Senior Corps Toolkit

Performance Measurement Initiative

4/4/2003

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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 Senior Corps application. This Toolkit is intended to provide you with helpful background information. However, relying on this information cannot guarantee an award, and this Toolkit should not be referred to in your application.

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1. Introduction

For more than three decades the Senior Corps projects have provided Americans age fifty-five and older with opportunities for community service. The longevity of and support to Senior Corps projects are evidence of their success, particularly in demonstrating how the senior volunteers benefit from the opportunities provided.

During the mid-1990s, it became increasingly important to find out how the results or activities of the senior volunteers were making real and lasting differences in the communities served. In this spirit, in 1996, the Senior Corps initiated the Programming for Impact (PFI) Approach, requesting that projects develop five-element planning statements that identify accomplishments and impacts of services being conducted by senior volunteers. Building on the success of Programming for Impact, the Senior Corps will enhance PFI through the Corporation's Performance Measurement Initiative.

Programming for Impact

Since 1996, Senior Corps project directors have been engaged in the process of incorporating the principles of Programming for Impact (PFI) into their project planning, implementation, and reporting. Using PFI, project directors identified the *community need* to be addressed, the *service activity*, the *anticipated inputs*, the *anticipated accomplishments*, and the *anticipated impact* of services provided. The primary purpose of this process is to develop, track, report, and improve project services.

Performance Measurement

Senior Corps' Performance Measurement Initiative begins July 2003. The Performance Measure Initiative will be part of all programs administered by the Corporation for National and Community Service. In Senior Corps, the Corporation's performance measurement initiative builds on the strengths and experience of the Senior Corps' PFI approach. Performance measurement will not replace the PFI approach; indeed, it will enhance it. Senior Corps projects are well positioned for this initiative because they began the process of measuring performance by implementing PFI.

The *Senior Corps Toolkit: Performance Measurement Initiative* provides Senior Corps grantees with practical information, examples, and guidance to successfully implement the new performance measurement initiative.

2. Toolkit Overview

Introduction

This Toolkit is designed to help you learn about, prepare for, and implement the new directions in performance measurement for Senior Corps as set forth in the Senior Corps Field Guidance from the Corporation for National and Community Service (CNCS).

For Senior Corps grantees, new performance measurement requirements go into effect beginning with the July 1, 2003 grant cycle. For Senior Corps grantees in any other grant cycle, the performance measures will apply at the time of the next application.

Toolkit Purpose

The purpose of this Toolkit is to introduce performance measurement as part of the Programming for Impact (PFI) approach already used by Senior Corps projects and to help you meet new performance measurement requirements. This Toolkit describes:

- **Performance measurement requirements and criteria for selecting work plans to measure performance**. This section assists you to think through the issues pertinent to writing work plans for measuring performance.
- **The components of the PFI approach—including community need, service activities, inputs, anticipated accomplishments, and anticipated impacts.** This section highlights the expanded impact that includes the result (intermediate outcome or end outcome), indicator, instrument, and target.
- **What to consider when choosing instruments and identifying data collection strategies for performance measurement**. In addition to a review of the types of data and instruments, this section addresses issues related to managing data from volunteer stations.
- **How to complete a work plan for performance measurement**. This section provides a step-by-step guide to completing the work plan for performance measurement and includes a sample work plan.

A number of appendices appear at the end of this Toolkit, including a glossary of terms, a list of frequently asked questions (FAQ), examples of work plans to measure performance, and a list of additional resources.

How to Use this Toolkit

This Toolkit provides a comprehensive overview of performance measurement for Senior Corps grantees and applicants. You can use it as an important reference and learning tool, with useful information to begin the process of implementing a system for measuring results, including identifying the data sources, instruments and data collection strategies. You will find this Toolkit useful for refining existing work plans to align with performance measurement requirements.

This toolkit does not provide specific information on how to use the eGrants system. However, much of the information provided here is applicable to completing the "Work

Plan/Performance Measures" tab in eGrants. We recommend that you draft your work plans on paper before entering them into the eGrants system.

The grant application provides a framework for Senior Corps projects to formalize work plans that will measure performance. The work plans selected in the grant application to measure performance provide the basis for Senior Corps projects to identify, manage and report on results in the Project Report section of the work plan. For many Senior Corps project directors, this Toolkit may suffice to clarify performance measurement as it pertains to the work plan. If you have questions or desire further assistance in refining your work plans, contact your CNCS State Office or Project STAR at 800-548-3656. This Toolkit can be found on line by clicking on the Senior Corps logo at www.nationalserviceresources.org (search: project star)

3. Performance Measurement Requirements and Guidance

Performance Measurement Requirements

In an effort to strengthen Programming for Impact (PFI), as of July 1, 2003, all existing Senior Corps grantees as well as applicants for new funding (should such funding

become available) are required to identify **three to five performance measures in at least one and no more than two work plans** in the grant application. Projects will be held accountable for their actual performance against specified targets.

Specifically, applicants should identify the following performance measures:

1. At least one output (accomplishment)
2. At least one intermediate outcome (impact)
3. At least one end outcome (impact)

With respect to each performance measure, grantees will be expected to:

1. Report on progress achieved,
2. Specify how performance was measured,
3. Make the underlying documentation of performance available for review, and
4. Report on any operational changes and project improvements that resulted from information learned from the performance data.

Selecting Work Plans for Performance Measurement

A first step in measuring performance for your Senior Corps project is to review your work plans. The *Senior Corps Field Guidance* for FY 2003 requires that you identify three to five performance measures in at least one and no more than two work plans. According to the *Field Guidance*, your project will be held accountable for actual performance against specified targets for each of the three to five performance measures.

Many Senior Corps projects have a large number of work plans, some projects have as many as twenty to twenty-five work plans. Therefore, you will have to select one or two of these work plans to measure results for your service activities. The key to selecting work plans for performance measurement is to *choose the work plans that provide the most coverage of service activities*. In making the selection, consider the following points.

1. Do a significant number of stations conduct the service activity described in your work plan?

   Selecting such a work plan ensures that you report accomplishments and impacts associated with services that are provided by a majority of your project's Senior Corps volunteers.

2. Does the work plan reflect the primary services of your project?

   Selecting such a work plan ensures that you report on your primary services.

3. Does the work plan address an area of service in which your organization has significant experience or special expertise?

   Selecting such a work plan ensures that you report on areas of service that represent your project's particular strengths.

4. Does the work plan address one or more of the special interest areas of homeland security, tutoring, mentoring, or independent living?

   Selecting such a work plan ensures that you are measuring results in areas that are top priorities for national service.

As you review each work plan to see how it measures up to each of these points, review these work plans to make sure that anticipated accomplishments and anticipated impacts are clearly identified. If they are not, then revise the work plan to clarify accomplishments and impacts so that they can be measured (see section 4).

After reviewing your work plans, you may find that you have more than two plans that are good candidates for performance measurement. To reduce the choices, consider the following additional questions that focus on collecting and reporting data on actual accomplishments and actual impacts.

1. Are the volunteer stations and sites that participate in the work plan *currently* collecting data on actual accomplishments and/or actual impacts?

If no, then ask yourself…

↓

2. If the volunteer stations and sites that participate in the work plan currently *do not* collect data on actual accomplishments and/or actual impacts, are you able to obtain relevant data from other agencies (existing data)?

If no, then ask yourself…

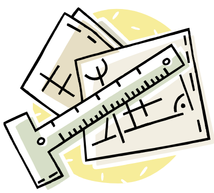
↓

3. If the volunteer stations and sites that participate in the work plan currently *do not* collect data on actual accomplishments and/or actual impacts, *AND* you cannot obtain relevant data from other agencies (existing data), will you and/or the stations be able to collect the data using your own instruments (project-generated data)?
4. Regardless of how you obtain the data (i.e., from other agencies or by collecting the data yourself), will you get data in a timely manner for progress reports?

Your answers to these questions will help you decide whether it is practical to collect performance measurement data for each of the work plans chosen. If you anticipate that data collection will be difficult, then you may want to measure the performance for other work plans. (See section 5 for more information on instruments and data collection strategies.)

4. Programming for Impact

Overview



When Senior Corps began employing the Programming for Impact (PFI) approach back in 1996, Senior Corps projects focused on documenting changes made as a result of services provided. The Corporation is now introducing performance measurement and the logic model as a means to help other national service programs do the same—strengthen program planning and measure the performance of program services. The PFI approach will continue to be the basis for Senior Corps with one noteworthy area of expansion: **impact**.

This section of the Toolkit briefly reviews the first four PFI components. Next, it provides a detailed explanation of the fifth component, impact, and how performance measurement strengthens the PFI approach, specifically the result (intermediate outcome or end outcome), indicator, instrument, and target.

Review of Programming for Impact Components

Senior Corps projects use the five component PFI work plan to tell a brief and accurate story about what they intend to achieve for beneficiaries, volunteers, and the community through service activity.

The five components of the work plan are:

1. Community Need
2. Service Activity
3. Inputs
4. Anticipated Accomplishments
5. Anticipated Impact

1. Identify your Community Need.

In this first component, describe the salient characteristics and unmet needs of your community (e.g., urban, densely populated, high poverty, poor academic performance) and document the reason why your particular service activity is being conducted. Include a reliable source to

A note about Logic Models and PFI

The logic model is a tool that assists projects with performance measurement. The logic model provides a concise visual representation of activities that are the core of your project. Logic modeling can be used during the planning or development of your project to identify the results your project intends to achieve. PFI is an example of a logic model and incorporates most of the same components of performance measurement.

If you have a logic model, review it before you begin creating your PFI statements.

The logic model can serve as the basis for your work plan. You can move back and forth between the logic model and the work plan. The chart below highlights the component similarities between PFI and other logic models.

Programming for Impact and Logic Model - Terminology						
Programming for Impact	Community Need	Service Activity	Inputs	Accomplishments	Impact	
Logic Model	Community Need	Activity	Inputs	Outputs	Intermediate Outcome	End Outcome

establish a compelling need. Specifically, you should describe the need that your project addresses, furnishing concrete, quantitative evidence (at the school, local, state, or national level), when possible, to answer the question, “Why do we do this service?” Furthermore, cite a *source* to answer why this need must be addressed. This provides even stronger evidence for the need (e.g., achievement tests indicating low performance in reading scores, teacher reports identifying student weaknesses, parent surveys requesting additional assistance for students).

2. Plan your Service Activity.

Describe what your Senior Corps volunteers will provide in order to address the identified community need. A strong PFI statement will contain a service activity that describes *who does what, when, where, how long the intervention will last,* and *with whom.*

Activity Example: Fifty-five Foster Grandparents will provide one-on-one tutoring in reading to 110 teacher-identified, third-grade students at Clarkstonburg Elementary School for 45 minutes in the classroom one afternoon per week for 12 weeks.

3. Identify your Inputs.

Describe the resources that you will use to create or sustain the service efforts in measurable units or terms (e.g., estimated number of volunteer hours, training, stipends, material resources). These are the resources used to produce accomplishments and impacts.

Input Example: Twenty Senior Corps volunteers will receive 50 hours of training to prepare for tutoring 3rd grade students.

4. Plan your Anticipated Accomplishments (Outputs).

Describe the accomplishments (outputs) from your service activities. This quantifies or counts what will happen during your service activity (e.g., the number of persons to be served, the number of times an activity will be performed) and describe the amount of products or things that will be created (e.g., the number of individualized care plans that will be developed, neighborhood cleanup projects completed). In addition, you may also describe the extent to which a service will be expanded.

Outputs are counts of the amount of service that Senior Corps volunteers have completed, but do not provide information on benefits to or other changes in the lives of beneficiaries. Outputs answer the question, "How much work did we do?" but do not answer the question, "What changed as a result of our work?"

Output Example: One hundred teacher-identified, third-grade students at Clarkstonburg Elementary School will complete 12 weeks of tutoring.

In order to track outputs, identify the **indicator**, the **target**, and the **instrument and/or data source**. On the next page, *Expanding Impact* will provide a fuller description and examples of these terms.

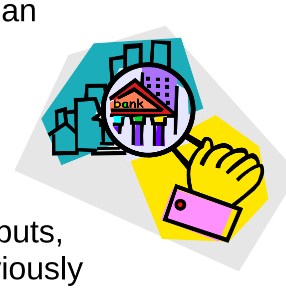
Expanding Impact

1. Plan your Anticipated Impact (Intermediate Outcome or End Outcome).

Integrating performance measurement as part of the PFI approach for Senior Corps expands, or more fully develops, the impact component—the type of result, indicator, instrument (how the result will be measured) and target.

Identify your desired result.

Previously, anticipated impact was understood as what you hope to change and how this change will be measured. Project directors identified an impact without specifying whether it was an intermediate outcome or an end outcome. As an expansion of the impact component, project directors are asked to be more specific, that is, to identify an intermediate outcome or end outcome. This specificity allows the reader to have a better idea of the type of impact your project is tracking. The results include outputs, intermediate outcomes and end outcomes. Outputs have previously been discussed. The definitions of the outcomes are:



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

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

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 project is on track to achieve the related end outcomes.

End Outcomes

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

Whether it is an intermediate outcome or an end outcome, describe the measurable change in the beneficiaries that will occur due to the service activity of your Senior Corps volunteers. This change can be in knowledge, skills, attitudes, behavior, social environment, cost-effectiveness, etc. This element measures the effectiveness of your project and should answer the question, "What will change in our beneficiaries because your Senior Corps volunteers did this activity?" If your activity has multiple intermediate outcomes and end outcomes, which most do, choose the most meaningful result that will be measurable at least once per year.

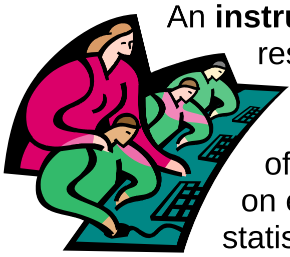
Identify the indicator.

The work plan requires the identification of the result (intermediate outcome and/or end outcome), indicator, target, and instrument. The **indicator** describes the specific, measurable item of information that demonstrates progress toward achieving your result. After identifying the result for each PFI statement, you will need to identify the indicator you will use to determine if you attained the anticipated impact.

The following are examples of are indicators for specific outcomes:

Outcome Type	Example Outcome	Example Indicator
Intermediate Outcome	Increased interest in reading	Percent of students reading more books
End Outcome	Improved reading ability	Percent of students reading at or above grade level

Identify your instruments and/or data sources.



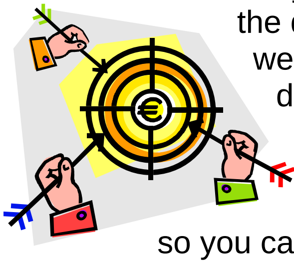
An **instrument** (document, form) is used to collect information about the results of your service. Examples include a Public Safety Survey, Reading Skills Rubric, Communication Skills Pretest, or Communication Skills Posttest. The data source identifies the origin of the information you plan to collect. For example, if you are relying on existing data, the data source may be school records or police crime statistics. The instrument is the document or form you use to track your activities and to measure impact (e.g., Teacher Survey, Youth Behavior Checklist). Be sure to always connect your instruments to your activity and result. For instance, if you want to assess an improvement in reading skills, a log to collect information on homework completion would not measure increased reading skills; however, a pre/post reading inventory would. Additionally, be sure that you are able to access the type of information you need. For example, it may be difficult to get student grades if you do not work closely with the school district; however, you may be able to survey teachers on student progress. Section 5 of this Toolkit provides more information on selecting methods and instruments for data collection.

Consider the target you want to set.

Last but not least, work plans should include information about **targets**. The target is a specific and quantifiable level of change that you want to attain for beneficiaries so you can say that your project was successful. Targets indicate:

- Who will experience positive change (e.g., the people served by your project);

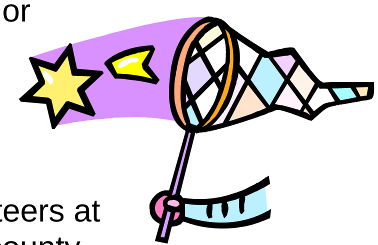
- How many people will experience this change (e.g., percentage of people served); and,
- How much they will change (e.g., the percentage of change as measured by your instruments), usually in comparison to baseline data.



Be realistic and use your best judgment to decide upon appropriate targets. Consider the duration and intensity of your service activity (i.e., level of effort) as well as factors that may be beyond your project's control in determining outcomes and measurable levels of success. If this is the first time you are collecting data for a particular instrument, your target is likely to be little more than a "guestimate." Over time, you will get a better idea of appropriate and realistic targets, so you can adjust targets in subsequent years.

5. Instruments and Data Collection Strategies

Overview



Among many project responsibilities, the grantee of the Senior Corps award reports the impact of the volunteers' service activity. In order to be able to respond to the actual impact and accomplishment components of the work plan, you will need to identify instruments and data collection strategies.

Senior Corps projects traditionally place Senior Corps volunteers at numerous volunteer stations and sites within a community, county, or an entire state. Given that Senior Corps volunteers provide direct service at such a variety of community sites, the source(s) of data needed to measure performance may be located at the station or site level rather than at the project level. Therefore, it will be important to consider the data collection tasks associated with retrieving information from volunteer stations, as well as the data source and instruments. Project staff, volunteer stations, volunteers and other stakeholder groups (advisory councils) will want to think through the collaborative process necessary to gather the information for reporting project-wide impact. Additionally, the number of volunteer stations and volunteers, the geographic distribution of these volunteer stations, and limited project resources will have to be taken into account when formulating data collection strategies for your project.

This section begins with a brief recap of the criteria for selecting work plans to measure performance. Next, this section discusses the data collection strategies and tasks needed to implement performance measurement. These include:

- Identifying the data source(s);
- Identifying the instrument(s) to use;
- Collecting data at the project level versus the station level;
- Determining the type of data to collect; and,
- Issues to consider when choosing data collection methods and instruments.

Once you have addressed these components, you and your volunteer stations will be ready to collect your data to measure the performance of your Senior Corps volunteers.

Choosing the Work Plans to Measure Performance

When completing an application, many projects develop a large number of work plans, sometime as many as twenty to twenty-five. After developing your work plans, you are asked to identify three to five performance measures within one or two work plans for which you plan to measure results. Section 3 of this Toolkit details several criteria for selecting the work plans for which to conduct performance measurement, including:

- Work plans that represent a significant numbers of volunteer stations,

- Work plans that encompass primary services,
- Work plans that address an area of service in which your organization has significant experience or special expertise,
- Work plans developed around special interest topics of the Corporation.

Additionally, consider the data collection issues related to each work plan.

- Do you currently collect data on actual accomplishments and/or actual impacts for the work plan?
- If you currently do not collect data on actual accomplishments and/or actual impacts for the work plan, do you anticipate that you will be able to obtain relevant data, either from other agencies (existing data), or using your own instruments (project-generated data)?
- Will you be able to get data in a timely manner for progress reports?

The above criteria are important to keep in mind as you begin to think about the instruments you will use, the stakeholders involved, and your data collection strategies.

Identifying the Data Source(s).
Once you have identified the data you want to collect, you need to identify possible source(s) for this information. Data sources answer the question, "Who will provide the information and/or where will it come from?" Most likely, you will obtain this information at the level of the volunteer where the services are provided, not at the project level. Ask yourself about the data source at the volunteer station level: Will the data come from the volunteers, agency records or community beneficiaries? When identifying the data source it is crucial to collaborate with your volunteer stations. You will need to know which of the volunteer stations providing the service described in the work plan can collect data and what data sources and instruments they can use.

Identifying the Instrument(s).
The instrument is the document or form you will use to track your accomplishments and to measure impact. The data source plays a key role in this process as it identifies the origin of the information you plan to collect. In some cases, you may not have identified an instrument during the early planning of your project, but know where you would get the information. If so, write down this data source in the work plan. Later, you can identify the specific instrument to be used for collecting the data. When determining the instruments to use for data collection, you will need to consider two sets of instruments. At the level of the volunteer station, instruments need to be identified or developed that can collect data from the data source. At the project level, instruments need to be developed for your use in aggregating the data to summarize results across all relevant stations.

> *Two Levels of Instruments:*
>
> Types of instruments that can be used by Project Director to summarize data from stations: *Summary of Station Survey Results, Summary of Station Observation Checklist*
>
> Type of instruments that can be used by station staff to collect raw data: *Report Card Grades, Quarterly Log, Surveys, Observation Checklist*

Collecting Data at the Project Level and the Station Level

If your project provides volunteer stations with a common instrument or is involved in assisting volunteer stations develop common instruments to measure results, it will be easier to report actual impacts at the project level. In such cases, projects may provide a data summary form to each volunteer station, or the project may collect the data from volunteer stations and aggregate the raw data.

For example, the Sun Valley RSVP developed a work plan for service activities related to in-home meal distribution. All twenty volunteer stations implemented these service activities and collected data using two common instruments, the *Meal Recipient Survey* and the *Participation Log*. The Sun Valley RSVP was able to aggregate data from all twenty volunteer stations for these two instruments and report project-wide results for this work plan.

On the other hand, a project may allow volunteer stations working under the same work plan to develop their own data sources and instruments. In this case, a project may need to develop an instrument that asks stations to summarize their data using a common project report form, even if the stations have different instruments. This common report form would make it easier for the project to aggregate data across all relevant volunteer stations.

For example, the Star Valley Senior Companions Project developed a work plan for meals-on-wheels services that twelve volunteer stations provided. Although the stations used different instruments, the Star Valley Senior Companions Project requested stations to complete a single summary instrument, the *Health Status Documentation* form, four times per year. This summary instrument made it possible for the project to compile information across stations and report impact project-wide.

If a common report form is not used, your project will have difficulty reporting impact project-wide.

For example, the Moon Valley Senior Companions Project has thirty volunteer stations that transport seniors to appointments and errands. Volunteer stations used ten different instruments to collect data, most of which addressed the impact identified in the work plan. However, the Moon Valley Senior Companions Project was not able to aggregate the data across the volunteer stations and report results project-wide because of the different types of data collected.

In sum, the advantages for a project that assists volunteer stations to develop common instruments include:

- Saving volunteer stations the time and effort required to develop their own instruments;
- Ease of aggregating volunteer station data by the project; and,

- Ease of reporting project-wide results to the Corporation.

Regardless of which strategy you choose to collect performance measurement data—and you may use both—you are encouraged to work cooperatively with your volunteer stations to develop and implement data collection strategies. You will need to get feedback from the volunteer stations about how well data collection strategies are working so that adjustments can be made as needed. You will also need to provide the stations with the instruments they need to collect the data, appropriate training on how to administer or use the instruments, report summary forms, and a timeline for collecting data and submitting them to you. Most importantly, share your results with your stations.

Determining the Type of Data to Collect

There are two types of data that can be collected to determine if your project has achieved your desired results: accomplishment data (outputs) and impact data (intermediate outcomes and end outcomes).

Collecting data for accomplishments (outputs)

Accomplishments refer to the amount of service completed. Instruments used to document the work that has been completed 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 Impact (Intermediate or End Outcome)

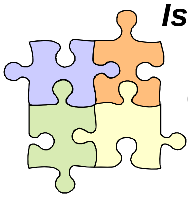
Impact data are information that determines the changes that occur as a result of service completed. As with collecting accomplishment data, the instruments used depend on the type of information needed. There are two basic types of data sources to consider, existing data that have been collected by another agency, and data that your project can generate through the creation or selection of instruments. Just as with collecting data for outputs, it is also important to collect impact data in a consistent and organized manner.

Existing Data: Data from other agencies can be used to show the extent to which your project is meeting performance measurement targets. It is important to determine how you will record the data that come from an external source.

Although there may be existing data that seem relevant to your project, 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 literacy work plan, 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”).

> *Examples:*
>
> *Existing Data: Grades from report cards, health statistics from city or county data records.*
>
> *Project-Generated Data: Teacher Survey on Academic Performance, Senior Companions Quality of Life Observation Checklist*

Project-Generated Data: Projects may need to design or select instruments to measure impacts (intermediate outcomes and end outcomes). This entails adapting an instrument someone else has created or designing your own instrument to collect specific data for performance measurement. In these cases, projects may choose to administer tests or surveys, conduct observations, or conduct interviews. Projects that decide to collect their own data will find it necessary to allocate more time to developing and pilot testing instruments. It is important to carefully review and pilot test your instruments to avoid ambiguous language and other common errors. Despite the additional time needed to develop your own instruments, they usually provide a greater degree of control over the data collected.



Issues to Consider When Choosing Instruments

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

- **Identify who will administer the instrument.** How will you provide training to those who will administer the instrument?
- **Determine who will complete the instrument.** Will those identified to administer/complete the instrument 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 project 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 key individuals or organizations 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 them?

6. Developing the Work Plan

Overview

This section clarifies the steps to complete the Senior Corps work plan. The information in this section is based on the paper version of the work plan document (available from www.nationalserviceresources.org and from your Corporation State Office). This information is also applicable to the "Work Plan/Performance Measures" tab in eGrants. You may want to draft your work plans on paper before entering them into the eGrants system.

Each work plan you develop describes a key service activity of your project, and is the product of your reflection on how to best describe the impact-based activities of your project. Time you spend now on developing your work plans reduces the need for you to revise your work plans later to comply with performance measurement requirements.

Before beginning the work plan, determine key activity areas and/or desired results. With a group of key stakeholders, identify the community needs and core project activities and/ or desired results. You may want to set up a time for volunteers, volunteer stations, advisory councils, and others to brainstorm about project activities and priorities. This can be an excellent exercise at any time, but especially when you are in the planning stages for a new project year.

Prepare a separate work plan for each issue area identified. For each work plan, pay particular attention to the performance measures. You will need to choose one to two work plans for which you *must* measure your performance. Each work plan for which you will conduct performance measurement should contain information about how you will measure results, as well as identify the indicators and targets.

TIP: When working in eGrants, ***save*** frequently to avoid accidental loss of information.

Completing the work plan

Part 1.

1. Community Need to be Addressed:

The community need statement should describe the salient characteristics and unmet needs of your community and document the reason why your particular service activity is being conducted. Cite resources when appropriate (see Section 4 of this Toolkit).

2. ☒ Check box to identify performance measures.

As per the requirements, **check three to five accomplishments and/or impacts (intermediate and/or end outcomes) for one or two of your work plans**. The paper version of the work plan provides a check box in the upper right-hand corner to indicate whether or not the work plan contains any performance measures in addition to Column B where you identify specific elements that are performance measures (output, intermediate outcome, end outcome). The eGrants system provides check boxes only for the work plan elements. Identifying performance measures should be a last step after you have developed all work plans and decided which ones you will include in performance measurement (see Section 3 of this Toolkit).

3. Total Number of Senior Corps volunteers contributing to meeting the need:
This number tells your reader the scope of your work by indicating the human resources involved. Indicate your best guess as to how many volunteers fall under this work plan.

4. Total Number of Volunteer Stations:

This number tells your reader the scope of your work by indicating the partner organizations involved. Indicate your best guess as to how many volunteer stations fall under this work plan.

Part 2:

Action Plan, Tasks and Timeline

In the paper version of the work plan, Part 2 is divided into two sections, “Project Planning” (Columns A, B, and C) and “Project Reporting” (Columns D and E). When filling out the work plan in eGrants, you only see the elements related to “Project Planning.” Project reporting is done elsewhere in eGrants.

As previously stated, by clearly describing your Service Activity, Anticipated Inputs, Anticipated Accomplishments (output), and Anticipated Impact, you will build a strong foundation for project reporting. Each component will be briefly reviewed here. A fuller account can be found in Section 4 of this Toolkit.

5. Service Activity

Describe what your Senior Corps volunteers will do in order to address the identified community need. A strong work plan contains a service activity that describes *who does what, when, where, how long the intervention will last,* and *with whom.*

6. Anticipated Inputs

Describe the resources that you will use to create or sustain the service efforts in measurable units or terms (e.g., estimated number of volunteer hours, training, stipends, material resources). These are the resources used to produce accomplishments and impacts.

7. Anticipated Accomplishments

Describe the accomplishments (outputs) from your service activities. This quantifies or counts what will happen during your service activity (e.g., the number of persons to be served, the number of times an activity will be performed) and describes the amount of products or things that will be created (e.g., the number of individualized care plans that will be developed).

In addition to stating the anticipated accomplishment, you should also identify the indicator and target. The **indicator** describes the specific, measurable item of information that demonstrates progress toward achieving your result. The **target** is a specific and quantifiable level of change that you want to attain for beneficiaries so you can say that your project was successful. Include indicators and targets for *all* work plans. In eGrants use the narrative field provided for anticipated accomplishments to enter information about the indicator and target. Make sure you check boxes for the any accomplishments for which you plan to measure performance.

Anticipated Impact

As an expansion of the impact component, you are asked to specify the type of result, intermediate outcome and/or end outcome. This allows the reader to have a better idea of the changes your project is tracking. For more information on addressing impact, see Section 4 of this Toolkit.

8. **Intermediate Outcome**: a change that has occurred in the lives of the beneficiaries but is still short of a significant benefit for them. As with anticipated accomplishments, you should include the indicator and target. Include indicators and targets for *all* work plans. In eGrants use the narrative field provided for anticipated intermediate outcome to enter information about the indicator and target. Make sure you check boxes for the any intermediate outcomes for which you plan to measure performance.

9. **End Outcome**: a change that has occurred in the lives of the beneficiaries, that is significant. As with anticipated accomplishments, you should include the indicator and target. Include indicators and targets for *all* work plans. In eGrants use the narrative field provided for anticipated end outcome to enter information about the indicator and target. Make sure you check boxes for the any end outcomes for which you plan to measure performance.

10. How Measured

For the accomplishments (outputs) and impact (intermediate outcome and end outcome), you are asked to describe how you plan to capture the information that will document your project's success. The best response is one that identifies the instrument by name (i.e., *Sun Valley RSVP Mentoring Checklist*). However, if you do not know the instrument, you may be able to identify the method (*Checklist*) and/or the data source (i.e., Senior Corps mentors will provide information). Include "how measured" information on for *all* work plans. In eGrants use the narrative field provided for anticipated accomplishment, anticipated intermediate outcome, and anticipated end outcome to enter information about instruments or methods and data sources. For more information on measurement, see Section 5 of this Toolkit.

11. Column C: Dates

Record the dates by which the task/activity will occur and the result (output, intermediate outcome, end outcome) will be achieved. In the paper version of the work plan, enter the dates in Column C. In eGrants, enter the dates in the column labeled "Period of Accomplishment." If information is being collected multiple times over the course of the project year, list those exact dates (e.g., 1/15/2004, or 6/30/2005). Otherwise, use federal fiscal quarters (Oct-Dec is 1st Quarter, Jan-March is 2nd Quarter, etc.) to indicate when each element is expected to be completed.

12. Project Reporting

Columns D and E in the paper version of the work plan are used for actual project performance reporting. Column D allows you to state *what* results actually occurred. Column E allows you to state *when* these results were actually realized. Project reporting is done elsewhere in eGrants.

- ***Actual Service Activity***: Restate your service activity in terms of what actually occurred.
- ***Actual Inputs***: Restate your inputs in terms of what resources actually went into the service activity.
- ***Actual Accomplishments***: Restate your accomplishments the amount of service Senior Corps volunteers completed as measured by your data collection instrument. Report accomplishments in terms of the indicator you identified in the work plan, and state whether or not you met the target. Provide an explanation if you fell short of your target.
- ***Actual Impact***: Whether you have identified an intermediate outcome and/or an end outcome in your work plan, restate this impact in terms of what changed as a result of your service activity, as measured by your data collection instrument. Report impact in terms of the indicator you identified in the work plan, and state whether or not you met the target. Provide an explanation if you fell short of your target.

<table>
<tr><td colspan="3">Applicant Organization: RSVP of Rosewood County</td><td colspan="2">2. ☒ Check this box if this work plan contains performance measures.</td></tr>
<tr><td colspan="3">Period Covered: Starting: First Quarter 2003 Ending: Fourth Quarter 2003

1. Part 1. Community Need to be Addressed: The Police Department for the City of Ferndale documented a twenty-two percent increase in property crimes in neighborhoods within the city limits of Ferndale during 2002. The Police Department has contacted the RSVP of Rosewood County for volunteers to assist in establishing neighborhood watch programs in twenty neighborhoods which have been identified as having high rates of property crime.</td><td colspan="2">Applicable 3-Digit Service Code(s): 817

3. Total Number of Senior Corps volunteers contributing to meeting the need: 100

4. Total Number of Volunteer Stations: 10</td></tr>
<tr><td colspan="5">Part 2: Action Plan, Tasks and Timeline</td></tr>
<tr><td colspan="3">Project Planning</td><td colspan="2">12. Project Reporting</td></tr>
<tr><td>Column A
Plans, Tasks and Activities</td><td>2. Column B Check if Performance Measure</td><td>11. Col. C Date</td><td>Column D
Actual Performance</td><td>Column E
Date</td></tr>
<tr><td>5. Service Activity: RSVP volunteers, assisted by police officers, will target 20 neighborhoods with the highest crime rates and work with residents in these neighborhoods to form neighborhoods watch committees.</td><td></td><td>Second Quarter FY2003</td><td>Actual Service Activity:</td><td></td></tr>
<tr><td>6. Anticipated Inputs: One hundred RSVP volunteers will use the Neighborhood Watch Program Manual (100 copies) as a guide to train neighborhood residents. The Ferndale Police Department will donate the time of six police officers (twenty hours each) to assist in setting up neighborhood watch committees. The RSVP project will provide training to RSVP volunteers so they can train neighborhood residents.</td><td></td><td>Second Quarter FY2003</td><td>Actual Inputs:</td><td></td></tr>
</table>

7. Anticipated Accomplishments (Outputs): ***One informational meetings will be held in each of 20 neighborhoods to start Neighborhood Watch programs.*** ***<u>Indicator</u>: Number of informational meetings held.*** ***<u>Target</u>: Twenty informational meetings will be held in twenty neighborhoods.*** How Measured: ***Neighborhood Watch meeting minutes***	2. *X*	***Second Quarter FY2003***	Actual Accomplishments: How Measured:	
Anticipated Impact: 8. ***<u>Intermediate Outcome</u>: Neighborhood watch committees will be established.*** ***<u>Indicator</u>: Number of neighborhood watch committees established.*** ***<u>Target</u>: At least sixteen (16) neighborhood watch committees will be established.*** How Measured: ***Neighborhood Watch Tracking Sheet and membership rosters*** 9. ***<u>End Outcome</u>: Property crime rates will decline in the neighborhoods where watch committees are established.*** ***<u>Indicator</u>: Percent decline in property crime rate in the neighborhoods where watch committees are established.*** ***<u>Target</u>: Ten neighborhoods with watch committee will experience a twenty percent decline in property crime rate.*** 10. How Measured: ***Neighborhood Crime reports from Ferndale Police Department***	*X* 2. *X*	***Fourth Quarter FY2003*** ***Fourth Quarter FY2003***	Actual Impact: How Measured:	

Appendix A: Work Plan Example—Senior Companions

(See Section 6 of this toolkit for an example of a work plan for RSVP.)

Applicant Organization: ***Pine Valley Senior Companions***	☒ Check this box if this work plan contains performance measures.
Period Covered: Starting: ***First Quarter 2003*** Ending: ***Fourth Quarter 2003*** Part 1. Community Need to be Addressed: ***The Evergreen County Department of Health and Human Services, Aging Division, has identified a 50 percent increase in the number of respite service requests since October of 2002. Approximately 20 new requests each month are documented, with an overall six-month increase of 120 requests. Case workers have recorded that stressed care givers are concerned about their ability to continue the care giving role without extra assistance to provide time to attend support group meetings, run errands, and have a few hours of quiet time every week.***	Applicable 3-Digit Service Code(s): ***210*** Total Number of Senior Corps volunteers contributing to meeting the need: ***50*** Total Number of Volunteer Stations: ***6***

Part 2: Action Plan, Tasks and Timeline

Project Planning			Project Reporting	
Column A Plans, Tasks and Activities	Column B Check if Performance Measure	Col. C Date	Column D Actual Performance	Column E Date
Service Activity: ***Fifty Senior Companions will provide respite services to families with home-bound elderly, including companionship/friendly visiting, light meal preparation, letters/correspondence, medical reminders, light housekeeping, transport/ escort, and early warning interventions.***		***First Quarter FY2003***	Actual Service Activity:	
Anticipated Inputs: ***Fifty Senior Companions (260 hours each), Six two-hour training sessions***		***First Quarter FY2003***	Actual Inputs:	

Anticipated Accomplishments (Outputs): ***Caregivers will receive respite services.*** ***<u>Indicators</u>: Number of clients served; number of care givers helped.*** ***<u>Targets</u>: Fifty clients served; fifty care givers helped.*** How Measured: ***Respite Care Weekly Checklist***	***X***	***Fourth Quarter FY2003***	Actual Accomplishments: How Measured:	
Anticipated Impact: ***<u>Intermediate Outcome</u>: Caregivers experience an increase in free time.*** ***<u>Indicator</u>: Percent of caregivers who experience an increase in free time.*** ***<u>Target</u>: Ninety percent of caregivers will report an increase in free time of at least three hours per week.*** How Measured: ***Caregiver Pre-Post Survey*** ***<u>End Outcome</u>: Caregivers experience improved quality of life.*** ***<u>Indicator</u>: Percent of caregivers who report feeling less stress in daily life, feeling better about self, and having better health.*** ***<u>Target</u>: Ninety percent of caregivers report feeling less stress in daily life, feeling better about self, and having better health.*** How Measured: ***Caregiver Pre-Post Survey***	***X*** ***X***	***Fourth Quarter FY2003*** ***Fourth Quarter FY2003***	Actual Impact: How Measured:	

Appendix A (Continued): Work Plan Example—Foster Grandparents

<table>
<tr><td colspan="3">Applicant Organization: Hazelton County Foster Grandparents</td><td colspan="2">☒ Check this box if this work plan contains performance measures.</td></tr>
<tr><td colspan="3">Period Covered: Starting: Sept 2003 Ending: Sept 2004

Part 1. Community Need to be Addressed: With assistance from corrections authorities and prisoners, Friends and Families of Prisoners (FFP) [a local affiliate of the Family and Corrections Network (www.fcnetwork.org)], has identified over 100 children in Hazelton County whose parents are incarcerated. Many of these children have demonstrated behavioral problems in and out of school, including relatively high rates of truancy. Their social attitudes and relationships–regarding school, older people, parents, the future, and helping behaviors–tend to be negative.</td><td colspan="2">Applicable 3-Digit Service Code(s): 209—Mentoring

Total Number of Senior Corps volunteers contributing to meeting the need: 7

Total Number of Volunteer Stations: 1</td></tr>
<tr><td colspan="5">Part 2: Action Plan, Tasks and Timeline</td></tr>
<tr><td colspan="3">Project Planning</td><td colspan="2">Project Reporting</td></tr>
<tr><td>Column A
Plans, Tasks and Activities</td><td>Column B
Check if Performance Measure</td><td>Col. C
Date</td><td>Column D
Actual Performance</td><td>Column E
Date</td></tr>
<tr><td>Service Activity: Hazelton County Foster Grandparents will partner with FFP, Hazelton County Public Schools, and the Hazelton After School Activity Center to provide mentoring of children of prisoners from approximately ages 10 to 18, including structured and unstructured activities.</td><td></td><td>First Quarter FY2004 to Fourth Quarter 2004</td><td>Actual Service Activity:</td><td></td></tr>
<tr><td>Anticipated Inputs: During the 2003-2004 school year, 7 Foster Grandparents will each be assigned to 3 children in FFP's mentoring program, with whom they will spend approximately 5 hours per week per child, including one-on-one informal meetings, telephone calls, and structured activities, at the Hazelton After School Activity Center involving homework assistance, group discussions of issues in the lives of the children, and games. Center activities will take place two days per week from 3 p.m. to 5 p.m.</td><td></td><td>First Quarter FY2004</td><td>Actual Inputs:</td><td></td></tr>
</table>

Anticipated Accomplishments (Outputs): ***Children assigned to a Foster Grandparent will participate regularly in the mentoring program throughout the year.*** ***<u>Indicator</u>: Percent of children assigned to a Foster Grandparent who participate at least three times per week for at least fifteen weeks.*** ***<u>Target</u>: Seventy percent of children assigned to a Foster Grandparent will participate at least three times per week for at least fifteen weeks.*** How Measured: ***Weekly Activity Logs prepared by Foster Grandparents***		***Second Quarter FY2004***	Actual Accomplishments: How Measured:	
Anticipated Impact: ***<u>Intermediate Outcome</u>: Children who participate regularly in the mentoring program will demonstrate positive attitudes.*** ***<u>Indicator</u>: Percent of regularly participating children who report feeling better about themselves and getting along better with peers and family members.*** ***<u>Target</u>: Seventy Percent of regularly participating children will report feeling better about themselves and getting along better with peers and family members.*** How Measured: ***FFP Assessment Form (completed by Foster Grandparents)*** ***<u>End Outcome</u>: Children who participate regularly in the mentoring program will reduce negative behavior.*** ***<u>Indicator</u>: Percent of regularly participating children who are involved in fewer disruptive incidents in the classroom at the end of the school year.*** ***<u>Target</u>: Seventy percent of regularly participating children will be involved in fewer disruptive incidents in the classroom at the end of the school year.*** How Measured: ***Classroom Behavior Report, completed by teachers***	***X***	***Fourth Quarter FY2004*** ***Fourth Quarter FY2004***	Actual Impact: How Measured:	

Appendix B: Glossary of Performance Measurement Terms

Note: The terminology Senior Corps projects use to describe the Programming for Impact approach to measuring performance may differ from language used by other funding agencies describing these same concepts. Please be aware of these differences when using other performance measurement resources.

Accomplishments: Counts of the amount of service volunteers have completed, they do not provide information on benefits to or other changes in the lives of volunteers or other beneficiaries. See “**Output**” under “**Result**” below.

Activity: What a project does with inputs to create outputs and outcomes.

Beneficiaries: Those who benefit from your project’s activities.

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

Evaluation: In-depth assessment of project 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 project.

Impacts: Outcomes defined more specifically as “**Intermediate Outcomes**” and “**End Outcomes**” (see “**Result**” below).

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

Inputs: Resources your project 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 community needs, inputs, and activities, to outputs and outcomes, to demonstrate an aligned activity. A logic model employs an “if A, then B” way of thinking.

Performance Measure: The part of the PFI work plan that includes the results (accomplishments, intermediate and/or end outcome) that you selected to fulfill your performance measurement requirements. A strong performance measure contains the result, indicator(s), measure(s) and target.

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

Programming for Impact (PFI): A logic model approach to project programming whereby the five elements are linked: community need, service activity, inputs, accomplishments and impact. PFI builds community need, accomplishments and impact or outcome into station and volunteer assignment, development, planning, service activities and reporting. Senior Corps projects use the PFI approach to develop outcome-based work plans.

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

> **Outputs** are counts of the amount of service volunteers have completed, but do not provide information on benefits to or other changes in the lives of volunteers or other beneficiaries.
>
> **Intermediate Outcomes** specify changes that have occurred in the lives of volunteers or other beneficiaries, but are short of a significant benefit for them.
>
> **End Outcomes** specify changes that have occurred in the lives of volunteers or other beneficiaries that are significant.

Target: A specific and quantifiable level of change that you want to attain for beneficiaries so you can say that your project was successful.

> **Output example:** Forty seniors will deliver 52,000 meals to 200 homebound seniors in the senior center will participate in blood pressure screening clinic.
>
> **Intermediate outcome example:** Fifty percent of RSVP volunteers will report that they feel well prepared to provide support to relief and rescue volunteers.
>
> **End outcome example:** Seventy-five percent of students tutored by senior Corps volunteers will read at or above grade level.

Senior Corps Volunteer: An individual who is enrolled in one of the three Senior Corps programs—RSVP, Foster Grandparents, or Senior Companions—and who is counted by the grantee toward the number of volunteers or volunteer service years specified in the Notice of Grant Award.

Community Volunteer: A member of the community who is recruited or leveraged by Senior Corps volunteers, primarily RSVP volunteers.

Appendix C: Frequently Asked Questions about Performance Measurement

1. What are the Corporation requirements for Senior Corps projects to measure performance?

   As of July 1, 2003, existing Senior Corps projects applying for renewal and continuation grants, as well as new project applicants, are required to identify three to five performance measures in at least one and no more than two work plans for which they will be held accountable for their actual performance against specified targets.

   The work plan elements from which performance measures will be selected are, in Programming for Impact terminology:

   a) Actual Accomplishments (outputs), and

   b) Actual Impacts (intermediate outcomes and end outcomes).

   With respect to the results of performance measurement, grantees are expected to:

   - Report on progress achieved,
   - Specify how performance was measured,
   - Make the underlying documentation of performance measurement available for review, and
   - Report on any operational changes and project improvements that resulted from information learned from the performance data.

2. How does Programming for Impact (PFI) fit into the expanded requirements for measuring performance?

   The performance measurement initiative builds on the previous work of Senior Corps projects in relation to Programming for Impact (PFI). Senior Corps will retain its current PFI framework. Senior Corps projects will select from among their existing PFI statements in identifying results (performance measures). Where necessary, projects will revise these PFI statements to clarify accomplishments (outputs) and impacts (intermediate outcomes and end outcomes) that can be measured in a one to three year period. Projects will also revise PFI statements as needed to identify specific targets for accomplishments and impacts.

3. With regard to impact, how do I differentiate between an intermediate outcome and an end outcome?

   All outcomes describe changes that have occurred in the lives of the people served. Outcomes are further described as intermediate outcomes or end outcomes based on whether the intended change in the beneficiaries' lives is significant (end outcome) or whether the change falls short of significant (intermediate outcome). Due to the variety of project designs, amount of resources, and category of service recipients, it may be that an intermediate outcome for one project is an end outcome for another.

An end outcome may be realized over a longer time period than an intermediate outcome. In addition, an end outcome may depend on one or more intermediate outcomes that occur first. For example, if the end outcome of tutoring is high school graduation, then intermediate outcomes might be improved attitude towards school and improved grades. Senior Corps projects typically have more direct control over intermediate outcomes than end outcomes.

4. The FY 2003 guidance asks applicants to select one or two work plans and three to five PFI statements for measuring results. How should I select from among my current work plans and PFI statements for measuring performance?

   The key to selecting work plans and PFI statements for performance measurement is to choose the work plans that address the most important accomplishments and impacts of your Senior Corps project. Beyond this, there are a number of other criteria to consider. See Section 3 of *Senior Corps Toolkit: Performance Measurement Initiative* for a discussion of these additional criteria.

5. How do I access local resources, such as evaluation professionals at colleges and universities?

   Local resources can be helpful for Senior Corps projects in responding to the performance measurement section of the application. Suggested institutions to contact for assistance include universities/colleges, research firms, or other community organizations that may be using a local resource for their performance measurement/evaluation.

   Keep in mind that choosing the "right" local resource that will meet your needs is critical. Identify the specific tasks you would like the local resource to assist you with (e.g., instrument development, data analysis). We recommend that you stay involved in the performance measurement process throughout your project year. In other words, do not pass the entire task of performance measurement to your local resource. You may not get what you need in the end.

   The cost of having the local resource assist you is another issue to bear in mind. The cost will depend on the amount of effort you would like the local resource to assume. The more involved you are in your performance measurement, the less your local resource will need to do, reducing costs. One resource that discusses budgeting and planning for an evaluation is:

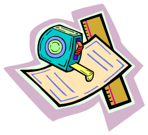
   W.K. Kellogg Foundation. (1998). *W. K. Kellogg Foundation Evaluation Handbook*. Battle Creek, Michigan: Collateral Management Company.

   Chapter Five of this document, on page 54, states, "Generally, an evaluation costs between 5 and 7 percent of a project's total budget." This document also describes a process (and provides a worksheet) for figuring out an appropriate budget for evaluation. This document can be downloaded from http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

6. What training and technical assistance resources are available to assist me with measuring performance?

Project STAR will be available to assist Senior Corps projects that have received funding for FY 2003 and beyond. Project STAR is available to provide individualized assistance via telephone with clarifying work plans and PFI statements, and developing plans and strategies for collecting performance measurement data. Project STAR will also offer workshops in performance measurement topics at state, regional, and other Corporation-sponsored conferences. Finally, Project STAR will post a variety of performance measurement resources on their web site, www.projectstar.org.

Appendix D: Additional 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
Center for Accountability and Performance
http://www.aspanet.org/cap/index.html

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

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

Measuring Volunteering: A Practical Toolkit
http://www.independentsector.org/members/media/iyv_pr.html

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

The Results & Performance Accountability Implementation Guide
http://www.raguide.org/Default.htm

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://www.nationalservice.org/research/outcome.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 projects, 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 project quality.