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MEMO

Date: November 2019

From: SF Department of Children, Youth and Their Families (DCYF)

Re: DCYF Evaluation Engagement, FY2019-20

Continuous investment in evaluation helps DCYF understand the implementation and impact of the Children and Youth Fund in supporting the well-being of children, youth and families in San Francisco. Programmatic evaluations provide timely and practical information to DCYF, grantees, its Oversight and Advisory Committee (OAC), partner agencies, the broader field, and other interested stakeholders. Evaluation results also inform DCYF policies, practices, processes, and plans in short- (within the funding cycle) and long-term (future funding cycles). And evaluation results inform technical assistance and capacity building efforts and grantee programming and practices

This Memo details the evaluation investments that DCYF will engage with this Funding Cycle. In order to determine the final list of evaluation topics detailed in this Memo, in Fall 2018 DCYF drafted a list of roughly 60 evaluation questions/ideas that originated from performance measure discussions, staff research, and staff feedback. We then narrowed the list of evaluation topics based on several criteria: utility, readiness, cost/resources, data availability/feasibility, and timing. Finally we worked to select and enter into contracts with third party evaluation firms with expertise in the priority areas of evaluation.

This Memo summarizes the results of this process, and is intended to serve as a reference that details evaluation activities, specifically for FY2019-20. This year DCYF funded grantees will also be asked to participate in introductory meetings with DCYF staff and evaluators during which grantees will have the opportunity to learn in person about evaluations, to ask questions and share experience.

This Memo is organized as follows:

- Overview of current evaluation projects (pages 2-10)
- Evaluation Timeline (attachment)

Beacon Community Schools Evaluation

DCYF Analyst Contact: Jill Berkin

DCYF Funding Team Contact: Lamont Snaer

Consultant: Social Policy Research Associates (SPR)

Evaluation Questions:

Implementation focus:

- How do demographic characteristics of program participants compare to those of non-program participants?
- How/ how well are programs recruiting and retaining youth participants?
- How/how well are programs implementing each of the five components of the Beacon Community School model?
- What is agency capacity to provide services? What DCYF supports could increase capacity?
- How/how well are programs coordinating with school sites (teachers and administrators)?
- How/how well are programs integrating into school communities?
- How does activity data entered into CMS compare to what's actually happening at programs?
- How should school-day activities be tracked and entered into CMS?
- How should DCYF monitor parent engagement at Beacon programs?

Outcomes focus:

- Are Beacon programs improving academic and behavioral outcomes for program participants?
- How do outcomes vary depending on:
 - Frequency/duration of program participation?
 - Participant demographic characteristics (age, gender, race/ethnicity, etc.)?
 - The types of activities attended by participants?
- Does participation in Beacon Center programming increase students' sense of belonging?
- Are families increasing connections with school and community as a result of Beacon efforts?
- Are Beacon participant families gaining skills to navigate school and life more effectively?
- Are Beacon programs improving academic outcomes for all students?
- How have Beacon programs shifted the culture and climate of their host schools?
- Are non-Beacon participant families gaining skills to navigate school and life more effectively?
- Do schools with Beacon centers have stronger behavioral health and wellness outcomes?

Educational Supports Evaluation

DCYF Analyst Contact: Jill Berkin

DCYF Funding Team Contacts: Lamont Snaer & Debbie Tisdale

Consultant: Policy Studies Associates (PSA)

Evaluation Questions:

Implementation focus:

- How do the demographic characteristics of program participants compare to those of non-program participants?
- How/ how well are programs identifying and reaching youth in need of services?
- How/ how well are programs assessing and tracking participant progress?
- How/ how well are programs supporting school/post-secondary transitions?
- How are participants with varying needs served in programs?
- What is the capacity of agencies to provide these services? What supports would be needed from DCYF to increase capacity?
- How/how well are programs coordinating with SFUSD? How does this differ between school-based/non-school-based programs?
- How are programs communicating and partnering with families?
- Is the Youth Program Quality Assessment (YPQA) an appropriate internal and external assessment tool for programs in the Alternative Education and Literacy Supports strategies? If not, what tool would be more appropriate?

Justice Services Evaluation

DCYF Analyst Contact: Ryan Sapinosa

DCYF Funding Team Contact: Jasmine Dawson and Prishni Murrillo

Consultant: American Institutes for Research (AIR)

Evaluation Questions:

Implementation focus:

- What are program participation patterns, including referral patterns?
- What are the demographic characteristics of participants, with school-age and TAY specific analyses?
- What arrest rate, incarceration rate, probation violation rate, and probation, restitution, and community service completion rates of program participants?
- How are programs using assessments?
- What programs and associated curriculum, incentives, and support services are offered to participants?
- How are programs addressing trauma?
- What technical assistance and professional development do grantee staff need?
- How do youth progress from initial point of contact with the justice system to participation in Justice Services programs? How much time passes between intake, assessment, referral, and services?
- How do DCYF and partners track service updates and communicate information with probation officers and justice agency staff? How can these systems be improved?
- What systems do programs use to share participant data with DCYF staff? How can these systems and the quality of the information shared be improved?

Outcomes focus:

- Are Justice Services programs improving the fulfillment of justice system obligations, including reductions in probation violations and increasing rates of court appearances?
- Are Justice Services programs improving probation, restitution, and community service completion rates?
- Are Justice Services programs reducing rates of recidivism?
- Are youth and TAY services effectively addressing needs identified via intake assessments?
- Do youth and TAY report a strengthened sense of leadership and voice in DCYF youth surveys?
- How do education and employment outcomes differ between Justice Service-involved program participants and nonparticipants?

Mentorship Evaluation

DCY F Analyst Contact: Ryan Sapinosa

DCYF Funding Team Contact: Jasmine Dawson and Prishni Murrillo

Consultant: American Institutes for Research

Evaluation Questions:

Program Model focus:

- What is the actual program model, as described from youth perspective and experiences?
- How do descriptions of funded mentorship program models align with models recommended by current research on youth mentoring?

Implementation focus:

- What roles and functions are mentors expected to fulfill in their relationship with youth participants? How clearly are these expectations identified and articulated by (a) agency staff, (b) mentors themselves and (c) program participants?
- How many mentors have been recruited? How many mentees are served by mentors?
- How are mentor-mentee assignments established?
- How frequently do mentors and mentees meet? How long are typical engagements between mentors and mentees?
- What additional community/resource connections have mentors facilitated for mentees?

Outcomes focus:

- What do mentees and mentors report as the value added/gained from their relationship?
- How have a mentee's education or career plans been influenced by a mentor?
- How have a mentee's behaviors in school, work, or community settings been influenced by a mentor?

Social and Emotional Learning (SEL) Technical Assistance and Evaluation Project

DCYF Analyst Contact: Wally Abrazaldo

DCYF Funding Team Contact: Aumijo Gomes

Consultant: WestEd

Project Goals:

- Build DCYF and grantee capacity in SEL,
- Understand SFUSD's SEL efforts,
- Potentially align DCYF's approach to SEL with that of SFUSD,
- Understand opportunities for DCYF to reframe its work around SEL and areas where further resources and supports are needed,
- Understand how DCYF grantees are incorporating SEL into programming, and
- Assess the SEL skills of children and youth participating in DCYF-funded programs.

Major Activities FY19-20 and FY20-21

- Fall 2019: Review of SEL literature and assessment tools
- Fall/Winter 2019: Interviews/focus groups with SFUSD, DCYF staff and TA providers
- Spring/Summer 2020: Interviews/focus groups with small group of DCYF grantees
- Jan 2020-March 2021: ~Quarterly 6-hour strategy conversations with DCYF leaders and other stakeholders
 - Workshop 1: Focuses on the following questions: How might we rearticulate why SEL is a priority in our work, worth investing in and worth measuring? That is, what outcomes do we hope SEL will drive?
 - Workshop 2: Focuses on the following questions: How does SFUSD incorporate SEL into K12 education, and how might SFUSD and DCYF align approaches and measures to amplify each other's outcomes? How are DCYF grantees using SEL in their work and in what ways are they successful or challenged?
 - Workshop 3: Focuses on the following questions: How might we synthesize everything we have learned to articulate an SEL approach that is: 1) coherent, 2) aligned with SFUSD in appropriate ways, 3) meets the outcome goals of DCYF, and 4) meets the most important needs of DCYF grantees?
 - Workshop 4: Focuses on the following questions: What are the best ways to measure SEL in DCYF work? What specific SEL items might we include in future DCYF surveys? How might DCYF use the SEL data in its work?

Technical Assistance and Capacity Building Evaluation

DCYF Analyst Contact: Ryan Sapinosa

DCYF Funding Team Contact: Teodora Idelfonzo-Olmo

Consultant: Claremont Evaluation Center

Evaluation Questions:

Implementation focus:

- To what extent are DCYF's TA/CB offerings relevant to grantees' individual, programmatic, and agency needs?
- What are the participation patterns for agencies, programs, and staff? How do participation patterns differ by agency (content focus), program (size, service area, etc.), and staff characteristics (demographics and selection into workshops)?
- How does participation/dosage differ by type of TA/CB offering?
- To what extent are TA/CB offerings implemented with sufficient quality and relevance to maximize staff learning and application? Do staff perceive the offerings are high-quality and personally relevant to them?
- To what extent does participating in TA/CB offerings improve the knowledge, skills, and abilities of grantee staff?
- To what extent do grantee staff participate in multiple, interconnected trainings over time? Are staff receiving on-going coaching and targeted feedback to apply what they learned to their practice with youth?
- Are there differential impacts on staff learning and application by: (1) the pathways to TA/CB offerings, (2) dosage levels, or (3) characteristics of staff?

Outcomes focus:

- To what extent do staff participating in TA/CB offerings use the information learned to implement better staff practices with youth?
- How does TA/CB participation affect workforce opportunities and staff retention in youth development field?
- Does participation in TA/CB have a positive impact on program quality across DCYF-funded agencies?
- How does participation in TA/CB affect fiscal health and sustainability of agencies funded by DCYF?

Youth Workforce Development Evaluation

DCYF Analyst Contact: Celeste Middleton

DCYF Funding Team Contact: Jasmine Dawson and Prishni Murrillo

Consultant: TBD

Potential Evaluation Questions:

Note that this list reflects D&E's preliminary thoughts on evaluation questions, and the list will likely change when the Scope of Work is developed in FY19-20.

Implementation focus:

- Are programs successfully recruiting high need participants, specifically disconnected TAY participants?
- Are financial empowerment efforts reaching participants?
- How are Career Awareness participants primed for further YWD participation?
- How does programming/recruitment address the transition from middle school to high school?
- What are barriers to more equitable access and participation in YWD programming?
- How do youth receive support for transitions after their placements? What % of participants receive this support?
- Do YWD program curricula utilize up-to-date, research-based approaches to training, soft skills, etc.?
- Are YWD program curricula relevant to the job market?
- How can DCYF assess programs that provide more 1:1 interaction, since non-cohort models do not allow for YPQA assessment?
- How can the High School Partnerships strategy be improved? Who is responsible for the quality of curriculum delivery when it is delivered by SFUSD CTE teachers? How can this strategy be assessed and included in continuous improvement efforts?

Outcomes focus

- Are YWD participants more likely to participate in further training/employment programs, pursue post-secondary education, or see employment success?
- Does sector-specific preparation/credentialing yield better outcomes for participants?
- Are TAY participants able to find stable employment following participation?
- Are youth who received financial empowerment curricula demonstrating better financial literacy?
- Does participation in Career Awareness lead to participation in other YWD programming (DCYF or otherwise)?

DCYF Parent/Caregiver Survey to be taken by parents'/caregivers of participants in grades K-5

DCYF Analyst Contact: Jill

DCYF Funding Team Contacts: Lamont Snaer & Lina Morales

Consultant: Learning For Action (LFA)

Focus of Parent Survey:

- How satisfied are parents and caregivers with their child's program overall?
- How satisfied are parents and caregivers with elements of their child's program in the following areas:
 - Family engagement and family partnership activities
 - Program accessibility and availability
 - Program cultural competency
 - Program staff relationship to their child
 - Program's ability to connect parents and caregivers to additional resources and services in the community
 - Program's ability to keep parents engaged and connected to their children's progress in the program
 - Program's curriculum and activities
- To what extent are programs meeting DCYF survey-based performance measures around cultural competency and caring adults?
- What additional parent and caregiver needs are not being met by the program?
- What are the demographics of parents and caregivers participating in the program?
- To what extent do parents report their child(ren) has(have) exhibited growth in social emotional learning (SEL) as a result of participating in the program?

Evaluation Activity Calendar
2019-2020

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
AIR - Mentorship	Contracting						Data Collection specifics TBD						
AIR - Justice Services				JJCPA (JPD)		Q1 Participation Report			Q2 Participation Report		JJCPA application	Q3 Participation Report	
Claremont - TA/CB				TA/CB Participant Survey Rollout		TA/CB Q1 Attendance Report			TA/CB Q2 Attendance Report		TA/CB Q3 Attendance Report		
	FY1819 TA/CB Attendance Report				TA/CB post-workshop survey responses collected from grantees attending workshops								
					Interviews with apprx 20 grantees and with TACB providers								
								Mid-year Workshop Quality Report		Agency Needs Assessment Brief	KSA TACB Participant Survey Time 1 Rollout		
LFA - K-5 Parent Survey	Grantee Survey: OST and ELS grantees serving Grades K-5		Parent Advisory Meetings			Pilot Parent Survey Draft	Pilot Parent Surveys		Final Survey		Survey Design Memo		
		Parent surveys in field											
PSA - Ed Supports	Outcomes Model	Grantee Meeting				Interim Participation Report	Data Collection - Grantee site visits including interviews & focus groups with youth, program staff, and SFUSD staff; Program staff survey; survey of all Ed Supports EDs; Lit Supports family survey						
SPR - Beacons	Design Phase - Interview Selected Beacon Directors		Discovery Phase - Visit all Beacons, Survey Beacon directors				Memos on PMs, family survey draft						
							Interviews w/ Beacon Directors, school principals, ExCEL/SFBI staff; focus groups w/ parents, parent survey						
WestEd - SEL			Conduct interviews/focus groups with TA providers and SFUSD staff			Memo	Engage 15-20 grantees in focus groups						
					Workshop (Senior Staff)								
YWD		Contracting								Planning - Outcomes Evaluation			

KEY:	Deliverable	Partner Involvement	Grantee	DCYF Staff
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