AMERICORPS TECHNICAL ASSISTANCE SESSION

February 22, 2023

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TODAY'S PLAN

- Welcome!
- Theory of Change
- Evidence
- Logic Model
- Performance Measures
- Wrap-Up
    - Resources: What tools can help?
- Informal Q&A

Planning Grant Category	Points
Executive Summary	0
Program Design	50
Problem to be Addressed	10
Theory of Change Statement	15
Future Use of AmeriCorps Members in Intervention	10
Planning Activities Timeline	15
Organizational Capacity	25
Organizational Background and Staffing	20
Commitment to AmeriCorps Requirements	5
Cost Effectiveness and Budget Adequacy	25

Operational Grant Category	Points
Executive Summary	0
Program Design	50
Theory of Change ad Logic Model	20
Evidence Tier	4
Evidence Quality	8
Performance Measures	8
Member Experience	10
Organizational Capacity	25
Organizational Background and Staffing	9
Compliance and Accountability	8
Culture that Values Learning	4
Member Supervision	4
Cost Effectiveness and Budget Adequacy	25

THEORY OF CHANGE

NOFO REQUIREMENTS (pages 19-20; 30)

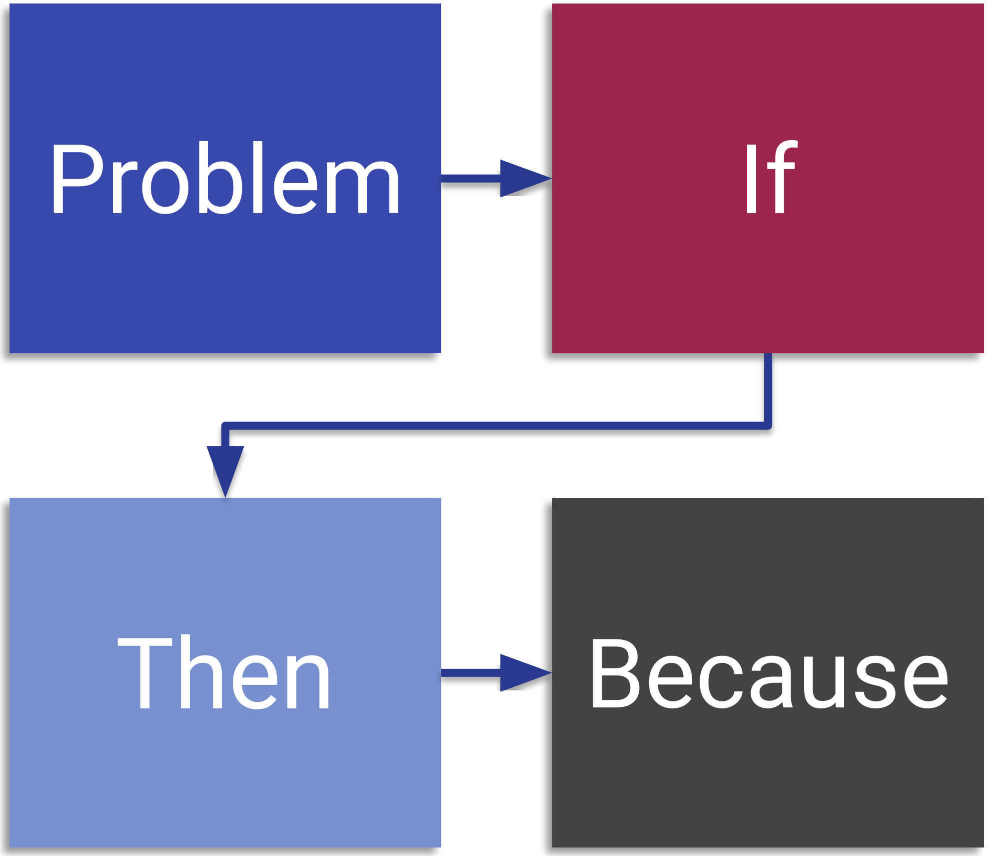
The Theory of Change shall address:

- **The problem is prevalent and severe in communities where the program plans to serve and has been documented with relevant data.**
- **The proposed intervention is responsive to the identified community problem.**
- The applicant's proposed intervention is clearly articulated including the design, dosage, target population, and roles of AmeriCorps members and (if applicable), leveraged volunteers.
- **The applicant's intervention is likely to lead to the outcomes identified in the applicant's Theory of Change.**
- **The expected outcomes articulated in the application narrative and logic model represent meaningful progress in addressing the community problem identified by the applicant.**
- The rationale for utilizing AmeriCorps members to deliver the intervention(s) is reasonable.
- The service role of AmeriCorps members will produce significant contributions to existing efforts to address the stated problem.

THEORY OF CHANGE

- Narrative description that explains the link between:
  - The community need to be addressed
  - What your program is and how you will deliver it
  - The changes that should occur because of your program
- Includes evidence that your program will lead to the anticipated changes

THEORY OF CHANGE MODEL



Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

BUILDING A THEORY OF CHANGE

PROBLEM	What is the problem that requires action or intervention? What is the community need that your program seeks to address?	
IF The primary activity that addresses the problem	**THEN** The outcome that happens as a result of the activity	**BECAUSE** Why the program is a solution to the problem

Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

PROBLEM

Community issue or concern that you need AmeriCorps members to help address

Problem

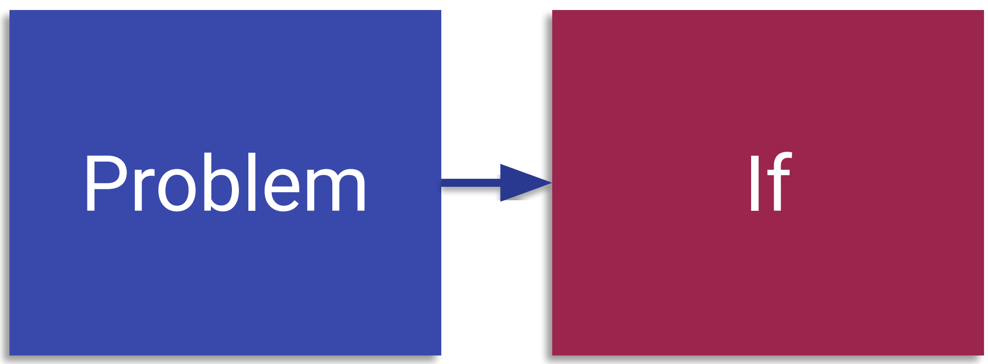
Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

HOW DO I DESCRIBE THE COMMUNITY PROBLEM?

- What, specifically, is the problem that needs action?
- For whom does the problem exist? Where does it exist?
- How pervasive is the problem?
- How serious is the problem?
- Why does this matter?

SPECIFIC INTERVENTION

The PRIMARY SET of activities or intervention for YOUR AMERICORPS MEMBERS to address the problem



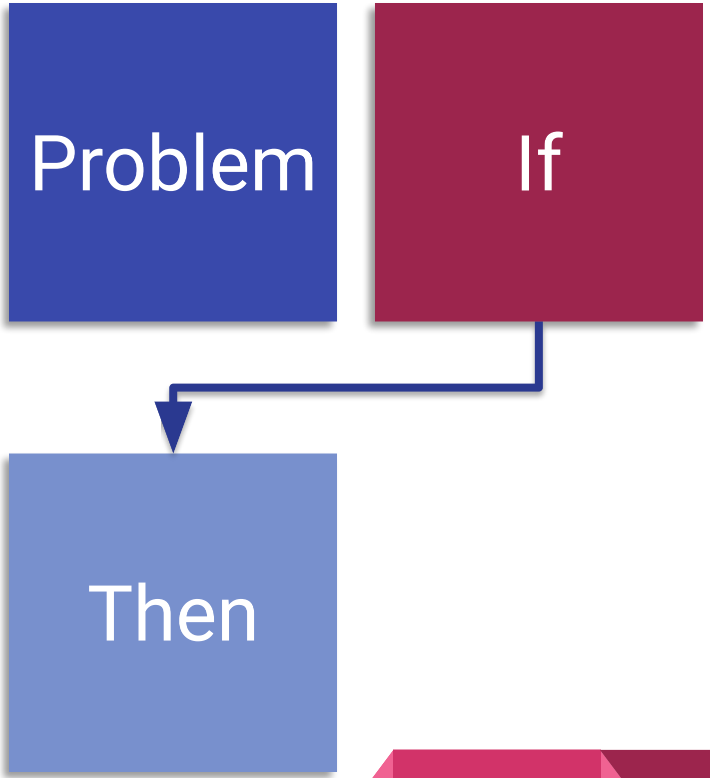
Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

HOW DO I DESCRIBE MY INTERVENTION?

- What, specifically, will the AmeriCorps members do?
- Who will participate or receive the intervention?
- How often will the activities occur (e.g., how many sessions a week)?
- How long will each activity/session be?
- Where will the activity/sessions take place?
- How long will the intervention last (e.g., how many total weeks of sessions)?

INTENDED OUTCOMES

Changes you intend to see in the community (or targeted beneficiaries) because of your AmeriCorps members' service



Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

WHAT OUTCOMES DO I DESCRIBE?

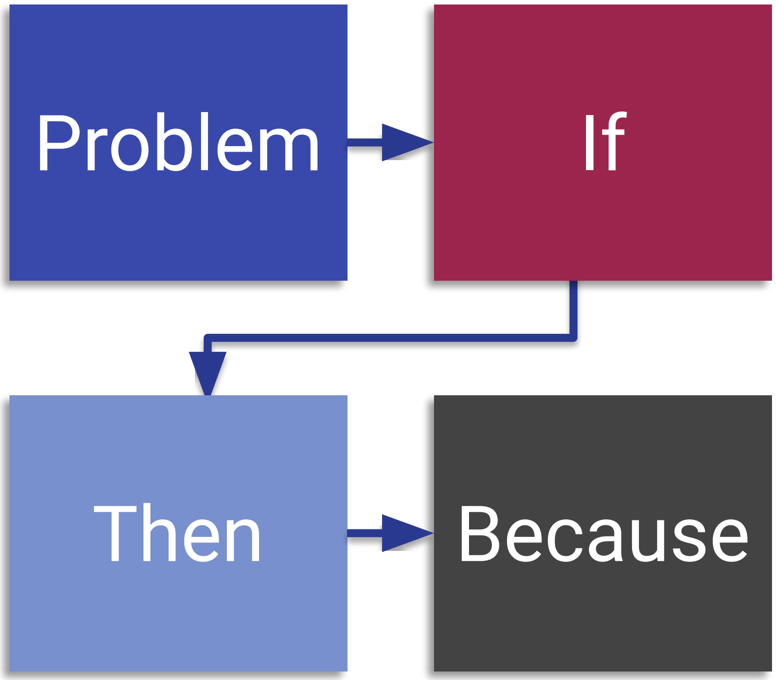
- What knowledge, skills, attitudes or abilities will change because of the AmeriCorps members’ service?
- What behaviors will change because of the AmeriCorps members’ service?
- What conditions, environments or policies will change because of the AmeriCorps members’ service?

HOW DO I DESCRIBE MY OUTCOMES?

- What (and who) will change because of the AmeriCorps members' service in your program?
- When will something change (short, long-term)?
- Does one change precede the other? Dependencies?

RATIONALE

Explanation of why the intervention will address the problem



Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

HOW DO I DESCRIBE MY RATIONALE?

- What is the linkage between the intervention, the outcomes, and the problem?
- How will the intervention address the problem?

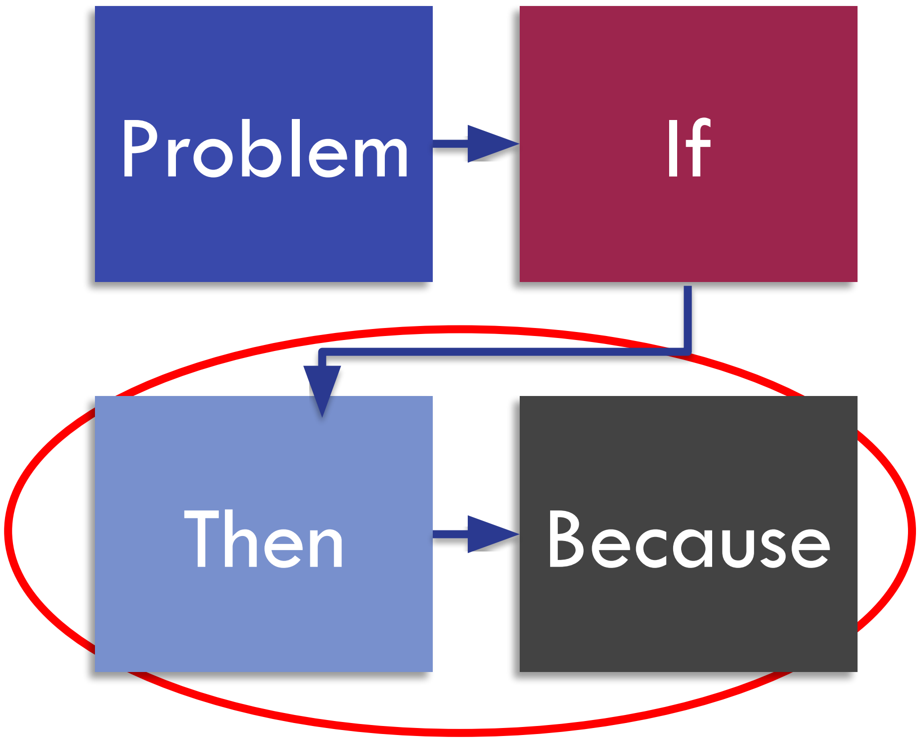
BEST PRACTICES - Theory of Change

- ✔ Clearly state the specific activities of AmeriCorps members (i.e., what an average day might include).
- ✔ Specify how much of the intervention will be provided (i.e., dosage) (e.g., 3, 60-minute sessions per week for 12 weeks).
- ✔ Make sure the activities, outputs, and outcomes match the performance measures and logic model.
- ✔ Describe how the set of activities will lead to the specified outcomes, and how short-term outcomes lead to longer-term outcomes.
- ✔ <u>Focus this section on the specifics of the intervention.</u>

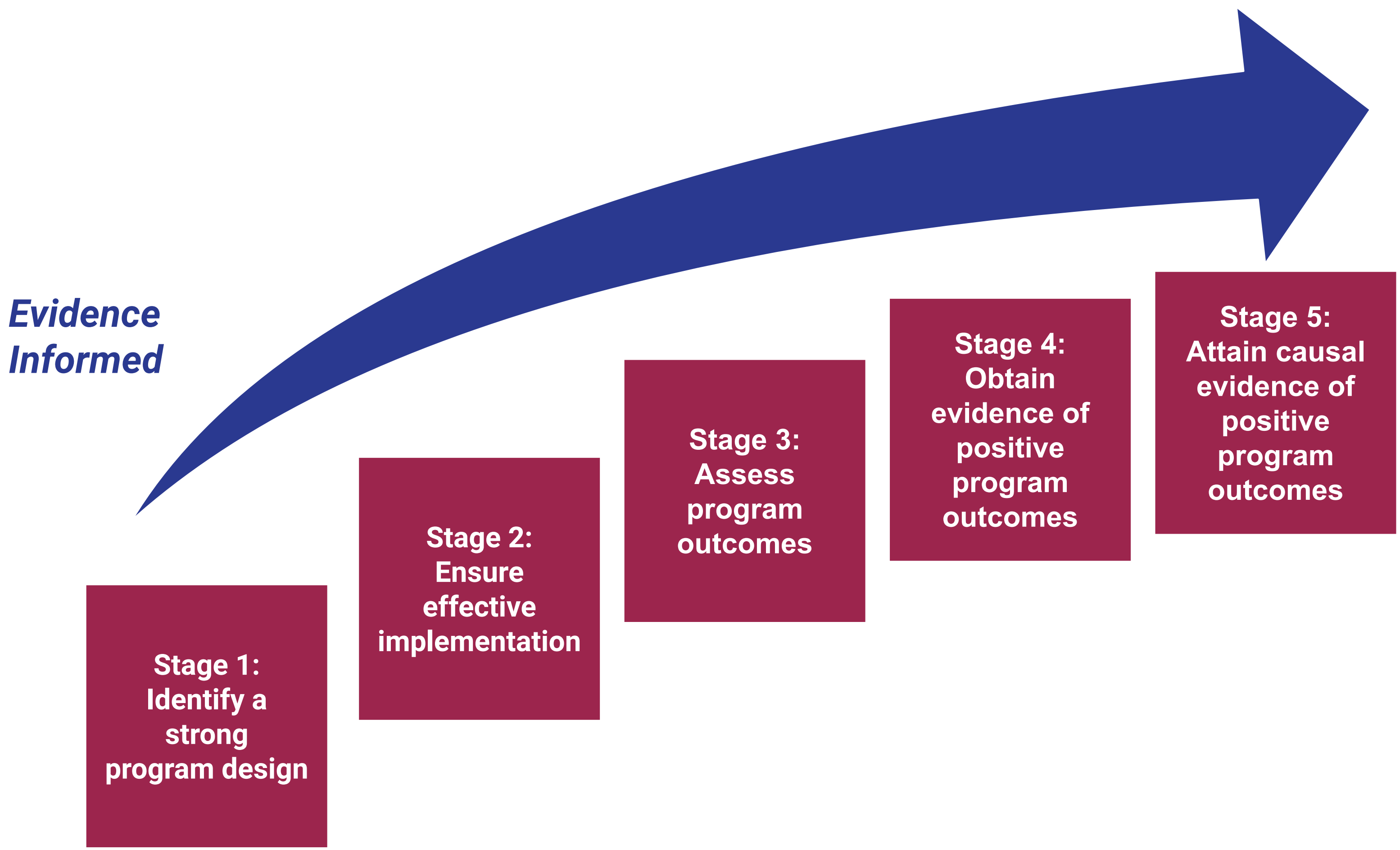
EVIDENCE

EVIDENCE

Evidence from studies or evaluations of an intervention tell how likely your program's activities will lead to your intended outcome(s)



BUILDING EVIDENCE OF EFFECTIVENESS



EVIDENCE TERMS

Evidence-Informed:
Programs that use the best available knowledge, research, and evaluation to guide program design and implementation, but do not have scientific research or rigorous evaluation of the intervention described in the application.

Evidence-Based:
Programs that have been rigorously evaluated and have demonstrated positive results for at least one key desired outcome. (See AmeriCorps Evidence Exchange for interventions with Moderate or Strong evidence.)

EVIDENCE TERMS

Same Intervention Described in the Application:
The intervention evaluated in submitted evaluation reports must match the intervention proposed in the application in all of the following:

- Characteristics of the beneficiary population
- Characteristics of the population delivering the intervention
- Dosage and design of the intervention
- Setting of the intervention
- Outcomes of the intervention

EVIDENCE BASE

The assessment of an applicant's evidence base has two parts:

1. Evidence tier
2. Evidence quality

(See the Mandatory Supplemental Guidance.)

NOFO REQUIREMENTS (pages 31-32)

An evidence tier will be assessed…for the purpose of understanding the relative strength of each applicant’s evidence base and the likelihood that the proposed intervention will lead to outcomes identified in the logic model.

Applicants who have outcome or impact evaluation reports of the same intervention described in the application…may submit up to 2 of those reports…to qualify for the Preliminary, Moderate, or Strong evidence tier. In order to qualify for consideration, the intervention evaluated in the submitted report(s) must match the intervention proposed by the applicant in the following areas, all of which must be clearly described in the Program Design and Logic Model sections of the application:

- Characteristics of the beneficiary population, including evidence of current or historic inequities facing the population;
- Characteristics of the population delivering the intervention;
- Dosage (frequency and duration) and design of the intervention, including all key components and activities;
- The context in which the intervention is delivered; and
- Outcome of the intervention.

Submitted reports that do not sufficiently match the intervention proposed by the applicant in all of these areas will not…receive any points…

In the Evidence Tier section of the application narrative, applicants must (1) summarize the study design and key findings of any outcome or impact evaluation report(s) submitted and (2) describe any other evidence that supports their program, including past performance measure data and/or other research studies that inform their program design. Applicants who submit evaluation reports for consideration must also describe in the Evidence Base section of the application narrative how the intervention described in the submitted reports is the same as the intervention described in the application (see Mandatory Supplemental Information).

Applicants should provide citations for the studies they describe, if applicable; however, reviewers will not review any documents external to the application other than evaluation report(s) submitted in accordance with the Notice instructions.

Applicants must meet all requirements of an evidence tier in order to be considered for that tier

EVIDENCE TIER

Evidence-Informed

Incorporated research from other evidence-based programs or collected performance measurement data on the intervention

PRE-PRELIMINARY

- Do not have an outcome or impact evaluation of the intervention
- Evidence is not from the SAME intervention
- May have performance data

PRELIMINARY

- Have an outcome evaluation of the intervention
- Evidence is from the SAME intervention
- Evaluation used a non-experimental design

Evidence-Based

Replicate programs that have been rigorously evaluated and have positive results for at least one key outcome

MODERATE

- Have an outcome evaluation of the intervention
- Evidence is from the SAME intervention
- Evaluation used an experimental design
- Evaluation completed by an independent/ external entity
- Evaluation is not generalizable (single-site)

STRONG

- Have an outcome evaluation of the intervention
- Evidence is from the SAME intervention
- Evaluation used an experimental design
- Evaluation completed by an independent/ external entity
- Evaluation is generalizable (multi-site)

PRE-PRELIMINARY EVIDENCE

State "Pre-Preliminary" if:

- You do not have an outcome or impact evaluation of the intervention (or have not submitted)
- You only have evidence from an intervention that is similar but NOT THE SAME
- You have performance data (INCLUDE IT!)
    - Describe how your program design is informed by evidence from a previous project

PRE-PRELIMINARY EXAMPLE

Applicant's *Ready to Read* program provides small-group tutoring services to 5th grade students for 30 minutes, twice a week. The program is adapted from Famous Tutoring Program's successful approach, which used the same curriculum to provide one-on-one tutoring sessions for 30 minutes every day. A randomized control trial conducted last year found that students in the Famous Tutoring Program increased their scores on standardized tests by 40% more than the control group.

Additional documents: None

(Source: 2022 AmeriCorps Competitive NOFO: Evidence Webinar. Available at: https://www.youtube.com/watch?v=SHn-CFvThaM)

PRELIMINARY EVIDENCE

State “Preliminary” if:

- You have a report of a non-experimental outcome evaluation of the intervention
- Report(s) evaluated the SAME intervention as in your application
- Report(s) showed positive results

Submit 1-2 recent outcome evaluation reports

Describe the core components of the intervention in the report, the study, as well as the outcomes

PRELIMINARY EXAMPLE

Applicant's *Ready to Read* program provides small-group tutoring services to 5th grade students for 30 minutes, twice a week. Based on pre- and post- assessments administered by the *Ready to Read* program last year, 350 students gained at least 1.5 grade levels in reading mastery. The effect sizes were moderate and represent a positive result.

Additional documents: Applicant submitted one internal evaluation report of the Ready to Read program describing the results of the pre-post assessment

(Source: 2022 AmeriCorps Competitive NOFO: Evidence Webinar. Available at: https://www.youtube.com/watch?v=SHn-CFvThaM)

MODERATE EVIDENCE

State “Moderate” if:

- You have a report of an externally done experimental impact evaluation of the intervention
- Report(s) evaluated the SAME intervention as in your application
- Report(s) showed positive results
- Limited ability to generalize beyond the specific site

Submit 1-2 recent impact evaluation reports

Describe the core components of the intervention in the report, the study, as well as the outcomes

MODERATE EXAMPLE

Applicant's *Ready to Read* program uses the same curriculum, program design, and dosage as the Famous Tutoring Program and is serving similar students. Based on a quasi-experimental evaluation conducted by Famous Tutoring Program at one of their program sites, students gained on average 1.3 grade levels on the Famous Standardized Literacy Assessment, compared to just 0.8 grade levels for the comparison group. The study was conducted by an independent evaluator. The results were significant ($p < 0.05$).

Additional documents: Applicant submitted one independent evaluation report of the Famous Tutoring Program describing the results of the QED study. The evaluation was published two years ago.

(Source: 2022 AmeriCorps Competitive NOFO: Evidence Webinar. Available at: https://www.youtube.com/watch?v=SHn-CFvThaM)

STRONG EVIDENCE

State "Strong" if:

- You have a report of an externally done experimental impact evaluation of the intervention
- Report(s) evaluated the SAME intervention as in your application
- Report(s) showed positive results
- Ability to generalize to multiple sites and populations

Submit 1-2 recent impact evaluation reports

Describe the core components of the intervention in the report, the study, as well as the outcomes

STRONG EXAMPLE

Applicant's *Ready to Read* program provides tutoring services in 25 states across the country. The program hired an independent evaluator to conduct a randomized controlled trial in 16 states, including both rural and urban sites as well as student populations with different ethnic/racial backgrounds. The evaluation found that students in the Ready to Read program outperformed students in the control group on 3 specific literacy skills addressed by the program. The results were statistically significant with Moderate effect sizes. Subgroup analysis showed positive impacts in both rural and urban setting and across multiple ethnic/racial groups.

Additional documents: Applicant submitted one independent evaluation report from the Ready to Read Program describing the results of the RCT study. The evaluation was published three years ago.

(Source: 2022 AmeriCorps Competitive NOFO: Evidence Webinar. Available at: https://www.youtube.com/watch?v=SHn-CFvThaM)

HOW DO I KNOW WHAT EVIDENCE TIER?

Evidence Tier	Report submitted	Entity conducting evaluation	Study design of submitted report/evaluation
Pre-preliminary	No	N/A	N/A
Preliminary	Up to 2	Internal or external to applicant	•Pre/Post, single group •Post only, comparison group •Retrospective Pre/Post, single group
Moderate	Up to 2	External to applicant	•Single site, quasi-experimental design with matched comparison and treatment groups •Single site, randomized control trial design
Strong	Up to 2	External to applicant	•Multi-site, quasi-experimental design with matched comparison and treatment groups •Multi-site, randomized control trial design

NOFO REQUIREMENTS (page 32)

After the applicant's evidence tier has been assessed, the quality of the applicant's evidence and the extent to which it supports the proposed program design will be assessed and scored.

Applicants who are assessed as being in the Preliminary, Moderate, or Strong evidence tiers, reviewers will score the submitted evaluation reports using the following standards:

- The submitted reports are of satisfactory methodological quality and rigor for the type of evaluation conducted (e.g., adequate sample size and statistical power, internal and/or external validity, appropriate use of control or comparison groups, etc.);
- The submitted reports describe evaluations that were conducted relatively recently, preferably within the last six years;
- The submitted reports show a meaningful and significant positive effect on program beneficiaries in at least one key outcome of interest.

Applicants that are assessed as being in the Pre-Preliminary evidence tier, reviewers will score the narrative provided in the Evidence Base section of the application using the following standards:

- The applicant uses relevant evidence, including past performance measure data and/or cited research studies, to inform their proposed program design;
- The described evidence is relatively recent, preferably from the last six years;
- The evidence described by the applicant indicates a meaningful positive effect on program beneficiaries in at least one key outcome of interest.

EVIDENCE QUALITY - SELF-ASSESSMENT

If *pre-preliminary* tier:

- To what extent do you provide relevant evidence, including past performance measure data and/or cited research studies, to inform your proposed program design?
- Are your studies relatively recent (within the last 6 years)?
- To what extent do your cited studies demonstrate a meaningful positive effect on program beneficiaries in at least one key outcome of interest?
- Who conducted the study (i.e., provide the article title, authors, year of the study, and other details)?

EVIDENCE QUALITY - SELF-ASSESSMENT

If *preliminary*, *moderate*, or *strong* evidence tier, consider all *pre-preliminary* criteria PLUS:

- To what extent is the intervention described by the evidence the same as your intervention?
- How were the studies you are submitting as evidence designed (e.g., non-experimental with pre-test/post-test, quasi-experimental)? Does the design align the grant requirements?
- How were data collected (e.g., the who, what, where, when, and how of the data collection)?

BEST PRACTICES - Evidence

- ✔ Summarize your evidence, including the study design and key findings of your evidence.
- ✔ Make sure the evidence you describe validates the intervention you describe.
- ✔ If you select *preliminary*, *moderate*, or *strong* evidence tier, then be sure you describe how the intervention in the submitted reports is the same as the on you propose.
- ✔ Cite evidence from the last 6 years.

LOGIC MODELS

NOFO REQUIREMENTS (pages 30-31)

The Logic Model shall depict:

- A summary of the community problem, including the role current or historical inequities faced by underserved communities may play in contributing to the problem.
- The inputs or resources that are necessary to deliver the intervention, including but not limited to:
  - Locations or sites in which members will provide services
  - Number of AmeriCorps members who will deliver the intervention
- The core activities that define the intervention or program model that members will implement or deliver, including:
  - The duration of the intervention (e.g., the total number of weeks, sessions or months of the intervention)
  - The dosage of the intervention (e.g., the number of hours per session or sessions per week)
  - The target population for the intervention (e.g., disconnected youth, third graders at a certain reading proficiency level)
- The measurable outputs that result from delivering the intervention (i.e. number of beneficiaries served, types and number of activities conducted, equity gaps closed). If applicable, identify which National Performance Measures will be used as output indicators.
- Outcomes that demonstrate changes in knowledge/skill, attitude, behavior, or condition that occur as a result of the intervention. If applicable, identify which National Performance Measures will be used as outcome indicators.

Note: The logic model is a visual representation of the applicant's Theory of Change. Programs should include short, medium or long-term outcomes in the logic model.

Applicants are not required to measure all components of their Theory of Change. The applicant's performance measures should be consistent with the program's Theory of Change and should represent significant program activities.

Applicants should discuss their rationale for setting output and outcome targets for their performance measures.

Rationales and justifications should be informed by the organization's performance data (e.g., program data observed over time that suggests targets are reasonable), relevant research (e.g. targets documented by organizations running similar programs with similar populations), or prior program evaluation findings.

Applicants with multiple interventions should complete one Logic Model chart which incorporates each intervention. Logic model content that exceeds three pages will not be reviewed.

LOGIC MODEL

- A required attachment in your application
- A detailed visual representation of a program and its theory of change
- Communicates how a program works by depicting the intended relationships among program components (i.e., inputs, activities, outputs, outcomes)

HOW A LOGIC MODEL WORKS

Resources /Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcome
Certain resources are needed to operate your program	If you have access to them, then you can use them to accomplish your planned activities	If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended	If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways	If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur

Your Planned Work

Your Intended Results

EVERYDAY LOGIC MODEL: COOKIES

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			SHORT TERM	MEDIUM TERM	LONG TERM
Baker Flour, sugar Butter, eggs Chocolate chips Oven Cooking supplies	Pre-heat oven to 350 degrees Mix together ingredients Drop tablespoons of mixture onto cookie sheet Bake for 8-10 minutes Cool cookies and store	# cookies dropped onto cookie sheets # cookies baked # cookies stored in cookie jar	Decreased hunger Decreased crankiness	Improved family relations	Increased weight

COMPLETE THE LOGIC MODEL

INPUTS (What we invest)	ACTIVITIES (What we do)	OUTPUTS (How we know)	OUTCOMES (What changes)		
			SHORT TERM	MEDIUM-TERM	LONG-TERM
What do you have and what do you need to make the activities and outcomes happen?	*What activities must be undertaken to make the changes happen?*	*What evidence remains to let you know that activities happened?* *What are the footprints left by the activities?*	*What will the people you serve know/ think differently from before the intervention?*	*What will the people you serve do differently from before the intervention?*	*If you really got it right, what will be different in 10 years?*

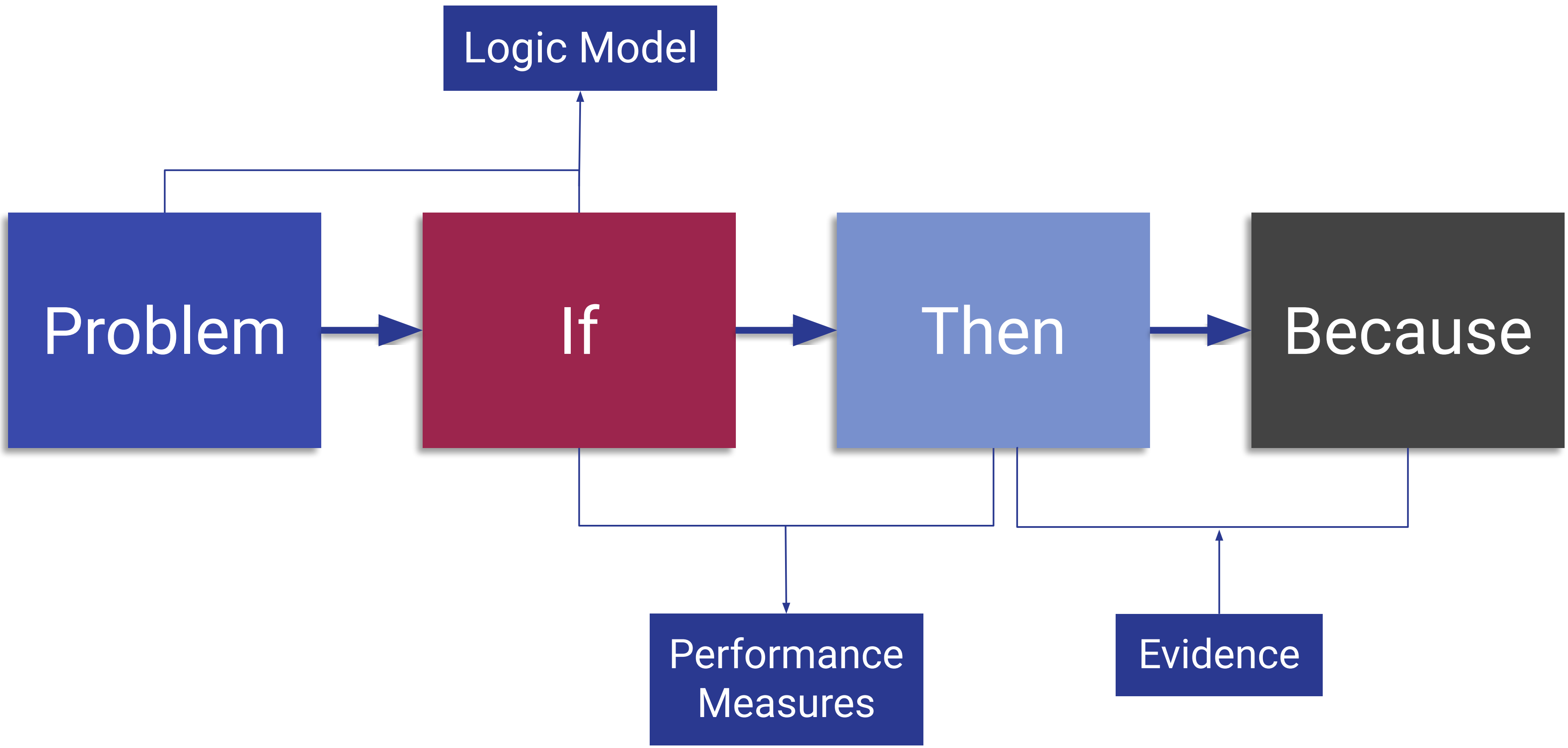
THEORY OF CHANGE VS. LOGIC MODEL

Feature	Theory of Change	Logic Model
Frame of reference	“What we want to achieve”	“What are we doing”
Questions answered	Why and how	What and when
Core components	Need/Problem Intervention Outcome	Input Activities Outcome
Format	Narrative	Graphic

BEST PRACTICES - Logic Model

- ✔ Use verbs/action-oriented language to describe activities.
- ✔ Include dosage (i.e., how much, how often) of activities.
- ✔ Correctly categorize outputs and outcomes.
- ✔ Match outputs and outcomes to the theory of change description.
- ✔ Match outputs and outcomes to performance measures.
- ✔ Organize rows of the logic model to clearly connect activities to expected outputs and outcomes.

KEY THINGS TO KEEP IN MIND...



PERFORMANCE MEASURES

NOFO REQUIREMENTS (page 32)

- Performance measures identify all components included in the Logic Model (refer to performance measures link and form).
- Performance measures provide for adequate and quality data collection including instruments (refer to performance measures link and form).
- Applicant describes a data collection schedule including collection of baseline data (data collection schedule is described in narrative).

NOFO Requirements: Performance Measures Instructions (pg 3)

AmeriCorps State and National Performance Measure Requirements

All applications must include at least one aligned performance measure (output paired with outcome) that corresponds to the proposed primary intervention. This may be a National Performance Measure or an applicant-determined measure depending on the program's theory of change. Applications may also include National Performance Measure outputs without associated outcome(s) provided that the output measures a significant program activity. These output-only measures do not fulfill the requirement for an aligned performance measure but may be selected in addition to the aligned measure(s).

All performance measures must reflect significant program activities whose outputs and outcomes are consistent with the applicant's core theory of change. Applicants are not expected to have performance measures for every program activity. AmeriCorps does not require applicants to use National Performance Measures but expects them to do so if National Performance Measures reflect key outputs and/or outcomes of the theory of change. Applicants may not create applicant determined outputs or outcomes that duplicate existing National Performance Measures.

All performance measures, including output-only measures, must be associated with one or more interventions (service activities). Applicants are expected to use the system-defined intervention categories if they appropriately represent the applicant's program activities. Applicants may not create user-defined intervention labels that duplicate existing intervention categories.

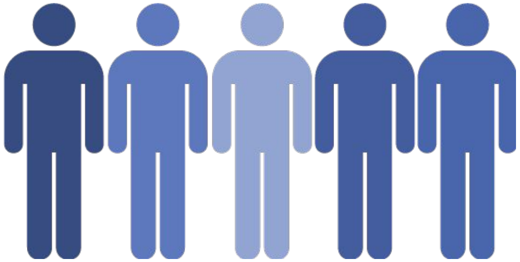
AMERICORPS PERFORMANCE MEASURE RULES

- Selectable performance measures are listed in the 2023 CNCS Performance Measures Instructions
- At least 1 aligned performance measure (output paired with outcome) is required
- Allowable output/outcome pairs are specified
- Must be aligned to the program's theory of change and logic model

TYPES OF AMERICORPS PERFORMANCE MEASURES

OUTPUTS

- Amount of service provided (aligned with your theory of change and logic model)
- Examples
  - People served
  - Products created
  - Programs developed



TYPES OF AMERICORPS PERFORMANCE MEASURES

OUTCOMES

- Reflect the changes or benefits that occur because of your AmeriCorps members' services (aligned to your theory of change and logic model)

Attitude/Belief	Knowledge/ Skill	Behavior	Condition
Thought, feeling	Understanding know-how	Action	Situation, circumstance

WHAT ARE THEY NOT?

Performance measures do not measure everything your program does.

- Your selected performance measures should be aligned to one or two key outcomes from your logic model and theory of change.

PERFORMANCE MEASURE INSTRUCTIONS

HEALTHY FUTURES

Focus Area Notes

- Programs should only opt into the Healthy Futures performance measures if the measures reflect significant program activities aligned with the applicant's core theory of change.
- All individuals counted under these measures must be program beneficiaries, not National Service Participants. National Service Participant outputs and outcomes should be reported in the Performance Data Elements in annual Progress Reports.
- Activities associated with these measures must be carried out by National Service Participants or by volunteers directly recruited and/or supported by National Service Participants.

H4A (output)	Number of individuals served
Definition of Key Terms	**Individuals:** recipients of CNCS-supported services related to improving health-related outcomes **Served:** substantive engagement of individuals with a specific health-related goal in mind. Cannot consist solely of mass dissemination of information such as email blasts, social media posts, or distributing pamphlets.
How to Measure/ Collect Data	Tracking mechanism that ensures an unduplicated count of individuals who have received services

H9A (outcome)	Number of individuals who report improved capacity for independent living
Definition of Key Terms	**Individuals:** those reported in H4A, V1, V7A, or V8
How to Measure/ Collect Data	Survey, interview, caseworker assessment, or other instrument capable of measuring changes in independent living capacity at the individual beneficiary level. When possible, pre-post assessments should be utilized.

Performance Measure:

Focus Area:	Objective:	No of MSY's:	No of Members:

Problem Statement:

Selected Interventions:

Describe Interventions:

ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

ED23A: Number of children demonstrating gains in school readiness

Target:

Measured By:

Described Instrument:

PERFORMANCE MEASURE INSTRUCTIONS

ED1A Output:

ED1A: Number of individuals served

Select from drop down

Target:

Measured By:

Described Instrument:

Target number from Theory of Change

ED23A Outcome:

ED23A: Number of children demonstrating gains in school readiness

Target:

Measured By:

Described Instrument:

PERFORMANCE MEASURE INSTRUCTIONS

ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

ED23A: Number of children demonstrating gains in school readiness

Target:

Measured By:

Described Instrument:

Estimate based on rationale in theory of change

PERFORMANCE MEASURE INSTRUCTIONS

ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

ED23A: Number of children demonstrating gains in school readiness

Target:

Measured By:

Described Instrument:

Select your data collection method (how you obtain the data to inform the measure, e.g., student survey)

PERFORMANCE MEASURE INSTRUCTIONS

ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

ED23A: Number of children demonstrating gains in sch

Target:

Measured By:

Described Instrument:

Provide details about your data collection method:

- Name of instrument
- What it will measure
- How it will be administered
- Reliability and validity information
- (For outcome) How much change is considered to be “improvement” or the like
- (For outcome) How the instrument will be used to measure change

BEST PRACTICES - Measures

- ✔ Select from the 2023 performance measures.
- ✔ Review Appendix B: Performance Measures Checklist.
- ✔ Explain the target setting method (specify the target and how it was selected).
- ✔ Define all performance measure key terms (e.g., Improve).
- ✔ Develop clear, specific, and measurable applicant-determined performance measures that are not duplicated in the 2023 performance measures.
- ✔ Explain what instrument will be used and how it will be used to inform the performance measure.
- ✔ Plan how, when, where and who will collect/obtain your performance measure data and articulate it in your narrative.

WRAP-UP

RESOURCES

Notice of Funding Opportunity
https://nj.gov/state/assets/pdf/volunteer/ACNJ-FY23-24-Formula-NOFO-for-23-24.pdf

Performance Measurement Instructions
https://www.americorps.gov/sites/default/files/document/ASN_FY2023_PerformanceMeasures_508_072722.pdf

Mandatory Supplemental Information
https://americorps.gov/sites/default/files/document/ASN_FY2023_MandatorySupplementalInformation_508_072722%20%281%29.pdf

CREEHS CAN HELP!

We are happy to be a thought partner for your projects related to:

Program Design

- developing logic models/program theories
- specifying goals and objectives for projects

Data Collection and Management and Analysis

- collecting and managing data for performance measures
- designing and implementing evaluations for their programs

Performance Measurement

- operationalizing performance measures

Data Analysis and Reporting

- analyzing and interpreting data
- summarizing data and reporting findings

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