

2007 SBO/SBEAP NATIONAL CONFERENCE • TRAINING SESSION -- June 18, 2007

BREAKOUT EXERCISE INSTRUCTIONS AND WORKSHEET

Before you start: Select a moderator/recorder for your group. This person will record the results of your discussion on the flip charts and help moderate the discussion. You may also want to select a time keeper to make sure that you finish the exercise. And finally, you need someone to present the results of your group's discussion during the Group Reports and Discussion period.

Introduction (5 minutes)

Purpose of Exercise: To give participants the tools and confidence to effectively use measures to improve their programs. Specifically, to give participants experience with:

- Defining key areas of performance relative to program goals;
- Selecting appropriate measures for a given area of performance;
- Determining how data will be managed from start to finish; and
- Projecting how measures will be used to report on performance and status.

There are three scenarios, one for a SBEAP, one for a specific assistance activity, and one for a specific compliance initiative. Descriptions of the scenarios are attached. Your group has been assigned one scenario.

Scenario Number and Name: _____

Step 1: Identify between three to six measures (15 minutes)

Identify between three and six measures for your scenario. You can use the questions under step 2 to help you identify the best measures. Fill out the chart below and identify the type of each measure. Use the notes to capture thoughts on why you identified the measures and what you learned from the process; this will help when you report out to the larger group.

| | | | | | | |
|------------------|--|--|--|--|--|--|
| Measure: | | | | | | |
| Type of Measure: | | | | | | |

Type of Measures

Activity—what you did (example: number of phone calls).

Output—your products and services, (example: number of brochures printed).

Work quality or efficiency—productivity (example: calls per hour).

Intermediate outcomes—measures progress towards the final goal (number of facilities).

Indirect measures—used to infer progress towards a desired goal (example: percent of impervious surface as an indicator of water quality)

Outcome—what happens as a result of our actions.

Notes:

Step 2. Detailed Review: select one measure to discuss in detail and fill in the chart below. Add comments as needed. (15 minutes)

Select one measure from step 1 to consider in more detail. You can select any of the measures that you identified since the objective is to get experience evaluating measures. However, you may get more insight into selecting the best measures for your program if you select an outcome rather than an activity measure. The questions below will help you evaluate the measure. In addition, you will need to plan how you will collect, manage, store, and use the data associated with the measure. Fill out the chart below for your selected measure.

| | |
|--|--|
| How does the measure relate to the mission of the program? | |
| Does the measure reflect what is most important? Where does it fit on the value chart (see below) and why? | |

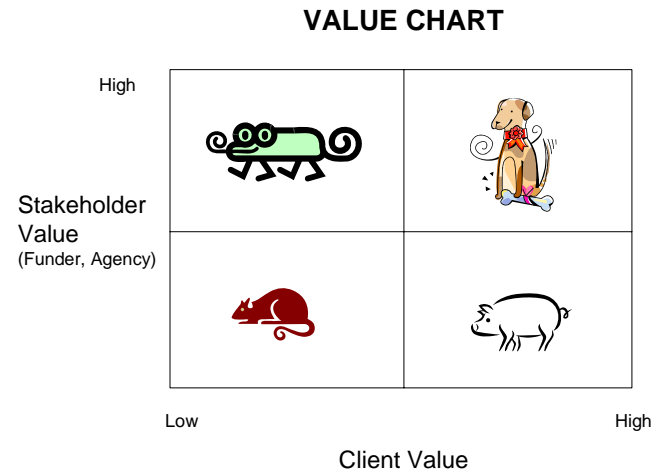
| | |
|--|--|
| How will the measure help tell the story of your program? | |
| Is the measure simple to understand? | |
| Will the measure help you reach the goals? | |
| How will you capture the data? | |
| Can the measure be captured with a reasonable level of effort? | |
| How will you store the data (on paper, database, spreadsheet)? | |
| What will you do with the data now that you have captured it and who will you share it with? | |

How to use the value chart.

The boxes in the value chart show the value of an activity to the client, and to your program and the program’s stakeholders (your agency, funders, public, etc.). Activities with low value to the client and to you are in the Rat box. High value to both you and the client fall in the dog box. The pig is a high value activity for the client but low value for the stakeholders. The lizard box is the opposite—high stakeholder value, low client value.

Think about where specific activities and outcomes would fall.

For example, payroll falls in the lizard box; it a high value activity for the program but low for the client. Site visits are high value for clients but what about for the stakeholders?



Optional: If you have time, you can plan reports for your measures or review more measures in detail.

Reports

If you have time, you can plan what reports to generate. You need to identify the audience for the report (e.g., you, your boss, the public), the purpose of the report, what information to include (e.g., the measure, background on why the measure was selected and what performance the measure indicates, other information to help with the understanding of the data) and how you want to display the data (e.g., charts, graphs). Fill out the chart on the worksheet.

| | |
|--|--|
| Who is the target audience for the report? | |
| What is the purpose of the report? | |
| Is this an internal or external report? | |
| List the data that you want on the report (include your measures and any information that is needed to understand the measures). | |
| How will you present the data (charts, narrative, graphs, etc.)? | |

| | |
|--|--|
| How long will the report be? | |
| How often will you generate the report? | |
| Who will generate the report? | |
| Is it time consuming or easy to generate the report? | |

Additional Detailed Reviews

Go through the detailed review process for another one of the measures that you identified in Step 1. The moderator has extra worksheets if you need them.

Step 3. Prepare for Group Discussion (5 minutes)

Use the worksheet that you filled out during this exercise to prepare for the group discussion. Decide if the moderator or another member of the group will present your summary. In addition to reporting on the measures that your group identified, be prepared to discuss what you learned about the process of identifying measures, and how this will help you use measures in your program. Plan on reporting the following information:

- Measures that you identified;
- Questions from step 2 that are most relevant, interesting, or that you learned the most from;
- If you designed a report, information on the report and what you learned the exercise;
- Issues, solutions or concerns that became apparent during the exercise; and
- Thoughts on how you will apply what you learned from this exercise to your program.

If you have more time, complete the steps above for another of the measures that you identified.

ATTACHMENT 1: SCENARIOS

Scenario 1: SBEAP Management (Groups 1 and 4)

You are the new manager of a state SBEAP. The program currently collects no data on their activities or performance. The stated mission of the program is as follows:

The mission of the Small Business Environmental Assistance Program (SBEAP) is to help small businesses cost effectively maintain compliance with environmental regulations; help them reduce hazardous waste and get out of the regulatory loop or into a less burdensome regulatory process; and encourage environmental stewardship.

Your boss has given you three assignments for the year:

1. Show the value of the program;
2. Expand multi-media offerings in the areas of most need, cut back other services if required; and
3. Obtain additional funding (from other state programs or grants).

Your program has four FTEs and a budget of \$350,000. The state CAP is complete and active. The program conducts the following activities:

- Hotline
- Onsite visits
- Permit assistance
- Workshops
- Website (very basic)
- Resources (dry cleaner compliance calendar, other material).

Scenario 2: SBEAP Activity – Workshop (Groups 2 and 5)

You work for a state SBEAP. The program currently collects no data on their activities or performance. The stated mission of the program is as follows:

The mission of the Small Business Environmental Assistance Program (SBEAP) is to help small businesses cost effectively maintain compliance with environmental regulations; help them reduce hazardous waste and get out of the regulatory loop or into a less burdensome regulatory process; and encourage environmental stewardship.

Your boss has asked you to revamp the workshops that the program offers to small businesses. The current workshops, which were designed several years ago, have lost their luster and the audience size has been diminishing over time. Your boss wants you to try several new approaches, develop some new materials, and bring more partners into the workshops (the EPA Regional Office or trade associations). He specifically asks you to:

1. Be able to show the value of the workshops;
2. Decide which of the new approaches is most effective; and
3. Help obtain additional funding (from other state programs or grants) for more workshops.

Your program has four FTEs and a budget of \$350,000. The state CAP is complete and active. The program conducts the following activities:

- Hotline
- Onsite visits
- Permit assistance
- Workshops
- Website (very basic)
- Resources (Dry cleaner compliance calendar, other material).

Scenario 3: SBEAP Initiative – Dry Cleaner (Groups 3 and 6)

You work for a state SBEAP. The program currently collects no data on their activities or performance. The stated mission of the program is as follows:

The mission of the Small Business Environmental Assistance Program (SBEAP) is to help small businesses cost effectively maintain compliance with environmental regulations; help them reduce hazardous waste and get out of the regulatory loop or into a less burdensome regulatory process; and encourage environmental stewardship..

The largest newspaper in the state recently ran an expose about the dangers of dry cleaners and lax regulation. The industry has been a problem, many of the owners/operators understand limited English and recent inspections indicated a low rate of compliance with environmental regulations. Your boss asks you to design a compliance initiative to address these problems. You decide to develop compliance assistance materials in several languages, team with a trade association to hold a series of workshops, and conduct an outreach effort to publicize these efforts. Your boss asks if you could:

1. Show that your initiative is a success (you may need to determine what constitutes “success”);
2. Decide which elements of the initiative are the most effective; and
3. Give him data to help him decide whether your program should conduct similar initiatives in other sectors.

Your program has four FTEs and a budget of \$350,000. The state CAP is complete and active. The program conducts the following activities:

- Hotline
- Onsite visits
- Permit assistance
- Workshops
- Website (very basic)
- Resources (dry cleaner compliance calendar, other material).