
Program Self-Evaluation Tool for Programs Serving Battered Women



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Prepared for

The Wisconsin Coalition Against Woman Abuse

by:

Steven E. Mayer, Ph.D.

Ann Waterhouse

Rainbow Research, Inc.
1985
621 West Lake Street
Minneapolis, Minnesota 55408
612.824.0724

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INTRODUCTION

This Program Self-Evaluation Tool was designed to help programs serving battered women to take stock of their strengths and weaknesses.

It was developed through a process that included the input and review of a dozen professionals serving battered women in the member programs of the Wisconsin Coalition Against Woman Abuse.

The Tool is divided into three major parts:

PART 1. SERVICES TO BATTERED WOMEN

PART 2. PROGRAM MANAGEMENT

PART 3. SYSTEM CHANGE

Each part is divided into two or more sections, as shown in the Table of Contents.

At the end of the Program Self-Evaluation Tool is an Assessment Summary Form for “grading” how well the program is doing, and blank Program Improvement Planning worksheets.

USING THE PROGRAM SELF-EVALUATION TOOL

The Program Self-Evaluation Tool is meant for internal program use, to plan improvements for the program.

The first thing to do is to read the whole thing through before even attempting to fill it out, to get a feel for what it covers. **DON'T** mark up the only copy of the Tool you have – you'll need it to make copies.

Then, someone should take the responsibility for developing a plan for using the Program Self-Evaluation Tool. That plan should address WHO will participate in the evaluation process, WHAT will be done, and WHEN.

WHO: The evaluation process can be done by staff or Board or a combination. We suggest you convene a small group to assess each part of the program using this Tool (see below), and to report the results to the larger group. The same small group (or a different one) could then be made responsible for developing the program improvement plans.

WHAT: Using the Program Self-Evaluation Tool consists of going through the following four activities:

1. First, go through each part of this Program Evaluation Tool, section-by-section and question-by-question, and discuss critically and honestly how well the program is doing.

Each person could answer the questions in the Program Self-Evaluation Tool individually (make sure you have enough copies), or the group could fill out the form collectively.

The questions could be recorded on the Tool first and then discussed, or they can be discussed first and then recorded.

2. Second, when you've carefully considered all the questions and issues presented in a section, give your program a "grade" and enter it on the Assessment Summary Form. Again, you'll have to decide on a process of using individual or group judgment in your grading.
3. Third, after you've completed the Assessment Summary Form, you should develop program improvement plans for each of the areas needing improvement (we've included a blank form you could copy for this purpose). We suggest you start with those areas in which you gave yourself the lowest marks.
4. Fourth, the plans should be made official and incorporated into your annual action plan, by having them reviewed and approved by the Board.

WHEN: Doing the first two steps of the evaluation process, including time for reading it through beforehand and allowing time for discussion, is probably a day-long affair, perhaps two days if discussion is prolonged. We suggest a weekend retreat for doing it, or three different sessions (one for each Part). Developing program improvement plans takes additional time.

Another option is to spread out the evaluation process over a few months, in which one section at a time is dealt with in weekly meetings, perhaps staff meetings or specially arranged meetings.

PART 1: SERVICES TO BATTERED WOMEN

Section 1: Direct Services to Battered Women

A battered women's program should provide direct services to battered women in its community.

The level of services that a program provides should be established through a conscious process. This process should consider: 1) the needs of battered women in the community, and 2) the resources (staffing, space, financial) available to serve battered women and work with their issues.

This Self-Evaluation Tool considers each of the direct services in the checklist below. Check those that your program provides on a consistent basis. Each service is discussed in a section immediately below, so you might want to refer to those if you have questions about whether or not your program provides each service.

- Safe overnight shelter
- Transportation
- Initial screening and crisis counseling
- Longer-range personal planning
- Referrals to community resources
- Advocacy
- Cultural sensitivity
- Educational information
- Children's program
- Support groups
- Transition help
- Direct aid
- 24-hour accessibility
- Follow-up

Some questions below require that you answer with a simple "Yes" or "No". Others require that you respond to a checklist. Still others are open-ended. And some use a 1-4 rating scale — for those, please use the following code:

- 1 = Never
- 2 = Sometimes
- 3 = Most of the time
- 4 = Always

SAFE OVERNIGHT SHELTER

A battered women's program should provide safe overnight shelter to women who fear physical or emotional battering or abuse.

Yes No This program has a policy on who it shelters and who it must refer elsewhere.

CHECKLIST: This program provides overnight shelter to women who fear, or who have recently experienced:

- Physical abuse/assault
- Sexual abuse/assault
- Emotional abuse/assault

CHECKLIST: To whom does this program provide overnight shelter?

- Women
- Children
- Men
- Other

QUESTIONS: To where does the program make referrals when the following situations come up?

- Abusers or batterers
- Men who are victims of abuse or battering
- A full shelter
- Crisis situations that come up after hours
- Abused minors coming in without parent
- Runaways

CHEKLIST: What are the features that make this program safe?

- Security alarm
- Secure doors
- Secure windows
- Secure medications
- Secure personal effects
- Smoke alarm
- Rules about smoking
- Handicap access
- Policy for responding to break-ins
- Policy for responding to abuse within shelter
- Protection plan for staff
- Teletypewriter or TTY for deaf persons

TRANSPORTATION

A battered women's program should make provisions for transporting women from their homes to the shelter, and from the shelter to other resources.

- 1 2 3 4 The program is able to meet the transportation needs of those it wants to serve.

CHECKLIST: What provisions are made for transportation?

- The program has its own car/van
- Volunteers
- Staff provide transportation with their own vehicle (with no reimbursement)
- Program reimburses staff for use of personal car
- Agreement with police or sheriff
- We provide directions over the phone
- We have an agreement with a taxi company
- Program provides cash for bus or taxi

CHECKLIST: Under what conditions can the program offer transportation?

- For adult women only, to the shelter
- For children, to school
- Emergencies only
- For women, to reach other needed services
- The program makes transportation opportunities known to those needing shelter

INITIAL SCREENING AND CRISIS COUNSELING

A battered women's program should take steps to discover the immediate, threatening circumstances in the life of the woman seeking shelter, and to counsel her on options that would reduce the crisis.

- 1 2 3 4 This program counsels women on their options that would reduce their crisis.

QUESTION: What experience or training does the crisis worker have?

QUESTION: What are the options usually advised by this program to address the woman's immediate crisis?

LONGER-RANGE PERSONAL PLANNING

Once the immediate crisis is addressed, a battered women's program should help the woman assess the quality of different areas of her life and to inform her of options that would reduce her vulnerability to danger and harm.

- 1 2 3 4 This program helps the woman to design a longer-range plan that would reduce her vulnerability to danger and harm, beyond the immediate crisis.

CHECKLIST: In which areas does the program consistently help women explore their needs and strengths?

- Physical health
- Emotional health
- Chemical health
- Food/nutrition
- Clothing
- Civil/criminal legal problems
- Child care
- Children's health and educational needs
- Parenting
- Housing problems
- Spiritual/religious needs
- Employment problems
- Financial assistance
- Educational needs

REFERRAL TO COMMUNITY RESOURCES

Once the longer-term needs of the woman are determined, and she has indicated she would like to learn more about options, a battered women's program should provide her with information about specific community resources and help her to make contact with those resources.

Yes No The program maintains a file of community resources that could be responsive to women fearing abuse.

CHECKLIST: Name the agencies or resources to which women were referred during the last year, in each of the following areas?

- _____ Physical health
- _____ Emotional health
- _____ Chemical health
- _____ Food/nutrition
- _____ Clothing
- _____ Civil/criminal legal problems
- _____ Child care
- _____ Children's health and educational needs
- _____ Parenting
- _____ Housing problems
- _____ Spiritual/religious needs
- _____ Employment problems
- _____ Financial assistance
- _____ Educational options

Yes No This program is sufficiently known by all the different community agencies and resources that need to know about us.

1 2 3 4 Feedback is provided to referral sources based on women's comments obtained in a follow-up conversation with women referred there.

QUESTION: How does the program keep informed of new and better community resources, and how does it integrate those resources into the operations of the program?

ADVOCACY

A battered women's program should offer advocacy to women in assisting them to contact and secure needed services and resources.

- 1 2 3 4 This program offers advocacy to women to assist them in contacting and securing needed services and resources.

CHECKLIST: In what ways does the program advocate resources for women?

- Helping to fill out forms
- Making phone calls on her behalf
- Setting up appointments with specific resources
- Going with her to appointments
- Attending hearings
- Helping to secure restraining orders
- Providing appropriate written information

CULTURAL SENSITIVITY

A battered women's program should be aware of and responsive to the special needs of women of color, handicapped women, non-literate women, lesbian women, women of different ages, and women of different faiths and belief systems.

- 1 2 3 4 The program makes available special staff or special materials to women of color and other women with special needs.

Yes No Women of color and women with special skills or perspectives are asked to help program workers and program residents break down with their own different "-isms".

Yes No There is a file of available translators to interpret for people who do not speak English

QUESTION: In what ways does the program give opportunities for learning about and celebrating individual and cultural similarities and differences?

EDUCATION INFORMATION

A battered women's program should provide written information on topics important to the woman's short-term and longer-term interests.

1 2 3 4 This program provides written material to battered women on a variety of topics.

CHECKLIST: On what topics can this program provide written information?

- Battering, battered women
- The cycle of violence
- Solutions to violence
- Legal rights and legal options
- Parenting
- Developmental stages of children
- Birth control
- Emotional health
- Alcohol and other drug abuse
- Physical health
- Co-dependency
- Self-development
- Spiritual/religious opportunities
- Women's role in society

CHECKLIST: Recognizing that many people have difficulty with written materials, how does this program provide education information?

- Written materials only
- Verbal explanation of written materials
- Cassette tape presentation
- Slide shows
- Film or videotape presentation

QUESTION: How does this program provide education information when the woman speaks or reads no English?

CHILDREN'S PROGRAM

A battered women's program should make available special services or opportunities to the children of women who use the program.

- 1 2 3 4 This program makes special services or opportunities to the children of battered women.

CHECKLIST: What services or opportunities does this program make available to children?

- Child care while mom is at the shelter
- Child care while mom returns for additional services
- Child care while mom receives community services
- A support group for children
- A counseling program for children
- Education tutoring
- Parenting training for parent(s)
- Referral to appropriate community resource for parent(s) and/or child
- Liaison between child and school system

QUESTION: What opportunities does the program provide to children to learn to cope with violence, or to learn non-violence?

SUPPORT GROUPS

A battered women's program should offer women participation in support groups that strengthens their ability to avoid harmful situations and to seek constructive solutions to problems.

- 1 2 3 4 The program offers participation in on-going support groups, either by directly providing groups or by referral.

CHECKLIST: Indicate with a “P” or and “R” which groups the program *Provides*, and to which it makes *Referrals*.

- ___ Support group focusing on violence
- ___ Alcoholics Anonymous
- ___ Alanon
- ___ Alateen
- ___ Emotions Anonymous
- ___ Discussion/rap group
- ___ Rape victims’ group
- ___ Incest victims’ group
- ___ Alumni (ex-residents) group
- ___ Abusers’ group
- ___ Prison group
- ___ Therapy group
- ___ Parenting group
- ___ Special groups focusing on longer-term issues

Yes No The program helps formerly abused women or other women to begin support group meetings of their own.

FINANCIAL AID

A battered women’s program should be prepared to offer direct financial aid for emergency situations when necessary.

1 2 3 4 This program offers direct financial aid for emergency situations when guidelines are met.

CHECKLIST: For what situations can this program provide direct financial aid?

- ___ Bus fare
- ___ Taxi fare
- ___ Clothing
- ___ Food
- ___ Furniture/appliances
- ___ Miscellaneous personal items

24-HOUR ACCESSIBILITY

A battered women's program should be accessible twenty-four hours each day.

Yes No This program makes special services or opportunities to the children of battered women.

CHECKLIST: What services does the program make available 24-hours each day?

- Entry to a shelter
- Entry to a safe home
- A tape-recorded message with instructions
- Medical support services
- Crisis counseling by phone
- Crisis counseling, walk-in
- Transportation to shelter
- Legal support services
- Information and referral

FOLLOW-UP

A battered women's program should contact women after they have left the program to gain information from them that will help to improve the program and to offer them support for their continued progress.

1 2 3 4 This program contacts most of its former residents after they have left the program.

CHECKLIST: Which of the following are asked as part of the follow-up interview?

- Their safety
- Their follow-through with community resources
- Areas needing additional support or advocacy
- Their feelings and reactions to the program
- Their evaluation of any community resources referred to
- Status of their children
- Status of relationship with abuser
- Status of abuser's intent to follow-through

1 2 3 4 The information gained from follow-up is used in refining this program.

- 1 2 3 4 The program also conducts follow-up interviews with the children who use program services.

Section 2: Battered Women Involvement and Empowerment

For those questions below using a 1-4 rating scale, use the following code:

- 1 = Never
- 2 = Sometimes
- 3 = Most of the time
- 4 = Always

BATTERED WOMEN INVOLVEMENT

A battered women's program should involve formerly battered women in the work of the program.

- 1 2 3 4 This program actively encourages formerly battered women to become involved in the work of the program.

CHECKLIST: In what ways are formerly battered women involved in this progress.

- Consulted in the design or improvement of the program
- Employed as paid staff
- Serve on Board of Directors (or Advisory Committee)
- Help write and/or produce newsletter
- Contribute as volunteers

CHECKLIST: In what roles can formerly battered women volunteer?

- Volunteer as office support workers
- Volunteer as woman's advocate
- Volunteer in kitchen
- Volunteer in shelter upkeep
- Volunteer as speakers
- Volunteer as group facilitators
- Visit/counsel women in the shelter

EMPOWERMENT

A battered women's program should take every opportunity to encourage battered women to take on more responsibility for themselves.

Yes No For each woman in the program, we identify the needed support systems, and help her to establish and use it.

Yes No The program offers information, tools, and skills for battered women to take control of their lives.

Yes No Women who have used our services have referred others to us.

QUESTION: How are battered women encouraged to become part of the program's activities while at the shelter/safe home.

QUESTION: How are battered women encouraged to take an active role in identifying types of resources which would be useful to them during a transition period.

QUESTION: How are battered women encouraged to think creatively about their lives after they leave the shelter/safe home.

Section 3: Outreach

For those questions below using a 1-4 rating scale, use the following code:

- 1 = Never
- 2 = Sometimes
- 3 = Most of the time
- 4 = Always

A battered women's program should use all available forms of media to publicize availability of the programs.

- 1 2 3 4 The program distributes flyers, posters, brochures, or other “print media” to let battered women know of our existence and services.
- 1 2 3 4 The program airs public service announcements (PSAs) on radio and/or television.
- 1 2 3 4 Publicity materials mention the name of the program, phone number, ways to access it.
- Yes No The program is listed in the phone book.
- 1 2 3 4 Coverage, news stories by print and electronic media.

CHECKLIST: For which of these population groups does the program’s utilization statistics actually match what is known about the population who is battered?

- Younger women
- Middle-aged women
- Senior women

- African-American women
- American Indian women
- Asian women
- Hispanic women

- Higher economic status women
- Middle economic status women
- Lower economic status women

- Women in different towns/regions of the area

- Yes No The program has a plan for reaching out more effectively to women not presently well-represented in the program.
- Yes No Program staff (including volunteers) speak publicly to varied audiences in the region about the program.
- Yes No The agencies to which the program makes referrals also makes referrals to the program.

Section 4: Program Records

For those questions below using a 1-4 rating scale, use the following scale:

- 1 = Never
- 2 = Sometimes
- 3 = Most of the time
- 4 = Always

POLICIES AND GUIDELINES

A battered women's program clarifies its beliefs and commitments, and expresses them in writing.

- | | | | | |
|-----|----|---|---|---|
| Yes | No | There are written statements that specify the purposes and principles of the program. | | |
| Yes | No | There are written statements that specify how the services are to be used, and by whom. | | |
| Yes | No | There are written statements guiding program workers in the tasks of assessing women's needs and options, counseling, and making referrals. | | |
| 1 | 2 | 3 | 4 | The program's staff follow the above policies and guidelines in providing services. |

PROGRAM RECORDS

A battered women's program should have program records that will let it answer the following questions in sufficient detail to satisfy the demands of State funding or licensing, and other funders.

CHECKLIST: For which of the following questions does the program have enough information to answer?

- _____ How many women spent at least one night at the shelter during the last year?
- _____ How many women were not served last year because the shelter was full to capacity?
- _____ How many homes are designated as "safe homes" in the area you intend to serve?

- _____ How many women have used the services of a safe home during the last year in your area?
- _____ How many women were provided transportation by the program during the last year?
- _____ How many miles were chargeable to this service during the last year?
- _____ How many women receive formal referrals to community resources?
- _____ What percentage of women who were provided referrals say that the referral “was of great help”? < %> What keeps that percentage from being higher?
- _____ How many women were linked to legal resources by the program during the last year?
- _____ How many women were provided services that could be called “special”?
- _____ How many children participated in such activities designed for them in this last year?
- _____ How many women participated during the last year in at least one meeting of a support group?
- _____ How many different groups were started during the last year as a result of the program’s help?
- _____ How many women were linked with each of the above services as a result of the program’s information or support?
- _____ How many women used the program’s services outside of traditional (8:30 am - 5:00 pm) hours during the past year?
- _____ How many women were contacted as part of a follow-up system?

ACCESS TO DATA

A battered women’s program should allow access to personal data only in accordance with the state’s law governing data privacy and personal confidentiality.

Yes No Program workers are aware of state regulations governing the handling

of data.

CHECKLIST: Program policies exist to govern the release of data to the following:

- _____ The women using the program
- _____ Law enforcement agencies
- _____ The court system
- _____ Human service agencies
- _____ County offices
- _____ Regional contract administrators
- _____ State offices
- _____ Parents of women using the program
- _____ Spouses of women using the program
- _____ Others who want to receive program data

QUESTION: To which agencies or groups does the program provide answers to the above types of questions? To which agencies or groups would it LIKE to provide answers?

PART 2: PROGRAM MANAGEMENT

Section 1: Organization Design

This Self-Evaluation Tool makes a number of assumptions about program management. In this first section are a number of items that let each program know whether this Tool is suited to its structure and operations.

While some of the language might sound like traditional hierarchical management, we intend these guidelines to work as well of those types of collectives or co-ops where different members carry different roles and responsibilities.

This Tool is written for programs that are incorporated (or working toward incorporation) as a non-profit, and which may be either free-standing or operated as part of another program.

CHECKLIST: What is the legal status of this organization.

- A non-profit corporation
- An agency run directly by the company
- An unincorporated organization
- A part of a larger non-profit corporation
- A tax-exempt organization

This Tool is written for programs with a Board of Directors and by-laws. The other features below may or may not be present.

CHECKLIST: Which features of an organization does this program have?

- A Board of Directors
- One Executive Director
- Administrative coordinators
- By-laws
- A division of labor where people have different job descriptions
- Paid staff
- Volunteers
- Committees

CHECKLIST: By what authority are policies made?

- Decision-making by consensus
- Decision-making by majority vote
- Decision-making by Board action
- Decision-making by staff positions of authority

CHECKLIST: Who makes policy for the program?

- The Board
- The staff director
- A policy-making committee of Board and staff

Section 2: Board of Directors

The Board of Directors is legally, financially, and morally responsible for the operation and conduct of the program. It is its job to see that the organization is carrying out its mission in a manner which is ethical, effective, and fiscally accountable.

This Program Self-Evaluation Tool recognizes that some member programs of the Wisconsin Coalition Against Woman Abuse do not yet have well-developed Boards that take an active and authoritative role in policy development for the program.

Instead of boards that are concerned primarily with setting policy, some programs have “working boards”, where members work as if they were staff, usually in areas that contribute to program development. Other programs have “advisory boards” that perform mostly public relations functions in the community.

The presentation below assumes that the program has, or is working toward, a “policy-making Board.”

CHECKLIST: Which of the following board descriptions apply to your program?

- The Board sets policy, initiates planning, and takes fiscal responsibility
- The Board gets involved as volunteers in the program
- The Board gives advice, and policy is made by staff
- The Board is elected by the community
- The Board is chosen by staff and sets policy
- The Board is self-selected

For those questions below with a 1-4 rating scale, use the following code:

- 1 = Never
- 2 = Sometimes
- 3 = Most of the time
- 4 = Always

CAPABILITIES AND REPRESENTATION

The Board of a battered women's program should understand and support the issues, represent different segments of the community, bring needed skills, and work cooperatively.

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | Board members generally understand the issues of battered women and are committed to these issues. |
| 1 | 2 | 3 | 4 | Board members are interested in the work of the organization and committed to its goals. |
| 1 | 2 | 3 | 4 | Board members ask questions, offer criticism, make suggestions, and work cooperatively. |
| 1 | 2 | 3 | 4 | The Board's composition reflects the population of the area which is served by the program. |

CHECKLIST: Which segments of the community are presently represented on the Board?

- Formerly battered women
- Women of color
- Senior women
- Other special groups

Yes	No	There is a plan to include under-represented segments of the community on the Board.
-----	----	--

Yes	No	The Board is composed of a diversity of people representing different segments of the community and various areas of expertise.
-----	----	---

CHECKLIST: The following areas of expertise are represented on the Board:

- Women's issues
- Management
- Bookkeeping/accounting
- Law
- Health
- Resource development

Yes	No	There is a plan to get better representation of different skills on the Board.		
1	2	3	4	Recruitment of Board members considers the time and energy available to commit to the organization.
1	2	3	4	The Board allows staff advocates to sit on the Board meetings or to sit on the Board itself.

RESPONSIBILITIES

The Board of a battered women's program should operate from a well-defined "job description" of its different responsibilities. This Tool describes a number of different traditional Board responsibilities.

PLANNING

Yes	No	The Board has developed a mission statement, which refers to its overall purposes in support of battered women. CHECKLIST: The mission includes references to the following: ____ The philosophy underlying the program ____ The benefits the program intends for individual battered women ____ The benefits the program intends for the larger community		
Yes	No	The Board has developed a "statement of principles of unity." QUESTION: Do the statement of principles of unity portray the program as social service or social action? How do you describe the difference? _____ _____ _____		
1	2	3	4	The Board approves a long-range plan (3-5 years) for the organization that specifies program and organization goals and objectives.
1	2	3	4	The Board approves an annual action plan that specifies how each objective from the long-range plan will be acted on for the year, who is responsible, timeline, and budget.

FINANCES

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | Board members approve the budget (generally prepared by staff and committee members). |
| 1 | 2 | 3 | 4 | Board members regularly monitor program expenditures against the budget that was adopted. |
| 1 | 2 | 3 | 4 | The Board determines sound fiscal policies and internal fiscal control practices. |
| 1 | 2 | 3 | 4 | The Board monitors program expenditures to see that they fall within the guidelines that funding sources have specified. |
| 1 | 2 | 3 | 4 | The Board takes responsibility for fundraising, either by taking it on itself or by approving staff activities. |

PROGRAM AND BOARD DEVELOPMENT

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | The Board uses this Program Self-Evaluation Tool to help identify the program's strengths and weakness. |
| 1 | 2 | 3 | 4 | The Board has plans to use this Program Self-Evaluation Tool to help create parts of next year's action plan. |
| 1 | 2 | 3 | 4 | The Board offers guidance to staff in administrative and program-related areas. |
| 1 | 2 | 3 | 4 | The Board does an annual evaluation for itself. |
| 1 | 2 | 3 | 4 | The Board regularly assesses its needs for training and finds ways to meet these needs. |

PERSONNEL MANAGEMENT

- | | | |
|-----|----|--|
| Yes | No | The Board approves personnel policies, which are developed either by the Board or staff or together. |
|-----|----|--|

CHECKLIST: This program's personnel policies include provisions for the following:

- ___ Definitions of who is an employee
- ___ Hiring procedures
- ___ Termination procedures
- ___ Grievance procedures
- ___ Wage structure
- ___ Benefits
- ___ Absences, vacations, holidays
- ___ Working conditions (hours, breaks, etc.)
- ___ Program's commitment to staff development
- ___ Procedures and schedules for staff evaluation
- ___ Use of personnel data

1 2 3 4 The Board monitors the effectiveness of staff that it hires.

1 2 3 4 The Board recognizes and rewards the accomplishments of both paid and volunteer staff.

PUBLIC RELATIONS

1 2 3 4 The Board acts partly as a public relations arm for the program in the community.

CHECKLIST: That different public relations activities that our Board helps with include:

- ___ Speaking to community audiences
- ___ Attending funders' meetings with staff
- ___ Attending meetings designed for systems change
(see next part of this Tool)

STRUCTURE

The structure of the Board of Director's of a battered women's program should be consistent with its mission, principles of unity, and the responsibilities undertaken.

BOARD FUNCTIONING

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | The Board's structure of officers and their responsibilities matches what is written in the bylaws. |
| 1 | 2 | 3 | 4 | Someone facilitates or presides at meetings to keep issues focused and the agenda moving. |
| 1 | 2 | 3 | 4 | Meetings have clear agendas and time frames. |
| 1 | 2 | 3 | 4 | Most Board work is delegated to appropriate committees for development and recommendations. |

COMMITTEE STRUCTURE

- | | | | | |
|-----|----|---|---|---|
| 1 | 2 | 3 | 4 | All committees of the Board have clear job descriptions or roles which are written down. |
| Yes | No | | | The different Board responsibilities outlined above are either delegated to a specific committee or kept at the full-Board level. |

CHECKLIST: Indicate with a "C" those functions that are assigned to Committee and with a "B" those which are retained by the Board.

- ___ Finances
- ___ Personnel
- ___ Planning
- ___ Program design and implementation
- ___ Program evaluation
- ___ Publicity/outreach
- ___ Fundraising
- ___ Legislation

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | The Board approves membership of Board committees. |
| 1 | 2 | 3 | 4 | Committees meet regularly, and as often as is needed. |

QUESTION: Are the committees meeting their purposes? Should they be re-structured, dropped, or renewed?

INTERNAL COMMUNICATION

The Board of Directors of a battered women's program should communicate with its members in ways that encourage informed participation and allow the Board to fulfill its responsibilities.

CALLING MEETINGS

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | There are clear guidelines and procedures for calling special meetings of the Board and these are followed. |
| 1 | 2 | 3 | 4 | The Board sets its own agenda. |
| 1 | 2 | 3 | 4 | There is clear policy on who can attend Board meetings and who can vote. |
| 1 | 2 | 3 | 4 | The Board allows sufficient time for staff input and involvement in its meetings. |
| 1 | 2 | 3 | 4 | The schedule for Board meetings considers both the needs of the program and the time constraints of its members. |
| 1 | 2 | 3 | 4 | A calendar for meetings is established each year. |

QUESTION: Under what conditions are Board meetings open or closed?

MINUTES

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Minutes for Board meetings are clearly recorded, made available to all members, and voted for approval at the next meeting. |
| 1 | 2 | 3 | 4 | Minutes reflect a record of decisions made as well as the discussions support them. |

ORIENTATION

A battered women's program should offer an effective orientation process to new Board members.

CHECKLIST: This program's orientation package includes material on the following:

- _____ The program's history
- _____ The goals of the orientation
- _____ The principles of unity of the program
- _____ The policies of the program
- _____ The sort of written educational materials available to clients of the program

1 2 3 4 Board members periodically visit the program.

Section 3: Staffing

Staff, whether paid or volunteer, should fulfill clearly stated roles and responsibilities based on the needs of the program.

Job descriptions for staff should be established by the same person or group responsible for hiring and evaluating performance.

Paid staff should be accountable to and supervised by the person or group that hired her/him.

For the questions using a 1-4 rating scale, use the following code:

- 1 = Never
- 2 = Sometimes
- 3 = Most of the time
- 4 = Always

ORGANIZATIONAL ROLES AND JOB DESCRIPTIONS

Staff should fulfill clear roles and responsibilities.

- | | | | | |
|-----|----|---|---|--|
| 1 | 2 | 3 | 4 | The functions of each staff position clearly relate to the program goals and objectives. |
| 1 | 2 | 3 | 4 | Paid and volunteer staff have clear, written, up-to-date job descriptions. |
| 1 | 2 | 3 | 4 | Staff workload is realistic for the timeframe allowed. |
| 1 | 2 | 3 | 4 | Each staff person understands the objectives she/he is responsible for. |
| 1 | 2 | 3 | 4 | There are clear lines of communication among staff. |
| Yes | No | | | There is a process for monitoring the implementation of program's annual action plan. |

QUALIFICATIONS AND RECRUITING

A battered women's program should specify the qualifications and recruiting plan for each position it seeks.

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | Staff persons reflect the community in which the program operates. |
| 1 | 2 | 3 | 4 | Staff reflect those the program is designed to serve with respect to race and class. |
| 1 | 2 | 3 | 4 | There is an affirmative action hiring process. |
| 1 | 2 | 3 | 4 | Staff share the philosophical basis of the program. |

ACCOUNTABILITY

A battered women's program should make clear to each staff person her/his responsibilities for fulfilling program goals/objectives and the different portions of her/his job description.

- | | | | | |
|-----|----|---|---|--|
| Yes | No | | | There is a clear system of accountability for staff. |
| 1 | 2 | 3 | 4 | Peers are involved with staff evaluation. |
| 1 | 2 | 3 | 4 | Volunteers are held as accountable for work goals as paid staff are. |

STAFF EVALUATION

A battered women's program should have a clear and consistent process for evaluating the work of paid and volunteer staff.

Yes	No	There are clear methods and schedules for evaluating the work of both paid and volunteer staff.		
1	2	3	4	Clear feedback is provided to staff on their performance.
1	2	3	4	Staff with unfavorable evaluations are given an opportunity to improve their skills and performance before negative action is taken.

PERSONNEL ISSUES

Policies

Yes	No	The program's personnel policies are fair and encourage good working relations (see more under Board of Directors).
Yes	No	Personnel policies are kept current and appropriate by periodic review and change by staff and/or Board.

Practices

Yes	No	There is low staff turnover.
Yes	No	Wage structures are comparable for other similar organizations and positions of similar ability in the same geographic area.
Yes	No	Paid staff make a decent living wage.

BURNOUT PREVENTION

1	2	3	4	Innovative ways are used to minimize staff burnout.
---	---	---	---	---

CHECKLIST: What does the program do to keep burnout under control?

- Job sharing
- Leave of absence
- "Mental health leave"
- Retreats
- Liberal vacation policy

- | | | | | |
|-----|----|---|---|--|
| Yes | No | There is an organizational policy on assisting staff with alcohol/drug and mental health problems. | | |
| 1 | 2 | 3 | 4 | Staff are regularly recognized (like through recognition dinners or write-ups in newsletters) for their contributions to the organization. |
| Yes | No | Staff meetings are held regularly to share program information and to support each other. | | |
| Yes | No | The program's director meets with other non-profit program directors to provide a support network for each other. | | |

BOARD/STAFF RELATIONS

Relations between Board and staff of a battered women's program should be collaborative and cooperative, rather than adversarial.

- | | | | | |
|-----|----|---|---|--|
| Yes | No | The role that staff plays in interacting with Board and its committees is well-defined and well-understood. | | |
| 1 | 2 | 3 | 4 | Staff regularly share information about their roles and the work of the organization with Board members. |
| 1 | 2 | 3 | 4 | Staff lets Board members know when and what important agenda items need to be dealt with. |
| Yes | No | Someone is responsible for sending agendas and meeting notices in advance of meetings. | | |

VOLUNTEER STAFF

A battered women's program should have a commitment to involve volunteers in the program.

- | | | | | |
|-----|----|--|---|---|
| Yes | No | There is an outreach program to recruit volunteers from the community and from ex-consumers. | | |
| 1 | 2 | 3 | 4 | This program makes extensive use of volunteers. |
| | | | | CHECKLIST: The tasks that volunteers help with in this program include: |
| | | | | <input type="checkbox"/> Speaking to community organizations |
| | | | | <input type="checkbox"/> Public relations work |
| | | | | <input type="checkbox"/> Fundraising |
| | | | | <input type="checkbox"/> Staff the phone/crisis line |
| | | | | <input type="checkbox"/> Children's activities |
| | | | | <input type="checkbox"/> Office support work |
| | | | | <input type="checkbox"/> Direct service to clients |
| | | | | <input type="checkbox"/> Other? |
| Yes | No | There is a process for getting volunteers' ideas about how to improve the program. | | |
| 1 | 2 | 3 | 4 | There is a cooperative relationship between Board, paid staff and volunteers. |
| Yes | No | Volunteers understand how to raise issues and be heard within the organization. | | |
| Yes | No | There are regularly-scheduled times when volunteer staff are recognized and rewarded for their work on behalf of battered women. | | |

STAFF DEVELOPMENT

A battered women's program should make a commitment to help staff, whether paid or volunteer, to develop their skills.

- | | | |
|-----|----|--|
| Yes | No | There is a procedure for identifying the development needs of staff. |
|-----|----|--|

CHECKLIST: This procedure includes input from:

- ___ Staff themselves
- ___ The Board
- ___ A personnel or staff development committee
- ___ The Wisconsin Coalition Against Women Abuse
- ___ Other community agencies or institutions
- ___ Considerations from the action plan
- ___ Training or professional organizations

- 1 2 3 4 There is opportunity and budget for staff to attend needed training sessions.
- 1 2 3 4 Staff feel that working with this program is an empowering experience.
- Yes No There are regular opportunities for in-service training of both paid and volunteer staff.
- Yes No There are support groups or other support systems offered to staff.
- 1 2 3 4 Personal growth is evident in staff people in that they speak up, are clear about their roles and make progress in developing a level of responsibility for the program.

Section 4: Financial Management

The program should identify its needs for funding, search out funds, use them responsibly, and account for their use.

For the questions using a 1-4 rating scale, use the following code:

- 1 = Never
- 2 = Sometimes
- 3 = Most of the time
- 4 = Always

FINANCIAL DEVELOPMENT

Budgeting

- | | | |
|-----|----|--|
| Yes | No | There is a budget-making process which involves input from Board and staff. |
| Yes | No | The Board sets guidelines for developing the budget, reviews the budget, and monitors its implementation on a regular basis. |
| Yes | No | A budget is in place before the next fiscal year begins. |

Fundraising

- | | | |
|-----|----|---|
| Yes | No | There are long-range fundraising goals with a shorter-range fundraising action plan. |
| Yes | No | There are regular efforts made to identify new or additional sources of funds. |
| Yes | No | Sources of funding that do not compromise the integrity of the program have been identified. |
| Yes | No | No more than 30% of the program budget is spent on fundraising. |
| Yes | No | There is regular coordination with other programs on fundraising strategies through the Wisconsin Coalition Against Woman Abuse. |
| Yes | No | The Board of Directors is involved with fundraising activities by meeting with funders, helping to identify sources, writing proposals. |
| Yes | No | There is a schedule for contacting funders on a consistent rather than crisis-oriented basis. |
| Yes | No | Attempts are made to borrow or exchange services or tools from or with other organizations when possible rather than always buying new. |

FINANCIAL MANAGEMENT

- | | | |
|-----|----|---|
| Yes | No | A bookkeeping system has been set up which adequately provides information necessary to monitor budgets and make funding reports. |
| Yes | No | A contractual relationship exists with an accountant who regularly reviews bookkeeping and accounting systems. |

- | | | | | |
|-----|----|---|---|--|
| 1 | 2 | 3 | 4 | Funders' restrictions on the use of funds are observed by the program using generally accepted accounting principles. |
| 1 | 2 | 3 | 4 | The in-kind donations of goods and services are recorded as part of the organization's complete financial picture according to accepted standards. |
| 1 | 2 | 3 | 4 | Volunteer hours of fundraising efforts and program-related efforts are reported in accordance with State requirements. |
| 1 | 2 | 3 | 4 | Financial reports are clear, concise, inclusive, comparable, and timely. |
| 1 | 2 | 3 | 4 | Financial reports are circulated to appropriate staff and Board in time for appropriate consideration. |
| Yes | No | | | Insurance contracts exist to protect the assets and liabilities of the organization. |

PART 3: SYSTEM CHANGE

For the questions using a 1-4 rating scale, use the following code:

- 1 = Never
- 2 = Sometimes
- 3 = Most of the time
- 4 = Always

Section 1: Law Enforcement

POLICY DEVELOPMENT

Yes No The law enforcement agencies in this county/region have written policies clarifying how they are suppose to work with battered women.

REFERRAL NETWORKING

1 2 3 4 Local law enforcement agencies know about this program and use our services appropriately.

COORDINATION/COOPERATION

1 2 3 4 We work with local law enforcement units in a way that makes us both be effective, rather than at cross-purposes.

COMMUNITY EDUCATION

Yes No At least once a year we use media and other resources to get the word out about battered women's rights to protection.

Yes No At least once a year we train law enforcement personnel in issues of domestic violence.

CHANGED ATTITUDES

Yes No Local police units are most likely now than a few years ago to show more sensitivity to women who have been battered.

QUESTION: What evidence is there of improve attitudes? Where specifically is there room for improvement?

CHANGED SYSTEM

Yes No Local police units are more likely now than a few years ago to make an arrest in a situation of domestic violence.

QUESTION: What has this program done to contribute to improvement? What more should it do?

Section 2: Judicial System

POLICY DEVELOPMENT

Yes No The judicial system in this county/region have written policies clarifying how they are to work with battered women.

REFERRAL NETWORKING

1 2 3 4 Local court services seek input from the program in preparing recommendations to the court (in pre-sentence investigations and/or sentencing).

COORDINATION/COOPERATION

Yes No We regularly get data on the performance of local law enforcement and court services.

COMMUNITY EDUCATION

Yes No In the last few years, local agents of the judicial system have become more knowledgeable on the legal aspects of woman abuse.

CHANGED ATTITUDES

Yes No It's easier and easier to convince people that women's rights are being violated when they are abused.

QUESTION: What evidence is there of improved attitudes? Where specifically is there room for improvement? What is a realistic one-year action plan to address these areas?

CHANGED SYSTEM

Yes No County attorneys and other prosecutors are more likely now than a few years ago to prosecute in cases of woman abuse.

QUESTION: What has this program done to contribute to improvement? What more should it do?

Section 3: Social Services

POLICY DEVELOPMENT

Yes No The social service agencies in this county/region have staff trained to deal with the issues of battered women.

REFERRAL NETWORKING

Yes No We have a good working relationship with county social services.

COORDINATION/COOPERATION

1 2 3 4 Our practices ensure that women entitled to social services get them.

COMMUNITY EDUCATION

Yes No At least once a year we conduct workshops or other educational programs with county-level social services people so that they know how to work with our program and our clients appropriately.

CHANGED ATTITUDES

Yes No Social service workers are more likely now than a few years ago to show more sensitivity to women who have been battered.

QUESTION: What evidence is there of improved attitudes? Where specifically is there room for improvement? What is a realistic one-year action plan to address these areas?

CHANGED SYSTEM

Yes No Women who use the system few times are less likely now to be seen as “failures.”

QUESTION: What has this program done to contribute to improvement? What more should it do?

Section 4: Mental Health

REFERRAL NETWORKING

Yes No We are now able to provide, either directly or by referral, the services of competent therapists who understand the needs of battered women and battering men.

COORDINATION/COOPERATION

Yes No We work with local mental health professionals to ensure the provision of supportive services for the women we work with.

COMMUNITY EDUCATION

Yes No At least once a year we try to reach the public about the roots of domestic violence.

CHANGED ATTITUDES

Yes No A random survey in this region would probably show that people are more likely now than a few years ago to be aware of the issues of battering.

QUESTION: What evidence is there of improved attitudes? Where specifically is there room for improvement?

CHANGED SYSTEM

Yes No An increasing percentage of women who come to us come on their own choice rather than being sent or referred.

QUESTION: What has this program done to contribute to improvement? What more should it do?

Section 5: Medical

POLICY DEVELOPMENT

Yes No The medical authorities in this county/region have written policies clarifying how they are to work battered women.

REFERRAL NETWORKING

1 2 3 4 Local physicians, hospitals, and allied health professionals know us and use our services appropriately.

COORDINATION/COOPERATION

1 2 3 4 We work with the local medical establishment in a way that helps women to get the sort of health services that are best for them.

COMMUNITY EDUCATION

Yes No At least once a year we conduct workshops or other educational programs for physicians and allied health professionals.

CHANGED ATTITUDES

Yes No Local health professionals are more likely how than a few years ago to show sensitivity to women who have been battered.

QUESTION: What evidence is there of improved attitudes? Where specifically is there room for improvement? What is a realistic one-year action plan to address these areas?

CHANGED SYSTEM

Yes No Local health professionals are more likely now than a few years ago to report incidents of battering to the authorities.

QUESTION: What has this program done to contribute to improvement? What more should it do?

Section 6: Legislation

REFERRAL NETWORKING

Yes No At least once a year we visit state representatives and senators to inform them of the needed changes in the law and state's policies and practices.

Yes No State representatives and senators are on our mailing lists in order to be kept current with our program.

COORDINATION/COOPERATION

Yes No We are known for our cooperation with other programs in the state to advocate needed changes in the system.

COMMUNITY EDUCATION

1 2 3 4 We contribute information and data about our program to educational or advocacy campaigns that inform the larger community about the extent of the problem and possible solutions.

1 2 3 4 Our program keeps current on legislation relating to domestic violence.

CHANGED ATTITUDES

Yes No It is easier now than a few years ago to get a fair hearing from legislators and bureaucrats.

QUESTION: What evidence is there of improved attitudes? Where specifically is there room for improvement?

CHANGED SYSTEM

Yes No Legislators from this area are more likely now than a few years ago to support needed legislation and funding.

QUESTION: What has this program done to contribute to improvement? What more should it do?

Section 7: Education System

POLICY DEVELOPMENT

Yes No The public educational system in this county have written policies clarifying how they are to work with women they identify as abused or possibly abused.

REFERRAL NETWORKING

Yes No The public education system knows about this program and when to refer women here.

COORDINATION/COOPERATION

Yes No We work with the school system.

COMMUNITY EDUCATION

Yes No In the last few years, the school system has become more knowledgeable of the possibilities of teaching issues of abuse and battering.

CHANGED ATTITUDES

Yes No It's easier and easier to convince school officials that they have a role to play in educating the community on issues of abuse and battering..

QUESTION: What evidence is there of improved attitudes? Where specifically is there room for improvement? What is a realistic one-year action plan to address these areas?

CHANGED SYSTEM

Yes No The school system includes educational components that deal with issues of abuse and battering.

QUESTION: What has this program done to contribute to improvement? What more should it do?

Section 8: Community-at-Large

REFERRAL NETWORKING

Yes No More and more of the women coming here have heard about us from other women, rather than from official agencies.

COORDINATION/COOPERATION

Yes No We are receiving more and more unsolicited financial contributions.

COMMUNITY EDUCATION

Yes No At least once a year we use media and other resources to get the word out about the services of our program.

CHANGED ATTITUDES

Yes	No	More and more people, including more and more men, thank us for our program.
-----	----	--

QUESTION: What evidence is there of improved attitudes? Where specifically is there room for improvement?

CHANGED SYSTEM

Yes	No	Most people would think of us as a social change agency wanting to change public policy.
-----	----	--

Yes	No	Most people would think of us as social service agency wanting to provide services directly to battered women.
-----	----	--

SUMMARY ASSESSMENT FORM

Refer to the Introduction for guidance on using this Summary Assessment Form.

NAME OF PROGRAM: _____

PART 1 - SERVICES TO BATTERED WOMEN

ASSESSED BY:

DATE:

PART 2 - PROGRAM MANAGEMENT

ASSESSED BY:

DATE:

PART 3 - SYSTEM CHANGE

ASSESSED BY:

DATE:

GRADING SYSTEM:

- A = We're really proud of how we do this here. We could be a model for other programs in the state.
- B = We do a good, respectable job of this.
- C = We do an OK job of this, but nothing to be proud of. It needs improvement.
- D = We don't do this well at all, and our poor performance in this area holds us back as a program. It's important that we do something about it this year.
- E = We'd be really embarrassed if our supporters found out how badly we've ignored this area.

Part 1: Services to Battered Women

SECTION 1: DIRECT SERVICES TO BATTERED WOMEN

Grade

- _____ Safe overnight shelter
- _____ Transportation
- _____ Initial screening and crisis counseling
- _____ Longer-range personal planning
- _____ Referrals to community resources
- _____ Advocacy
- _____ Cultural sensitivity
- _____ Educational information
- _____ Children's program
- _____ Support groups
- _____ Direct aid
- _____ 24-hour accessibility

_____ **Summary grade for Section 1**

SECTION 2: BATTERED WOMEN INVOLVEMENT AND EMPOWERMENT

Grade

- _____ Battered women involvement
- _____ Empowerment

_____ **Summary grade for Section 2**

SECTION 3: OUTREACH

Grade

_____ **Summary grade for Section 3**

SECTION 4: PROGRAM RECORDS

Grade

- _____ Policies and guidelines
- _____ Client records
- _____ Access to data

- _____ **Summary grade for Section 4**

Part 2: Program Management

SECTION 1: ORGANIZATIONAL DESIGN

SECTION 2: BOARD OF DIRECTORS

Grade

- _____ Capabilities and representation
- _____ Responsibilities
 - _____ *Planning*
 - _____ *Finances*
 - _____ *Program and Board development*
 - _____ *Personnel management*
 - _____ *Public relations*
- _____ Structure
 - _____ *Board functioning*
 - _____ *Committee structure*
- _____ Internal communication
 - _____ *Calling meetings*
 - _____ *Minutes*

- _____ **Summary grade for Section 2**

SECTION 3: STAFFING

Grade

- _____ Organizational roles and job descriptions
- _____ Qualifications and recruiting
- _____ Accountability
- _____ Staff evaluation
- _____ Personnel issues
 - _____ *Policies*
 - _____ *Practices*
 - _____ *Burnout prevention*

- _____ Board/staff relations
- _____ Volunteer staff
- _____ Staff development

- _____ **Summary grade for Section 3**

SECTION 4: FINANCIAL MANAGEMENT

Grade

- _____ Financial development
 - _____ *Budgeting*
 - _____ *Fundraising*

- _____ Financial management

- _____ **Summary grade for Section 4**

Part 3: System Change

SECTION 1: LAW ENFORCEMENT

Grade

_____	Policy development
_____	Referral networking
_____	Coordination/cooperation
_____	Community education
_____	Changed attitudes
_____	Changed system
_____	Summary grade for Section 1

SECTION 2: JUDICIAL SYSTEM

Grade

_____	Policy development
_____	Referral networking
_____	Coordination/cooperation
_____	Community education
_____	Changed attitudes
_____	Changed system
_____	Summary grade for Section 2

SECTION 3: SOCIAL SERVICES

Grade

_____	Policy development
_____	Referral networking
_____	Coordination/cooperation
_____	Community education
_____	Changed attitudes
_____	Changed system
_____	Summary grade for Section 3

SECTION 4: MENTAL HEALTH

Grade

- _____ Referral networking
- _____ Coordination/cooperation
- _____ Community education
- _____ Changed attitudes
- _____ Changed system

- _____ **Summary grade for Section 4**

SECTION 5: MEDICAL

Grade

- _____ Policy development
- _____ Referral networking
- _____ Coordination/cooperation
- _____ Community education
- _____ Changed attitudes
- _____ Changed system

- _____ **Summary grade for Section 5**

SECTION 6: LEGISLATION

Grade

- _____ Referral networking
- _____ Coordination/cooperation
- _____ Community education
- _____ Changed attitudes
- _____ Changed system

- _____ **Summary grade for Section 6**

SECTION 7: EDUCATIONAL SYSTEM

Grade

- _____ Policy development
- _____ Referral networking
- _____ Coordination/cooperation
- _____ Community education
- _____ Changed attitudes
- _____ Changed system

- _____ **Summary grade for Section 7**

SECTION 8: COMMUNITY-AT-LARGE

Grade

- _____ Policy development
- _____ Referral networking
- _____ Coordination/cooperation
- _____ Community education
- _____ Changed attitudes
- _____ Changed system

- _____ **Summary grade for Section 8**

Our mission is to help increase the effectiveness and impact of socially concerned organizations in responding to social problems. We work in support of organizations and communities to help them achieve their goals.

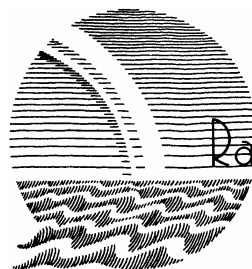
Your organization and community can experience these results from participation in Rainbow Research activities – tailored studies, workshops, and partnerships – and use of our tools and publications.

We can help you to:

- Improve your understanding** of key program elements that contribute to program effectiveness.
- Improve program impact** through integrating principles of program effectiveness into day-to-day operations.
- Improve management** of resources to achieve program purposes.
- Improve the fit** between your organization's activities and your community's needs and opportunities.
- Improve commitment** of staff and Board to your organization's mission.
- Improve communication** between your organization and its various stakeholders and publics.
- Improve linkages** between your organization and other like-minded organizations.
- Improve access** to tools and support services that strengthen program performance.

Related Rainbow Research Publications:

- **Supporting Low-Income Neighborhood Organizations: A Guide for Community Foundations;** By Steven E. Mayer and David Scheie; iii plus 55 *pages plus appendix (1989)*; #104 – \$20.00
- **Hunting for Hope: Themes, Dilemmas, and Opportunities in Community Development;** By Tom Dewar; 9 *pages (1993)*; #312 – \$5.00



Rainbow Research Inc.

621 West Lake Street
Minneapolis, Minnesota 55408