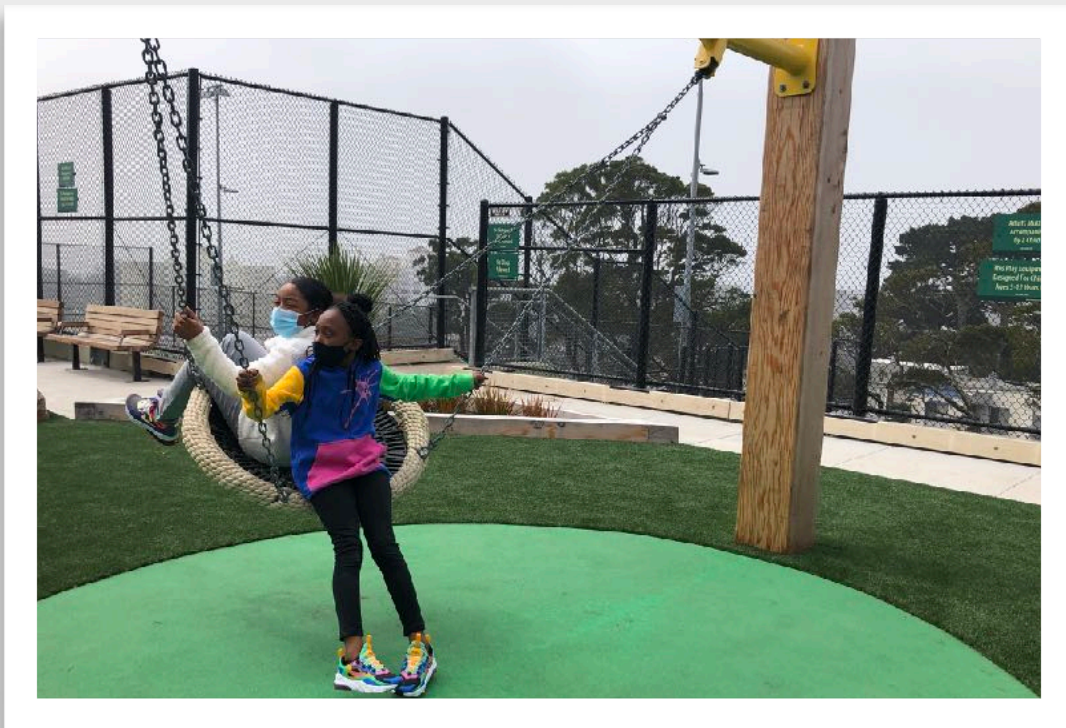
► **Purpose of the Cumulative Report**

This Cumulative Report summarizes DCYF's Technical Assistance and Capacity Building (TA/CB) workshop attendance data and TA/CB Workshop Survey responses (completed by workshop participants from grantee agencies) to understand trends in workshop participation and perceptions of workshop relevance, facilitation quality, and plans for use across the 2020-2021 fiscal year.

This report is divided into two main sections:

Section 1. The first section summarizes the 2020-2021 TA/CB workshops and participant attendance patterns.

Section 2. The second section summarizes TA/CB workshop quality findings, obtained from the TA/CB Workshop Survey, completed by participants at the end of each workshop.



Executive Summary

OVERVIEW OF 2020-2021
TA/CB EVALUATION



EXECUTIVE SUMMARY

▶ TA/CB Workshops and Attendance

Over the 2020-2021 fiscal year, DCYF's TA/CB system offered a total of **210 workshops** (September 2020 – June 2021). These workshops were offered by **9 TA providers**.

More than **600 staff members from 63 community-based organizations** participated in TA/CB workshops from September 2020-June 2021. **Direct service providers** and **those with less than one year in their positions** were the most frequently served groups of TA/CB participants.

The largest number of workshops offered (85 workshops) provided support and education on **wellness and trauma** to help staff create more responsive environments in their programming. The second largest category of workshops (63 workshops) aimed to support **educational** pursuits like tutoring, math, and literacy efforts. Other categories of workshops were economic stability (4 workshops), leadership development (4 workshops), and best practice sharing (1 workshop).

▶ TA/CB Workshop Quality

Overall, workshop participants thought TA/CB workshops offered in 2020-2021 were **relevant, beneficial, and facilitated with quality**. Participants were especially impressed with facilitators' content expertise and facilitators' ability to use technology effectively.

Workshop participants also **planned to use** the information from their workshops in their current jobs. After TA/CB workshops, participants left with new insights for engaging youth in activities and responding to youth needs in their respective programs. Additionally, participants noted that they felt better equipped to offer programming to diverse youth, respond to trauma and the COVID-19 pandemic, and invest in self-care for themselves and the families and youth served by their program.



There were some differences in participant responses about the workshops based on their position, their reason for participating, and whether they had participated in a previous training from DCYF:

- Direct service providers thought workshops were **more beneficial** than program managers and **planned to use** the information they gained more than fiscal staff.
- Participants who joined for internal reasons (e.g., they believed the workshop would be useful to them) thought the workshops were **better facilitated, more relevant, more beneficial**, and they **planned to use** the information from the workshops more than those who joined for external reasons (e.g., someone in their organization recommended it).
- Participants who had attended a previous training from DCYF thought the workshops were **better facilitated** and **more beneficial** compared to those who had not attended a previous training from DCYF (first-time participants).

▶ TA/CB Offerings in Response to COVID-19

Following the onset of the pandemic and shelter-in-place orders in March 2020, planning and delivery of DCYF's TA/CB activities underwent substantial changes, as previously described in the [FY19-20 TA/CB Cumulative Report](#).

TA/CB delivery became completely virtual and focused on the core topics of pandemic response, remote learning, and staff self-care and wellness. Pivots initiated at the start of the pandemic expanded into the fiscal year central to this report.

While all workshops remained virtual, previous areas of focus, such as program improvements within YPQA domains, were replaced by the priorities of essential service delivery and CBO stabilization. Essential service categories and other workshop topics are displayed in detail on page 8 of this report.



Section 1

CUMULATIVE TA/CB WORKSHOPS AND ATTENDANCE FINDINGS

(SEPTEMBER 2020 – JUNE 2021)



SECTION ONE

Section 1 explores the amount and type of workshops offered by DCYF during FY20-21, as well as describes who was served by TA/CB workshops in 2020-2021. Information was obtained from the TA/CB attendance data and the TA/CB Workshop Survey. This section of the report focuses on September 2020-June 2021; it should be noted that no TA/CB workshops were offered in July or August.

▶ TA/CB Workshops

Cumulative workshops (September 2020 – June 2021)

**210 TA/CB
workshops
offered**



**435 hours of
workshops
were offered**



▶ What type of workshops were offered and which TA/CB providers offered them?

TA/CB workshop offerings were broken down by the TA/CB provider who offered the training and the subject/skill category the workshop generally covered. The figures and tables below demonstrate the total number of workshops and hours of workshops by TA Provider and Category (including example workshop titles for each category).

TA Provider	Total Hours of Workshops	# of Workshops	TA Provider	Total Hours of Workshops	# of Workshops
Spark Decks	94	47	Candid	30	15
Be the Change Consulting	83	42	Fiscal Management Associates	18	9
Edutainment for Equity	64	32	Safe and Sound	24	8
Nicky MacCallum	62	31	Flourish Agenda	6	2



Essential Service Categories	Total Hours of Workshops	# of Workshops
Wellness & Trauma	168	85
Education	140	63
Social Connection	18	9
Economic Stability	8	4

Other Workshop Categories	Total Hours of Workshops	# of Workshops
Finance	48	24
Planning	41	20
Leadership Development	10	4
Best Practice Sharing	2	1

Category	Sample Workshop Titles
Essential Services	Wellness & Trauma Conflict Management and Resolution for our Current Climate Effectively Addressing Vicarious Trauma during Pandemic
	Education It Takes a Village: Family Engagement Supporting Literacy through Read Alouds
	Social Connection Power Up! Icebreaker to Crush Awkward Icebreakers Staying Connected to Youth and Families we Serve
	Economic Stability Work-based Learning in 2021 Future Trends in College and Training
Other	Finance Fundraising in Times of Crisis Practical Strategies for Finding New Donors
	Planning Culturally Responsive Supervision Running Engaging Virtual Team Meetings
	Leadership Development Alumni Leadership Cohort
	Best Practice Sharing Spark Decks Sharing our Wisdom: Community Forums to Cross-Pollinate our Learnings and Practices



► **Who participated in DCYF’s TA/CB workshops this year (2020-2021)?**

TA/CB Survey responses provide us with detailed information about the characteristics of participants who attended TA/CB workshops this year. This information is gathered from the TA/CB Workshop Survey which had **944 responses** from staff. Please note that this sample may not be reflective of all participants and all workshops, as we are limited to data from those who completed the TA/CB Workshop Survey.

Role	% of Participants
Direct Service Provider	60%
Program Manager	28%
Fiscal / Operations Staff	7%
Executive Staff	4%

Years	Years in Position (percent)	Years in field (percent)
0 - 1 year	49%	14%
2 - 3 years	29%	25%
4 - 5 years	8%	20%
6 - 9 years	3%	15%
10+ years	11%	27%

Current Program Operation	% of Participants
Virtual only	54%
In person only	13%
Hybrid	34%

31% of participants were providing services through a Community Hub.

0.3% of participants engaged in American Sign Language services.

► **How many staff members & agencies participated in TA/CB workshops?**

2,039
participants*
 (duplicated)

63
agencies

*Note: due to limitations with the use of the current attendance system, it is not possible to get an accurate count of the unduplicated workshop participants. DCYF estimates that the number of unduplicated participants is between 600 and 700 participants.



COHORT SPOTLIGHT

Flourish Agenda

In 2019, DCYF and Flourish Agenda created its first 18-month Executive Director Leadership Cohort using the Healing Centered Engagement Framework. Due to the pandemic and the Black Lives Matter Movement in the United States, the Executive Director Leadership Cohort was very critical in supporting their leadership during this time. One of the biggest reflections points that emerged during their time together was the struggles that white leaders had about leading their staff (who are mainly people of color). In response, Flourish Agenda and members of the cohort facilitated a lot of discussions on "How to hold space for yourself." And "How to show up as a quality leader." At the conclusion of the cohort, 13 out of 18 Executive Directors completed the leadership cohort.

In addition, DCYF collaborated with Flourish Agenda to figure out what was the best strategy to deliver a virtual leadership cohort in a pandemic that met the current needs that grantees were facing. And "time" was also a challenge because there was not enough of it. DCYF piloted Flourish Agenda's Healing Centered Engagement (HCE) Certification, which consists of 7 modules:

1. Module 1: Healing Centered Engagement Overview
2. Module 2: Culture, Identity, and Race
3. Module 3: Agency
4. Module 4: Relationships
5. Module 5: Meaning
6. Module 6: Aspiration
7. Module 7: Looking Forward

The HCE Certification was a blend of asynchronous learning and live sessions. HCE and the design of the certification supported the professional development of the grantees during this time. HCE provided grantees with the tools that were needed to support youth, families, staff, and themselves during the pandemic. Thirty-five out of 46 grantees completed the certification and will be receiving college credit from San Francisco State's College of Extended Learning.



Section 2

CUMULATIVE TA/CB WORKSHOP FINDINGS

(SEPTEMBER 2020 – MAY 2021)



SECTION TWO

The following section explores participants' experiences in DCYF's TA/CB workshops by examining responses on the TA/CB Workshop Survey during FY20-21 (September 2020 – May 2021). This online survey was provided to TA/CB participants by their respective TA provider at the conclusion of each workshop across the fiscal year. This section summarizes perceptions of the TA/CB workshop participants about how relevant the workshop was to their daily work, the quality of workshop facilitation, their plans to use the information from the workshop, and the benefits they received from attending the workshop.

► What were the overall trends in TA/CB Workshop Survey findings?

- **944** TA/CB survey responses

Workshop Participation

46%

of workshop participants selected the workshop because they believed the information would be useful for their job.

74%

reported that their supervisor recommend they participate in the workshop (if someone suggested the workshop to them).

Workshop Difficulty

82%

of workshop participants found the workshop difficulty to be "just right."

Workshop Pace

86%

of workshop participants found the workshop pace to be "about right."

Workshop Length

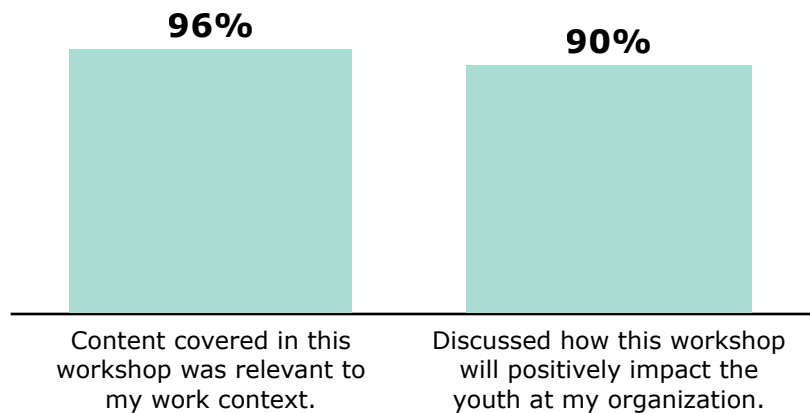
77%

of workshop participants found the workshop length to be "about right."



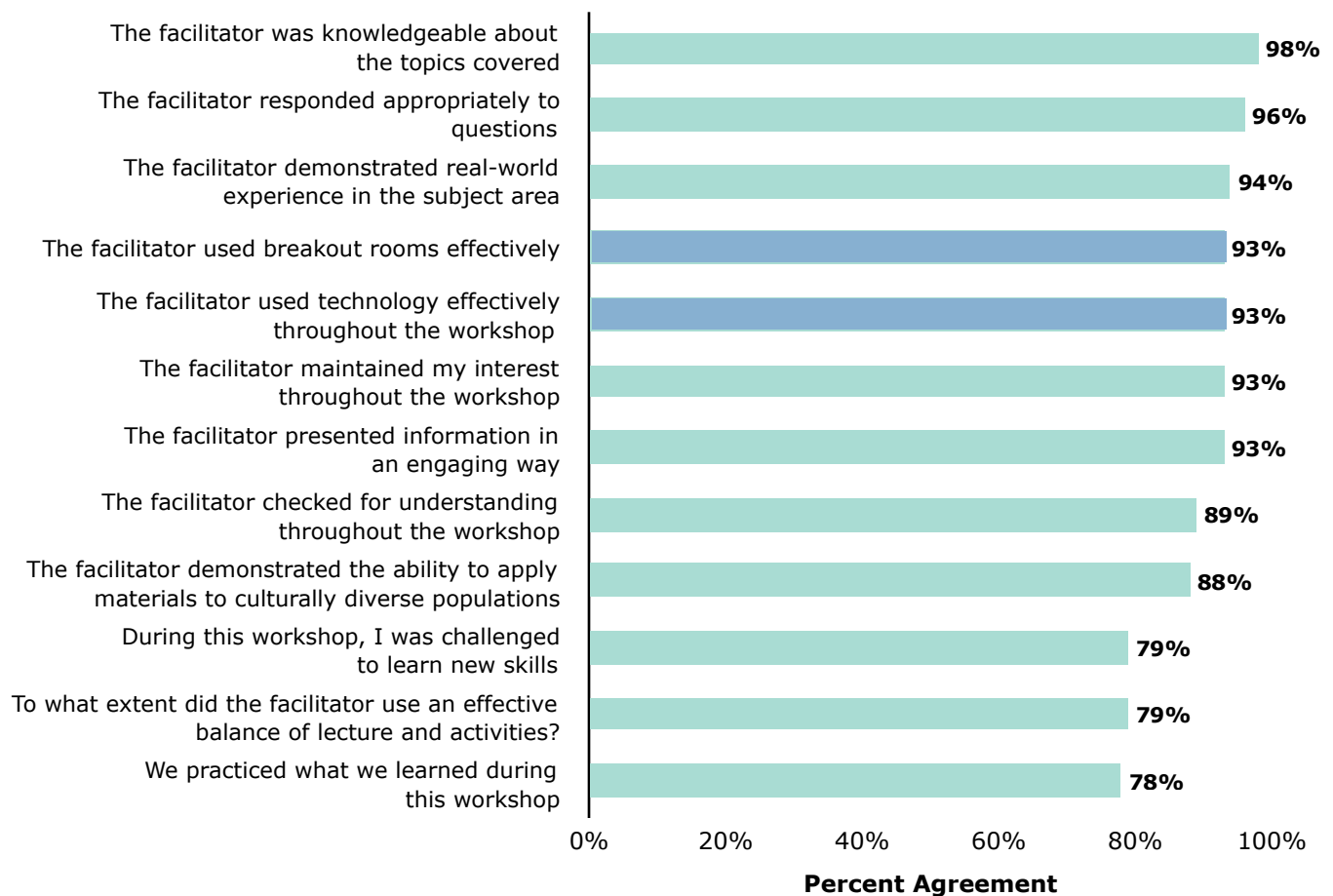
Workshop Relevance

93%
of workshop participants believed the workshop was relevant to their work (selected agree or strongly agree).



► **How well were DCYF’s TA/CB Workshops facilitated in 2020-2021?**

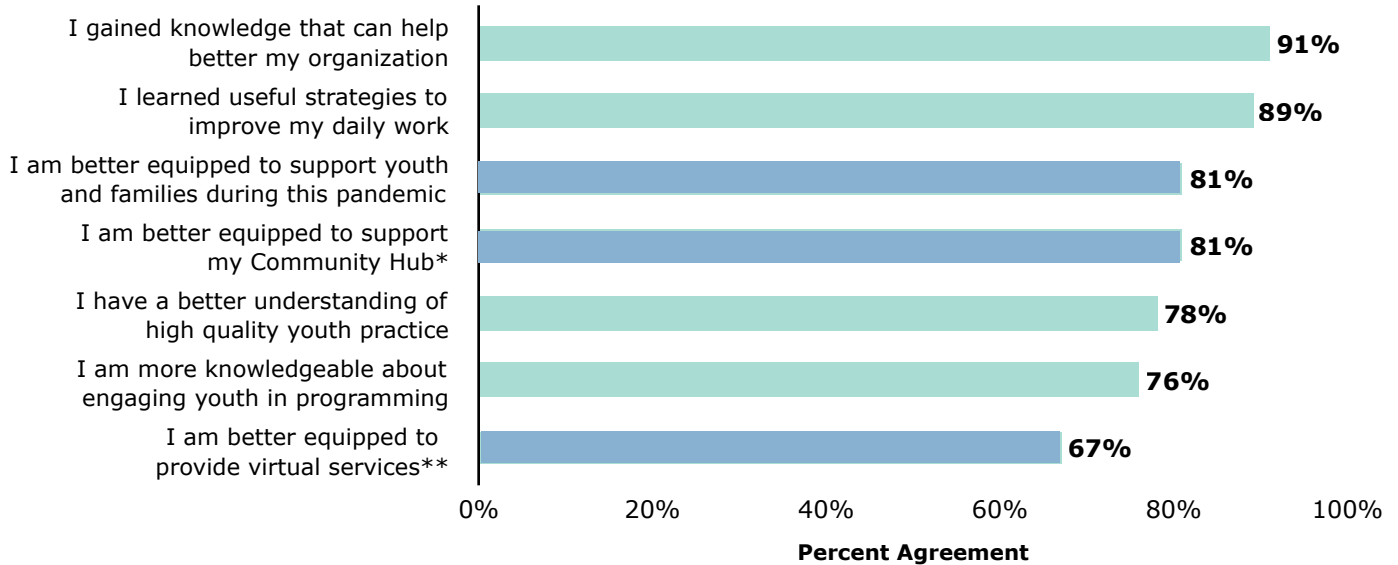
89% of workshop participants believed the workshop had high-quality facilitation (agree or strongly agree).





► **What were the perceived benefits from participating in the TA/CB workshops?**

80% of workshop participants believed the workshop benefitted their work (agree or strongly agree).



*Note: only 281 people responded to the Community Hub question.

**Note: only 178 people responded to the virtual services question.

Additional Support

When asked what **additional support** would help them to put the information from the workshop into practice (*check all that apply*)...

93%
of workshop participants plan to use the information from the workshop in their job (selected slightly likely or very likely).

94%
of workshop participants would recommend the facilitator to a colleague

90%
of workshop participants would recommend the workshop to a colleague.

41%
of participants requested group-based coaching.



17%
of participants requested individual coaching.

21%
of participants requested additional workshops on related topics.





Survey participants were also asked the following question:

► **What is one thing you may do differently in your work because you attended this workshop?**

Below are selected survey responses that illustrate how staff intended to apply the information from the workshops. In total, there were 613 open-ended written responses to this question and the section below includes a sample of responses. These categories and the selected responses were not derived through systematic qualitative coding, rather a sample of exemplary responses were chosen to demonstrate the power of TA/CB workshops and grouped into categories. Thus, the responses below may not be representative of the complete sample of survey responses if rigorous qualitative analyses were conducted.

Adding activities, games, or tools they learned from the workshop

"I learned a lot of great activities and ways to engage the youth in a virtual setting."

"I will create more community building activities that build on SEL skills."

"I will read to my students more and facilitate new ways of participating in storytelling."

"I will use art activities to educate our students for them to learn from another culture."

Being more open to and understanding of youths' experiences and context

"Building stronger connections with students and families and really understanding their backgrounds and needs."

"I want to listen to my students more/allow them to share their input more and let them build what kind of learning space they want. I also definitely want to check in with them explicitly about how they're handling the current situation of the world. Lastly, I just feel more passionate about continuing to and maybe even being MORE intentional about how I create a liberatory space and a space of healing for our youth."

"Try to be more understanding of everyone's experiences and give them time to talk about how they feel and what they want."

"Reach out to my own students to get a better understanding of their needs."



More effective efforts to address trauma and the impact of the pandemic

"Be more aware of the trauma that the students have experienced and to create more spaces for self-care, rest, and reflection. To encourage students to process the difficulty but also be resilient, positive, and together with their families create new routines to navigate this time."

"I forget that we are all under stress in the pandemic and navigating several changes and stressors. So — practicing more kindness."

"Widening further my perspective of how people cope with trauma, and how the COVID-19 pandemic further impacts this coping process for folks. Moreover, making a more concerted effort to take personal inventory of my own health and well-being."

"I can now better analyze my youth in my program based off of the subject vicarious trauma that we spoke about. I have a better understanding of how I am affected and how they are affected by the events that have been going on."

Investing in self-care

"Ask my team to set healthy boundaries with each other."

"Encourage our staff and families to take self-care serious because it is ethically imperative for our long-term longevity."

"I am aware that I need to take more time for self-care in order to prevent compassion fatigue."

"I hope to make more conscious check-ins with myself about how I am feeling throughout the workday and employ some self-care practices as well."

"Stretch more often."

Creating organizational change

"I will help reflect to my colleagues how we can shape better boundaries in our work with each other. I will also help guide youth to set boundaries for themselves by modeling healthy boundary setting in my work."



"I would make space for more storytelling in our proposal writing. I also want to gather those key compelling stories and data that we can present in our proposals because I know it's all there in our program, but we haven't taken the time to collect it and store it in our back pockets for grant applications."

"Review my organization's staff handbook to see if they explicitly explain how staff/supervisors navigate professional boundaries with each other (besides the obvious trainings on subjects like harassment)."

"Be more intentional about meeting with colleagues across departments to ensure understanding of roles and how we can work together to overcome challenges."

More effective use of virtual meeting formats (e.g. Zoom)

"Give more time for open space and optional activity in my zoom sessions."

"Have a co-host in case of technical difficulties. Create a warmer space to share. It's hard to open to all squares."

"Incorporate ice-breaker activities and methods of using Zoom tools to engage participants."

"Thinking about the Zoom tools available to me to engage in de-escalation work."

"Give space for playfulness and socializing in meetings with staff and adults. (And give creative breaks during meetings)."

Engage in reflection and mindfulness practices with fellow staff and youth

"With the changing of my team because of staff transitions both off and onto the team, more integrated time of reflection questions and mindfulness/wellness throughout our weekly meeting - AND MAYBE EVEN CANCELLING some meetings!"

"Do emotion/feelings checks with both students and staff. Incorporate more calming techniques at an ease to participants."

"This workshop definitely reminded me of the importance of reflection. I walk away from this workshop wanting to really provide our youth the opportunity to reflect on their experiences and imagine what they want to see in their near futures."



Serving diverse youth, particularly racially and ethnically diverse youth, in a responsive manner

"I will be more mindful of the language I use with my youth and their families for example, the word resilience and empower- they are effects based on the systemic problems we have in our government & society."

"Be more mindful of the black child legacy. Work to lift up and give purpose and belonging to not only the black child, but all children in my classes. Will recognize that all humans have and need identity, purpose, and direction."

"Implement ways for youth to reconnect with their culture's historical greatness and not just the traumas of their cultures."

"I would incorporate books and examples with Black characters."

Improving family involvement, engagement, and communication

"Honestly, I was skating around how much engagement I would have with parents because I work with a Spanish-speaking population and my Spanish is weak so I felt intimidated. But I realized that I'm going to have to step outside of my comfort zone and center interactions with my parents so that I can increase engagement and let them know in awkward Spanish that I care about their students and them."

"Communicate more effectively with parents with different avenues rather than just emails or in-person when they drop in."

"I will be a little more compassionate to the needs of the parent not just the child."

► Did workshop responses differ by participant or workshop characteristics?

Survey responses were also disaggregated by characteristics of workshops and characteristics of workshop participants (e.g., role, reason for selecting workshop, length in field/position, participation in similar trainings). Overall, regardless of most workshop and participant characteristics, participants gave comparable ratings across TA/CB workshops, with three exceptions:



1. **Position:** Participants who are **direct service providers (e.g., line staff)** thought the workshops were more **beneficial** compared to program managers and they **planned to use** the information from the workshop in their current job more than fiscal staff.

Workshop Benefits

Direct Service Providers > Program Managers

Plans for Use

Direct Service Providers > Fiscal Staff

2. **Reason for Participating:** Participants who joined the workshop for **internal reasons** (e.g., they were interested in it, they liked the presenter, they thought the workshop would be useful) thought the workshops were better **facilitated**, more **relevant** to their work, more **beneficial**, and they **planned to use** the information from the workshop in their current job more than those who had joined the workshop for external reasons (e.g., someone suggested it, it was mandatory).

Workshop Facilitation

Internal > External

Workshop Benefits

Internal > External

Relevance

Internal > External

Plans for Use

Internal > External

3. **Participation in Training from DCYF:** Participants who had **attended a training on the same topic from DCYF** reported receiving **more benefits** from the workshops and thought the workshops were better **facilitated** than those who had not participated in a training on the same topic from DCYF.

Workshop Facilitation

Participated in training from DCYF > Had not participated in training from DCYF

Workshop Benefits

Participated in training from DCYF > Had not participated in training from DCYF



► **Conclusion**

After an uncertain year (2019-2020), DCYF mobilized its resources to support San Francisco's children, youth, and their families in 2020-2021, despite changes in the structure and mode of current programming, as well as ongoing program and school closures. At a time when children, youth, and their families in the city of San Francisco are particularly vulnerable, DCYF offered resources to agency staff through innovative and relevant TA/CB offerings that led staff to practical improvements in their practice that will greatly impact those served. These offerings equipped staff with the knowledge, skills, and abilities to respond to ongoing crises, care for themselves and those served, and respond to the potential long-term impacts of the global pandemic in a trauma-informed and culturally responsive manner. Taken together, DCYF should be proud of their ongoing commitment to supporting agencies across San Francisco and their impressive ability to respond to the ongoing challenges of this time despite an unknown future for youth programming in the city of San Francisco.