

# Working Hard & Working WELL

## APPENDIX II

### Pre-Workshop Worksheet

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An excerpt from the book *Working Hard & Working Well*, which is available in full at [leapofreason.org/workingwellbook](http://leapofreason.org/workingwellbook)

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## Pre-Workshop Worksheet

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Several weeks before starting a theory-of-change workshop, the facilitator should ask the organization to complete a worksheet for each program—regardless of whether it is a core program intended to produce outcomes or a supportive program that only delivers outputs. This information will bring to the surface many of the issues that the workshop must address, and help the facilitator plan for the kinds of discussions that will be necessary.

### Program Worksheet Introduction

At our upcoming Theory-of-Change Workshop, we will be discussing in depth both your organization as a whole and each program in particular. In order to understand the role that every program plays in furthering the goals of the organization, I will ask you to clarify for each of your programs whom you enroll, how you serve them, and what changes your program is designed to bring about in their lives. For each program please complete this sheet as best you can, and provide copies to everyone at the workshop. If you offer more than one program, please make sure to arrange for the completion of a separate worksheet for each (don't try to batch programs together). These worksheets will inform and help our discussion greatly.

*Please note: It is important to fill out the worksheet to reflect, as accurately as possible, the current realities of your program delivery. For those*

*programs not intended to produce outcomes, please don't try to develop a set of outcomes that you think might be good to claim. Examples of what might be called output programs include drop-in centers, resource centers, meals on wheels, homeless shelters, etc. Rather than imagining possible outcomes, simply say that this set of services is intended to provide a needed support or opportunity for clients but not to drive outcomes for them.*

## Worksheet

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### Program Name

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### Program Location(s)

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### Number of Program Slots

How many clients can participate in this program at any given time?  
*For instance, this could be the maximum number of individuals on a case manager's roster of clients on any given day.*

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### Number of Participants Served Annually

How many clients does this program serve annually?  
*Unless a program is designed to last a minimum of one year and no one new is enrolled during that time, the number of participants a program serves annually should be larger than the number of slots it offers.*

## Target Population

Who gets enrolled into this program? Be as specific as possible.

*Include demographics (like age, race, gender, and other things found on a census) and baseline characteristics (descriptions of your participants in the areas your program seeks to change). Examples of baseline characteristics: homeless, “at-risk” (specify for what), unemployed, drug-addicted, etc.*

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## Program Elements

What services, supports, and opportunities does your program offer?

*Examples: skills training, group therapy, case management, home visits, computer access, supported housing, transportation, medical screening and services, etc.*

How does a client move through the program?

*Example: How does someone gain access, get enrolled, be assessed, have a service plan developed, be monitored, and exit?*

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## Frequency Elements Are Offered

For instance, if home visits are a program element, how often do they occur? Daily? Weekly? Monthly?

Or—how often is your front-line staff interacting with your program participants?

## Outcomes

*Not all programs produce outcomes. We will discuss the difference between Outcomes and Outputs during the workshop. If you think that this program is not designed to produce Outcomes, make a note of this and skip down to Outputs.*

What changes in your clients' lives do you expect to result from their participation in this program?

*These should be changes that are:*

- *measured and monitored,*
- *sustained,*
- *linked to highly intentional staff efforts, and*
- *constitute what this program is held accountable for achieving*

## Short-Term Outcomes

*These are incremental changes that clients achieve in the course of their day-to-day program participation, and that can be thought of as “pathways” to the achievement of intermediate outcomes.*

*Examples:*

- *New knowledge gained (e.g., knowledge of good parenting practices)*
- *New skills acquired (e.g., work-readiness skills)*
- *New behavior manifested (e.g., improved school attendance)*

## Intermediate Outcomes

*These are critical changes that clients achieve at key points in their program participation, culminating with criteria for deciding they are ready to be discharged from services—namely, the conditions you view as necessary and sufficient to create a significantly higher likelihood that clients will, at specified timelines after discharge, achieve targeted long-term outcomes.*

*Examples:*

- *Consistent use of good parenting practices*
- *Grade promotion annually, culminating in high school graduation*
- *Transition from antisocial to pro-social peer group*

## Long-Term Outcomes

*These are the results of program participation that serve as the ultimate basis for assessing a program's value to society.*

*Examples:*

- *Two years post-program discharge, completion of an associate's degree program*
- *One year post-discharge, success in keeping a job with promotion opportunities*
- *Two years post-discharge, not having been arrested for criminal behavior over the post-discharge interval*

## Outputs

What products or activities does this program provide?

Some examples: pamphlets, meals, field trips, workshops, computer access, non-intensive mentoring/tutoring

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## Necessary Level (Intensity) of Participation

How many program elements do participants need? And/or, how often do they need to be engaged by these elements?

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## Duration of Program

How long is your program? What (if any) follow-up do you conduct afterward? What number and percentage of enrolled participants complete the program?

*Please note any patterns you have identified with regard to who does and who does not complete the program.*

## **Routine Referrals**

Is there anything your participants need beyond what your program offers in order to achieve their outcomes?

*For instance, if you are focused on teaching participants soft skills so that they can obtain and maintain employment, do you expect that they will also need hard-skills training, or childcare and transportation, for this to be a realistic outcome?*

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## **Front-Line Staff**

### **Roles and Responsibilities**

List the key roles for front-line staff in your organization? How many FTEs and PTEs fill these roles? What are the key responsibilities of each role?

### **Education and Experience**

For each front-line role you identified above, what education, certification, and experience do you require?

### **Competencies**

For each front-line role you identified, what are the core competencies?



## **Supervisory/Managerial Staff**

### **Roles and Responsibilities**

What are the key supervisory/managerial roles in your organization? How many FTEs and PTEs fill these roles? What are the key responsibilities of each role?

### **Education and Experience**

For each supervisory/managerial role you identified above, what education, certification, and experience do you require?

### **Competencies**

For each supervisory/managerial role you identified, what are the core competencies?