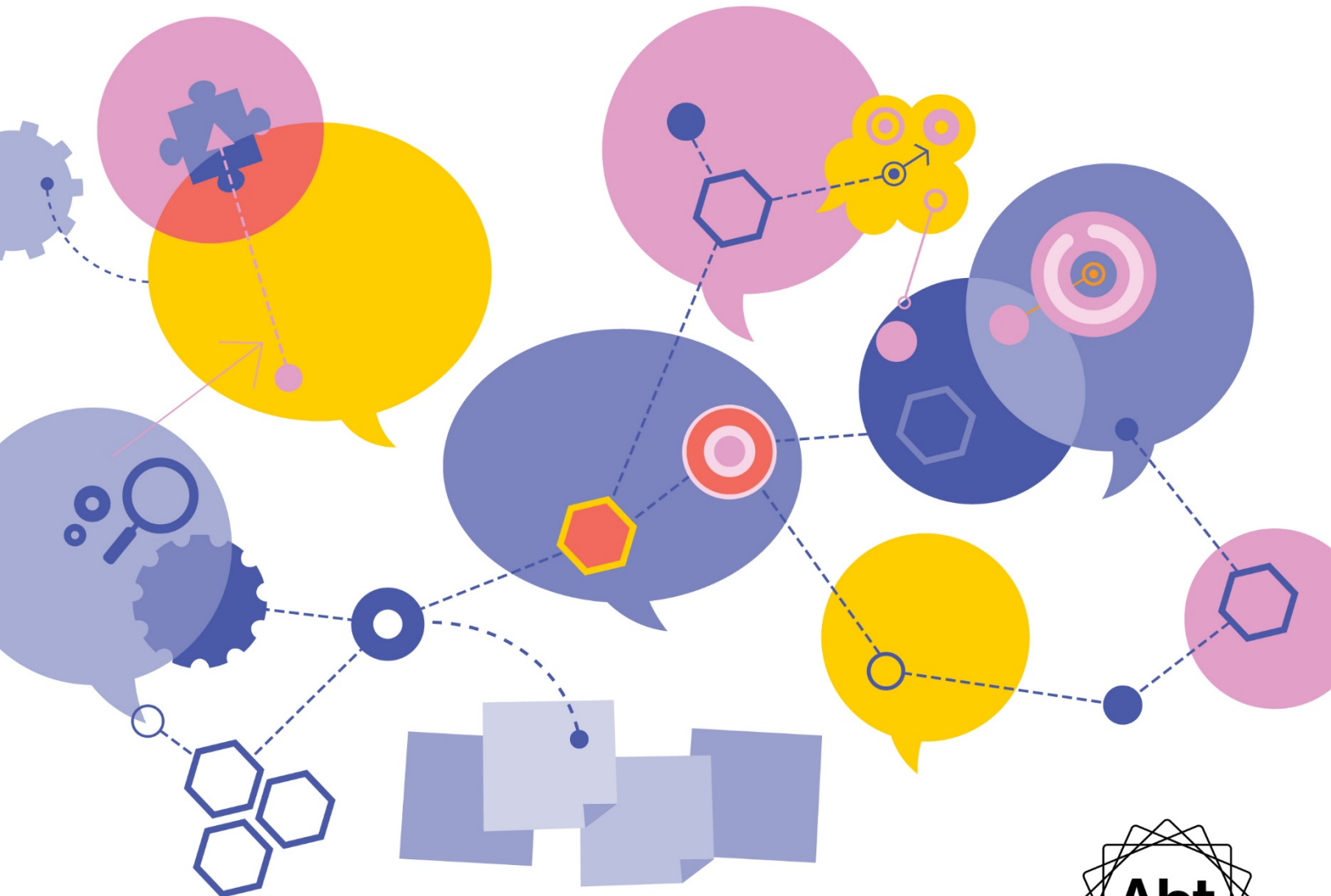


Final Report for the NYC Service Design Studio Evaluation

Prepared for: NYC Mayor's Office for
Economic Opportunity

Final
August 2020





NYC Opportunity Response to Abt Associates' Evaluation of Service Design Studio

August 2020

Guided by a goal to enable City agencies to better meet the needs of New York City's most vulnerable residents and thanks to seed funding from Citi Community Development, the Mayor's Office for Economic Opportunity (NYC Opportunity) launched the nation's first-ever municipal Service Design Studio dedicated to improving services for low-income residents in October 2017. Our Studio does this by applying and teaching a participatory process known as "service design" – or the practice of developing program and policy solutions that are rooted in insights about the holistic experiences of those affected by public services. The Studio's approach uniquely combines insights developed through a design process with findings from social policy and evaluation research to ensure that public programs employ best practices, use strategies proven to produce the best results, are informed by stakeholder expertise and designed to meet the needs of individual users, as well as front-line staff.

Seeking to have an independent assessment of the effectiveness of our own work and identify opportunities for improvement, NYC Opportunity contracted the research firm Abt Associates to conduct an implementation study of the Service Design Studio. The research period covered an early stage of the Studio's operations, including part of its first and second years. By the time the study was completed, over 1,200 City staff had participated in Studio offerings – representing over 60 different City Agencies. While quite an accomplishment for a small team of 4 in less than 2 years, it's important to note that this equates to less than 1 percent of the City's total workforce.ⁱ

Abt Associates conducted research for this study from June 2018 to June 2019 and focused on assessing early outcomes for three Studio offerings: Office Hours (one-hour work sessions City staff can schedule with a Studio designer); Workshops (3.5 hour trainings for City staff to learn the basics of service design); and Designing for Opportunity projects (6-18 month engagements in which the Studio works closely with a City agency to apply service design). All are informed by the Studio's Tools + Tactics (a printed and electronic guide to applying design techniques to public services).ⁱⁱ The research team conducted observations of each of these offerings and completed interviews and surveys with participants over time. The overall study sample was selected to include a diverse set of about 80 people but is not representative of all Studio participants.

Findings from the evaluation show strong and sustained satisfaction with the Studio's offerings, with City staff both learning service design methods and independently applying them in their work. Among 52 participants in Office Hours who were surveyed three months after their session:

- 90 percent were satisfied or very satisfied with their experience;
- 74 percent had used or were planning to use all of the design techniques they were taught;
- 79 percent reported that the Studio had changed how they do their work or they expected it would.

Among those who had already changed how they work, 80 percent reported their work had become more user-centered and 67 percent believed their work was better positioned to deliver more positive outcomes.

Participants in one of the Designing for Opportunity (DFO) projects – who engaged with Studio staff over a period of 18 months – demonstrated deeper learning through the development of design skills over time,

independent application of skills on additional projects, training others in design methods, and implementing design strategies within their work in an iterative manner. Agency staff reported that their work with the Studio helped them to understand the perspectives of clients and refine services to better meet their needs.

In general, Studio participants reported learning a variety of design methods – though some were more commonly learned and used than others – and also reported learning other skills like facilitation strategies. People learned best in more intensive offerings and when they participated alongside a team of close colleagues, which only some offerings were set up to do. Participants also reported some key perceived barriers to institutionally spreading service design, like difficulty explaining its value and lack of buy-in from agency leadership. Perceived barriers generally lessened over time, and some DFO participants were able to overcome them by working together as a team to advance service design within their agency as a whole.

Abt found that a strength of the Studio’s model lies in its centralized, in-house team that essentially serves as the City’s go-to experts on service design. Respondents to the evaluation reported that the Studio serves as an easily accessible and free resource that helps efficiently adapt strategies to unique constraints of designing within a complex City bureaucracy. The report further highlights how the Studio’s position within NYC Opportunity allows design projects to make use of rigorous research and evaluation capacities of the office.

The Studio is using the insights from this evaluation, taking concrete steps to implement many of the recommendations. A re-design of Tools + Tactics is underway to make the content more actionable and responsive to the insights Abt uncovered. A new Workshop model will be launched in June 2020 to be focused on trauma-informed research practices and designed specifically for participation with a team. The Studio has also developed new metrics and a process to utilize them to help inform decisions for current and future offerings, and connect similar projects across agencies.

Research to date on the effectiveness of service design capacity building activities in municipal settings is limited. This evaluation is one of the first contributions to the field on the best ways to teach public sector employees service design methods, and how this capacity building can translate into improved operations. As service design’s popularity continues to grow throughout the public and private sector, NYC Opportunity hopes this research can be used to inform future teams and strategies for building design capacities within other cities or jurisdictions. NYC Opportunity will also continue evaluating the effectiveness of the Studio model and is looking to build upon this research by assessing the impact of the strategy on program outcomes or return on investment of the Studio’s activities and outputs for the City of New York.

Jean-Marie Callan
Deputy Director of Programs and Evaluation

Caroline Bauer
Deputy Director of the Service Design Studio

¹ NYC Government Workforce Profile Report, Fiscal Year 2017. New York City Department of Citywide Administrative Services. Retrieved July 1, 2019 from https://www1.nyc.gov/assets/dcas/downloads/pdf/reports/workforce_profile_report_2017.pdf.

ⁱⁱ Civic Service Design Tools + Tactics. <https://civicservicedesign.com/tools-tactics/home>

Contents

Executive Summary..... 3

1. Introduction 11

 1.1 Evaluation of the Studio 12

 1.2 Overview of the Studio..... 12

 1.3 Studio offerings..... 13

 1.3.1 Theory of change 20

 1.3.2 Evaluation data collection and methodology..... 21

2. Skills learned in Studio offerings..... 24

 2.1 What does it mean to learn service design? 24

 2.2 Skills taught to participants in Studio offerings 25

 2.3 Skills participants in Studio offerings report learning 26

 2.4 How prepared Studio participants feel to use Tools + Tactics 29

 2.5 Additional skills and knowledge Studio participants report learning via Studio offerings..... 33

3. Use of service design methods by Studio participants 36

 3.1 Use of service design methods by Office Hour participants..... 36

 3.2 Use of service design methods by Workshop and DFO participants 38

4. Levels of learning by Studio participants..... 41

5. Support for service design among agencies participating in the Studio..... 45

 5.1 How Studio participants show support for service design 45

 5.2 Perceptions of agency support for service design by Studio participants..... 48

 5.3 Formal agency actions promoting the integration of service design 49

 5.3.1 Barriers to Integration 50

6. Design and delivery of City programs and services 53

7. Lesson learned..... 57

Appendix A: Research Methods 64

 A.1 Research Questions 65

 A.2 Data Collection 68

 A.2.1 Designing for Opportunity Partnerships..... 68

A.2.2 Workshops..... 69

A.2.3 Office Hours and Project-Based Consulting 70

A.3 Analysis 72

Appendix B: Theory of change 73

Executive Summary

The Service Design Studio (Studio) is a novel approach to enhance the capacity of New York City municipal staff to adopt civic service design (service design) as a strategy to improve City services and ultimately enhance the lives of residents, particularly low-income residents for whom City services are not as effective or efficient as possible.

The Studio officially launched in October 2017 and is placed in the Mayor’s Office for Economic Opportunity (NYC Opportunity), whose mission is to “use evidence and innovation to reduce poverty and increase equity.”¹ NYC Opportunity advances its mission by conducting original research, developing and overseeing initiatives with partners, and offering services to City agencies. Its portfolio includes:

- Programs in partnership with 20 City agencies to address low-income resident needs;
- Digital products and services designed to better connect city residents to opportunity; and,
- Special initiatives, including the Studio, that aim to promote equity and opportunity and are led or supported by NYC Opportunity staff.²

Reflective of NYC Opportunity’s mission, the Studio works with its partners to design “effective program and product solutions that [are] deeply informed by the people who use or administer public services” in order to better serve more New Yorkers.³ To do so, the Studio employs a civic service design approach, through which practitioners derive insights from the application of one or more specific design techniques to investigate, understand, and address challenges that limit the potential of existing or new City programs to benefit residents. Service design insights are combined with findings from secondary research and independent evaluations to ensure that public programs employ best practices, use strategies proven to produce the best results, and are informed by stakeholder expertise to meet the needs of end users. The Studio’s unique design process:

- Is evidence-based to build upon existing knowledge and best practices;
- Focuses on end users, especially low-income populations, to improve and develop programs and services to meet their needs;
- Engages stakeholders in a collaborative, inclusive process to better understand their needs, challenges, and goals;
- Tests ideas to explore many possible solutions, reducing the risk that the implemented solution will not be successful;
- Involves an iterative process for continuous improvement; and,

¹ Retrieved July 1, 2019 from <https://www1.nyc.gov/site/opportunity/about/about-nyc-opportunity.page>

² Retrieved July 1, 2019 from <https://www1.nyc.gov/site/opportunity/portfolio/portfolio.page>

³ Retrieved July 1, 2019 from <https://www1.nyc.gov/site/opportunity/what-we-do/what-we-do.page>

- Defines and measures performance to carefully assess the effect of an intervention, where possible.

The Studio model represents a potential new way forward for New York City and other cities to make services more effective and accessible for their residents, and this evaluation represents an early opportunity to explore the benefits and challenges associated with service design in a municipal setting.

NYC Opportunity hired Abt Associates to conduct an evaluation of the use of service design methods by City staff that partner with the Studio. The Abt study team is exploring four questions in depth:

Evaluation Research Questions

- As a result of using Studio offerings, do City staff that partner with the Studio increase their use of service design methods over time in their work? Why or why not?
- To what extent do City of New York agencies, as a result of engaging with the Studio, formally and informally recognize and promote service design as a standard means for enhancing programs and services?
- To what extent do City agencies that partner with the Studio realize improved design or delivery of City programs or services?
- What lessons have been learned during implementation of the Studio that can be applied to the program as it moves forward and to similar programs in other municipalities?

The evaluation seeks to answer these questions via a mixed-methods methodology that draws upon qualitative interview and observation data and survey data and focuses on three of the Studio's six offerings. All Studio offerings are undergirded by the Tools + Tactics resource. A brief overview of this resource and the three offerings at the center of this evaluation follow.

- **Tools + Tactics:** A resource of 18 design techniques that is available online, in a booklet, or in a binder that introduces public servants to service design and provides practical ways to incorporate service design into public service work.
- **Office Hours:** One-hour sessions for one or more City staff to meet in person with a Studio designer for consulting on a challenge or idea or to learn about the applicability of service design to the work of their City agency.
- **Designing for Opportunity (DFO) projects:** Six- to twelve-month engagements in which the Studio staff work closely with a team from a selected NYC government partner agency or office to apply service design methods to enhance an existing initiative for low-to-moderate income New Yorkers, or to design a new initiative. This evaluation assesses the DFO partnership with the Administration for Children's Services (ACS).

- ***Tools + Tactics in Action Workshop (Workshop)***: A Studio-facilitated, 3.5-hour workshop for City staff that introduces participants to the basics of service design and prepares them to identify opportunities to apply service design to improve City programs and services.

Key findings and lessons learned

As governments large and small increasingly look to design as a means of doing more with less, or serving constituents more effectively and efficiently, the Studio deserves close examination as a potential model to achieve those aims. Below, we present key findings and lessons learned from the evaluation, including lessons related to scaling service design in the City and replicating aspects of the Studio model in other municipalities.

The Studio receives broad support among participants

A number of findings indicate that there is broad support for the Studio and the Tools + Tactics, an important factor in the ability of service design to spread to City agencies and staff. We see evidence that Studio participants are overwhelmingly satisfied with the Studio and that levels of satisfaction are sustained over time. Half of Office Hours participants share what they learn during their session with agency colleagues, and more than half have recommended the Studio to agency colleagues. ACS-DFO team members have taken steps to formally and informally train their agency colleagues on service design. Close to half of Office Hours participants intend to engage with the Studio in the future to learn more about service design, and close to 40 percent expect to refer to the Tools + Tactics resource to help implement service design. Finally, the wide use of Tools + Tactics learned via the Studio demonstrates support for the fundamental techniques that are the heart of the design process. ACS-DFO team members have used all the Tools + Tactics they learned and, among Office Hours participants, three-quarters had already used or plan to use all the Tools + Tactics they learned.

All Studio participants gained knowledge about service design

Regardless of the Studio offering, participants report learning an array of service design techniques, indicating that the Studio is achieving a fundamental step in its theory of change. The typical Office Hours participant learned four Tools + Tactics, Workshop participants learned nine, and DFO participants learned 13. About a quarter of Office Hours participants participated in multiple Office Hours sessions and reported that the additional sessions increased their preparedness to use Tools + Tactics learned. Some participants also engaged in multiple Studio offerings, which likely helped gain or reinforce knowledge. Furthermore, DFO and Office Hours participants report confidence in using the Tools + Tactics they learned via the Studio.

Some Studio participants also learned skills that support service design that were not included in the Tools + Tactics resource

Participants reported learning several skills and tools via Studio staff that support service design but were not intentionally taught by Studio staff or included in the Tools + Tactics. These included facilitation techniques, project management tools and practices, and the creation of assets (high quality materials) for discussion and presentation. While not directly taught by Studio staff, some study participants reported learning these skills from observing how Studio staff conduct their work and cited these skills as providing value to their work. The Studio is currently in the process of expanding their Tools + Tactics to incorporate some of these collaboration, meeting facilitation, and organization tools and skills.

Certain Tools + Tactics are learned and used more frequently than others

Findings across Studio offerings indicate that certain Tools + Tactics are more-commonly learned than others — including *Mapping out stakeholders*, *Talking with people in groups*, and *Mapping the user journey* — which could be based on a number of factors. Participants may request to learn certain techniques more than others, may be working on projects that requires Tools + Tactics that are more applicable to certain stages of the work, or the Studio may recommend certain Tools + Tactics to participants. Similarly, survey findings indicate that participants used certain Tools + Tactics that they learned more than others. Unsurprisingly, the Tools + Tactics used the most by Office Hours participants was generally aligned with those that participants felt most prepared to use. Interviews with DFO and Workshop participants support the importance of feeling prepared to use Tools + Tactics — DFO participants expressed confidence in their understanding of design skills and demonstrated that understanding by using several Tools + Tactics in their work, while Workshop participants expressed relatively less confidence in the Tools + Tactics they learned and used them infrequently. Differences in the preparedness of DFO and Workshop participants is likely due in part to the different lengths and intensities of the respective engagements.

The Studio teaches service design at different levels of intensity across its offerings, which results in DFO participants learning service design more deeply than other Studio participants

A strength of the Studio’s model is its different offerings that offer City staff multiple ways of learning about service design. This enables some staff, for example, to receive a one-hour overview of service design techniques in an Office Hours session, while other staff can deeply learn about service design over the course of a months-long DFO project. The drawback of such a model is that participants in lighter-touch offerings do not learn service design as well as they might if they participated in a DFO project. Our findings suggest that Workshop participants learn fewer Tools + Tactics than DFO participants and learn them more shallowly.

As noted, Office Hours participants learn fewer Tools + Tactics on average than Workshop and DFO participants. While we cannot directly compare the learning of Office Hours and DFO participants, and Office Hours participants largely report feeling prepared to use the Tools + Tactics they learned, it is reasonable to expect less to be learned about service design in an Office Hours session than in repeated DFO work sessions in which participants apply service design side-by-side with Studio designers. Additional investigation is necessary to better understand how Office Hours participants’ learning and use of service design compares to that of Workshop and DFO offerings.

ACS-DFO project participants demonstrated the deepest learning of service design

While all Studio participants learned a number of Tools + Tactics, participants in the DFO partnership demonstrated the broadest and deepest learning of service design, including how separate Tools + Tactics could be integrated into a holistic and iterative design process. This translated into a deep understanding of and fluency with the Tools + Tactics and a readiness to use these skills in practice. The ACS-DFO also demonstrated a clear commitment to the incorporation of the perspectives of end users in their design work, a key feature of the Studio’s approach to service design. By comparison, the learning of Workshop participants appeared more fragmented, with participants regarding the Tools + Tactics as valuable but sometimes struggled to understand what steps to take to use them. We have limited data to assess the extent to which Office Hours participants used the Tools + Tactics they learned in an integrated and holistic fashion.

Participants believe the Studio has contributed to their working in new ways

Studio participants, especially ACS-DFO team members and Office Hours participants, reported that their work has changed as a result of working with the Studio and using Tools + Tactics, or that they expect it will change their work in the future. Members of the ACS-DFO team reported that learning and implementing service design strengthened their ability and commitment to understanding end users and refining programs to better meet end users' needs. Among Office Hours attendees, just under 80 percent reported that the Studio had either already changed how they work, or they expect it will change how they work in the future. Of those reporting their work has already changed, 80 percent believe their work is now more user-centered, and 66 percent believe their work is now poised to deliver more positive program or service outcomes. Over a third of Office Hours participants also expect positive changes to internal operations and program or service outcomes in their agencies.

ACS in integrating service design in the agency's work

At this early stage in the Studio's work, roughly a year and a half from its official launch, it is likely too early to see widespread integration of service design in agencies that participate in Studio offerings. In the span of the evaluation, ACS was the one agency that was seen taking concrete steps to integrate service design: it is issuing a request for proposals incorporating an end user focus and components of service design, hiring a design consultancy for a future service design project, and has established a design learning community to spread service design learning among agency staff. While agencies that participated in the Workshop and Office Hours have not taken similar steps to date, some Office Hours participants expect their agencies to take steps to integrate service design in the future. Nearly half expect their agency will recommend that other agency staff participate in Studio offerings to learn service and just under a third expect their agency to provide its own internal training on service design. A smaller number of participants, 15 percent, expect their agencies will hire or contract with a design professional or incorporate service design principles into agency requests for proposals.

Some perceived barriers to implementing service design declined over time, while others persisted

Most participants interviewed or surveyed found agencies and colleagues to be interested in and supportive of incorporating service design techniques, but some participants found that their agency environment was a barrier to both implementing service design in their work and integrating service design within the agency. Among Office Hours participants, the largest perceived barrier was the lack of adequate service design knowledge among agency colleagues, reported by more than 40 percent of survey respondents. Three Workshop participants similarly noted difficulty explaining the value of service design to colleagues who had not participated in the Workshop. Close to a quarter of Office Hours survey respondents reported a lack of time and funding for staff to implement service design as barriers. Several perceived barriers — a lack of time, lack of funding, and buy-in from agency leadership to use service design — declined over time, suggesting that the longer Studio participants have to practice service design (and perhaps educate colleagues about service design), the more its

potential benefits are appreciated. Of note, at the three-month mark, nearly a quarter of Office Hour participants had not encountered any barriers to using service design at their agency.

Implications for scaling service design in the City

As the Studio considers lessons learned from this evaluation of its three core offerings, a critical question is what can help to scale service design in the City. The evaluation findings reflect a very early understanding of how service design is being learned and used by City agencies but offer several potential avenues for the Studio and NYC Opportunity to consider as it continues to refine and scale service design.

Continue to assess the extent to which Workshop and Office Hours participants are learning and using service design

A limitation of the evaluation is its ability to understand longer-term learning among Office Hours and Workshop participants. Office Hours and Workshops are able to expose a much larger number of City staff to service design and it is possible that, over time, participants in Workshops and Office Hours will demonstrate deeper learning and use of service design. Office Hours participants, in particular, reported high-levels of learning and use of service design, but the evaluation did not collect the data necessary to fully examine whether they have learned and used it as well as DFO participants.

Consider adoption of a team model

A key barrier to using service design for Office Hours and Workshop participants was a lack of colleagues who understood service design. The ACS-DFO project, by contrast, *developed* a team of colleagues who understood and supported service design. It may be the case that the Studio could more effectively increase the use of service design, with minimal adjustment to its model, simply by ensuring City staff participate in offerings along with a team of colleagues.

Increase the Studio's capacity to assist City agencies and staff

The Studio has already engaged with an impressive number of City agencies and staff. An obvious way to increase the capacity of the Studio is to increase the number of designers working at the Studio. Doing so would enable the Studio not only to hold more sessions with participants in its current offerings, but to expand the Studio to reach City staff in new ways. Potential options include following up with Office Hours and Workshop participants to track their progress and troubleshoot challenges, continuing to expand the Tools + Tactics resource, and traveling to City agencies to conduct Office Hours sessions or other trainings.

Continue to educate City staff on the value of service design

While perceived barriers for agencies to implement service design, including a lack of time and funding for staff to implement service design, decreased over time, they still reflect a threat to the broader adoption of service design. Also, a small number of Office Hours participants expect their agencies to hire or contract design professionals or incorporate service design principles into agency requests for proposals. The Studio could consider a number of options to help City staff understand and promote the value of service design such as conducting a return on investment (ROI) analysis of one or more service design projects implemented with support from the Studio or

developing and sharing strategies or materials to help participants explain the value of service design to their supervisors, whose permission they may need to move beyond status quo approaches to conducting an agency's work.

Core aspects of the Studio model other municipalities may wish to replicate

Lessons learned from this evaluation are not only valuable for the City of New York. Other municipalities are also engaging in civic service design across the country. This evaluation suggests some examples of what is working well for the Studio that other municipalities may wish to learn from, replicate, and build upon.

A strength of the Studio model is its *centralized, in-house team that in effect serves as the City's go-to experts on service design*. This provides City staff with an easily-accessible and steady presence of customer service-oriented design professionals to work alongside on design projects. This model promotes Studio staff's understanding of and adaption to the idiosyncrasies of municipal government in a way that an outside design firm would be less likely to achieve.

The Studio emphasizes *the importance of evidence as a unique component of its model*, and regards it as promoting better outcomes. While any design process involves the collection and interpretation of data, the Studio's grounding of its design process to external research and evidence promotes a rigorous design process that any organization practicing design could benefit from.

In keeping with the mission of NYC Opportunity, the Studio by design focuses its efforts on the needs of the city's low-income residents. Implementing service design with low-income residents — and especially vulnerable residents such as those the Studio engages in its DFO projects — requires sensitivity and careful attention to the needs and challenges of those population. Design, however, could be applied to any number of municipal services, not all of which serve low-income residents. Other cities have used design, for example, to reduce littering or help businesses navigate regulatory barriers. Cities considering adopting a similar model to the Studio should *consider the benefits and drawbacks of focusing design projects on low-income or vulnerable residents* or taking a more expansive approach to choosing projects for design.

An additional strength of the Studio is its *portfolio of offerings*, which allow a range of intensities of engagement with Studio staff and enable City staff to pick and choose a preferred avenue to learn about service design. The Studio also provides both in-person offerings and the Tools + Tactics resource, which any City staff member can rely upon to help use service design, even those who never attend an in-person offering. Its portfolio also reflects the diversity of challenges that can be addressed via design — from small, isolated issues that are relatively easily addressed to intractable problems that require long-term attention.

For one DFO project, the Studio's highest-intensity offering, the *Studio developed an application process through which ACS was selected to participate*. Given the resources the Studio directs to DFO projects, the application process was an important step in assessing the readiness of a City

agency to benefit from the Studio's assistance. While this does create a barrier to entry to working with the Studio, this is balanced by its *other offerings that City staff can access with minimal effort*.

1. Introduction

The Service Design Studio (the Studio) is a novel approach to increase the capacity of New York City municipal staff to adopt civic service design⁴ to improve City services and enhance the lives of residents, particularly those traditionally underserved by local government. The Studio officially launched in October 2017 and is a special initiative of Mayor’s Office for Economic Opportunity (NYC Opportunity). NYC Opportunity’s mission is to “use evidence and innovation to reduce poverty and increase equity.”⁵ NYC Opportunity uses a data-driven approach to advance research, data, and design in decisions related to the City’s program and policy development, service delivery, and budget.⁶

Reflective of NYC Opportunity’s mission, the Studio works with its partners to design “effective program and product solutions that [are] deeply informed by the people who use or administer public services” in order to better serve more New Yorkers.⁷ To do so, the Studio employs a service design approach that it regards as unique, through which practitioners derive insights from the application of one or more specific design techniques to investigate, understand, and address challenges that limit the potential of existing or new City programs to benefit residents. Service design insights are combined with findings from secondary research and independent evaluations to ensure that public programs employ best practices, use strategies proven to produce the best results, and are informed by stakeholder expertise to meet the needs of end users. The Studio’s design process:

- Is evidence-based to build upon existing knowledge and best practices;
- Focuses on end users, especially low-income populations, to improve and develop programs and services to meet their needs;
- Engages stakeholders in a collaborative, inclusive process to better understand their needs, challenges, and goals;
- Tests ideas to explore many possible solutions, reducing the risk that the implemented solution will not be successful;
- Involves an iterative process for continuous improvement; and,
- Defines and measures performance to carefully evaluate the impact of an intervention, where possible.

⁴ The terms civic service design and service design are used in this document and Study, but the terms design thinking and human-centered design are also used to describe a similar set of principles and practices. The Studio uses the term “civic service design” to mean applying the tools and methods of the service design approach to government-run or -funded programs.

⁵ <https://www1.nyc.gov/site/opportunity/about/about-nyc-opportunity.page>

⁶ Small portions of this report include were first included in an interim report for the evaluation and included in the final report with the permission of NYC Opportunity.

⁷ Retrieved July 1, 2019 from <https://www1.nyc.gov/site/opportunity/what-we-do/what-we-do.page>

1.1 Evaluation of the Studio

In June 2018, NYC Opportunity contracted with Abt Associates to conduct an evaluation of the use of service design methods by City staff that partner with the Studio.

The evaluation seeks to answer four high-level research questions (a full list of the research questions and sub-research questions can be found in Appendix A):

Evaluation Research Questions

- As a result of using Studio offerings, do City staff that partner with the Studio increase their use of service design methods over time in their work? Why or why not?
- To what extent do City of New York agencies, as a result of engaging with the Studio, formally and informally recognize and promote service design as a standard means for enhancing programs and services?
- To what extent do City agencies that partner with the Studio realize improved design or delivery of City programs or services?
- What lessons have been learned during implementation of the Studio that can be applied to the program as it moves forward and to similar programs in other municipalities?

The evaluation seeks to answer these questions by focusing on three Studio offerings — Office Hours, Workshops, and DFO projects. These offerings, detailed below, were selected in conjunction with NYC Opportunity and the Studio, to represent the range of Studio offerings in terms of intensity and interaction between the participant and the Studio. The Studio’s Tools + Tactics resource — a guide that includes 18 design techniques, introduces public servants to service design, and provides practical ways to incorporate service design into public service work, is ingrained in each of its offerings.

In this report, we explore the relationship between participation in various Studio offerings and what — and how well — participants learn about service design and share their knowledge with colleagues in their agency. We investigate how the information participants learn in Studio offerings is used in practice at their home agencies and leads to work that is more evidence-based, end user focused, outcome-driven and positioned to achieve more favorable outcomes for the end users of City programs and services. Finally, we examine factors that facilitate and hinder the learning, use, and spread of service design practices.

1.2 Overview of the Studio

The Studio officially launched in October 2017 with a mission “to make public services more accessible to New Yorkers.”⁸ Although NYC Opportunity staff had previously been using design methods in their work, there was no broadly accessible avenue through which other City staff could

⁸ Retrieved June 18, 2019 from: <https://civicservicedesign.com/year-in-review-f3b668dc482d>

learn design methods and how to incorporate design in their work. The launch of the Studio officially established service design offerings that became available to all City staff, non-profits working within the city of New York, and other municipalities.

The Service Design Studio was launched by NYC Opportunity with support from The Mayor's Fund to Advance New York City and from Citi Community Development, a founding partner and funder. The Studio is staffed by a team of four — a design director, a Studio manager, and two designers — and supported by service design fellows and graphic design apprentices. Studio staff have backgrounds in planning, policy, user design, and technology, and, as an initiative of NYC Opportunity, work closely with colleagues with expertise in research, program development, performance management, evaluation, and data integration.⁹

1.3 Studio offerings

Upon its launch in October 2017, the Studio released its Tools + Tactics resource and began offering Office Hours and the Civic Design Forum. The first official Designing for Opportunity (DFO) partnership project was launched in the spring of 2018 and the first of the Studio's monthly Workshops took place in November 2018. These offerings are described later in this section. To date, over 1,200 City staff have participated in Studio offerings, as shown below (values may include staff that attended multiple offerings or multiple sessions within an offering).

Participation in Studio Offerings ¹⁰	
61	City agencies that have participated in at least one Studio offering
79	City staff that have attended a Workshop
381	City staff that have attended Office Hours
754	City staff that have attended Civic Design Forums

The Studio currently has six core offerings through which it builds participants' capacity to implement service design:

- Tools + Tactics
- Office Hours
- Tools + Tactics in Action Workshops
- Civic Design Forums
- DFO projects
- Project-based Consulting

⁹ Retrieved July 1, 2019 from <https://www1.nyc.gov/site/opportunity/portfolio/service-design-studio.page>

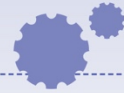
¹⁰ Figures provided by the Studio. Staff may have attended multiple Studio offerings, and multiple sessions within an offering. The Civic Design Forum is not a focus of this evaluation.

One offering – the Tools + Tactics resource – serves as the foundation of the other five offerings. Released in October 2017, the Tools + Tactics resource contains 18 service design methods tailored to meet the needs of the public sector. The resource outlines a service design process and includes overviews of when and why to employ certain aspects of the process. It aims to introduce public servants to service design and provide practical ways to incorporate service design to improve government-run or -funded programs. As of May 2019, Studio staff reported distributing 810 Tools + Tactics booklets and 111 Tools + Tactics binders.

Tools + Tactics includes 18 specific design techniques that can complement and support the expertise of those who develop and deliver government programs. The techniques are organized according to five phases of the service design process: Set the Stage, Talk with People, Connect the Dots, Try Things Out, and Focus on Impact. All other Studio offerings are based on the methods in the Tools+ Tactics resource. The Studio is currently updating the resource to be more actionable and to include more direction on implementation, such as examples and templates for individual design methods. It expects to release the new material in late 2019.

Below, the individual techniques in the Tools + Tactics resource are detailed, followed by overviews of the three offerings that are the focus of the evaluation: Office Hours, Workshops, and DFO projects. The two remaining offerings that are not part of the evaluation, Civic Design Forum and Project-Based Consulting, are briefly summarized.

TOOLS + TACTICS



Set the Stage



Reviewing evidence

Look for published evaluation or research reports as well as publicly released outcomes data on services and programs.



Scanning the landscape

Look at the field as a whole to see where the opportunities, needs, and gaps are.

Answer questions like: What are known best practices? What are similar cities doing, or what have they tried? Which organizations are pushing the edge? What's failed in the past, and why? Is anyone working in this space outside of government?

Talk to People



Mapping out the stakeholders

List all of the people that interact with your service. Include providers and partners, the people who use it, and policymakers who govern it.



Organizing an outreach plan

Using the stakeholder map, identify interview targets. Make a plan to help your team stay on task while conducting design research interviews and draft invitations, interview structures, and follow ups.



Creating research and discussion guides

Ensure your team is on the same page about what you will achieve in your interviews. Are you answering something specific? Or something more general? Once you establish the key focus, write questions

that begin with the big picture and get more tailored as you move to the end.



Talking with people one-on-one

How to run an effective design research interview by making the interview subject feel comfortable, enabling the conversation to flow organically, and the role of the interviewer and notetaker.



Talking with people in groups

Organize and facilitate an effective focus group.



Seeing a service in action

Observe people using a service in real time at a provider or program office, and know how to identify and document important insights.

Connect the Dots



Revisiting your interview notes

Synthesize your initial research notes by pulling out major ideas into sticky notes to identify patterns across your research.



Sorting into themes and patterns

Looking across the highlights from your different interviews, identify the highlights and cluster them into themes and patterns. Patterns can range from very broad to very specific.

TOOLS + TACTICS *(continued)*



Turning observations into insights

Insights are a deeper interpretation and understanding of the patterns you have identified, and make sense and meaning out of your observations. Take your themes and create a statement out of each one. Do some pair work with one another to create a new perspective or possibility. Rewrite and/or recombine your insight statements until they feel surprising or new.

Mapping the user journey

Map how a particular user experiences your service by using the 5 E's): Entice, Enter, Engage, Exit, and Extend. Know how to inform the journey through your research to ensure you do not rely on assumptions.

Defining a theory of change

Explicitly define how your research will inform changes to your program or service. This document should specify the full set of needed service components and their delivery strategy, along with the budget and the metrics by which progress will be measured.

Try Things Out

Brainstorming new possibilities

Drawing from your research, craft one or more “How Might We” questions to define what type of opportunities you will be identifying, for example: “How might we incentivize mothers to use Growing Up NYC?” Use these questions to spur your team to generate new ideas that answer your How Might We statements.

Prototyping your ideas

Use storyboards, scripting, paper diagrams or rough digital tools to test out new interactions within your service. Test your prototype with potential users and gather and incorporate meaningful feedback.

Focus on Impact

Developing solutions

Identify what improvements to your service will have the most impact. This can range from updating your service, developing a new one entirely, influencing policy creation, communications, or digital products.

Evaluating solutions

Refine, prioritize, and narrow research questions by engaging with relevant stakeholders to evaluate your implemented solutions. Understand how to determine the strategy and timing for an evaluation.

Setting measures of success

Set key performance metrics, benchmarks, and achievable targets that focus on outcomes rather than inputs and outputs.

Source: Description of Tools + Tactics provided by the Studio; visual created by Abt Associates

Offering: OFFICE HOURS

Office Hours are one-hour sessions for one or more government agency staff to meet in person with a Studio designer for consulting on a challenge or idea or to learn about the applicability of service design to the work of their City agency.

Since October 2017, the Studio has set aside four hour-long sessions each week to provide Office Hours sessions for government employees to meet with a Studio designer to discuss how design might support their program work. Office Hours are informal discussions with content driven by the attendee. Any government employee can sign up for a session online. Between October 1, 2017 and May 30, 2019, the Studio held 183 Office Hour sessions that involved 349 unique City staff members across 36 NYC agencies. In addition, the Studio held 26 Office Hours sessions with non-NYC City staff, such as those from other municipalities or state government, four sessions with members of academia, and six sessions with staff from NYC non-profits.



“

This was a really great introduction and I look forward to additional office hours as we work through our project.

All quotes are from City staff participating in Office Hours

“

Last week I went to the Service Design Studio Office Hours...It was really, really, helpful to just share the vague instructions and mandate that we've been given to figure this out and get a little bit of direction from them and some ideas for different approaches. They gave feedback on the ideas that had been generated so far, and I think gave some good options for how to actually make this work given our limited resources.

“

They provided a lot of suggestions and examples for how to improve [staff manuals being developed] and meet our objective. They also gave us tools to consider and made themselves available to help us through creating and starting any of the tactics they suggested.

Offering: WORKSHOPS



“

I think one of the goals is to develop new ways of thinking, strategies and new ways of developing tools that can help solve a lot of issues that we kind of have had issues with.

Tools + Tactics in Action Workshops are facilitated, 3.5-hour workshops for City staff that introduce participants to the basics of service design and prepare them to identify opportunities to apply service design to improve City programs and services.

In November 2018, the Studio began offering the first of its monthly series of Workshops for New York City employees to learn how to apply Tools + Tactics to their work. Specifically, Workshops aim to achieve the following goal: “Participants will walk away with an applied understanding of how to conduct a sprint of design research, identify insights from the research, and use these insights to inform enhancements to programs and services.”

By of May 2019, the Studio had conducted five Workshops, with 70 participants attending.

All quotes are from City staff participating in Workshops

“

The exercises they [Studio designers] asked us to do—practice interviewing someone, listening to an issue, understanding challenges that people are talking to you about—I think the way they asked us to actually participate in that, and that it was interactive, was terrific...They listened, they made sure the training was interactive and not just talking at us, but us practicing the skills, so to design the training that way, was very good.

“

I think it's helped me in preparation for how I look at my work, asking more questions. When I'm in the preparation process of things, asking myself to analyze things for what I think might be going on and using that compared to what other people say. It's helped me better prepare for the different things that we need to get done in the different goals and objectives that we have. I think it's helped me better analyze for myself, are we asking the right questions, are we organizing things in the right fashion.

Offering: DFO PROJECTS



DFO projects are six- to twelve-month engagements in which the Studio staff work closely with a team from a selected NYC government partner agency or office to apply service design methods to enhance and existing initiative for low-to-moderate income New Yorkers, or to design a new initiative.

The Studio is engaged in one DFO project with the Administration for Children's Services (ACS) and another with the Mayor's Office of Criminal Justice (MOCJ). Projects aim to develop a holistic understanding of the proposed initiative, identify what challenges clients and service providers face, and test new enhancements, all intended to improve end-to-end service delivery. Studio staff aim to achieve this by embedding "design methods into [offices'] day-to-day operations".



This is untrodden area of policy and program design. We're very excited for the opportunity to answer these questions with the expertise of designers. You face lots of questions but with the Studio we are protected by their expertise.

All quotes are from City staff participating in the Pathways to Prevention DFO Project



Innovation work as far as our prevention network is being lauded as a model for the city. This can benefit our families in so many ways. Not just ACS as an organization but there is something about this work that has other City agencies also standing up and taking a look at what can ACS do about this and reimagine how contracts are procured because we have taken this approach to include the voices of those most impacted by this work.



We've had a strong desire to do that [user-testing], but in social services and at ACS it hasn't been clear how to do that and how to do that with rigor. I think DFO gives us a real opportunity and legitimacy... to try and explore things, knowing we are partnered with experts, to try things out.



OTHER STUDIO OFFERINGS

The Studio has two additional key offerings: **the Civic Design Forum** and **project-based consulting**.

- **Civic Design Forum:** In partnership with the Department of Information Technology and Telecommunications (DoITT) and the Mayor’s Office of the Chief Technology Officer (CTO), the Studio hosts a bi-monthly cross-agency Civic Design Forum open to NYC government employees interested in sharing and learning about design-related work in City government.
- **Project-based Consulting:** Project-based consulting engagements are short-term engagements between the Studio and a government agency, typically lasting from two weeks to three months. These engagements typically emerge from agency staff attending multiple Office Hours over the course of several months.

In addition to these core offerings, the Studio has supported other initiatives that help integrate service design practices in the City, including establishing the Design Master Contract for the City of New York. The Design Master Contract will work to meet the service design needs of the City and provide an avenue aside from the Studio through which agencies can secure design services. The Design Master Contract will enable agencies to easily contract with service designers and is expected to launch in December 2019.

1.3.1 Theory of change

The Studio’s theory of change reflects the intended processes and projected outcomes that the Studio expects to occur over time given its current offerings (the theory of change is presented in Appendix B). It explains that the Studio is designed to address the challenges of (1) city residents’ ability to easily access and use City services, (2) City agencies’ ability to effectively and efficiently deliver programs and services, and (3) limited outcomes of City programs and services for residents.

The Studio’s theory of change posits that through participation in Studio offerings and exposure to the Tools + Tactics, City staff will gain knowledge of service design, use that knowledge to implement service design projects in their work, and help spread and integrate service design practices in City agencies. These changes may be evidenced in the near term by outcomes such as increasing interest and adoption of service design practices among agency staff, agency leadership support for service design, the hiring or contracting of service design professionals, or the incorporation of service design requirements into procurements and evaluations. The study team expected that these short-term outcomes might be evident within the timeline of this evaluation.

On a longer-term basis, the theory of change suggests that the growing use and integration of service design in City agencies will result in positive long-term outcomes for City agencies, stakeholders, and residents. These could include the institutionalization of service design practices and improvements in: relationships between stakeholders in the service design process; residents' access to and use of, and their experience with, City services; outcomes for city residents; and poverty.

Given the short-term nature of this study, and the limited likelihood that longer-term outcomes are evident at this early stage, the study primarily focuses on short-term and intermediate-term outcomes the theory of change expects to contribute to long-term outcomes. Of particular importance to the theory of change is the learning of service design, which serves as a main avenue through which change is expected to occur. In light of this, we give close attention in this study to learning as an early indicator of the Studio's potential for creating long-term impact. Section 2 presents a preliminary learning framework that anchors our exploration of this topic.

1.3.2 Evaluation data collection and methodology

The evaluation uses a mixed-methods methodology: qualitative data collected in interviews and observation and quantitative data collected via surveys. All data is reported anonymously to ensure respondent privacy. This is not a representative study; while NYC Opportunity and the study team designed data collection to include a diverse sample of Studio participants across multiple offerings, caution should be taken generalizing findings to the larger population of Studio participants. Due to the small number of interviews with Workshop participants, some statements may only reflect the opinion or experience of one individual but are included given that one interviewee represents one-fifth of all participant data available. Despite these limitations, the evaluation provides rich insight into how close to 100 participants experienced and perceived of key Studio offerings.

Data collection focuses on three key Studio offerings – Office Hours, Workshops and DFO. Data collection for each is described below. Data sources are indicated throughout the report, and a summary of data analyzed for the evaluation is presented in Exhibit 1.2. For more detailed information on the data sources, refer to Appendix A.

Office Hours data collection

Data about the Office Hours offering is based on voluntary surveys of participants who attended one or more Office Hours sessions between June 2018 and April 2019. An initial survey was administered approximately two weeks after each participant's first Office Hours session, followed by a second survey administered approximately three months after the initial session. While some Office Hours participants elected to attend multiple sessions, survey recipients did not have to attend multiple Office Hours sessions to receive both surveys.¹¹ Survey response rates were as follows:

¹¹ Nine of 39 three-month survey respondents attended multiple Office Hours sessions (23.1 percent).

Status	Two-week survey		Three-month survey	
	Number	Percent	Number	Percent
Survey sent	99	100.0%	77	100.0%
Survey fully or partially completed	78	78.8%	41	53.2%
Survey recipient removed from analysis ¹²	1	1.0%	2	2.6%
Survey responses included in evaluation ¹³	77		39	

The survey gathered information about which Tools + Tactics attendees learned during the initial session, how well-prepared participants felt to use them, participants' and their agencies' plans to use service design, use of service design in practice, and barriers encountered in using service design.

Analysis of the three-month survey responses (n=39) provides the opportunity to explore if and how engagement with the Office Hours offering affect participants' learning and use of service design, and whether that changes over time. Given these benefits, survey data for the 39 participants who responded to both surveys are used more frequently in this report despite representing a smaller sample of participants.

Workshop data collection

The Tools + Tactics in Action Workshop (Workshop) aims to provide facilitated, hands-on experience with incorporating service design at any stage of program development. The first pilot Workshop was held in November 2018 with 16 staff from a variety of City agencies. Data for the Workshop comes from longitudinal interviews conducted with participants (n=5) before, two weeks after, and three months after the Workshop. Interviewees were selected from the attendance list based on diversity across the following characteristics: registering for the Workshop with or without a specific question or project in mind, registering for the Workshop with colleagues or alone, previous participation in one or more Studio offerings, job title and level of responsibility, and agency affiliation. No data were collected from participants of subsequent Workshops.

Other data include observation of the first pilot Workshop and a subsequent debrief, during which Studio staff discussed what did or did not work well about the Workshop, as well as interviews with Studio staff leading the Workshop. One interview with Studio staff was held prior to the first pilot Workshop, while the second was conducted after the third pilot Workshop in order to discuss improvements that the Studio had implemented over time. In addition, we reviewed and analyzed secondary data and materials related to the Workshop pilots.

¹² One survey recipient completed two two-week surveys. Given that the two-week survey was intended to collect a participant's feedback close to their initial session, their second two-week survey submission was removed from analysis.

¹³ Responses to survey questions was optional. The number of responses to individual questions varied.

DFO partnership data collection

This evaluation incorporates data collected in conjunction with two DFO partnerships: The ACS Division of Prevention’s Pathways to Prevention partnership (ACS-DFO), and the Mayor’s Office of Criminal Justice (MOCJ) Women in Rikers: Reentry Initiative partnership (MOCJ-DFO).

The ACS-DFO project was selected by the Studio for a DFO project through a competitive application process in April 2018. The project’s goal is to *“provide community members and families... the opportunity to shape the prevention services offered by the agency... [and in doing so] increase the number of families who voluntarily seek services and prevent children from entering foster care.”*¹⁴

Data related to the ACS-DFO project is sourced from interviews held at four points in time throughout the year-long course of the project with (1) three Studio staff who worked on this initiative, (2) two ACS managers who were primary members of the ACS-DFO team, and (3) four ACS non-managerial staff. In addition, the evaluation draws on interviews held near the beginning and conclusion of the DFO partnership with two members of leadership at ACS’ Division of Prevention Services. Data for this analysis also include observations from three working sessions for the ACS-DFO project and analysis of secondary data related to their work. Last, we include an interview with one individual who participated in a design learning community, an effort by members of the ACS-DFO team to teach service design to leaders of ACS divisions that were not part of the DFO project. Given the timeframe of our data collection period, the ACS-DFO project is our primary source of information about DFO partnerships.

The MOCJ-DFO project was selected by the Studio and NYC Opportunity in November 2018 after a MOCJ representative approached the Studio seeking guidance on how the Studio might assist women incarcerated at the Rose M. Singer Center on Rikers Island.. The project aims to identify how the City might “support families during and shortly after maternal incarceration to prepare for a stable and successful reentry.”¹⁵ Data related to the MOCJ-DFO partnership is sourced from one interview with a Studio staff person leading the work and interviews with four NYC staff participating in the project.¹⁶ Data also include observation of two working sessions for this project and analysis of relevant secondary data related to their work.

¹⁴ <https://www1.nyc.gov/site/opportunity/news/032/mayor-s-office-economic-opportunity-s-designing-opportunity-initiative-winner#/0> Accessed 1/2/2019

¹⁵ NYC Service Design Studio. Women in Rikers Design Brief.

¹⁶ City staff were from the Office of the First Deputy Mayor, Mayor’s Office of Criminal Justice, Office of the First Lady, and the Department of Corrections.

2. Skills learned in Studio offerings

The foundational component of the Studio’s theory of change is the learning of service design knowledge by participating City staff. This learning happens in a variety of ways and intensities across the Studio’s offerings, each of which is undergirded by its Tools + Tactics resource. The theory of change posits that participants in Studio offerings will gain service design knowledge, which in turn increases the use of service design skills among City staff, and ultimately leads to improvements in how City staff and agencies serve low-income residents.

In this section, we first present a preliminary learning framework through which the evaluation assesses how well Studio participants are learning service design. Next, we review which Tools + Tactics were taught in Studio offerings, as well as additional organizational and facilitation skills participants report learning. Findings in this section are based on two surveys of Office Hour participants, the first conducted approximately two-weeks after their initial Office Hours sessions and the second approximately three months later, and interviews with DFO and Workshop participants and Studio staff.

2.1 What does it mean to learn service design?

Given the importance of learning service design to the Studio’s theory of change, the Abt study team developed a preliminary learning framework to help examine what Studio participants across disparate offerings are learning and how well they are learning. The framework, presented in Exhibit 2.1, is based on the Abt study team’s understanding of the mechanisms through which the Studio teaches service design and how, according to the theory of change, knowledge gained by participants might lead to the improved design and delivery of City services.

The framework proposes four stages of learning service design and a continuum of learning within and across the elements. Learning deepens as one moves through the stages or returns to the Studio to learn new Tools + Tactics or reinforce skills learned in earlier sessions. The framework recognizes that there is no single *right way* to practice service design. Learning how to conduct stakeholder mapping, for example, can be valuable for most City employees. However, conducting stakeholder mapping in and of itself may not reflect a meaningful service design process. For the purpose of this evaluation, we look for evidence of where Studio participants are along a continuum of learning, as represented in the learning framework. While the evaluation is not solely concerned with the learning of service design by Studio participants, several sections examine learning along the continuum presented in the learning framework.

Exhibit 2.1: Preliminary learning framework for service design via Studio offerings



2.2 Skills taught to participants in Studio offerings

Participants in each of the Studio’s offerings were taught a wide variety of Tools + Tactics, with some variation of which Tools + Tactics were covered in each offering. In Office Hours sessions, Studio designers taught participants a blend of all 18 of the Tools + Tactics, with the typical participant learning four of the 18 Tools + Tactics in an initial session. The Workshop covered material on nine of the 18 Tools + Tactics. The nine tools were part of the three middle phases of the service design process: Talk to People, Connect the Dots, and Try Things Out. Similar to Workshop participants, members of the DFO partnership report learning most but not all Tools + Tactics. ACS-DFO participants were taught 13 of the 18 Tools + Tactics across the first four phases of the service design

Skills learned in Studio offerings

process. As of the time of this report, the ACS-DFO team was embarking on Focus on Impact, the fifth and final phase.

Exhibit 2.2 Tools + Tactics taught via Studio offerings

Phase	Tools + Tactics	Taught via:		
		Office Hours	Workshop	DFO
Set the Stage	Reviewing Evidence	✓		✓
	Scanning the Landscape	✓		✓
Talk with People	Mapping out Stakeholders	✓	✓	✓
	Seeing a Service in Action	✓		
	Organizing an Outreach Plan	✓		✓
	Talking with People in Groups	✓	✓	✓
	Creating Research and Discussion Guidelines	✓	✓	✓
	Talking with People One-on-One	✓	✓	✓
Connect the Dots	Defining a Theory of Change	✓		
	Mapping the User Journey	✓	✓	✓
	Turning Observations into Insights	✓	✓	✓
	Sorting into Themes and Patterns	✓	✓	✓
	Revisiting your Interview Notes	✓	✓	✓
Try Things Out	Prototyping your Ideas	✓		✓
	Brainstorming New Possibilities	✓	✓	✓
Focus on Impact	Evaluating Solutions	✓		
	Setting Measures of Success	✓		
	Developing Solutions	✓		

Sources: Two-week and three-month surveys of Office Hours participants; interviews with DFO and Workshop participants; observation of Workshop, and review of secondary Studio data.

2.3 Skills participants in Studio offerings report learning

While Studio offerings cover a vast array of material, participants reported that they gained and retained knowledge of a slightly smaller subset of Tools + Tactics. That is, what participants reported learning from Studio offerings may not include all of the Tools + Tactics covered in a training session.¹⁷ Exhibit 2.3 below displays the number of Office Hours, Workshop, and DFO participants in this evaluation who reported learning individual Tools + Tactics. In reviewing the data presented in

¹⁷ The Abt study team determined which Tools + Tactics were reported in the Workshop and DFO partnership via secondary data and interviews with Studio staff. What we report that participants learned is based on their self-reporting in the Office Hours survey and interviews. Discrepancies between what was taught and learned may reflect certain Tools + Tactics resonating more so with participants, or simply not remembering all topics covered in sessions with the Studio.

Skills learned in Studio offerings

sessions and, like those attending initial sessions, learned an average of approximately four Tools + Tactics in subsequent sessions (see Exhibit 2.4). Individuals attending multiple Office Hours sessions were more likely to learn new Tools + Tactics in subsequent sessions than to receive additional instruction on Tools + Tactics learned in initial sessions. Small changes were seen in the Tools + Tactics these nine respondents learned in their initial versus subsequent sessions: each tool in the Try Things Out and Focus on Impact phases saw an increase in the number of sessions reported, which suggests that Office Hour attendees who attended multiple sessions shifted over time to learning Tools + Tactics that are used in later stages of service design.

Exhibit 2.4: Tools + Tactics learned in initial and subsequent Office Hours sessions

Learned in initial sessions	Learned in subsequent sessions
Reviewing evidence	Reviewing evidence
Scanning the landscape ●	● Scanning the landscape
Mapping out stakeholders ●	● ● ● Mapping out stakeholders
Seeing a service in action ●	● ● ● ● Seeing a service in action
Organizing an outreach plan ● ● ●	● ● ● Organizing an outreach plan
Talking with people in groups ● ●	● ● ● Talking with people in groups
Creating research & discussion guides ● ● ● ●	● ● Creating research & discussion guides
Talking with people one-on-one ●	● Talking with people one-on-one
Defining a theory of change	● Defining a theory of change
Mapping the user journey ● ●	● ● ● ● Mapping the user journey
Turning observations into insights ●	● Turning observations into insights
Sorting into themes and patterns ● ●	● ● Sorting into themes and patterns
Revisiting your interview notes	Revisiting your interview notes
Prototyping your ideas ●	● ● ● ● Prototyping your ideas
Brainstorming new possibilities ● ● ●	● ● ● ● Brainstorming new possibilities
Evaluating solutions	● Evaluating solutions
Setting measures of success	● Setting measures of success
Developing solutions ●	● ● ● Developing solutions

Notes: Each dot represents an individual Tools + Tactic learned by an individual participant. Dark dots represent cases of an individual learning the same Tool + Tactic in an initial and subsequent session. Source: Two-week and three-month surveys of Office Hours participants, limited to those who completed both surveys (n=39).

2.4 How prepared Studio participants feel to use Tools + Tactics

Three months after their initial Office Hours session, 50 percent or more of participants reported feeling well-prepared to use 12 of the 18 Tools + Tactics learned, with 75 percent of those who learned *Reviewing evidence*, *Defining a theory of change*, and *Evaluation solutions* feeling well-prepared to use those techniques. By contrast, less than a quarter of those who learned *Prototyping your ideas* and *Creating research and discussion guides* felt well-prepared to use them. This indicates that certain Tools + Tactics are easier to learn and use than other.

Exhibit 2.5: Participant preparedness to use Tools + Tactics



Notes: N indicates the number of Office Hours participants at the three-month mark who felt well-prepared to use a Tool + Tactic; percent indicates the ratio of participants who felt well-prepared to use a Tool + Tactic relative to the number of participants who learned the Tool + Tactic. Source: Three-month surveys of Office Hours participants, limited to those who completed both surveys (n=39).

Skills learned in Studio offerings

Comparing preparedness at the two-week and three-month marks reveals that over time respondents reported an increase in feeling well prepared to use 12 of the 18 Tools + Tactics (see Exhibit 2.5). The most positive change was seen among respondents who learned *Defining a theory of change* two weeks after an initial session, no respondent reported feeling well prepared to use this Tools + Tactic but at three months 75 percent felt well-prepared to do so.

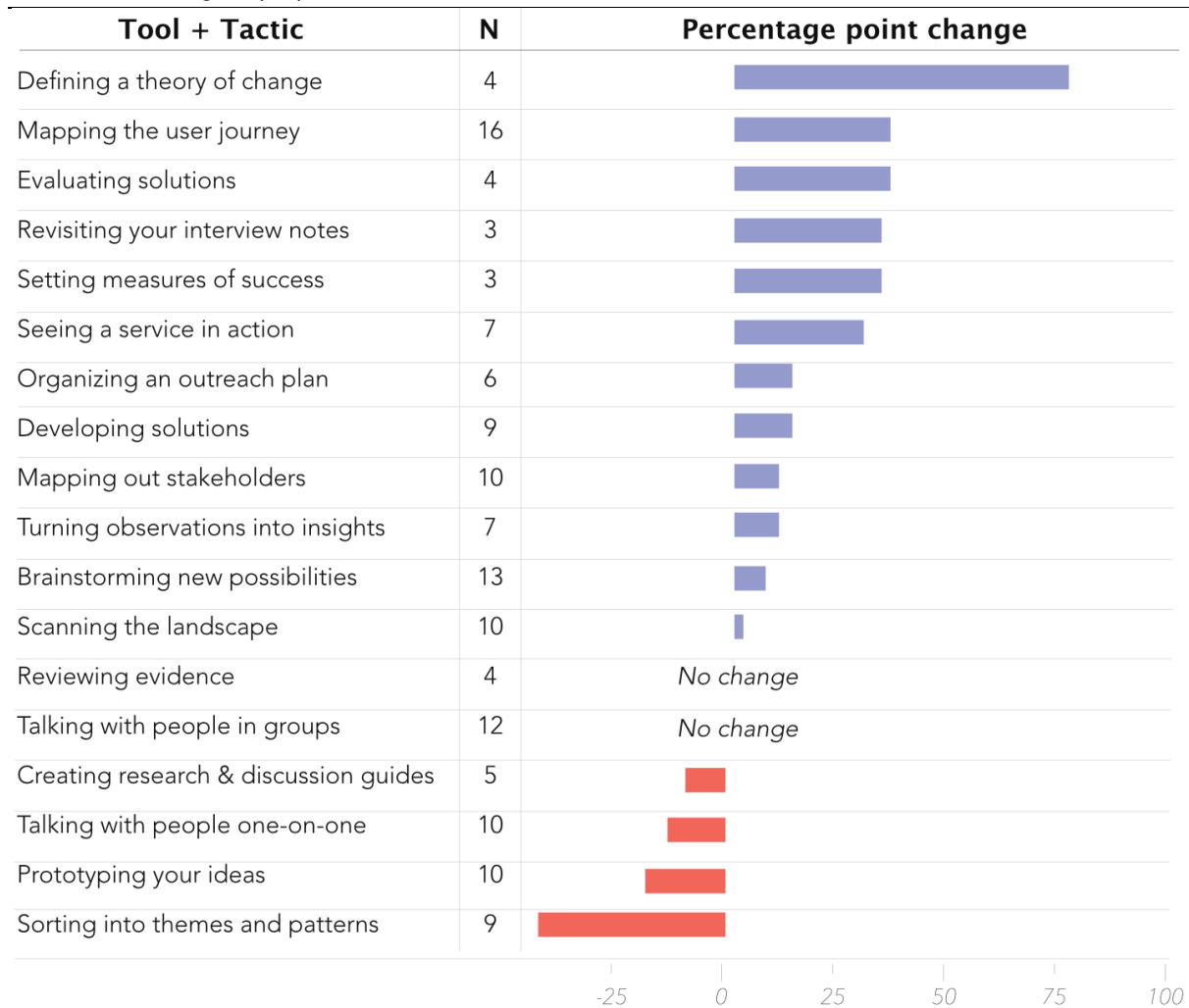
While for most Tools + Tactics, respondents reported an increase in preparedness to use the tools, respondents report feeling less well prepared over time to use four tools: *Sorting into themes and patterns*, *Prototyping your ideas*, *Talking with people one-on-one*, and *Creating research and discussion guides*. For instance, at two weeks, six respondents felt well prepared to use *Sorting into themes and patterns*, but only three respondents reported feeling well prepared to do so at the three-month mark.

75

Percentage point increase in respondents feeling well prepared to use *Defining a theory of change* at 3-month point compared to 2-week point.

Skills learned in Studio offerings

Exhibit 2.5 Change in preparedness to use Tools + Tactics



Notes: N indicates the number of Office Hours participants at the three-month mark who had learned a Tool + Tactic; percentage point change is the percent of participants who felt well-prepared to use a Tool + Tactic at three-month mark minus the percent of participants who felt well-prepared to use the same Tool + Tactic at the two-week mark. Source: Two-week and three-month surveys of Office Hours participants, limited to those who completed both surveys (n=39).

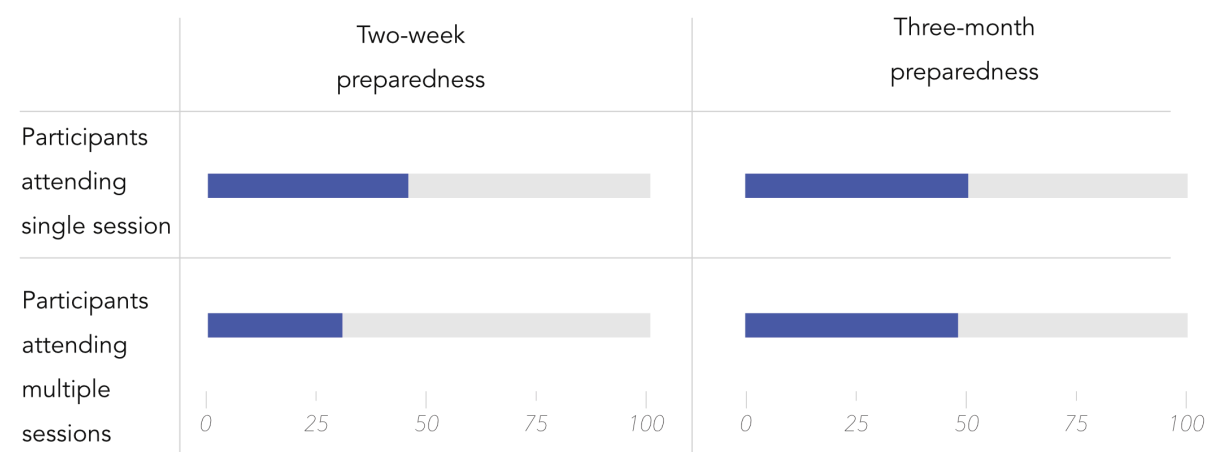
While the Study team is not able to conclusively identify the reasons why participants reported an increased level of preparedness to use most Tools + Tactics over time, but decreased levels for some others, we can propose several theories for consideration. First, it is possible that continued reflection, review of Studio resources, or using Tools + Tactics helped participants become more comfortable and prepared to use most techniques over time. Additionally, divergence may be attributed to the nature or intuitiveness of certain Tools + Tactics. For instance, Tools + Tactics for which respondents reported strong, positive changes in preparedness include *Defining a theory of*

Changes in preparedness may reflect that certain Tools + Tactics are more difficult to apply outside of Office Hours sessions than anticipated by participants.

change and *Mapping the user journey*, both process-driven techniques that may be more natural or aligned with participants’ previous expertise and experience. On the other hand, a Tool + Tactic like *Sorting into themes and patterns* may seem easy to use in a learning setting (as reflected by a higher level of confidence at the two-week survey) but become difficult to implement once participants begin working with complex qualitative data to sort and analyze themes.

One factor that does not seem to have a strong effect on preparedness is whether a participant attended a single Office Hours session versus multiple sessions. As seen in Exhibit 2.6, by the three-month mark participants who attended multiple sessions reported similar preparedness to those who attended a single session. However, those who attended multiple sessions reported a greater increase in preparedness over time than those who attended a single session. While we are unable to definitively explain why those who attended multiple sessions reported a greater increase in preparedness over time, it may be that those who didn’t initially feel well-prepared decided to attend additional Office Hours sessions to learn more about the Tools + Tactics, or learn new Tools + Tactics, through which they came to feel better prepared.

Exhibit 2.6 Change in preparedness



Notes: Values indicate percent of Office Hours participants who reported feeling well-prepared to use all Tools + Tactics they learned. Source: Two-week and three-month surveys of Office Hours participants, limited to those who completed both surveys (n=39).

DFO and Workshop participants were exposed to a wide range of Tools + Tactics via the Studio, yet evidence suggests these groups differ in how well they have learned service design. Workshop attendees, while valuing the training they received and seeming to understand the *concept* of service design, do not demonstrate wide use of service design skills or express confidence in their ability to do so. One Workshop attendee, when asked which Tools + Tactics she had incorporated into her day-to-day, reported none, but that she “could envision it, when we start actually working on designing a particular solution to a problem or intervention or program.”¹⁸

¹⁸ This attendee also noted that while her direct manager was supportive of service design, “people that I’ve spoken to at the highest levels of the [department are not] totally supportive about moving forward with

Another Workshop participant described the Workshop as “[helping] me kind of better prepare for the different things that we need to get done in the different goals and objectives that we have, ...it's helped me kind of better analyze for myself, are we asking the right questions, are we organizing things in the right fashion, ...are we sure that we talk about the user experience,” but could not provide a specific example of how he had applied that learning to his work. A third participant praised the Workshop and displayed an understanding of several design skills and concepts, yet expressed doubts about implementing service design:

“It seems like they outline step one to three and then, it's like, okay, I did one step to three, and I got some information. Then, I'm not sure how to keep this going. Other than kind of going back to the same beginning processes, it seemed that it was kinda like this nebulous thing, like here's all the different design stuff. Then, it's like, well, how do we get to the end of an actual project or how do we get to the point of showing the implementation? That was...the step where I... didn't know how to... necessarily implement it.”

By contrast, and as might be expected given the long-term and intensive nature of the DFO engagement, ACS-DFO team members demonstrate a deep understanding of service design concepts and skills. Like Workshop participants, members of the ACS-DFO team did not always feel confident in their knowledge or use of service design, but through repeated practice and engagement with the Studio came to believe they have successfully learned service design Tools + Tactics. According to one participant:

“...we have the process down well. We know what the core parts of that process are. Setting the stage, talking to folks, connecting the dots, prototyping, evaluating. And we know pretty well what the core activities one does in each of those stages of the work because we very much have been living those core activities throughout the last year.”

2.5 Additional skills and knowledge Studio participants report learning via Studio offerings

Beyond learning the Tools + Tactics, DFO and Workshop participants reported learning knowledge and skills via their engagements that they regard as enhancing their work. While not directly taught by Studio staff, participants reported learning these skills from observing how Studio staff conduct their work and cited these skills as providing value to their work. The types of skills learned include facilitation, the use of project management tools and practices, and development of assets (high-quality materials) for discussion and presentation.

Facilitation skills

Studio participants in the ACS-DFO partnership report adopting elements of the Studio’s approach to facilitating meetings, such as using visual tools and group activities to communicate information and explore ideas with colleagues.

human-centered design.” She did not however indicate that leadership’s lack of support explained why she had not used any Tools + Tactics.

Two ACS-DFO participants reporting using visual tools, such as post-it notes and flip charts, more for communicating information and exploring ideas with colleagues. They identified this change as a result of their engagement with the Studio and participating in their “way of work.” They have adopted the synthesis method of writing on post-its, grouping them into categories, and using this visual tool to analyze information and explore complex ideas. They use this work internally for the ACS-DFO project, but also when engaging other divisions and even stakeholders outside of ACS.

Two other ACS-DFO participants also noted that these skills have particular value when thinking about improving engagements with the community, end users of City services, and other stakeholders outside of ACS.

Workshop participants found the meeting facilitation skills such as using a white board and dot-voting, in which meeting participants register votes or preferences among a range of options via the placement of small stickers or other items, particularly helpful. ACS-DFO participants have also incorporated dot-voting into other areas of their work.

Project management tools and practices

ACS-DFO staff and Workshop participants highly valued the collaboration tools, such as Google Drive, Slack, Airtable, and project management skills that, while not formally taught by Studio staff, were demonstrated in Studio activities.

Most members (n=6) of the ACS-DFO team spoke – unprompted – about the importance of the organizational approaches and new technologies they had been introduced to through their ongoing work with the Studio. Specifically, they report utilizing Google Drive as a shared common folder that is well-organized and facilitates greater access to information by all members of the team in a central location. The ACS-DFO team has already used this approach in project work outside of the DFO engagement. In addition, the team has begun to use Slack, a communications tool, for sharing information and collaborating. One interviewee described why these tools were so important:

“the Studio has built and brought structure...has informed us and taught us how to use technology to better validate and leverage a structured process.... Operational things like learning how to use Google Drive to create a system for documenting, storing, sharing, editing, formatting these visually accessible documents and operational management processes has been amazing.... A lot of that front-end planning work, in order to hit the ground running in a very structured, organized way was very helpful.”

Assets and presentation materials

Finally, ACS-DFO staff found the graphic and design skills of the Studio team to be extremely valuable and expressed that they wanted to better learn these skills themselves. ACS leadership articulated how this helped both families and internal stakeholders feel more valued, and that pulling out a well-prepared and beautiful form or diagram as opposed to a hastily drawn mock-up helped engender respect.

One Workshop participant spoke to the importance of digitizing these materials, such as the end products (assets) developed as part of the *Mapping the user journey* Tool + Tactic in order to support work in the Connect the Dots phase:

Skills learned in Studio offerings

“As the design team, we're now in the process of creating [assets], these personas and the journey maps that will then be used as facilitation tools in co-design sessions that then adds on another layer as making meaning with multiple stakeholders and it's not until all of that has occurred will we start thinking about our findings overall, that will then lead to prototyping enhancements.”

3. Use of service design methods by Studio participants

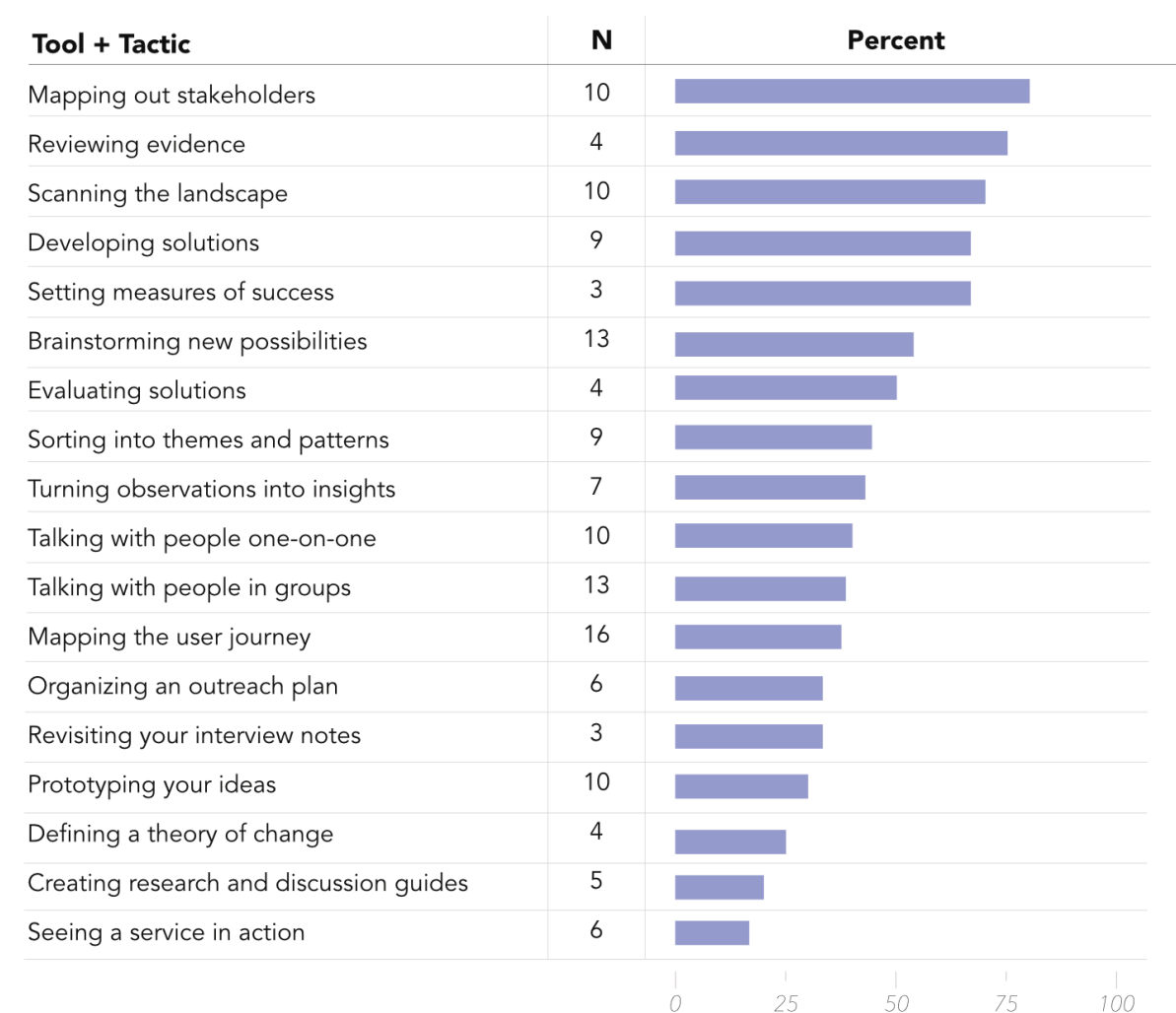
According to the Studio's theory of change, increased knowledge of service design leads to the increased use of service design methods, and through their use deeper knowledge of service design is gained. In this section we explore which Tools + Tactics participants in Studio offerings have used. Due to differences in data collection across Studio offerings, findings about the use of service design vary. In the case of Office Hours participants, the three-month survey asked respondents to report which Tools + Tactics they had used, but did not request detail about how they used the Tools + Tactics. By contrast, the study did not seek an exhaustive understanding of which Tools + Tactics were used by Workshop and DFO project participants, but interviews and observations of work sessions revealed which Tools + Tactics those participants used and provided insight into how they were used.

3.1 Use of service design methods by Office Hour participants

As seen in Exhibit 3.1, Office Hours participants report wide variation in the use of Tools + Tactics they learned. On the high end, four out of five participants who learned about *Mapping out stakeholders* report having used it within three months of learning it, while on the low end less than one in five report having used *Seeing a service in action* in the same timeframe.

Use of service design methods by Studio participants

Exhibit 3.1: Tools + Tactics used by Office Hours participants



Notes: N indicates number of Office Hours participants who reported learning a Tool + Tactic; percent indicates the percent of participants who reported using a Tool + Tactic that they learned. Source: Three-month survey of Office Hours participants, limited to those who completed both surveys (n=39).

The survey did not ask respondents why they had or had not used the Tools +Tactics they learned but it appears the use of a Tool +Tactic is closely related to how well-prepared participants feel to use it. Exhibit 3.2 shows that the most-used Tools + Tactics are also generally those participants reported feeling most prepared to used, with similar alignment between Tools + Tactics that are the least used and those participants reported feeling least prepared to used. One Tool +Tactic, however, deviates from this pattern: despite 75 percent of respondents reported feeling well prepared to use *Defining a theory of change*, just 25 percent reported having used it. This may indicate that participants understand how to use the skill but do not regard it as relevant to their work, or their work is not at the stage at which producing a theory of change would be useful.

Use of service design methods by Studio participants

Exhibit 3.2 Most-used Tools + Tactics compared to the Tools + Tactics participants feel most-prepared to use



Notes: Left column is sorted from most- to least-used Tools + Tactics; right column is sorted from Tools + Tactics participants are most-prepared to least-prepared to use. Source: Three-month surveys of Office Hour attendees, limited to respondents who completed both surveys (n=39)

3.2 Use of service design methods by Workshop and DFO participants

As noted, the study team did not seek a comprehensive understanding of which Tools + Tactics these participants used, nor how they used them. This section therefore presents a snapshot rather than an exhaustive detailing of the Tools + Tactics these participants used. Despite this caveat, it is notable that most of the examples below, and the richest examples,

are from ACS-DFO team members, which may be indicative of their deeper learning of service design methods relative to Workshop attendees.¹⁹

Mapping out stakeholders

The ACS-DFO team conducted mapping early in their project to understand the universe of stakeholders across agency divisions potentially affected by refinements to the delivery of services. The stakeholder mapping eventually contributed to the development of personas to help facilitate discussions and design sessions with agency partners.

Creating research and discussion guides

ACS-DFO team members conducted a variety of activities that supported the interview guides themselves to elicit thoughtful, detailed input from participants so that they could better understand the context of participant experience and identify specific pain points, challenges, and goals. For example, when meeting with families who were receiving or had previously received prevention services, the team explored the perceived usefulness of agency services parents received. Families were asked to recall the offices they had visited, the people they had spoken with, and the activities they had taken part in as part of prevention services.

Studio staff assisted a Workshop participant in troubleshooting a data collection tool created to conduct assessments of users of a specific technology. The participant worked with Studio staff in an Office Hours session after the Workshop to refine the assessment, including two rounds of testing and revisions.

Talking with people one-on-one

ACS-DFO staff scheduled, conducted, and took notes for one-on-one interviews with project stakeholders, including families with experience with ACS services.

Sorting into themes and patterns

In a “Family Research Synthesis” session the study team observed, the ACS-DFO team reviewed and analyzed notes from interviews with approximately 20 families and caregivers. To begin, the team developed pseudonymous profiles of interviewees, including age, gender, number and ages of children, marital/partner status, and previous and current engagement with the child welfare system. The purpose of the activity was to collect participant demographics and give a sense of the interviewees’ stories. Next, they conducted an interview transcript analysis, working in pairs to review interview transcripts and divide information into five categories: (1) Experience with ACS, (2) How they got to preventative services, (3) Goals and desired outcomes, (4) Positive and negative qualities of the experience, and (5) Culture/background. Participants read through the transcripts and wrote down quotes from the interviews on color-coded post-it notes, then shared their notes with the broader group to begin distilling key takeaways and organizing ideas into high level themes. Before

¹⁹ The Studio made several changes to subsequent Workshops that are not included in this evaluation. These changes include assigning homework to participants ahead of the Workshop to help them prepare, provided more information about what service design is, expanded and formalized a portion of the Workshop that allowed participants to develop a problem statement and brainstorm potential solutions to the problem. The Studio, in response to participant feedback, has also added discussion of how to conduct service design with vulnerable populations using a trauma-informed approach.

the meeting, the Studio had prepared a template for organizing the post-it notes by topic. Through the exercise, the ACS-DFO team organized information from family interviews according to analytical topics for consideration in later events.

Mapping the user journey

One interviewee from the ACS-DFO team described a breakthrough moment with other agency staff that occurred when the team was using the *Journey map* Tool + Tactic with a wider group of ACS staff (outside the DFO team) to explore the experience of the family through the child welfare process. This was valuable because it was in this moment that some ACS staff experienced the reframing of families as the end users of a service provided by the agency they worked for. The interviewee explained how ACS staff were likely already familiar with the idea of a journey map, having spent a lot of time in working groups creating process maps and business flow-charts showing the process of handing off roles and tasks within ACS divisions seamlessly to achieve a goal. However, there was not a space in the business flow chart to document or consider the experience of the family in this process. The ACS-DFO interviewee commented that “[Before] we [would] never really bring in the voices of those on the front line or of families themselves to actually create that process and to validate it. And I think that was a value add to this process, versus how ACS normally thinks about planning and policy.” By sharing the journey map the ACS-DFO team had created, the interviewee believes they raised questions and concerns of equity and involving the voice of marginalized families in ACS work at a larger scale.

One Workshop participant described a journey mapping activity to identify end users’ “pain points” when using a software service.

Prototyping your ideas

The study team observed a prototyping session ACS-DFO conducted with five parent advocates – mothers who in the past had a case with ACS and now provide counseling and support to other parents in similar situations with the objective of keeping families together. For the session, the ACS-DFO team created documents to help ACS communicate the agency’s available prevention services, then sought input from parent advocates on how well the materials worked and how they could be improved. The ACS-DFO team also prepared a template for collecting feedback from the group, with three columns labeled “I like...” “When I would use this...” and “I would change...” This tool helped the team begin sorting and interpreting feedback from stakeholders on the spot.

4. Levels of learning by Studio participants

The foundational component of the Studio’s theory of change is the learning of service design knowledge by participating City staff. This learning happens in a variety of ways and intensities across the Studio’s offerings, each of which is undergirded by its Tools + Tactics resource. The theory of change posits that participants in Studio offerings will gain service design knowledge, which in turn increases the use of service design skills among City staff, and ultimately leads to improvements in how City staff and agencies serve low-income residents.

In the sections above, the Abt study team examined what service design skills participants are learning, how prepared they feel to use them, and how they apply them in their agencies’ work. In this section, we discuss additional evidence of how well Studio participants are learning service design. Specifically, in the sections below we explore whether participants are independently applying service design to projects they have not discussed with the Studio, teaching colleagues about service design, using Tools + Tactics in an integrated and iterative fashion, and striving to orient their design process to better understand and serve end users.

Studio participants demonstrate learning by independently using Tools + Tactics

While the Studio is available for ongoing support to participants after their participation in a Studio offering, such as troubleshooting barriers encountered in the implementation of service design activities, participants are free to implement service design without consulting the Studio. While the study team has little detail about service design activities and projects led by participants for which the Studio was not consulted, especially activities and projects led by Office Hour participants, we regard these independent activities as strong evidence of service design learning among Studio participants.

Among the 39 Office Hour participants who completed both the two-week and three-month surveys, more than a third (n=15, 38.5%) reported that because of engaging with the Studio, they had applied service design techniques to projects not discussed with Studio staff. Survey data do not provide information about the projects or how they incorporated service design.

39%

Office Hour attendees who, as a result of their participation, applied service design techniques to projects not discussed with Studio staff

An ACS-DFO participant reported independently using dot-voting, a technique learned from Studio staff, in different contexts in her other work. Dot-voting is a collaborative technique used to source information and feedback from many participants at once by providing an opportunity for them to make weighted votes on a specific topic or question. The ACS-DFO team organized dot-voting to capture input from family members attending a service provider event on community assets and needs.

Studio participants demonstrate learning by training others in service design

Additional evidence of how well participants have learned service design is seen in the extent to which participants teach others about what they have learned. While Office Hours survey data cannot

49%

Office Hour attendees who shared what they learned in their initial Office Hours session with agency colleagues

detail what respondents specifically shared with colleagues after their session, it does show that nearly half of Office Hours participants “shared what they learned” with agency colleagues. Just under fifty percent of respondents to the two-week Office Hours survey reported that as a result of engaging with the Studio, they have shared what they learned with colleagues in their agency (n=38; 49.4%).

Members of the ACS-DFO project have led or participated in several trainings on service design and are planning an ongoing training series to continue teaching service design to their ACS colleagues. With the assistance of Studio staff, one ACS-DFO member co-led a training of his ACS colleagues in *Mapping the user journey* and *Mapping out stakeholders*. In another instance, a member of the ACS-DFO taught agency colleagues how to engage stakeholders to improve a family housing referral system. The ACS-DFO team also led a workshop that provided an overview of service design and how it can be used to agency colleagues and are planning to offer an ongoing monthly workshop to share tools and materials that participants can refer to when implementing service design.

None of the five Workshop participants reported training others in service design. One participant though, reported that he led a training in his home agency that incorporated service design principles. The training was planned in advance of his attendance at the Workshop, after which he adjusted how the training was conducted based on what he learned.

ACS-DFO members implement service design in an iterative and integrated fashion that reflects wide knowledge of design skills and how they can be integrated

As described in Section 3, the ACS-DFO team used multiple Tools + Tactics in a thoughtful and effective manner. Further evidence of how well participants have learned service design is seen in how the ACS-DFO team use design skills in an iterative and integrated fashion. In one example, the team developed prototypes by collecting insights from ACS colleagues to narrow a set of materials for service provider staff to use when working with families. Rather than considering the work done at the point the materials were finalized, the team planned to field test the materials with provider staff and families or develop an alternative process for evaluating the materials’ effectiveness. One team member described the team’s iterative approach to data collection, synthesis, and prototyping as:

“...looking at the data that we had and what we’ve been hearing from people, brainstorming that, coming up with ideas, and then, taking that out into the field, seeing how people feel about that and then coming back and retooling them and then going back out into the field and doing that over a number of weeks....”

Another ACS-DFO team member explained that the range of assets created via the design process “can be continued to be used as tool in which people will interact with and engage with and learn from, even beyond the scope of this project where we are, where we co-design and implement enhancements based on that data,” demonstrating proficiency integrating service design into work in new ways.

Levels of learning by Studio participants

While Office Hour participants learned and are using multiple Tools + Tactics in their agency work, survey data are not able to assess whether they are iterating or integrating multiple tools in an integrated fashion.

Notably, member of the ACS-DFO staff were versed in design language and already engaging in design-like activities prior to the DFO project, and their agency was already committed to empowering end users through innovative and data-driven initiatives. For example, in the year before applying for the DFO project, ACS developed and enacted a new program design process that engaged service provider partners and families in program design and implementation. At least one of the core members of the ACS-DFO had a background in design and other members of the team had previously participated in Studio offerings. The ACS-DFO team's baseline level of familiarity with and support for service design principles, which may be higher than that of other Studio participants, may be an important contributing factor to the successes of this DFO project.

The ACS-DFO team's dedication to the centrality of the end user perspective, demonstrates understanding of and commitment to a fundamental principle of service design

As detailed in Section 3, participants across all Studio offerings learned and used Tools + Tactics that incorporate the perspective of end users. As with any skill, seeking and incorporating input from end users in a design project can be done well or less well. Little evidence exists to suggest Studio participants did not appreciate the importance of gaining end user input or learn how to use Tools + Tactics for that purpose. One Workshop participant, for example, described how his approach, absent the Studio offering, would have been “less focused on the individuals and more focused on problem solving..., like, we need to solve this problem versus, we need to better your experience.” Another Workshop attendee advocated for the inclusion of formerly-incarcerated individuals to contribute to the design of a City criminal justice reform project.

Strong evidence suggests that the ACS-DFO not only learned how to collect and use end user input well in a design project, it demonstrated a deep commitment to end users as central to the design process and the common thread in and across design activities. ACS did not regard securing end user input simply as a data collection step in a design process, but instead that end user perspectives are the *essence* of a design process. As one ACS-DFO member explained:

ACS team members demonstrated a deep commitment to end users as central to the design process

“...human centered design has given me another lens to look at the family experience, and how our families move through prevention services starting from the first point of touch to the last point of touch,” and added, “I'm always going to go back to that question of, who is our end user, and I'm going to apply that to any project that I'm on.”

Another ACS-DFO member similarly described that his dedication to end users transcends the DFO partnership:

“The end user doesn't change across projects — it's the same end user and those experiences are the same and can be used to inform all projects that we do moving forward, not just this one specific project with the design team.” This sentiment was expressed across multiple interviews with team members and leadership alike. One

Levels of learning by Studio participants

*ACS leader praised the ACS-DFOs' skills, saying that they through their work
"capture[d] the voices of families [and] it was their truth and their experience...."*

The process through which the ACS-DFO secured end user input, using multiple Tools + Tactics in an integrated and iterative fashion, demonstrates the not only higher order learning of the ACS-DFO but also the promise of service design in a municipal setting.

5. Support for service design among agencies participating in the Studio

Support for service design is important to understand because it increases the likelihood that a culture of service design will develop and increase in the City, a key outcome in the Studio's theory of change. City staff are the primary conduit through which service design learning is transferred from the Studio to agencies: while agencies are partners of the Studio, it is individual staff members who attend Studio offerings and use service design in the day-to-day work of agencies. Accordingly, support for service design among City staff is critical to the ongoing use and spread of service design as a means of enhancing and increasing access to City programs and services.

It should be noted that even if Studio participants are strongly supportive of service design, they represent just a fraction of the City's overall staff. While a sizeable number of City staff — over 1,200 — have attended Studio offerings, they represent just 0.3 percent of the City's nearly 400,000 employees.²⁰ It follows that the spread and integration of service design via, for example, formal staff trainings on service design or the procurement of design services, will require more than just the support of City staff who participate in Studio offerings, including the support of agency management.

In this section, we examine support for service design among individual staff members and agencies as a whole. Due to the study's limited data collection, our understanding of agency-level support is based on the perceptions of City staff, approximately 40 percent of whom do not have supervisory responsibilities.²¹

5.1 How Studio participants show support for service design

Given that City staff participating in the Studio are a key link in the transferal of skills learned via the Studio to other agency colleagues, if Studio participants do not support the use of service design, and regard it as valuable to their work, the spread and integration of service design will be limited. As discussed above, members of the ACS-DFO team expressed appreciation for insights they have gained through the application of a wide range of Tools + Tactics, such as a richer understanding of end user perspectives, and support for the continued use of service design in their work and that of their ACS colleagues. Workshop participants by contrast expressed measured support for service

²⁰ NYC Government Workforce Profile Report, Fiscal Year 2017. New York City Department of Citywide Administrative Services. Retrieved July 1, 2019 from https://www1.nyc.gov/assets/dcas/downloads/pdf/reports/workforce_profile_report_2017.pdf.

²¹ After launch of the two-week and three-month surveys, the survey team and NYC Opportunity agreed to develop a short third survey, which was sent to all recipients of the two-week and three-month surveys. The survey asked recipients "Do you supervise one or more persons within your agency?" A total of 43 City staff responded, 26 of which reported that they did supervise others (60.5 percent) and 17 of which reported that they did not supervise others (39.5 percent). For those respondents who supervise others, no additional information is available to understand the extent to which they have decision-making authority that might enable broad adoption of service design in an agency.

Support for service design among agencies participating in the Studio

design. Here, we explore the Office Hours survey data to understand the extent of support for service design among Office Hours participants.

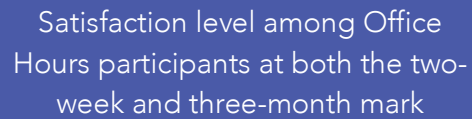
A simple but critical component of support for the Studio’s approach to teaching service design is participants’ satisfaction with the Studio and appreciation of its offerings. Put simply, if City staff do not enjoy working with the Studio, or regard the Studio as a valuable resource, the learning and spread of service design in the City will be hindered.

Survey results indicate high levels of participant satisfaction with the Studio, and sustained satisfaction.

At the two-week and three-month mark, 90 percent (n=39) of respondents were either satisfied or very satisfied with the Studio’s assistance. All participants who attended multiple Office Hours sessions (n=9) were satisfied or very satisfied.



90%



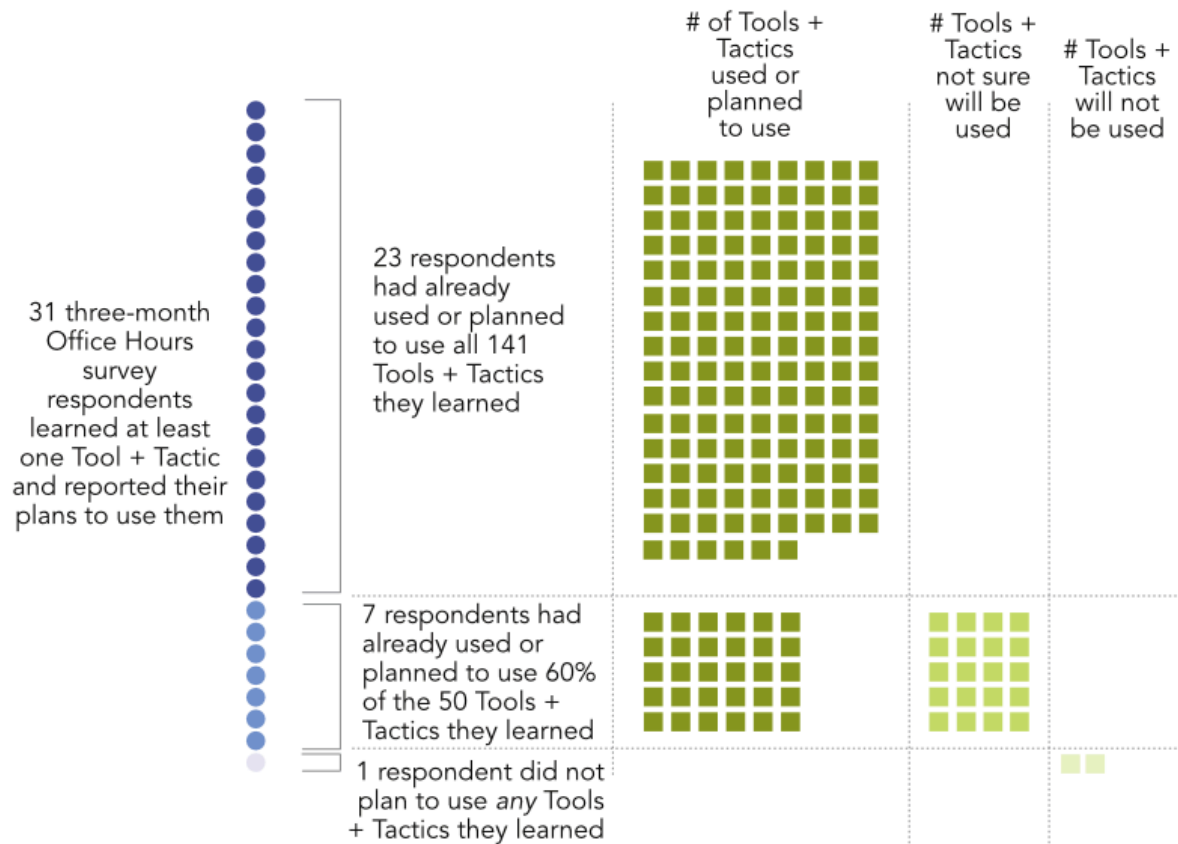
Satisfaction level among Office Hours participants at both the two-week and three-month mark

Additional support for service design is evident in Office Hours participants’ willingness to continue working with the Studio and using its resources. At the three-month mark, nearly half of participants reported that they expected to engage with the Studio to learn more about service design techniques (n=18, 46.2 percent), and more than a third plan to refer to the Tools + Tactics resource to help implement service design (n=15, 38.5 percent)

Relatedly, support for service design is clear in the high proportion of Office Hours participants who use or plan to use all or most of the set of Tools + Tactics they learned in their session. In Section 3, we discussed which Tools + Tactics participants had used to date — here, we add whether participants report that they plan to use Tools + Tactics they have not yet used, recognizing that three-months may be too short of a window for participants to use all the techniques they learned. Findings indicate that nearly three quarters of Office Hours participants have either already used or plan to use 100 percent of the Tools + Tactics they learned (n=23, 74.2 percent). While individual participants learned varying numbers of Tools + Tactics, collectively these participants have used or plan to use 141 techniques. A smaller share of participants (n=7, 22.6 percent) were not sure they would use all Tools + Tactics they learned but reported they have used or plan to use 60 percent of the techniques they learned. Just one participant (n=1, 3.2 percent) had not used nor planned to use any of the two Tools + Tactics she learned.

Exhibit 5.1: Number of Tools + Tactics participants used or planned to use at three-month mark

Support for service design among agencies participating in the Studio



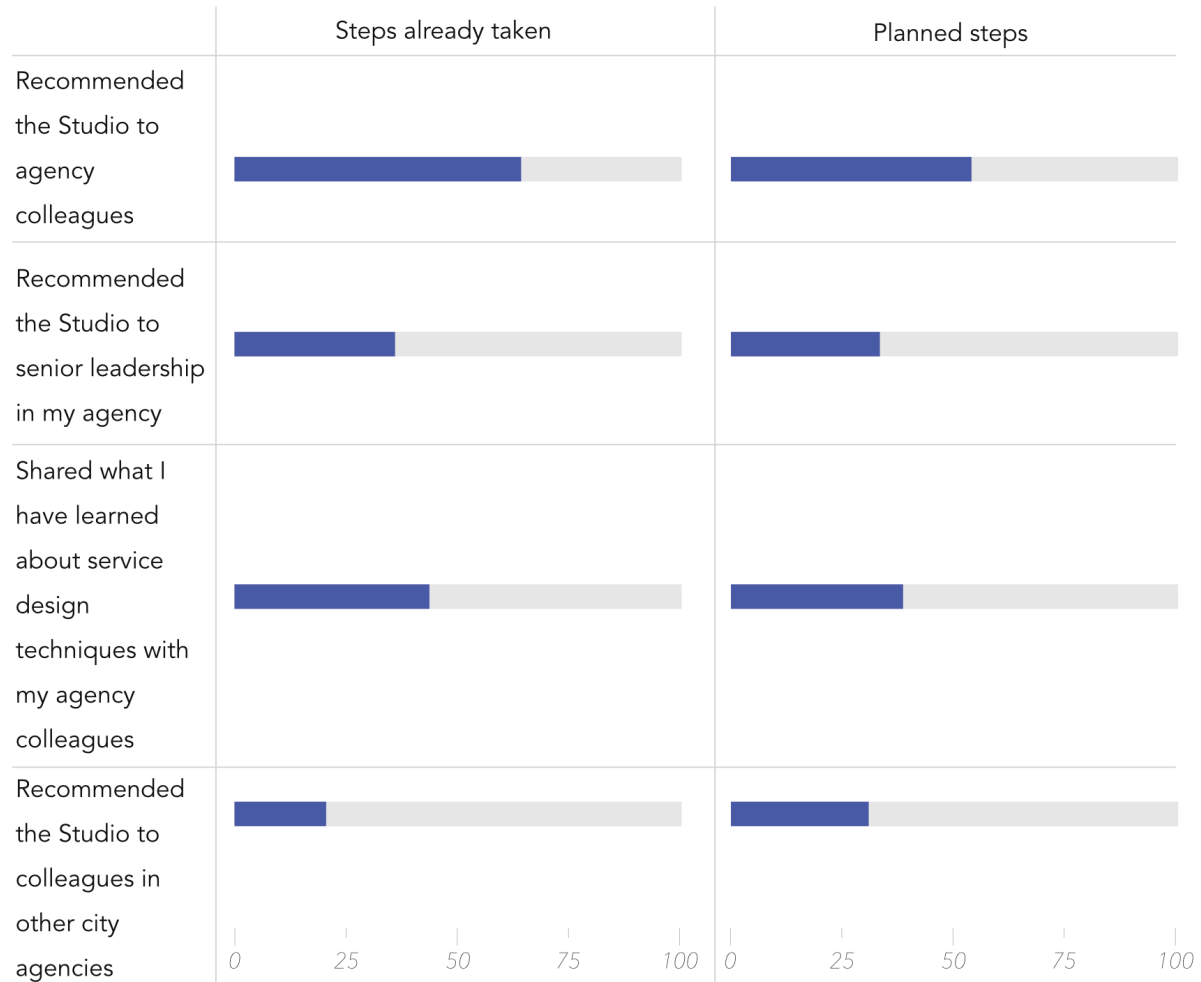
Notes: Blue dots represent individual Office Hours participants. Green boxes represent individual Tools + Tactics learned by participants. Source: Two-week and three-month surveys of Office Hour attendees, limited to respondents who completed both surveys and answered a three-month survey question regarding use of Tools + Tactics learned (n=31).

Respondents to the three-month survey demonstrate support for service design via their willingness to recommend the Studio to their agency colleagues and share what they have learned from the Studio (see Exhibit 5.2). Over two thirds of respondents reported that they had recommended the Studio to colleagues in their agency (n=25, 64.1%), and over half plan to do the same in the future (n=21; 53.8%). Smaller numbers reported that they had shared what they learned about service design techniques with colleagues in their agency (n=17; 43.6%) or planned to do so in the future (n=15; 38.5%).

As might be expected given that most City work occurs within rather than across agencies, smaller numbers of participants report sharing what they learned about service design with colleagues in other agencies (n=8; 20.5%) or intend to do so in the future (n=12; 30.8%).

Exhibit 5.2: Steps taken and planned by Office Hours participants at the three-month mark

Support for service design among agencies participating in the Studio



Notes: Blue bars indicate percentage of Office Hours participants who have taken or plan to take an action. Respondents could indicate both what they have done in the past and what they plan to do (row percentages may add to more than 100). Source: Three-month surveys of Office Hour attendees, limited to respondents who completed both surveys (n=39)

5.2 Perceptions of agency support for service design by Studio participants

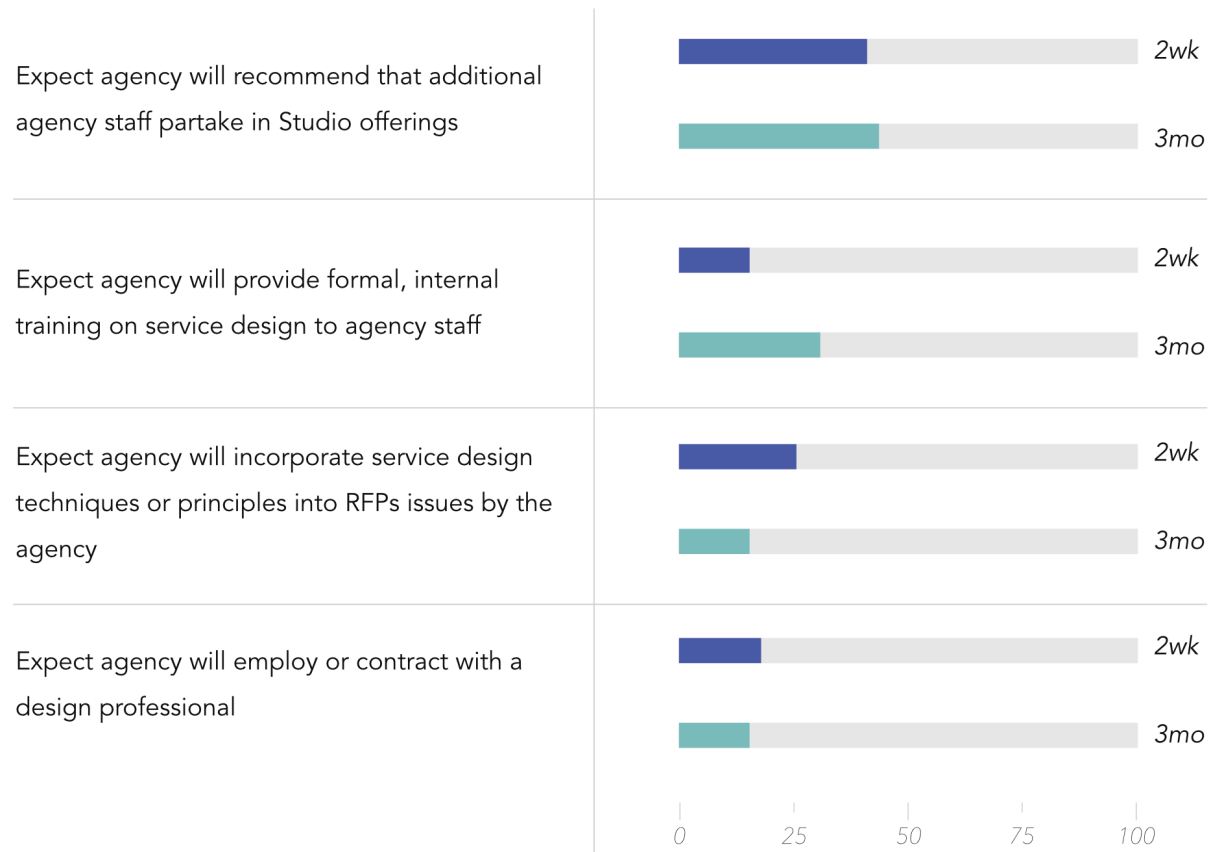
While we are not able to directly know the supportiveness of agency management for service design, we can get a sense of how supportive Office Hours attendees *perceive* their agencies to be and whether perceived support changes over time. Results indicate that respondents are more optimistic over time that their agency will provide formal, internal training on service design to agency staff, which may be due to the growing visibility and appreciation of service design as it is applied to agency work.

Little change over time was seen in the roughly 40 percent of respondents who expect leadership to recommend additional staff get trained in service design or the roughly 15 percent who expect their agency to employ or contract with a design professional. A reduction was seen in respondents reporting that they expect their agency to incorporate service design techniques or principles into

Support for service design among agencies participating in the Studio

RFPs issued by their agency.

Exhibit 5.2 Office Hours participants' expectations of actions their agencies will take related to service design



Source: Responses to two-week and three-month surveys of Office Hour attendees, limited to respondents who completed both surveys (n=39)

5.3 Formal agency actions promoting the integration of service design

As discussed above, Studio participants, particularly those in the DFO and Office Hour offerings, are demonstrating support for service design by sharing what they have learned with colleagues. As agency support for service design builds after engaging with the Studio, the theory of change posits that agencies will take actions that further cultivate a culture supportive of service design and that integrate Service Design. Given the intensive engagement, all evidence of such agency actions is from the ACS-DFO Partnership. As noted earlier in the section, ACS has developed a design learning community to formally train other ACS staff.

Supporting the ACS design learning community, staff involved with the DFO project are in the process of establishing a “design culture” on their floor. They are getting approval to post various assets developed from the close-to-completed DFO partnership on walls on their floor to showcase different elements of the service design process. While agency leadership has required the materials

be more polished before being posted, in keeping with agency general standards for posted materials, this nevertheless is offering an opportunity to educate ACS staff about service design.

ACS staff involved in the Pathways project has also applied for and successfully received a grant from NYC Opportunity for three years to partner with the Department of Health and Mental Hygiene (DOHMH). The grant will hire a service designer as a consultant to expand the work from Pathways with the division of DOHMH who has a similar function to ACS's child protective services. The grant covers the cost of a design consultancy, and ACS is covering staff time dedicated to this work.

Another important step ACS has taken is to include an end user focus in an agency procurement RFP worth \$3 billion over the next ten years. This will ensure that the service design is incorporated into not just ACS, but also the providers with which they work.

5.3.1 Barriers to Integration

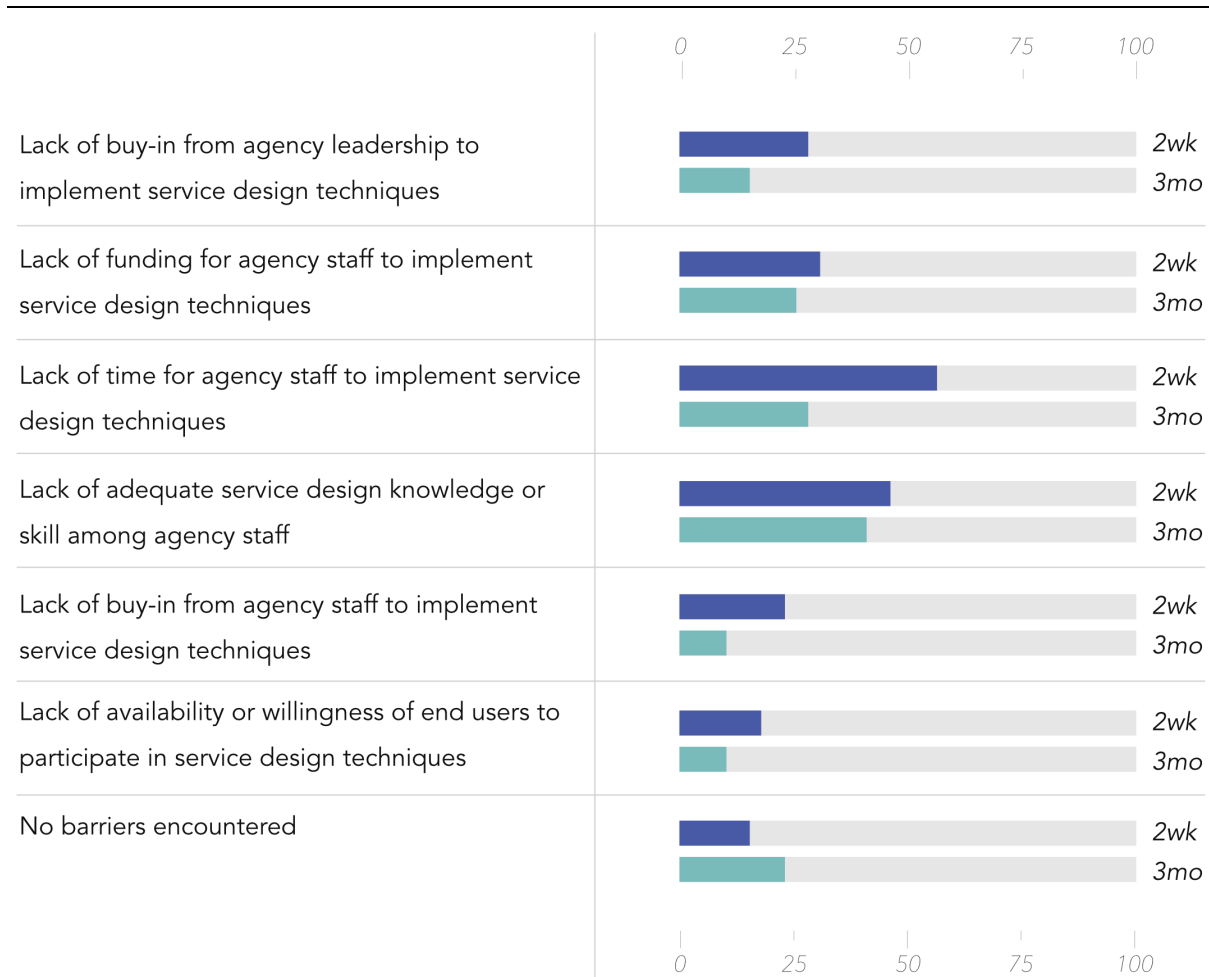
While most participants interviewed or surveyed found agencies and colleagues to be interested in and supportive of incorporating service design techniques, some participants found that their agency environment was a barrier to both implementing service design in their work and integrating service design within the agency (see Exhibit 5.3). Notably, by the three month point a perceived lack of buy-in from agency leadership was roughly half what it had been at the two-week point. A lack of time for agency staff to implement service design also was perceived to be much less of a barrier at the three-month point, while lack of funding remained a perceived barrier for a quarter of respondents.²²

Given these changes over time, by the three month point a perceived lack of adequate service design knowledge or skill among agency staff was the most frequently-reported impediment.

²² Perceived barriers to implementation of service design do not appear to vary based on respondents' position (supervisor or not) or their use of Tools + Tactics at the three-month mark (i.e., respondents who used a high percentage of Tools + Tactics learned perceive similar barriers to those who used a small percentage of Tools + Tactics learned.

Support for service design among agencies participating in the Studio

Exhibit 5.3 Office Hours participants' reported barriers to implementing service design at two-week and three month marks



Source: Responses to two-week and three-month surveys of Office Hour attendees, limited to respondents who completed both surveys (n=39)

The ACS-DFO team reported that it believes it has strong agency support for service design, especially among immediate colleagues within the Communities Based Strategies unit, and including Commissioner-level support at the agency. While we are not aware of dedicated funds for service design, there are signs the agency supports the reallocation of existing resources for staff to dedicate time to the DFO project and the design learning community.

ACS-DFO team members highlighted in interviews the challenge of finding time to participate in the service design project with the Studio. The Studio recognized that individuals had limited time to dedicate to the project despite the Studio being clear about the expected time commitment to the project. For the MOCJ-DFO project, the Studio has made clearer the expected time commitment to the project and also changed its expectations about

Support for service design among agencies participating in the Studio

how much can realistically be accomplished in a partnership with limited time. A Studio staff member explained this shift:

"... [The Studio] had this loft goal with this initial ACS project [that] we are going to have a design partner or partners at the agency and at the end of the project, they are going to be beginner designers essentially. It was not a fair assumption for us to make of ourselves, or of our partner team given [their capacity] And that it takes more than one or twice a week for a year to become a designer. People go to school for years to do this stuff. For us, I don't want to say tempering our expectations because we are all in for people, we want to be all in. But there is the reality that we need to [acknowledge]. And I think we are trying with the MOCJ team to say, "What skills are you excited about building that we can help you build? And how much time do you have to put into that?"

6. Design and delivery of City programs and services

An ultimate goal of the Studio is to improve the design and delivery of City programs and services to benefit residents. In this section, we examine the extent to which such changes have occurred. Given the short timeline of the evaluation, and the myriad barriers any municipality faces when attempting to change programs and services, it is likely too soon to expect meaningful changes. Our findings suggest that many Studio participants are learning the skills necessary to improve programs and services but that little change has occurred to date. In the case of the ACS-DFO project, the service design process allowed ACS to better understand how they communicate with families about Prevention services, and skillfully identify gaps in internal business processes that led to families having a difficult time understanding services, and therefore not being interested in being active participants in them. This scope of work resulted in materials that ACS designed and tested with users and contracted providers to close those gaps and improve the enrollment experience. These materials are just being rolled out for more rigorous testing, and therefore there is no data on how, if at all, the more transparent process will result in a better experience of services, or improved outcomes for family and child wellbeing.

While not yet enacted, a promising change informed by service design is ACS's adjustments to its procurement of social services for prevention, mentioned briefly in Section 5. The agency's existing contracts are set to expire in 2020 and, based in part on the work of the ACS-DFO team, the RFP for new contracts valued at \$3 billion will require contractors to incorporate family voice into their services. Relatedly, a member of the ACS-DFO team expects their co-design work with families will lead to the Division of Child Protection case planners having:

"...an easier time engaging families because they're going to be able to give them better information, they're going to have tools that inspire dignity, and they're going to be able to get the right information from families..." She added that families will be connected to needed services more quickly, have a better experience with those services, and "I think ultimately we're going to see lower rates of child abuse and neglect, we're going to see shorter lengths of services, we're going to see reduced poverty, [and]we're going to see reduced joblessness...."

Early findings from the ACS-DFO partnership suggest that the partnership is also resulting in increased trust between stakeholders involved in the service design process. This learning could have particular significance for the Studio given their focus on low-income residents and others traditionally underserved by local government, who may be more likely to experience trust issues with government actors. Drawing on conversations with the ACS-DFO team and Studio staff working on the project, the Abt study team believes that ACS staff perceive a shift towards improved relations between the ACS Division of Prevention Services, contracted service providers, parent advocates representing families receiving ACS services, and the organizations they belong to. This shift could be attributed to the work the ACS-DFO team has conducted and their efforts to engage key stakeholders throughout the service design process. These preliminary benefits are important to understand as an additional value-add of the Studio, and as a possible way the Studio contributes to impact across NYC, as defined by the theory of change.

The ACS-DFO team has not yet deeply engaged in the Focus on Impact phase, where they will develop metrics for success, test their solutions, and evaluate their effectiveness, and are thus unable to determine whether the design or delivery of Prevention Services will improve as a result of their engagement with the Studio. However, one interviewee was asked to speculate on this subject and whether they believe the design or delivery of services will be improved through the prototypes that are currently being tested that aim to help service providers and parent advocates communicate with families, and they replied that

“I think it will largely give families more insight into what they're getting into. It will give them more knowledge about providers and the process. I think it will help them understand where they are in the process. I think it will just be a lot more education for families as far as more voice. I think it could help by them sharing more or being asked to share more about their background and their personal lives.”

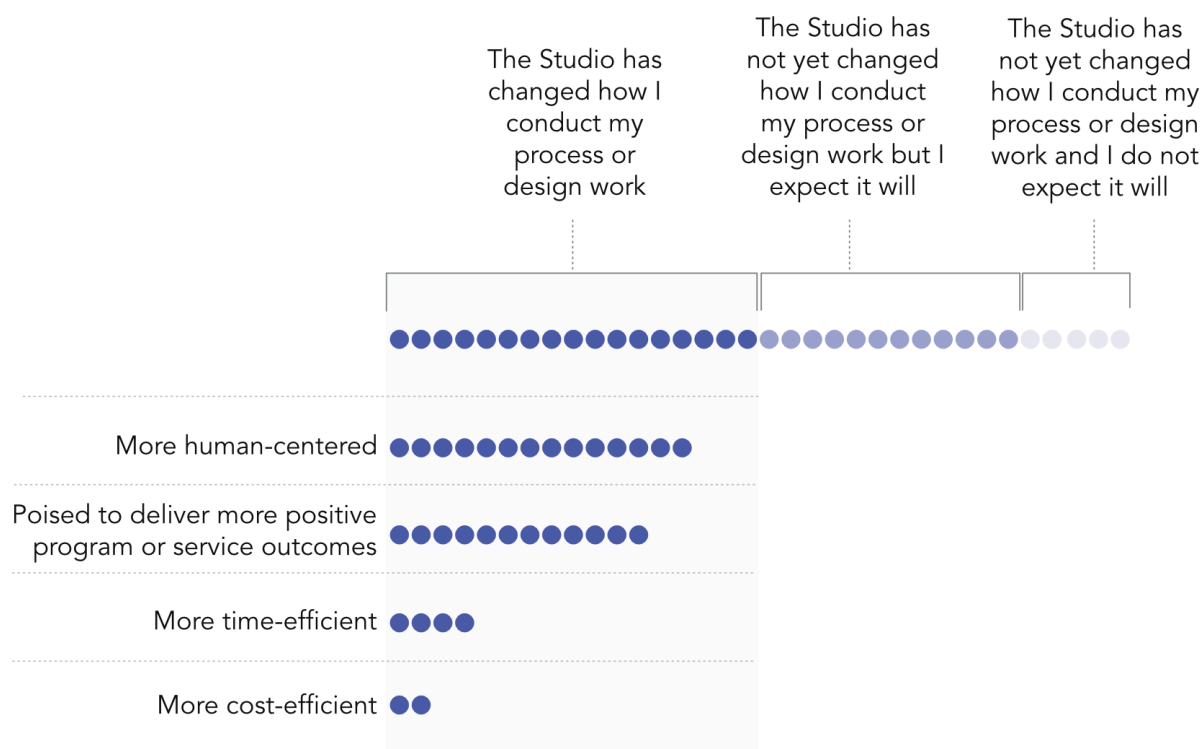
For Office Hours, the survey data provides minimal detail on if and how participants have realized improved design or delivery of City programs or services. One survey question asked if respondents had tracking or outcome data available for any projects to which they had applied or would apply service design techniques, and just three of 39 respondents did so (7.7%) at the three-month mark. The survey does however help reveal the extent which they expect to realize those changes (see Exhibit 5.3).

Just under half of respondents to the three-month survey reported that as a result of their engagement with the Studio, they have already changed how they conduct their work (n=15, 44.1%) and a similar percentage expect to change how they conduct their work (n=12, 35.3%).

Among those reporting that their work has already changed, two thirds or more believe their work has changed to become more human centered (n=12, 80.0%) or is now poised to deliver more positive program or service outcomes (n=10, 66.6%). Small numbers of those reporting that their work has already changed report that their work is now more time efficient (n=4; 26.6%) or cost efficient (n=2, 13.3%).

Design and delivery of NYC programs and services

Exhibit 5.3 Office Hours participants' perception regarding how their engagement with the Studio has changed their work



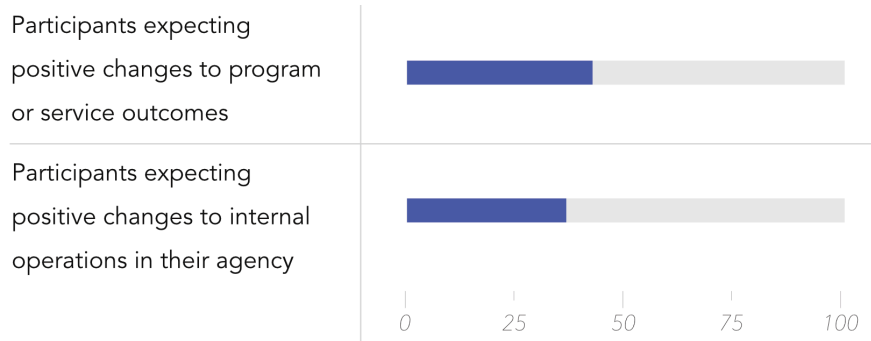
Source: Three-month survey of Office Hours participants, limited to respondents who completed the two- and three-month surveys (n=39).

Over 40 percent of respondents to the three-month survey also reported that they expect their engagement with the Studio will change the outcomes of their work or change internal agency operations (see Exhibit 5.4). Nearly half of respondents expect positive changes to program or service outcomes (n=14, 42.4%), and slightly fewer respondents expect positive changes to internal operations in their agency (n=12, 36.4%).²³

²³ We examined whether these expectations varied by whether participants supervise other staff members, as a proxy for their ability to integrate service design into a larger team's work at the agency. We found that expectations did not vary by participants' supervisory responsibilities.

Design and delivery of NYC programs and services

Exhibit 5.4 Office Hours participants' perception regarding how their engagement with the Studio changed the outcomes of their work or internal operations in their agencies



Source: Three-month survey of Office Hours participants, limited to respondents who completed the two- and three-month surveys (n=39).

Given the limitations of the Office Hours survey data and Workshop interviews, including that follow-ups were conducted only three months after participants had attended the session, we recommend the Studio follow up with participants to learn more about the work they have done as a result of learning service design.

7. Lesson learned

The Studio is an ambitious undertaking of New York City that in many ways it has already demonstrated success in increasing the adoption of service design among City staff, and is poised to achieve its broader mission of enhancing programs and services for the city's low-income residents. The timeline of this evaluation was short, just one year long, and began when the Studio was less than a year old. In light of that, the Studio's implementation of six distinct offerings since its inception, through which over 1,200 City staff across more than 60 agencies have learned about service design, is impressive. Furthermore, the Studio has accomplished this with a small staff that, from the study team's observation, appears dedicated to continually improving Studio offerings — all the while engaging in intensive DFO projects that require careful attention to the needs of the most vulnerable populations.

As governments large and small increasingly look to design as a means of serving constituents more effectively and efficiently, the Studio deserves close examination as a potential model to achieve those aims. In this section, we present key findings and lessons learned from the evaluation, including lessons related to scaling service design in the City and replicating aspects of the Studio model in other municipalities.

Key findings

The Studio receives broad support among participants

A number of findings indicate that there is broad support for the Studio and the Tools + Tactics, an important factor in the ability of service design to spread to City agencies and staff. We see evidence that Studio participants are overwhelmingly satisfied with the Studio and that levels of satisfaction are sustained over time. Half of Office Hours participants share what they learn during their session with agency colleagues, and more than half have recommended the Studio to agency colleagues. ACS-DFO team members have taken steps to formally and informally train their agency colleagues on service design. Close to half of Office Hours participants intend to engage with the Studio in the future to learn more about service design, and close to 40 percent expect to refer to the Tools + Tactics resource to help implement service design. Finally, the wide use of Tools + Tactics learned via the Studio demonstrates support for the fundamental techniques that are the heart of the design process. ACS-DFO team members have used all the Tools + Tactics they learned and, among Office Hours participants, three-quarters had already used or plan to use all the Tools + Tactics they learned.

All Studio participants gained knowledge about service design

Regardless of the Studio offering, participants report learning an array of service design techniques, indicating that the Studio is achieving a fundamental step in its theory of change. The typical Office Hours participant learned four Tools + Tactics, Workshop participants learned nine, and DFO participants learned 13. About a quarter of Office Hours participants participated in multiple Office Hours sessions and reported that the additional sessions increased their preparedness to use Tools + Tactics learned. Some participants also engaged in multiple Studio offerings, which likely helped gain or reinforce knowledge. Furthermore, DFO and Office Hours participants report confidence in using the Tools + Tactics they learned via the Studio.

Some Studio participants also learned skills that support service design that were not included in the Tools + Tactics resource

Participants reported learning several skills and tools via Studio staff that support service design but were not intentionally taught by Studio staff or included in the Tools + Tactics. These included facilitation techniques, project management tools and practices, and the creation of assets (high quality materials) for discussion and presentation. While not directly taught by Studio staff, some study participants reported learning these skills from observing how Studio staff conduct their work and cited these skills as providing value to their work. The Studio is currently in the process of expanding their Tools + Tactics to incorporate some of these collaboration, meeting facilitation, and organization tools and skills.

Certain Tools + Tactics are learned and used more frequently than others

Findings across Studio offerings indicate that certain Tools + Tactics are more-commonly learned than others — including *Mapping out stakeholders*, *Talking with people in groups*, and *Mapping the user journey* — which could be based on a number of factors. Participants may request to learn certain techniques more than others, may be working on projects that requires Tools + Tactics that are more applicable to certain stages of the work, or the Studio may recommend certain Tools + Tactics to participants. Similarly, survey findings indicate that participants used certain Tools + Tactics that they learned more than others. Unsurprisingly, the Tools + Tactics used the most by Office Hours participants was generally aligned with those that participants felt most prepared to use. Interviews with DFO and Workshop participants support the importance of feeling prepared to use Tools + Tactics — DFO participants expressed confidence in their understanding of design skills and demonstrated that understanding by using several Tools + Tactics in their work, while Workshop participants expressed relatively less confidence in the Tools + Tactics they learned and used them infrequently. Differences in the preparedness of DFO and Workshop participants is likely due in part to the different lengths and intensities of the respective engagements.

The Studio teaches service design at different levels of intensity across its offerings, which results in DFO participants learning service design more deeply than other Studio participants

A strength of the Studio's model is its different offerings that offer City staff multiple ways of learning about service design. This enables some staff, for example, to receive a one-hour overview of service design techniques in an Office Hours session, while other staff can deeply learn about service design over the course of a months-long DFO project. The drawback of such a model is that participants in lighter-touch offerings do not learn service design as well as they might if they participated in a DFO project. Our findings suggest that Workshop participants learn fewer Tools + Tactics than DFO participants and learn them more shallowly.

As noted, Office Hours participants learn fewer Tools + Tactics on average than Workshop and DFO participants. While we cannot directly compare the learning of Office Hours and DFO participants, and Office Hours participants largely report feeling prepared to use the Tools + Tactics they learned, it is reasonable to expect less to be learned about service design in an Office Hours session than in repeated DFO work sessions in which participants apply service design side-by-side with Studio designers. Additional investigation is necessary to better understand how Office Hours participants' learning and use of service design compares to that of Workshop and DFO offerings.

ACS-DFO project participants demonstrated the deepest learning of service design

While all Studio participants learned a number of Tools + Tactics, participants in the DFO partnership demonstrated the broadest and deepest learning of service design, including how separate Tools + Tactics could be integrated into a holistic and iterative design process. This translated into a deep understanding of and fluency with the Tools + Tactics and a readiness to use these skills in practice. The ACS-DFO also demonstrated a clear commitment to the incorporation of the perspectives of end users in their design work, a key feature of the Studio's approach to service design. By comparison, the learning of Workshop participants appeared more fragmented, with participants regarding the Tools + Tactics as valuable but sometimes struggled to understand what steps to take to use them. We have limited data to assess the extent to which Office Hours participants used the Tools + Tactics they learned in an integrated and holistic fashion.

Participants believe the Studio has contributed to their working in new ways

Studio participants, especially ACS-DFO team members and Office Hours participants, reported that their work has changed as a result of working with the Studio and using Tools + Tactics, or that they expect it will change their work in the future. Members of the ACS-DFO team reported that learning and implementing service design strengthened their ability and commitment to understanding end users and refining programs to better meet end users' needs. Among Office Hours attendees, just under 80 percent reported that the Studio had either already changed how they work, or they expect it will change how they work in the future. Of those reporting their work has already changed, 80 percent believe their work is now more user-centered, and 66 percent believe their work is now poised to deliver more positive program or service outcomes. Over a third of Office Hours participants also expect positive changes to internal operations and program or service outcomes in their agencies.

ACS in integrating service design in the agency's work

At this early stage in the Studio's work, roughly a year and a half from its official launch, it is likely too early to see widespread integration of service design in agencies that participate in Studio offerings. In the span of the evaluation, ACS was the one agency that was seen taking concrete steps to integrate service design: it is issuing a request for proposals incorporating an end user focus and components of service design, hiring a design consultancy for a future service design project, and has established a design learning community to spread service design learning among agency staff. While agencies that participated in the Workshop and Office Hours have not taken similar steps to date, some Office Hours participants expect their agencies to take steps to integrate service design in the future. Nearly half expect their agency will recommend that other agency staff participate in Studio offerings to learn service and just under a third expect their agency to provide its own internal training on service design. A smaller number of participants, 15 percent, expect their agencies will hire or contract with a design professional or incorporate service design principles into agency requests for proposals.

Some perceived barriers to implementing service design declined over time, while others persisted

Most participants interviewed or surveyed found agencies and colleagues to be interested in and supportive of incorporating service design techniques, but some participants found that their agency environment was a barrier to both implementing service design in their work and integrating service

design within the agency. Among Office Hours participants, the largest perceived barrier was the lack of adequate service design knowledge among agency colleagues, reported by more than 40 percent of survey respondents. Three Workshop participants similarly noted difficulty explaining the value of service design to colleagues who had not participated in the Workshop. Close to a quarter of Office Hours survey respondents reported a lack of time and funding for staff to implement service design as barriers. Several perceived barriers — a lack of time, lack of funding, and buy-in from agency leadership to use service design — declined over time, suggesting that the longer Studio participants have to practice service design (and perhaps educate colleagues about service design), the more its potential benefits are appreciated. Of note, at the three-month mark, nearly a quarter of Office Hour participants had not encountered any barriers to using service design at their agency.

Implications for scaling service design in the City

As the Studio considers lessons learned from this evaluation of three of its core offerings, a critical question is what can help to scale service design in the City. The evaluation findings reflect a very early understanding of how service design is being learned and used by City agencies but offer several potential avenues for the Studio and NYC Opportunity to consider as it continues to refine and scale service design.

Continue to assess the extent to which Workshop and Office Hours participants are learning and using service design

A limitation of the evaluation is its ability to understand longer-term learning among Workshop and Office Hours participants. As noted, DFO participants demonstrate the deepest learning of service design, but that reflects a very small number of City staff who participated in an intensive engagement with Studio staff. Office Hours and Workshops are able to expose a much larger number of City staff to service design. It is possible that, over time, participants in Workshops and Office Hours will demonstrate deeper learning and use of service design. Office Hours participants, in particular, reported high-levels of learning and use of service design, but the evaluation did not collect the data necessary to fully examine whether they have learned and used it as well as DFO participants.

Consider adoption of a team model

A key barrier to using service design for Office Hours and Workshop participants was a lack of colleagues who understood service design. The ACS-DFO project, by contrast, *developed* a team of colleagues who understood and supported service design. The evaluation did not attempt to understand what effect a team of colleagues with service design skills had on learning and use of service design, but the differences in barriers perceived across Studio offerings suggest that this is an area for deeper investigation. It may be the case that the Studio could more effectively increase the use of service design, with minimal adjustment to its model, simply by ensuring City staff participate in offerings along with a team of colleagues.

Increase the Studio's capacity to assist City agencies and staff

The Studio has already engaged with an impressive number of City agencies and staff. An obvious way to increase the capacity of the Studio is to increase the number of designers working at the

Studio. Doing so would enable the Studio not only to hold more sessions with participants in its current offerings, but to expand the Studio to reach City staff in new ways. Potential options include:

- Conducting follow-up appointments with Office Hours and Workshop participants to track their progress and troubleshoot challenges
- Continuing to expand the Tools + Tactics resource, or developing a roadmap of the design process to help participants understand when to use specific Tools + Tactics and how to connect the Tools + Tactics into an integrated, holistic process
- Traveling to City agencies to conduct Office Hours sessions or other trainings

Continue to educate City staff on the value of service design

Although perceived barriers to implementing service design decreased over time, several important ones remain. These include a lack of time and funding for staff to implement service design and low expectations (among Office Hours attendees) that agencies will hire or contract design professionals or incorporate service design principles into agency requests for proposals.

The Studio could consider a number of options to help City staff understand and promote the value of service design:

- Conduct a return on investment (ROI) analysis of one or more service design projects implemented with support from the Studio to help make the case for the cost efficiency of service design
- Given that 40 percent of Office Hours participants do not supervise any staff, consider developing and sharing strategies or materials to help participants explain the value of service design to their supervisors, whose permission they may need to move beyond status quo approaches to conducting an agency's work
- Develop step-by-step guides to help Studio participants coordinate with contracting and procurements staff to develop and issue requests for proposals that incorporate service design professionals²⁴

Core aspects of the Studio model other municipalities may wish to replicate

Lessons learned from this evaluation are not only valuable for the City of New York. Other municipalities are also engaging in civic service design across the country.²⁵ This evaluation suggests

²⁴ NYC Opportunity provided the following information in response to an earlier draft of this report (email communication, August 6, 2019): "Building on the strategies of the Service Design Studio, NYC Opportunity worked in partnership with Mayor de Blasio's Nonprofit Resiliency Committee to develop the Guide to Collaborative Communication with Human Services Providers, a step-by-step guide to improve the procurement process for social services by incorporating service design while conforming to procurement regulations. The guide builds off of the stakeholder engagement and communication strategies outlined in the Tools + Tactics and provides guidance on including user insights into procurements of City services and programs."

²⁵ For a sample of cities using design, see <https://medium.com/@BloombergCities/explainer-what-is-human-centered-design-4d7883d406ce> or <https://www.ideo.com/question/how-can-government-be-more-citizen-centered>.

some examples of what is working well for the Studio that other municipalities may wish to learn from, replicate, and build upon.

A strength of the Studio model is its *centralized, in-house team that in effect serves as the City's go-to experts on service design*. This provides City staff with an easily-accessible and steady presence of customer service-oriented design professionals to work alongside on design projects. This model promotes Studio staff's understanding of and adaptation to the particularities of working with of municipal government in a way that an outside design firm would be less likely to achieve. The Studio emphasizes *the importance of evidence as a unique component of its model*, and regards it as promoting better outcomes. The Studio describes its integration of evidence and design as the combination of “insights developed through a design process with findings from secondary research and independent evaluations to ensure that public programs employ best practices, use strategies proven to produce the best results, are informed by stakeholder expertise and designed to meet the needs of individual users as well as front-line staff.”²⁶ While any design process involves the collection and interpretation of data, the Studio's grounding of its design process to external research and evidence promotes a rigorous design process that any organization practicing design could benefit from.

In keeping with the mission of NYC Opportunity, the Studio by design focuses its efforts on the needs of the city's low-income residents. Implementing service design with low-income residents — and especially vulnerable residents such as those the Studio has engaged in its DFO projects — requires sensitivity and careful attention to the needs and challenges of those populations. Design, however, could be applied to any number of municipal services, not all of which serve low-income or vulnerable residents. Other cities have used design, for example, to reduce littering (Tel Aviv) or help businesses navigate regulatory barriers (Chicago). Cities considering adopting a similar model to the Studio should *consider the benefits and drawbacks of focusing design projects on low-income or vulnerable residents* or taking a more expansive approach to choosing projects for design. It may be the case, for example, that widescale learning and adoption of service design by city staff is more easily achieved in applications that do not focus on low-income or vulnerable residents, given the challenges associated with working with such populations. A city ultimately interested in using service design to benefit low-income or vulnerable populations might opt, in contrast to the Studio's approach, to initially emphasize the mastery of basic service design skills and their application to city services that do not focus on low-income or vulnerable residents, then over time expand its application to services for those populations.

An additional strength of the Studio is its *portfolio of offerings*, which allow a range of intensities of engagement with Studio staff and enable City staff to pick and choose a preferred avenue to learn about service design. In addition to its range of in-person offerings, the Studio also provides the Tools + Tactics resource, which any City staff member can rely upon to help use service design, even those who never attend an in-person offering. Its portfolio also reflects the diversity of challenges that can

²⁶ Language provided from NYC Opportunity via email to the study team on May 1, 2019.

be addressed via design — from small, isolated issues that are relatively easily addressed to intractable problems that require long-term attention.

For one DFO project, the Studio's highest-intensity offering, the *Studio developed an application process through which ACS was selected to participate*. Given the resources the Studio directs to DFO projects, the application process was an important step in assessing the readiness of a City agency to benefit from the Studio's assistance. While this does create a barrier to entry to working with the Studio, this is balanced by its *other offerings that City staff can access with minimal effort*. This approach is advantageous to providing deep and broad leaning of service design among a wide array of city agencies and staff.

Appendix A: Research Methods

NYC Opportunity hired Abt Associates to develop and conduct an evaluation of the use of service design methods by City staff that partner with the Studio. Through this research we explore 1) the role of service design in improving the design or delivery of City programs or services by City agencies that partner with the Studio, 2) the understanding of service design as a standard means for enhancing programs and services at City of New York agencies, and 3) lessons learned during implementation of the Studio that can be applied to the Studio as it moves forward and to similar programs in other municipalities.

Our evaluation seeks to answer the following high-level research questions:

1. As a result of using Studio offerings, do public servants that partner with the Studio increase their use of service design methods over time in their work? Why or why not?
2. To what extent do City of New York agencies, as a result of engaging with the Studio, formally and informally recognize and promote service design as a standard means for enhancing programs and services?
3. To what extent do City agencies that partner with the Studio realize improved design or delivery of City programs or services?
4. What lessons have been learned during implementation of the Studio that can be applied to the program as it moves forward and to similar programs in other municipalities?

We respond to these questions through a focus on three Studio offerings: Office Hours, Workshops, and DFO projects. The Studio's Tools + Tactics resource underlies the Studio's offerings and is thus a component of the evaluation of Office Hours, Workshops, and DFO projects.

The remainder of this appendix is structured as follows. **Section A.1 / Research Questions** includes an overview of research questions that we will investigate in this Study, as well as a description of the data sources we will use to answer each research question. **Section A.2 / Data Collection** provides additional detail about each data source, including how and when data will be collected and what types of data will be collected from each source. **Section A.3 / Analysis** discusses our analysis process.

A.1 Research Questions

This sub-section presents the research questions and data sources for the evaluation. Exhibit A.1 reviews the key research questions and sub-research questions. The research questions were developed in partnership with NYC Opportunity and the Service Studio team.

Abt uses multiple data sources related to the evaluation's three focal strategies (Office Hours, Workshops, and DFO projects) to respond to the study research questions:

- **In-person and Telephone Interviews with DFO Participants:** Abt conducted four rounds of interviews with DFO partner agency staff to learn about their experience of the partnership.
- **Telephone Interviews with Workshop Participants:** Abt conducted three rounds of telephone interviews with five participants in the design Workshop. These interviews took place in advance of the Workshop, two weeks after the Workshop, and three months after the Workshop.
- **Surveys of Office Hours Participants:** A 12 question web survey was developed and sent to Office Hour participants at two weeks and three months after their initial Office Hour session is completed.
- **In-person and Telephone Interviews with Studio staff:** Abt conducted two rounds of interviews with Studio staff to learn about their experience providing Studio services to NYC agencies.
- **Studio Observations:** Abt observed approximately 17 hours of activity related to the Designing for Opportunity partnerships, one Studio Workshop, and two Office Hours sessions.
- **Secondary Data:** Studio staff and partners provided additional data such as program and policy documents and de-identified outcomes data for Abt study team review and analysis.

Exhibit A.1: Research Questions

<p>RQ 1: As a result of using Studio offerings, do public servants that partner with the Studio increase their use of service design methods over time in their work? Why or why not?</p>
<p>A. Are certain Studio offerings more likely to result in participating public servants working in new ways? Which ones, and why?</p>
<p>B. Are certain practices learned via Studio offerings more likely to result in participating public servants working in new ways? Which ones, and why?</p>
<p>C. To what extent did participating public servants integrate service design practices into their work as a result of their engagement with the Studio? And if so, which practices were integrated and how were they integrated?</p>
<p>D. Which practices learned via Studio offerings are most and least implemented by participating public servants?</p>
<p>E. Which practices implemented by public servants participating in Studio offerings, or by their agencies, reflect the greatest change from how work was conducted before participating in Studio offerings?</p>
<p>F. Do certain Studio offerings or service design techniques learned by City staff via Studio offerings enable City agencies and offices to better meet the needs of its most vulnerable residents?</p>
<p>G. What barriers do public servants encounter when attempting to implement practices learned via Studio offerings?</p>
<p>H. What steps have public servants taken to overcome barriers to implementing practices learned via Studio offerings, and to what extent have they been successful?</p>
<p>RQ 2: To what extent do City of New York agencies, as a result of engaging with the Studio, formally and informally recognize and promote service design as a standard means for enhancing programs and services?</p>
<p>A. To what extent has the implementation of the Studio changed support for service design as a standard means for enhancing programs and services among:</p> <ul style="list-style-type: none"> a. Public servants that directly participated in Studio offerings b. Public servants that did not directly participate in Studio offerings but are based in agencies that did engage with the Studio
<p>B. As a result of participating in Studio offerings, what new skills have public servants learned?</p>
<p>C. Which new skills learned as a result of participating in Studio offerings are regarded by public servants as most valuable to conducting and enhancing their work?</p>
<p>D. Are public servants that participate in Studio offerings informally training colleagues on practices learned via the Studio?</p>
<p>E. Are agencies that partner with the Studio formally training staff on service design methods as a result of engaging with the Studio (as reported by public servants that participate in Studio offerings)?</p>
<p>F. Are agencies that partner with the Studio hiring designers as a result of engaging with the Studio (as reported by public servants that participate in Studio offerings)?</p>
<p>G. As a result of participating in Studio offerings, have service design methodologies been incorporated into the process for developing RFPs by agencies that engaged with the Studio?</p>

<p>RQ 3: To what extent do City agencies that partner with the Studio realize improved design or delivery of City programs or services?</p> <p>A. Has the design or delivery or efficiency of City programs or services been improved as a result of engaging with the Studio? In what ways, and what are the results of those improvements?</p> <p>B. Are certain Studio offerings more likely to result in improved design or delivery of City programs or services? Which ones, and why?</p> <p>C. Are certain practices learned via Studio offerings more likely to result in improved design or delivery of City programs or services? Which ones, and why?</p> <p>D. To what extent are public servants better able to improve the design or delivery of City programs or services as a result of engaging with the Studio? In what ways?</p> <p>E. Do public servants that participate in Studio offerings perceive an increased ability of their agency to understand and incorporate the perspective of city residents when attempting to improve the design or delivery of City programs or services?</p>
<p>RQ 4: What lessons have been learned during implementation of the Studio that can be applied to the program as it moves forward and to similar programs in other municipalities?</p> <p>A. How can the Studio better train public servants on service design methods?</p> <p>B. How can the Studio better assist public servants in integrating service design into their work?</p> <p>C. How can the Studio better communicate to public servants the value of service design to improving City programs and services?</p> <p>D. How can the Studio change or add to its offerings to better meet the preferences of participating public servants?</p> <p>E. What lessons have been learned during implementation of the Studio that would benefit other municipalities interested in building the capacity of public servants to use service design to improve City programs and services?</p>

Source:

A.2 Data Collection

Abt’s data collection centers on three of the six key offerings from the Service Design Studio: DFO projects, Workshops, and Office Hours. The following table presents a summary of data collected for this report.

Exhibit A.2.1 Summary of Data Analyzed for Final Report

Data Collected	Studio Offerings included in Evaluation		
	Office Hours	DFO project	Workshops
Surveys	Longitudinal survey responses at two-weeks (80 responses) and three-months (46 responses) following session	-	-
Interviews with Studio staff (n)	-	Longitudinal interviews (3)	Conducted after the first and third pilot Workshops (2)
Interviews with Studio participants (n)	-	Longitudinal interviews held at quarterly intervals with different groups of ACS-DFO staff (10) and interviews held at the start of the MOCJ-DFO partnership (4)	Longitudinal interviews held prior to the Workshop and at two weeks and three months following the Workshop (15)
Observation	2 hours of observation (two one-hour sessions)	6 hours of observation (three working sessions) for the ACS-DFO and 4 hours of observation (two working sessions) for the MOCJ-DFO	5 hours of observation (one Workshop and one debrief meeting)
Summary of secondary data	Aggregate data for Office Hours from Studio	Application and selection materials, DFO work products, ACS presentations, and more	Workshop sign up and attendee list, Workshop handouts

Source:

A.2.1 Designing for Opportunity Partnerships

To evaluate this DFO project, the Abt study team conducted interviews with agency staff and Studio staff, observed DFO engagements, and reviewed secondary data. This section reviews the data collection strategy for the DFO project.

The Abt study team conducted four rounds of interviews with ACS agency staff throughout their DFO engagement. We conducted group interviews with ACS agency staff who hold similar roles – mid-level, supervisory, and leadership – in the DFO project.

The first round of interviews with ACS took place in August 2018, as early as possible in the evaluation, and were designed to understand ACS’s proposed initiative and reasons for wanting to receive a Designing for Opportunity partnership. These provide baseline data about the project that is the focus on the work with the Studio. The midpoint interviews took place in November 2018 and February 2019 and focused on any DFO progress and activities, agency or program outcomes, and institutional changes made to date. The final interviews took place in May 2019 and focused on service design skills learned through the partnership with the Studio, what was accomplished as a result of the partnership with the Service Design Studio, and understanding whether service design methods have been integrated in the agencies or are being used by City staff on projects other than those that are the focus of the engagement with the Studio.

In addition, the Abt team conducted short interviews with four MOCJ-DFO participants in December 2018. These interviews were focused on understand participants' goals for the DFO engagement and their reflections on the scoping workshop, a key early event in the DFO partnership. Because the study timeline did not allow for data collection of this stage of the ACS-DFO partnership, the Abt study team was especially interested to learn more about the early Set the Stage activities through the perspective of another DFO engagement.

The first interviews with Studio staff took place in July and August 2018 and collected data on their goals for the engagement, anticipated service design methods it expects to train the agencies on, and possible improvements it aims to achieve in the agency projects that are the focus of the engagement. The follow-up interview held in February 2019 captured information about service design methods used, the most and least effective aspects of the DFO partnership, challenges and successes in the DFO partnership, outcomes of the engagement, and lessons learned from the partnership.

The Abt study team conducted 10 hours of observation of DFO activities, including six hours of observation of the ACS-DFO and four of the MOCJ-DFO. Observations for the ACS-DFO included: 1) A synthesis check-in meeting, held with a group of ACS stakeholders to debrief on and summarize findings to date, 2) a family research synthesis session held with core members of the ACS team to conduct co-analysis (with Studio staff) of data collection activities conducted with families to date, and 3) a prototyping session held to test early prototypes with parent advocates. Observations of the MOCJ-DFO included 1) a scoping workshop to align on the problem, goals, and scope the DFO partnership would address and 2) a kickoff meeting.

The Abt study team reviewed documents related to the Pathways to Prevention DFO project. We reviewed the original call for applications information packet and application form from the Studio, the specific project application submitted by the ACS Division of Preventive Services, and the rubric used by the Studio to evaluate all DFO applications. In addition, we reviewed the Project Brief developed by the Studio which outlines the objectives of the DFO project and a proposed scope of work, and PowerPoint decks about the DFO project developed by ACS for internal dissemination purposes and for the ACS Learning Community. We reviewed documents for the MOCJ-DFO partnership including the kickoff meeting PowerPoint presentation and the project brief.

A.2.2 Workshops

As part of the Service Design Studio offerings, staff offer Workshops for City agency staff to attend and learn the principles of civic service design. The first pilot Workshop was offered to City agency staff in November 2018, and two additional pilots followed in December 2018 and January 2019. The Workshop focused on how agency staff can learn to apply the Civic Design Tools + Tactics toolkit to their work. To answer research questions related to the Workshops, we conducted a series of telephone interviews with Workshop attendees and Studio staff and observed a Workshop session and ancillary debrief with Studio staff.

Abt conducted longitudinal interviews with five City agency staff who attended the November 2018 Service Design Studio Workshop. We identified a purposive sample of Workshop attendees from the attendance list based on diversity across the following characteristics:

- Registering for the Workshop with or without a specific question or project in mind
- Registering for the Workshop with colleagues or alone
- Previous participation in one or more Studio offerings
- Job title and level of responsibility
- Agency affiliation

This report includes data collected from a series of three interviews: the first held in advance of the Workshop, the second held approximately two weeks after the Workshop, and the third approximately three months after the Workshop.

Before the Workshop, interviews sought to understand what agency staff hoped to gain from attending the Workshop, and the current status of the project the agency expected to address via service design tactics (if applicable). Two weeks after the Workshop, the Abt study team conducted interviews which sought feedback on the Workshop and assessed how attendees are using or intend to use the Tools + Tactics learned in the Workshop to improve City services. Third, approximately three months after the Workshop, Abt conducted a final one-hour phone interview to explore outputs and outcomes from attending the Workshop, such as improved City services or formal inclusion of service design methods in the agency's operations.

In addition, the Abt study team interviewed Studio staff after the Workshop to gain their perspective on how they assisted the five agencies.

Abt observed the four-hour Workshop, as well as the Studio team debriefing of the Workshop, in order to observe how the training is delivered and to record interactions and responses from Workshop attendees.

A.2.3 Office Hours and Project-Based Consulting

The Service Design Studio regularly offers Office Hours sessions in which City staff meet in person with a member of Studio staff to discuss how service design might benefit their program work. Any City staff person can sign up online for one or more of these discussions. If multiple sessions are completed, the engagement is considered project-based consulting.

To assess the value of Office Hours for City staff, Abt conducted two rounds of surveys (at two-weeks and three-months) of up to 100 City staff participating in Office Hours or project-based consulting during the first nine months of the evaluation (surveys will continue through month twelve given the three-month timeline for survey distribution following an initial engagement). Survey recipients include only those attending their first Office Hours session; City staff that attended Office Hours before study launch will be excluded. To encourage higher response rates and, given that survey recipients will be more likely to respond to requests from the Studio than from Abt, the Abt study team will provide the Studio with survey links to distribute to survey recipients. For both the two-week and three-month survey, recipients will receive an initial and two follow-up emails (if needed) requesting that they complete the survey. The Abt study team will create a web-based tool

through which the Abt study team and Studio can track communication with survey recipients and response rates.

The first survey, deployed approximately two weeks following an initial Office Hour session or project consultation, collects information about:

- respondents' reasons for engaging with the Studio,
- what was learned during the session,
- satisfaction with the session, and
- plans for applying service design to projects in their home agencies.

The second survey, deployed approximately three months following an initial Office Hour session or project consultation, collects follow-up information on:

- whether and how respondents have applied service design to their work,
- the extent to which engaging with the Studio has changed how they conduct their work,
- whether service design practices have spread to agency staff beyond those who directly engaged with the Studio, and
- whether the agency has documented improvements to the design or implementation of City programs or services.

Abt observed two Office Hours sessions; one with a new client and one with a follow-up client for project-based consulting, in order to provide context and enhance our analysis of the Office Hour survey data.

Survey recipients were selected on a rolling basis by the Studio and limited to city staff who attended their initial Office Hours session no earlier than June 21, 2018. The survey was closed on April 29, 2019.

For the two-week survey, approximately every two weeks a cohort of survey recipients was notified about the survey by the Studio and the study was provided with their contact information to deploy the survey. The Abt study team made up to three attempts to reach survey recipients by email to request that they complete the survey. Any survey recipients who did not complete the survey after three outreach attempts by the Abt study team were then passed back to the Studio to make one final request to complete the survey. A total of 57 Office Hours attendees received the survey, and over 80 percent of those completed the survey. Exhibits A.2.2 and A.2.3 provide additional detail about survey response rates.

Exhibit A.2.2 Two-week Survey Response Rates

Status	Number	Percent
Survey sent	99	100.0%
Survey fully or partially completed	78	78.8%

Survey recipient removed from analysis ²⁷	1	1.0%
--	---	------

Exhibit A.2.3 Three-month Survey Response Rates

Status	Number	Percent
Survey sent	77	100.0%
Survey fully or partially completed	41	53.2%
Survey recipient removed from analysis ²⁸	2	2.6%

A.3 Analysis

During data collection, all notes from observations and interviews are organized using NVivo 11.0, a software package designed for the management and analysis of qualitative data. This software facilitates efficient data organization, and systematic reliable and replicable analyses. All interviews and observation notes are coded to allow for a clear and organized understanding of themes in the data and how they answer the research questions.

The Abt study team developed a preliminary coding structure prior to beginning analysis and made adjustments to the coding structure during coding and analysis. Bi-monthly memos, feedback from NYC Opportunity, and the set of themes based on research questions and sub-research questions informed the development of the initial coding structure, as did meetings with Abt data collection and analysis study team members. The analysis team revised the coding structure as needed to take into account emergent themes that were relevant but not originally anticipated coding structure, such as the role of leadership and group dynamics.

For this report, we analyzed each of the codes in two different ways. First, we read through the interview data categorized into each code to ensure that there is consistency and accuracy in what is in each code. This also enabled us to ascertain any emerging patterns, or themes, from the data to answer relevant research questions. Secondly, we analyzed our qualitative data to identify patterns within Studio offerings as well as those that cut across Studio offerings.

We produced descriptive statistics of responses to the Office Hours survey and analyzed responses to open-ended questions. The Abt study team discussed and compared our findings from the Office Hours survey to those from other data sources in order to identify key learnings across Studio offerings.

²⁷ One survey recipient completed two two-week surveys. Given that the two-week survey was intended to collect a participant’s feedback close to their initial session, their second two-week survey submission was removed from analysis.

²⁸ One survey recipient completed two three-month surveys. The earlier of the two submission was included in analysis and the later submission excluded. A second recipient’s responses were removed from analysis because she did not complete the two-week survey.

Appendix B: Theory of change

