Welcome to the 2012 OVC Discretionary Grantee Orientation Series:

Measuring Success

January 10, 2013

The material presented during today's webinar session will be available on the OVC Web site in two weeks.

Please Note: Participants will remain on mute throughout the session. The session will be recorded.

The session will begin shortly.

Facilitator:

Keely McCarthy

Visiting Fellow

Office for Victims of Crime

Presenters

- Joye E. Frost, Acting Director, OVC
- Debra Whitcomb, Visiting Fellow, OVC
- Richard Greenough, Budget Analyst, OVC
- Zoë E. French, Grant Program Coordinator, OVC

Agenda

- Welcome
- Webinar rules and Etiquette
- Learning Objectives
- Message from Acting Director
- Evaluation
- Performance Measures
- Grant Closeout
- Closing and additional Q&A

Webinar Tools

- **Chat Box**: Please use the chat box to submit questions during the orientation session.

- **Feedback Box and Polls**: Please respond to feedback and poll questions posed by the presenters during the orientation session.

** All participants will remain on mute throughout the entire orientation session*

Learning Objectives

- Explain the benefits of evaluation.
- Identify the key components of a logic model.
- Understand the relationship among a logic model, performance measures, and evaluation.
- Identify various federal efforts of performance management and reporting.
- Explain how performance data are used by federal managers and could be used by policy makers.
- Describe the OJP close-out process.
- Identify close-out package deadline requirements.

Message from:

Joye E. Frost

Acting Director

Office for Victims of Crime

Presenter:

Debra Whitcomb

Visiting Fellow

Office for Victims of Crime

Evaluation

What is Evaluation?

- Evaluation assesses the effectiveness of a program in achieving its objectives

  AND

- Determines whether activities related to a program, policy, or practice caused the outcomes

What ISN'T Evaluation?

- Data collection
- Counts of activities completed
- Anecdotes of successful clients

Why Evaluate a Program?

- To improve the program

- To determine which components of the program had the greatest effect on the outcome

Why Evaluate a Program?

- To secure future funding
- To determine whether the program was more effective for some participants than others
- To link program activities to outcomes

The Dreaded Logic Model

- What are you trying to accomplish?
- What is the plan to accomplish this?
- How do program activities accomplish your goal?

Why Develop a Logic Model?

- To engage key planners in articulating what they hope to accomplish and how they will get there
- To demonstrate what your program is accomplishing and where you can improve
- To present the program plan to stakeholders, including funders

WHAT DO YOU WANT TO CHANGE?

WE WANT TO IMPLEMENT A SANE PROGRAM FOR SEXUAL ASSAULT VICTIMS IN OUR COUNTY

THIS IS YOUR GOAL

WHAT NEEDS TO HAPPEN TO START A SANE PROGRAM?

WE NEED TO--

- Raise community awareness
- Recruit and train nurses
- Establish referral protocols

THESE ARE YOUR <u>OBJECTIVES</u>

GOAL

To implement a SANE program for sexual assault victims in our county

OBJECTIVES

To raise community awareness
To recruit and train nurses
To establish referral protocols

HOW DO WE RAISE COMMUNITY AWARENESS?

- Distribute materials at community events
- Hold gatherings of women and girls
- Invite speakers for teen groups

THESE ARE YOUR ACTIVITIES

OBJECTIVE

To raise community awareness

ACTIVITIES

Distribute materials at community events

Hold gatherings of women and girls

Invite speakers for teen groups

SO WHAT?

- How many brochures did you distribute?
- How many special events did you hold?
- How many girls and women attended these events?
- How many speakers addressed teen groups?
- How many teens attended these meetings?

THESE ARE PERFORMANCE MEASURES OR OUTPUTS

Performance measurement is necessary but not sufficient for evaluation

ACTIVITIES

Distribute materials

Hold special events

Invite speakers

OUTPUTS

of brochures distributed

# of special events

# of girls and women attending events

# of speakers

# of teens attending meetings

DID THESE ACTIVITIES RAISE AWARENESS?

- Can women and girls recognize different types of sexual assault?
- Do they know where to get help?

THESE ARE <u>SHORT-TERM OUTCOMES</u>

HOW DO WE ANSWER THESE QUESTIONS?

- Ask women and girls before and after the educational event—
  - Interviews
  - Focus groups
  - Surveys
- Compare their answers to look for changes

THESE ARE MEASURES OF SHORT-TERM OUTCOMES

OUTPUTS

of brochures distributed

# of special events

# of girls and women attending events

# of speakers

# of teens attending meetings

SHORT-TERM OUTCOMES

% increase in number of women and girls who recognize sexual assault

% increase in number of women and girls who know where to get help

QUESTIONS YOU CAN ASK

- Did adult women score better than teen girls after attending a special community event?
- Did girls who heard a speaker in a teen group score better than girls who attended a special community event?

THESE ARE <u>PROCESS EVALUATION</u> QUESTIONS

PROCESS EVALUATION CAN HELP YOU

- Identify ways to improve your services and activities
- Identify unmet needs

EXAMPLE #1

If girls score better on knowledge questions after a community event than after hearing a speaker, then . . . What can you do?

VIEWER POLL

- Try a different speaker next time
- Make sure the speaker "teaches to the test"
- Plan for more community events
- All of the above
- None of the above
- Other

EXAMPLE #2

If there is no change in knowledge scores after distributing informational brochures, then . . . What can you do?

VIEWER POLL

- Make sure the test matches the content of brochures
- Try a different outreach method
- Pilot test brochures to determine reading level
- All of the above
- None of the above
- Other

REPEAT THIS EXERCISE

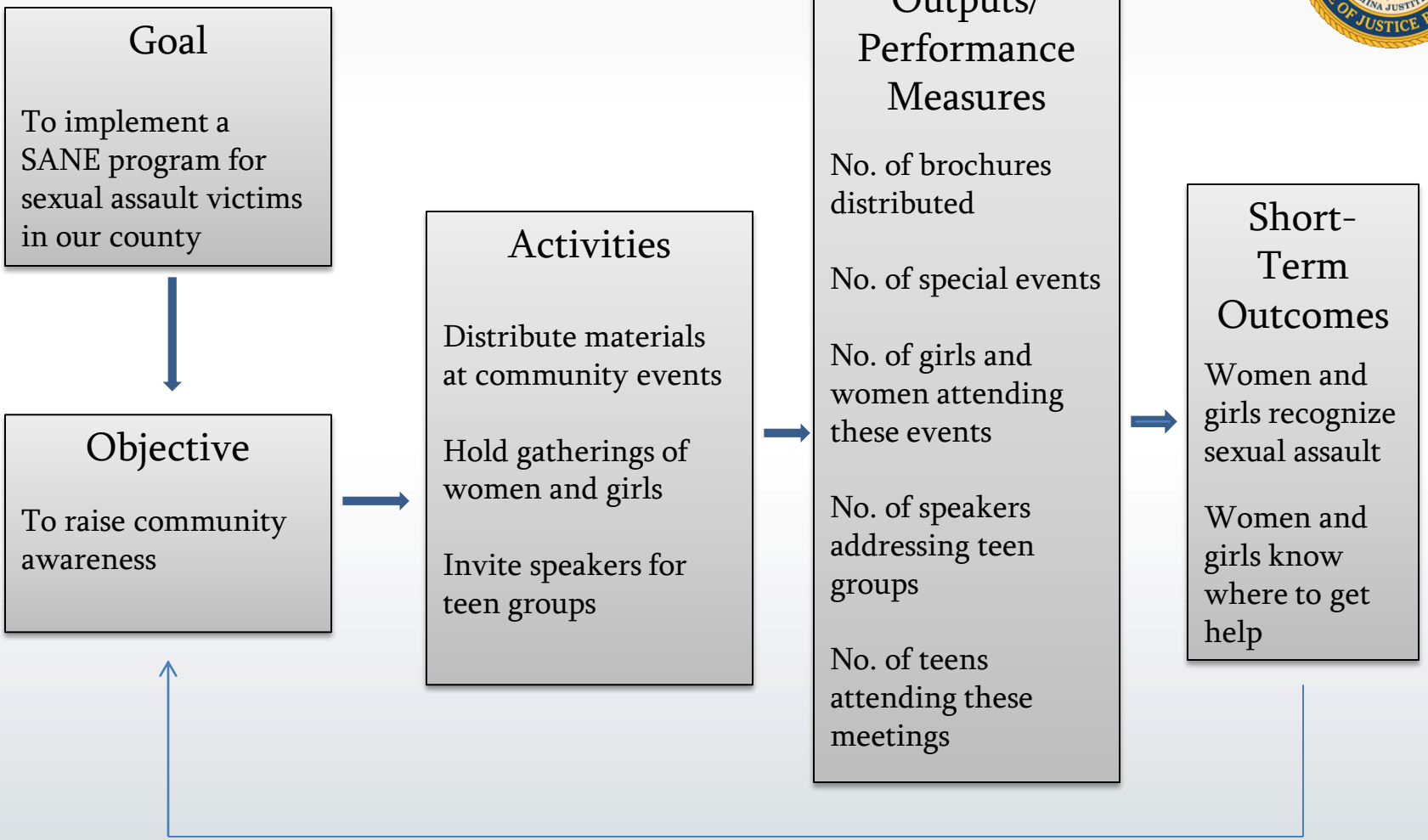
- Objective #2: Recruit and Train Nurses
- Objective #3: Establish Referral Protocols

EACH OBJECTIVE WILL HAVE SPECIFIC ACTIVITIES

EACH ACTIVITY WILL HAVE SPECIFIC PERFORMANCE MEASURES AND QUESTIONS ABOUT PROCESS AND OUTCOME

CONGRATULATIONS!

You have just completed a basic logic model for implementing a SANE program!


Goal
To implement a SANE program for sexual assault victims in our county
Objective
To raise community awareness
Activities
Distribute materials at community events
Hold gatherings of women and girls
Invite speakers for teen groups
Outputs/ Performance Measures
No. of brochures distributed
No. of special events
No. of girls and women attending these events
No. of speakers addressing teen groups
No. of teens attending these meetings
Short-Term Outcomes
Women and girls recognize sexual assault
Women and girls know where to get help

SO WHAT?

- Are more sexual assault cases reported?
- Are more victims receiving SANE exams?
- Are more cases being investigated?
- Are more cases being prosecuted?

THESE ARE YOUR LONG-TERM OUTCOMES

HOW DO WE ANSWER THESE QUESTIONS?

COLLECT DATA AT BASELINE AND ANNUALLY

- Number of sexual assaults reported, investigated, prosecuted
- Client satisfaction with SANE exams and justice system response

ANALYZE CHANGES OVER TIME

LONGER-TERM OUTCOMES

More sexual assault cases are reported, investigated, and prosecuted

Victims are satisfied with services received

Allied professionals are satisfied with victim services

MEASURES

Police and court records

Victim satisfaction surveys

Surveys of allied professionals

WHAT DO YOU WANT TO CHANGE?

WE WANT ALL CRIME VICTIMS TO RECEIVE QUALITY SERVICES

THIS IS YOUR GOAL

WHAT NEEDS TO HAPPEN SO THAT ALL VICTIMS WILL RECEIVE QUALITY SERVICES?

WE NEED TO--

- Provide training to victim/witness assistants and advocates
- Provide technical assistance to victim/witness assistance and advocacy organizations

THESE ARE YOUR OBJECTIVES

GOAL

To ensure that all crime victims in the county receive quality services

OBJECTIVES

To provide training to victim/witness assistants and advocates

To provide technical assistance to victim assistance organizations

HOW DO WE PROVIDE TRAINING AND TA?

- Develop curricula
- Offer training opportunities
- Receive and respond to requests for technical assistance

THESE ARE YOUR ACTIVITIES

OBJECTIVE

To provide training

To provide technical assistance

ACTIVITIES

Develop curricula

Offer training opportunities

Receive and respond to requests for TA

SO WHAT?

- How many trainings were conducted?
- How many individuals were trained?
- How many TA requests were received?
- How many TA requests were completed?

THESE ARE PERFORMANCE MEASURES OR OUTPUTS

ACTIVITIES

Develop curricula

Offer training opportunities

Receive and respond to requests for TA

OUTPUTS

of curricula developed

# of trainings held

# of individuals trained

# of TA requests received

# of TA requests completed

WERE THESE ACTIVITIES EFFECTIVE?

- Did the training meet participants' needs?
- Did participants improve their knowledge?
- Did participants improve their practice?
- Were TA recommendations implemented?

THESE ARE <u>OUTCOMES</u>

HOW DO WE ANSWER THESE QUESTIONS?

- Ask training participants to complete course evaluations
- Administer pre- and post-tests of course content
- Conduct follow-up surveys of training participants
- Conduct follow-up surveys of TA requesters

THESE ARE OUTCOME MEASURES

OUTPUTS

of curricula developed

# of trainings held

# of individuals trained

# of TA requests received

# of TA requests completed

OUTCOMES

% of participants reporting satisfaction with training

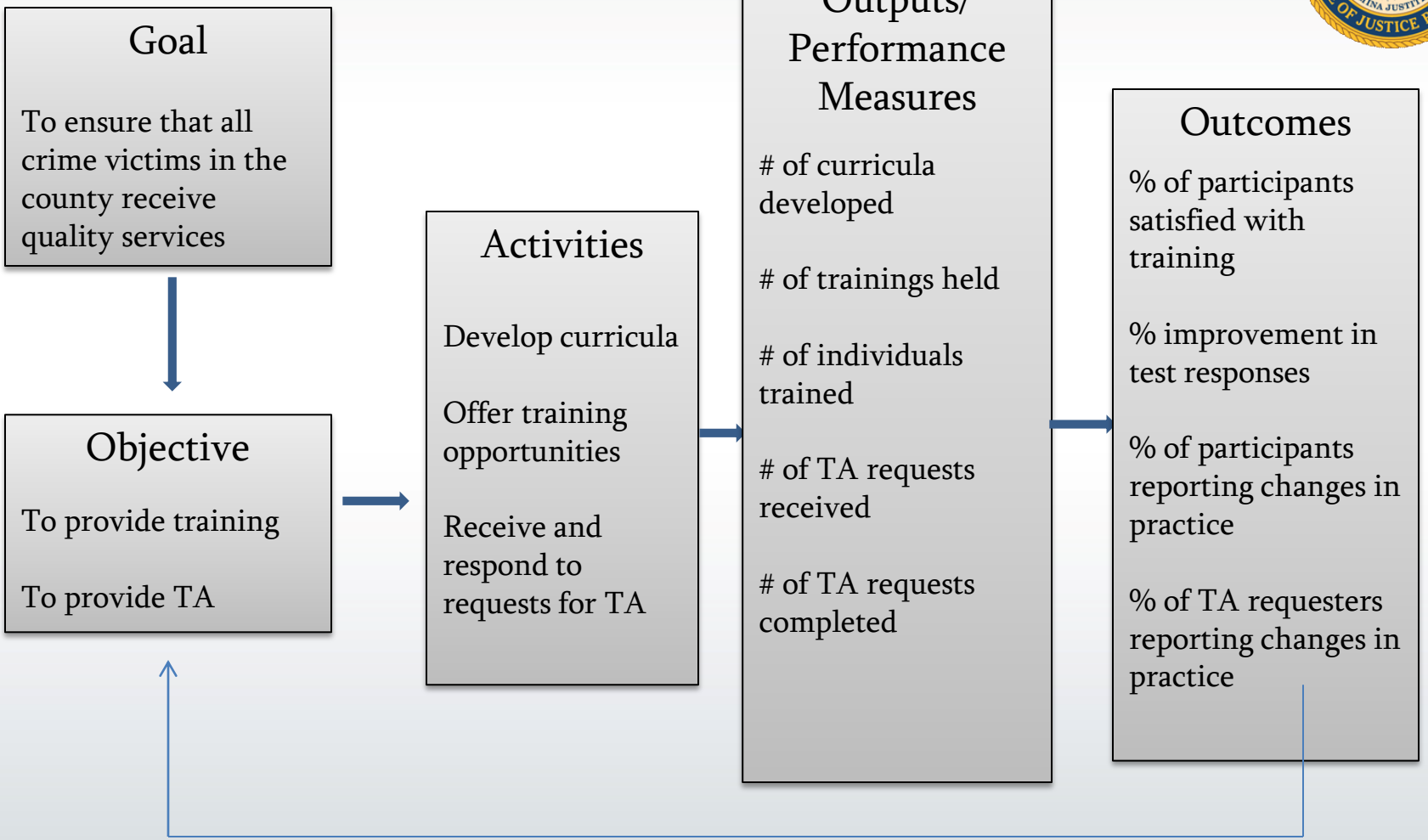
% increase in correct responses to knowledge questions

% of participants reporting changes in practice

% of TA requesters reporting changes in practice

PILOT TESTS CAN HELP YOU

- Improve the content of training (e.g., identify gaps, adjust priority or emphasis)
- Improve the delivery of training (e.g., exercises, visuals, handouts, etc.)


Goal
To ensure that all crime victims in the county receive quality services
Objective
To provide training
To provide TA
Activities
Develop curricula
Offer training opportunities
Receive and respond to requests for TA
Outputs/ Performance Measures
# of curricula developed
# of trainings held
# of individuals trained
# of TA requests received
# of TA requests completed
Outcomes
% of participants satisfied with training
% improvement in test responses
% of participants reporting changes in practice
% of TA requesters reporting changes in practice

THE BIG PICTURE

- What difference is your training and TA making in the lives of victims?

THIS IS YOUR LONG-TERM OUTCOME AND YOUR ULTIMATE GOAL

HOW DO WE ANSWER THIS QUESTION?

- Victim satisfaction surveys
- Satisfaction surveys with allied professionals (e.g., law enforcement officers, prosecutors)

COLLECT DATA BEFORE AND AFTER DELIVERY OF TRAINING/TA

ANALYZE CHANGES OVER TIME

MORE BIG PICTURE QUESTIONS

- How will you know whether <u>your project</u> created any observed change?
- How can you "prove" that it was your project that caused the change?

THIS IS YOUR PROGRAM <u>IMPACT</u>

IMPACT EVALUATION

- Comparing outcome measures for victims served against "similar" victims not receiving program services—OR
- Comparing outcomes for victims served before and after providing training and TA—OR
- Randomized controlled trial—"GOLD STANDARD"

Questions

FOR MORE INFORMATION

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For an online tutorial on evaluation and performance measurement, visit
http://www.jrsa.org/njjec/njjec-tutorial/

Presenter:

Richard Greenough

Budget Analyst

Office for Victims of Crime

Performance Measures

Overview

- Purpose & Scope (Objectives)
- Management Trends Through the Years
- GPRA & Tying Performance Measurement To the Awarding Agency
- Performance, Outcomes, & Evidence-Based Practices
- Government Uses of Performance Data & Conclusion
- Questions & Comments – Presenter Contact Information

Objectives

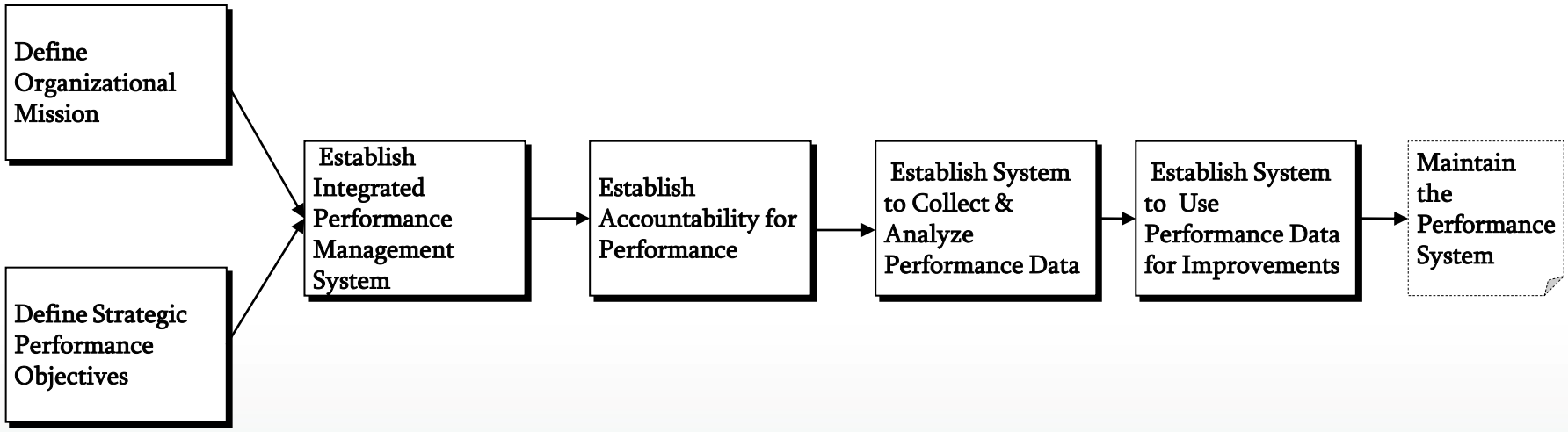
- To briefly review various Federal efforts of performance management and reporting
- To provide an in- depth discussion on Performance, Outcomes & Evidence-Based Practices
- To discuss how performance data are used by federal managers
- To make some predictions regarding performance reporting over the few years

Trends

- There are any number of data & performance management trends through the years.

- Most are tied to the budget process; examples include:
  - MBO (Management by Objectives - 1950s Peter Drucker)
  - PPBS (Program Planning Budgeting System - 1960s Robert McNamara)
  - ZBB (Zero Based Budgeting - 1970s James Earl Carter)
  - DISCO (1980s - David Stockman cut taxes, increase DoD spending)
  - NPR (National Performance Review - 1990s Al Gore)

Blended elements of earlier systems



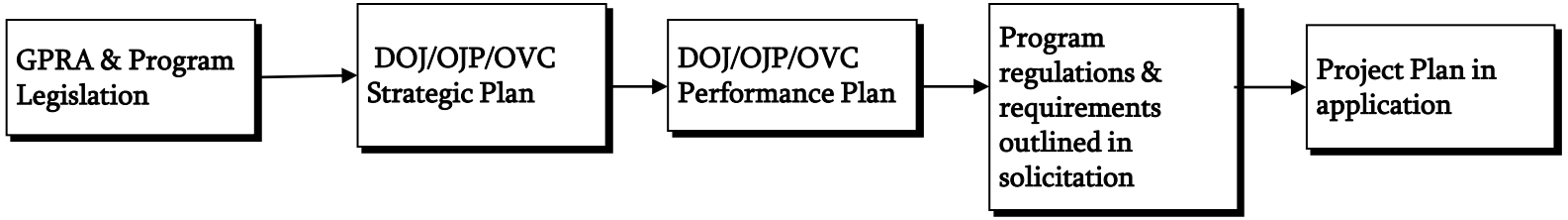
The alphabet soups are better understood as management trends – enter GPRA

Government Performance Results Act

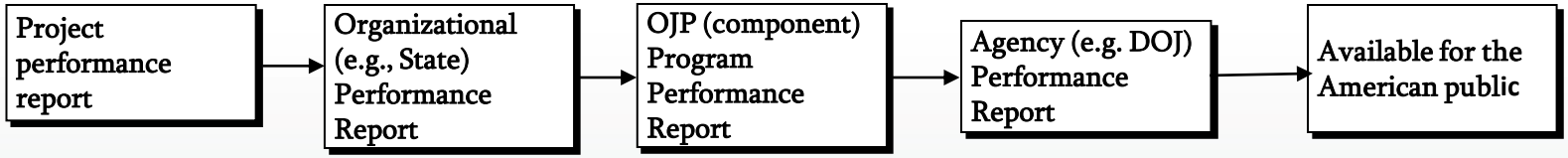
- Government Performance Results Act (GPRA) is different—it's a law: P.L.103-62 (the "Results Act") Updated by GPRA Modernization Act of 2010 P.L. 111-352
- Latest in a series of attempts to introduce performance-based management and budgeting techniques at the federal level
- Prior versions failed due to:
  - administrative complexities
  - lack of investment in managerial, accounting, and information systems
  - absence of institutional incentives to measure performance
- Federal agencies are required to manage their activities with attention to consequences
- Elements:
  - mission, strategic plan, goals, measures
  - tied to budgeting in a winner take all approach
  - reported to the Congress and the public
- Resource: https://www.ovcttac.gov/taResources/OVCTAGuides/PerformanceMeasurement/welcome.html

Goals and Reporting of Results Scheme

GOALS



REPORTING



➢Resource: http://www.napawash.org/?s=performance&x=13&y=8

Measuring Performance Can be Complicated

- Are baseline data available or need to be established?
- How well does the collection process work? New? Routinized? Staff trained?
- Nature of the program can be an issue-
  - One-time or anonymous contact with target (e.g., hotline – poll the caller to determine effectiveness)
  - Short–term assistance such as shelter (output based, then)
  - Prevention – measuring something that didn't happen (need control group or baseline & follow up surveys)
  - Education (think training here) programs; measuring what has changed versus what was provided
  - Resource: http://www.innovations.harvard.edu/news/2539543.html
  - Outcomes cannot be expected for years - what is behavior a year later?
  - Resource: http://cjcc.georgia.gov/outcome-performance-tools-1

Feedback Loop Between Funder and Project

- Federal agencies are required to manage their activities with attention to consequences.
- Define Mission and Outcome, and Measure Performance
  - Align activities and resources
  - Assess environment – what internal and external factors affect project
- Reinforce Performance Skill
  - Build expertise in performance measurement
- Reviewing Performance
  - Identify performance gaps
  - Use information to improve performance
  - Report information
- These are then tied back to the define mission stage above.
- Magic: Can the funding agency "roll up" data from disparate programs to report back to the Congress and the public?

Relationship Between Funder and Project

- Share lessons learned
  - If one approach works, then funder must /should share with all.
- Providing technical assistance
  - Can be pre- and post-award
  - Funders rely on the application in this regard (not unlike budget management trends).
  - Site visits
  - Techniques such as concurrent validation
- Resources for Recipients
  - Good examples
  - Discussion – e.g., did the project lead develop or inherit the measures?
  - Identify performance gaps

Developing a Performance-Based Plan for your project

- Basics - This is the pith of the effort.
  - Set goals, measures, baseline, and process to measure
  - Remember, this is not just about good measures – it is performance
  - Is it consistent with legislation and agency priorities"?
  - Beware the trap of outputs (really, these are activities) versus results
  - Resource: http://www.justice.gov/oig/special/s0903/final.pdf
  - Is the work aimed at the targets?
  - Resource: http://www.samhsa.gov/grants/tools.aspx

- Evaluation – Plays an important role; can be our best sources
  - Were these results used in developing the plan?
  - Schedule for future evaluations?
  - How will evaluations be used to inform the plan and goals etc.

Government Business Council Survey Results

- Results from Government Business Council (part of Gov Exec) Survey of Federal Managers Regarding Performance Measurement
- In general with respect to Performance Measurement (PM)
  - 70% say metrics are not well-defined
  - 8% say "data collection is automated
  - 73% say "my agency is not able to calculate program costs"
  - 22% use performance-based or PM to guide budget formulation
- Conclusions
  - Need tangible goals, specific timeframes, and "stretch" targets

"If we did not respect the evidence, we would have very little leverage in our quest for truth." - Carl Sagan

Administration Emphasis on Evidence-Based Programs

- Evidence-Based Programs are:
  - rigorously evaluated programs & practices
  - if evidence is lacking use research literature
  - develop a clear, well-articulated theory to develop the program or practice
- Data-driven is another label – defined as:
  - CJ programs and interventions that are informed by analysis
  - data then link problems to evidence-based practice
- Goal: use analysis to produce interventions focused on people, places, and contexts of the specific problem.
- Resource: Visit Crimesolutions.gov to determine what works in crime victims services.
  - You'll find key program information, research on effectiveness, easily understandable ratings on 55 programs addressing victimization.

Questions

Contact Information

Richard Greenough

Office for Victims of Crime

Richard.Greenough2@usdoj.gov

202-616-8715

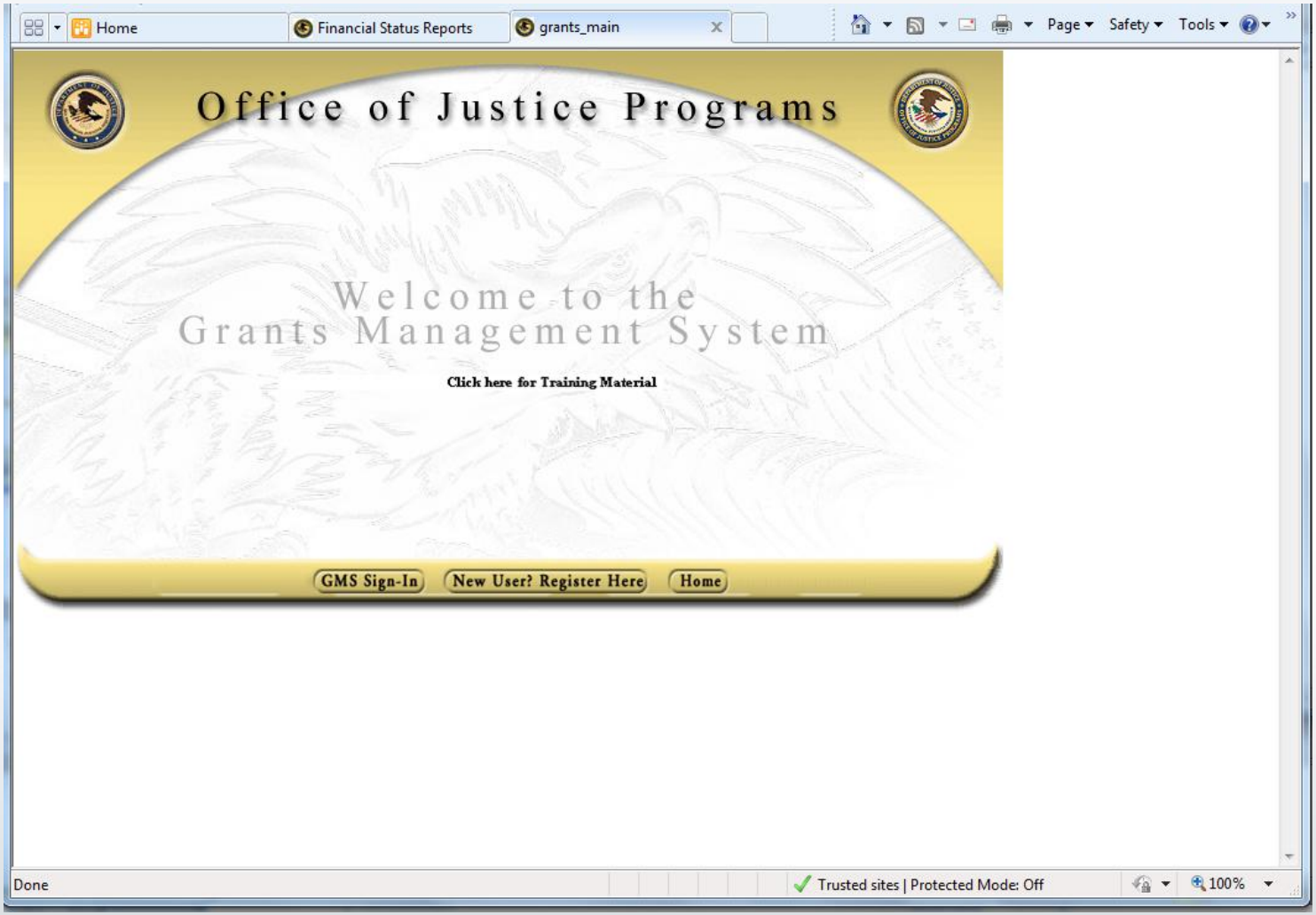
Presenter:

Zoë E. French
Grant Program Coordinator
Office for Victims of Crime

Grants Management System
Close-out Process

Learning Objectives

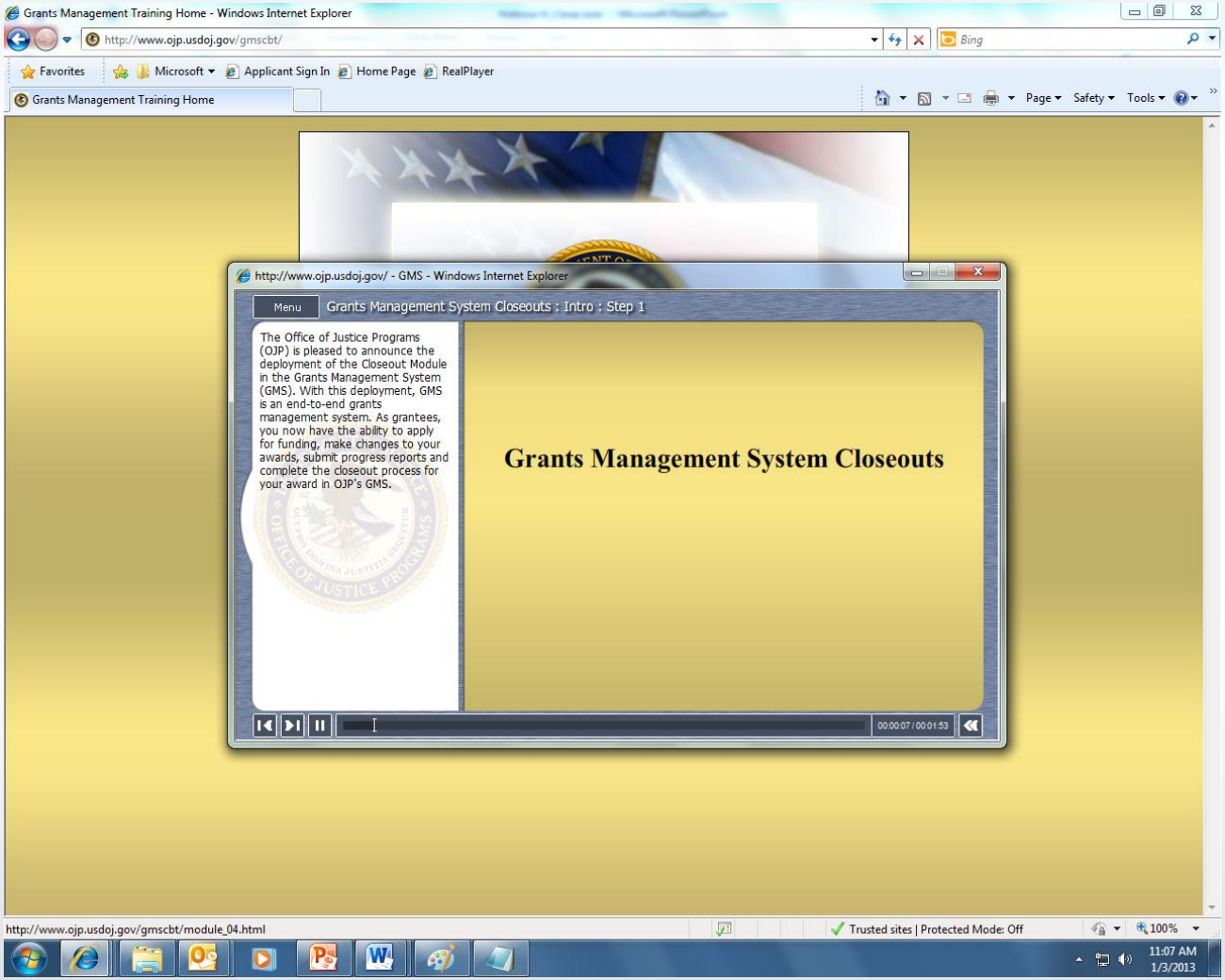
- Overview of the GMS Close-out Process.
- Review of how to navigate the Close-out Module.
- What to expect when completing the Close-out Package.
- How to submit the Close-out Package.
- How to access assistance if needed.


Home
Financial Status Reports
grants_main
Page
Safety
Tools
Office of Justice Programs
Welcome to the
Grants Management System
Click here for Training Material
GMS Sign-In
New User? Register Here
Home
Done
Trusted sites | Protected Mode: Off
100%

- Welcome to the on-line training support for the Grants Management System (GMS).

- Visit this Web site to access the Grants Management System computer-based training material: http://www.ojp.usdoj.gov/gmscbt/

http://www.ojp.usdoj.gov/gmscbt/


Grants Management Training Home - Windows Internet Explorer
http://www.ojp.usdoj.gov/gmscbt/
Favorites
Microsoft
Applicant Sign In
Home Page
RealPlayer
Grants Management Training Home
Page
Safety
Tools
http://www.ojp.usdoj.gov/ - GMS - Windows Internet Explorer
Menu
Grants Management System Closeouts : Intro : Step 1
The Office of Justice Programs (OJP) is pleased to announce the deployment of the Closeout Module in the Grants Management System (GMS). With this deployment, GMS is an end-to-end grants management system. As grantees, you now have the ability to apply for funding, make changes to your awards, submit progress reports and complete the closeout process for your award in OJP's GMS.
Grants Management System Closeouts
00:00:07 / 00:01:53
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Trusted sites | Protected Mode: Off
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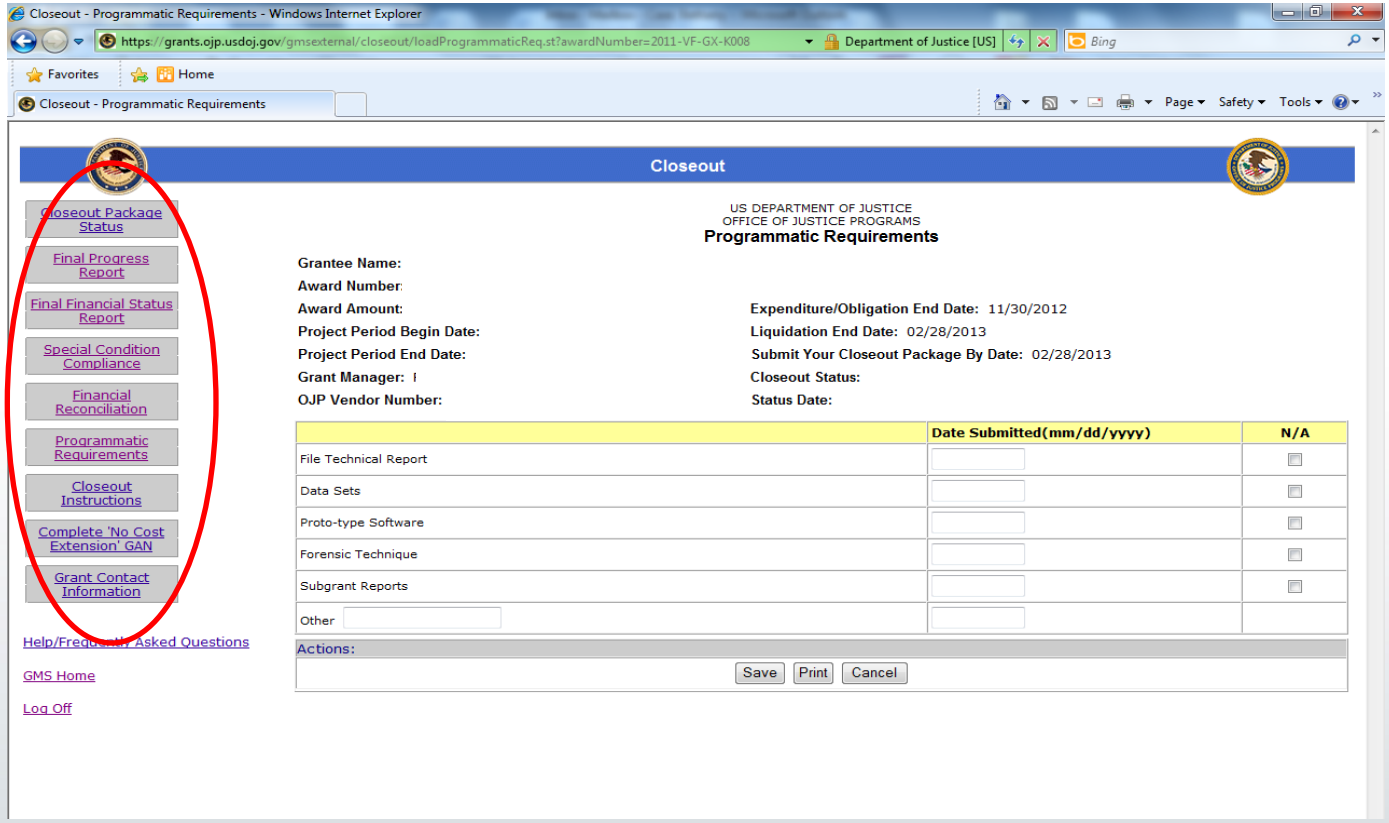
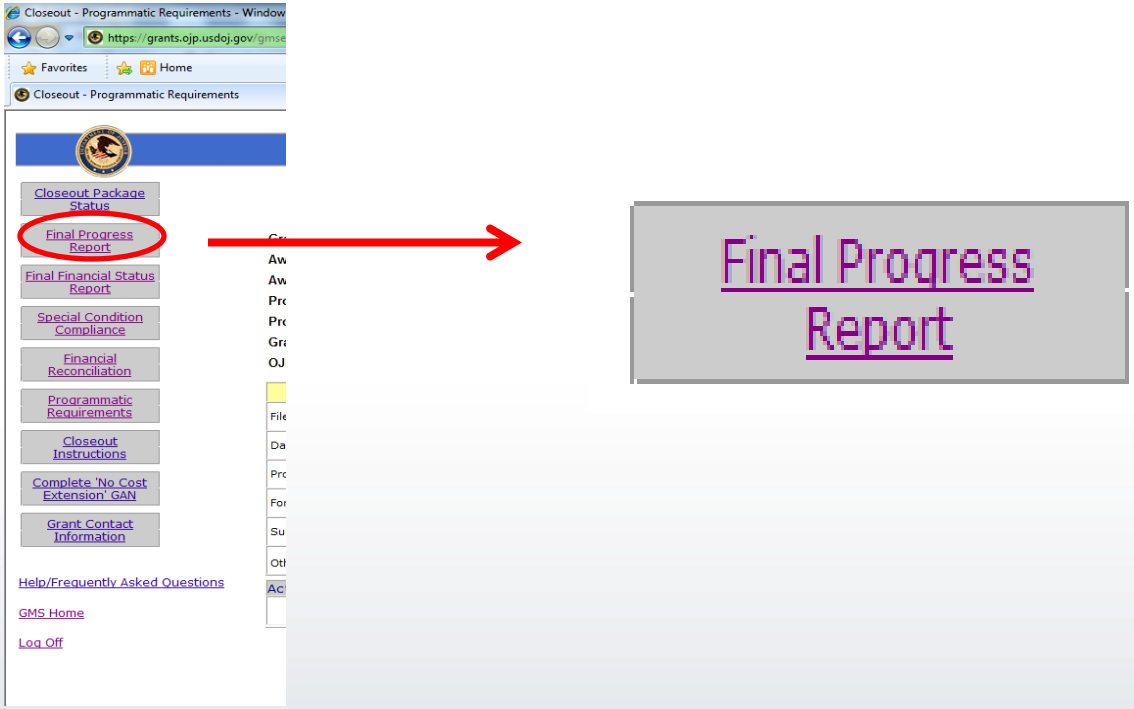
11:07 AM
1/3/2013

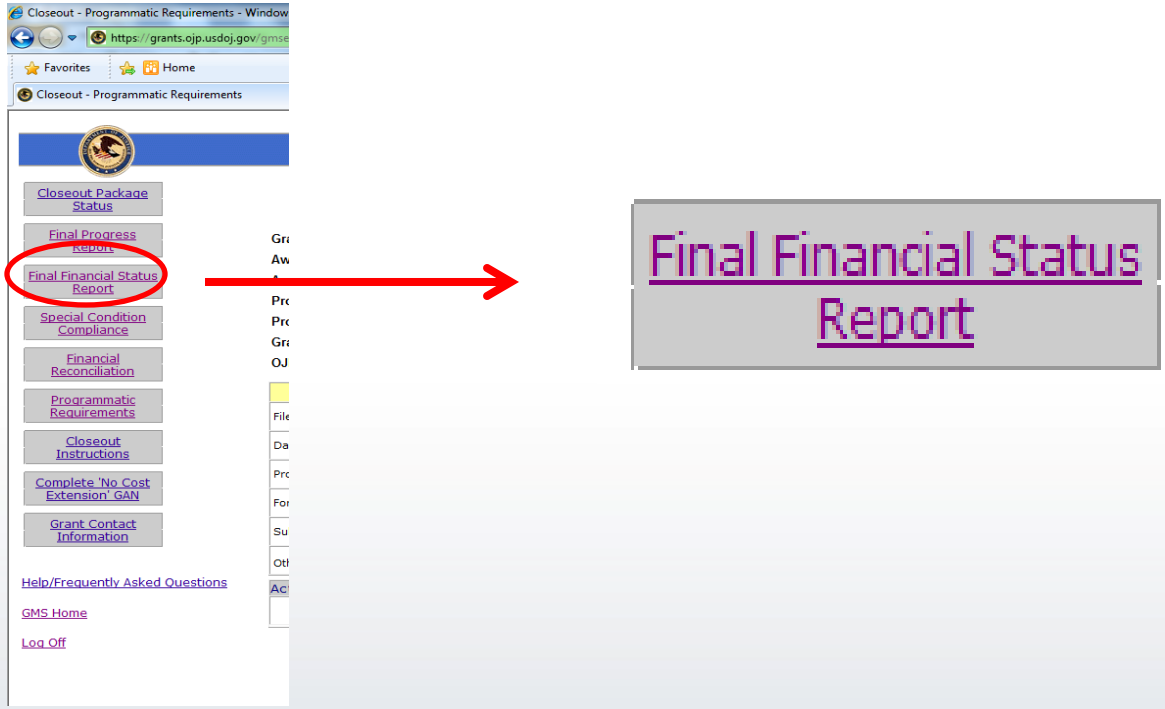
5 Requirements



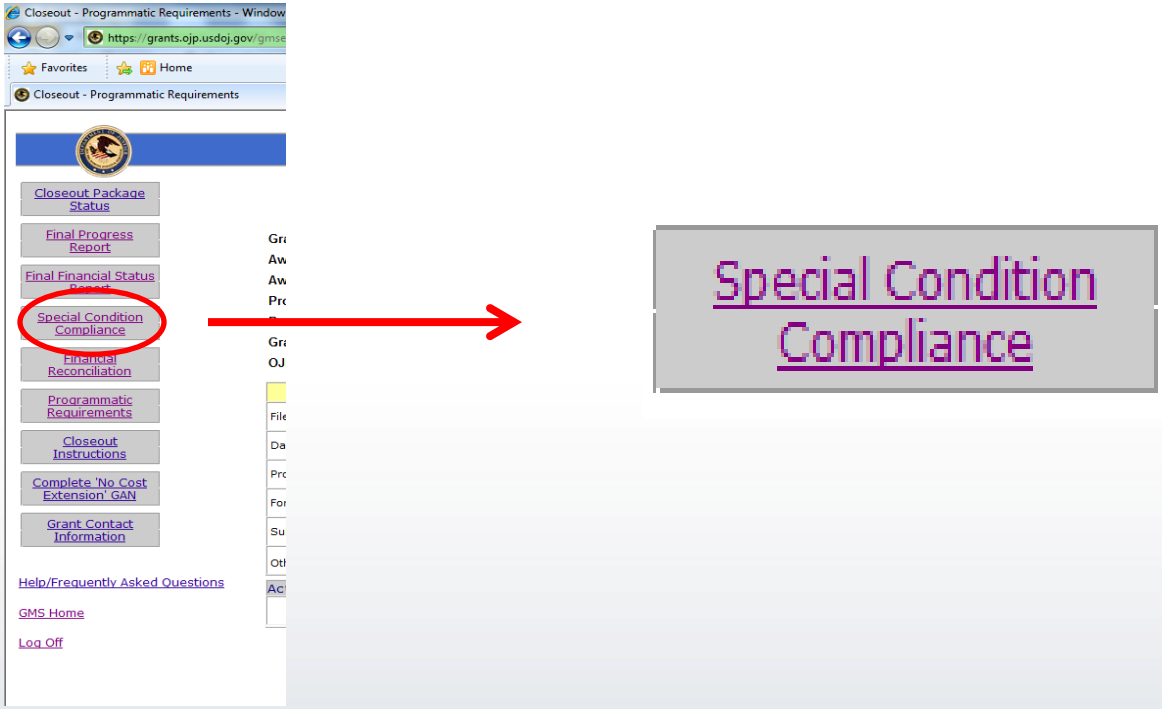
1) Final Progress Report



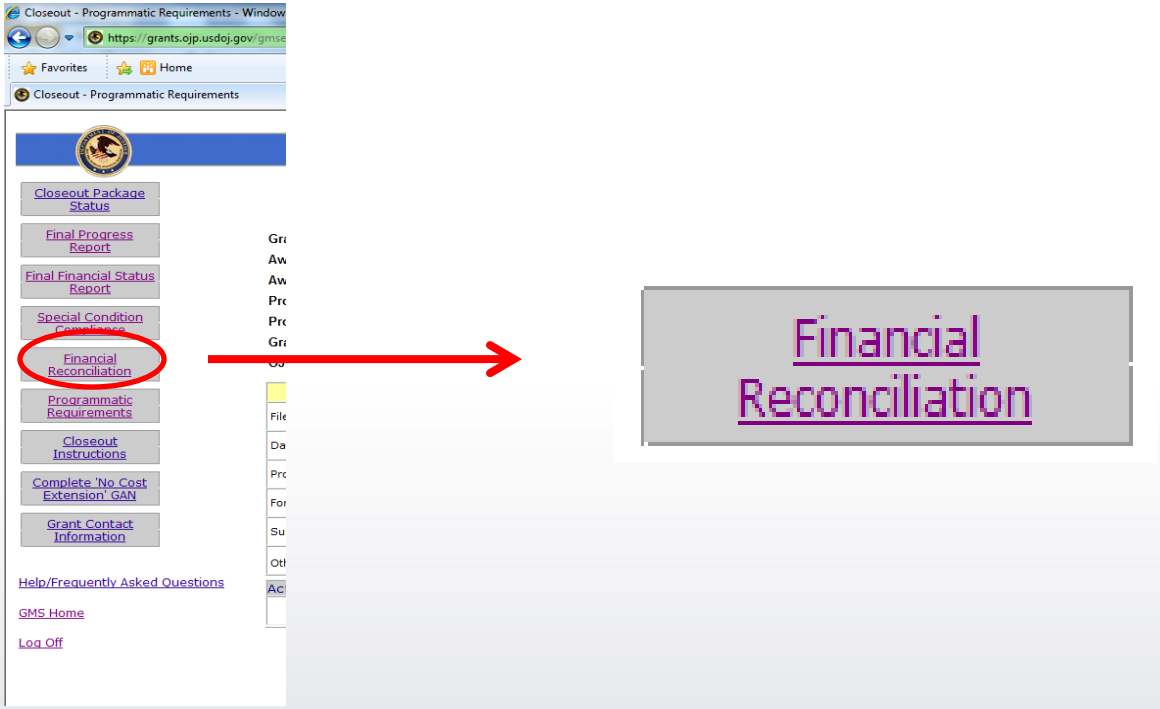
2) Final Financial Status Report



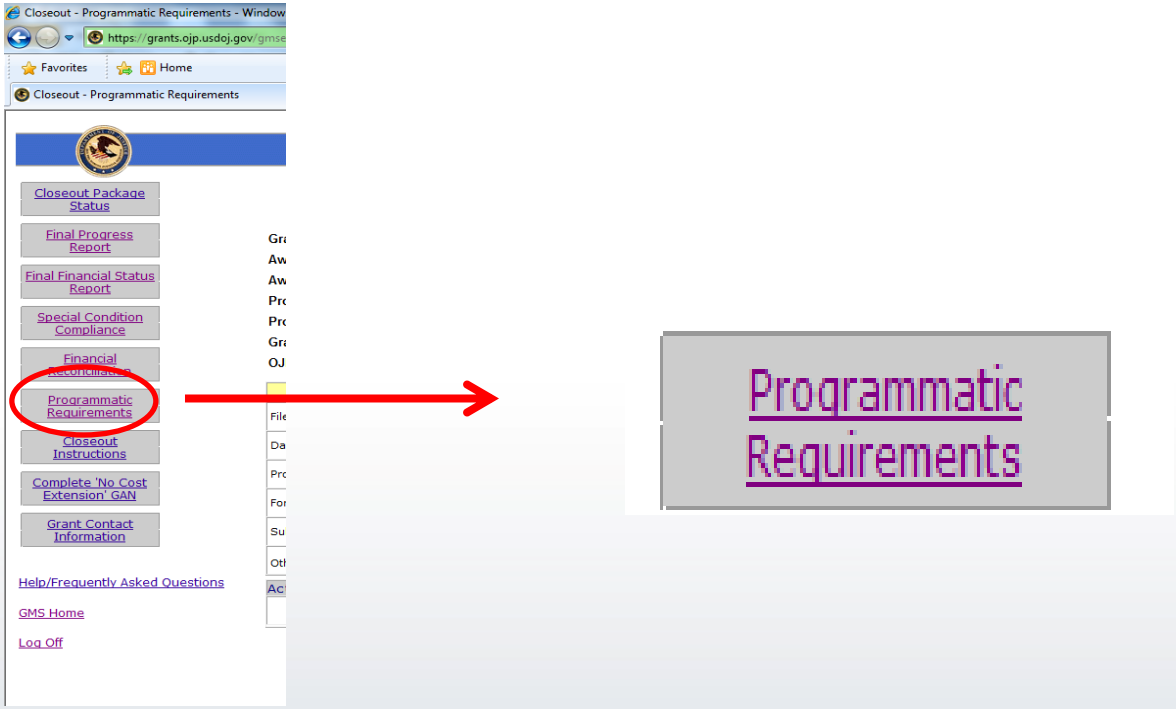
3) Special Condition Compliance

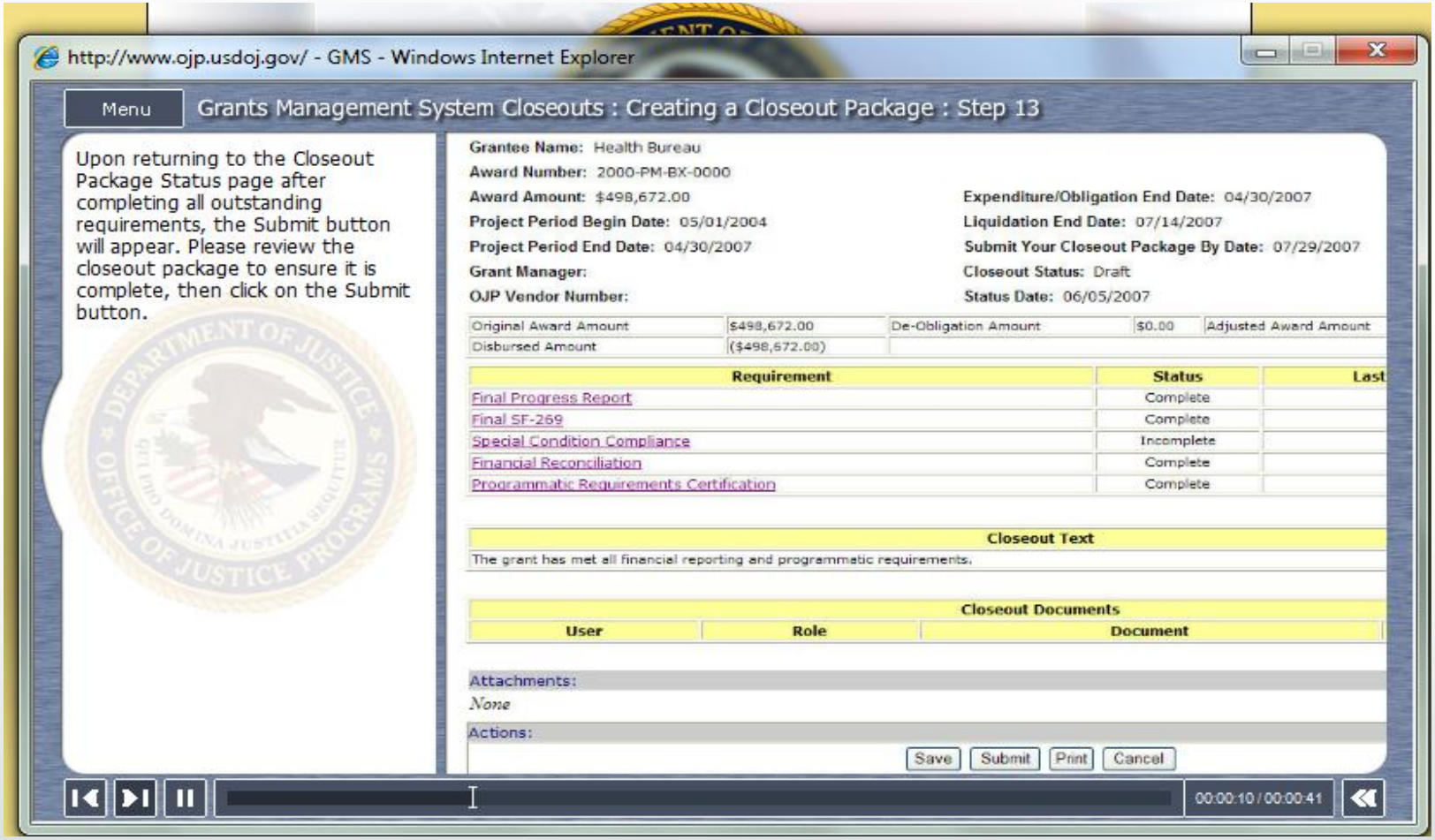


4) Financial Reconciliation



5) Programmatic Requirements




http://www.ojp.usdoj.gov/ - GMS - Windows Internet Explorer
Menu
Grants Management System Closeouts : Creating a Closeout Package : Step 13
Upon returning to the Closeout Package Status page after completing all outstanding requirements, the Submit button will appear. Please review the closeout package to ensure it is complete, then click on the Submit button.
Grantee Name: Health Bureau
Award Number: 2000-PM-BX-0000
Award Amount: $498,672.00
Project Period Begin Date: 05/01/2004
Project Period End Date: 04/30/2007
Grant Manager:
OJP Vendor Number:
Expenditure/Obligation End Date: 04/30/2007
Liquidation End Date: 07/14/2007
Submit Your Closeout Package By Date: 07/29/2007
Closeout Status: Draft
Status Date: 06/05/2007
Original Award Amount $498,672.00 De-Obligation Amount $0.00 Adjusted Award Amount
Disbursed Amount ($498,672.00)
Requirement Status Last
Final Progress Report Complete
Final SF-269 Complete
Special Condition Compliance Incomplete
Financial Reconciliation Complete
Programmatic Requirements Certification Complete
Closeout Text
The grant has met all financial reporting and programmatic requirements.
Closeout Documents
User Role Document
Attachments:
None
Actions:
Save Submit Print Cancel
00:00:10 / 00:00:41

Deadline

- Close-out Package must be submitted within 90 calendar days of the project period end date.
- Final Progress Report must be approved by the OVC Program Specialist within 90 calendar days after the project period end date.
- All Close-out Requirement Status must be "Complete" within 90 days of the project period end date.

GMS Online Training Tool

- Review of GMS online Training module
  - Grants Management System Closeouts
- http://www.ojp.usdoj.gov/gmscbt/

Asking for Help

- GMS Help Desk
  - For technical difficulties or guidance using GMS, contact the GMS Help Desk. The Help Desk is available via email at GMS.HelpDesk@usdoj.gov, or by phone at 1-888-549-9901, option 3 between the hours of 6:00 a.m. until midnight eastern time, Monday through Friday, except Federal holidays.
- Program Office
  - Question regarding final progress report content, special condition compliance or programmatic requirements certification, please contact your OVC Program Specialist at 202-307-5983.
- Office of the Chief Financial Officer (OCFO)
  - OCFO E-mail: ask.ocfo@usdoj.gov
  - OCFO Customer Service Center: 1-800-458-0786 (press 2) or 202-305-9988

Questions

Evaluation

Please complete the "Measuring Success" online evaluation that you will receive via e-mail.

Thank you for your participation in the 2012 OVC Discretionary Grantee Orientation Series: Measuring Success.