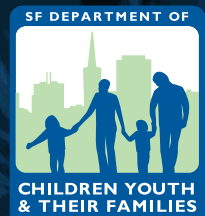


Planning for the Future of Youth Development Service Providers

TAY CB

DCYF Technical Assistance & Capacity Building Evaluation Report
for Fiscal Year 2021 - 2022





Created by the San Francisco Department of Children, Youth and Their Families' Research, Evaluation, and Data Team

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LAND ACKNOWLEDGMENT

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



Ramaytush Ohlone Territory





ABOUT DCYF

Our Mission

The Department of Children, Youth and Their Families (DCYF) has administered San Francisco's powerful investments in children, youth, transitional age youth, and their families through the Children and Youth Fund since 1991. With a deep commitment to advancing equity and healing trauma, we bring together government agencies, schools, and community-based organizations to strengthen our communities to lead full lives of opportunity and happiness. Together, we make San Francisco a great place to grow up.

Our Vision

DCYF envisions a strong San Francisco where all children and youth are supported by nurturing families and communities; all children and youth are physically and emotionally healthy; all children and youth are ready to learn and succeed in school; and all youth are ready for college, work and productive adulthood.

Our Foundation

- **Strategic Funding:** We promote practice- and research-informed programs, seed innovation and seek to address inequities in access and opportunity.
- **Quality Services:** We provide leadership in developing high quality programs and strong community-based organizations in the interest of promoting positive outcomes.
- **Engagement with San Francisco's Communities:** We prioritize children, youth, transitional age youth and families' voices in setting funding priorities and will build our knowledge of and presence in neighborhoods across San Francisco.
- **Collaborative Partnerships:** We commit to working with city stakeholders to help set funding priorities, practices and policies that are based on an equity framework.

Senior Leadership

Maria Su, Executive Director

Heidi Burbage, Chief Financial Officer

Jasmine Dawson, Deputy Director of City & Community Partnerships

Sherrice Dorsey-Smith, Deputy Director of Programs, Planning, & Grants

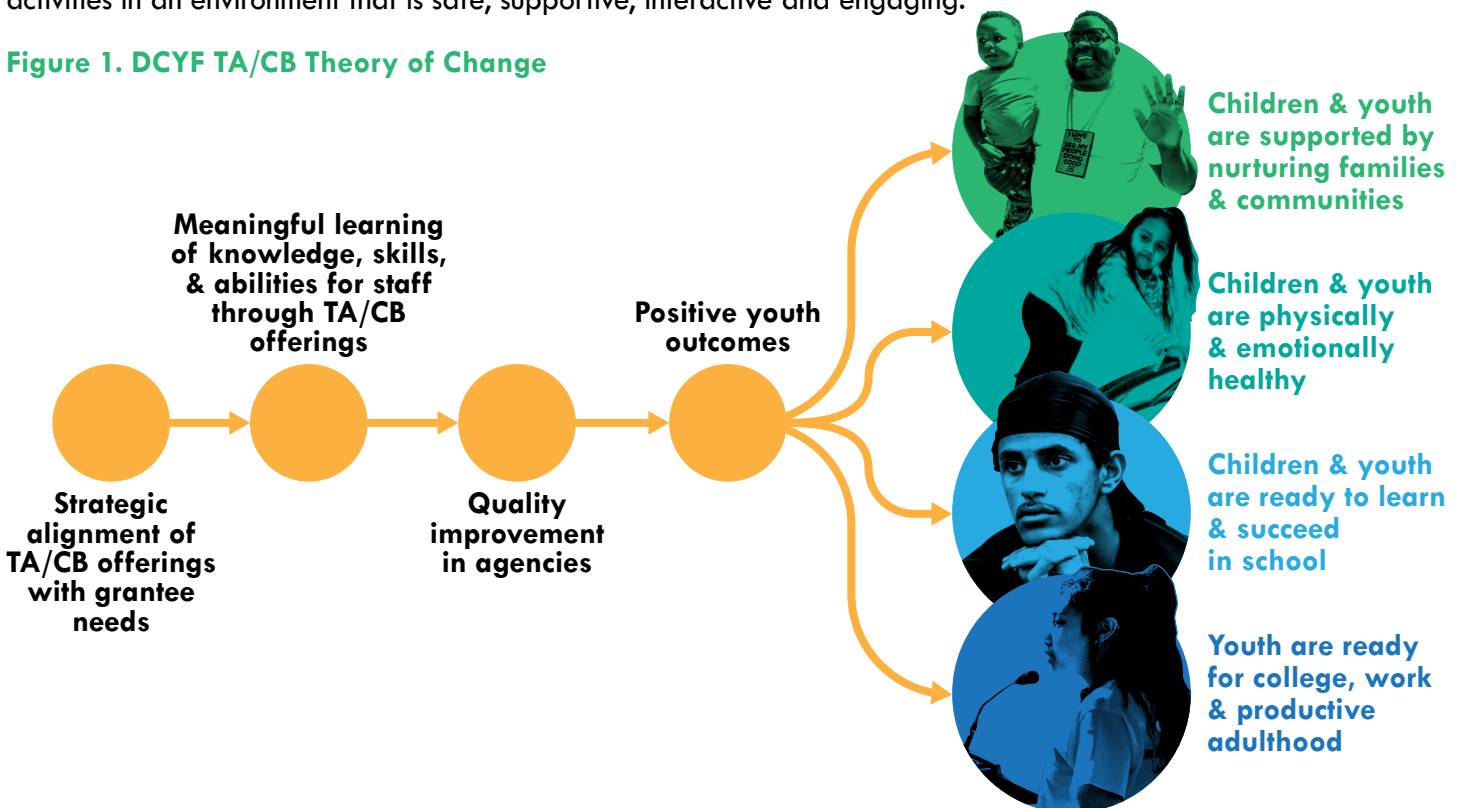
Aumijo Gomes, Deputy Director of Strategic Initiatives

INTRODUCTION

Goals of DCYF's TA/CB

The San Francisco Department of Children, Youth and Their Families (DCYF) offers technical assistance and capacity building (TA/CB) opportunities to all grantees as part of our commitment to strengthening program quality and improving life course outcomes for the City's youth and transitional aged youth (TAY). Figure 1 below depicts DCYF's theory of change for TA/CB. Mapping backward from our positive youth outcomes, DCYF understands high quality services provided by grantees as essential to ensuring that the City's children and youth can be (1) physically and emotionally healthy (2) supported by nurturing families and communities (3) ready to learn and succeed in school and (4) ready for college, work and productive adulthood. To support the highest quality of programming across DCYF's network of funded agencies, we offer TA/CB to grow meaningful knowledge, skills and abilities among staff who plan and deliver youth and family services throughout the City. DCYF aligns TA/CB offerings with grantee needs for support that surface, especially in data and reflections gathered by Program Specialists' administration of Program Quality Assessments (PQAs), which enable DCYF to understand how well a given youth program facilitates youth activities in an environment that is safe, supportive, interactive and engaging.

Figure 1. DCYF TA/CB Theory of Change



Evaluation Background

In funding cycle 2018-2024, DCYF allocated approximately \$3.4 million annually to TA/CB supports for grantees to grow knowledge, skills, competencies, and connections needed to continuously improve the quality of Citywide youth programs. Analyses conducted through this evaluation aim to understand the impacts of this investment by exploring rates of participation and reflections on TA/CB experiences among DCYF and grantee community-based organization (CBO) staff. Findings surfaced in this report will inform design and refinement of new and existing TA/CB opportunities for grantees. This evaluation was internally led by analysts representing DCYF's Research, Evaluation and Data (RED) unit, with guidance and advising from DCYF's TA/CB planning team. TA/CB staff and RED analysts designed this evaluation to better understand four broad areas of interest: (1) what did we do? (2) how much did we do? (3) is anyone better off? and (4) what future improvements can we plan? Under each area of interest, TA/CB staff and RED analysts specified more targeted questions (listed in Figure 2 below) to guide data collection, analyses, and content for this evaluation report.

Figure 2. Guiding Questions

Evaluation Interests	Research Questions
What did we do?	<ul style="list-style-type: none"> • What type of TA/CB services were planned and delivered? • How were TA/CB offerings designed to align with CBO support needs observed in the field? • How has DCYF publicized and recruited participants into TA/CB offerings?
How much did we do?	<ul style="list-style-type: none"> • How many workshops were provided? • How many hours of staff learning were offered? • How many hours of coaching were utilized? • How many individual participants utilized TA/CB opportunities? • How many programs are represented by staff participants? • How many agencies are represented by staff participants? • How many programs/agencies showed zero engagement with TA/CB opportunities?
Is anyone better off?	<ul style="list-style-type: none"> • How do TA/CB participants rate the quality of content presented in TA/CB activities? • How do TA/CB participants express their ability to apply new skills and learning after engaging in trainings? • How do TA/CB participants describe individual career growth that TA/CB engagement supported? • How do TA/CB participants describe organizational growth that TA/CB engagements targeted? • How accessible are DCYF's TA/CB services?
What future improvements can we plan?	<ul style="list-style-type: none"> • What is relevant content to teach/provide for the current field/ experience of staff? • How is TA/CB considered in grantee program performance? • What are the challenges that grantees face in implementing "best practices" in their organization? What are the challenges in implementing cultural and systemic changes in their work? • What are the considerations to inform upcoming TA/CB planning?

Data Sources and Methods

To address research questions listed above, RED analysts reviewed extant data from FY2021-2022 and conducted new data collection. Data sources reviewed for this evaluation include:



Attendance data: DCYF's TA/CB team coordinates in-person and online event logistics via Eventbrite. Data extracted from Eventbrite enabled RED analysts to examine RSVP and attendance rates, duration of workshops provided and limited participant demographics, particularly when merged with records from DCYF's Contract Management System (CMS).



Participant surveys: Upon completion of all TA/CB engagements, participants are expected to submit a workshop experience survey. DCYF's original survey was developed through a former evaluation partnership with the Claremont Evaluation Center (CEC).¹ Workshop survey items prompt participants to share feedback under the domains of (a) content relevance (b) facilitator quality and (c) applicability of new learnings in daily work. A sample TA/CB workshop survey is included in Appendix A.



Stakeholder engagements: RED analysts conducted 12 focus groups and interviews with TA/CB stakeholders listed below. The grouping of CBO staff categories reflects the staff classifications that DCYF's TA/CB planners hope to receive targeted learning objectives, specific to their function and role in serving youth at their agencies. For each session, participation was incentivized via offer of a gift raffle. Sample protocol for CBO focus groups is listed in Appendix A. Upon completion of focus groups, RED analysts also shared follow up surveys for participants to elaborate on any discussion topics that might have been missed or trimmed due to time limits. Focus group follow-up survey questions are listed in Appendix A.

TA/CB participants / CBO's New Staff

TA/CB participants / CBO's Fiscal Staff

TA/CB participants / CBO's Leadership

TA/CB nonparticipants

RED analysts also interviewed DCYF Program Specialists to better understand how service planning and coordination between grantees and DCYF staff operates and can be strengthened.

Where attendance and workshop survey data allow, RED analysts reviewed general descriptive statistics to identify trends in participation rates and feedback expressed. In analyzing qualitative data, RED analysts reviewed engagement notes to identify discussion themes, prioritizing themes that address guiding questions posed above.

¹ Due to COVID19 impacts on City budget forecasts, DCYF terminated contracted evaluation services with CEC in summer 2020.



TA/CB OFFERINGS

Workshops by Provider

Figure 3. Number of Workshops and Hours by Provider

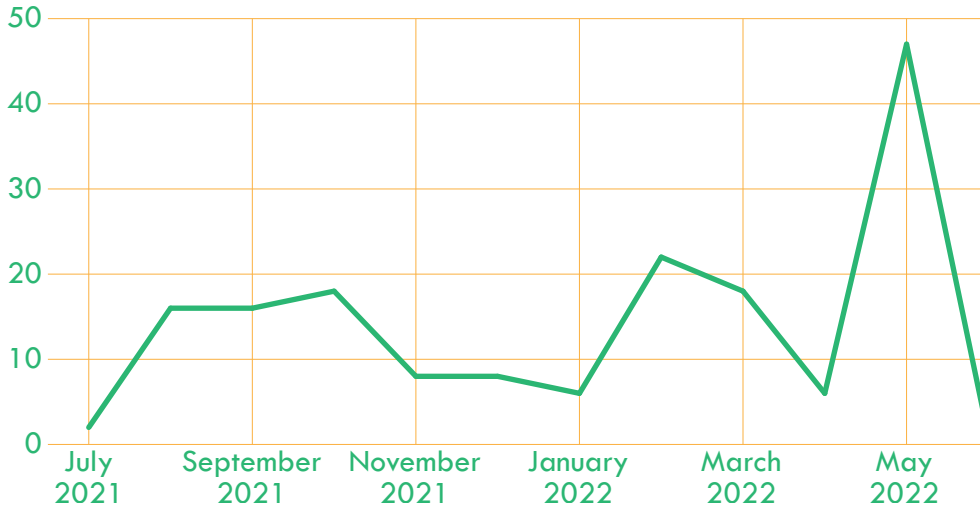
Provider	# of Workshops	Total Hours of Workshops
Allies 4 Equity	20	42
Be the Change Consulting	8	20.5
Candid.	18	28.5
City & County of San Francisco – Multiple Departments	4	8
Department of Children, Youth & Their Families*	20	41
Edutainment for Equity	31	67.8
Fiscal Management Associates	2	2.5
Flourish Agenda	11	18
National Institute for Criminal Justice Reform	4	11
Pathways Consultants	18	26.8
Safe and Sound	7	19
San Francisco Beacon Initiative ²	1	2
Spark Decks	18	39
UCSF	3	4
Grand Total	165	330

- In FY21-22, TA/CB offered a total of **165** unique workshops hosted by 14 different providers. This is equal to **330** hours of programming available to grantees.
- The average workshop length is approximately 2 hours long with workshops ranging from 30 minutes to 4 hours long.
- Edutainment for Equity facilitated more workshops than other providers with 31 workshops and 795 registered participants in the fiscal year. **Allies 4 Equity holds the next largest count of workshops, with 20 workshops and approximately 495 registered participants.**

² DCYF also funds supports for the Beacons through the San Francisco Beacon Initiative (SFBI). For the SFBI Self-Assessment, see Appendix C.

Workshop Availability

Figure 4. Workshops Offered Over Time, FY21-22



- TA/CB scheduling generally follows the flow of the City’s K-12 school calendar to support the large number of grantees that serve youth at SFUSD sites. As a result, **July 2021 and June 2022** both saw only **1 workshop offered**.
- **May 2022** displays the most events offered--**47 workshops** were available. This overlaps with DCYF’s annual Summer Learning Conference, in which numerous concurrent workshops are organized.
- The **average capacity for workshops was 53 participants** with workshop capacity ranging from 5 people to 200 people. Workshop capacity varies along lines of format and subject matter—online formats enable provider to host significantly more attendees with less coordination, and certain providers aim for smaller rosters when addressing potentially sensitive subject matter (e.g. agency financial health).

Figure 5. Avg Event Capacity by Provider

TA/CB Provider	Average Event Capacity
Allies 4 Equity	46
Be the Change Consulting	47
Candid.	34
City and County of San Francisco - Multiple Departments	200
Department of Children Youth and Their Families	43
Edutainment for Equity	61
Fiscal Management Associates	30
Flourish Agenda	55
National Institute for Criminal Justice Reform	50
Pathways Consultants	57
Safe and Sound	50
San Francisco Beacon Initiative	30
Spark Decks	57
UCSF	50

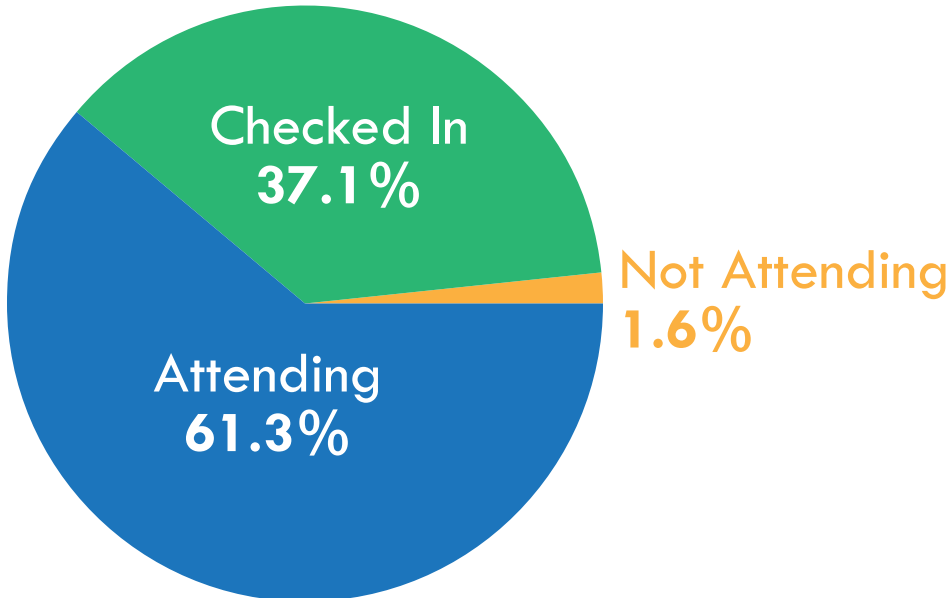
Workshops Participation Trends

This section presents TA/CB workshop attendance data to support DCYF's TA/CB team in understanding engagement patterns. **When exploring attendance data, RED analysts found significant rates of incomplete attendance data entry.** As such, counts represented below should be considered loose estimates, with likely trends of underestimating actual TA/CB engagement among grantee staff. To work around incomplete data entry, RED analysts focused analyses on reviewing records where workshop attendees displayed the following attendance statuses:

Attending: CBO staff RSVP to attend, expressing intent and interest in engaging in TA/CB activities. However, due to missing data entry, actual participation is unconfirmed. Figure 6 below displays that 61.3% of TA/CB registration records in FY21-22 remain as “attending” or intended, but unconfirmed.

Checked in: CBO staff RSVP'd to attend a TA/CB event, and the responsible provider confirmed their participation.

Figure 6. TA/CB Registration Records by Attendance Status, FY21-22



- The three workshops with highest registration counts were:
 - ✓ **“Healing Centered Engagement Certification Information Session”** facilitated by Flourish Agenda with 253 participants registered
 - ✓ **“Child Mandated Reporter Training”** facilitated by Safe and Sound with 250 participants registered
 - ✓ **“Behavior management”** co-facilitated by DCYF and SFUSD, with 217 participants registered
- The three workshops with lowest registrant counts were:
 - ✓ **“Proposal Writing Bootcamp”** facilitated by Candid. with 4 participants
 - ✓ **“Leadership Circle for Emerging Development Professionals Session 6”** facilitated by Candid. with 5 participants
 - ✓ **“Certified Non-Profit Accounting Professional Course (CNAP) Info Session”** facilitated by Fiscal Management Associates with 7 participants.

SERVICE AREA ATTENDANCE:

Figure 7. TA/CB Registration and Attendance by Service Area

Service Area	Registered	Checked In
Out of School Time	679	476
Enrichment, Leadership and Skill Building	353	242
Youth Workforce Development	183	132
Justice Services	102	66
Educational Supports	98	82
Family Empowerment	39	22
Mentorship	40	31
Miscellaneous	14	11
Emotional Well-Being	3	3
Outreach and Access	3	2

- The service areas with the highest attendance (confirmed check-in's) are Out of School Time with 462, Enrichment Leadership, and Skill building with 228, and Youth Workforce Development with 122 confirmed check-ins.
- These service areas carry the largest amounts of funding in DCYF's portfolio of grants, and higher rates of TA/CB engagement may be a function of simply having more agencies and staff mapped to these service areas. As DCYF's largest service areas, more staff assumedly support these programs, which necessitates more training at initial onboarding. Higher staff counts also opens agency capacity to attend TA/CB workshops.





AGENCY PARTICIPATION:

- Of the 155 agencies who attended TA/CB offerings, **Mission Graduates, Bay Area Community Resources, and Community Youth Center of San Francisco** display the highest rates of TA/CB engagement with 139, 108 and 96 staff registering for TA/CB events. For a complete list of participating agencies and the number of RSVPs per agency, see appendix B. Notable, Samoan Community Development Center shows 43 individual staff registering for TA/CB events, and over 230 registration records, indicating a higher rate of engagement concentrated into fewer staff.
- While these workshops are a beneficial resource for grantees' new staff members, they are regularly utilized by employees across tiers of experience. **Only 30% of workshop participants identify as new staff members.**
- Not all DCYF's grantees have taken advantage of the TA/CB offerings. **14.4% or 26 grantee agencies** did not register for any TA/CB workshops. While analyzing grantee participation, the agencies that did not participate in any workshops were reached out to and invited to participate in focus groups to evaluate TA/CB offerings.³
- Of the grantee staff members who signed up for TA/CB workshops, **61% reported that they would attend, but only 37% were recorded as having checked in** at the workshop. While some grantee staff members might register for workshops and miss attendance, DCYF suspects that much of this gap between intended participation and unconfirmed check-ins results from incomplete data entry.

³ Only one non-participating agency provided TA/CB feedback via interview for this evaluation.

ATTENDEE DEMOGRAPHICS:

- Workshops were widely attended with **2219 unique individuals** registered. Of the DCYF grantees, these individuals represented **356 unique programs** coming from **155 unique agencies**.

Figure 8. TA/CB Registration by Staff Roles

Role	% of Registered Participants
Direct Service Provider	64.3%
Program Manager	19.1%
Fiscal/Operations Staff	2.5%
Executive Staff	12.5%

- Workshop participants spanned many jobs titles with the most common positions to RSVP being **109 Program Leaders, 104 Program Coordinators, 104 Program Managers, 64 Site Coordinators, and 55 Case Managers**. While these are the most popular job titles, participants had the ability to report their specific title, leading to responses with **1,459 distinct job titles**. It can be assumed that some of these titles possess similar job descriptions, rendering data involving job titles unreliable.
- From the variety of job titles given, DCYF staff classified the majority of participants as **Direct Service Providers (64.3%)**, followed by **Program Managers (19.1%)**, then **Senior/Executive Leadership (12.5%)⁴** and lastly **Fiscal/Operations Managers (4%)**.

Figure 9. TA/CB Registrants by Roles and Years of Experience

Role	Years in Position		Years in Field	
Direct Service Provider	0-1	59.5%	0-1	23.9%
	2-3	28.8%	2-3	20.7%
	4-5	8.6%	4-5	23.4%
	6-9	1.8%	6-9	12.2%
	10+	1.8%	10+	18.8%
Program Manager	0-1	52.2%	0-1	12.7%
	2-3	28.4%	2-3	13.4%
	4-5	9.7%	4-5	19.4%
	6-9	3%	6-9	17.9%
	10+	6.7%	10+	36.6%
Fiscal/Operations Manager	0-1	57.6%	0-1	17.4%
	2-3	27.2%	2-3	27.2%
	4-5	9.8%	4-5	25%
	6-9	2.2%	6-9	13%
	10+	3.3%	10+	17.4%
Executive Staff	0-1	26.4%	0-1	15.1%
	2-3	41.5%	2-3	20.8%
	4-5	9.4%	4-5	7.6%
	6-9	3.8%	6-9	3.8%
	10+	18.9%	10+	52.8%

⁴ Role types were manually mapped by DCYF staff to align with existing CMS categories. Interpretive discretion taken with job titles may result in slight category mismatches.



Summer Learning Conferences

Every year, DCYF organizes a Summer Learning Conference to support CBO staff in developing summer services and activities for youth. Our spring 2021 conference focused on providing direct service and mid-level staff with a wide range of virtual workshops and keynotes. Conferences were split into two tracks, Track A supported mid-level staff, program directors, coordinators, and managers, while Track B supported direct service, program leaders, and support staff. This section briefly describes attendee demographic profiles and participation experiences of DCYF’s Summer Learning Conferences.

Figure 10. Summer Learning Conference Overview

Date	Audience	Providers	Total # of Workshops	Total # Registrants
February 2022	Track A: Mid-level Staff	<ul style="list-style-type: none"> • Edutainment for Equity • Flourish Agenda • Pathways Consultants • Candid and Nicky MacCallum with Allies 4 Equity 	14 Workshops	324 individuals registered
May 2022	Track B: Direct-service Staff	<ul style="list-style-type: none"> • Edutainment for Equity • Flourish Agenda • Be the Change • Pathways Consultants • Spark Decks • National Institute for Criminal Justice Reform • Safe and Sound • Nicky MacCallum with Allies 4 Equity 	32 Workshops	297 individuals registered

Summer Learning Conference Participation Trends

ATTENDEE DEMOGRAPHICS:

The attendee demographics of Summer Learning Conference Track A: Mid-level staff and Track B: Direct-service Staff reflect the audience they intended to serve. In total, 96 agencies registered for workshops in both Track A and B.

Track A: Mid-level Staff

The Summer Learning Conference for mid-level staff held 14 workshops with instances of registration. The workshop with the highest number of registered participants included “Educating the Black Child Presents Dr. Jarvis Givens” and the E4E Program Design Institute 3-part series. Figure 11 below displays the count of registrations for Track A workshops marked as attending or checked-in, excluding participants who were marked not attending. Agencies with the most registrations represented included the Community Youth Center, Bay Area Community Resources, and the Samoan Community Development Center. Figure 12 displays registered workshop participants’ history with attending DCYF workshops, as well as participants’ experience role in their current position. Among registered participants, 18% of staff reported no prior DCYF workshop attendance history and 40% reported attending less than five DCYF workshops in the past. Nearly a quarter (21%) of registered workshop participants reported being new to their current role with less than 3 months of experience at the time of registration.

Figure 11. Summer Learning Conference (Track A) Registration by Session

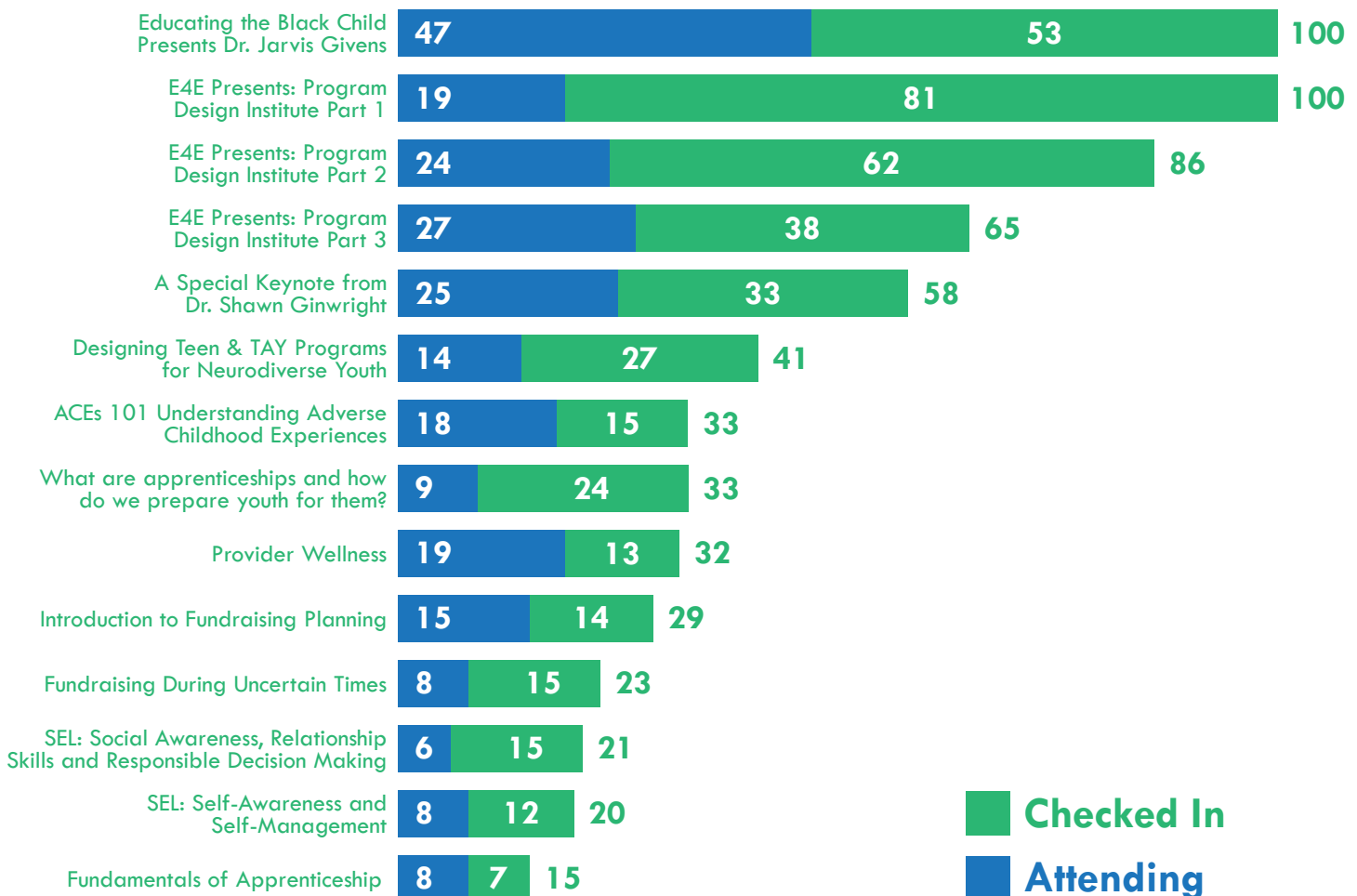
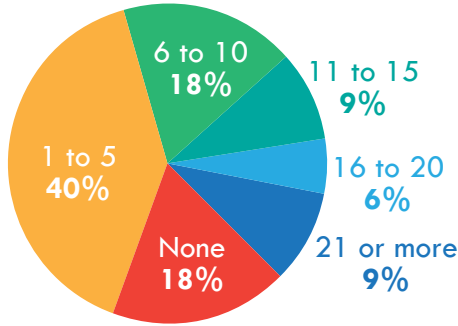
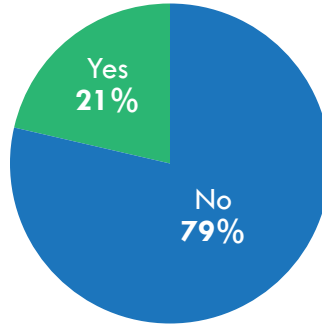


Figure 12. Summer Learning Conference (Track A) Registrant Profile

Number of Past DCYF Workshops Attended by Participants



Participants New to Current Role



Track B: Direct-service Staff

The Summer Learning Conference for direct-level staff held 32 workshops with 1,315 instances of registration by 297 individuals. Figure 13 below displays the total count of registrations by Track B workshops. The workshops with the highest number of registrations included “Child Mandated Reporting Training,” “Positive Youth Development and Positive Youth Justice,” and “Beyond College: Skill Building and Paid Learning Opportunities for Youth.” Agencies with the highest registration numbers included Community Youth Center, Richmond District Neighborhood Center, and Telegraph Hill Neighborhood Center. Figure 14 reveals similar findings on workshop participants’ history of workshop attendance and experience levels as identified in Track A attendance trends. A quarter (25%) of registrants reported having no experience with DCYF provided workshops in the past. This finding is supported by the 18% of registrants who report having less than 3 months of experience in their current position.



Figure 13. Summer Learning Conference (Track B) Registration by Session

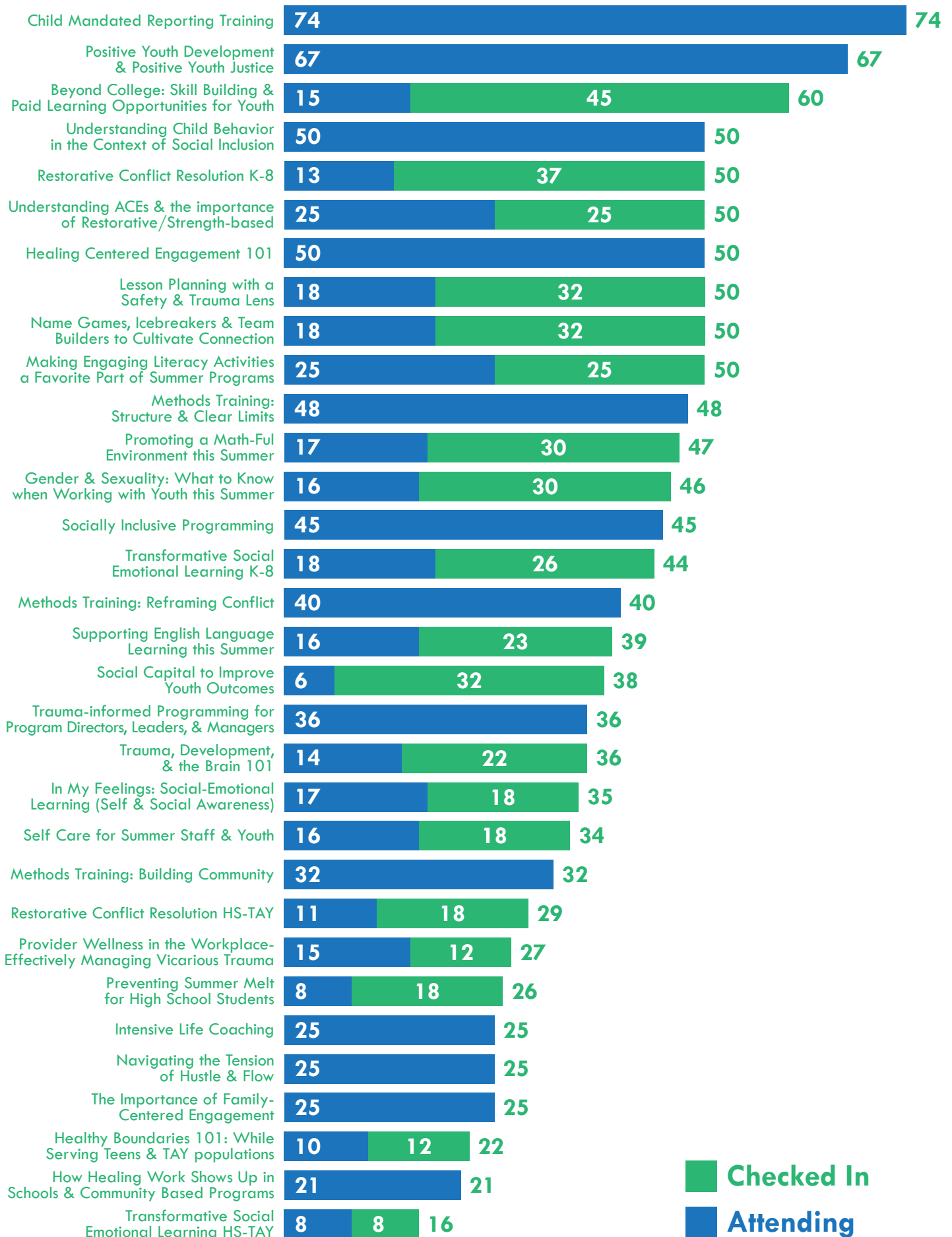
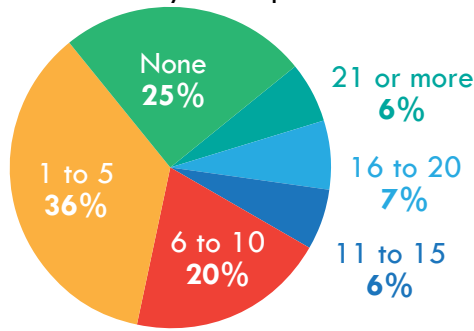
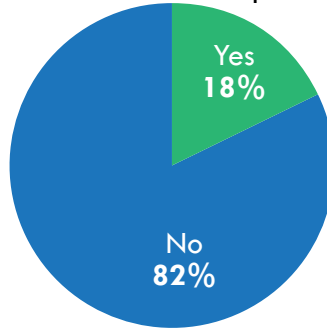


Figure 14. Summer Learning Conference (Track B) Registrant Profile

Number of DCYF Workshops Attended by Participants



Participants New to Current Role (less than 3 months experience)



Participation Experiences

DCYF's Workshop Surveys were collected from participants in both Summer Learning Conference Tracks. Track A Workshops received 197 survey responses and Track B Workshops received 299 survey responses. The findings from workshop surveys, such as participant experiences of the quality of the workshop and facilitation, reveal similar trends as the findings from the full universe of Workshop Surveys discussed in greater detail in the next section. A significant insight from the Summer Learning Conference surveys is the percentage of respondents who reported being new to their current position. In Track A, 47% of respondents reported less than one year of experience at current position. In Track B, a slightly higher proportion of respondents (54%) reported less than one year of experience at current position. These findings are indicative of ongoing CBO staff turnover trends and an increasing body of new staff in direct service work.



PARTICIPATION EXPERIENCES

This section explores participant experiences in TA/CB services based on responses to FY21-22 TA/CB Workshop Surveys and focus group conversations. Survey responses provide participants' ratings on the quality of workshop facilitation, content relevance to daily work, benefits received from attending the workshop, and likelihood of using information learned. Focus groups with CBO staff highlight participants' experience with accessing workshops, their interest and reliance on workshop topics, and the impact of workshops on their individual and organizational growth. Interviews with DCYF program specialists and fiscal staff explore the internal coordination and communications needed to improve our own ability to design effective professional development supports for grantees and ensure opportunities are accessible to staff who express need and interest.

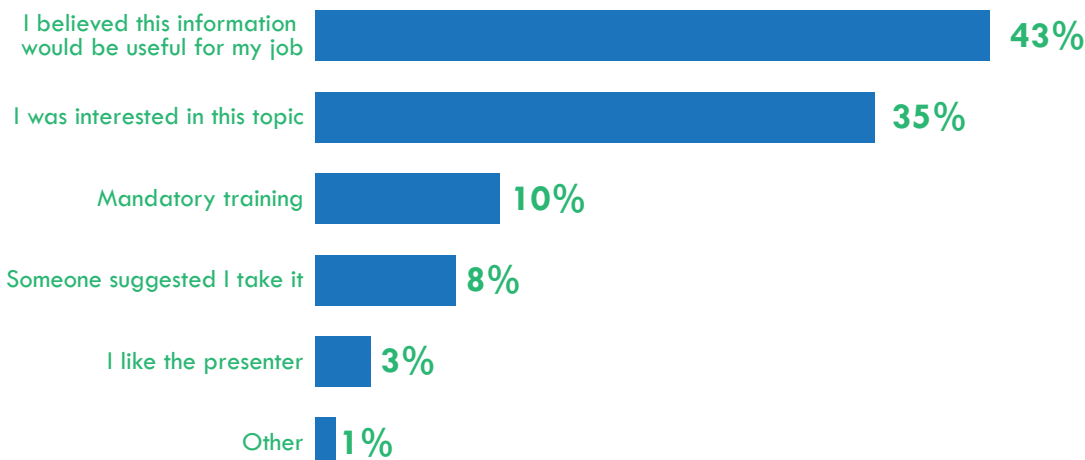
Cumulative TA/CB Workshop Survey Findings

Between August 2021 and May 2022 in total 497 TA/CB Workshop Survey responses were collected, excluding Summer Learning Conference workshop and PQA Basics workshop survey responses.

What were participants' main reason for participating in workshops?

Nearly half (49%) of participants reported that someone, such as a supervisor or coworker, suggest they take the workshop. Despite a significant share of participants having been recommended to take the workshop, most participants identified that their *main reason for participating* in the workshop was because they believed the information would be useful for their job or they were interested in the topic. Figure 15 displays the main reasons for participation CBO staff reported in workshop surveys.

Figure 15. Workshop Participants Main Reason for Participation



How do participants rate the quality of workshops?

CBO staff reported a high overall quality of workshops with 92% of participants scoring their attended sessions as “excellent” or “very good.” While most participants shared high ratings on most workshop characteristics, participants were least likely to provide high ratings on workshop difficulty level. Only 43% of participants felt that their attended workshop was “just right” for their experience level while 49% viewed the workshop as “easy.” Those who viewed the workshop as “easy” also tended to score lower on feeling challenged to learn new skills and being able to practice what they learned during the workshop. Program managers were least likely to feel challenged to learn new skills in comparison to other participants, which might be due to different experience levels and pre-existing familiarity with workshop content. Constructive feedback in open response fields discussed an interest in having more time to practice skills during the workshop to feel more challenged and deepen learning.

Overall participants scored the workshop duration positively. While 82% of participants found the pace of the workshop to be “just right” for their experience level, 10% identified the pace as fast and 8% identified the pace as slow. For participants who scored the workshop’s pace as too fast, they were more likely to score the length of the workshop as short. For participants who scored the workshop’s pace as too slow, they tended to score the workshop’s length as too long. Although 74% of participants scored the length as “just right,” 9% of participants identified the workshop as short and 17% identified the workshop as long. Based on open responses, participants who viewed the workshop pace as fast and the length as short felt that their experience could be improved by having more opportunities to process the material and engage with community members during the workshop. Participants who found the workshop pace slow and the length as long shared that they could benefit from more breaks during the workshop experience. Despite participants scoring the pace and length as long, participants shared in open responses that the workshop content felt engaging and impactful.

Figure 16. Workshop Quality

Category	%	Core Finding
Workshop Quality	92%	Of participants rated the overall quality of the workshop as or near “excellent”
Workshop Difficulty	78%	Of participants felt challenged to learn new skills
	43%	Of participants felt the workshop was “just right” for their experience level
Workshop Pace	82%	Of participants found workshop pace to be “just right”
Workshop Length	74%	Of participants found workshop length to be “just right”
Workshop Relevance	88%	Of participants believed they would likely use what they learned in the workshop
	92%	Of participants felt the content was relevant to their work context
	70%	Of participants said they practiced what they learned during the workshop
Workshop Recommendation	93%	Of participants would recommend the <u>workshop</u> to a colleague
	95%	Of participants would recommend the <u>facilitator</u> to a colleague

How do participants rate the quality of workshop facilitators?

Facilitators strongly influence participants' views of workshop quality. TA/CB facilitators received high scores on ability to answer questions, demonstration of real work experience, and audience engagement. In open response feedback, participants called out facilitators by name to express their satisfaction with the experience. Commonly identified providers include Spark Decks, Be the Change, Pathways Consulting, and Edutainment for Equity. Facilitators received lowest ratings on their ability to use breakout rooms effectively. While 70% of respondents viewed the use of breakout rooms as effective, the remainder felt unsure and/or did not answer the question. Mixed usage of breakout rooms may influence this trend—this survey prompt remained active even for workshops where breakout rooms may not have occurred. Open response feedback contrasts the lower numeric score—participant comments express appreciation for breakout groups that did occur.

Figure 17. Workshop Facilitator Quality

Survey Item	%
The facilitator demonstrated real work experience in the subject	97%
The facilitator responded appropriately to questions	96%
The facilitator presented information in an engaging way	92%
The facilitator used technology effectively	91%
The facilitator demonstrated ability to apply materials to culturally diverse population	88%
The facilitator checked for understanding	87%
The facilitator used breakout rooms effectively	70%

“The best thing is being able to have interactive time, breakout rooms, and then to be able to take back material or resources. Then we could have something we could always refer to. So, for me, that’s the best part of that. The organizer is always willing to discuss and actually talk with you to help you, instead of “I’ll send you the website.” For people in training that want to learn, it makes us feel valued. It spreads that patience on—you were patient with me, so therefore I’ll spread that patience forward.”

—TA/CB Eval Focus Group Participant

How do participants perceive the impact of workshops?

Participant scores indicate that knowledge and skills presented in workshops improve daily work at their organizations. Ratings under this topic did not differ significantly by participants' roles or experience levels.

Figure 18. Workshop Takeaways

Survey Item- Because of this workshop...	%
I gained knowledge that can help better my organization	90%
I learned useful strategies to improve my daily work	88%
I have a better understanding of high quality youth practice	83%
I am better equipped to support families during the pandemic	81%

What additional support would help you put the information covered in this workshop into practice?

Participants showed significant interest in receiving additional support with applying and practicing information learned from workshops. Over half (52%) of participants requested group-based coaching with some specifying an interest in group-networking and practicing skills in a real-work context. In addition, a third of participants requested additional workshops on other topics and individual coaching.

Figure 19. Survey Respondents' Interest in Additional Supports



“It has motivated me to try the methods taught to build self-awareness and integrity both individually for the children and for my group as a whole. Excellent training! Would love a follow-up after I have time to incorporate these new strategies.”

—TA/CB Workshop Survey Respondent

“This was a wonderful training. I feel like I needed more one-on-one assistance, but the information provided was amazing and will help me feel more comfortable apply for outside funding.”

—TA/CB Workshop Survey Respondent

Focus Group Feedback by Topic and Audience

From October through November 2022 DCYF’s RED team conducted 12 focus groups with a total of 47 participants. Focus groups consisted of virtual 1-hour long sessions focused on three overarching goals of TA/CB services: (1) Accessibility, (2) Quality of Engagement, and (3) Impact. The purpose of this engagement was to understand the unique participation experiences of CBO staff who use TA/CB services and collect feedback not already captured via workshop surveys. Each focus group was composed of CBO staff with a variety of roles and level of experience in their organization, as well as DCYF’s funding and fiscal staff. This section disaggregates findings by meaningful CBO participant characteristics to understand variations in groups experiences of TA/CB services. In addition, this section highlights engagement with DCYF’s funding and fiscal staff to understand the internal operations of TA/CB planning and design.

Figure 20. Focus Group Outreach Strata

Focus Group Audience	Executive/ Leadership Staff	Direct Service Providers	Fiscal Staff
CBO TA/CB Participants	X	X	X
New CBO Staff TA/CB Participants	X	X	
CBO Non-Participants	X		
DCYF Program Specialists			
DCYF Fiscal Team			

CBO TA/CB EXPERIENCES:

How accessible are TA/CB services?

Source of Learning and Sharing:

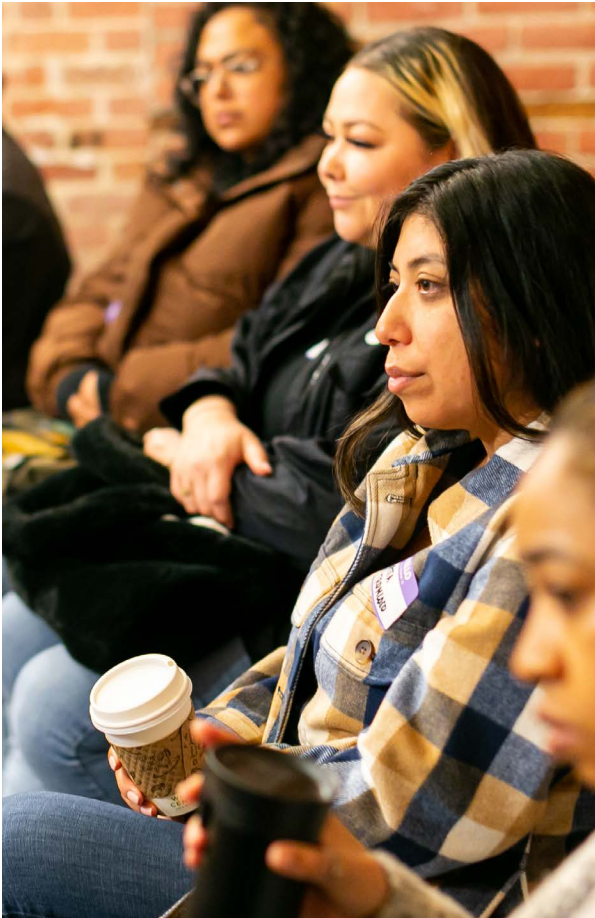
All CBO participants reported accessing and registering for TA/CB workshops through DCYF’s TA/CB Calendar, TA/CB Newsletter, Eventbrite email reminders, and their relationship with program specialists. Direct service providers were more likely to hear about a TA/CB service through their supervisor or leadership team in the form of an e-mail or conversation. While most participants reported that TA/CB services are easy to access, leadership participants suggested that it would be easier for them to forward specific TA/CB opportunities to staff if workshop descriptions clearly named intended audiences for workshops and skills that participants would expect to learn. Leadership emphasized that coaching and consultants from providers were valuable TA/CB offerings that should be offered more regularly to grantees.

All CBO participants named times of workshops as a main obstacle to participating in TA/CB services and suggested that workshops on popular topics be offered more frequently during a year and at various times of day to ensure that staff with divergent schedules have an opportunity to participate. Both leadership and program specialists noted that TA/CB workshops can come in waves with some months offering a smaller number of workshops and other months offering more. To simplify communication, particularly during months with multiple workshop offerings, program specialists recommended an “at a glance” list of workshops.

Preferred Means of Participating in TA/CB Services:

Regarding format, CBO participants shared preference for TA/CB services to be accessible as a hybrid of both remote and in-person options. CBO staff found benefits and drawbacks to both remote and in-person TA/CB offerings. On one hand, in-person trainings feel more engaging and interactive, and provide opportunities to network with other youth development professionals. CBO staff of all roles and experience levels in their roles agreed that in-person networking with other CBOs made TA/CB feel more meaningful and relevant. On another hand, TA/CB with remote attendance opportunities enable staff engagement with less loss of logistics time that grantee staff would rather commit to program planning and implementation. CBO leadership and new staff particularly preferred accessing TA/CB services through remote programming for this reason. Thus, a hybrid format for TA/CB was described as a balance of providing networking opportunities to grantees, while also maintaining accessibility for those unable to attend in-person. CBO leadership

also recommended that TA/CB offerings be available to their staff on-site which would allow direct service providers an easier opportunity to participate. Staff with less experience in their role discussed their own experience with not being able to access a certain TA/CB training that would be beneficial for their work. One staff shared that the trainings were very helpful, but they would like to see more consistent virtual trainings year-round to ensure that new staff and seasonal staff have access to the same information.



“I attended a few, I tried to attend when available. I’m also a parent, and I homeschool my daughter. Everything I learn is not just professional, it’s also personal. [It’s important] Having the opportunity to learn how trauma affects youth, and how that can affect me in helping students in the communities I serve. I worked in other communities for 8 years and I kid you not, my training was ‘here’s your kids, here’s your walkie, don’t let your kids die.’ There literally was no training, it was us trying to figure it out on our own. I appreciate the opportunity to learn the tools to effectively support the children and community I serve.”

—TA/CB Eval Focus Group Participant

How relevant are TA/CB services to work context?

CBO participants described TA/CB content as generally relevant to their learning interests, program needs, and organizations’ work. Occasionally noting a gap between ages of youth they serve and age-levels targeted in workshop demonstrations, some direct service staff recommended that workshop providers differentiate content to address learning and interaction styles for a full range of youth ages. Carrying more years of experience, leadership and direct service staff who have been with their organization and in their role longer were more likely to feel that training content was repetitive and not particularly new information. In contrast, CBO participants who were newer to their role found trainings such as the YPQA offerings especially relevant and helpful. Leadership staff expressed a desire for additional trainings that build off existing programming. Sessions that offer deeper dives as follow-ups to existing trainings repeatedly surfaced as an interest shared by participants. In the next section, CBO participants shared additional topics they feel are of interest and relevant to their role and responsibilities.

“Dealing with challenging behaviors. Program I facilitate is more academic based...after 7 hours in school students are less motivated, less drive for academic info. Navigating through those challenges and obstacles, seeing where their head is at, giving them wellness space and peace to recharge. I think kids go through a lot. Sometimes I know we’re talking about how to handle things from admin role and service provider role. Combining those two is something I’m learning...balance in prepping curriculum and working with students’ hands on. Most trainings I’ve been to focus on that. I’d like to see more of that. How to handle day school admin staff, building relationship and partnering with them. I think this role is new to me, I feel like I’m alone, but I shouldn’t feel that because there’s resources and trainings available and I’m grateful for that.”

—TA/CB Eval Focus Group Participant



What are CBO staff interested in learning through TA/CB services?

The most common TA/CB needs of CBOs include knowledge and skill growth around financial strategies, participant outreach, and recruitment opportunities, continuously drafting program curricula, and ensuring that programs address ever-changing inclusion, health, and social safety topics. The table below illustrates training topics shared by CBO staff that they would like to receive through TA/CB services. While some of these topics are currently addressed in DCYF’s TA/CB offerings, CBO staff expressed an interest in more specialized trainings or coaching on the topics below. Specific topics listed below may overlap with multiple categories of TA/CB.

Figure 21. Learning Interests Expressed by Focus Group Participants

Category	Specific Topic
Staff Management	Staff outreach and recruitment
	Staff retention
Collaborative Planning	Addressing staff burnout
	Adaptable and accessible programming
	Strategy implementation
	Movement building
	Networking with other non-profits
Strategic Finance and Administration	Partnership building with SFUSD and CBOs
	Finance management
	Resource mobilization
	Budgeting strategies
	Grant and proposal writing
	Fundraising strategies
Data and Evaluation	How to keep 501(c)(3) status
	Data collection and analysis to support program improvement
Professional Development	Collecting Sexual Orientation and Gender Identity (SOGI) data
	Leadership training
	Time-management
	Case management
	Classroom management
	Program management
	De-escalation and safety
	Active shooter training
	Trauma-informed healing and response practices
	Intersectionality trainings
	Utilizing technology for programming
	Project management
	Disability awareness
	Behavior management
Program Development	Social and Emotional Learning (SEL) for all demographics of youth
	Effects of racism in school
	Internal privilege
	Identity formation
	Anti-racism
	Trauma-informed healing and response practices
	Adaptive trainings to support youth in a tech and urban city
	Serving youth with special needs
	Literacy and math activities
	YPQA trainings
	Age-specific programming
	Positive youth development for nonprofits
	Youth mental health

How do CBO staff perceive the impact of TA/CB services on their work?

Before asking CBO staff to describe how TA/CB services impact their work, staff were asked to categorize their current role's relationship with their career aspirations. Staff were asked if they see their role as (1) not applicable or related to their career goals, (2) a stepping-stone to their career goals, (3) or their final, desired career. This activity shed some light on staff's underlying motivation to internalize and practice TA/CB takeaways—we assume that those who view their current role as (2) or (3) would hold more commitment to learning and practicing new skills. Most staff viewed their position as either a stepping-stone to a career path or their final, desired career. Executive staff were more likely to view their position as their final career goal.

“When attending trainings and conferences, I think they’re beneficial on a personal and a service provider level. I’ve learned lessons on how to manage a classroom, how to handle different behaviors of students I work with. As well as how to work with my colleagues, program leaders, leadership team. I think on different levels it is helpful and I try to sign up as much as possible. It has been a while since I worked with kids before this role, the last time I worked with students was 5-6 years go. Every day is a new day to learn and grow to work with these kids.”

—TA/CB Eval Focus Group Participant

Ability to implement learnings into work:

CBO staff stated that the most impactful trainings tended to offer concrete skills that were practical and relevant to their work. The ways in which CBO staff described their ability to apply skills in their work differed by the experience level and role of the staff. Direct service providers felt more ease with practicing skills learned from workshops in the form of activity creation and program design. One staff shared that by attending trainings they appreciated growing an inventory of “back-pocket” interactive activities to keep youth engaged and interested. Another staff expressed that it helps to have knowledge and skills to teach youth in different learning modes and that the variation of teaching encourages the youth to want to learn. Direct service providers also emphasized that trainings on time management and program curriculum were very helpful and more straightforward to put into practice. Workshops that offer training around trauma and grief were also mentioned as aiding staff in contextualizing and understanding behavior cues during programming.

Executive and leadership staff tended to focus on the relevance and benefits of trainings that unpack staff management approaches and tips for creating a supportive team culture. Whereas the impact of the learnings for direct service providers generated a conversation around individual, career growth and program development, leadership staff pointed out learnings that encouraged more organizational growth. Leadership staff echoed the interest of direct service providers in sharing that trainings that develop actionable skills were easier to see implemented in daily work. Likewise, TA/CB services that offered basic certifications were helpful at educating staff quickly and professionally.

For CBO staff with less experience in their role, they had less knowledge of TA/CB offerings and therefore less time to work on incorporating learnings into their work. Across all focus group participants, workplace culture was described as welcoming and supportive to the introduction and practice of new information and skills presented at TA/CB sessions.

Challenges with implementation:

Although CBO staff were able to describe ways in which they applied new learnings in their work, a few challenges with implementations were identified. Some focus group participants noted difficulty with implementing TA/CB learning in their organizations because of the type of information provided in TA/CB programming. These participants differentiated some TA/CB topics by focus on “information/knowledge sharing” as opposed to “skill building.” Where workshop content seemed to focus on “information/knowledge sharing” focus group participants described more uncertainty or ambiguity around how that knowledge and information should manifest as a skill to practice when serving youth at their programs. Leadership and executive staff shared that their staff have occasionally reported that the trainings did not provide any new information, were repetitive of previous trainings, or did not provide relevant examples of how to practice the training content in their work.

The primary challenges identified by CBO staff with implementing learnings into their work were due to financial, time, and staff capacity limits in their organization. Leadership and executive staff noted that TA/CB engagement entails giving up much needed planning or implementation time, and added that many organizations have no staffing backup to enable the release of team members to learning opportunities. For staff to attend trainings, leaders must find coverage for them, which has become increasingly difficult with high staff turnover. The high staff turnover has also resulted in undeveloped skills that were gained in TA/CB trainings.

PLANNING TA/CB AT DCYF:

Focus groups were also conducted with DCYF program specialists and fiscal staff to understand the internal processes that shape planning TA/CB services at DCYF. This section addresses the observations made by DCYF staff and their considerations for future TA/CB planning.

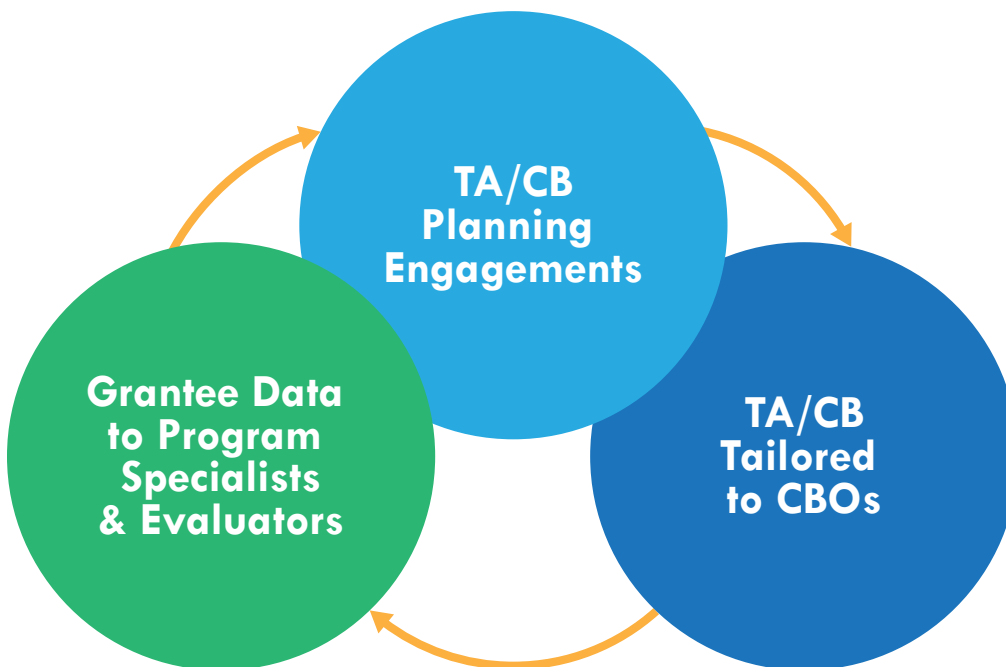
How are TA/CB offerings publicized and shared at DCYF?

DCYF staff viewed the TA/CB Newsletter and the TA/CB Website Page as the most useful ways to share information with grantees. Program specialists viewed their role as an important connection point for grantees to learn and access TA/CB programming. Given their direct contact with grantees, program specialists may often be the origin point for CBOs to learn of TA/CB opportunities. In addition, specialists feel a particular need to share information with new staff who may need more guidance with accessing DCYF trainings. TA/CB opportunities with a fiscal focus operate slightly differently. DCYF staff work in collaboration with the Controller’s office to provide grantees with financial assistance and fiscal management. DCYF fiscal staff work directly with grantees to identify the fiscal issues and then direct them to the appropriate TA/CB offering available through DCYF’s workshops and coaching or the Controller’s Office evaluation and assistance.

How are TA/CB services designed to align with CBO support needs?

DCYF's TA/CB team leads the development of grantee learning opportunities and aims to keep offerings relevant to current needs. To design services that effectively meet CBO support needs, the TA/CB team relies on cross-team collaboration and communication. Although program specialists play an important role in curating services to meet the needs of grantees, there is no formal, routine, time-sensitive process in place for specialists to provide feedback and contribute to the design process. A few specialists shared that in the past, DCYF previously administered an annual "customer service" survey where grantees could give their own feedback on DCYF TA/CB services and relay evolving support needs. Currently, program specialists and fiscal staff discussed that they often provide information on grantee support needs by communicating informally with DCYF's TA/CB manager or Senior Program Specialists. To this end program specialists rely on grantee invoices, informal calls with grantees, and site visits to inform TA/CB services. In some cases, program specialists provide their own TA/CB services by training or sharing advice with grantees.

Figure 22. TA/CB Feedback & Planning Process



How is CBO participation in TA/CB considered in grantee program performance?

Grantee participation in TA/CB services are optional and not a requirement at DCYF. Nevertheless, CBO staff at all ranks are highly encouraged by DCYF staff, particularly through program specialist and TA/CB team outreach, to participate in DCYF's no-cost training and professional development opportunities. While TA/CB participation is not a requirement in assessing grantee program performance, the trainings offered through TA/CB aim to positively impact the knowledge, skills, and abilities of CBO staff to provide high quality child, youth, and family programming.

TA/CB utilization is not currently considered as a measure of effective performance among DCYF-funded programs. DCYF is limited in fully understanding

and relating TA/CB usage with program performance due to high rates of attendance/participation data incompleteness described above. While TA/CB offerings predominantly aim to support programs in building and delivering programs that fulfill YPQA conditions for positive youth development, data quality concerns prevent DCYF from noting and correlating TA/CB participation with YPQA ratings for any current grantees. In addition to YPQA ratings, DCYF expects grantees to meet assorted program performance measures that vary by the strategy under which a grant is funded. Similar to YPQA ratings, DCYF does not currently link TA/CB engagement rates with any observable trends in additional performance measure data, again due to high rates of incomplete entry for attendance and participation records.

CONSIDERATIONS

As DCYF continues to plan TA/CB opportunities for upcoming terms, the data, discussions, and CBO engagements noted above may be translated to the following considerations for potential improvements in upcoming TA/CB development.

Accessibility of TA/CB Services

- **Include intended audience in TA/CB Workshop descriptions:** CBO leadership shared that workshop descriptions are easier to pass along when workshop descriptions include the role and experience level of the audience it is intended for.
- **Include list of expected skills learned in TA/CB Workshop descriptions:** CBO leadership emphasized that they are more motivated to refer workshops to their staff when they are clear about the skills expected to learn from a TA/CB training.
- **Encourage grantee leadership to share TA/CB opportunities:** CBO staff vocalized that it is helpful to have resources in their organization to learn about TA/CB. For example, staff discussed having access to a professional development and training calendar shared organization wide.
- **Maintain hybrid opportunities for TA/CB programming:** CBO staff enjoyed both the convenience of remote TA/CB services and the networking opportunities from in-person services.
- **Introduce on-site TA/CB opportunities:** Provide opportunities for TA/CB skill building on-site for grantees to accommodate time and scheduling of direct service providers.
- **Promote purpose of DCYF's TA/CB in both internal DCYF communications and grantee relationships:** Promote the importance of DCYF's TA/CB in communications/branding-make it known that DCYF sees this work as critical to wraparound-wholistic funding.
- **Provide consistent basic workshops year-round:** CBO leadership emphasized the value of basic TA/CB training, such as Child Mandated Reporter Training. Due to new-staff and ongoing staff turnover, leadership feel that workshops need to be offered more frequently to ensure staff are learning basic skills as part of their onboarding.

Design of TA/CB Content

- **Incorporate activities focused on practicing skill development in real-world context:** CBO staff shared that interactive time dedicated to practicing skills is helpful to understand how to apply learnings into work. This may look like more time allocated for skill drills or role plays during trainings or coordinating follow-up trainings to further practice new skills in a simulated setting.
- **Differentiate the scope of workshop topics to target a full range of age-specific programming:** CBO staff provide programming for targeted and varying age groups and appreciate when trainings account for their unique contexts and models.
- **Offer training opportunities to explore existing topics and skills with greater depth:** CBO staff shared that they would appreciate deep-dives or 2.0 versions of trainings in order to grow understanding and practical skills beyond and introductory or “101” level.
- **Introduce trainings that address unmet needs of CBO’s:** Based on topics recommended by CBO staff above, identify gaps and address with new providers or new workshops.
- **Collaborate across DCYF teams to provide specific trainings:** CBO staff requested trainings on how to improve their programs based on data collected for DCYF purposes. Staff also expressed interest in knowledge on how to collect youth survey and demographic data. These topics suggest an interest in additional RED team trainings for grantees.
- **Collaborate with CBOs and diversify providers of trainings:** Given experience and expertise with their own services and demographics of youth, which overlap with other grantees in the City, CBO leadership shared interest in collaborating with DCYF to provide trainings.
- **Build a formal planning process across DCYF to inform TA/CB Planning:** Establish a clear process for DCYF staff to contribute feedback on TA/CB trainings.
- **Provide consistent opportunities for CBOs to express their TA/CB needs to TA/CB team directly:** Program specialists recommended bringing back a DCYF customer service survey for grantees to express what types of trainings are relevant and needed for their programming every year.
- **Include information on DCYF’s TA/CB planning and share with CBOs:** CBO’s shared that they would like information on how sessions and providers are vetted, as well as the thought process and transparency behind how DCYF chooses staff to be in certifications and cohorts.

Implementation

- **Enforce TA/CB data entry requirements with contracted providers:** Current rates of data incompleteness limit full understanding of TA/CB experiences, usage rates, and relationships with other dimensions of grantee program performance.
- **Explore opportunities to provide incentives for TA/CB services:** CBO’s expressed appreciation for certification offerings as a meaningful step in their career growth.

- **Create a system for program specialists to obtain TA/CB grantee participation data as needed:** Program specialists desired a process for obtaining data on their grantees' performance and participation in trainings to provide guidance and interventions early on. This data will also help inform how program specialists conduct on site assessments with grantees.
- **Maintain feedback loops for evaluating and continuously improving DCYF's TA/CB:** In all TA/CB focus groups, CBO staff shared their appreciation for having an opportunity to communicate feedback to DCYF directly in intimate, meaningful ways.
- **Design TA/CB evaluation and analyses alongside any new TA/CB programs under development:** As DCYF considers re-instating additional forms of TA/CB opportunities (e.g., added cohort series, DCYF-U 2.0, Positive Youth Development cohorts), continue partnering with RED staff design data collection and analyses plans to inform service refinements (e.g., knowledge/skill/ability surveys for steady cohorts).



APPENDIX A: DATA COLLECTION SURVEYS AND PROTOCOLS

TA/CB Workshop Survey

Thank you for participating in our workshop. Your survey responses are important to us and are used to improve workshops for future attendees. Please be as thorough and honest as possible. We appreciate your time and effort.

Select Workshop *

If you did not see your workshop in the list above, please provide the name of the Provider and Workshop below.

Did someone suggest you take this workshop? *

Yes/No

What was your main reason for participating in this workshop? *

- Someone suggested I take it.
- It was a mandatory training.
- I was interested in this topic.
- I believed this information would be useful for my job.
- I like this presenter.
- _____.

Please answer the following questions about the workshop. During the workshop:

	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I was challenged to learn new skills				
We practiced what we learned				
The content covered was relevant to my work context				

For my experience level, the workshop was: *

(Easy) 1 2 3 4 5 (Difficult)

The pace of the workshop was: *

(Too Slow) 1 2 3 4 5 (Too Fast)

The length of the workshop was: *

(Too Short) 1 2 3 4 5 (Too Long)

Please answer the following questions about the facilitator. The Facilitator:

	Strongly Disagree	Neither Disagree nor Agree	Agree
Presented information in an engaging way			
Used technology effectively throughout the workshop			
Responded appropriately to questions			
Demonstrated real-world experience in the subject area			
Demonstrated the ability to apply materials to a culturally diverse population			
Use break out rooms effectively			

Did you use American Sign Language (ASL) Interpretation for the workshop today? *

Yes/No

Please describe how your program is currently operating: *

- Virtual services only
- In person services only
- Hybrid model (virtual + in person)

How would you rate the quality of the American Sign Language (ASL) interpretation? *

- Poor
- Fair
- Good
- Very Good
- Excellent

Do you have any additional comments about the American Sign Language (ASL) interpretation for this workshop? *

Please answer the following questions about the workshop's intended benefits.

	Strongly Disagree	Neither Disagree nor Agree	Agree
Because of this workshop I gained knowledge that can help better my organization.			
Because of this workshop I learned useful strategies to improve my daily work.			
Because of this workshop I have a better understanding of high-quality youth practice.			
Because of this workshop I am better equipped to support youth and families during this pandemic.			

I'd recommend this workshop to a colleague. *

- Yes
- No
- Unsure

I'd recommend this facilitator to a colleague. *

- Yes
- No
- Unsure

What was the overall quality of the workshop? *

(Poor) 1 2 3 4 5 (Excellent)

How likely are you to use the information from the workshop in your current job? *

- Very unlikely
- Unlikely
- Neutral
- Likely
- Very likely

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

What additional support would help you put the information covered in this workshop into practice?

- Individual coaching
- Group-based coaching
- Additional workshops on other topics
- What agency and program do you mainly work for?
- _____.

What is your current position in your organization? *

- Executive leadership
- Fiscal/operational staff
- Program manager
- Direct service provider

How many years have you been in your current position? *

- 0-1 years
- 2-3 years
- 4-5 years
- 6-9 years
- 10+ years

How many years have you been working in the youth development field? *

- 0-1 years
- 2-3 years
- 4-5 years
- 6-9 years
- 10+ years

Have you participated in a training on the same topic from DCYF? *

- Yes
- No

Have you participated in a similar training outside of DCYF offerings? *

- Yes
- No

Please use this box to share any additional comments with us.

TA/CB Evaluation Focus Group Protocol

San Francisco Department of Children, Youth, and Families

Evaluation of Technical Assistance and Capacity Building Training—
CBO Participant Focus Groups

Facilitator:

Date:

- Purpose** To evaluate the efficiency and impact of TA/CB services and the TA/CB needs of grantee participants.
- Outcome** Qualitative insight from DCYF grantees that are direct staff and participate in TA/CB services narrating (1) their use of TA/CB services and (2) needs for TA/CB services moving forward.
- Process** Ask open questions and narrow questioning for specific probes; active listening; follow-up questioning for clarification; ensure discussion is inclusive of all voices in the room.

AGENDA (1 hour):

Introductions & Purpose of Evaluation	3
Disclaimer/Request to Record	2
Quick Question Check	1
Group Agreements	1
Group Introductions	5
Evaluation Questions	40
Open Questions/Comments	5
Thank You and Next steps	3

INTRODUCTION (3 min)

Thank you for taking the time to participate in this focus group. My name is {YOUR NAME}, and I work as {OCCUPATION} at DCYF. I will be leading our conversation today. The purpose of today's conversation is to learn more about your experience participating in TA/CB and get feedback to improve TA/CB programming. I am joined by {NAMES of Other DCYF Staff}.

DISCLAIMER & RECORD (2 min)

A few disclaimers to keep in mind as we move on with our conversation.

- Your engagement today is voluntary, but we encourage you to speak openly about your experience and share as much as you feel comfortable.
- Participation today will not influence DCYF's grant with your organization.
- We are recording and taking notes of today's discussion. Your names and personal information will remain anonymous. The recording will only be used for the purpose of DCYF's evaluation planning.

GROUP AGREEMENTS (1 min)

Before we begin, I would like to go over a few ground rules. These are in place to ensure that we can have a productive, collaborative conversation where everyone feels comfortable speaking.

- **One person talking at a time.** Let's do our best to listen and have everyone share.
- **Use respectful language.** Let's be mindful of everyone's opinions and treat others with respect.
- **Open space.** Everyone's experiences are valid and important.
- **Participation is important.** To have a productive discussion, it's important that everyone participate. If you have something to share, please voice it or use the chat box to contribute. Due to time constraints, we may have to limit comments in order to make sure everyone has a chance to share.
- **Zoom Considerations - Please mute when not talking, please raise your hand to contribute.**

GROUP INTRODUCTIONS (5 min)

Let's spend a few moments getting to know one another. Let's go around the room and share:

- Your first name
- The name of the Agency/program you work for
- Your role
- How long have you been working w/ this Agency/program?
- **Check-in question:** When you think of TA/CB at DCYF, what word or phrase come to mind immediately? It can be positive, negative, or neutral.

Name of Participant	Agency/Program	Role	Experience

BACKGROUND/FRAMING (3 min)

EVALUATION QUESTIONS (40 min)

Topic	Questions
Accessibility of TA/CB Services	<ul style="list-style-type: none"> • [Open] Let's begin by going around the room and sharing your general experience and use of TA/CB services. Can you please describe your experience using DCYF's TA/CB services? How frequently do you participate in workshops and trainings? • What motivates you to apply or attend a DCYF's TA/CB offering (e.g., personal growth, job requirement, certification, interesting topic)? • Do you participate in TA services outside of DCYF? If so, what kind of services? • How do you learn about TA workshops? Where do you look towards to find out more information about TA services? • Are the timing and mode of TA workshops easy to access and participate in? Do you prefer remote, hybrid, or in-person workshops?
Quality of TA/CB Services	<ul style="list-style-type: none"> • Do you feel that the information taught in TA workshops is relevant and applicable to your work? • Are there topics or skills that you would like to see more from in TA workshops? • DCYF's TA/CB programs and services had to adapt quickly during the pandemic to meet the needs of grantees. How did your experience using TA/CB services change during COVID-19? <ul style="list-style-type: none"> ○ What pandemic-related changes to TA/CB programming would you like to see continue?
Impact of TA/CB Services	<ul style="list-style-type: none"> • As we move into the next set of questions, we want you to reflect on your current position. I'm going to list off a few options in terms of how you view your current position. Again, this is optional...but helpful in terms of understanding your needs. Please raise your hands if you consider your current position as: <ul style="list-style-type: none"> ○ I'm treating this job as a steppingstone ○ I'm satisfied with the career I'm currently in ○ I don't think this job is relevant to my career interests • What types of TA services have been the most impactful for you and your work? • Can you describe your experience with applying learnings from TA training into your work? • What kind of support is needed for you to be able to implement TA learnings and best practices in your everyday work?

OPEN QUESTIONS (5 min)

THANK YOU/NEXT STEPS (3 min)

Thank you for being here today and sharing your time and insight. Your feedback is essential for DCYF to create more meaningful TA services for grantees. As mentioned before, in return for your time-we will be raffling off a \$50 gift card for this group. We have taken inventory of who is present in this room today and will notify the winner when the raffles are completed.

TA/CB Evaluation Focus Group Follow Up Survey

TA/CB Follow Up Focus Group Survey

Thank you for participating in DCYF's TA/CB Evaluation Focus Group! We appreciate your generosity of time and contributions to this process. Please use this form to let us know of any questions you might have, as well as any additional feedback you may have related to your experience utilizing DCYF's TA/CB services.

Your Name and Role:

Organization:

Email Address:

If you have any questions or comments regarding your experience utilizing DCYF's Technical Assistance and Capacity Building (TA/CB) services, please write them here. Please remember to hit submit when done.

If you have any recommendations for upcoming skills/training you would like to see provided by DCYF's TA/CB, please write them here. Please remember to hit submit when done.

APPENDIX B: AGENCY PARTICIPATION

Agency	FY 21-22 Workshop Registered Participants
Mission Graduates	134
Bay Area Community Resources	89
Community Youth Center of San Francisco	87
Richmond District Neighborhood Center	68
Boys & Girls Clubs of San Francisco	52
Young Community Developers	49
Jamestown Community Center	42
Samoan Community Development Center	42
Telegraph Hill Neighborhood Center	40
Instituto Familiar de la Raza	30
Bayview Hunters Point YMCA	25
Mission YMCA	25
826 Valencia	24
Lavender Youth Recreation and Information Center (LYRIC)	24
Mission Neighborhood Centers	23
New Door Ventures	23
Five Keys Schools and Programs	22
Good Samaritan Family Resource Center	22
Booker T. Washington Community Service Center	20
Buena Vista Child Care	20
Success Center San Francisco	19
Hunters Point Family	18
Enterprise for Youth	17
Larkin Street Youth Services	17
Niroga Institute	17
Urban Services YMCA	17
Young Women's Freedom Center	17
Buchanan YMCA	15
Tenderloin Neighborhood Development Corporation	15
Embarcadero YMCA	13
First Graduate	13
Horizons Unlimited of San Francisco	13
Japanese Community Youth Council	13
Presidio Community YMCA	13
After School Enrichment Program	12
Bay Area Video Coalition	12
Children's After School Arts	12
Filipino-American Development Foundation	12
Juma Ventures	12
Real Options for City Kids	12
Safe & Sound	12

Youth Speaks	12
Hamilton Families	11
Pomeroy Recreation & Rehabilitation Center	11
Richmond Area Multi-Services	11
Aim High for High School	10
Chinatown Community Development Center	10
Coleman Advocates for Children and Youth	10
Collective Impact	10
College Track	10
CommunityGrows	10
Jewish Vocational Service	10
Mission Neighborhood Health Center	10
Outward Bound California	10
Project Commotion	10
Reading Partners	10
Southeast Asian Development Center	10
Chinese Progressive Association	9
Glide Foundation	9
Huckleberry Youth Programs	9
Women's Audio Mission	9
City of Dreams	8
Health Initiatives for Youth	8
Homies Organizing the Mission to Empower Youth (HOMEY)	8
Legal Services for Children	8
Mission Education Projects Inc.	8
Oasis For Girls	8
Peer Resources	8
Portola Family Connection Center	8
Potrero Hill Neighborhood House	8
San Francisco Unified School District	8
SF ARTS Education	8
Youth Art Exchange	8
Youth First	8
Bayview Hunters Point Center for Arts and Technology	7
Community Works West	7
Indochinese Housing Development Corporation	7
Life Learning Academy	7
New Conservatory Theatre Center	7
San Francisco Lesbian Gay Bisexual Transgender Community Center	7
Ultimate Impact	7
American Conservatory Theater	6
City Surf Project	6
FACES SF	6

Girls on the Run of the Bay Area	6
San Francisco Conservation Corps	6
Youth Leadership Institute	6
Catholic Charities CYO of the Archdiocese of San Francisco	5
Donaldina Cameron House	5
Edventure More	5
Exploratorium	5
Horizons at the San Francisco Friends School	5
Stonestown Family YMCA	5
The Salvation Army	5
Up on Top	5
Bridges from School to Work, Inc.	4
Grattan After School Program	4
Handful Players	4
Mission Bit	4
Performing Arts Workshop	4
Shih Yu-Lang Central YMCA	4
Alive & Free	3
Asian Pacific American Community Center	3
Center on Juvenile and Criminal Justice	3
Coro Northern California	3
GirlVentures	3
Mission Science Workshop	3
MyPath	3
Our Kids First	3
Parents for Public Schools of San Francisco	3
San Francisco Brown Bombers	3
Special Service for Groups	3
Sunset Youth Services	3
The Art of Yoga Project	3
The Marsh	3
Urban Ed Academy	3
Wah Mei School	3
America SCORES Bay Area	2
Brava! for Women in the Arts	2
Breakthrough San Francisco	2
Charity Cultural Services Center	2
Chinatown YMCA	2
Friendship House Association of American Indians	2
Greater Farallones Association	2
Old Skool Cafe	2
Project Level	2
Queer Women of Color Media Arts Project	2
Rebels Basketball	2

San Francisco Students Back On Track	2
Springboard Collaborative	2
Strategic Energy Innovations	2
Street Soccer USA	2
United Playaz	2
University of California, San Francisco	2
ABADA-Capoeira San Francisco	1
California Academy of Sciences	1
California Lawyers for the Arts	1
Central American Resource Center	1
Felton Institute	1
Filipino Community Center	1
Hearing and Speech Center of Northern California	1
Jewish Community Center of San Francisco	1
Mission Youth Soccer League	1
The Cross Cultural Family Center	1
The Village Project	1
Treasure Island Sailing Center	1
Urban Sprouts	1
West Bay Pilipino Multi Service Center	1
Westside Community Services	1



SFBI SUMMARY

2022 - 2023 IN REVIEW

The 2022-2023 school year has been a big one for the San Francisco Beacon Initiative so far! Check out all the work we did to support the Beacon Network and create conditions for learning and thriving among our Beacon practitioners as of March 2023. Major highlights include the development of the BIPOC Liberation Workgroup and their research, Beacon Bridge and their production of the first in-person Beacon Way Day since the pandemic, and the amount of coaching sessions.





Below is more information on each type of convening:

City & School District Collaborations: SFBI partners and collaborates with multiple citywide agencies and stakeholders, such as the San Francisco Unified School District and the Department of Children, Youth and their Families, to ensure alignment with the Beacon centers, and to also to implement and strengthen the community schools work across the network.

Beacon Director Meetings: Monthly professional learning community for Beacon Directors to discuss community school leadership and design, the Beacon Model, personal leadership development, and staff development, to name just a few. SFBI also holds space for a focus on leadership sustainability, and self-care practices for the longevity of their careers.

Beacon Lead Agency Meetings: This includes quarterly convenings for the Executive Directors and Beacon Director Supervisors from each of the 13 Beacon lead agencies, where we discuss network priorities, alignment, vision, advocacy, and sustainability for the entire network.

Beacon Leadership Team (BLT): BLT is a Beacon youth/adult partnership that forges a citywide Beacon youth identity and builds leadership opportunities for young people. SFBI leads BLT participating sites in a Youth Participatory Action research project, working with both staff and youth to identify needs in their communities and conduct research around those problems to come up with solutions from youth themselves.

Beacon Bridge: Beacon Bridge's Mission is to create peer networks across the 27 Beacon Centers to learn from, connect with, educate each other, and develop a strong frontline voice that connects our communities and shapes the Beacon Initiative. Beacon Bridge hosts community building events and professional development opportunities for the Beacon Network, which are fun, inspiring and improve the quality of our programs.

All Beacon Network Events: All Beacon staff events include conferences, workshops and discussions for Beacon staff to connect and build Beacon community. With over 200 Beacon staff across San Francisco, participants are able to truly get a sense that they are part of a movement larger than their own site or agency, but across San Francisco. This year included the Beacon Way Series, where each Beacon City showcased their programming and best practices.

Coaching: Each Beacon Director has access to an SFBI coach. Using a combination of consultation and transformational coaching, we work with directors on visioning, facilitation, mediating difficult partnerships, staff management. SFBI coaches hold strong content and process knowledge about leadership and programs in the youth development field, in addition to coaching expertise so that we can support leaders reach their highest potential.

Family Partnership PLCs: This is a learning community of Beacon staff across the Beacon network dedicated to family partnership at their Beacon/School. Family Partnership practitioners come together to learn from their peers, share success and challenges, and dive into research and best practices. This year, the PLC is studying "Five Simple Practice to Engage Every Family."

Site Coordinator Meetings: Monthly meetings for Beacon Coordinators who manage programs at their Beacon Centers to build community and share space around leadership, program, and professional development.

Math Pilot Meetings: SFBI supported the four Beacon sites participating in the Math focused whole school lesson study pilot. We helped plan and facilitate meetings for Beacon Directors and their principal counterparts to plan for implementing new instructional supports for increased math achievement.

BIPOC Liberation Interviews and Workgroup: BIPOC Youth Liberation Work Group Cohorts are made up of staff from the 27 Beacons schools in our network. They are passionate, present, and committed individuals who hold many different stories and perspectives. They are dedicated to designing resources, education and shared best practices in creating liberatory programming for BIPOC staff, students and their families. The outcome of BIPOC Liberation is a Beacon community with skills to dismantle white supremacist structures and to contribute to the equitable recreation of those systems.

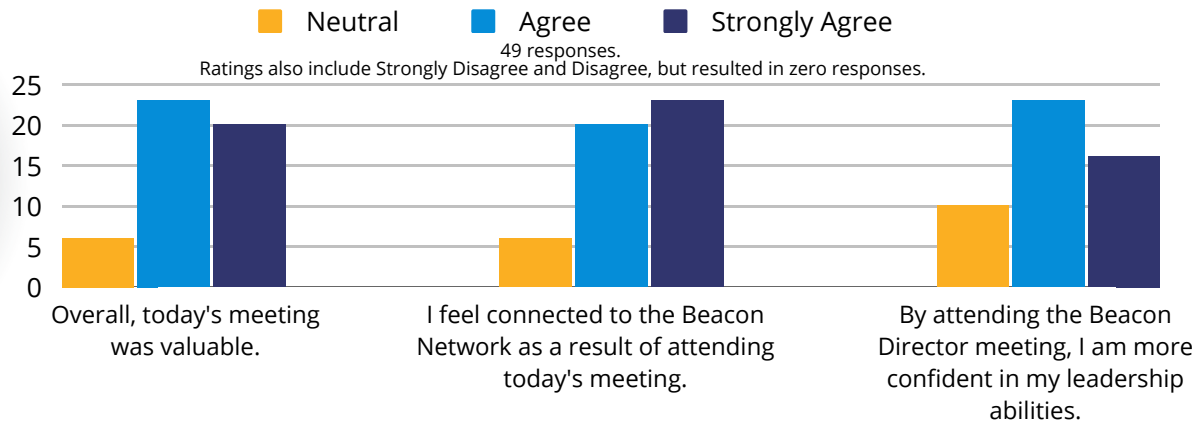


SFBI SUMMARY

2022 - 2023 IN REVIEW

10
**Beacon
Director
Meetings***

*8 paid by DCYF; 4 non-paid; 2 more remaining for the SY



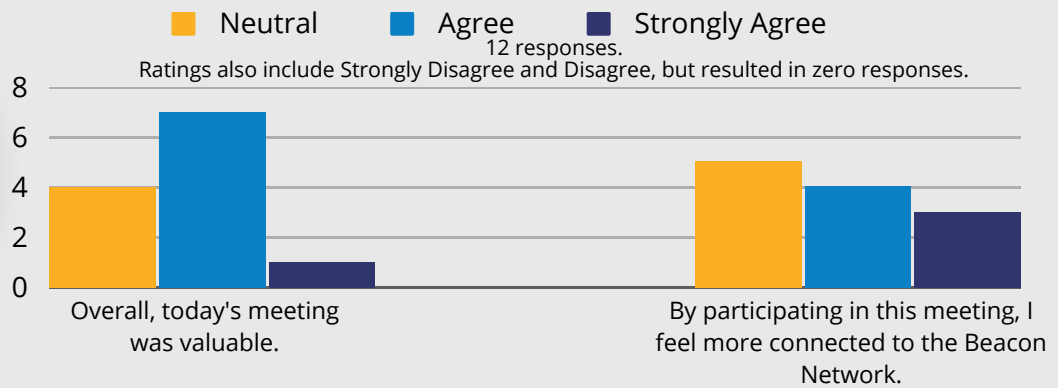
Meeting was structured; engaging, and provided areas of learning to improve my team and program implementation.

Knowing the SFBI priorities was helpful to draw paths for me to navigate my role better. I'm coming out of this experience with a much clearer vision and will be going deep into thought about how my 2nd year as a Beacon Director will be more involved in addressing issues that were not covered in the past school year while maintaining what we achieved so far as a Beacon community.



5
**Beacon Lead
Agency
Meetings***

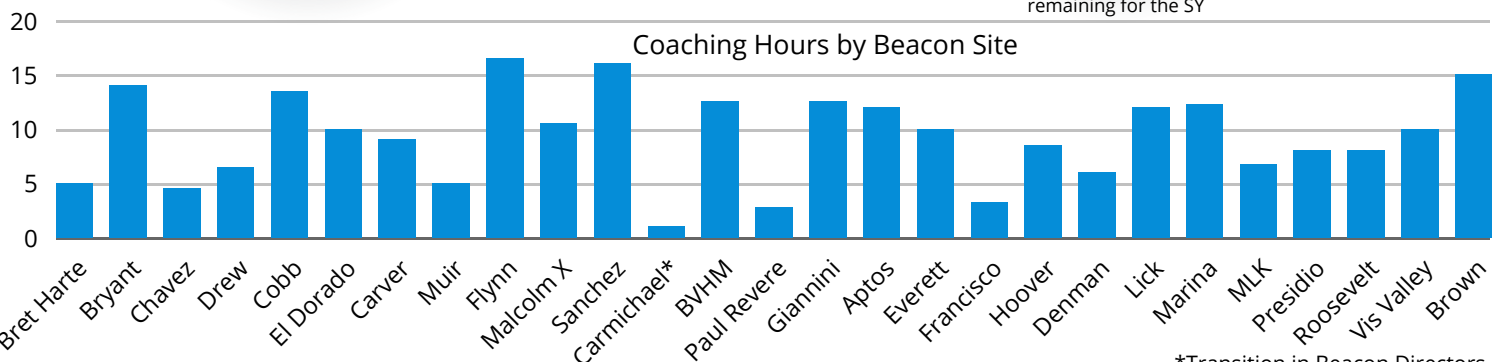
*6 paid by DCYF; 3 more remaining for the SY, 2 non-paid



223
**Coaching
Sessions**

250
**Hours
Total***

*275 hours paid by DCYF; 25 remaining for the SY



*Transition in Beacon Directors



SFBI SUMMARY

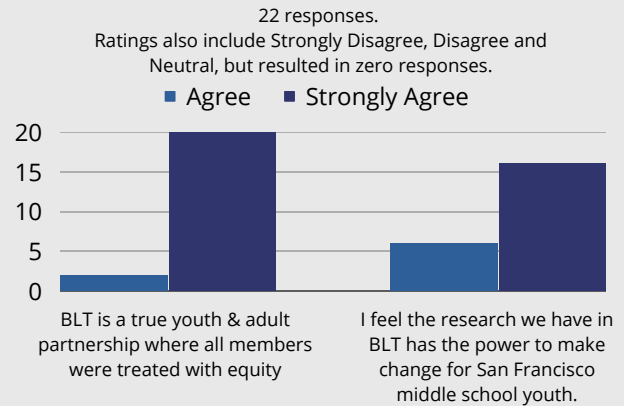
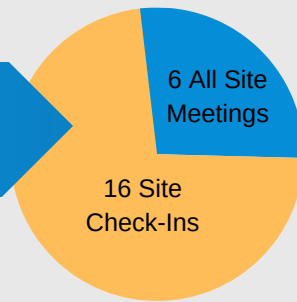
2022 - 2023 IN REVIEW



*9 paid by DCYF; 21 non-paid;
6 more remaining for the SY

James Denman Middle School
Francisco Middle School
Roosevelt Middle School
Visitation Valley Middle School

4
Middle School Sites



*Paid by DCYF in Fidelity; 6
more remaining for the SY



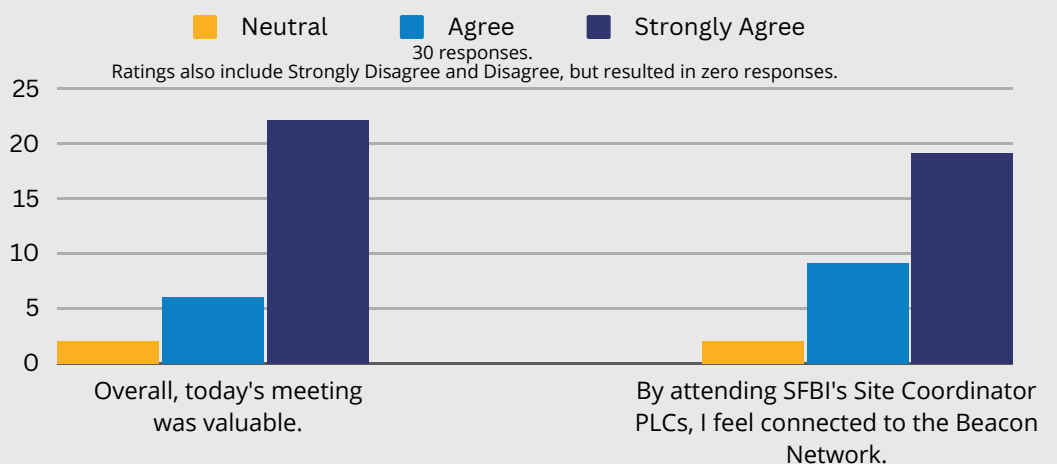
We learned a lot about the research behind BIPOC liberation work and what it means. Our meetings had space for everyone to share and be present with each other.

I was an active participant and was able to consistently give my opinion on whatever we were working on. I learned and was able to take things from the work group. I started having conversations with my staff about white supremacy issues. I feel confident on continuing the work.

I am also taking the lessons I learned here into the new year with how I will be interacting with students and staff at [my school]. I will be asking more questions so I can really understand the climate of the school.



*7 paid by DCYF; 1 more
remaining for the SY non-paid



I appreciate the open space and platform to speak freely with individuals who hold the same responsibilities at work. I found many other coordinators in facing similar obstacles, so receiving their insight, feedback, guidance, and perspective helped frame my approach to issues on site.



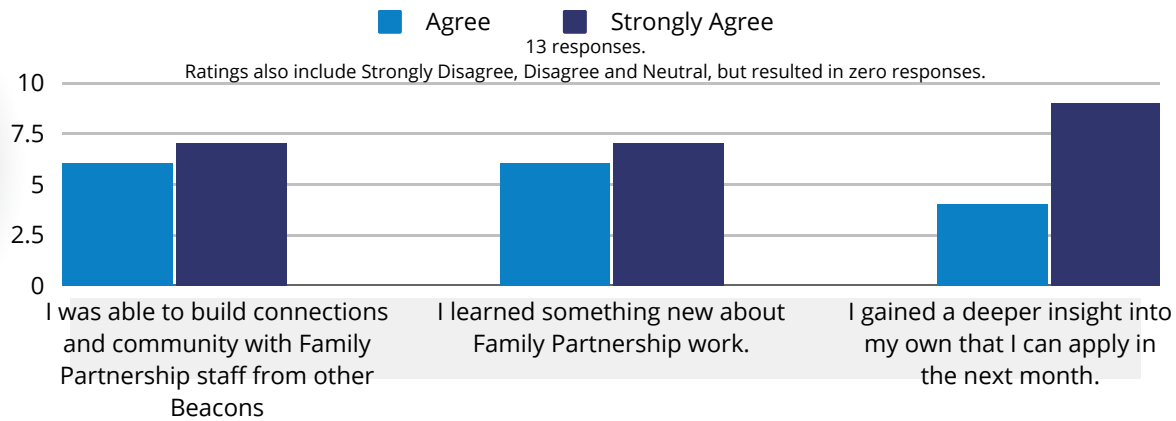


SFBI SUMMARY

2022 - 2023 IN REVIEW

4
**Family
Partnership
PLCs***

*Paid by DCYF in Fidelity: 1 more remaining for the SY



“ *The best part was connecting with other individuals with similar thinking, goals, and aspirations for their programs. Hearing new perspectives on similar issues we are all dealing with helped me look critically at what my team and I are currently doing and how to improve.*

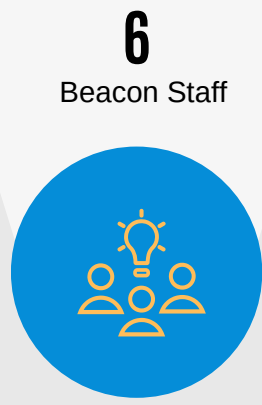
The best part was the status check room because it required me to think about the accomplishments thus far and identify our challenges. **”**

14
**Beacon
Bridge
Meetings***

*12 paid by DCYF; 2 non-paid & 5 more remaining for the SY

“ *I will take away the fact that I have a huge network to pull from who all have the same passion for serving youth, each of our communities and schools.*

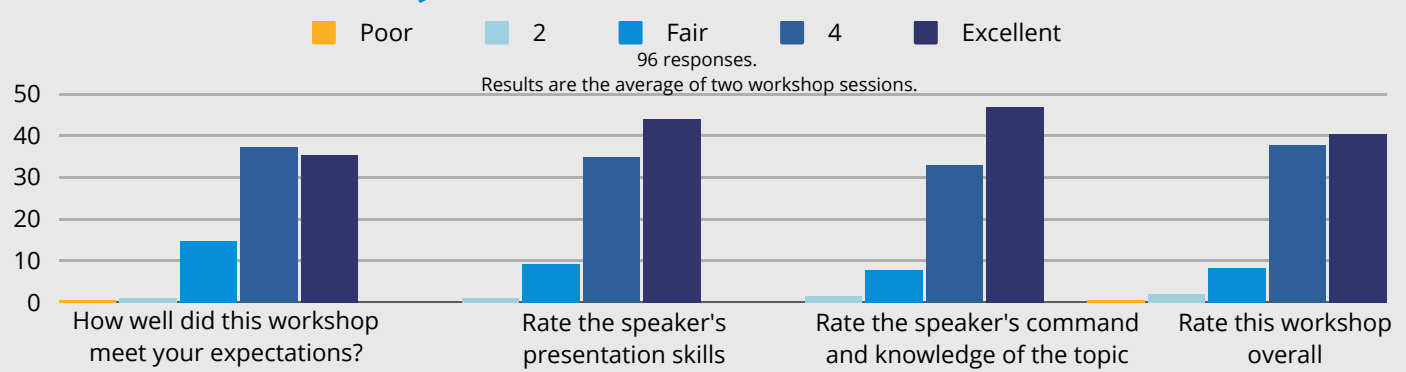
The workshops were definitely very helpful, I feel like I have learned so much in a short matter of time. **”**



1
**All Beacon
Network
Event***

*Paid by DCYF in Fidelity: 1 more remaining for the SY

Beacon Way Day:
14 Workshops
17 Workshop Presenters
~230 Beacon Staff Attendees



Making San Francisco!



a great place to grow up