CHAPTER 5 – TABLE OF CONTENTS

Source: Project Star
Performance Measurement Toolkit

Corporation for National and Community Service

Learn and Serve America Program Applicant

Performance Measurement Toolkit

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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 Learn and Serve America application. The Toolkit is intended to provide you with helpful background information. However, relying on this information cannot guarantee an award, and the Toolkit should not be referred to in your application.

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Table of Contents

Introduction

The Corporation for National and Community Service is introducing performance measurement to assist Learn and Serve America 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 Learn and Serve America Program Applicant Performance Measurement Toolkit are to introduce the concept of performance measurement, provide information on performance measurement as it applies to Learn and Serve America programs, and in particular to help potential applicants for Learn and Serve 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 Learn and Serve America programs to report;
3. How the logic model can be used to define desired results;
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.

Learn and Serve America Requirements

The performance measurement expectations set forth by the Corporation in the Learn and Serve America Application Instructions for 2003 describe the minimum requirements to which all Learn and Serve programs must adhere. 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 performance measures that capture the results of their primary service activities.

A Note on Terminology

As Learn and Serve America programs transition from program objectives 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 participants 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 Learn and Serve Guidelines published by the Corporation for National and Community Service (CNCS) define the following results:

- **Outputs** are counts of the amount of service participants or volunteers have completed, but do not provide information on benefits to or other changes in the lives of participants and/or beneficiaries.
- **Intermediate Outcomes** specify changes that have occurred in the lives of participants and/or beneficiaries, but are short of a significant benefit for them.
- **End Outcomes** specify changes that have occurred in the lives of participants 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 number of students participating in civic education activities; number of faculty receiving service-learning training; and, service hours completed by participants and volunteers. 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 participants and service recipients. However, intermediate outcomes do not represent the final result you hope to achieve for your participants or beneficiaries. For example, if your final result is to increase students' civic engagement, then an intermediate outcome might include improved civic knowledge.

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 participants or beneficiaries. End outcomes address community conditions or needed changes in the condition, behavior, or attitudes of participants/ beneficiaries. Examples include improved academic performance, increased civic knowledge or increased civic behavior.

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 Learn and Serve America Programs

Overview

Beginning with program year 2003-04 (October 2003 - September 2004), the Corporation has changed its guidelines on how Learn and Serve America programs are to measure their performance. Learn and Serve America 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 but not more than five performance measurement worksheets must be completed and the results reported. However, programs are 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 Learn and Serve America program, no matter how large, and no matter how many different services it provides, must prepare and submit a minimum of three, but not more than five, 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 2003 Learn and Serve America Guidelines describe the performance measurement requirements for Learn and Serve America programs. All programs are required to submit performance measurement worksheets related to each of the three aspects of program design: Needs and Activities, Strengthening Communities, and Developing Participants. With respect to those reported to the Corporation, you should specify no more than five and no less than three performance measurement worksheets for which you will be expected to report results. Among those should be at least one output, one intermediate-outcome, and one end-outcome measure.

All programs that sub-grant must require that their sub-grantees at the local level develop performance measurement worksheets related to the three aspects of program design. Your sub-grantees should report their results to you. Among these results should be at least one end-outcome measure. Programs should aggregate results identified by sub-grantees to report on performance at the grantee level.

You are encouraged to develop performance measurement worksheets that lend themselves to measurement of outcomes. Performance measurement worksheets will be one part of the selection criteria of the grant review process for new programs.

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 → **Activities** → **Outputs** → **Intermediate Outcomes** → **End Outcomes**

- **Inputs:** Resources used to produce outputs and outcomes.
- **Activities:** What a program does with the inputs.
- **Outputs:** The products and services created or delivered (e.g. teachers trained, courses delivered)
- **Intermediate Outcomes:** Changes that have occurred in the lives of the beneficiaries and/or participants, but have fallen short of a significant benefit for them (e.g. attitudinal changes toward more civic participation).
- **End Outcomes:** Changes that have occurred in the lives of beneficiaries and/or participants that constitute significant benefits to them (e.g. increased civic knowledge, increased likelihood to perform service).

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.

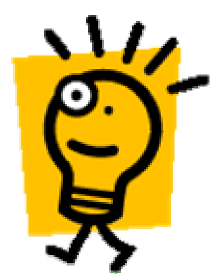
The "If-Then" Sequence of the Logic Model

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 8. It includes sample indicators below each result. An indicator is the specific, measurable item of information that specifies progress toward achieving the result. For further discussion of indicators, see *Section V. Performance Measurement Worksheet*. Page 9 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 activities 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: Northside Youth Development Center – Mentoring Program

Inputs	Activities	Outputs	Intermediate Outcomes		End Outcomes
Fifty Higher Ed participants One hundred at-risk high school students Learn and Serve America program staff Faculty trainers Mentor training curriculum	Higher Ed participants will serve as mentors and role models for at-risk high school students. Mentors will meet with mentees twice per week (four hours per week) for twenty weeks.	Mentor training hours Mentors certified Mentor-mentee matches established Instruments: Training Roster, Certification Log, Mentoring Log Book	Mentored high school students demonstrate positive attitudes towards completing high school and going to college Instrument: Mentoring Survey	Mentored high school students demonstrate regular school attendance and passing grades. Data Source: School records	Mentored high school students graduate from high school and apply to colleges and universities. Data Source: School records

Performance Measurement Worksheet (END-OUTCOME EXAMPLE)
Program: Northside Youth Development Center—Mentoring Program *Activity/Service: Parental Skills Training*

Category (Select one) Number (Select One)

☒ NEEDS AND SERVICE ACTIVITIES; ☐ PARTICIPANT 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: Mentored at-risk high school students will graduate from high school and apply to colleges and universities.
2. Describe how you will achieve this result.	Participants will receive mentor training from faculty trainers using a mentor training curriculum. Fifty Higher Ed participants will serve as mentors and role models for 100 at-risk high school students. Mentors will meet with mentees twice per week (four hours per week) for twenty weeks.
3. What data and instruments will you use to measure the results?	Data source: School records
4. What are the targets that you expect to meet during the three-year grant period?	First Year: Eighty percent of mentored high school students will graduate and apply to a college or university. Second Year: Eighty-five percent of mentored high school students will graduate and apply to a college or university. Third Year: Eighty-five percent of mentored high school students will graduate and apply to a college or university.
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your performance measure.	Performance Measure: In the third year, eighty-five percent of mentored high school students will graduate and apply to a college or university.
6. If you have data for this performance measure from prior years, report it here.	No data are available for previous years.

Logic Model Example with Sample Indicators: Northside Youth Development Center–Mentoring Program [*] *(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:*
Fifty Higher Ed participants One hundred at-risk high school students Learn and Serve America program staff Faculty trainers Mentor training curriculum	Higher Ed participants will serve as mentors and role models for at-risk high school students. Mentors will meet with mentees twice per week (four hours per week) for twenty weeks.	→ RESULTS →	Mentor training hours Mentors certified Mentor-mentee matches established Instruments: Training Roster, Certification Log, Mentoring Log Book	Mentored high school students demonstrate positive attitudes towards completing high school and going to college Instrument: Mentoring Survey	Mentored high school students demonstrate regular school attendance and passing grades. Data Source: School records	Mentored high school students graduate from high school and apply to colleges and universities. Data Source: School records
		INDICATORS →	1. Number of training hours 2. Number of mentors certified 3. Number of mentees matched with a mentor	Number of students demonstrating positive attitudes	1. Number of students with no more than three unexcused absences 2. Number of students with passing grades in all subjects.	Percent of students who graduate from high school and apply to at least one college or university

* 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.*

IV. Choosing Methods and Instruments for Performance Measurement

Learn and Serve America programs utilize one of two approaches when implementing service-learning activities. The first approach involves the individual program (i.e. grantee) conducting service activities directly with participants; the second approach consists of a consortia program which sub-grants to organizations at the local level to conduct service activities. As stated in Section II of this toolkit, *Performance Measurement Requirements for Learn and Serve America Programs*, programs that sub-grant must require their sub-grantees at the local level to develop performance measurement worksheets. The methods and instruments used to collect the data for performance measurement will greatly influence a program's ability to achieve the desired results.

Determining the Type of Data to Collect

There are two types of data that can be collected, outputs and outcomes (intermediate end outcomes), to determine if your program achieved the desired results.

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 performance measurement targets. Examples of such data are attendance records, classroom grades, crime statistics, and standardized exams. 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.

Programs That Conduct Service Activities vs. Programs Who Sub-Grant Service Activities

A program that implements service activities directly for participants will have more control over the choices of data sources and instruments to be used. The program can measure performance based on the three to five performance measurement worksheets developed during the grant application.

A program that sub-grants service activities faces a more challenging task in determining the data sources and instruments to use. If the program is involved in assisting sub-grantees to develop common performance measurement worksheets, there are greater opportunities to develop similar/same performance measures. If so, the chances for sub-grantees to obtain data from the same data sources and to use the same instruments are more likely. For example, the Wisconsin State Department of Education developed a performance measurement worksheet for service activities, related to civic attitudes, and involvement in volunteer service. All awarded sub-grants implemented these service activities and collected data using two common instruments provided by the grantee, a pre-post student survey and a participation log. The Wisconsin State Department of Education was able to aggregate data from these two instruments and report results at the grantee level.

On the other hand, a program that allows sub-grantees to develop site-specific performance measurement worksheets opens the door for sub-grantees to identify different data sources and to use different instruments. For example, the Smith County Education Department has sub-grantees in five middle schools, working in twenty-five classrooms. Sub-grantees developed their own performance measurement worksheets with different results and instruments. The county office received data for five results collected using eleven instruments. Therefore, the grantee was not able to aggregate the data across the schools to report core results at the grantee level.

In sum, the advantages for a program that assists sub-grantees to develop common instruments for performance measurement include:

- Saving sub-grantees the time and effort required to develop their own instruments;
- Ease of aggregating sub-grantee data by the grantee; and,
- Ease of reporting program-wide results to the Corporation.

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.** Does the data to be collected actually exist in a format or grouping that you need? Does 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 participants or 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, participants, and community through your activity. It also lays a foundation for implementing performance measurement. The Learn and Serve America worksheet contains six components. See page 9 for an example.

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 or indirect services your participants do (e.g., tutoring, teaching, building houses, or trail maintenance) and that have an impact on beneficiaries.
  2. *Participant Development*: Activities that reflect what program staff or others providing services for participants (e.g., training, career counseling) that promote change in participant knowledge, skills, or attitudes.
  3. *Strengthening Communities*: Activities that relate to increasing and sustaining resources within your community or institution (e.g., recruiting student 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 participants or volunteers have completed, but do not provide information on benefits to or other changes in the lives of participants and/or beneficiaries.

Output Example
150 teachers will complete a summer training academy at Clarkstonburg Elementary School.

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

Intermediate Outcomes Example
All teachers who completed the Academy will report implementing civic education programs in their classroom by January 2004.

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

End Outcome Example
Students will show an increase in civic knowledge (as measured by a pre/post test taken during the grant period).

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 participants and/or 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 community-based organizations participating in regional training using a specified citizenship/service curriculum

Intermediate Outcome Indicator: Percent increase in the knowledge obtained by youth participating in an after school civic engagement program

End Outcome Indicator: Percent positive change in the behavior of students that volunteer as a result of participating in the civic engagement course.

2. Describe your activity.

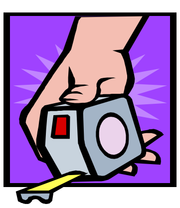
Describe how you will achieve this result. The activity statement of your program should describe who does what, when, where, how, and with whom.

Activity Example

During the Winter Intersession of 2003, 25 tribal teachers will be trained to integrate history, civics and service into their curricula. During that time they will create lesson plans to integrate historical facts and figures relevant to Native American History and the tradition of service.

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 need to gain access to data on immunizations, you need to find out if the hospital will allow you to transfer data on immunizations to your Healthy Child 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 Learn and Serve America participants' limited time will allow you to raise your target substantially from one year to the next.

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

<u>First year</u>: By the end of the school year, seventy percent of the higher education students participating in an American History 101 service-learning course will exemplify via pre/post tests increased knowledge of the democratic principles and practices of our country.

<u>Second year</u>: By the end of the school year, eighty percent of the higher education students participating in an American History 101 service-learning course will exemplify via pre/post tests increased knowledge of the democratic principles and practices of our country.

<u>Third year</u>: By the end of the school year, ninety percent of the higher education students participating in an American History 101 service-learning course will exemplify via pre/post tests increased knowledge of the democratic principles and practices of our country.

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: By the end of the third year, ninety percent of the higher education students participating in a History 101 course that includes history, civics and the tradition of service in the coursework, will report via pre/post tests, increased knowledge of democratic principles and practices.

6. Provide data from previous years.

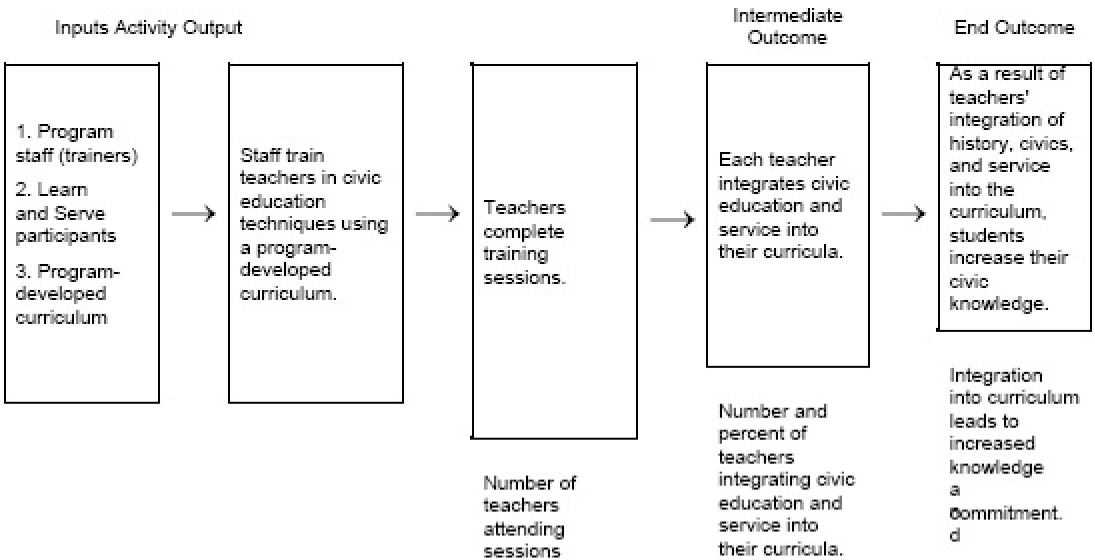
If you have data from previous years, this is the opportunity to report it. This may be baseline data previously collected by your agency, or other information you used to establish the community need that your activity will address.

Appendix A: Examples of Program Services Described in Logic Models and Performance Measurement Worksheets

(Indicators appear under each result.)

Participant Development (K-12):

One hundred twenty-five Learn and Serve America middle school teachers will receive one week of training in civic education and service techniques during the summer. Program staff will use a program-developed curriculum to provide training.



(See next page for Performance Measurement Worksheet.)

Performance Measurement Worksheet (Intermediate Outcome)

Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (Select one)

☐ NEEDS AND SERVICE ACTIVITIES	☒ PARTICIPANT DEVELOPMENT	☐ STRENGTHENING COMMUNITIES
PERFORMANCE MEASUREMENT NUMBER (SELECT ONE) ☒ 1 ☐ 2 ☐ 3		

	END OUTCOME
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	**Teachers will gain confidence and skills needed to integrate civic education and service into their curricula and train others to do the same.** **Indicator: Percent of teachers that integrate civic education and service into their curricula.**
2. Describe how you will achieve this result.	**One hundred twenty-five middle school teachers will receive one week of training in civic education and service techniques during the summer. Program staff will use a program-developed curriculum to provide training.**
3. What **data and instruments** will you use to measure the results?	**Curriculum Assessment form (completed by teachers), summer roster**
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	**Year One: By the end of the summer training, teachers will complete training and rate the sessions as "average" or better.** **Year Two: By the end of the second school year 75 percent of the teachers participating in the summer program will integrate civic education and service into their curriculum.**
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	**Teachers will gain the skills needed to successfully integrate civic education and service into their curricula. In Year One, all teachers that participate in the Summer training will complete the training and rate it average or better. By year two, 75 percent of the teachers that participated in the training will integrate civic education and service into their curriculum.**
6. If you have **data for this performance measure from prior years**, report it here.	**No data available from prior years.**

Participant Development (Higher Ed):

Thirty-five Learn and Serve America Higher Ed faculty will receive sixteen hours of training on how to integrate civics, history and service into their curricula. Upon completion of this training, faculty will work in small groups to develop their specific curricula and serve as resources for other faculty interested in service-learning.

Inputs	Activity	Output	Intermediate Outcome	End Outcome
1. Program staff (trainers) 2. Learn and Serve participants 3. Program-developed curriculum	Staff use a program-developed curriculum to train faculty in the integration of civics, history and service into their curricula. Faculty work in small groups in their disciplines to complete their curricula and serve as resources to others interested in service-learning.	Faculty complete training sessions.	Faculty integrate civics, history and service into their curricula.	As a result of faculty integration of civics, history, and service into their courses, students increase their civic knowledge and skills.
		Number of Faculty completing training sessions	Number of faculty that integrate civics, history and service into their courses.	Number of students who demonstrate increase in civic knowledge and skills per post course evaluation.

Performance Measurement Worksheet (Intermediate Outcome)

Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (Select one)

☐ **NEEDS AND SERVICE ACTIVITIES**	☒ **PARTICIPANT DEVELOPMENT**	☐ **STRENGTHENING COMMUNITIES**
PERFORMANCE MEASUREMENT NUMBER (SELECT ONE) ☐ **1** ☒ **2** ☐ **3**		

	INTERMEDIATE OUTCOME
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	**Faculty integrate civics, history and service into their curricula to address community needs.** **Indicator: Number of faculty that integrate civics, history and service into their curricula**
2. Describe how you will achieve this result.	**Staff will use a program-developed curriculum to train thirty-five Learn and Serve America higher ed faculty in the integration of civics, history and service into their curricula to address unmet community needs.**
3. What **data and instruments** will you use to measure the results?	**Faculty curricula form, faculty training rosters**
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	**Year One: Thirty-five faculty complete training** **Year Two: 75 percent of faculty integrate civic engagement strategies into curricula**
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	**Thirty-five Learn and Serve America higher ed faculty will participate in training sessions and by year 2, 75 percent will integrate civics, history and service into their curricula.**
6. If you have **data for this performance measure from prior years**, report it here.	**No data available from prior years.**

Strengthening Communities:

Forty Learn and Serve America K-12 participants will be tutored in a community-based after-school program at Foster Elementary School that focuses on civics, history and service. Activities will include studying and researching America's civic traditions, conducting oral history of seniors living at a local hospice center and connecting these oral histories to the American tradition of service.

Inputs	Activity	Outputs	Intermediate Outcome	End Outcome
1. Learn and Serve participants 2. Teachers and after school staff 3. Students 4. Civics, history and service curriculum 5. Monetary and material resources	→ Participants assist with an after-school tutoring program that focuses on civics, history and the tradition of service.	→ Number of students participating in after-school program	→ Percentage of K-12 students demonstrating increased knowledge in civics and history	→ Percentage of K-12 students demonstrating increased behaviors associated with civic engagement.

(*See next page for Performance Measurement Worksheet.*)

Performance Measurement Worksheet (End Outcome)

Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (Select one)

☐ NEEDS AND SERVICE ACTIVITIES	☐ PARTICIPANT DEVELOPMENT	☒ STRENGTHENING COMMUNITIES
PERFORMANCE MEASUREMENT NUMBER (SELECT ONE) ☒ 1 ☐ 2 ☐ 3		

	END OUTCOME
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	**Percentage of K-12 participants demonstrating increased behaviors and skills associated with civic engagement as a result of an after school program that focused on civics, history and service.** **Indicators: Number of K-12 participants that demonstrate increased behaviors toward more civic engagement.**
2. Describe how you will achieve this result.	**Learn and Serve America participants attend a community based after-school program at Foster Elementary School that integrates civics, history and the tradition of service into their curriculum. Activities will include studying and researching America's civic traditions, conducting oral histories of seniors at a hospice center and connecting these oral histories to the American tradition of service.**
3. What **data and instruments** will you use to measure the results?	**Pre/Post test surveys addressing behaviors associated with civic engagement**
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	**Year Three: Fifty percent of the K-12 participants in the after school program demonstrate increased behaviors associated with civic engagement.**
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	**By the end of year three, fifty percent of the K-12 students that participate in the civics, history and tradition of service after school program demonstrate increased behaviors associated with civic engagement.**
6. If you have **data for this performance measure from prior years**, report it here.	**No data available from prior years.**

Needs and Service Activities—Education:

Twenty-five Learn and Serve America high school participants and fifteen adult volunteers will provide one-on-one literacy tutoring three days a week, to 160 third-grade students reading one grade below their grade level, for one school year at four elementary schools.

Inputs	Activity	Outputs	Intermediate Outcome	End Outcome
1. Learn and Serve participants 2. Volunteers 3. Students 4. Research based training resources	→ Participants and volunteers provide one-on-one literacy tutoring to elementary students.	→ 1. Students tutored. 2. Tutor hours per student.	→ 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 students reading more books	Percent and number reading at or above grade level

(*See next page for Performance Measurement Worksheet.*)

Performance Measurement Worksheet (End Outcome)

Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (Select one)

☒ NEEDS AND SERVICE ACTIVITIES	☐ PARTICIPANT DEVELOPMENT	☐ STRENGTHENING COMMUNITIES
PERFORMANCE MEASUREMENT NUMBER (SELECT ONE) ☐ 1 ☒ 2 ☐ 3		

	END OUTCOME
1. Identify the **result** you expect to achieve and label as output, intermediate outcome or end outcome.	**Tutored students will improve reading by end of school year.** **Indicators: Percent and number of tutored students reading at or above grade level by end of school year.**
2. Describe how you will achieve this result.	**Twenty-five Learn and Serve America high school participants and fifteen adult volunteers will provide one-on-one literacy tutoring three days a week, to 160 third-grade students reading one grade below their grade level, for one school year at four elementary schools.**
3. What **data and instruments** will you use to measure the results?	**Standardized Reading Ability Test (SRAT)**
4. What are the **targets** that you expect to meet on this performance measure during the three-year grant period?	**Year One: Sixty-five percent of tutored students will read at or above grade level by the end of the school year.** **Year Two: Seventy percent of tutored students will read at or above grade level by the end of the school year.** **Year Three: Seventy percent of tutored students will read at or above grade level by the end of the school year.**
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your **performance measure.**	**In Year One, sixty-five percent of tutored students will read at or above grade level by end of school year.**
6. If you have **data for this performance measure from prior years**, report it here.	**No data available from prior years.**

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, participants, 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 participants or volunteers have completed, but do not provide information on benefits to or other changes in the lives of participants and/or beneficiaries.

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

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., Civic Knowledge Survey, Behavioral Checklist).
Method (of Measure)		Method (of Measure)	Approach to collect needed information (e.g., interviews, observations, counts).
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 participants 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 an end outcome.
		End Outcome	A change in the lives of the participants and/or beneficiaries that is significant.

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 participants 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 an end outcome. End Outcome: A change in the lives of the participants and/or beneficiaries that is significant.

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

Campus Compact Civic Mapping
http://www.compact.org/mapping

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/

National Service Learning Clearinghouse (evaluation/assessment tools)
http://servicelearning.org

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.