



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

2019 — 2020

*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 2019-2020 fiscal year.

This report is divided into three main sections:

- Section 1.** The first section summarizes the 2019-2020 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.
- Section 3.** The third and final section shares DCYF TA/CB's response to the COVID-19 pandemic and summarizes the pivots made by DCYF to address the needs of grantee programs during challenging times.



# Executive Summary

OVERVIEW OF 2019-2020  
TA/CB EVALUATION



# EXECUTIVE SUMMARY

## ▶ TA/CB Workshops and Attendance

Prior to the COVID-19 pandemic, DCYF's TA/CB system offered a total of **173 workshops** during the 2019-2020 fiscal year (September 2019 – March 2020). These workshops were offered by **12 TA providers**.

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More than **1099 staff members from 266 community-based programs under 122 agencies** participated in TA/CB workshops from September 2019-March of 2020. Complete attendance information was not available for Spring 2020 (January-June 2020). **Direct service providers** and **those with less than one year in their positions** were the most frequently served groups of TA/CB participants.

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The largest number of workshops offered (46 workshops) aimed to help staff create a **supportive environment** in their programming (Supportive Environment). The second largest category of workshops (41 workshops) aimed to **support staff development**. The least frequently offered workshops were in the Interaction (improving staff's ability to create positive interactions in their programming) (10 workshops) and Staff Self-Care categories (5 workshops).

## ▶ TA/CB Workshop Quality

Overall, workshop participants thought TA/CB workshops offered in 2019-2020 were **relevant, beneficial, and facilitated with quality**. Participants were especially impressed with facilitators' content expertise and facilitators' ability to engage participants.

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Workshop participants also **planned to use** the information from their workshops in their current jobs. After TA/CB workshops, participants noted plans to adjust their programming according to youth needs, add activities and tools they learned from the workshops, be more open to and understanding of youths' experiences and context.



There were some differences in participant responses about the workshops based on how long they had been in the youth programming field and whether the workshop was a part of a cohort:

- Participants who had been in the field for more than one year thought the workshops were **more relevant to their work** and reported better **workshop facilitation** than those who had been in the field for less than one year.
- Participants were more likely to use the information and thought the workshop facilitation was of higher quality when the **workshop was part of a cohort.**

### ► TA/CB Offerings in Response to COVID-19

From April-June of 2020, **TA/CB workshop schedule** was greatly impacted by state and local “stay at home” mandates, in response to the **COVID-19 pandemic**. However, despite these challenges, DCYF offered **53 online workshops** from April to June of 2020. In response to the needs of partner agencies, these workshops primarily focused around **three core topics**, including COVID-19 pandemic response, virtual/remote learning and connection, and staff self-care and wellness.

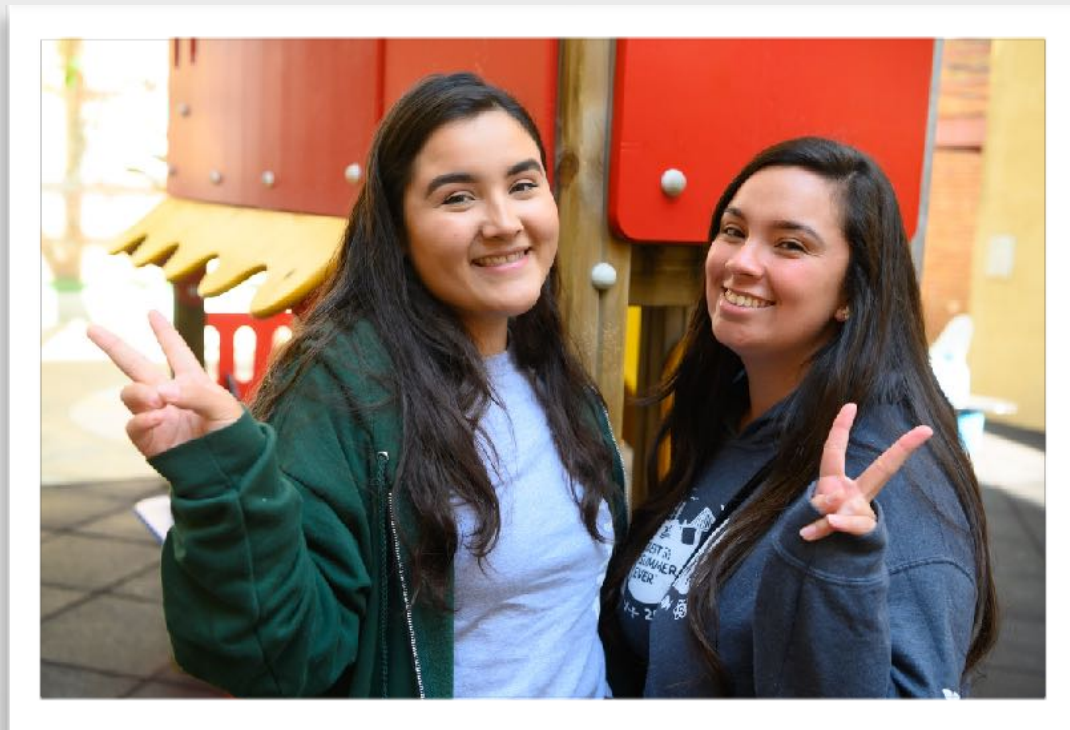
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TA/CB Survey responses demonstrated that DCYF was able to provide workshops during this challenging time with a **strikingly high-level of quality**, consistent with the workshop quality findings from survey responses throughout the 2019-2020 year (prior to COVID-19). Participating staff from agencies reported that these workshops improved their ability to engage virtually, heightened their ability to use Zoom technology, bolstered their knowledge of and commitment to their own self-care, and provided the tools to support and communicate with youth and their families.

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DCYF should be applauded for their **quick pivot** to offering TA/CB programming 100% virtually, as well as their ability to provide TA/CB content that was responsive and useful to agency staff during times of unprecedented challenge.





# Section 1

## CUMULATIVE TA/CB WORKSHOPS AND ATTENDANCE FINDINGS

(SEP 2019 – MAR 2020)



# SECTION ONE

Section 1 explores the amount and type of workshops offered by DCYF during FY19-20, as well as describes who was served by TA/CB workshops in 2019-2020. Information was obtained from the TA/CB attendance data and the TA/CB Workshop Survey. This section of the report focuses on September 2019-March 2020, prior to the city response to COVID-19.

## ▶ TA/CB Workshops

Cumulative workshops (September 2019 – March 2020)

**173 TA/CB  
workshops  
offered**



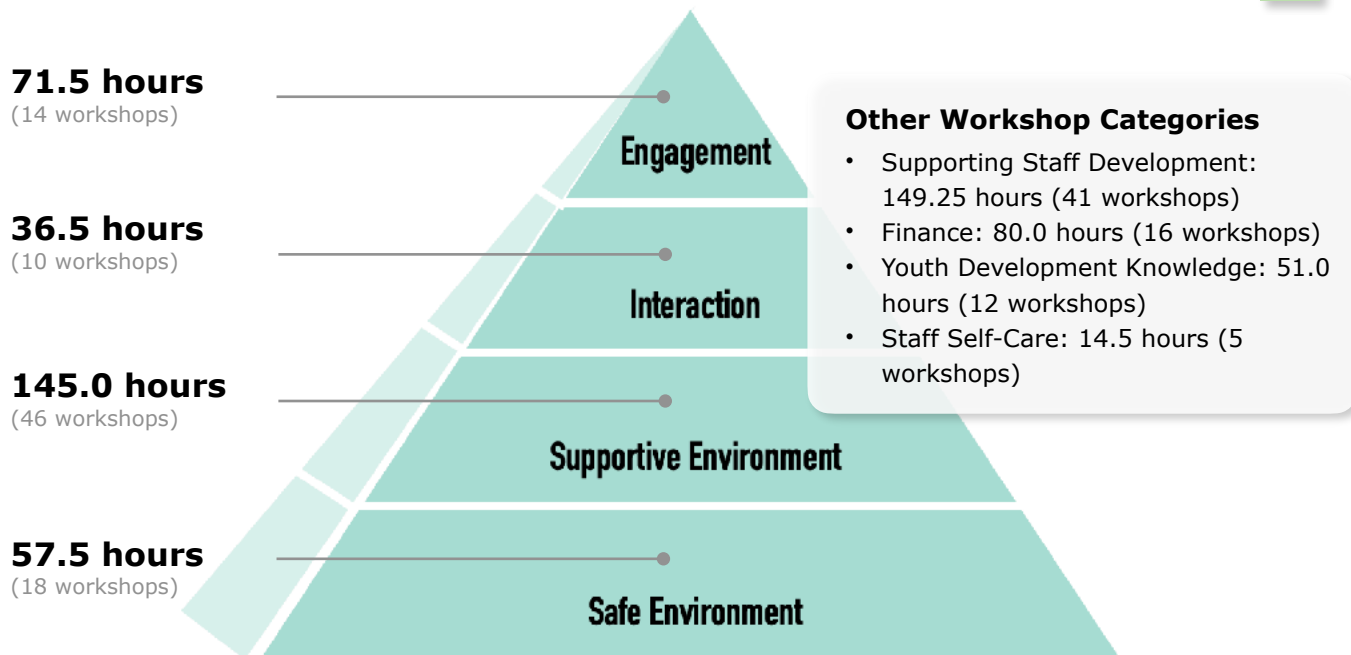
**605.25 hours  
of workshops  
were offered**



## ▶ 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
Edutainment for Equity	160.00	39	Nicky MacCallum	37.50	11
Be the Change Consulting	90.00	24	Fiscal Management Associates	36.00	8
Pathways Consulting	66.25	14	Movement Strategy Center	27.00	8
Spark Decks	53.00	22	Support for Families	19.00	6
Candid	47.00	10	Flourish Agenda	12.50	5
Intersections Consulting	39.50	11	My Path	17.50	4



	Category	Sample Workshop Titles
<b>YPQA</b>	<b>Engagement</b>	Incorporating Engaging Literary Activities Youth Leadership Empowerment and Advocacy
	<b>Interaction</b>	Addressing the Needs of Juvenile Justice Involved Youth Everyone is Welcome: Creating Inclusive Programs
	<b>Supportive Environment</b>	Crisis Management and De-Escalation – A Trauma Informed, Healing Centered Approach Power and Privilege
	<b>Safe Environment</b>	Creating Environments that Nurture SEL Cultural Mindfulness Institute
<b>Other</b>	<b>Supporting Staff Development</b>	Training of Trainers Leadership Circle for Emerging Development Professionals Program Manager Cohort
	<b>Finance</b>	Proposal Writing Bootcamp Finance for Program Staff
	<b>Youth Development Knowledge</b>	Youth Development 101 Youth Development to the Next Level
	<b>Staff Self-Care</b>	Self Care for Youth Serving Professionals Healthy Boundaries – Best Practice for Client Care and Staff Wellbeing





► **Who participated in DCYF’s TA/CB workshops this year (2019-2020)?**

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 **832 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	46%
Program Manager	29%
Fiscal / Operations Staff	10%
Executive Staff	4%

Years	Years in Position (percent)	Years in field (percent)
0 - 1 year	61%	15%
2 - 3 years	24%	21%
4 - 5 years	8%	23%
6 - 9 years	4%	14%
10+ years	4%	18%

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

Complete TA/CB attendance data were only available for the Fall of 2019 (September-December 2019); these analyses are limited to this timeframe and do not represent the complete FY19-20 attendance findings.



\* 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.



## Section 2

# CUMULATIVE TA/CB WORKSHOP FINDINGS

(SEP 2019 – MAR 2020)



## SECTION TWO

The following section explores participants’ experiences in DCYF’s TA/CB workshops by examining responses on the TA/CB Workshop Survey during FY19-20 (September 2019 – March 2020). 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?

- **832** TA/CB survey responses

#### Workshop Participation

**47%**

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

**83%**

of workshop participants found the workshop difficulty to be “just right.”

#### Workshop Pace

**85%**

of workshop participants found the workshop pace to be “about right.”

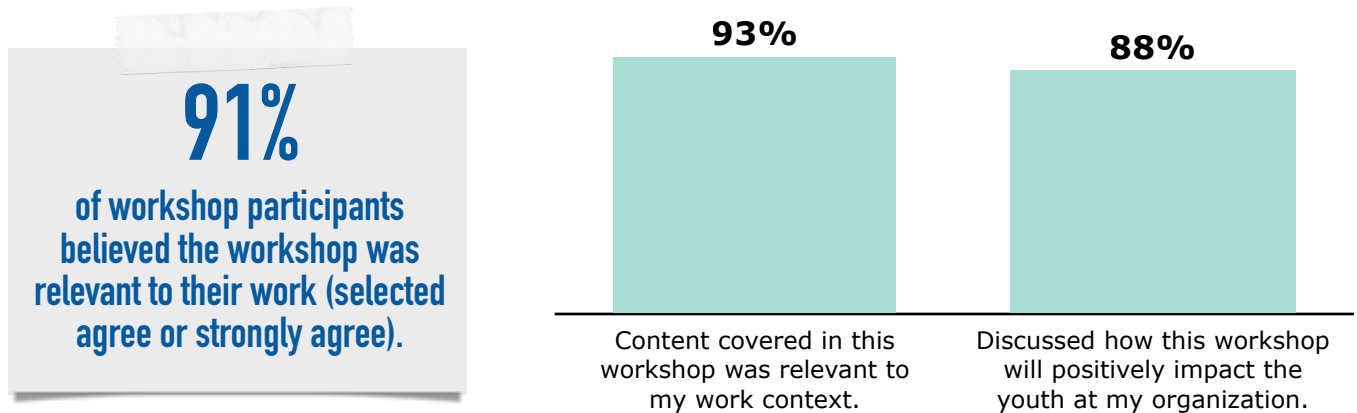
#### Workshop Length

**78%**

of workshop participants found the workshop length to be “about right.”

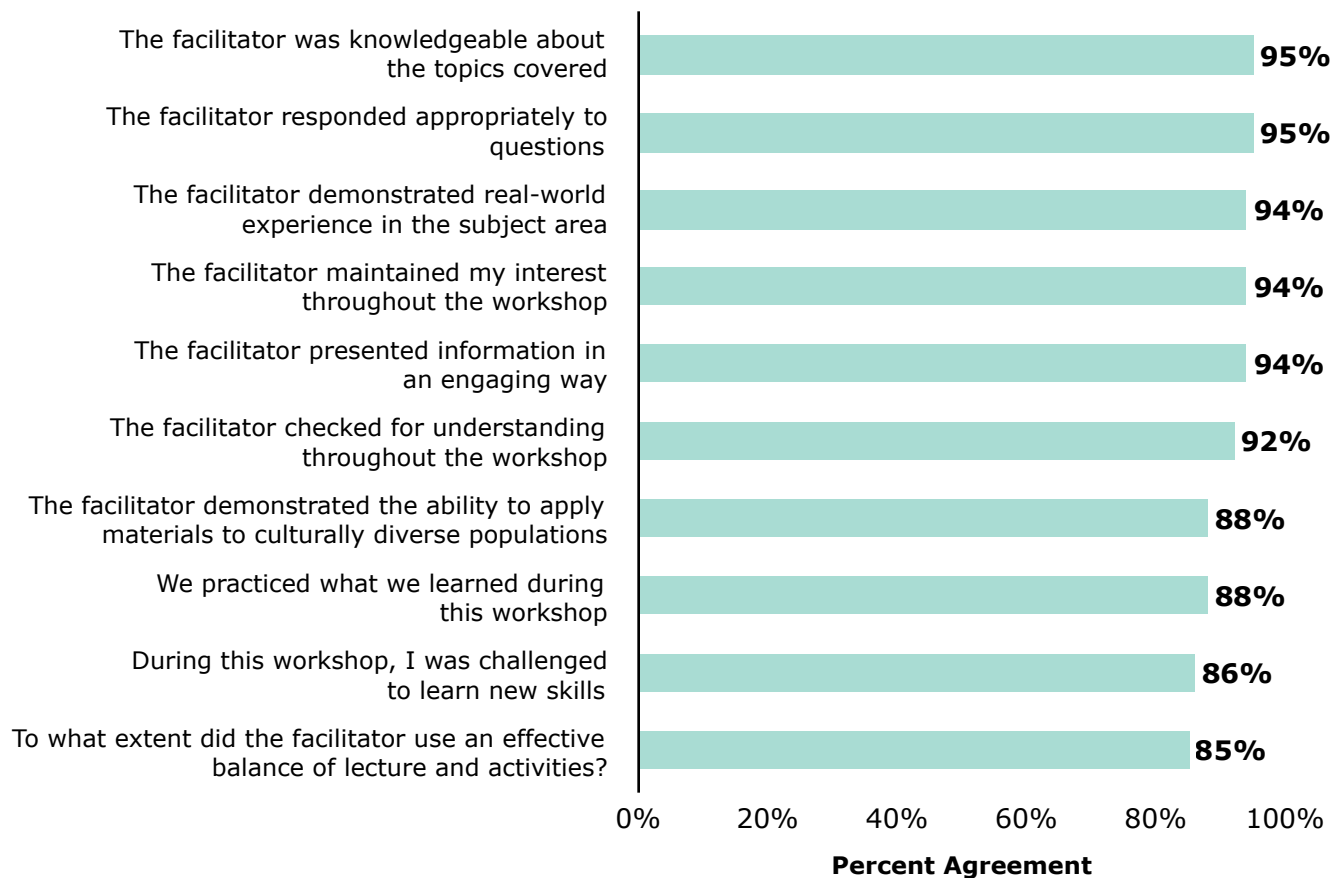


**Workshop Relevance**



► **How well were DCYF’s TA/CB Workshops facilitated in 2019-2020?**

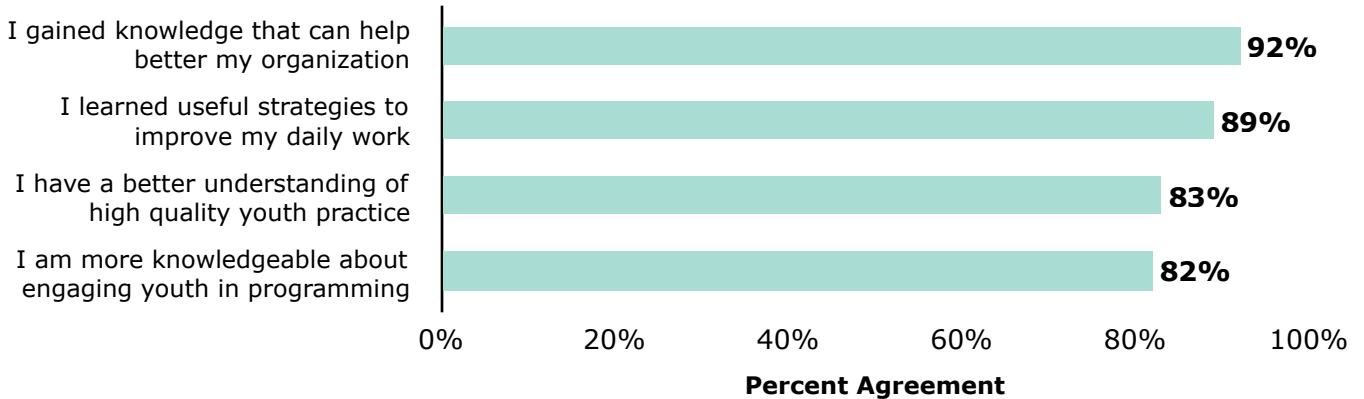
**94% of workshop participants believed the workshop had high-quality facilitation (agree or strongly agree).**





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

**87% of workshop participants believed the workshop benefitted their work (agree or strongly agree).**



**Additional Support**

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

**96%**  
of workshop participants plan to use the information from the workshop in their job (selected slightly likely or very likely).

**95%**  
of workshop participants would recommend the facilitator to a colleague

**93%**  
of workshop participants would recommend the workshop to a colleague.

**49%**  
of participants requested group-based coaching.



**31%**  
of participants requested individual coaching.

**33%**  
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 530 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<sup>1</sup>, 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.

### Adjusting programming according to youth input and individual needs:

*"Address the underlying needs of youth that may not be as obvious to the naked eye."*

*"Adjust activities based on the youth age."*

*"Incorporate more ways to make ELL feel more inclusive in activities. (Speaking slowly and clearly, having more visuals, pairing them up with native speakers)."*

*"I think I am going to be more aware of how I am supporting both a gender inclusive environment as well as those students with disabilities."*

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

*"Using more community building activities and doing more community circle games."*

*"Start our math class w/ more interactive games that the students can lead themselves."*

*"I am going to slow down conversations around race and ability and create a stronger foundation with the tools provided."*

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<sup>1</sup> Complete qualitative, thematic analyses could be accomplished in future evaluation contracts.





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

*"Be more active and present in the full, sometimes unspoken, lives of the youth involved."*

*"Be more aware of how I am contextualizing the behaviors my students are exhibiting."*

*"Reframe conversations with youth to focus on strengths instead of adversities."*

### Dealing with disruptions, conflict, and emotions in a more effective way:

*"Address the root behavior of negative actions and respond in a way that still affirms the student without putting them down."*

*"One thing I intend to do differently is analyze and receive behaviors in the classroom through a "trauma lens" as talked about in the workshop. To open up the question 'Is this or how much of this is a trauma response?' Not just see it as misbehaving."*

*"Solve Antecedents not Behavior."*

### Creating an intentional classroom culture:

*"Be persistent in creating the value and culture in the classroom."*

*"I'd incorporate values in a more articulate manner. I know what language to use in order to establish values more than just 'rules'."*

*"Let students deal with their stress in their way but safely and also create a safe space."*

### Investing in self-care:

*"Be more cognizant of my own symptoms of trauma as well as my peers in order to better understand each other."*

*"Be more intentional with my breaks and time off from work to do actual self-care rather than self-indulgence."*

*"Consciously working on my own personal growth mindset and consider how to spread that to my team and to the youths I work with!"*

*"Continue to be more and more conscious of the type of teacher I am and how I project my power in the classroom in a way that is inspiring my kids, not trying to assimilate them."*



**Creating organizational change:**

*"Being mindful of the social toxicity brought into the space of my organization/community and how that impacts our staff/leadership and our capacity to do this work effectively, with intention, day after day, year after year."*

*"I plan to lead more discussions with my organization about exactly why we want to engage youth and build a stronger vision around youth engagement at our org, so that we have a better lens for self-evaluation and reflection in our programming and governance."*

*"Set up more formal systems to improve staff buy-in and retention."*

**► 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. **Years in Field:** Participants who had **been in the field** for more than one year thought the workshops were more **relevant** to their work and had better **facilitation** than those who had been in the field for less than one year.

***Relevance***

*More than 1 year in the field > 0-1 year in the field*

***Facilitation***

*More than 1 year in the field > 0-1 year in the field*

2. **Participation in Training Outside DCYF:** Participants who had **not attended a training on the same topic outside of DCYF** reported receiving **more benefits** from the workshops than those who had participated in a training on the same topic outside of DCYF.

*Had not participated in training outside DCYF >  
Had participated in training outside DCYF*



3. **Cohort:** Participants reported greater likelihood of **using** the information from the workshop when the workshop was part of a **cohort / series**, compared to singular workshops. Additionally, participants reported better **workshop facilitation** for workshops that were part of a **cohort / series** compared to singular workshops.

***Plans for Use***

*Cohort > Non-cohort*

***Workshop Facilitation***

*Cohort > Non-cohort*



## Section 3

# TA/CB WORKSHOPS IN A COVID-19 WORLD

(APR 2020 – JUN 2020)



## SECTION THREE

This final section of the report explores DCYF’s response to the COVID-19 pandemic, which led to closures in both youth programs and schools across the city of San Francisco. Due to the challenging nature of these spring months (April-June of 2020), it was useful to consider this quarter as a unique subset of programming during the 2019-2020 fiscal year.

The TA/CB workshop schedule (April-June 2020) was greatly impacted by state and local “stay at home” mandates, in response to the COVID-19 pandemic. In the months since March 2020, when the City of San Francisco began mitigation efforts to reduce the spread of COVID-19, DCYF TA/CB offered a number of workshops online to address the pressing needs of their partner agencies. From April to June of 2020, DCYF offered 51 online workshops. A total of 446 (duplicated) participants checked in to these workshops, representing 175 programs under 93 agencies.

As you can see from the table below of sample workshop titles, DCYF provided learning opportunities around three core topics: (1) how agencies can respond to particularly vulnerable populations during the COVID-19 pandemic, (2) how agencies can engage more effectively in virtual/remote learning without sacrificing quality and connection, and (3) how agencies can promote and sustain self-care and wellness for agency staff.

Category	Example Workshop Titles
<b>COVID-19 Pandemic Response</b>	Supporting Incarcerated Youth During Pandemic (Part 1 & Part 2) Creating Youth Centered Programming in Uncertain Times
<b>Virtual / Remote Learning &amp; Connection</b>	Building Curriculum for Virtual Learning Translating Our Fun, Engaging In-Person Enrichment Activities Virtually Literacy Virtually Through Read-Alouds and other Fun Activities Online Protocols for Equity & Inclusion: Fostering Safety, Leadership and Connections in Virtual Environments Staying Connected with Youth and Families we Serve
<b>Self-Care &amp; Wellness</b>	Self-Care for Staff and Families Community Wellness Taking Care of Yourself While Taking Care of Others: Online Practice and Connecting



DCYF should be applauded for their speedy and meaningful shift in programming modality and content during these months. DCYF should be proud, not only the quick pivot to offering TA/CB programming 100% virtually, but also in their ability to provide programming content that was responsive and useful to agency staff during times of unprecedented challenge.

### ► Overview of this Quarter's Data

- **345** TA/CB survey responses

This section will explore highlights in the TA/CB Survey findings from the workshops offered during this quarter, with a particular emphasis on how DCYF addressed the novel needs of agency staff in the midst of the COVID-19 pandemic.

- According to TA/CB Survey responses, the majority of the agency staff served during this timeframe were direct service providers (64%), followed by program managers (29%). This is a notable increase in the percentage of those served who were direct service providers (46% of those served from September 2019-March 2020 were direct service providers). It appears that during the pandemic, direct service providers were more likely to engage in TA/CB workshops than other groups.
- Consistent with the findings from the fall and spring quarters before the COVID-19 pandemic, supervisors were still the most likely person to suggest a workshop to their staff (74% of respondents reported that their supervisor recommend they participate in the workshop [if someone suggested the workshop to them].)
- In terms of TA/CB workshop quality findings, as obtained from the TA/CB Workshop Survey, DCYF was able to provide workshops during this challenging time with a striking high-level of quality, consistent with the workshop quality findings from survey responses throughout the 2019-2020 year (prior to COVID-19), as summarized in the previous section.





### Highlighted Survey Findings:

**82%** of workshop participants believed the workshop was relevant to their work (selected agree or strongly agree).

**86%** of workshop participants believed the workshop had high-quality facilitation (selected agree or strongly agree).

**83%** of workshop participants believed the workshop benefitted their work (selected agree or strongly agree).

**92%** of workshop participants plan to use the information from the workshop in their job (selected slightly likely or very likely).

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 the impact of TA/CB workshops offered in the midst of the COVID-19 pandemic.<sup>2</sup>

### Improved ability to engage virtually:

*"I also want to apply a bunch of the stuff the participants put as ideas on how to for example create a safe space in a virtual setting. I'm walking away from this workshop feeling validated and connected in knowing that I'm not alone in this challenging process of figuring out how to connect with our youth and families in a more engaging and mindful way."*

*"Reach more individuals in a meaningful way using virtual tools."*

*"Ensure safer online interaction with youth during this time."*

*"Adding more ideas to our virtual learning program such as virtual field trips at Pier 39. Also, the national parks and rangers doing live talks."*

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<sup>2</sup> Similar to the above section, these categories and the selected responses are a sample of exemplary responses; these responses may not be representative of the complete sample of survey responses if rigorous qualitative analyses were conducted.



### Greater knowledge of and commitment to self-care:

*"Take breaks throughout the day to re-center. Maintain a clean work-space."*

*"One thing I would do differently in my work is taking mindfulness breaks to check in on how I'm doing instead of just chugging through it."*

*"I will definitely take some time to engage in self care as I do find myself forgetting to do that because I am so focused on work, I forget about my wellbeing. For example, I plan on taking stretch breaks, making gratitude lists, and other forms of self care that I learned from this workshop."*

### Heightened ability to use Zoom:

*"Thinking about how to use different tools and resources to make things more interactive for folks joining a Zoom call."*

*"I will take the zoom tips that they shared and implement those to create a better environment for the kids to concentrate and make it a little bit easier for us to facilitate."*

*"I feel confident holding Zoom meetings with staff and with students. This has helped me to understand the tools available in Zoom, which as so necessary."*

*"Being more intentional about social and emotional aspects of our zoom sessions!"*

### Increase desire for and tools to support/communicate with youth and families:

*"Find more ways to BE THERE for my youth, especially with the older elementary kids, and the families. I can see how they could use more support and resources from me and my program overall."*

*"Continue to keep our youth and families at the center of our work. The youth and families trust us to support as we should trust the youth and families to lead in building/developing the plans that best fit their care and needs. #familiesfirst"*

*"Come up with a specific list of questions for our staff to ask families when we connect about resources they can access. Also, educate our staff in some basic tech support they can offer families."*

*"Attentiveness to our youth and families well being within their home community as well as the external community around them. To be mindful and to the best of my abilities, be aware of available resources within their immediate community."*



### ► **Conclusion**

Taken together, DCYF was able to shift quickly towards programming that addressed the current challenges faced by partner agencies during the COVID-19 pandemic and offered workshops that would allow agency staff to continue engaging in youth development despite the roadblocks created by school and program 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. DCYF should be proud of their ongoing commitment to supporting agencies across San Francisco and their impressive ability to respond to the unique challenges of this time with little notice and few resources.