Corporation for National and Community Service

AmeriCorps Program Applicant

Performance Measurement Toolkit

DRAFT
Version
2.0

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This toolkit is intended to help orient you to the kind of thinking you will have to do to complete the Performance Measurement portion of your AmeriCorps application. The toolkit is intended to provide you with helpful background information. However, relying on this information cannot guarantee an award, and the toolkit should not be referred to in your application.

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Introduction

The Corporation for National and Community Service requires AmeriCorps Programs to submit performance measures as part of their application. Appendix A of this document describes the specific performance measurement requirements. Performance measurement will assist AmeriCorps programs in program planning, to establish minimum expectations at a national level to help measure program performance, and to ensure that grantees and sub-grantees are held accountable for their results.

Purpose of Toolkit

The purposes of this AmeriCorps Program Applicant Performance Measurement Toolkit are to introduce the concept of performance measurement, provide information on performance measurement as it applies to AmeriCorps programs, and in particular to help potential applicants for AmeriCorps funding satisfy the performance measurement requirements of the application process. This toolkit describes:

1. Performance measurement, outputs, intermediate outcomes, and end outcomes;
2. How the logic model can be used to define desired results and provides logic model examples;
3. What to consider when choosing methods and instruments for performance measurement;
4. How to complete a performance measurement worksheet; and,
5. The minimum requirements the Corporation for National and Community Service expects AmeriCorps programs to report.

This toolkit includes appendices covering performance measurement requirements (Appendix A), logic model examples (Appendix B), a glossary of performance measurement terms (Appendix C), additional resources (Appendix D), and a performance measures worksheet in the eGrants format (Appendix E).

AmeriCorps State and National Requirements

The performance measurement expectations set forth by the Corporation's AmeriCorps Rule (2005) describe the minimum requirements to which all AmeriCorps programs must adhere. AmeriCorps programs within a state must contact their state commission to determine if there are additional state performance measurement requirements. A list of state commissions can be found on the Corporation's web site:

http://www.nationalservice.gov/about/contact/statecommission.asp

Programs may want to measure more than the Corporation requires because measuring a variety of performance indicators benefits program planning and implementation. AmeriCorps programs are encouraged to complete as many performance measurement worksheets as are appropriate to represent their program's activities.

A Note on Terminology

The Corporation has selected performance measurement terminology to describe this method to determine program results. Other funding agencies may use different terms to describe these same performance measurement concepts. Please be aware of these differences when using other performance measurement resources.

I. Performance Measurement Basics

Performance Measurement

Performance measurement is the process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries.

Performance measurement is a useful tool for managing your program. It allows you to track the progress of your program towards larger goals, and to identify program strengths and possible areas for improvement. Program staff and members should be actively involved in performance measurement activities to track outputs and outcomes. Ultimately, performance measurement information will ensure program accountability, and will help improve services and client outcomes.

Results

The 2005 AmeriCorps Rule published in the Federal Register define the following results:

> **Outputs** are the amount or units of service that members or volunteers have completed, or the number of community beneficiaries the program has served.
>
> **Intermediate-outcomes** specify a change that has occurred in communities or in the lives of community beneficiaries or members, but is not necessarily a lasting benefit for them.
>
> **End-outcomes** specify a change that has occurred in communities or in the lives of community beneficiaries or members, that is significant and lasting.

Intermediate and end outcomes are the consequences of what a program does. Intermediate outcomes are expected to lead to achievement of end outcomes.

Outputs

Outputs refer to the amount of work or products completed and services delivered by your program. Examples include service hours completed by members and volunteers, neighborhood cleanup projects completed, and disaster preparedness training sessions conducted. Outputs answer the question, "How much work did we do?" but do not answer the question, "What changed as a result of our work?"

Intermediate Outcomes

Intermediate outcomes are changes or benefits experienced by your service recipients. However, intermediate outcomes do not represent the final result you hope to achieve for your beneficiaries. For example, if your final result is to improve student academic performance, then intermediate outcomes might include improved attitudes towards school and reduced truancy.

These are likely preconditions for improved academic performance. Positive results for intermediate outcomes are usually a sign that your program is on track to achieve the related end outcomes.

End Outcomes

End outcomes are the positive changes that your program ultimately hopes to achieve for beneficiaries. End outcomes address community conditions or needed changes in the condition, behavior, or attitudes of beneficiaries.

Reasons to Conduct Performance Measurement

Performance measurement responds to the need for program managers and funding agencies to systematically measure the effectiveness of program activities. Maximizing program effectiveness is critical in light of the limited resources available to meet the needs of the people and communities. Performance measurement provides decision makers with reliable information on the effectiveness of program activities in achieving intended outcomes.

To summarize, performance measurement allows you to:

- Clarify the purpose of your program and the way specific services contribute to achieving desired results.
- Document the actual results of program activities.
- Improve program performance by identifying program successes and areas for improvement.

II. Program Logic Model

The program logic model provides a concise visual representation of activities that are the core of your program. Logic modeling can be used during the planning or development of your program to identify the results your program intends to achieve. The logic model is particularly valuable for developing an set of aligned performance measures for your primary activity (i.e., the activity produces the output; the activity and the output produce the outcomes). The logic model below consists of six components.

Logic Model Components

Community Need → **Inputs** → **Activities** → **Outputs** → **Intermediate Outcomes** → **End Outcomes**

- **Community Need:** The unmet need in your community that your activity will address.
- **Inputs:** Resources used to produce outputs and outcomes.
- **Activities:** What a program does with the inputs.
- **Outputs:** The products and services delivered (e.g., students tutored, trees planted).
- **Intermediate Outcomes:** Changes that have occurred in the lives of the beneficiaries and/or members, but have fallen short of a significant benefit for them. These may include quality indicators such as timeliness and client satisfaction.
- **End Outcomes:** Changes that have occurred in the lives of beneficiaries and/or members that constitute significant benefits to them.

Logic Model Benefits

Using the logic model will help your program:

- Communicate its potential value.
- Develop a set of aligned performance measures for your primary service activity.
- Clarify the results you are trying to achieve.
- Identify the key program elements that must be tracked to assess your program's effectiveness.
- Make clear program premises and make visible stakeholder assumptions.
- Improve program planning and performance by identifying the ways to measure program success and areas for improvement.

The figure below divides the logic model into two parts (program planning and intended results) and employs an “if *A*, then *B*” sequence. Read this logic model from left to right.

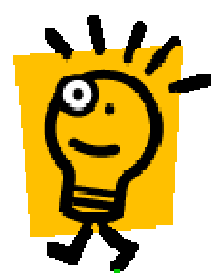
The "If-Then" Sequence of the Logic Model

Community Need	Inputs	Activities	Outputs	Intermediate Outcomes	End Outcomes
There is a problem in your community that your program would like to address.	Certain resources are needed to operate your program.	If you have access to resources, then you can use them to carry out your planned activities.	If you carry out your planned activities, then you will deliver the amount of product and/or service that you intended.	If you carry out your planned activities to the extent you intended, then this will lead to the intermediate steps necessary for your desired end outcomes.	If you carry out your planned activities to the extent you intended, then this will lead to your desired end outcomes.

Program Planning *Intended Results*

Considerations in Developing a Logic Model

- **Involve appropriate stakeholders in the process.** Developing a logic model as a group builds consensus by focusing on the values and beliefs influencing what your organization wants to accomplish and why.
- **Start with activities.** Work back and forth between the various components as you develop your logic model. However, keep in mind that there is no "one right way" to create a logic model. Some programs may want to start with their desired outcomes and develop the best activities to meet those outcomes, especially those of you with experience using logic models. It is likely that you will have more than one output, intermediate outcome and/or end outcome.
- **Keep it brief (one page).** Use the logic model to describe the core of your program to your reader. Include only those inputs and activities that are directly applicable to the intended changes. Use separate logic models for each major program activity.
- **Look at what will actually occur.** Look realistically at program results as well as the way the program is currently implemented, not how it functioned in the past. Choose those outputs, intermediate outcomes, and end outcomes that best describe the purpose of your program.
- **Keep it simple.** Come up with a model that reflects how and why your program will work.
- **Be ready to modify.** Since this is a snapshot of program activity at one point in time, keep in mind that you will need to refine your logic model over time.



The Logic Model and Performance Measurement Worksheets

Developing a logic model can assist you in building your performance measurement worksheets (For more information, see Section IV. Performance Measurement Worksheet). As you move through the logic model process, you begin to identify the key outputs, intermediate outcomes, and end outcomes for core activities. For each selected output and outcome, identify specific instruments you will need to track your progress. Keep in mind the Corporation requirements for type and number of outputs, intermediate outcomes, and end outcomes that are to be reported. When selecting the outputs and outcomes you plan to measure, select those you believe to be the results that are the most important to report to the Corporation.

An example of a logic model is demonstrated on page 8. It includes sample indicators below each result. An indicator is the specific, measurable item of information that specifies progress toward achieving the result (For further discussion of indicators, see Section IV. Performance Measurement Worksheet). Page 9 demonstrates how the logic model helps to build the performance measurement worksheet. Appendix B includes additional logic model examples.

Work back and forth between the elements of the logic model and performance measurement worksheet to ensure that:

- Performance measurement components are aligned (i.e., there is a clear link from inputs to program service to intended outputs/outcomes).
- Performance measurement worksheets are specific and reflect activities that are feasible given the program resources (inputs), activities, and time frame.
- Outputs and outcomes relate to your activity.

Approaches to Developing Your Logic Model

There are a variety of ways to identify meaningful results for your logic model. For example, you can hold focus groups with clients to identify what they want and expect from the services. You can also find out what similar programs elsewhere have identified as outputs and outcomes and tailor those to your own program context and needs. In this way, you can benefit from the effective practices of other programs and minimize “reinventing the wheel.”

Logic Model Example with Sample Indicators: Northside Youth Development Center – Parental Skills Training [*]
(Indicators appear under each result.)

Community Need	Inputs	Activities	Outputs	Intermediate Outcomes		End Outcomes
In our community, we have identified the following unmet need:	*In order to carry out our set of activities, we will need the following:*	*In order to address our need, we will carry out the following activities:*	*We expect that once carried out, these activities will produce the following evidence or service delivery:*	*We expect that if carried out, these activities will lead to the following intermediate changes:*		*We expect that if carried out, these activities will lead to the following end changes:*
There is a high drop-out rate; parents need help to support their children through high school	AmeriCorps members School district staff and teacher support Parenting Skills curriculum	AmeriCorps members will implement a semester-long dropout prevention program consisting of sixteen classes for parents.	Parental skills training class hours Parent participants	Parents demonstrate positive parenting skills	Decrease in student behavior problems	Decrease school drop-out rate of teenage students whose parents completed the parental skills program
			Instrument: Class roster	Instrument: Parent Skill Observation Checklist	Data Source: School records	Data Source: School records
			1. Number of class hours 2. Number of participants	1. Number and percent of parents demonstrating skills	1. Number and percent of student behavior incidents	1. Number and percent of drop-outs

[*] *Sources:Measuring Program Outcomes: A Practical Approach, United Way of America; W. K. Kellogg Foundation Evaluation Handbook, W.K. Kellogg Foundation; Performance Measurement: Getting Results, Urban Institute.*

Logic Model: Northside AmeriCorps Youth Development Center – Parental Skills Training

Community Need	Inputs	Activities	Outputs	Intermediate Outcomes		End Outcomes
There is a high drop-out rate; parents need help to support their children through high school.	AmeriCorps members School district staff and teacher support Parenting Skills curriculum	AmeriCorps members will implement a semester-long dropout prevention program consisting of sixteen classes for parents.	Parental skills training class hours Parent participants Instrument: Class rosters	Parents demonstrate positive parenting skills Instrument: Parent Skill Observation	Decrease in student behavior problems Data Source: School records	Decrease school drop-out rate of teenage students whose parents completed the parental skills program Data Source: School records

A logic model can be used to create a complete set of aligned performance measures. The Crosswalk chart below demonstrates where the information in the logic model can be placed in an eGrant Performance Measurement Worksheet. The example of the logic model above, the Northside AmeriCorp program's primary activity, Parental Skills Training, is used to demonstrate where the information can be transferred into the eGrants Performance Measurement Worksheet on pages 10-13.

Crosswalk: Transferring Information in the Logic Model to the eGrant Performance Measurement Worksheet

Logic Model Component	***Section of the eGrants Performance Measurement Worksheet***
Community Need	See **Needs and Activities,** Briefly describe the need to be addressed.
Inputs	*Not applicable (You do not need to include inputs with the performance measures*.)
Activities	See **Needs and Activities,** Briefly describe how you will achieve this result
Outputs	See **Result: Output,** Result Statement
Intermediate Outcomes	See **Result: Intermediate Outcome**, Result Statement
End Outcomes	See **Result: End Outcome**, Result Statement

AmeriCorps Performance Measures
(Example in eGrants format)

Issue Area: Education

Service Category: Adult Education and Literacy

☑ Primary ☐ Secondary

General Info

Performance Measurement Title:

Parental Skills Training

Measure Category: Needs and Service Activities

Service Category: Adult Education and Literacy

Needs and Activities

Briefly describe the need to be addressed:

One in five high school students dropped out of school last year (*Ridgeway School District Annual Report, 2004*). Parents have indicated they need help to support their children through high school (*Survey of Ridgeway County Parents,* 2004, conducted by the School District and City of Ridgeway).

Briefly describe how you will achieve this result:

Five AmeriCorps members will implement a drop-out prevention program consisting of sixteen classes for parents. The class activities will be designed to provide parents with the skills they need to keep their children in school. The eight-week sessions will be offered three times, beginning in October 2006, January 2007, and March 2007.

How Many AmeriCorps members will be participating in this activity?	5
How Many Days per week (on average) will this activity Occur?	2
How Many Hours per day (on average) will this activity Occur?	**2 .0**
When does this activity Begin?	Oct 5 2006
When does this activity End?	May 15 2007

(NOTE: In eGrants, Month, Day, and Year will be drop-down options.)

Result: Output

RESULT STATEMENT
1-2 Sentences stating the expected Result.

Parents will attend the eight-week parent skills/drop-out prevention class.

INDICATORS: A specific measurable item of information that specifies progress toward achieving a result.

Indicator: Number of adult beneficiaries

TARGETS: Target Description (Max 250 characters)

100 parents will attend the eight-week parenting skills/drop-out prevention class.

Target	# (number) or % (percent)
100	#

INSTRUMENTS: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol) (Max 250 characters).

Class Roster and Attendance Log will be completed by the lead AmeriCorps team member on an ongoing basis for each of the three eight-week class sessions.

PERFORMANCE MEASURE STATEMENT: This is simply the expected result and target combined into one or two sentences.

100 parents will attend the eight-week parenting skills/drop-out prevention sessions.

PRIOR YEARS' DATA: Report prior Years' data for this, if available.

No data are available for previous years; this is the first year for this program.

Result: Intermediate Outcome

RESULT STATEMENT

1-2 Sentences stating the expected Result.

Parents demonstrate knowledge of positive parenting skills.

INDICATORS: A specific measurable item of information that specifies progress toward achieving a result.

Indicator: Percent of parents who score at least 75 points (of 100) on a parenting skills post test

TARGETS: Target Description (Max 250 characters)

80% of parents who completed the session will score at least 75 points (of 100) on a parenting skills post test.

Target	# (number) or % (percent)
80	%

INSTRUMENTS: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol) (Max 250 characters).

Parenting Skills Knowledge Test will be administered by the AmeriCorps team leader at the end of the eight-week course. Parents will be tested on topics covered in class, including child/youth learning styles and communicating with teachers and school administrators.

PERFORMANCE MEASURE STATEMENT: This is simply the expected result and target combined into one or two sentences.

80% of parents who completed the session will score at least 75 points (of 100) on a parenting skills test of topics covered during the eight-week session (e.g. child/youth learning styles).

PRIOR YEARS' DATA: Report prior Years' data for this, if available (Max 1,000 characters).

No data are available for prior years.

Result: End Outcome

RESULT STATEMENT

1-2 Sentences stating the expected Result.

Completion of drop-out prevention program will lead to a decrease in student drop-out rate.

INDICATORS: A specific measurable item of information that specifies progress toward achieving a result.

Indicator: Other

Other

Percent drop-out rate of students whose parents completed the course compared to students whose parents are on the waiting list for the program

TARGETS: Target Description (Max 250 characters)

There will be a 10% lower drop-out rate for students whose parents have completed the course compared to students of parents who are on a waiting list for the program.

Target	# (number) or % (percent)
10	%

INSTRUMENTS: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol) (Max 250 characters).

Drop-Out Rate Summary Log will be completed by AmeriCorps team leader and faculty supervisor with data obtained from parents and corroborated with school records.

PERFORMANCE MEASURE STATEMENT: This is simply the expected result and target combined into one or two sentences.

At the end of the school year, there will be a 10% lower drop-out rate for students whose parents have completed the parenting skills/drop-out prevention program compared to the group of students whose parents are on a waiting list for the program.

PRIOR YEARS' DATA: Report prior Years' data for this, if available (Max 1,000 characters).

No data available for previous years.

III. Choosing Methods and Instruments for Performance Measurement

Various methods and instruments are used to collect data needed to determine if your program has achieved your desired results—your outputs, intermediate outcomes, and end outcomes. After developing your logic models and identifying the results, the next step is to determine how you are going to collect the data to track the respective result.

Collecting Data for Outputs

Outputs refer to the amount of service completed. The methods used to collect data involve documenting the work that has been done. Instruments used to document outputs include logs, attendance sheets, and activity forms. The key to collecting output data is to develop and maintain a recording system that collects the data in a consistent and organized manner.

Collecting Data for Outcomes

Outcomes are the changes that occur as a result of service completed. As with collecting output data, the methods used depend on the type of information needed. Basically, there are two types of data sources to consider, existing data that have been collected by another agency and data that your program can generate through the performance measurement process.

Existing Data from Other Organizations

Data from other agencies can be used to show the extent to which your program is meeting your targets for performance measures. Examples of such data are attendance records, classroom grades, crime statistics, and health information. The method of collecting these data needs to be planned carefully. It is important to determine how you will record the data that come from an external source (e.g., grades from report cards, health statistics from city or county data records).

Although there may be existing data that seem relevant to your program, the data may not be in a format you can use, or the data may not be accessible to you. For example, if you want to collect report card grades for your reading program, you must determine if the elementary schools give letter or numeric grades to the younger students. In some cases, rather than assigning letter or numeric grades, schools rate student success in ways such as by indicating competency level (e.g., “exceeds expectations,” “meets expectations,” or “needs improvement”).

Another issue to consider is confidentiality, which may restrict your access to data collected by other organizations. You also need to consider whether the data will be available when you need them.

Program-Generated Data

Programs may need to generate the data to measure outputs, intermediate outcomes, or end outcomes. This entails adapting an instrument someone else has created or designing an instrument to collect specific data for performance measurement. In these cases, programs may choose to administer tests or surveys, conduct observations, or conduct interviews. Programs that decide to generate the data they need will find it necessary to allocate more time in the development stage. Instruments should be pilot tested and reviewed to avoid ambiguous language and other common errors. Despite the additional time needed for development, program-generated measures usually provide a greater degree of control over the data collected.

Issues to Consider When Choosing Data Collection Methods and Instruments

Whether you are measuring outputs or outcomes, the following issues should be considered when deciding on the method and type of instrument to use.

- **Identify who will administer the instrument.** Do they need training to administer the instrument?
- **Determine who will complete the instrument.** Will they be willing to complete the instrument? Will they be able to understand what the instrument is asking (e.g., given their reading level, language skills, age, etc.)?
- **Determine when you want the instrument to be administered.** Does your timeline conflict with other program activities or administrative responsibilities? Will the people who need to complete the instrument be available when the data are to be collected?
- **Determine if the data to be collected are accessible to you.** Do you need approval from individuals or the organization to get the data? Is confidentiality an issue?
- **Verify that the data you want to collect actually exist.** Do the data to be collected actually exist in a format or grouping that you need? Do data exist from previous years?
- **Determine when the data will be available.** Will the data be available to you when you need it?

Instruments Record the Work Completed

Performance measurement data and instruments are the records of the work performed by your program (outputs) and the changes resulting from this work (outcomes). Completed instruments and the “raw data” they contain provide the documentation that verifies the results you report to the Corporation and other stakeholders. Therefore, it is very important to keep all your raw data (i.e., completed instruments) well organized and in a safe place so they will not be lost or destroyed. Completed instruments may also contain confidential information about the beneficiaries you serve, so it is also important to keep them in a secure location, such as a locked filing cabinet.

IV. Performance Measurement Worksheet

A strong performance measurement worksheet tells a brief and accurate story about what you intend to achieve for your beneficiaries, members, and community through your activity. It also lays a foundation for implementing performance measurement. The AmeriCorps performance measurement worksheet contains eight components.

1. **Need to be addressed**
2. **Activity (how you will achieve the result)**
3. **Result type and result statement**
4. **Indicators**
5. **Targets**
6. **Instruments**
7. **Performance measure statement**
8. **Prior years' data**

Before Starting the Performance Measure

Review your logic model. Before developing your performance measurement worksheet, complete a logic model for the activity. The logic model can serve as the basis for your worksheet. As you complete the worksheet, you can move back and forth between the logic model and the worksheet, borrowing components from the logic model to copy into the worksheet. See Section II—Program Logic Model in this toolkit for more information on completing a logic model.

Steps to a Strong Performance Measurement Worksheet

1. Describe the need the activity will address.

Describe the unmet need in your community and briefly describe the community characteristics relevant to the need. Document the reason why your particular service activity is being conducted by citing research or government statistics, if appropriate.

Note that for participant development activities, the need will be centered on the members (e.g. need for advanced training), rather than the community.

2. Describe your activity.

Describe how you will achieve this result. The activity statement of your program should describe who does what, when, where, how, and with whom.

> **Activity Example**
>
> Five AmeriCorps members will provide one-on-one tutoring in reading to twenty-five teacher-identified, third-grade students at Clarkstonburg Elementary School for forty-five minutes in the classroom one afternoon per week for twelve weeks.

3. Select the result type – output, intermediate outcome, or end outcome - and define the result.

Select the results you will focus on for this performance measurement worksheet. (For more information on requirements for results, see *Appendix A. Performance Measurement Requirements* in this toolkit).

For each result selected, define the result with a brief result statement. Below are the result type definitions and examples of reslt statements

- **Outputs** are counts of the amount of service members or volunteers have completed, but do not provide information on benefits to or other changes in the lives of members and/or beneficiaries.

> **Output Example**
>
> Teacher-identified, third-grade students at Clarkstonburg Elementary School will complete 12 weeks of tutoring.

- **Intermediate Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries, but are short of a significant benefit for them.

> **Intermediate Outcomes Example**
>
> Students will improve attitudes about reading.

- **End Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries that are significant.

> **End Outcome Example**
>
> Students will increase their ability to read.

4. Select an indicator.

You will also need to identify an indicator for each result. The indicator describes the specific, measurable item of information that specifies progress toward achieving your result. It is a key step in determining the target. The following examples are indicators for specific results:

Examples of Indicators:

Output Indicator: Number of students tutored

Intermediate Outcome Indicator: Percent of students reading more books

End Outcome Indicator: Percent of students reading at or above grade level

NOTE: In eGrants, ***Indicator*** *is a drop down menu with options including "other." If the options provided do not include the Indicator you are measuring, select "other" and describe the Indicator in the text box that will appear.*

5 Identify the targets.

Identify the actual level or degree of success, as measured by your instrument, which you expect to achieve each year during the three-year funding cycle. Your targets indicate how many or how much will change for each year compared to baseline data.

Be realistic! You are the best judge of how much change to expect over a given time period as a result of your program's activities. If this is the first time you are collecting data for this measure, usually the target is considered as a "guestimate." Consider whether this is the same group of beneficiaries participating for all three years and whether the AmeriCorps members' limited service years will allow you to raise your target substantially from one year to the next.

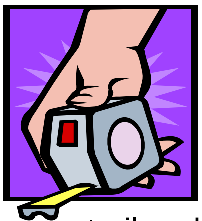
Note: In eGrants indicate whether it is a whole number of percent and then how many people, served, things or service created or provided.

A target for an intermediate outcome may look like this:

Sixty-five percent of students tutored increase their interest in reading in at least three of six areas measured.

6. Identify instrument and data source.

The instrument and data source describe the means by which you will collect *observable evidence* on the extent to which your activity completed service or achieved its desired result. The data source identifies the origin of the information you plan on collecting. For example, if you are using existing data, the data source may be school records or police crime statistics. The instrument is the document or form you will use to track your activities and to determine impact (e.g., teacher survey, behavioral checklist).



Always connect your instrument and data source to your activity and result. For example, a questionnaire (instrument) that collects information from park visitors (data source) on park satisfaction would not measure increased trail safety (result). However, an Accident and Injury Log (instrument) that collects information from the park's Accident and Injury Records (data source) can determine the safety condition of a trail and measure trail safety (result). Before identifying the data source and instrument, consider the feasibility of collecting the type of information associated with the instrument. For example, if you will need to gain access to data on crime rates, you will want to know if the police department will allow you to transfer crime data to your Crime Rate Summary Log.

Identify your data source and instrument in the worksheet. In some cases, you may not have identified an instrument during the early planning of your program, but know where you would get the information. If so, state the data source where you will obtain your data; identifying the specific instrument to be used may need to come later.

7. Restate the performance measure statement.

The performance measure is a combined restatement of your result and target. It is the general statement of change coupled with what (who) and how many will change during the respective year.

An example of a performance measure for an intermediate outcome may look like this:

Teachers report that 90 percent of students tutored increased interest in reading in at least three of six areas measured.

8. Provide data from previous years.

If you have data from previous years, this is the opportunity to report it. This may be baseline data previously collected by your agency, or other information you used to establish the community need that your activity will address

Appendix A: Performance Measurement Requirements for AmeriCorps State and National Programs

Overview

In July 2005 the Corporation issued the AmeriCorps Rule which went into effect in September. The AmeriCorps Rule defines the changes on how AmeriCorps State and National Programs are to measure their performance. AmeriCorps programs will be required to submit, at a minimum, one set of aligned performance measures — one output, one intermediate outcome, and one end outcome – that capture the results of the program's primary activity, or area of significant activity for programs whose design precludes identifying a primary activity. Any additional performance measures you submit may or may not be aligned.

The Corporation encourages you to exceed the minimum requirements for developing performance measures.

Creating a Set of Aligned Performance Measures

A set of aligned performance measures contains one output, one intermediate outcome, and one end-outcome. Each of these results should relate to the same service activity. In addition, each result flows sequentially, from output to intermediate outcome, and from intermediate outcome to end outcome. An example of a set of aligned performance measures can be found in Section II of this toolkit (pages 10-13). Appendix B contains examples of logic models with aligned results. The following steps describe how to develop an aligned set of performance measures:

Step 1: Choose a primary or significant activity area. What is a primary activity? This might include one or more of the following elements:

- A service activity that represents your AmeriCorps program's primary purpose and objectives
- An activity area where members put most of their effort and time
- An activity area in which all or most of the members participate
- An activity that addresses one of the Corporation's strategic initiatives
- For intermediary organizations, a significant activity can be that which most or many sites are implementing.

Step 2: (Recommended): Develop a logic model for your activity. This process can:

- Help you clarify the results you are trying to achieve and identify the key program elements that must be tracked.
- Help you develop a set of aligned performance measures
- For information on a program logic model, see Section II of this Toolkit.

Step 3: Identify an output to be measured from your primary activity or area of significant activity and write a statement. What you count - the output – should be what you track for changes. For instance, if you select "students tutored" as your output, you will select intermediate outcomes and end outcomes that identify changes for the same students.

Step 4: Identify an intermediate outcome for the same primary activity or area of significant activity. This intermediate outcome should be aligned with your output. In other words, the intermediate outcome should measure intended changes in the same beneficiaries identified in your output. Write a statement: what changes will occur for beneficiaries because of the activity? Intermediate outcomes are not end outcomes measured mid year. They are changes that link with end outcomes.

Step 5: Identify an end outcome for the same primary activity or area of significant activity. This end outcome should be aligned with your output and intermediate outcome, and should measure a significant and lasting change that your beneficiaries will experience by the end of the program year. The end outcome should link sequentially with your intermediate outcome. Write a statement: what significant changes will occur for beneficiaries because of the primary or significant activity?

Often, a helpful way to approach this task is to begin with the end outcome and work back to the output.

Step 6: Identify the indicators, targets and instruments for each result. Once you have completed your logic model and aligned the results, begin to identify the indicators, targets and instruments for each performance measure.

Recommendations

The guidelines above are the minimum requirements set by the Corporation. In addition, AmeriCorps programs are encouraged to measure outputs and outcomes of all of their primary activities. AmeriCorps programs are also encouraged to use as many results (i.e., outputs, intermediate outcomes, end outcomes) as they feel appropriate to demonstrate the results of their most important activities. AmeriCorps State programs should contact their state commission to inquire about state guidelines.

Appendix B: Examples of Program Services Described in Logic Models (Indicators appear under each result)

Participant Development:

Nineteen AmeriCorps members will be trained by a qualified trainer (trained staff person or professional trainer) in ten strategies of effective citizenship using the curriculum, “A Facilitators Guide to Effective Citizenship through AmeriCorps” during their in-service orientation week and half-day trainings once per week for five weeks.

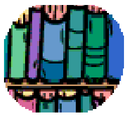
Community Need	Inputs	Activity	Outputs	Intermediate Outcome	End Outcome
Members need training in citizenship strategies and can benefit from increased civic awareness	1. Qualified trainers 2. AmeriCorps members 3. Citizenship curriculum	Qualified trainers provide AmeriCorps members with training in citizenship using the prescribed curriculum.	Members complete the training course.	Members gain knowledge about effective strategies for civic engagement.	Members increase commitment to civic engagement.
			<u>Indicator</u>: Number of members who complete training course	<u>Indicator</u>: Percent of members who know how to design service projects, find and track legislation, run effective meetings, talk to decision-makers, etc.	<u>Indicator</u>: Percent of members who participate in at least one community service activity beyond AmeriCorps

Strengthening Communities:

Twenty AmeriCorps members will engage in volunteer recruitment by supporting the quarterly open house for community literacy volunteers. Members will place advertisements in the local newspapers and other media outlets, as well as word-of-mouth, to inform the community about quarterly open house events. AmeriCorps members will also staff these open house events, serve refreshments, and inform community members about opportunities to serve as literacy tutors at local elementary schools. Members will record contact information for participants who express interest in volunteering. Program staff will be responsible for volunteer training and placement.

Community Need	Inputs	Activity	Outputs	Intermediate Outcome	End Outcome
Volunteer tutors are in scarce supply; high turnover of volunteers detracts from quality of tutoring services. →	1. AmeriCorps members 2. Member training in volunteer recruitment 3. Advertisement supplies and resources 4. Refreshments →	AmeriCorps members advertise and staff quarterly open house to recruit community volunteers for the literacy tutoring program. Program staff train and place literacy volunteers. →	Individuals recruited from the community serve as literacy tutors. →	Individuals who volunteer as literacy tutors have a positive volunteering experience. →	First-time literacy tutoring volunteers maintain their commitment to volunteering.
			<u>Indicators</u>: Number of individuals from the community who are recruited, trained, and placed as literacy tutors	<u>Indicator</u>: Percent of literacy tutors (volunteers) who report that they had a "positive" or "very positive" volunteering experience	<u>Indicators</u>: Percent of first-time literacy tutors (volunteers) who report that they plan to serve with the program again next year

Needs and Service Activities—Education:



Twenty-five AmeriCorps members and fifteen volunteers will provide one-on-one literacy tutoring to 160 third-grade to fifth-grade students identified as reading two or more grades below their grade level. Tutoring will occur three days per week for one school year (thirty weeks) at four elementary schools. Each student will be provided with one hour of tutoring three days per week for 30 weeks.

Community Need		Inputs		Activity		Outputs		Intermediate Outcome		End Outcome
Elementary school children are scoring low in tests of reading ability.	→	1. AmeriCorps members 2. Community volunteers 3. Students 4. Training resources	→	AmeriCorps members and volunteers provide one-on-one literacy tutoring to elementary students.	→	Students receive tutoring services	→	Students demonstrate a positive attitude towards reading.	→	Students improve reading ability by end of school year.
						<u>Indicators</u>: Number of students who receive at least 45 hours of tutoring		<u>Indicator</u>: Percent of tutored students who report that they enjoy reading and are reading more books		<u>Indicator</u>: Percent of tutored students who read at or above grade level by end of school year

Needs and Service Activities—Environment:

Ten AmeriCorps members and fifty volunteers will work six-person crews to conduct ten neighborhood clean-up projects to improve the safety and usability of neighborhood public parks over a nine month period. Clean-up activities will include removing trash and debris, planting trees and shrubs, repainting fences and walls (to cover graffiti), and repairing broken playground equipment.

Community Need		Inputs		Activity		Outputs		Intermediate Outcome		End Outcome
Residents lack access to safe, clean neighborhood parks.	→	1. AmeriCorps members 2. Volunteers 3. Clean-up tools and equipment 4. Monetary and material resources	→	AmeriCorps members conduct clean-up projects in neighborhood parks.	→	Neighborhood park clean-up projects are completed.	→	Neighborhood residents perceive parks to be safer and more usable due to clean-up efforts of AmeriCorps members and volunteers.	→	Residents make greater use of public parks in their neighborhood.
						<u>Indicator</u>: Number (and types) of clean-up projects completed		<u>Indicator</u>: Percent of neighborhood residents who report that they believe the parks in their neighborhoods are safer and more usable due to clean-up efforts of AmeriCorps members and volunteers.		<u>Indicators</u>: Percent of residents who report they will be more likely to use cleaned up parks; percent of residents who report having used parks in the last 30 days

Needs and Service Activities—Disaster Preparedness and Relief:

Twenty AmeriCorps members, serving at five sites and working in teams of four, will work with representatives of local schools, after school programs, and other youth-serving organizations to implement disaster preparedness curricula and programs for elementary and middle school-aged youth.

Community Need	**Inputs**	**Activity**	**Outputs**	**Intermediate Outcome**	**End Outcome**
Youth in the community need to know what to do in the event of various emergencies. →	1. AmeriCorps members 2. Disaster preparedness curricula 3. Other material and monetary resources →	AmeriCorps members work with community representatives to implement disaster preparedness curricula. →	Youth participate in disaster preparedness activities. →	Youth increase their knowledge of appropriate disaster responses. →	Youth perform appropriately during emergency drills.
			<u>Indicators</u>: Number of youth who participate in disaster preparedness activities.	<u>Indicator</u>: Percent of participating youth who show knowledge of appropriate responses in at least three disaster scenarios	<u>Indicator</u>: Percent of youth who are able to perform seven emergency tasks during a timed drill

Needs and Service Activities—Other Human Needs:

Fifteen AmeriCorps members will conduct outreach to neighborhood residents, signing up parents with infants and young children for appointments at the community clinic to receive necessary vaccinations. Members will distribute brochures containing information on the importance of childhood vaccinations, and encourage parents to bring their infants and young children to the local community clinic for free or reduced-cost vaccinations. Parents will receive up-to-date record of children's vaccinations, which will facilitate the enrollment of these children in kindergarten and elementary school.

Community Need		Inputs		Activity		Outputs		Intermediate Outcome		End Outcome
Children in the community have not received all needed vaccinations.	→	1. AmeriCorps members 2. Member training 3. Outreach materials 4. Other material and monetary resources	→	AmeriCorps members go door-to-door and sign up parents with infants and young children for necessary vaccinations.	→	Parents with infants and young children are signed up.	→	Children receive necessary vaccinations.	→	Parents receive up-to-date record of their children's vaccinations.
						<u>Indicator</u>: Number of parents signed up by AmeriCorps members		<u>Indicator</u>: Number of children who receive vaccinations		<u>Indicator</u>: Number of vaccination cards which indicate children have received all recommended vaccinations

Needs and Service Activities—Public Safety:

Over the course of one year, fourteen members will help victims of domestic violence to make personal safety plans, get temporary restraining orders, and find alternative living situations. Members will guide clients through the steps to develop a personal safety plan. Members will help clients complete the paperwork to file a request for a temporary restraining order. Members will match clients with openings at the local shelter for battered women. Members will also follow up with on clients' to address their needs for at least six weeks following initial contact.

Community Need		Inputs		Activity		Outputs		Intermediate Outcome		End Outcome
Victims of domestic violence need help finding and accessing resources to keep them safe.	→	1. AmeriCorps members 2. Training for members 3. Monetary and material resources 4. Victims seeking assistance	→	AmeriCorps members assist victims of domestic violence (clients) to make personal safety plans, get temporary restraining orders, and find alternative living situations.	→	Clients receive assistance from AmeriCorps members.	→	Clients implement their personal safety plans.	→	Clients report that they feel safer as a result of assistance received from members.
						<u>Indicator</u>: Number of clients who receive assistance, and types of assistance received		<u>Indicator</u>: Percent of clients who report having performed the steps outlined in the personal safety plan they developed with assistance from an AmeriCorps member		<u>Indicator</u>: Percent of clients who report that they feel safer as a result of assistance received from AmeriCorps members

Appendix C: Glossary of Performance Measurement Terms

Activity: What a program does with inputs to fulfill its mission.

> **Primary Activity**: A service activity of AmeriCorps members that represents your program's primary purpose and objectives. The set of aligned performance measures should address a *primary* or *significant* area of activity for your program.
>
> **Significant Activity**: A service activity that makes up a significant part of the program's service activities. Some programs do not have a primary activity, but rather engage in many different activities in different issue areas. The set of aligned performance measures should address a *primary* or *significant* area of activity for your program.

Aligned Performance Measures: See *Performance Measures.*

Beneficiaries: Those who benefit from community activities.

Data Source: Identifies the origin of the information you plan on collecting.

Evaluation: In-depth assessment of program effectiveness by means of rigorous scientific methods. This can include use of control groups and other techniques to determine what would have happened in the absence of the program.

Indicator: A specific, measurable item of information that specifies progress toward achieving a result.

Input: Resources your program uses to produce outputs and achieve outcomes. Examples include staff, members, volunteers, facilities, equipment, curricula, and money.

Instrument: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol).

Logic Model: A diagram or chart that traces the flow from inputs to activities, outputs, and outcomes to demonstrate an aligned activity. A logic model employs an "if *A*, then *B*" way of thinking.

Community Need: The unmet need in your community that your activity will address.

Performance Measure: A statement containing a result (output, intermediate outcome, or end outcome), an indicator, and the target that is expected to be achieved toward this result over a given period of time (one year, two years, or three years).

> **Aligned Performance Measures**: A set of aligned performance measures contains one output, one intermediate outcome, and one end-outcome. Each of these results is relating to the same service activity. In addition, each result flows sequentially, from output to intermediate outcome, and from intermediate outcome to end outcome.

Performance Measurement: The process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries.

Primary Activity: See *Activity.*

Result: The outputs and outcomes you intend to track for a particular activity.

> **Outputs** are the amount or units of service that members or volunteers have completed, or the number of community beneficiaries the program has served.
>
> **Intermediate-outcomes** specify a change that has occurred in communities or in the lives of community beneficiaries or members, but is not necessarily a lasting benefit for them.
>
> **End-outcomes** specify a change that has occurred in communities or in the lives of community beneficiaries or members, that is significant and lasting.

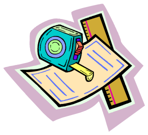
Significant Activity: See *Activity.*

Target: The level of success a program expects to attain for efforts made over a given time period.

> **Output example**: In the first year, twenty-five percent of the parents participating in the dropout prevention program will attend all sessions.
>
> **Intermediate outcome example**: In the second year, those students whose parents attend all sessions of the dropout prevention program will demonstrate ten percent fewer behavioral incidents compared to those students whose parents are on a waiting list for the program.

Volunteer: Volunteers are citizens or residents in the community who offer their time and talents to assist your AmeriCorps program. Volunteers differ from AmeriCorps members in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and do not receive a stipend, education award or health benefits.

Appendix D: Performance Measurement Resources



Below is a list of resources recommended by the Corporation for National and Community Service for developing performance measurements. To access each of the online resources, type the underlined address into the address field of your web browser.

Web Sites

Evaluation Toolkit: A User's Guide to Evaluation for National Service Programs
http://nationalserviceresources.org/star/user-guide

Harvard Family Research Project—After School Resources and Publications
http://www.gse.harvard.edu/hfrp/projects/afterschool/resources.html

Online Evaluation Resource Library
http://oerl.sri.com/

United Way of America, Outcome Measurement Resource Network—Resource Library
http://national.unitedway.org/outcomes/library/pgmomres.cfm

Urban Institute Report on the Corporation's performance measurement
http://nationalservice.gov/pdf/outcome_indicators.pdf

W.K. Kellogg Foundation Evaluation Handbook
http://www.wkkf.org/pubs/Tools/Evaluation/Pub770.pdf

W.K. Kellogg Foundation Logic Model Development Guide
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.PDF

Books

Hatry, Harry P. 1999. Performance Measurement: Getting Results. Urban Institute Press: Washington, D.C.

United Way of America. 1996. Measuring Program Outcomes: A Practical Approach. United Way of America: Alexandria, VA. (To order, call 1-800-772-0008.)

The Corporation also encourages programs, when needed, to seek the help of local or regional professionals to perform and oversee performance measurement activities. This includes the development of a plan that encompasses the collection of and reporting on outcome data that will be used to improve program quality.

Appendix E: Entering Your Performance Measures Into eGrants

This appendix will walk you through the creation of performance measures in eGrants.

AmeriCorps Performance Measures
(eGrants format)

→ Performance Measures

The shaded boxes indicate the areas that will need to be completed/selected in eGrants.

To begin, click on the "add a service category" link from the Performance Measures page.

Service Categories and Performance Measures: add a service category

---

Issue Area: Select an Issue Area… ▼

*(NOTE: In eGrants, **Issue Area** will be a drop down menu. The Issue Area you select will determine the Service Category options in the next step.)*

Service Category: Select a Service Category… ▼

*(NOTE: In eGrants, **Service Category** will be drop down menu. The service category you select will determine the Indicator drop-down options in later steps.)*

☑ Primary ☐ Secondary

*(NOTE: If this is the first or only Service Category you select, eGrants will automatically check "Primary" to indicate this is your **primary** activity. To select more than one Service Category, simply click the "add a service category" link. Once you have more than one Service Category, you can choose which activity is the primary, secondary, or neither if three or more Service Categories are identified. **One primary activity must be identified**. You must have one set of aligned performance measures—one output, one intermediate outcome, and one end outcome—for your primary activity.)*

Performance Measures: add a performance measure

(NOTE: Click on "add a performance measure" to begin writing your measures.)

General Info

Performance Measurement Title:

(NOTE: Give this performance measure a title—usually 3-4 words that describe the activity— and enter it in the text box.)

Measure Category: Select a Measure Category…

*(NOTE: In eGrants, **Measure Category** will be a drop down menu; select one and continue. The Measure Category options include: Needs and Service Activities, Participant Development, and Strengthening Communities.)*

Service Category: Select a Service Category…

*(NOTE: In eGrants, **Service Category** will be a drop down menu of choices based on your earlier identification of Service Categories; select one and continue.)*

Needs and Activities

(Need) Briefly describe the need to be addressed:

(NOTE: Keep statements to one or two paragraphs.)

(Service Activity) Briefly describe how you will achieve this result:

(NOTE: Keep statements to one or two paragraphs.)

How Many AmeriCorps members will be participating in this activity?

How Many Days per week (on average) will this activity Occur?

How Many Hours per day (on average) will this activity Occur? .

When does this activity Begin? Month /Day /Year

When does this activity End? Month /Day /Year

(NOTE: In eGrants, Month, Day, and Year will be drop-down options.)

Result: Select a Result Type…

*(NOTE: You will need to select the **Result Type** that you intend to track for this activity – output, intermediate outcome, or end outcome – and click "Add New Results Section.")*

Result: Output

RESULT STATEMENT

1-2 Sentences stating the expected Result.

INDICATORS: A specific measurable item of information that specifies progress toward achieving a result.

Indicator: Select an Indicator…

*(NOTE: In eGrants, **Indicator** is a drop down menu with options including "other." If the options provided do not include the Indicator you are measuring, select "other" and describe the Indicator in the text box that will appear. Also, be aware that the options may include outcome as well as output indicators. Outputs are counts of things or services provided, or the number of people served; be sure to select an <u>output</u> indicator here.)*

TARGETS: Target Description (Max 250 characters)

Target # (number) or % (percent)

*(NOTE: In eGrants, you will need to write a number in the **Target** box from your target statement— and indicate whether it is a whole number or percent—for example, of how many things or services will be created or provided. Output targets are usually a number (#) rather than a percent.)*

INSTRUMENTS: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol) (Max 250 characters).

*(NOTE: In the text box above, identify your **Instrument** by name, who will administer it and how often.)*

PERFORMANCE MEASURE STATEMENT: This is simply the expected result and target combined into one or two sentences.

PRIOR YEARS' DATA: Report prior Years' data for this, if available.

Result: Select a Result Type…

*(NOTE: You will need to select the **Result Type** that you intend to track for this activity – output, intermediate outcome, or end outcome – and click "Add New Results Section.")*

Result: Intermediate Outcome

RESULT STATEMENT

1-2 Sentences stating the expected Result.

INDICATORS: A specific measurable item of information that specifies progress toward achieving a result.

Indicator: Select an Indicator…

*(NOTE: In eGrants, **Indicator** is a drop down menu with options including "other." If the options provided do not include the indicator you are measuring, select "other" and describe the indicator in the text box that will appear. Also, be aware that the options may include output as well as outcome indicators. Outcomes are changes that occur; be sure to select an <u>outcome</u> indicator here.)*

TARGETS: Target Description (Max 250 characters)

Target # (number) or % (percent)

*(NOTE: In eGrants, you will need to write a number in the **Target** box from your target statement— and indicate whether it is a whole number or percent—for example, of how many people will reach this outcome.)*

INSTRUMENTS: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol) (Max 250 characters).

*(NOTE: In the text box above, identify your **Instrument** by name, who will administer it and how often.)*

PERFORMANCE MEASURE STATEMENT: This is simply the expected result and target combined into one or two sentences.

PRIOR YEARS' DATA: Report prior Years' data for this, if available (Max 1,000 characters).

Result: Select a Result Type…

*(NOTE: You will need to select the **Result Type** that you intend to track for this activity – output, intermediate outcome, or end outcome – and click "Add New Results Section.")*

Result: End Outcome

RESULT STATEMENT

1-2 Sentences stating the expected Result.

INDICATORS: A specific measurable item of information that specifies progress toward achieving a result.

Indicator: Select an Indicator…

*(NOTE: In eGrants, **Indicator** is a drop down menu with options including "other." If the options provided do not include the indicator you are measuring, select "other" and describe the indicator in the text box that will appear. Also, be aware that the options may include output as well as outcome indicators. Outcomes are changes that occur; be sure to select an outcome indicator here.)*

TARGETS: Target Description (Max 250 characters)

Target # (number) or % (percent)

*(NOTE: In eGrants, you will need to write a number in the **Target** box from your target statement— and indicate whether it is a whole number or percent—for example, of how many people will reach this outcome.)*

INSTRUMENTS: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol) (Max 250 characters).

*(NOTE: In the text box above, identify your **Instrument** by name, who will administer it and how often.)*

PERFORMANCE MEASURE STATEMENT: This is simply the expected result and target combined into one or two sentences.

PRIOR YEARS' DATA: Report prior Years' data for this, if available (Max 1,000 characters).