Managing for Results

Trainee Workbook

A Logical Approach for Program Design, Outcome Measurement and Process Evaluation

for sub-recipients of STOP, VOCA and Family Violence Grants

Tennessee Office of Criminal Justice Programs
Department of Finance and Administration
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With assistance from:
Performance Vistas, Inc.

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About this Workbook

The ***Managing for Results Trainee Workbook*** is a primer for victims' services agencies who are involved with Tennessee's Office of Criminal Justice Programs. This *primer* is intended to bring you on board with the requirements of OCJP to report the client outcomes your agency achieved with STOP and VOCA funds in FY 2000-2001. Using the simple yet sound concepts, principles and techniques described in this ***Trainee Workbook*** will enable you to create a *performance measurement system* for your agency that will meet the reporting requirements of OCJP. More importantly, the application of these concepts, principles and techniques will enable your agency to achieve the following types of *process objectives*:

- Document your program's accomplishments, especially its impact and effectiveness.
- Generate information on what strategies work best, how projects should be structured, and how to overcome obstacles.
- Plan and manage your program by getting feedback to identify areas that are operating according to plan and those that need attention and development.
- Publicize your accomplishments.

This workbook, along with its companion volume, ***Managing for Results Guidebook***, can be used effectively in a number of ways. Here are some possibilities:

Individual Study: Because this workbook is self-instructional, all that is needed is a quiet place, some time and a pencil. By completing the activities and exercises, you will not only receive valuable information, but also practical steps for documenting and improving the performance of your agency.

Workshops and Seminars: This workbook, along with the ***Managing for Results Guidebook***, is ideal for assigned reading prior to a workshop or seminar. With the basics in hand, the quality of the participation will improve, and more time can be spent on expanded discussions of the concepts and principles and the development of specific applications for individual agencies. This workbook is also effective when it is distributed at the beginning of a session and participants "work through" the contents.

Remote Location Training: This workbook and the ***Managing for Results Guidebook*** can also be sent to those not able to attend structured training sessions. Through a combination of individual study and a structured "questions and answers" telephone session, any person will be able to master the concepts and principles that are presented in this workbook and develop an effective performance measurement system for his or her agency.

About the Developers

Performance Vistas, Inc. is a non-profit research, training, consultation and facilitation agency. OCJP contracted with us to implement their vision for a learning system approach to evaluation. That vision includes several assumptions about what works:

- Not top-down, but grassroots development of evaluation partnerships.
- Not compliance monitoring, but developmental approaches to evaluation.
- Not classical, clinical, academic research evaluation, but management-focused performance improvement.
- Not systems imposed from the outside, but developed in partnership with the key participants in the service delivery system.

The staff of Performance Vistas, Inc. has more than 25 years experience in developing flexible training delivery systems to meet the performance needs of public and private agencies. Performance Vistas specializes in productivity enhancement. We help leaders develop their organizations through strategic planning, leadership development and team building. We help managers establish performance measurement systems, implement and manage their incentive systems. We help managers analyze their workforce's demands and capacities and we help project future resource needs. We help design, deliver and evaluate the effectiveness of performance training systems and in-house technical assistance functions.

Performance Vistas Inc. personnel were the instructional designers and curriculum development team leaders for child welfare competency/certification training systems for Florida's DHRS Professional Development Centers in 1987-8, for Minnesota's Department of Human Services in 1991, and for Tennessee's Department of Human Services in 1991-2. We developed a family systems assessment and treatment-planning curriculum for Florida's Henry and Rilla White Foundation in 1997. Performance Vistas, Inc. has developed and delivered training programs for risk management decisions in child protective services for Tennessee, Minnesota, South Carolina and Florida. Our people have produced 15 video practice case studies for performance instruction systems in Florida, Tennessee and South Carolina. (Several of these videos are used by American Humane, by ACTION for Child Protection, and by state agencies nationwide for worker certification training in child welfare, juvenile justice and law enforcement.) Staff of Performance Vistas, Inc. developed and delivered leadership training for 600 top and middle managers of South Carolina's Department of Social Services in 1996 and 1997, and assisted the agency's SD&T people to plan and develop an "applied leadership/ management skills" curriculum to follow up the '96-'97 training.

We have trained cadres of trainers for Florida's DHRS Professional Development Centers, South Carolina's DSS SD&T division, and Minnesota's DHS child welfare training system. Since 1998 we have also trained the Executive Directors and program coordinators for well over one hundred of Tennessee's domestic violence, child abuse and sexual assault treatment agencies. This year we're partnered with both the Office of Criminal Justice Programs *and* the Tennessee Coalition. Welcome to the training session!

Managing for Results
Trainee Workbook

A Logical Approach for Program Design, Outcome Measurement and Process Evaluation

Overview

Objectives

By the time you have completed this ***Trainee Workbook*** you will be able to:

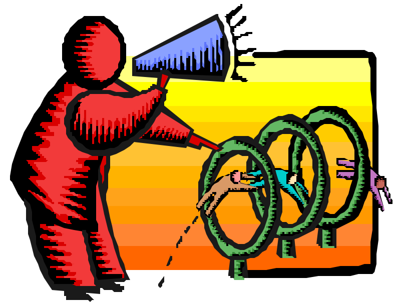
- Establish clear performance expectations for your agency that reduce uncertainty and improve program continuity.
- Shift attention from input control and oversight to results and increased emphasis on planning and management.
- Establish a performance measurement system for assessing your program's results.
- Develop a measurable basis for demonstrating how your agency is responding to major community issues.
- Provide an early warning system for potential problems.

Background

In 1993, Congress enacted the **Government Performance and Results Act.** Also known as GPRA or the Results Act, this legislation may prove in many ways to be the most fundamental reform of the federal government in decades. For the first time federal agencies were mandated specifically to become results-oriented. GPRA, in other words, begins to shift the focus of federal agencies from simply accountability for *effort* to accountability for *results*. That is, from "did the program spend the correct amount of money in a proper manner?" to "what did the program actually *accomplish* with the money it spent?"

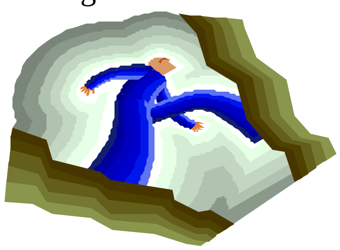
OCJP Requirements

As a result of GPRA, the Department of Justice is now encouraging and soon will require the states' grant administration agencies – like OCJP – to provide data that describe the results of services on the clients being served (outcome data). OCJP is working on ways to help you capture data on your activities and clients' outcomes. *Output reporting* will continue to focus on traditional tracking of the agency's activity and efforts, such as demographics (e.g., client ages, races, locations) and "headcounts" (e.g., numbers served). *Outcome reporting* will focus on those specific changes in a client's behavior or living conditions that suggest the services were beneficial, and that the project achieved its purpose. STOP and VOCA grant recipients must report client *outcome* data as well as the more traditional *output* data, starting with the annual reports due at OCJP in July 2002.



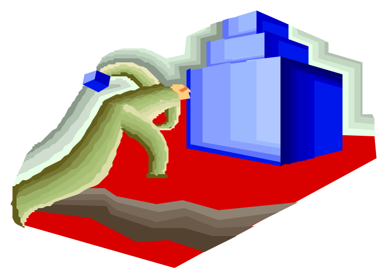
Performance Management Challenge

Few agencies have had to emphasize collecting performance data for accountability reasons. Therefore, the challenge is for agencies to learn how to collect data that they can use to improve performance, assure effectiveness, attain client outcomes, and enlist public support – while satisfying the federal and state grant-making agencies.



Performance Measurement

Performance measurement is used to provide information on (1) key aspects of how a system or project is operating; (2) whether and to what extent, project's stated objectives are being attained (e.g., numbers of women served by a shelter, increases in cases prosecuted, improved evidence collection); and (3) weaknesses in producing project outputs. The latter kind of data can be used in managing or redesigning project operations. Performance measures can also be developed to use for (4) monitoring service quality (e.g., data on the satisfaction of clients served); and (5) reporting on project efficiency, effectiveness, and productivity (e.g., by comparing project costs and other inputs with output and outcome data).



Effective Performance Measurement Systems

An effective system for performance measurement uses the regular collection and reporting of data (performance measures) to track the work you produce (outputs) and the results you achieve (outcomes). A good performance measurement system can help you better understand how your agency is doing, so you can improve your program's performance.

A performance measurement system is only as good as the usefulness of the information it produces. Effective systems make it easier to make good management and policy decisions. They also serve as accountability tools. To illustrate, performance measures may:

- Chart progress in implementing your agency's strategic development plan;
- Provide feedback on your constituents' service needs, demands and satisfaction;
- Indicate the levels of achievement among agency functions, programs or components;
- Yield information that can enhance the public's understanding of your programs;
- Help you tie financial costs to program results; or
- Establish how well the agency is meeting practice or funding standards.

Uses of Performance Information

Measurement data cannot improve performance. But if the information they provide can help you make better decisions, then those *actions* can lead to better performance. For performance information to be of greatest use, an agency should plan how it will use the information as it develops the system, to ensure that you will have information that is useful in-house (e.g., board recruitment and training) and with external entities (e.g., funding applications).

Internally directed data tell you how well your agency is doing. For example, they can:

- Provide direction for staff;
- Identify training or technical assistance needs;
- Point out areas for improvement as well as effective strategies;
- Support strategic and operational planning;
- Inform the budget process and justify resource allocations; and
- Focus key constituent's attention on programmatic issues.

Externally directed data: Other information is more useful to external audiences. Findings about outcomes demonstrate a program's worth to citizens or funders, and may be used to:

- Recruit the most talented staff, volunteers and board members;
- Promote the program to potential funders, contributors, and clients;
- Identify and engage partners for collaboration;
- Improve the agency's public image; and
- Retain and increase funding.

Characteristics of Good Performance Measurement Systems

Putting together an effective performance measurement system takes time and patience.

Wise managers realize that system development is an evolutionary and dynamic process. Each review of the system brings its own new set of insights. Lessons learned become future improvements as agencies strive to customize measures to meet their unique needs.

The life cycle of a performance measurement system will vary from agency to agency. However, successful systems exhibit several common characteristics. Really good ones:

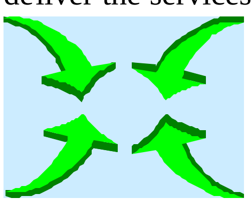
- Are built into the strategic planning process;
- Focus on outcomes or results, not just efforts and service processes;
- Use a *few* balanced, key indicators to measure overall performance;
- Generate trustworthy and reliable management data consistently over time;
- Permit comparisons of current performance with a program's own historical performance, and with the performance of other programs similar in design and clientele;
- Produce summaries that are regular and openly accessible;
- Inform policy, practice and operations decisions; and
- Promote swift feedback to managers and front-line employees who can use the information to improve their own performance and that of their teams or sections.

Performance Measurement Mechanics

A system of performance indicators and measures can give you information about all aspects of your agency's performance. Some indicators show how many resources go into a program, others how activities are pursued and how many services are delivered, still others whether the intended results are achieved. Generally, you will see the following types of performance indicators and measures:

- Inputs
- Outputs
- Outcomes
- Efficiency
- Productivity
- Quality

Inputs identify the types and amount of resources invested into the program in order to deliver the services and produce the outputs and outcomes. Inputs, for example, can be used to show the total costs, the mix of resources, or amount of resources devoted to one action in relation to another. Sample input indicators include***:***



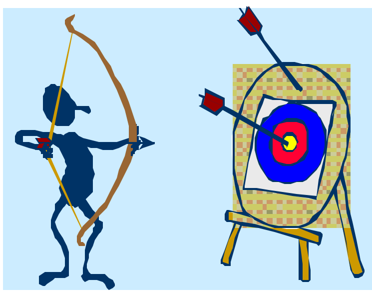
- Number of employees working in a particular program area;
- Number of employee hours worked on certain kinds of cases;
- Total operating expenditures for a given county; or
- Dollars spent on certain kinds of equipment.

Outputs represent the types and amounts of services provided or how much work was performed. **They quantify effort.** In simple terms, they describe *what* a process <u>put out</u>, and *how much* it <u>put out</u>. Outputs are limited as management tools because they give no indication about whether objectives are being attained, the quality of the services, or the efficiency of the service delivery.

Comparing current outputs with outputs from previous periods can reveal variations or stability in work activity. Sample output indicators might include:

- Number of assessment interviews;
- Number of shelter days provided;
- Number of safety plans developed;
- Number of training sessions taught;
- Number of days in foster care; or
- Number of persons served.

Outcomes indicate the extent to which an activity, process, or program meets its stated *purposes*. **They quantify results.** For purposes of a thinking model, a program's outcomes are specific statements that *indicate* whether the program's purpose will have been achieved. For example, how will we know when we have succeeded? Victims will be safer for the time they are with us. Safe residents *indicate* a successful shelter. Outcomes comment upon the possible effects of agency actions on constituents (either individuals or groups). Outcomes represent the actual results achieved and the resulting effects on client or community conditions. Human services programs may have outcomes that relate to behavior, skills, knowledge, attitudes, values, physical or mental condition, economic status, or other attributes. They are what participants know, think, or can do; or how they behave; or how their condition is different after they complete a program. Some victims' outcome indicators are:



- A knowledge of one's legal rights;
- A feeling that progress is being made in dealing with the effects of trauma;
- A sense of mastery over the ways to get help;
- A decrease in a shelter's recidivism rate;
- Changes in the perceived safety of women being served;
- Evidence of inter-agency collaboration noticed by victims; or
- Exercise of civil or legal protection actions.

Efficiency measures are rather sophisticated uses of measurement data. They describe the amount of work performed as a function of the amount of resources used. Frequently these measures are expressed as ratios, to present information about unit costs. Typically expressed as "cost per application processed," "cost per person served," "cost per shelter day," etc., they may also be stated as "units produced per $1,000," or "forms processed per hour." Efficiency measures gauge how well an agency is using its resources. However, an agency should not focus on efficiency to the exclusion of effectiveness. There is nothing so foolish as to do more efficiently something that should no longer be done. Some efficiency measures are:

- Number of clients receiving service per number of case workers (caseload ratios);
- Cost per trained volunteer;

- Average cost per day per shelter resident;
- Length of time to settle a complaint (costs per day);
- Cost per policy and procedure developed.

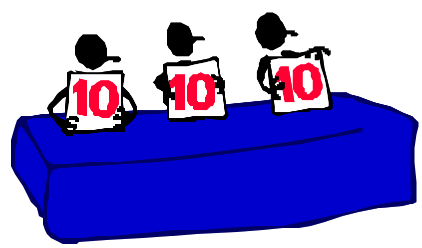
Productivity measures are also very sophisticated uses of performance measurement. They combine elements of efficiency and outcomes in a single indicator. This example illustrates:

- "Unit cost of all cases brought for indictment" is an efficiency measure.
- "Unit cost of successful indictments" is a productivity measure.

Frequently, productivity measures are difficult to formulate. For that reason, agencies that are new to performance measurement are better off stressing outcome and efficiency measures first. When they have developed some proficiency with measurement, they may want to devise some productivity measures. Examples include:

- Cost per successful indictment (i.e., total cost of all indictments brought divided by the number of successful indictments);
- Cost per employment vacancy filled successfully (i.e., successful completion of the new employee probation period);
- Cost per shelter client released who does not come back for shelter care; or
- Expenditure per trainee success (total training expenditure/number of trainees who successfully complete post-test).

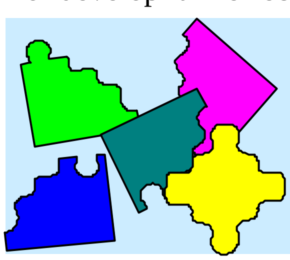
Quality measures reflect the effectiveness of meeting expectations. They include reliability, accuracy, courtesy, competence, responsiveness, and completeness associated with a product or service. Deficiencies in quality are costly in terms of time devoted to rework error correction or resolution of complaints – but quality is not results. Some quality measures are:



- Percentage of accurate entries into a database;
- Extent of compliance with error tolerance levels established by administrative guidelines (i.e., error rates or "do-over" rates);
- Incidence of late or delayed initial contacts in emergency situations.

Program Logic Models

To develop an effective measurement system, you can gain important insights by constructing a program logic model. A program logic model is a description of how the program theoretically works to achieve the desired benefits. The diagram captures a series of "If-then" changes that the program intends to activate through its inputs, activities, and outputs. This model:

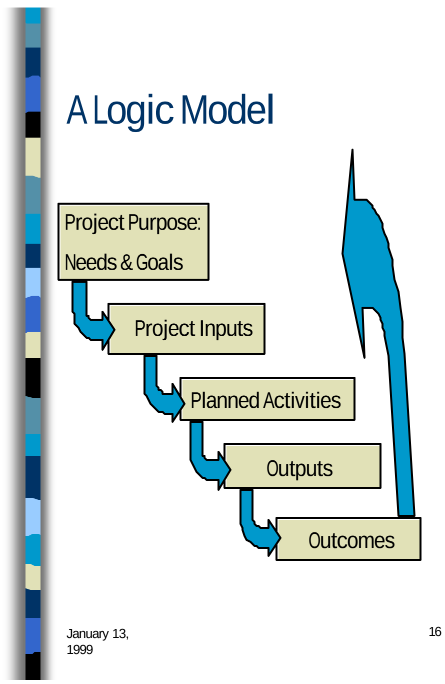


- Furnishes a useful framework for examining outcomes,

- Causes an agency to think through the steps and develop a realistic idea of what the program can accomplish, and
- Identifies the important program components that must be tracked to assess program effectiveness.

In order to conduct a process evaluation or create an ongoing performance measurement process, it is necessary to develop a program model that ties goals, activities and outputs and outcomes together in some logical fashion. Usually, logic models are diagrammed as a series of boxes representing purposes, inputs, activities, outputs, and outcomes.

Purposes include the needs to be met and the goals of the program.



Inputs include resources dedicated to or consumed by a program. Examples are money, staff and staff time, volunteers and volunteer time, facilities, equipment, and supplies.

Activities are what a program does with the inputs to fulfill its mission. Activities include the strategies, techniques, and types of treatment that comprise a program's service and methodology.

Outputs are the direct products of program activities and usually are measured in terms of the volume of work accomplished, such as the number of classes taught, counseling sessions held, people served, lane miles paved, and applications reviewed.

Outcomes are benefits resulting from the program activities. For a human services program, it is some change in a participant's behavior or condition; for transportation, changes in ways to move people and goods; and for economic development, changes in an area's economic status. The key is to show what difference a program made or what value it added to the public's or client’s well being.

Principles to Use in Identifying a Program’s Intended Outcomes

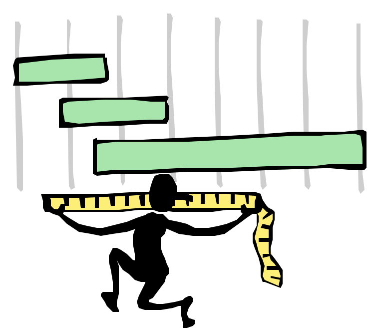
The value of performance measurement comes from its support for improving performance, not simply in quantifying performance. To improve, an agency needs to know two things – where it wants its performance to be and where its performance currently is. To decide where you want your agency to be, start discussing what you expect it to accomplish!

It is important to keep in mind the following principles:

- There is no right number of outcomes for a program. Some programs may have two outcomes while others have five. It is important to weed out any outcomes that are duplicative, overlapping, or clearly unimportant.
- Programs may have more than one "outcome" track. Multiple components are examples.
- In some cases, initial outcomes may be arguably closer to being outputs. Putting the proper label on a measure is less important than doing your best to identify outcomes.
- The more immediate the outcome, the more influence a program has on achieving it.
- Conversely, the longer term the outcome, the less direct influence a program has over its achievement and the more likely other, extraneous forces will intervene.
- Simply because other forces may affect an outcome does not mean that it should be excluded from a program's logic model.
- But, a program's longer-term outcomes should not go beyond the program's purpose.
- A program's outcomes should not exceed the scope of its targeted service population.
- It is important to consider what unintended or possibly negative consequences a program may have. You may select an outcome that's to avoid an adverse result, for example.

Measures of Short-Term Change

Many STOP and VOCA projects have goals that involve making changes in victims' lives. Effective programs ideally result in some degree of measurable, immediate, positive change in victims' lives. It is important to be able to document such changes. There are two critical points to make here:



- Most programs using STOP and VOCA grants should focus on the measurement of short-term, not long-term change.
- Direct service delivery programs that are "victim"-focused should not be expected to produce decreased violence in women's lives. Victim-based direct service programs can provide support, information, assistance, immediate safety for women and/or counseling, but they are not designed to decrease the perpetrators' abuse or end the risk of abuse. A coordinated community response that holds perpetrators accountable for their behaviors is necessary to decrease the risk of continued abuse.

In order to measure short-term change, answers must be provided to questions such as:

- *What specifically* did victims receive from this program/service/intervention?
- *How much* did victims receive from this program/service/intervention (i.e., how much time, how many units of service)?
- *How effective* did victims feel this intervention was in meeting their needs?
- *How satisfied* were victims with the various components of this intervention?
- If the intervention was designed to result in any tangible, measurable change in victims' lives (e.g., change of residence, new financial resources), *did this change occur*?

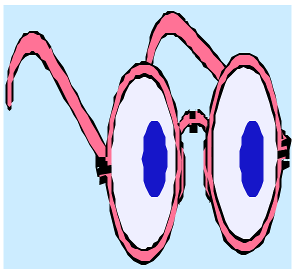
Reviewing Your Program Logic Model

Does your logic model:

- ❑ Include all activities and outcomes that are important?
- ❑ Make the appropriate connections between inputs, activities, outputs, and outcomes?

Are the outcomes identified as important to measure…

- ❑ Relevant to the program's purpose?
- ❑ Outcomes for which the program should be held accountable?



Are they important to achieve if the program is to fulfill its purpose?
Do they represent meaningful benefits or changes for participants?
Is it reasonable to believe the program can influence them in a non-trivial way?

Are the outcomes…

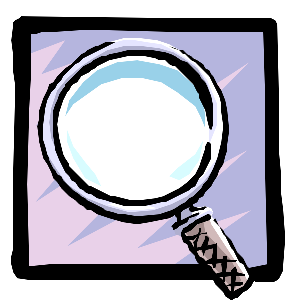
- ❑ Clear in defining the intended scope of the program's influence?
- ❑ Useful to program managers in efforts to identify both points of success and problems the program can correct?
- ❑ Likely to be effective in communicating the program benefits to various clients?

The following questions provide a set of criteria that can be used to judge the adequacy of your outcome measures:

- ❑ Is there at least one measure for each intended outcome noted in your logic model?
- ❑ Does each measure track an important aspect of the outcome indicator that no other measure tracks?
- ❑ Is the wording of each measure sufficiently specific? Does it specify the characteristic or change that will be counted?
- ❑ Does each measure identify the statistics that will summarize your program's performance on the outcome? Will the statistics effectively convey the level of achievement of client outcomes?

Gathering Outcome Data

Your agency should resist any temptation to collect data for every conceivable aspect of the program's intended outcomes. An agency's task is to choose a reasonable set of measures that provide essential information about program performance. An overly ambitious set of measures will quickly overburden the ability of an agency to implement an effective performance measurement system. Therefore:



- ❑ Design your data collection methods to impose a minimal burden on your staff; and
- ❑ Avoid collecting any data that add less to the analysis than they cost to collect.

Data Sources: Sources of data depend on the measures you have chosen. An agency has a variety of sources it can examine, such as:

- Agency records
- Other agency records
- Individuals
- General public
- Trained observers
- Mechanical measurements

Data Collection Procedures

Types of data-collection approaches include the following:

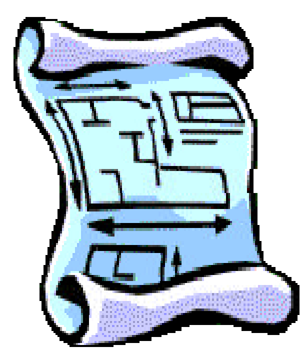
- Review and extract data from agency records,
- Questionnaires.
- Interviews,
- Trained observers.

When an agency considers a data collection method, staff should ask questions like:

- Is the data collection method feasible and not overly expensive? Is there a less time-intensive or less expensive way to collect this information?
- Will the data gathered be useful to program managers for program improvement?
- Will data be credible to those outside the program who are likely to look at the information?

Custom Survey Design

If appropriate instruments are not available and your agency chooses to develop its own survey instrument, keep the following steps in mind:



- See that all information needed for your performance measures is collected. Ask such questions as What is the information you want to learn? Is this information already available from another source? Are there easier ways of getting the information? Will the benefits of having the information outweigh the cost of gathering it? Will we know what to do with the data once we have it? Will we know how to “fix” processes that lead to low scores, or are we just going to induce guilt? Who should be surveyed? Shall we conduct a census of all our clients or a survey of a sample group? What are we going to be doing with the information from the survey?
- Sketch out the tables, charts, and types of findings that will be presented and verify that the instrument will capture the data.
- Pretest the instrument and procedures. When pretesting, you should seek feedback on elements such as wording of questions, content of questions, adequacy of response categories, clarity of instructions, layout and format of the instrument, length of time to administer the instrument, and ease of data entry.

Also, ask specific questions. While it is important to ask open-ended questions such as "What did you like?" and "What can we improve?" these types of questions should be asked in addition to, not instead of, more quantitative questions (closed-ended questions with forced options). It is much easier to describe effects and to detect change with closed-ended questions that assign a number to each answer and force the respondent to select one and only one answer.

Summary

Managing for Results is not an easy assignment. Nothing worthwhile ever is. Looking at the bright side, though, you have never had a better opportunity to get this leadership task completed. You have at least a dozen incentives. You have technical assistance from qualified advisors. And, you have a supportive and understanding funding authority in OCJP. They understand the meaning of "walking before we run." **The time to get started is NOW!**

Start by describing "what is." Engage your staff in a process of becoming clear about your program's purpose, its key service processes, and the intended client outcomes of each key process. Use a logic model thinking-dialogue approach. It may be the most important thing you have ever done – even if you are an old veteran with an excellent idea of your program's mission. But think about the volunteers, the board members you're trying to recruit, and your staff… If they are constantly turning over, you owe it to the old-timers to clarify their measures of success before they "burn out," the victims of naïve expectations. For the new ones, there is nothing better than a good, solid logic model to convey the essence of what your program is all about!

Deciding on outcome indicators and measures of success is difficult. Establishing a system for gathering performance data is even tougher. It's tough enough just to collect output data; it's even harder to gather outcomes data. That challenge has kept most of us in human services from even attempting it for decades. Now we have an approach that is tested and trained. Get busy monitoring your agency's performance!

There is no such thing as a service agency that's just holding its own, is there? Your program is either getting better or it's likely to get worse. And how do you intend to get better? Ask your staff to work harder? To give it just little more effort? NO! You improve by analyzing your outcomes. You will learn what you need to lead and direct your staff more effectively. And you will *all* learn what it takes to improve your service processes.

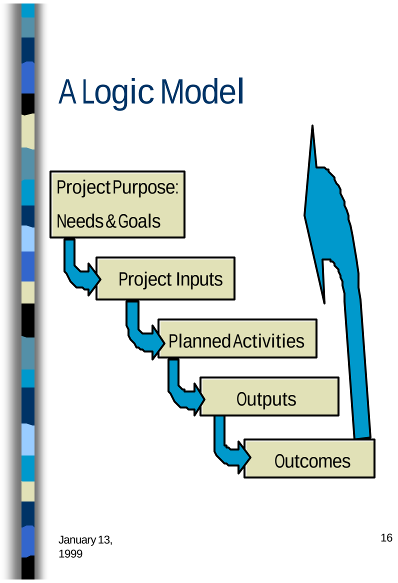
PROGRAM DESIGNS FOR PERFORMANCE MANAGEMENT: LOGIC MODELS

Programs range from very simple to highly complex. To manage for results you may need a complicated mix of performance measures. To develop an effective measurement system, you can gain important insights by constructing a program logic model. A program logic model is a description of how the program theoretically works to achieve the desired benefits. The diagram captures a series of "If-then" changes that the program intends to activate through its inputs, activities, and outputs. This model:

- Furnishes a useful framework for examining outcomes,
- Causes an agency to think through the steps and develop a realistic idea of what the program can accomplish, and
- Identifies the important program components that must be tracked to assess program effectiveness.

In order to conduct a process evaluation or create an ongoing performance measurement process, it is necessary to develop a program model that ties goals, activities and outputs and outcomes together in some logical fashion. Usually, logic models are diagrammed as a series of boxes representing inputs, activities, outputs, and outcomes. They may be drawn either vertically or horizontally. A logic model shows the following relationships:

A Program Logic Model



Definitions

Purposes include the needs to be met and the goals of the program.

Inputs include resources dedicated to or consumed by a program. Examples are money, staff and staff time, volunteers and volunteer time, facilities, equipment, and supplies.

Activities are what a program does with the inputs to fulfill its mission. Activities include the strategies, techniques, and types of treatment that comprise a program's service and methodology.

Outputs are the direct products of program activities and usually are measured in terms of the volume of work accomplished, such as the number of classes taught, counseling sessions held, people served, lane miles paved, and applications reviewed.

Outcomes are benefits resulting from the program activities. For a human services program, it is some change in a participant's behavior or condition; for transportation, changes in ways to move people and goods; and for economic development, changes in an area's economic status. The key is to show what difference a program made or what value it added to the public's or client's well-being.

Figure 1
Program Logic Model
(An Explanation)

Step 1	Step 2	Step 3	Step 4	Step 5
Purposes	***Inputs***	***Activities***	***Outputs***	***Outcomes***
Purposes include the needs to be met or goals of the program. Problem descriptions or needs statements document the needs to be met of problems to be solved by the proposed funding. Questions: • Who are the people or agencies with whom the program is concerned? • What is the problem or need that the agency will focus on? • Goals are general statements of the long-range benefits that you are seeking to accomplish.	**Inputs** include resources dedicated to or consumed by a program. Examples are money, staff and staff time, volunteers and volunteer time, facilities, equipment, and supplies. Inputs are those factors that might influence the relationship between the goals and planned services or happen after you begin program services that might influence how or whether the project accomplishes its objectives.	**Activities** are what a program does with the inputs to fulfill its mission. Activities include the strategies, techniques, and types of treatment that comprise a program's service and methodology. Activities are the major interventions or program elements designed to accomplish the goals of the program. They describe the activities to be employed to achieve the desired results. Activities start with words like… To provide… To establish… To create…	**Outputs** are the direct products of program activities and usually are measured in terms of the volume of work accomplished, such as the number of classes taught, counseling sessions held, people served, lane miles paved, and applications reviewed. Outputs are process objectives or *internal* measures of the amount of work done within the project or program. Outputs often refer to the completion of tasks you are required to accomplish over the course of the project of program.	**Outcomes** are benefits resulting from the program activities. For a human services program, it is some change in a participant's behavior or condition; for transportation, changes in ways to move people and goods; and for economic development, changes in an area's economic status. The key is to show what difference a program made or what value it added to the public's well-being. Outcome objectives often start with words like… To increase… To decrease… To reduce… And are usually quantified and time-oriented.

Figure 2
VOCA Logic Model
Example

Step 1	Step 2	Step 3	Step 4	Step 5
Purposes	***Inputs***	***Activities***	***Outputs***	***Outcomes***
Rationale of Project: From five years of experience in working with victims of domestic violence, most case files indicate that many battered women lack knowledge regarding the dynamics of the issue. Research shows that lack of housing and financial resources are common barriers to women leaving their batterers. Further studies show that many leave the abuser for the sake of the children, after they have used legal options and established a support system. **Description of Program:** All crime victims will receive quality assistance to ensure their safety and stabilization, and personal support for their participation in the criminal justice system. **Goals of the Project:** ❑ To restore the participants to normalcy and ❑ To improve the safety and well being of participants.	**Principals (Staff):** List persons by name, title and function. **Budget Requested** ***Personnel*** - List each person by title, name, annual salary rate and the percentage of time devoted to the program. Indicate the total cost for VOCA personnel. ***Fringe Benefits*** ***Travel*** ***Professional/Contracted Services*** ***Supplies*** ***Equipment (identify)*** ***Other (identify)*** **Collaborators (Volunteers):** List your key collaborators by name, title and the type of assistance you expect from them.	**Activities:** 1. Prepare customer information packets 2. Answer crisis hotline 3. Conduct crisis counseling 4. Assist in preparation of safety plan 5. Provide follow-up **Standards:** Participants will complete the six weeks session discussing the dynamics of domestic violence. Participants will complete at least two of the following: ♦ Follow through with an order of protection ♦ Attend the six-weeks support group sessions ♦ Stay in shelter for 4 nights ♦ Relocate to safe, non-violent housing ♦ Develop a written safety plan	♦ Number of customers ♦ Number of calls to crisis line ♦ Number of counseling sessions provided ♦ Number of customers attending counseling sessions ♦ Number of counseling sessions attended ♦ Number of safety plans developed ♦ Number of safety plans followed ♦ Number of support groups ♦ Number of customers attending support groups ♦ Number of support group meetings attended	♦ Educational: increase knowledge of patterns/cycles of domestic violence and more willing to use information learned in decision making. ♦ Legal: Better understanding legal system. ♦ Physical Safety: increase safety as result of safety planning and as a result of filing for order of protection. ♦ Psychological: decrease anxiety and fear, i.e., acknowledge there is a problem and plan to resolve issue of violence ♦ Social: increase network of support system

ACTIVITY 1: PROGRAM LOGIC MODEL: A GROUP EXERCISE

To complete a logic model, you need only follow these simple five steps: think about your own program and answer the following questions:

Step 1: What is the problem to be solved or the need to be addressed?
Step 2: What specific resources do you need to meet the identified needs?
Step 3: What are the services or interventions that have been designed to achieve the goals.
Step 4: Identify the outputs that will be used to measure the amount of work done within the project and/or the completion of tasks designed to implement the planned services or interventions.
Step 5: Identify the outcomes that will measure the impact of the planned services or interventions. How

Step 1	Step 2	Step 3	Step 4	Step 5
Purposes	***Inputs***	***Activities***	***Outputs***	***Outcomes***

DATA COLLECTION FRAMEWORK

Indicators (Outputs/Outcomes)	Specific Measures	Data Source	Data Collection Method

ACTIVITY 2: CREATING YOUR OWN PROGRAM LOGIC MODEL

Using the annotated flow diagram below, follow the steps to create a logic model for your own program. Feel free to use the recommendations in Attachment 2 of the **Managing for Results Guidebook**. They were developed to provide assistance to programs like yours.

Step 1: Purposes: Describe the problem to be solved or the need to be addressed.
Step 2: Inputs: Identify the resources available to the program to meet the identified needs.
Step 3: Activities: Identify the services or interventions that have been designed to achieve the goals.
Step 4: Outputs: Identify the outputs that will be used to measure the amount of work done within the project and/or the completion of tasks designed to implement the planned services or interventions.
Step 5: Outcomes: Identify the outcome objectives that will measure the impact of the planned services or interventions.

STEP 1: PURPOSES

Description:

Purposes include the needs to be met or goals of the program. This section constitutes the problem section of your Logic Model. Problem descriptions or needs statements document the needs to be met of problems to be solved by the proposed funding.

Key Questions:

- What is the problem or need that the agency will focus on?
- What are you proposing to do to deal with this problem?
- Who are the people or agencies with whom the program is concerned?
- Goals are general statements of the long-range benefits that you are seeking to accomplish.

A. Problem Statement

Describe the problem exactly as it exists in your community. Define the nature and magnitude of the problem to be addressed through your proposal. Analyze the causes of the problem, not the systems or solutions of the problem. Document statements with valid, updated statistical data, identifying the source and date of your information to clearly demonstrate why the problem exists.

Your problem statement should:

- Be clearly related to the purposes and goals of your organization.
- Be supported by evidence drawn from your experience, from statistics provided by authoritative sources and/or from the testimony of persons and organizations known to be knowledgeable about the situation.
- Be of reasonable dimensions -- a concern that you can realistically do something about over the course of the grant.
- Be stated in terms of clients or constituents, rather than the needs or problems of your organization.

The description of the problem to be addressed in this project is:

B. Project Description

Describe in specific detail the scope of your overall project. Be very specific about your plans including time frames to accomplish your proposal. State how your project will meet the goal(s) and objectives of the purpose area you are addressing. If your project focuses specifically on Orders of Protection or serves one or more of the designated West Tennessee counties, please provide specific detailed information.

Describe the proposed project and how it will address the specific problem identified.

The description of this project is:

C. Target Population

Describe the population that your project targets. Give demographic information about the target population and state why you have chosen this population. An example of a target population for Domestic/Family Violence and Victim Assistance would be "Battered Women". Additionally, please provide specific information about the counties to be served.

The target population to be served is:

D. Goals

State the goal(s) for your project. A goal is a broad statement of what the project will achieve. Describe the major goal(s) of the project and how they relate to the needs of the population to be served.

Examples:

- To protect public safety;
- To rehabilitate juvenile offenders;
- To provide cost-effective services.

The goals of this project are:

STEP 2: INPUTS

Description:

Inputs include resources dedicated to or consumed by a program. Examples are money, staff and staff time, volunteers and volunteer time, facilities, equipment, and supplies. **Inputs** are also those factors that might influence the relationship between the goals and planned services or happen after you begin program services that might influence how or whether the project accomplishes its objectives.

Input measures identify the amount of resources invested into the program that delivers the outputs and outcomes. Input measures, for example, can be used to show the total costs, the mix of resources, or amount of resources devoted to one action in relation to another. Sample input measures include:

- Number of employees,
- Number of employee hours worked,
- Total operating expenditures,
- Dollars spent on equipment,
- Cost of equipment used.

The resources for this project are:

STEP 3: ACTIVITIES

Description:

Activities are what a program does with the inputs to fulfill its mission. Activities include the strategies, techniques, and types of treatment that comprise a program's service and methodology.

Activities are the major interventions or program elements designed to accomplish the goals of the program. They describe the activities to be employed to achieve the desired results. Activities start with words like…

- To provide…
- To establish…
- To create…

This project will include the following activities:

STEP 4: OUTPUTS

Outputs are the direct products of program activities and usually are measured in terms of the volume of work accomplished, such as the number of classes taught, counseling sessions held, people served, lane miles paved, and applications reviewed. **Outputs** are process objectives or *internal* measures of the amount of work done within the project or program. Outputs often refer to the completion of tasks you are required to accomplish over the course of the project of program.

Examples:

Output measures represent the amount of products or services provided or how much work was performed. In simple terms, they describe what came out of a process and how much came out. They are limited because they give no indication about objectives being attained, the quality of the services or products, or the efficiency of the delivery of goods or services. Comparison of current outputs with outputs from previous periods can reveal variations or stability in work activity. Sample output measures are:

- Number of assessment interviews:
- Number of shelter days provided;
- Number of safety plans developed;
- Number of classes taught,
- Number of days in foster care; or
- Number of persons served.

My outputs are:

STEP 5: OUTCOMES

Outcomes are benefits resulting from the program activities. For a human services program, it is some change in a participant's condition; for environmental programs, changes in the environment; for transportation, changes in ways to move people and goods; and for economic development, changes in an area's economic status. The key is to show what difference a program made or what value it added to the public's well-being. **Outcomes** establish the benefits of the funding in measurable terms. They describe the impact of the services being provided. Such objectives are also called “performance objectives, “program objectives,” and “behavioral objectives.”

Outcomes indicate the extent to which the selected activities achieve the stated goals. They assess the impact of agency actions on the client or constituent. Outcomes represent the actual results achieved and the resulting effects on the people being served. Human services programs can have outcomes that relate to behavior, skills, knowledge, attitudes, values, conditions, status, or other attributes. Examples of outcomes include:

- Knowledge of one’s legal rights;
- A feeling that progress is being made in dealing with the effects of trauma;
- Change in perceived safety of women being served.

My outcomes are:

YOUR PROGRAM LOGIC MODEL:
Using the information you developed in the activity (pages 16-24), please complete the Logic Model for your program by transferring that information into the model below.

Step 1	Step 2	Step 3	Step 4	Step 5
Purposes	***Inputs***	***Activities***	***Outputs***	***Outcomes***

ACTIVITY 3: CREATING YOUR DATA COLLECTION FRAMEWORK
Given the *outputs* and *outcome*s you identified in Steps 4 and 5, please identify the specific measures and the procedures you will be collecting to implement your LOGIC model. (Feel free to use or adapt the information that is found in Attachment 2.)

Indicators (Outputs/Outcomes)	Specific Measures	Data Source	Data Collection Method

Congratulations! You have just completed a performance management system for your program.

Managing for Results is not an easy assignment. Nothing worthwhile ever is. Looking at the bright side, though, you have never had a better opportunity to get this leadership task completed. You have at least a dozen incentives. You have technical assistance from qualified advisors. And, you have a supportive and understanding funding authority in OCJP. They understand the meaning of "walking before we run." **The time to get started is NOW!**

Start by describing "what is." Engage your staff in a process of becoming clear about your program's purpose, its key service processes, and the intended client outcomes of each key process. Use a logic model thinking-dialogue approach. It may be the most important thing you have ever done – even if you are an old veteran with an excellent idea of your program's mission. But think about the volunteers, the board members you're trying to recruit, and your staff… If they are constantly turning over, you owe it to the old-timers to clarify their measures of success before they "burn out," the victims of naïve expectations. For the new ones, there is nothing better than a good, solid logic model to convey the essence of what your program is all about!

Deciding on outcome indicators and measures of success is difficult. Establishing a system for gathering performance data is even tougher. It's tough enough just to collect output data; it's even harder to gather outcomes data. That challenge has kept most of us in human services from even attempting it for decades. Now we have an approach that is tested and trained. Get busy monitoring your agency's performance!

There is no such thing as a service agency that's just holding its own, is there? Your program is either getting better or it's likely to get worse. And how do you intend to get better? Ask your staff to work harder? To give it just little more effort? NO! You improve by analyzing your outcomes. You will learn what you need to lead and direct your staff more effectively. And you will *all* learn what it takes to improve your service processes.

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