

Corporation for National and Community Service

Learn and Serve America

Performance Measure Guidance

*K-12 School- and Community-Based
2006 Grant Applications*



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This document provides guidance on completing the Performance Measures section of your Learn and Serve America grant application. Use of this information cannot guarantee an award.

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The Corporation for National and Community Service (the Corporation) is committed to promoting a culture of performance and accountability in all of the national and community service programs it supports. Consequently, all Learn and Serve America grantees are required to develop performance measures against which their success in achieving program objectives will be gauged. Well-designed performance measures coupled with a program evaluation plan also facilitates effective planning and continuous program improvement.

How to Use this Guidance

These modules are designed to aid applicants in completing the 'Performance Measures' section of the 2006 Learn and Serve America School- and Community-Based Grant Applications.

Please [click here](#) for Learn and Serve America Grant Application Instructions.

- To effectively use these instructions, applicants must have already established an account in eGrants, the Corporation's web-based application system. Go to [eGrants](#) to create an account and begin an electronic application. Technical assistance is available from the eGrants Help Desk at egrantshelp@cns.gov or 888-677-7849 or 202-606-7506.
- Examples of completed performance measure screens are included in Module 3.

These instructions are intended to clarify how to develop performance measures that are aligned with the program narrative sections of the grant application and enter those performance measures into eGrants. However, additional assistance regarding developing performance measures is available through **Project STAR at 800-548-3656**. To download an electronic copy of these instructions, click [LSA Performance Measure Guidance](#).

Module Overview

Module 2 introduces you to program logic models. Logic models can help applicants understand and describe the linkages between community needs, resources, service activities and desired outcomes. **Please Note:** This module is for informational purposes only. Learn and Serve America applicants are **NOT** required to use or submit program logic models with their applications.

Module 3 walks you through entering a performance measure into eGrants and provides resources for further technical assistance.

Module 4 outlines the Performance Measures required by Learn and Serve America for all applications.

Module 5 provides more details on the required performance measures and the evaluation instruments Learn and Serve is developing to help grantees gather data necessary to report against the performance measures. This module is intended to guide successful applicants during grant negotiations and post-award program development.

Learn and Serve America grant applicants must effectively describe how their proposed program will generate the intended outcomes for participants and beneficiaries. A logic model can assist applicants in connecting planned program activities to intended program outcomes.

The central purpose of the application narrative is to describe how and why the proposed program will work to achieve positive outcomes for participants and beneficiaries. Each narrative section requests details on particular aspects of the overall program design. Developing a program logic model is one way to draft a “blueprint” that aligns the different pieces of the proposal with what the program intends to achieve and measure. **Although applicants may find it useful to develop a logic model, Learn and Serve grantees are not required to submit logic models.**

Why Develop a Logic Model?

- To clarify activities, influences (community characteristics, intensity and duration, etc.), and objectives of the project.
- To help create performance measures tailored specifically to the project.
- To enable stakeholders to revisit and reevaluate project inputs and outputs in order to improve practice and outcomes.

Components of a Logic Model

- Community need
- Resources available for carrying out the intended activities
- Program activities supported by resources and used to generate outputs
- Outputs that are the direct result of activities and are stepping stones to outcomes
- Outcomes for participants and communities

For more detailed information about logic models, see the W.K. Kellogg Foundation Logic Model Development Guide at www.wkcf.org. You may find that there are some differences in the terms used in these instructions, and we invite you to determine the approach that best suits your own program. As noted previously, the purpose of this module is to assist you in creating a well-developed application that seamlessly links your defined needs with your program activities and proposed project outcomes.

Elements of a Logic Model

Before developing a logic model, consider the basic assumptions and facts used to guide the program design. The questions below can help clarify the broader goals and purposes of your proposed Learn and Serve America program.

Key Logic Model Components

Community Need	Resources	Activities	Outputs	Outcomes
<p>What community need/issue will be addressed?</p>	<p>What resources are needed/available for carrying out the planned service activities?</p>	<p>What service activities will help address the identified community need?</p>	<p>What will be the direct result(s) of the service activities?</p>	<p>What will be the impact on participants, communities, and institutions?</p>
<p>It is important to have a clear idea of the need/issue that will be addressed through program activities, as it will be central in selecting a Needs and Service Activities performance measure.</p> <p>Note: Consortia applicants may identify several community needs that their subgrantees will address. However, only one ‘primary’ need/issue is required for the Needs and Service Activities performance measure.</p>	<p>Resources are inputs and can include anything needed to complete or conduct program activities. Common resources for service-learning projects may include instructors/teachers, participants, facilities, materials, funding, transportation, training, and other community assets.</p> <p>Most importantly, projects must use curricula that clearly identify learning objectives.</p>	<p>Activities are the events, exercises, and/or actions that volunteers and participants will be implementing in order to address the identified community need.</p> <p>For developing performance measures, you may describe these activities in broad terms, but be certain that your program design clearly explains how these activities will address the identified need and lead to the expected results.</p>	<p>Outputs are the direct results of program activities. In general, they are those results that can be seen, touched, or counted following the completion of the service activity.</p> <p>Outputs are the type of things you can point to and say, “look – we accomplished these things after implementing our program activities!”</p>	<p>Outcomes represent the change that occurs in the identified need or target population as a result of the program.</p> <p>Outcomes should be realistically achievable, focused on only those outcomes that the program can be reasonably expected to influence, and developmentally appropriate.</p>

Module 3

Developing Performance Measures in eGrants

This section guides you through entering your performance measures into eGrants. The format that follows, though expanded to provide clarity, corresponds with the layout of the ‘Performance Measures’ section of the application in eGrants. As noted in the grant application guidance, a complete performance measure must be developed in each of the three performance measure categories (described in Section 2, below).

1. Technical Assistance for Completing the eGrants Application

In order to begin filling out the ‘Performance Measure’ section of the application, programs must have created an eGrants account and initiated an online grant application at www.cns.gov/egrants. If you need help accessing eGrants, technical assistance is available at 1-888-677-7849 or 202-606-7506 or by email at egrantshelp@cns.gov.

2. Performance Measure Categories

Learn and Serve America grant applications must describe how proposed activities will generate outcomes in each of the three following performance measure categories. Applicants should refer to the selection criteria and narrative guidance in the Notice of Funding Opportunity for more details: http://www.learnandserve.gov/for_organizations/funding/nofa.asp.

Needs and Service Activities

This category explains what community need will be addressed and how the service-learning activities conducted by program participants plan to address that need.

For example: restoring wetlands, revitalizing historical landmarks, assisting seniors in the use of technology, providing training in disaster preparedness and response, or tutoring inner-city children after school.

Participant Development

This category refers to what youth will learn and/or accomplish through their participation in service-learning activities.

*In this category, applicants must select one of the following: increased civic engagement, increased academic engagement, or reduction of risky behaviors. **Please see the examples in module 4 to develop your performance measure in this category.***

Strengthening Communities

This category refers primarily to community partnership development/strengthening and efforts to build program sustainability through the institutionalization of service-learning policies and practices. School and community-based applicants can choose outcomes that best meet their needs.

For example: new collaborations between schools and the local parks department, partnerships between community-based organizations and urban housing projects, inclusion of service-learning in school improvement plans, mentoring programs for teachers new to service-learning.

3. Steps to Complete the Performance Measure Section in eGrants

Step 1 - Selecting an Issue Area and Service Category

In eGrants you will select one or more Issue Areas and Service Categories that best describe the activities that will be conducted by program participants. While some grantees will subgrant to a variety of projects, please select the primary areas of focus for your overall program.

Issue Areas and Service Categories are common across all Corporation programs and consistent with our guiding legislation and strategic initiatives.

Services Categories and Performances Measures

In the following sections, you will select service categories and then build your performance measures. You should fully complete the Service Categories section before entering your performance measures.

Step 2 – Adding Performance Measures

Once you’ve selected your Issue Area and Service Categories, you will use the “**add a performance measure**” feature (pictured above) to add at least three full performance measures. Clicking on this feature will create a pop-up box (pictured below) where you will select one of the three Performance Measure Categories (see module 3).

Step 3 - Developing the Performance Measure

Performance Measures

Performance Measure Category: ?

Measure Category: Needs and Service Activities

The first 3 boxes pertain to the measure as a whole. Samples of what should go in these boxes are included for your reference.

Needs Statement and 3 Year Action Plan ?

1. Describe the need or issue that this measure will address:

Emergency preparedness for ESL senior citizens.

Briefly describe the identified community need that this performance measure will address.

2. Indicate what activities will be conducted to address this need:

High School students will be trained in and conduct community mapping; students will research what is needed for an emergency kit, materials will be developed in English and Spanish; students will assemble and distribute kits to seniors citizens and show them how they are used. Students will work with seniors to ensure that each senior has an emergency plan and understands what to do in an emergency.

Describe how you will achieve the desired result; who does what, when, and how. (May include planning, training, service-learning, and dissemination activities.)

3. Describe your anticipated result through the end of year three:

Emergency preparedness information will be prepared in both English and Spanish. 1,000 safety kits will be assembled and distributed; safety plans will be jointly created with 1,000 ESL seniors.

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

Measure Results ?

Output:

OUTPUTS: Refers to the amount of service that participants or beneficiaries have completed or the amount of services beneficiaries have received as a result of your program. Answers the question, "How much?"

Population Measured

Senior Citizens

If other, please describe

POPULATION MEASURED: Either the participants in or the beneficiaries of the service activity

Indicator

Beneficiaries

If other, please describe

INDICATOR: A specific, measurable item of information that details progress towards achieving a result.

Target #(number) or %(percent)

1000 #

Data/Instrument Used to Measure Progress

Activity Log

If other, please describe

TARGET: The level of success a program expects to attain for efforts made during the three-year funding cycle (use numbers only).

Performance Measure Statement

As recorded on an activity log, 1000 Seniors will benefit from emergency preparedness servi

Intermediate Outcome:

INTERMEDIATE OUTCOME: Specifies the changes that have occurred in the lives of participants and/or beneficiaries, but does not represent the final result you hope to achieve for your participants or beneficiaries.

Population Measured

Seniors Citizens

If other, please describe

Indicator

Materials Created

If other, please describe

DATA/INSTRUMENT: The method by which the information will be collected.

Target #(number) or %(percent)

800 #

Data/Instrument Used to Measure Progress

Activity Log

If other, please describe

PERFORMANCE MEASURE STATEMENT: Combines the purpose, activities, and desired result into one general statement.

Performance Measure Statement

As recorded on activity logs, students will assist 800 seniors in the preparation of emergency response plans.

End Outcome: 

END OUTCOME: Demonstrates the significant positive changes that your program ultimately hopes to achieve for participants or beneficiaries. Answers the question, "So what?"

Population Measured

Seniors Citizens 

If other, please describe


Indicator

successful emergency preparedness

Target #(number) or %(percent)

700 # 

Data/Instrument Used to Measure Progress

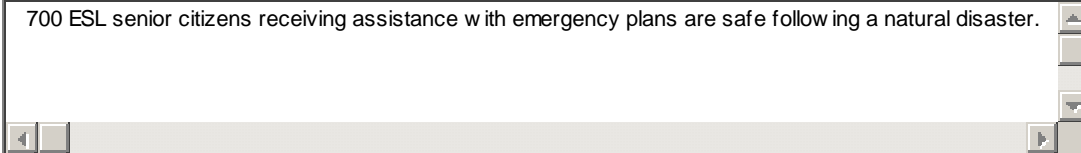
Other 

Please Note***

If other, please describe

N/A 

Performance Measure Statement

700 ESL senior citizens receiving assistance with emergency plans are safe following a natural disaster. 

*****A Note about End Outcomes**

The end outcomes are the positive changes that your project ultimately hopes to achieve for participants and beneficiaries. Please note: because these changes may take place after the three-year timeframe of your program, you may not be expected to measure end outcomes. Appropriate end outcomes will be decided upon in consultation with your program officer after applications have been accepted.

Module 4

Required Performance Measures

Learn and Serve Grant Application Requirements

All Learn and Serve America applications must include three complete performance measures aligned with the program design and intended outcomes: *Needs and Service Activities*, *Participant Development* and *Strengthening Communities*. A complete performance measure includes at least one output, one intermediate outcome, and one end outcome.

Learn and Serve America is requiring all applicants to select one of the following three performance measures for Participant Development:

1. **Increased Civic Engagement**
2. **Increased Academic Engagement**
3. **Reduction of Risky Behaviors**

Successful applicants will need to ensure that the service-learning activities participants will be engaged in are developed and implemented in such a way as to impact the Participant Development performance measure that is selected in this section. Project STAR is currently developing survey instruments that all programs will be able to use to report on the required measures. These surveys will be made available to programs in the spring of 2006 and should be reviewed by successful applicants as they begin planning their service-learning activities.

Worksheets for Required Performance Measures

For the *Participant Development Category*, the outputs and intermediate outcomes have been selected for you. After selecting the Participant Development Area (i.e., civic engagement, academic engagement, or risky behavior), take the output and intermediate outcome provided in the example performance measures on the following pages to fill in verbatim in eGrants. The only items you will need to describe are the target numbers or percentages for your particular program.

A Note about End Outcomes

The end outcomes are the positive changes that your project ultimately hopes to achieve for participants and beneficiaries. Please note: because these changes may take place after the three-year timeframe of your program, you may not be expected to measure end outcomes. Appropriate end outcomes will be decided upon in consultation with your program officer after applications have been accepted.

Needs and Service Activities: Example

Note: Every applicant is required to submit at least one Needs and Service Activity performance measure that reflects the primary activities/needs that the applicant or the applicant's subgrantees are proposing to address.

Needs and Service Activities PERFORMANCE MEASURE WORKSHEET

Needs Statement and 3 Year Action Plan	
Describe the need or issue that this measure will address:	Emergency preparedness for ESL senior citizens.
Indicate what activities will be conducted to address this need:	High School students will be trained in community mapping; students will research what is needed for an emergency kit, materials will be developed in English and Spanish; students will assemble and distribute kits to seniors and show them how they are used. Students will work with seniors to ensure that each senior has an emergency plan and understands what to do in an emergency.
Describe your anticipated result through the end of year 3:	Emergency preparedness information will be prepared in both English and Spanish; 1,000 safety kits will be assembled and distributed; safety plans will be jointly created with 800 ESL seniors.
Measure Results	
OUTPUT	
Population Measured	Senior Citizens
Indicator	Beneficiaries
Target # or %	Year 1: <u> 300 </u> Year 2: <u> 600 </u> Year 3: <u> 1000 </u> (enter your cumulative total into eGrants)
Data/ Instrument	Activity log
STATEMENT	As recorded on an activity log, 1,000 seniors will benefit from emergency preparedness services.
INTERMEDIATE OUTCOME	
Population Measured	Senior Citizens
Indicator	Materials Created
Target # or %	Year 1: <u> 250 </u> Year 2: <u> 500 </u> Year 3: <u> 800 </u> (enter your cumulative total into eGrants)
Data/ Instrument	Activity Log
STATEMENT	As recorded on activity logs, students will assist 800 seniors in the preparation of emergency response plans.
END OUTCOME	
Population Measured	Senior Citizens
Indicator	Successful emergency preparedness
Target # or %	Year 1: <u> 200 </u> Year 2: <u> 425 </u> Year 3: <u> 700 </u> (enter your cumulative total into eGrants)
Data/ Instrument	N/A
STATEMENT	700 ESL senior citizens receiving assistance with emergency plans are safe following a natural disaster.

Participant Development: Civic Engagement

Note: If you select Civic Engagement as your participant development measure, use this information verbatim in eGrants. The only items you will need to fill in are the *actual* target numbers or percentages for your program.

Civic Engagement PERFORMANCE MEASURE WORKSHEET

Needs Statement and 3 Year Action Plan	
Describe the need or issue that this measure will address:	Increased Civic Engagement
Indicate what activities will be conducted to address this need:	Participants engage in high quality service-learning activities that include preparation for service, reflection, and clear ties to academic curricula.
Describe your anticipated result through the end of year 3 (i.e., intermediate outcomes):	K-12 students will show increased civic skills as a result of participation in service-learning activities
Measure Results	
OUTPUT	
Population Measured	K-12 Students
Indicator	Participants
Target # or %	Year 1: <u> 300 </u> Year 2: <u> 600 </u> Year 3: <u> 900 </u> (enter your cumulative total into eGrants)
Data/ Instrument	Activity log
STATEMENT	By the end of year three, 900 K-12 students will participate in service-learning projects.
INTERMEDIATE OUTCOME	
Population Measured	K-12 Students
Indicator	Increased civic skills
Target # or %	Year 1: <u> 60% </u> Year 2: <u> 75% </u> Year 3: <u> 90% </u> (enter your cumulative total into eGrants)
Data/ Instrument	Survey
STATEMENT	By the end of year three, 90% of the K-12 students that participate in service-learning projects will increase their civic skills for civic engagement (as measured by a survey).
END OUTCOME	
Population Measured	K-12 Students
Indicator	Lifelong active, competent, responsible, and engaged citizens
Target # or %	Year 1: _____ Year 2: _____ Year 3: <u> 75% </u> (enter your cumulative total into eGrants)
Data/ Instrument	N/A
STATEMENT	Long after the service-learning project is complete, participants will be active, competent, responsible, and engaged citizens.

Participant Development: Academic Engagement

Note: If you select Academic Engagement as your participant development measure, use this information verbatim in eGrants. The only items you will need to fill in are the *actual* target numbers or percentages for your program.

Academic Engagement PERFORMANCE MEASURE WORKSHEET

Needs Statement and 3 Year Action Plan	
Describe the need or issue that this measure will address:	Increased Academic Engagement
Indicate what activities will be conducted to address this need:	Participants engage in high quality service-learning activities that include preparation for service, reflection, and clear ties to academic curricula.
Describe your anticipated result through the end of year 3 (i.e. intermediate outcomes):	Improved attitudes towards learning for academic engagement
Measure Results	
OUTPUT	
Population Measured	K-12 Students
Indicator	participants
Target # or %	Year 1: <u> 300 </u> Year 2: <u> 600 </u> Year 3: <u> 900 </u> (enter your cumulative total into eGrants)
Data/ Instrument	Activity log
STATEMENT	By the end of year three, 900 K-12 students will participate in service-learning projects.
INTERMEDIATE OUTCOME	
Population Measured	K-12 Students
Indicator	Increased academic engagement
Target # or %	Year 1: <u> 60% </u> Year 2: <u> 75% </u> Year 3: <u> 90% </u> (enter your cumulative total into eGrants)
Data/ Instrument	Survey
STATEMENT	By the end of year three, 90% of the K-12 students that participate in service-learning projects will have improved attitudes towards learning for academic engagement (as measured by a survey).
END OUTCOME	
Population Measured	K-12 Students
Indicator	Retention and graduation from school/higher education.
Target # or %	Year 1: <u> </u> Year 2: <u> </u> Year 3: <u> 95% </u> (enter your cumulative total into eGrants)
Data/ Instrument	N/A
STATEMENT	Service-learning participants will stay in school and graduate.

Participant Development: Risky Behaviors

Note: If you select Risky Behaviors, as your participant development measure, use this information verbatim in eGrants. The only items you will need to fill in are the *actual* target numbers or percentages for your program.

Risky Behavior PERFORMANCE MEASURE WORKSHEET

Needs Statement and 3 Year Action Plan	
Describe the need or issue that this measure will address:	Decreased Risky Behaviors
Indicate what activities will be conducted to address this need:	Programs engage in service-learning activities that provide youth participants with protective factors (against risky behavior), increasing /enhancing internal resiliency assets.
Describe your anticipated result through the end of year 3 (i.e., intermediate outcomes):	Service-learning participants report increased problem solving skills that support them in reducing their risky behaviors
Measure Results	
OUTPUT	
Population Measured	K-12 Students
Indicator	Participants
Target # or %	Year 1: <u> 300 </u> Year 2: <u> 600 </u> Year 3: <u> 900 </u> (enter your cumulative total into eGrants)
Data/ Instrument	Activity log
STATEMENT	By the end of year three, 900 K-12 students will participate in service-learning projects.
INTERMEDIATE OUTCOME	
Population Measured	K-12 Students
Indicator	Improved problem solving skills
Target # or %	Year 1: <u> 50% </u> Year 2: <u> 60% </u> Year 3: <u> 70% </u> (enter your cumulative total into eGrants)
Data/ Instrument	Survey
STATEMENT	70% of K-12 students participating in service-learning activities will report increased problem solving, as measured by a survey
END OUTCOME	
Population Measured	K-12 Students
Indicator	Increased resiliency
Target # or %	Year 1: <u> </u> Year 2: <u> </u> Year 3: <u> 85% </u> (enter your cumulative total into eGrants)
Data/ Instrument	N/A
STATEMENT	Service-learning participants will increase their resiliency.

Strengthening Communities: Partnership Development Example

Note: Every applicant is required to submit a Strengthening Community performance measure. Applicants should develop a measure that best fits with their program design. The following is one example of a Community Strengthening performance measure.

Strengthening Communities PERFORMANCE MEASURE WORKSHEET

Needs Statement and 3 Year Action Plan	
Describe the need or issue that this measure will address:	School-community partnerships
Indicate what activities will be conducted to address this need:	Partnerships will be established with community organizations and local agencies. Community partners will be trained in service-learning, youth development and youth/adult partnerships. Students will conduct service activities aligned with learning objectives that benefit the constituents of partnering agencies
Describe your anticipated result through the end of year 3:	After 3 years, 70% of the 150 new community partners will report an increased capacity to provide services as a result of student involvement
Measure Results	
OUTPUT	
Population Measured	Community partners
Indicator	Partnerships created
Target # or %	Year 1: <u> 50 </u> Year 2: <u> 100 </u> Year 3: <u> 150 </u> (enter your cumulative total into eGrants)
Data/ Instrument	Activity Log
STATEMENT	By the end of year three, 150 new school-community partnerships will be created and documented on subgrantee activity logs
INTERMEDIATE OUTCOME	
Population Measured	Community partners
Indicator	Increased capacity
Target # or %	Year 1: <u> 50 </u> % Year 2: <u> 60 </u> % Year 3: <u> 70 </u> % (enter into eGrants)
Data/ Instrument	Community Partner Survey
STATEMENT	By the end of year three, 70% of community partners will report an increased capacity to provide services as a result of student involvement
END OUTCOME	
Population Measured	Community partners
Indicator	Community-school partnerships institutionalized
Target # or %	<u> </u> (enter into eGrants)
Data/ Instrument	n/a
STATEMENT	Community-school partnerships established supporting service-learning strategies beyond the Learn and Serve America grant

module **5**

Evaluation

Performance Measures Detail

This module summarizes the outputs, intermediate outcomes, and end outcomes for the sample and required performance measurements outlined in Module 4. This module is also intended to help successful applicants begin planning evaluation and data collection strategies for their programs.

OUTPUTS

Outputs can be the count of beneficiaries receiving service, amount of service delivered, or number of participants conducting service. Note that Table 1 below provides examples of outputs for each Performance Measure Category.

INTERMEDIATE OUTCOMES

Intermediate outcomes are the changes or benefits experienced by your service recipients within the timeframe of your program.

- The *Needs and Service Category* documents the changes you hope your sites will be able to achieve for the primary service activity in one year. Applicants have the flexibility to select a measure(s) that best represents the primary activity or activities of their program.
- The *Participant Development Category*, the indicators have been selected for you. After selecting the Participant Development Area (civic engagement, academic engagement, or risky behavior), use the information identified in Module 4 and summarized in Table 1.b. below to complete your intermediate outcome.
- For the *Community Strengthening Category*, select the intermediate outcome for this category that will best fit your program model.

END OUTCOMES

The end outcomes are the positive changes that your project ultimately hopes to achieve for participants and beneficiaries. Please note: because these changes may take place after the three-year timeframe of your program, you may not be expected to measure end outcomes. Appropriate end outcomes will be decided upon in consultation with your program officer after applications have been accepted.

Table 1, below, provides examples of outputs, intermediate outcomes, and end outcomes for each performance measure category.

Table 1.a. Example--Performance Measure Category: Needs and Service Activities

Service/Activity	Outputs	Intermediate Outcomes	End Outcomes
Disaster Preparedness	Number of seniors or number of students participating	Seniors prepare emergency response plans.	Successful emergency preparedness

Table 1.b. Required*-- Performance Measure Category: Participant Development

Participant Development Area	Outputs	Intermediate Outcomes	End Outcomes
1. Civic Engagement	Number of student participants	Increased civic skills for civic engagement	<ul style="list-style-type: none"> • Lifelong active, competent, responsible, and engaged citizens
2. Academic Engagement	Number of student participants	Improved attitudes towards learning for academic engagement	<ul style="list-style-type: none"> • Retention and graduation from school • Active, lifelong, engaged learners
3. Risky Behavior	Number of student participants	Increased problem solving skills for risky behavior	<ul style="list-style-type: none"> • Increased empathy • Enhanced self-efficacy • Increased self-awareness • Formulated goals and aspirations • Reduction in health risk behaviors

*You must select one of the Participant Development Measures listed here for inclusion in your application.

Table 1.c. Examples--Performance Measure Category: Community Strengthening

Community Strengthening Area	Outputs	Intermediate Outcomes	End Outcomes
1. School-community partnerships 2. Institutionalization	<ul style="list-style-type: none"> ▪ Number of community partnerships cultivated. ▪ Number of new schools starting S-L programs. ▪ Number of students participating in service-learning projects 	<ul style="list-style-type: none"> • Increased capacity of community organizations to deliver services. • Number of courses integrating service-learning strategies. • Intentional elements of infrastructure supporting LSA programs created. 	<ul style="list-style-type: none"> • Policies that support are service-learning adopted/institutionalized. • Community-school partnerships institutionalized