Corporation for National and Community Service

AmeriCorps Program Applicant

Performance Measurement Toolkit

Project STAR
1-800-548-3656
star@aiweb.com
www.projectstar.org

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.

Revised February 14, 2003

Table of Contents

Introduction 1

I. Performance Measurement Basics 3

II. Performance Measurement Requirements for AmeriCorps State and National Programs 5

III. Program Logic Model 7

IV. Choosing Methods and Instruments for Performance Measurement 12

V. Performance Measurement Worksheet 14

Appendix A: Examples of Program Services Described in Logic Models 18

Appendix B: Glossary of Performance Measurement Terms 25

Appendix C: Cross Reference of Performance Measurement Terms 27

Appendix D: Performance Measurement Resources 29

Performance Measurement Worksheets

Introduction

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

This toolkit also includes several appendices containing logic model examples, a glossary of performance measurement terminology, a cross reference of new and old terms, and a list of additional resources.

AmeriCorps State and National Requirements

The performance measurement expectations set forth by the Corporation in the 2003 AmeriCorps Guidelines 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.org/about/family/commissions.html

Programs may want to measure more than what the Corporation requires because measuring a variety of performance indicators benefits program planning and implementation. Programs are strongly encouraged to have at least one end outcome measure that captures the results of their primary service activities. In general, AmeriCorps programs are encouraged to complete as many performance measurement worksheets as are appropriate to represent their program's activities.

A Note on Terminology

As AmeriCorps programs transition from outcome evaluation to performance measurement, the Corporation has selected terminology to describe this new 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 2003 AmeriCorps Guidelines published by the Corporation for National and Community Service (CNCS) define the following results:

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

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. Performance Measurement Requirements for AmeriCorps State and National Programs

Overview

Beginning with program year 2003-04 (October 2003 – September 2004), the Corporation has changed its guidelines on how AmeriCorps State and National Programs are to measure their performance. AmeriCorps programs will be required to develop performance measurement worksheets and collect data on specified results—outputs, intermediate outcomes, and end outcomes. A minimum of three performance measurement worksheets must be completed and the results reported. However, programs are strongly encouraged to measure outputs and outcomes for all primary activity areas.

The following guidelines describe the minimum requirements for developing performance measurement worksheets and reporting results to the Corporation.

Performance Measurement Worksheets

Any AmeriCorps program, no matter how large, and no matter how many different services it provides, must prepare and submit a minimum of three performance measurement worksheets to the Corporation. Each worksheet must specify only one result—an output, an intermediate outcome, or an end outcome. When reporting results to the Corporation, report only the result described in each performance measurement worksheet. The results selected by the program must include one output, at least one intermediate outcome, and at least one end outcome.

Volunteer Recruitment

The Corporation is encouraging AmeriCorps programs to leverage community resources by emphasizing involvement of citizens and residents in community service. Therefore, one of the performance measurement worksheets should focus on volunteer recruitment. However, if volunteer recruitment is not part of your overall program effort, you are not required to include a worksheet addressing this area. If yours is such a program, you must state why volunteer recruitment is not appropriate for your program, and submit this statement along with your performance measurement worksheets.

> ***How Volunteers Differ from AmeriCorps Members***
>
> *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.*

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 activities. AmeriCorps State programs should contact their state commission to inquire about state guidelines.

III. 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 below consists of five components.

Logic Model Components

- **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.
- 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

Inputs	Activities	Outputs	Intermediate Outcomes	End Outcomes
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 V. 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 10. 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 V. Performance Measurement Worksheet*). Page 11 demonstrates how the logic model helps to build the performance measurement worksheet. *Appendix A* 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 connected (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.

Other Approaches

In addition to using the logic model, there are other approaches that may help you identify meaningful results. For example, other approaches include holding 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.)***

Inputs	Activities	Outputs	Intermediate Outcomes		End Outcomes
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:*
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 roster	Parents demonstrate positive parenting skills Instrument: Parent Skill Observation Checklist	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
		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 Youth Development Center – Parental Skills Training

Inputs	Activities	Outputs	Intermediate Outcomes		End Outcomes
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

Performance Measurement Worksheet (END-OUTCOME EXAMPLE)

Program: Northside Youth Development Center ***Activity/Service: Parental Skills Training***

Category (Select one and put the performance measure number in the box) Number (Select One)

☒ NEEDS AND SERVICE ACTIVITIES; ☐ MEMBER DEVELOPMENT; or ☐ STRENGTHENING COMMUNITIES	1 ☒ 2 ☐ 3 ☐
1. Identify the result you expect to achieve and label as output, intermediate outcome, or end outcome.	END OUTCOME: Completion of drop-out prevention program leads to decrease in student drop-out rate.
2. 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.
3. What data and instruments will you use to measure the results?	Documentation: School records and Drop-Out Rate Summary Log
4. What are the targets that you expect to meet during the three-year grant period?	First Year: No measurable results. Second Year: 8 percent lower drop-out rate compared to students of parents who are on a waiting list for the program. Third Year: 12 percent lower drop-out rate compared to students of parents who are on a waiting list for the program.
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your performance measure.	Performance Measure: In the third year, the children of parents who complete the drop-out prevention program exhibit a 12 percent lower drop-out rate than the students of parents who are on a waiting list for the program.1
6. If you have data for this performance measure from prior years, report it here.	No data are available for previous years.

[1] *Using a comparison group, such as parents on a waiting list, is an ideal, though difficult performance measurement method. Collecting baseline data on program participants may be sufficient as an alternative to using a comparison group.*

IV. 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.

V. 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 worksheet contains six components.

1. **Result and indicator**
2. **Activity**
3. **Data source and instrument**
4. **Targets**
5. **Performance measure**
6. **Data from prior years**

Before Starting the Performance Measurement Worksheet

- **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 III—Program Logic Model* in this toolkit for more information on completing a logic model.
- **Select the type of activity to be measured.** Identify the category that best represents the activity.
    1. *Needs and Service Activities:* Activities that relate to the direct services your members do (e.g., tutoring, crisis counseling, building houses, or trail maintenance) and that have an impact on beneficiaries.
    2. *Member Development: Activities:* Activities that reflect what program staff provide for members (e.g., training, career counseling) that promote change in member knowledge, skills, or attitudes.
    3. *Strengthening Communities:* Activities that relate to increasing and sustaining resources within your community (e.g., recruiting volunteers, building collaborations, or educating about services).

Steps to a Strong Performance Measurement Worksheet

1. Identify and define the result and indicator.

According to Corporation guidelines, identify one of the following results for each worksheet.

- **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.

Identify the result you will focus on for this performance measurement worksheet. (For more information on requirements for results, see *Section II. Performance Measurement Requirements* in this toolkit). The output indicates the amount of activity (counts). Outputs answer the question, "How much service was provided?" The intermediate and end outcomes reflect the impact of your activity on your beneficiaries and the community. Outcomes answer the question, "What has changed because we did this activity?" If your activity has multiple impacts—which most do—choose the most meaningful impact that will be measurable within three years.

After identifying the result for each performance measurement worksheet, you will also need to identify the indicator you hope to use to determine if you reached your 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 (Number 4 on the performance measurement worksheet). The following examples are indicators for specific results:

Indicator Example

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

2. Describe your activity.

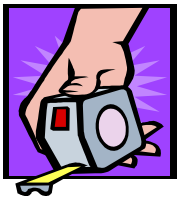
Describe how you will achieve this result. The activity statement of your program should describe who does what, when, where, how, and with whom.

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. Identify data source and instrument.

The data source and instrument 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.

4. Select 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 of the three years as 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.

An example of targets for an intermediate outcome may look like this:

First year: Sixty-five percent of students tutored increase their interest in reading.

Second year: Eighty-five percent of students tutored increase their interest in reading.

Third year: Ninety percent of students tutored increase their interest in reading.

5. Restate the performance measure.

The performance measure is a combined restatement of your result (item 1 on the worksheet) and targets (item 4 on the worksheet). 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:

Third year: Teachers report that 90 percent of students tutored increased interest in reading.

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

Member 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 following 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.

Inputs	Activity	Outputs	Intermediate Outcome	Intermediate Outcome	End Outcome
1. Qualified trainers 2. AmeriCorps members 3. Citizenship curriculum	Qualified trainers provide AmeriCorps members with training in citizenship using the prescribed curriculum.	1. Half-day and full-day training sessions provided during orientation week. 2. Members participate in training sessions.	Members complete the training course.	Each member implements and completes a service project using strategies taught in the curriculum.	Members gain the knowledge, skills, and attitudes of civic engagement.
		1. Number of sessions 2. Number attending sessions	Number and percent completing course	Number and percent completing a service project	Number and percent who gain knowledge, skills and attitudes

Strengthening Communities:

Six AmeriCorps members will work with a task force composed of teachers and other school staff at Foster Elementary School to establish a volunteer mentoring program. Activities will include developing and distributing materials for volunteer recruitment, and participating in activities to recruit, train, and match new volunteers with students in the school.

Inputs	Activity	Outputs	Intermediate Outcome	Intermediate Outcome	End Outcome
1. AmeriCorps members 2. Teachers and school staff 3. Students 4. Mentor training curriculum 5. Monetary and material resources	Members assist with development of volunteer mentoring program, including recruitment, training and matching of volunteer mentors.	1. Volunteer recruitment materials developed 2. Volunteer materials distributed	Volunteers recruited and trained	Volunteers matched with students	Mentoring program continues to operate one year later, after members completed work to establish the program.
		1. Number of recruitment materials developed 2. Number of materials distributed (pieces)	Number of volunteers who receive mentoring certification	Number of mentor-students matches	Number and percent of students served by a mentor (one year later)

Needs and Service Activities—Education:

Twenty-five AmeriCorps members and fifteen volunteers will provide one-on-one literacy tutoring three days a week to 160 third-grade to fifth-grade students reading two or more grades below their grade level for one school year (thirty weeks) at four elementary schools.

Inputs	Activity	Outputs	Intermediate Outcome	Intermediate Outcome	End Outcome
1. AmeriCorps members 2. Volunteers 3. Students 4. Training resources	Members and volunteers provide one-on-one literacy tutoring to elementary students.	1. Students tutored. 2. Tutor hours per student.	Students participate in an entire school year of tutoring sessions.	Students demonstrate a positive attitude towards reading.	Students improve reading by end of school year.
		1. Number of students tutored 2. Number of hours students tutored	Number and percent of sessions in which students participate	Number and percent of students reading more books	Percent and number reading at or above grade level

Needs and Service Activities—Environment:

Six members and forty volunteers will conduct a series of neighborhood clean-up projects to improve the safety and usability of neighborhood parks.

Inputs	Activity	Outputs	Intermediate Outcome	Intermediate Outcome	End Outcome
1. AmeriCorps members 2. Volunteers 3. Clean-up tools and equipment 4. Monetary and material resources	Members and volunteers conduct a series of neighborhood clean-up projects.	1. Clean-up project completed 2. Volunteers participating	Trash and debris collected from neighborhood parks by volunteers and members.	Neighborhood residents report increased satisfaction with appearance of parks.	Neighborhood residents use the parks more frequently than before the clean-up.
		1. Number of completed projects 2. Number of volunteers per project	Number of pounds collected	Number and percent reporting increased satisfaction with park appearance	Number and percent using the parks more frequently

Needs and Service Activities—Homeland Security:

Twenty members will assist relief agency staff set up and operate ten relief stations during disasters or emergencies, providing immediate support to relief and rescue workers.

Inputs	Activity	Outputs	Intermediate Outcome	Intermediate Outcome	End Outcome
1. AmeriCorps members 2. Trainers 3. Monetary and material resources	Members assist with set-up and staffing of relief stations.	Members certified in procedures to set-up and staff stations.	Members report that they feel well prepared to provide support to relief and rescue workers.	Members participate in drills to test skills in setting up stations.	Relief and rescue workers report an increase in their rescue response performance due to member support services.
		Number of members certified	Number and percent of members who feel well prepared	Number and percent of members who demonstrate ability to set-up stations	Number and percent of workers reporting increased response performance

Needs and Service Activities—Other Human Needs:

Fifteen members and fifty volunteers will solicit and collect donated food and clothing for a local homeless distribution center; survival bags will be assembled and distributed to 3,000 at-risk individuals.

Inputs	Activity	Outputs	Intermediate Outcome	End Outcome
1. AmeriCorps members 2. Volunteers 3. Food and clothing	Members and volunteers solicit and collect food and clothing for a local distribution center to be distributed to at-risk individuals.	1. Food and clothing collected. 2. Survival bags assembled.	At-risk individuals receive food and clothing.	At-risk individuals survive the winter with basic needs met.
		1. Number of pounds of food and clothing 2. Number of survivor bags	Number of individuals receiving bags	Number and percent whose basic needs are met

Needs and Service Activities—Public Safety:

Fourteen members will help victims of domestic violence to make personal safety plans, get temporary restraining orders, and find alternative living situations resulting in a decrease in repeat calls to police (as documented by police reports).

Inputs	Activity	Outputs	Intermediate Outcome	Intermediate Outcome	End Outcome
1. AmeriCorps members 2. Training for members 3. Monetary and material resources 4. Victims seeking assistance	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 develop personal safety plans with assistance from an AmeriCorps member.	Clients report that they feel safer as a result of assistance received from members.	Decline in repeat domestic violence calls to police.
		Number receiving assistance	Number of personal safety plans developed	Number and percent who report feeling safer	Number and percent decrease in repeat calls

Appendix B: Glossary of Performance Measurement Terms

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

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.

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).

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.

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

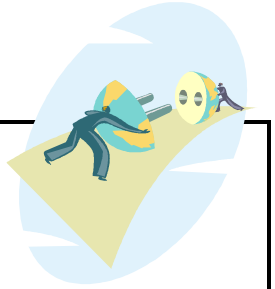
> **Outputs** are counts of the amount of service members or volunteers have completed, but do not provide information on benefits to or other changes in the lives of members and/or beneficiaries.
>
> **Intermediate Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries,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

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 C: Cross Reference of Performance Measurement Terms



PREVIOUS TERM Program Evaluation or Objective-based outcomes	TO	CURRENT TERM Performance Measurement	Definition Under Performance Measurement Model
Accomplishment	➔	Output	The product or service delivered (students tutored, trees planted, etc). Usually involves counts. See "Result."
Activity	➔	Activity	What a program does with inputs to fulfill its mission.
Evaluation	➔	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.
Indicator	➔	Indicator	A specific, measurable item of information that specifies progress toward achieving a result.
Instrument	➔	Instrument	The document or form you use to track your activities and to determine impact (e.g., teacher survey, behavioral checklist).
Method (of Measure)	➔	Method (of Measure)	Approach to collect needed information (e.g., interviewing, observing, or counting).
Objective Summary	➔	Performance Measure	A statement containing a result (output, intermediate outcome, or end outcome) and the target a program expects to meet toward this result over a given time period (one year, two years, or three years).
Outcome	➔	Intermediate Outcome	A change in the lives of members and/or beneficiaries that is short of a significant, lasting benefit for them. In some cases, an intermediate outcome is an initial outcome that leads to a longer term or more important end outcome.
		End Outcome	A change in the lives of the beneficiaries that is significant and lasting.

PREVIOUS TERM **Program Evaluation or Objective-based outcomes**	**TO**	**CURRENT TERM** **Performance Measurement**	**Definition Under Performance Measurement Model**
Standard of Success	➔	Target	The level of success a program expects to attain for a performance measure over a given time period: Output example: In the first year, twenty-five percent of the parents participating in the drop-out prevention program will attend all sessions. Intermediate outcome example: In the second year, those students whose parents attend all sessions of the drop-out prevention program will demonstrate ten percent fewer behavioral incidents compared to those students whose parents are on a waiting list for the program.
Result	➔	Result	The outputs and outcomes a program intends to track for a particular activity: Output: The product or service delivered (students tutored, trees planted, etc). Usually involves counts. Intermediate Outcome: A change in the lives of members and/or beneficiaries that is short of a significant, lasting benefit for them. In some cases, an intermediate outcome is an initial outcome that leads to a longer term or more important end outcome. End Outcome: A change in the lives of the beneficiaries that is significant and lasting.

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

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.projectstar.org/star/Library/toolkit.html

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 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.

Performance Measurement Worksheet (Output)

Output—specify a count of the amount of service members or volunteers have completed, but do not provide information on benefits or other changes in the lives of members and/or beneficiaries.
Intermediate-outcome—specify a change that has occurred in the lives of beneficiaries and/or members, but is still short of a significant, lasting benefit to them.
End-outcome—specify a change that has occurred in the lives of beneficiaries and/or members that is significant and lasting.

Category (Select one and put the performance measure number in the box) **Number (Select One)**

☐ **NEEDS AND SERVICE ACTIVITIES** ☐ **MEMBER DEVELOPMENT** ☐ **STRENGTHENING COMMUNITIES** ☐ **1** ☐ **2** ☐ **3**

Creating Performance Measures	**OUTPUT**
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	
2. Describe how you will achieve this result.	
3. What data and instruments will you use to measure the results?	
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	
6. If you have **data for this performance measure from prior years**, report it here.	

Performance Measurement Worksheet (Intermediate Outcome)

Output--specify a count of the amount of service members or volunteers have completed, but do not provide information on benefits or other changes in the lives of members and/or beneficiaries.
Intermediate-outcome--specify a change that has occurred in the lives of beneficiaries and/or members, but is still short of a significant, lasting benefit to them.
End-outcome--specify a change that has occurred in the lives of beneficiaries and/or members that is significant and lasting.

Category (Select one and put the performance measure number in the box) **Number (Select One)**

☐ **NEEDS AND SERVICE ACTIVITIES** ☐ **MEMBER DEVELOPMENT** ☐ **STRENGTHENING COMMUNITIES** ☐ **1** ☐ **2** ☐ **3**

Creating Performance Measures	**INTERMEDIATE OUTCOME**
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	
2. Describe how you will achieve this result.	
3. What data and instruments will you use to measure the results?	
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	
6. If you have **data for this performance measure from prior years**, report it here.	

Performance Measurement Worksheet (End Outcome)

Output--specify a count of the amount of service members or volunteers have completed, but do not provide information on benefits or other changes in the lives of members and/or beneficiaries.
Intermediate-outcome--specify a change that has occurred in the lives of beneficiaries and/or members, but is still short of a significant, lasting benefit to them.
End-outcome--specify a change that has occurred in the lives of beneficiaries and/or members that is significant and lasting.

Category (Select one and put the performance measure number in the box) **Number (Select One)**

☐ **NEEDS AND SERVICE ACTIVITIES** ☐ **MEMBER DEVELOPMENT** ☐ **STRENGTHENING COMMUNITIES** ☐ **1** ☐ **2** ☐ **3**

Creating Performance Measures	**END OUTCOME**
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	
2. Describe how you will achieve this result.	
3. What data and instruments will you use to measure the results?	
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	
6. If you have **data for this performance measure from prior years**, report it here.	