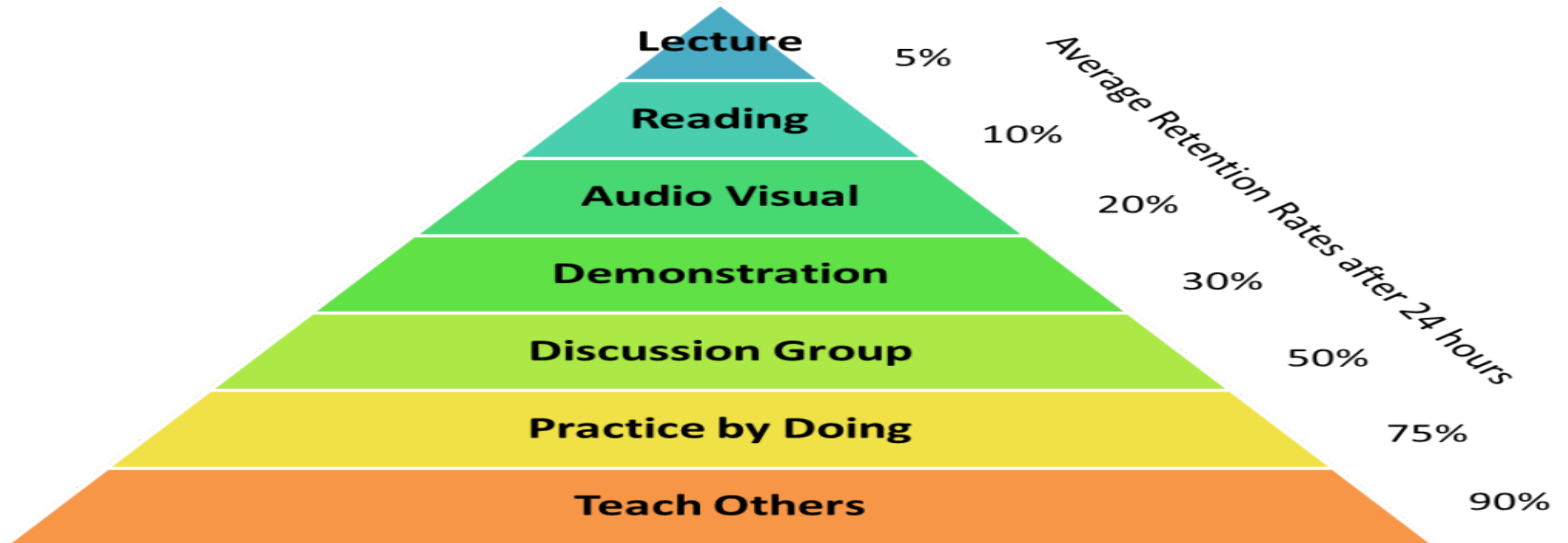

PURPOSE TO IMPACT: HOW TO DEVELOP PROGRAMS AND SERVICES...AND JUSTIFY YOUR GRANT TOO!

BY RICHARD P. ABBOTT AND JOVONNE LEWIS
AOC GRANTS CONFERENCE – DECEMBER 14, 2018



WHAT DO WE RETAIN FROM HOW WE LEARN?

The Learning Pyramid



Source: National Training Laboratories, Bethel Maine

HOW WILL THIS WORKSHOP HELP YOU JUSTIFY YOUR GRANT?

Good grant applications clearly state:

- Why does it need to happen?
- Who will benefit?
- What is going to happen?
- Where is it going to happen?
- When is it going to happen? and
- How is it going to happen and how much will it cost?

You have to know this clearly in order to communicate it.

PROGRAM, PROCESS, OR SERVICE

What program, process or service do you, or your supervisors, want to start or improve? Why?

START WITH WHY – SIMON SINEK

PURPOSE TO IMPACT: WHY, HOW, WHAT

- Why – Know why you do what you do – Belief
- How – Have the discipline to be accountable (and hold others accountable) to those beliefs – Actions
- What – Ensure the consistency of what you are doing matches the beliefs– Results/Outcomes

EXAMPLE OF PURPOSE: CHILD ACCESS MEDIATION

- **Belief:** Parents/Guardians should have some level of self-determination when deciding the care and custody of their children. Mediation provides an excellent opportunity for parents/guardians to maintain that self-determination when attempting to resolve their child access disputes.
- **Actions:** Mediators will use their expertise to enable and empower parents to reach their own decisions.
- **Results:** Self-determination in mediation leads to principled outcomes that respect the values of consent, autonomy, respect, privacy and dignity.

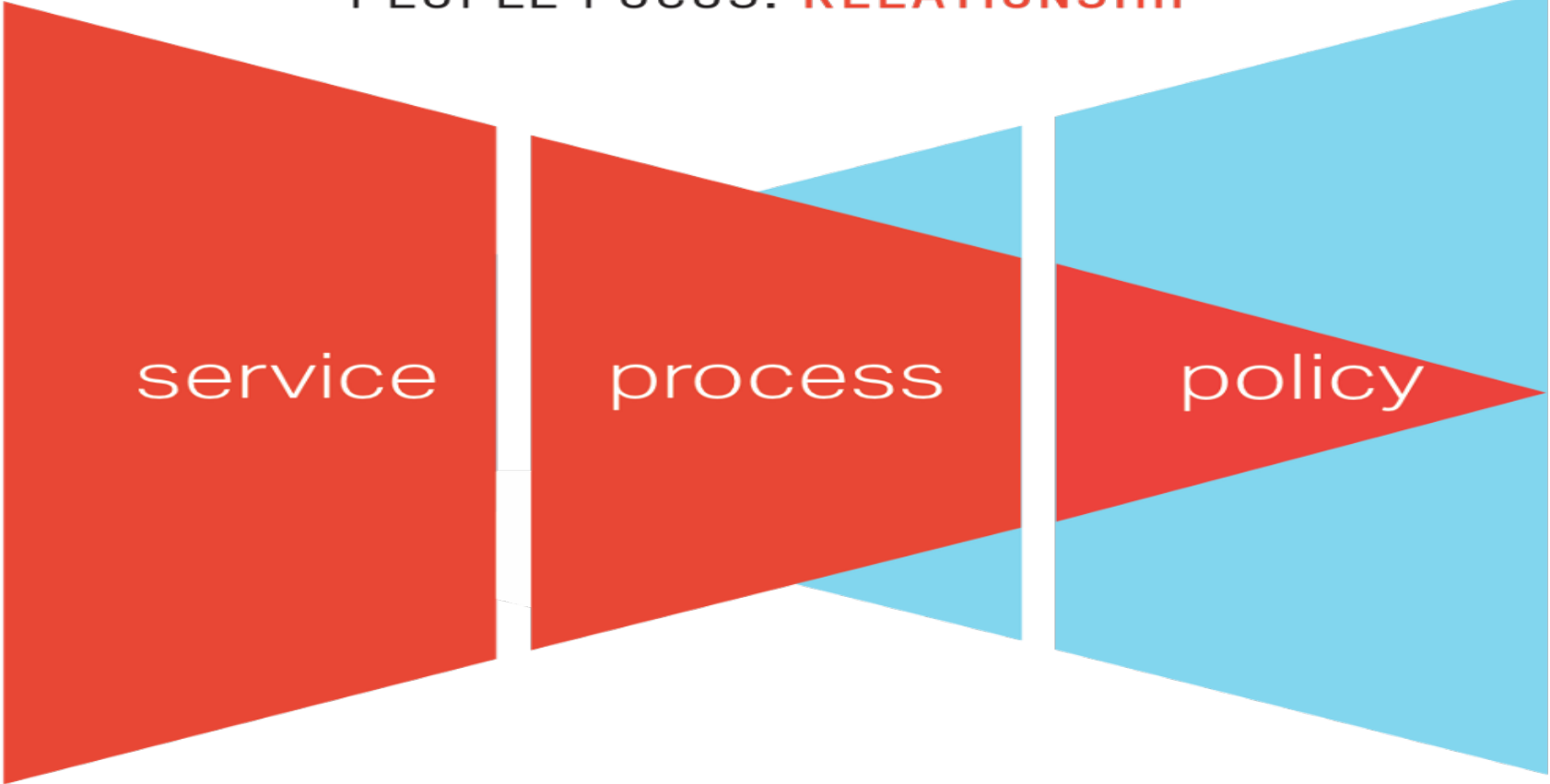


HUMAN-CENTERED DESIGN

PEOPLE FOCUS: **RELATIONSHIP**



WHAT CITIZEN EXPERIENCES



WHAT GOVERNMENT SAYS



■ Source: Jackson, Peter, Medium, October 27, 2017, "Government Services Look Radically Different in the Customer's Eyes."

HUMAN-CENTERED DESIGN

- Who are the users of your program/process/service?
- What do users need and value from your program/process/service?

HUMAN-CENTERED DESIGN

- Relying on what users say in surveys only solves part of the puzzle
- To fully understand users, you need to understand
 - (1) their culture, and
 - (2) their actual behavior
- You have to map a process from the user's perspective
- Quantitative Data – Provides a wide, but shallow view
- Qualitative Data – Provides deeper insights into people's actions and behaviors

EXAMPLE: IMPROVING CHILD ACCESS MEDIATION

- What Types of Quantitative Data/Information Would be Helpful to Improve a Child Access Mediation Program?
 - The number of cases referred to mediation;
 - Timing of the referral;
 - The number of mediations held;
 - The number of mediations settled/not settled/partially settled;
 - The number of cases that were eligible for mediation? Number of cases excluded?
 - The cost of mediation;
 - The time spent in mediation;
 - What about the demographic and/or socio-economic background of your population?
 - Number of Contempts/Modifications filed by the parties after case mediation/disposition?

EXAMPLE: IMPROVING CHILD ACCESS MEDIATION

- What Types of Qualitative Data/Information Would be Helpful to Improve a Child Access Mediation Program?
 - Each parties attitudes, perceptions, and satisfaction with the mediation process;
 - Each parties attitudes, perceptions, and satisfaction with the outcome;
 - Each parties attitudes, perceptions, and satisfaction with the mediator;
 - Each parties behaviors in mediation;
 - The mediator's behavior?

OUTCOMES VS. IMPACTS

Outcomes

- Outcomes are the short-term and intermediate changes that occur as a direct result of the activity, program, or experience.
- Outcome evaluation tells us what kind of change has occurred.

Impacts

- Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes.
- Impact evaluation paints a picture as to how a program might have affected participants' lives on a broader scale.

QUALITATIVE RESEARCH TOOLS

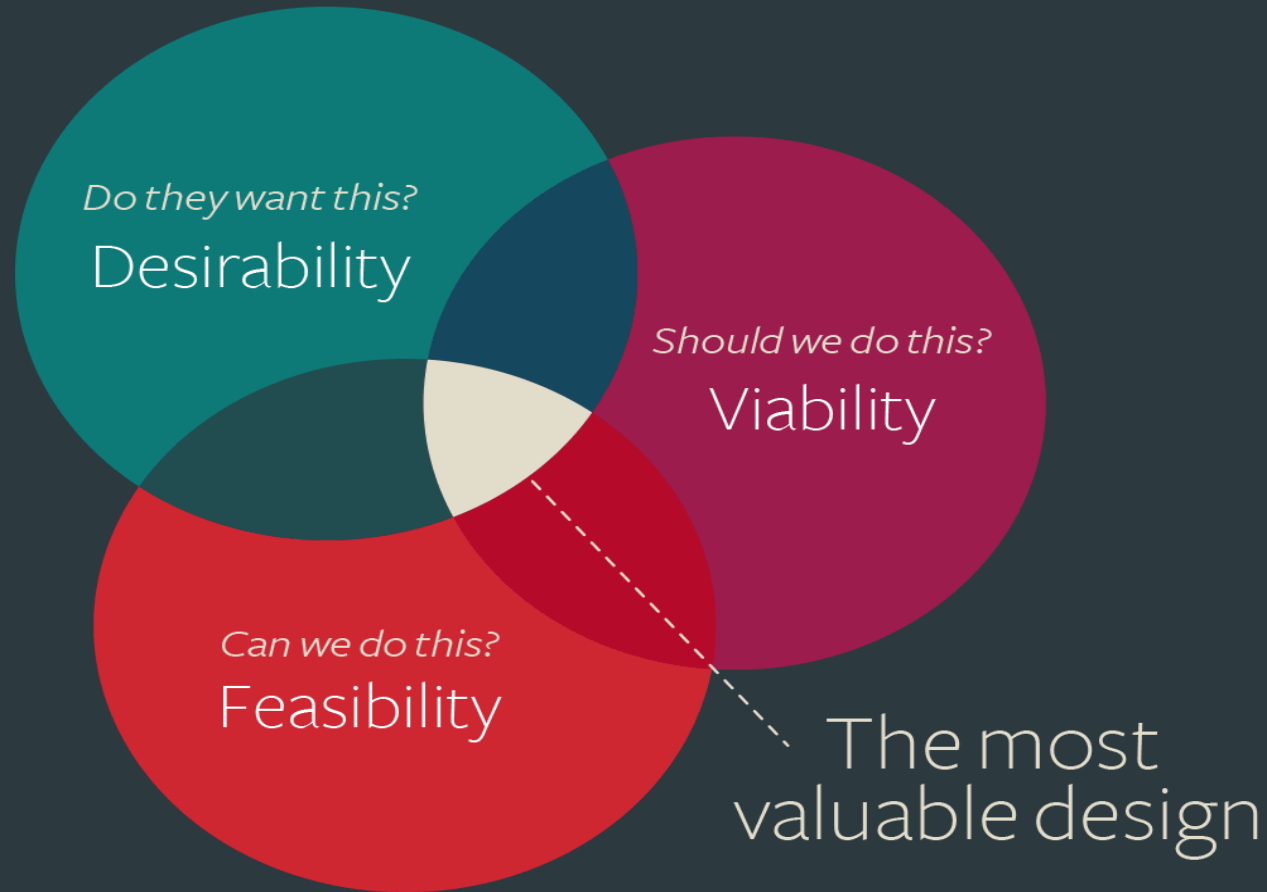
- **User Interviews**

- These are typically face-to-face interviews with citizens that can be carried out one-on-one or conducted as group interviews.
- Always recruit a range of participants for interviews.
 - Look in: people who represent internal perspectives from frontline to operations, management and ecosystem stakeholders
 - Look out: citizens, customers and users of the system, product or service
- Seek out extreme users and experts: people who have interesting ways of using the system because they represent specific need sets

- **Observations**

- Behaviors show what people can't always articulate. Embed yourself in the experience of your users through 'fly-on-the-wall' observation to complement interviews.

IMPLEMENTATION – BALANCING DESIRABILITY, VIABILITY & FEASIBILITY



FEASIBILITY

- **Organizational capability**—does your organization have the expertise, capacity and resources to undertake your initiative? Can you partner with anyone?
- **Technical feasibility**—can planned program or improvement be implemented as planned, using proven technologies, and without unreasonable technical risks?
- **Legal feasibility**—are there any legal barriers to the undertaking?
- **Opposition**—are there any groups or individuals who can “submarine” your undertaking?

VIABILITY

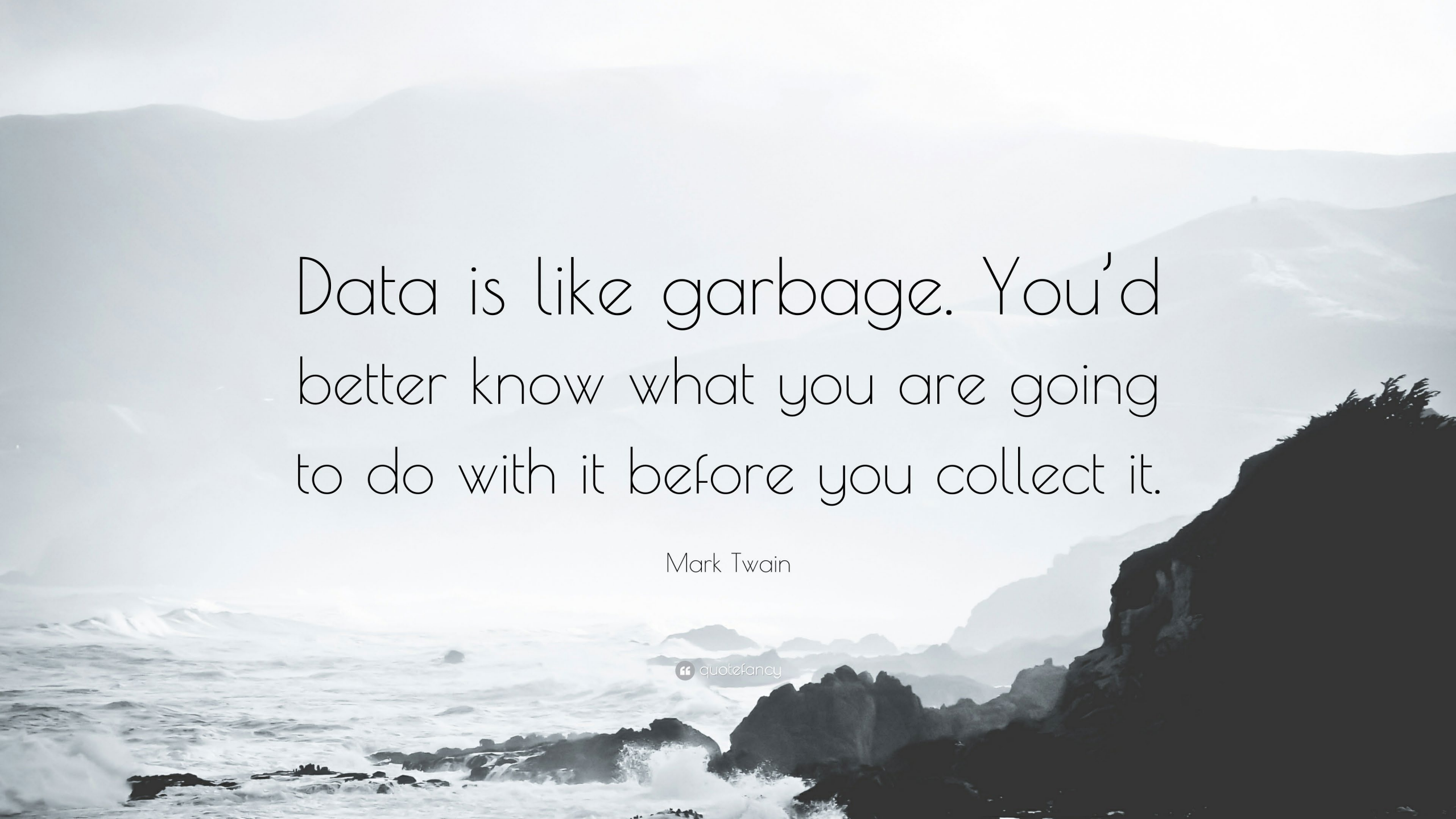
- Is your proposal a good use of public resources?
 - Do the economic benefits outweigh the economic costs?
 - Is your proposal the most efficient method for achieving the desired outcome/impact?

Sample Proposed BUDGET JUSTIFICATION

Children's Attorney	\$9,000.00	Child Counsel Attorney: Four (4) court-paid, Best Interest Attorney appointments at \$100 per hour x a maximum of 15 hours per appointment (4 appointments x \$100 per hour x 15 hours = \$6,000) + Six (6) court-paid, Waiver Attorney appointments at \$100 per hour x a maximum of 5 hours per appointment (6 appointments x \$100 per hour x 5 hours = \$3,000).
Visitation Center	\$34,983.00	Visitation Center: Supervisor (\$27 per hour) + Caseworker (\$17 per hour) + Security Guard (\$25 per hour) x 507 hours (3 days per week x 3.25 hours per day x 52 weeks per year)
Training	\$6,500.00	Training: 2 staff @ \$1,500 for attendance at AFCC conference + 4 staff @ \$700 for attendance at MAACM Conference + 3 staff Social Workers to attend local training for CEUs @ \$150 + 5 staff to attend local DV training @ \$50 = \$6,500.

MEASURING AND EVALUATING TERMS

- **Inputs** - refers to the supply of resources you use for your program or service. These may be financial, intellectual, human, or space/facilities.
- **Activities** - concrete actions undertaken with the purpose of delivering the intended outcomes.
- **Outputs** - are when your activities have points of contact with your users. Outputs are not about evaluating the effectiveness of those activities.
- **Outcomes** - are changes, benefits, learnings, effects resulting from your activities.
- **Impacts** – are changes, both long-term and short-term, that arises as a result of your activities and outputs. Impact evaluation needs to take into account both positive and negative changes, and both intended and unintended consequences, and both effects upon the intended beneficiaries and on others.



Data is like garbage. You'd better know what you are going to do with it before you collect it.

Mark Twain

quote fancy

MEASURING AND EVALUATING

- Your purpose should lead to desirable outcomes and have an impact.
- Plan your measures and evaluations in the planning stages.
 - First, determine why you need to measure. Is it to demonstrate impact? To get more funding? To improve business practices?
 - Be sure to bring key stakeholders into this conversation too. They may have been measuring and evaluating your topic area for years and can provide key insight.
 - Assess whether your team is best suited to carry out the process. You may need to hire an outside team or consultants to help.
 - A common method for assessing impact is an Randomized Control Trial (RCT). CRTs are highly rigorous, but are also very expensive and can take years.
 - Try to find a balance between quantitative and qualitative measurements. Stories from partner organizations and the people that you're designing for can be very powerful, especially if your solution doesn't lend itself to capturing hard numbers.
 - Take a prototyping attitude to your measurement. You can always tweak your operating model based on the information coming in to maximize your impact.

A2J Evaluation and Research Options

	Question	When To Use	Methods	Usefulness	Limitations	Examples
Formative Assessment	1. Who, What, Where – What is known about the landscape within which your program operates? (e.g., population demographics and needs, access to services, infrastructure, laws and policies, other trends)	When launching a new program, modifying an existing one, or periodically tracking population changes over time.	<p>Qualitative:</p> (1) Focus groups with users; (2) Interviews with stakeholders; (3) Direct observation	<p>This approach will help determine whether a program is a good fit for accomplishing its intended goals by:</p> <ul style="list-style-type: none"> describing the landscape before introducing a new program; guiding modifications to a planned program before full implementation; periodically tracking whether the landscape has changed over time; describing the need for funding and resources 	<p>Methodology: this approach is descriptive. It will not determine if a program is working as designed, i.e., if it is or will be effective.</p> <p>Implementation: it is difficult to draw conclusions about the population based on data from a sample. It is also difficult to obtain high/representative response rates to surveys.</p>	<p>FED. COMM. COMM'N, BROADBAND PROGRESS REPORT (2016).</p> <p>AM. BAR ASSOC., SUPPORTING JUSTICE: A REPORT ON THE PRO BONO WORK OF AMERICA'S LAWYERS (2018).</p> <p>The Justice Index; also see this overview.</p> <p>List of legal needs assessments, compiled by the American Bar Association</p>
Process Evaluation	2. What - Does the program operate the way it was intended to operate? Does it run smoothly? Was it implemented as designed?	At the time of program launch or during operation.	<p>Qualitative:</p> (1) Interviews with program staff; (2) Direct observation; (3) Client surveys	<p>This approach will help determine whether a program or program is accomplishing actually its goals:</p> <ul style="list-style-type: none"> Is it operating according to the implementation plan (e.g., is it reaching its target population). Is it faltering in any respect (e.g., enabling program administrators to see if protocols are being followed) 	<p>Methodology: this approach is descriptive. It will not determine if a program is or will be effective.</p> <p>Implementation: it is difficult to draw conclusions about the population based on data from a sample or beta testers. It is also difficult to obtain high/representative response rates to surveys.</p>	<p>THOMAS M. CLARKE & REBECCA L. SANDEFUR, PRELIMINARY EVALUATION OF THE WASHINGTON STATE LIMITED LICENSE LEGAL TECHNICIAN PROGRAM (2017).</p> <p>JUDICIAL COUNSEL OF CALIF. ADMIN. OFFICE OF THE COURTS, MODEL SELF-HELP PILOT PROGRAMS--A REPORT TO THE LEGISLATURE (2005).</p> <p>BRIDGEPORT CONSULTING, MICHIGAN LEGAL HELP EVALUATION REPORT (2015).</p>

A2J Evaluation and Research Options

	Question	When To Use	Methods	Usefulness	Limitations	Examples
Return on Investment Evaluation	3. Cost - What are the economic benefits of the program compared to its costs? Is the program cost-effective and sustainable?	Before program launch and during the operation of an existing program	<p>Quantitative & Qualitative:</p> <p>(1) Cost-benefit/economic impact analysis (2) Return on investment analysis</p>	This approach will help determine the sustainability of a program, namely: the efficiency or economic viability of a program through a comparison of costs incurred against benefits yielded. It provides administrators and funders with evidence of the program's financial feasibility. It may also help you secure additional funding.	<p>Methodology: this approach focuses only on relative costs and benefits. It will not reveal if a contemplated or implemented program is effective.</p> <p>Implementation: it does not necessarily provide a holistic understanding of savings, through community improvements and other social impacts, and it often does not include costs to the clients themselves.</p>	<p>BOSTON BAR ASS'N, INVESTING IN JUSTICE: A ROADMAP TO COST-EFFECTIVE FUNDING OF CIVIL LEGAL AID IN MASSACHUSETTS (2014).</p> <p>STOUT RISIUS ROSS, INC., THE FINANCIAL COST AND BENEFITS OF ESTABLISHING RIGHT TO COUNSEL IN EVICTION PROCEEDINGS UNDER INTRO 214-A (2016).</p> <p>GREACEN ASSOC., LLC, THE BENEFITS AND COSTS OF PROGRAMS TO ASSIST SELF-REPRESENTED LITIGANTS (2009).</p>
Outcome Evaluation	4. Outcomes - Is my program associated with positive or negative outcomes its recipients/users?	At the conclusion of a pilot phase, perhaps at appropriate intervals during the program's existence	Observational (e.g., pre-post) statistical analysis, perhaps combined with quantitative or qualitative outcome measurements	This approach will help you determine, with some caveats, the efficacy of a program, i.e., whether and to what extent a program has met the goals that its designers intended to affect as well as any unintended consequences	<p>Methodology: this approach provides at least correlational, possibly close to <i>causal</i> information on a program's effectiveness, depending on the method(s) deployed</p> <p>Implementation: it can be difficult to identify and rule out confounding factors. The extent to which a study of this design will measure the intended causal pathways depends the extent to which confounding variables are identified, measured, and controlled for using statistical techniques.</p>	Jessica K. Steinberg, <i>In Pursuit of Justice? Case Outcomes and the Delivery of Unbundled Legal Services</i>, 18 GEO. J. ON POVERTY L. & POL'Y 453 (2011).

A2J Evaluation and Research Options

	Question	When To Use	Methods	Usefulness	Limitations	Examples
Natural / Quasi-Experimental	5. Outcomes - Does my program <i>seem to cause</i> any positive or negative outcomes for the recipients/users?	At the conclusion of a pilot phase, perhaps at appropriate intervals during the program's existence	Assignment to program or control, but using criterion other than random assignment (e.g., eligibility cutoff) followed by a combination of quantitative or qualitative outcome measurements	This approach can provide some causal evidence of a program's effectiveness if the underlying quasi-experimental framework is valid. This approach may be an option when a true experimental design is not practical or ethical	<p>Methodology: this approach can mimic full causal inference but is not as strong as a true experimental design</p> <p>Implementation: it can be difficult to rule out confounding factors; the extent to which this design will measure the intended causal pathways depends on the extent to which confounding variables are identified, measured, and controlled for using statistical techniques.</p>	<p>JILL T. MESSING ET AL., POLICE DEPARTMENTS' USE OF THE LETHALITY ASSESSMENT PROGRAM: A QUASI-EXPERIMENTAL EVALUATION (2014).</p> <p>GREACEN ASSOC., LLC, NORTH DAKOTA SUPREME COURT FAMILY MEDIATION PILOT PROGRAM EVALUATION (2012).</p>
Experimental Evaluation	6. Outcomes - Does my program <i>cause</i> any positive or negative outcomes for the recipients/users?	At the conclusion of a pilot phase or after an initial phase of data collection	Randomized control trials, which formally assign units to program or control (e.g., using a lottery) followed by a combination of quantitative or qualitative outcome measurements	Provides causal evidence of a program's effectiveness	<p>Implementation: This method will often provide a narrow answer to a research question that is specific to the case type and population and therefore may require replication in other locations with other participants. It is also resource- and time-intensive and requires careful attention to selection mechanisms and compliance with ethical standards</p>	<p>D. James Greiner, Cassandra Wolos Pattanayak & Jonathan Hennessy, <i>The Limits of Unbundled Legal Assistance: A Randomized Study in a Massachusetts District Court and Prospects for the Future</i>, 126 HARV. L. REV. 901 (2012).</p> <p>JUDICIAL COUNCIL OF CALIF., EVALUATION OF THE SARGENT SHRIVER CIVIL COUNSEL ACT (2017).</p>

Sample Proposed BUDGET JUSTIFICATION

Consultants/Contracts		
Children's Attorney	\$9,000.00	Child Counsel Attorney: Four (4) court-paid, Best Interest Attorney appointments at \$100 per hour x a maximum of 15 hours per appointment (4 appointments x \$100 per hour x 15 hours = \$6,000) + Six (6) court-paid, Waiver Attorney appointments at \$100 per hour x a maximum of 5 hours per appointment (6 appointments x \$100 per hour x 5 hours = \$3,000).
Self Help Assistance Workshop	\$5,760.00	Self Help Assistance Workshop: Contract with two (2) Family Attorney @ \$80 per hour x three (3) hours per class x 12 classes for the year (2 attorneys x \$80 per hour x 3 hours x 12 classes = \$5,760).
Substance Abuse Screening	\$1,225.00	Substance Abuse Screens: A total of 35 substance abuse screens paid for by the Court @ \$35 per screen (35 screens x \$35 per screen = \$1,225).
Visitation Center	\$34,983.00	Visitation Center: Supervisor (\$27 per hour) + Caseworker (\$17 per hour) + Security Guard (\$25 per hour) x 507 hours (3 days per week x 3.25 hours per day x 52 weeks per year)
Contractual Social Worker	\$36,400.00	Contractual Social Worker: One Contractual Social Worker for FRC Program at \$35 per hour x 20 hours x 52 weeks = \$36,400
Equipment/Software		
Two PCs & Software	\$5,000.00	Two (2) PCs and required software for the two new employees.
Supplies		
Office Supplies	\$4,000.00	Court incurs approximately \$8,000 per year in office supplies cost per year for the Family Division. Court is asking that the grant cover half of these expenses (i.e., \$4,000). The remainder of the expenses will be covered by the Court's General Fund .
Travel/Training		
Training	\$6,500.00	Training: 2 staff @ \$1,500 for attendance at AFCC conference + 4 staff @ \$700 for attendance at MAACM Conference + 3 staff Social Workers to attend local training for CEUs @ \$150 + 5 staff to attend local DV training @ \$50 = \$6,500.
Travel/Training	\$3,900.00	Travel: Transportation related to Evaluations and Investigations, as well as for meetings and local trainings. Evals & Investigations: 110 cases x 2 parents = 220 trips x 25 miles avg. roundtrip miles x \$.56 cost per mile = \$3,080. The remaining \$820 is or meetings and transportation for local trainings.
Other Direct Costs		
Printing/Photocopying	\$3,000.00	Printing: Copier charges of \$169 per month x 12 mos. = \$2,028 + approximately \$972 in reproduction charges at print shop for various brochures and class handouts.
Telephones	\$840.00	Telephones: Approximately \$70 per month x 12 months = \$840.
Dues/Subscriptions	\$1,279.00	Dues/Subscriptions: 6 staff member dues for MAACM @ \$40 per member = \$240 + AFCC Institutional Membership @ \$390 per year + 1 year subscription for Daily Record @ \$264 per year + 1 year subscription for the MD Family Law Journal @ \$385 per year = \$1,279. The Court also incurs approximately another \$2,000 in costs for subscriptions for the Family Division Magistrates. This cost will be paid through the Court's General Fund.

■ **Tips for Observations**

- Observe actions and interactions keeping your subject in mind, not yourself or the organization.
- Ask yourself what is being done, how it is being done, and why. Look for and capture patterns, workarounds, repetitions and what's missing.
- At the end of an observation, ask to take a guided tour through the operating environment of the user.
- This 'show and tell' reveals new talking points, helps you probe deeper and discover what's important.
- Capture information responsibly — only take photos or videos of faces and belongings on agreement.

■ **Tips for Interviews**

- Choose your interviewers – Teams of two are ideal (never more than three); one to ask questions and one to capture insights.
- Observe body language.
- Ask why. Never judge, correct or speak on an interviewee's behalf.
- Encourage interviewees to use specific and tangible examples rather than general statements.
- Always reassure them that you won't share the content with anyone without their agreement.
- Capture great quotes (verbatim, instead of recording your impressions).
- Get visual - A picture paints a thousand words. Whether a quick sketch, graph or timeline, getting visual helps to bridge cultural or language barriers and establishes a record of research. Drawing also helps spark ideas in a different way from talking.

■ **Tips for Grant Writing/Proposal Submission**

- Read the Notice of Funding Availability (NOFA) carefully.
- Have a conversation with your colleagues. Does your organization have the capacity to accomplish what is described in the NOFA? Can you really do what is being asked?
- Evaluate whether this is worth your effort. Do not ask if you need the funding. Ask if you are ready and able to commit to the potential grant project.
- Look at your fiscal house. Do you have the fiscal infrastructure to meet the financial reporting requirements and related tasks?
- You cannot only be asking how your organization is going to write a quality proposal, but also how you will implement that proposal and gauge the quality of your work.
- Assess the specifics of the NOFA and how they relate to your organization's overall mission and goals.

- Ask questions. Every NOFA includes contact information for program (content of the proposal) and grants management (process, budget and reporting) questions.
- If provided, participate in technical assistance calls and webinars. These may be listed in the NOFA.
- When you have completed your proposal, review it thoroughly. Have you responded to every ask? Have you adhered to page limits and file types?
- Read the proposal again. You could even ask a colleague outside your organization to give it a critical review.

Purpose to Impact

List of Resources

Simon Sinek <https://startwithwhy.com/> (webpage includes links to YouTube videos)

Design Thinking - Tim Brown, CEO and President of IDEO <https://www.youtube.com/watch?v=U-hzefHdAMk>

Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, Tim Brown, 2009

Human-Centered Design for Legal Help, Dr. Margaret Hagan Public Lecture 8/21/2018
<https://www.youtube.com/watch?v=-3ir5PbjNFI>

Margaret Hagan <http://www.margarethagan.com/>

How Google Design Sprint Works <https://medium.com/productmanagement101/design-sprints-at-google-85ff62fed5f8>

Government Services Look Radically Different in the Customer's Eyes, Peter Jackson, Medium, October 27, 2017 <https://medium.com/ideo-stories/government-services-look-radically-different-in-the-customers-eyes-59998a310d2>

What Works in Child Access Mediation: Effectiveness of Various Mediation Strategies on Short- and Long-Term Outcomes, Maryland Administrative Office of the Courts,
<https://mdcourts.gov/sites/default/files/import/courtoperations/pdfs/familyfullreport.pdf>

Program or Service You Wish to Start or Improve

Name: _____

Brief Description: _____

Issue/Problem: _____

Purpose of Your Program or Service

Purpose Statement:

New – Why do you want to do it?

Improve – Why was it started?

List the actions for the program, process, or service

List any desired outcomes/results you are hoping to achieve

Who Are the Users of Your Program or Service?

Users: _____

List what you believe are the top 3 needs of the users of your program process or service

1. _____

2. _____

3. _____

List what you believe users may value from your program, process, or service

Implementing Your Plans

List your stakeholders

List anyone who may oppose your plan

List any champions of your plan

List any potential barriers to your plan

Identify any potential costs
