



**AmeriCorps**

2020 AmeriCorps Application Workshop:

**Theory of Change, Logic  
Model, Performance  
Measures & Evaluations**

Zaneta Ivery

[Zaneta.Ivery@dca.ga.gov](mailto:Zaneta.Ivery@dca.ga.gov)

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# Session Overview

- Understand the importance of Theory of Change (TOC)
- Identify the key components of a Logic Model
- Review components of performance measures
- Discuss Evaluation expectations
- Share available resources

# Application Sections

Today, we will cover the following **sections** related to the AmeriCorps application:

- **Narratives:**
  - Executive Summary
  - **Program Design**
    - Theory of change and Logic Model
    - Evidence Base
    - Notice of Priority
    - Member Experience
  - **Organizational Capability**
    - Organizational Background and Staffing
    - Compliance and Accountability
    - Culture that Values Learning
    - Member Supervision
  - Cost Effectiveness and Budget Adequacy
  - Evaluation Plan (if applicable)
- **Logic model**
- **Documents: Evaluation, Labor Union Concurrence, etc.**
- **Performance Measures module**

# Application Materials

Applicants must be familiar with the following documents that will assist you with the completion of your application.

- ***NOFO***: Notice of funding opportunity
- ***Supplemental Guidance***: Definitions
- ***Performance Measure Instructions***
- ***AmeriCorps Application Instructions***: Attachments with detailed budget instruction and performance measure submission instructions.

*All items and updates are available on Georgia Serves website:  
[www.dca.ga.gov/local-government-assistance/partnerships/ga-commission-service-volunteerism-georgia-serves-3](http://www.dca.ga.gov/local-government-assistance/partnerships/ga-commission-service-volunteerism-georgia-serves-3)*





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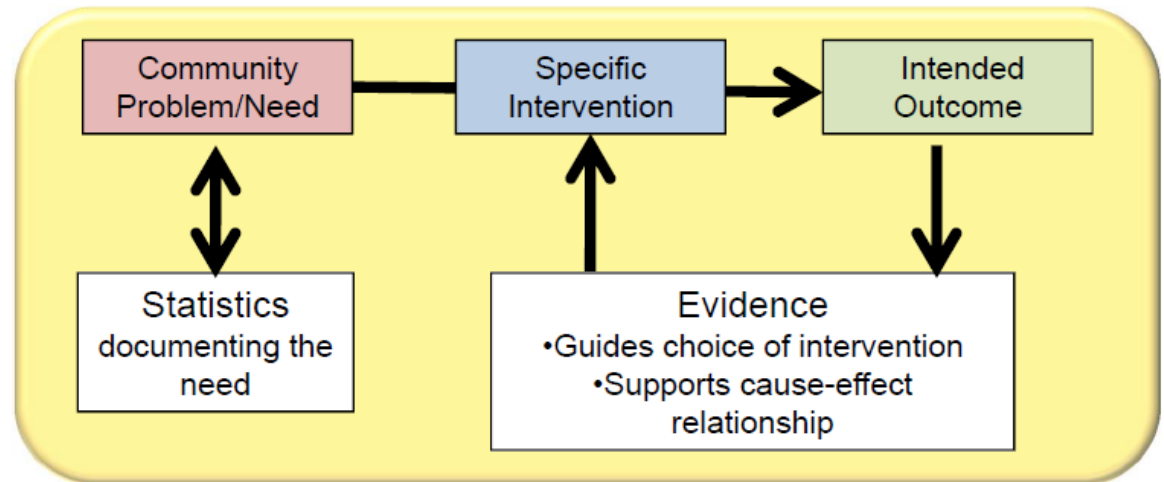
# THEORY OF CHANGE

# What is a Theory of Change (TOC)?

The theory of how you believe your intervention can address or solve an identified problem/need.

Underlying the theory is a set of assumptions, supported by evidence, about why the intervention is likely to lead to the outcome(s).

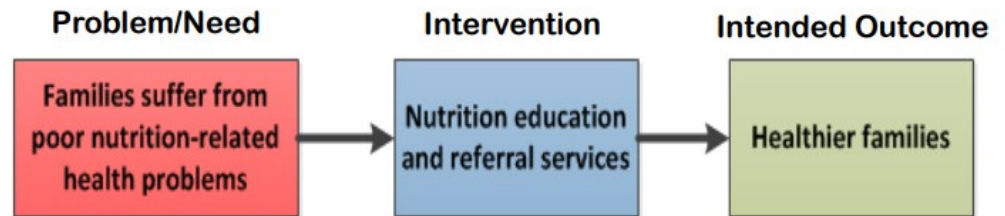
There are three main elements:



Reference:  
NOFO-pp.18-19

# Example of a Theory of Change

Theory of change for a nutrition assistance program:



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# Theory of Change Example

Community Need/Problem	Intervention	Outcome(s)
<p>Specific need in the community we have chosen to address</p>	<p>If members/volunteers do this...</p>	<p>...then this will happen.</p>
<p>Many Marigold City youth are at risk of dropping out due to feeling disengaged from their schools and having no caring adult to confide in.</p> <p>Documentation: According to Euphoria Higher Education Consortium's 2010 Report, Marigold School District had a high school dropout rate of 28.3% as compared to the statewide average of 13.4%. The State of Euphoria Prevention Needs Assessment (PNA) found more than 1 out of every 3 students surveyed responded "no" when asked, "Is there an adult that you can talk to about your problems?" A 2010 United Way Youth Survey conducted in Marigold found that 21% of youth in Marigold have never participated in sports teams and 70% report that they have never participated in a service club. According to the 2008 PNA for Marigold, 30% of surveyed students report that they "often" or "almost always" hate being in school. Research has demonstrated that youth who are disengaged are at risk for poor academic achievement, skipping classes, and ultimately dropping out of school (National Research Council and the Institute of Medicine, 2004).</p>	<p>Three full-time members and five haltime members will be placed in Marigold to recruit and place 60 volunteers to serve as mentors to middle school youth identified as at risk by teachers and parents with Mentor Inc. Mentors will each be matched with one student and will spend at least 2 hours a week with their assigned youth engaged in homework help and enrichment activities for at least one year.</p> <p>Evidence: Research has demonstrated that having caring adult role models mentor at-risk middle school youth at least 2 hours a week for 12-24 months increases youth engagement in school as well as youth graduation rates. (Albert, B., Lippman, L., Franzetta, K., Ikramullah, E., Keith, J., Shwalb, R., et al. (2005) Freeze frame: A snapshot of America's teens. Journal of Adolescent Research.</p>	<p>Youth served will experience improvements in academic engagement (ED27) by demonstrating a positive and significant change in at least one of the following four behaviors or attitudes over the course of one year:</p> <ul style="list-style-type: none"> <li>• Increased interest in school</li> <li>• Increased attachment to school</li> <li>• Increased attendance in school</li> <li>• Increased participation in school or community activities</li> </ul>



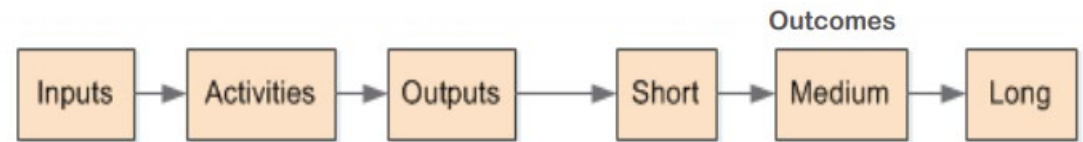


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## LOGIC MODEL

# What is a Logic Model?

- 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:



# Why is it important?

- Generate a clear and shared understanding of how a program works
- Support program planning and improvement
- Serve as foundation for evaluation

## Reference:

- *NOFO*-pp.18-19
- *Application Instructions* - p.7

# Logic Model Requirements

- The Logic Model may not exceed three pages when printed with the application from the “Review” tab in CNCS’s web-based management system.
- Please note the length of a document in Word may be different than what will print out in the CNCS’s web-based system. Reviewers will not consider any submitted material that exceeds the page limits in the printed report.
- Also, please note that the system will not prevent an applicant from entering text that will exceed page limitations.

## Reference:

- *NOFO*-pp.18-19
- *Application Instructions* - p.7



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# Logic Model Considerations

- A summary of the community 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 that 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., 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)

# Logic Model Considerations (cont'd)

- The measurable outputs that result from delivering the intervention (i.e., number of beneficiaries served, types and number of activities conducted).
  - Outputs: Counts
    - Number of people served.
    - Number of products created.
- Outcomes that demonstrate changes in knowledge/skill, attitude, behavior or condition that occur as a result of the intervention.
  - Outcomes: Change
    - Attitude/Belief (*Increased interest in school*)
    - Knowledge/Skill (*Improved reading scores/grades*)
    - Behavior (*Increased school attendance*)
    - Condition (*Successful completion of high school*)

## Example - Program Name: Healthy Living Corps

# Logic Model Example

Project Resources	Core Project Components	Evidence of Project Implementation and Participation	Evidence of Change		
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short-Term	Medium-Term	Long-Term
What we invest (including # and type of AmeriCorps Slots)	What we do	Direct products from program activities	Changes in knowledge, skills, attitudes and opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, often in their condition or status in life
<ul style="list-style-type: none"> <li>- 10 partner Sites</li> <li>- 100 volunteers</li> <li>- 20 FT AmeriCorps members</li> <li>- Federal, State, local funding</li> <li>- Research-based nutrition educational curricula</li> </ul>	<ul style="list-style-type: none"> <li>- Members will train volunteers for 8 hrs/day for 3 days in nutritional curricula</li> <li>- Sites will develop ten 1-hour nutritional curricula modules for economically disadvantaged families</li> <li>- Volunteers will teach nutritional courses for 2 hrs/wk for 10 weeks to families receiving food assistance</li> <li>- Members will facilitate 1 hour standalone educational events for disadvantaged families and teens</li> </ul>	<ul style="list-style-type: none"> <li>- 100 volunteers trained as tracked by volunteer log</li> <li>- 500 participants complete nutritional course measured by training sign in sheets</li> <li>- 150 education events held measured by event agendas</li> <li>- 10 thriving partner programs measured by partner survey</li> </ul>	<ul style="list-style-type: none"> <li>- 450 participants will have increased knowledge of healthy eating habits as measured by pre/post test</li> <li>- 400 participants will demonstrate healthy food preparation skills as demonstrated by pre/post test</li> </ul>	<ul style="list-style-type: none"> <li>- 350 participants will purchase more nutritional food using a shopping list as demonstrated by follow-up survey</li> <li>- 325 participants will improve nutritional practices by purchasing more fruits and vegetables as demonstrated by follow-up survey</li> </ul>	<ul style="list-style-type: none"> <li>- 320 participants will eat healthy foods as measured by follow-up survey</li> <li>- 300 participants will provide a healthy food environment for children as measured by follow-up survey</li> </ul>



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# Theory of Change and Logic Model

- Clearly articulate intervention/activities of members
- Performance measures should connect to your logic model
- A significant portion of points for your application – 24 points
- If multiple interventions, describe them all in detail within one logic model.

# Logic Model Resources

- CNCS' How to Develop a Program Logic Model  
[www.nationalservice.gov/sites/default/files/upload/HowtoDevelopaLogicModel508.pdf](http://www.nationalservice.gov/sites/default/files/upload/HowtoDevelopaLogicModel508.pdf)





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**PERFORMANCE  
MEASUREMENT**

# What is Performance Measurement?

Ongoing, systematic process of tracking your program or project outputs and outcomes.

**Outputs:** Amount of service provided (people served, products created, or programs developed)

**Outcomes:** Changes or benefits that occur as the result of the intervention or activities

- Can reflect changes in individuals, organizations, communities, or the environment
- Shows change in **attitudes**/beliefs, **knowledge**/skills, **behavior**, or **conditions**
- Must be logically connected to your intervention and be aligned with your outputs

## References:

- *Application Instructions* - pp.7,13, and 15-17
- *PM Instructions*



# Why Measure Performance?

## **Recognition of progress**

- Collect reliable information about the intervention's implementation and progress toward outcomes

## **Accountability to funders and stakeholders**

- Communicate achievements in a meaningful and compelling way

## **Program improvement**

- Spot and correct problems
- Strengthen the intervention
- Determine where to allocate limited resources

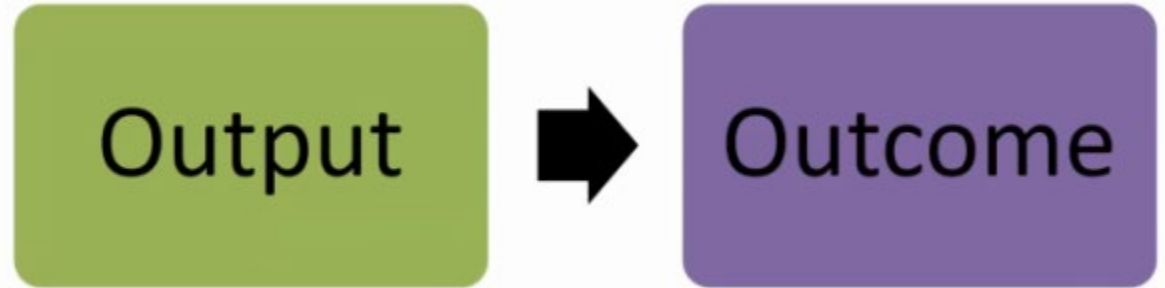
**Tells the collective impact of national service programs**



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## Performance Measures

Your goal is to create **high-quality** performance measures that align with your program design and meet AmeriCorps requirements



# CNCS Performance Measure Requirements

- At least one **aligned** Performance Measure (PM) connected to your **primary intervention**.
  - PAIR: **OUTPUT** statement + **OUTCOME** statement
    - Community impact, not member focused
- Use National Performance Measures (NPM) and/or Applicant-determined Measures
- PM should connect to your logic model.
- Performance Measures should reflect significant activities in the applicant's theory of change
  - PMs do not have to be created to capture all AmeriCorps Member activities

## References:

- *Application Instructions* - pp.7,13, and 15-17
- *PM Instructions*



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# GCSV Performance Measure Requirement

**IF FUNDED**, programs must report two GA Specific Performance Measures:

## **Volunteer Generation**

- (Output): Number of volunteers generated to meet program and community needs.

*[Target # = At least five volunteers per MSY awarded will be recruited.]*

## **CPR/First Aid Training**

- (Output): Number of Members receiving CPR/First Aid training.

*[Target # = 75% of members will receive training.]*



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# Types of Performance Measures

## **1. CNCS National Performance Measures (NPM)**

- Reflect CNCS Strategic Plan and programming priorities
- Allow for consistent terms, definitions, and approaches to measurement (“speaking the same language”)
- Available for all six focus areas

## **2. Applicant-determined Performance Measures**

Intended for programs whose interventions, outputs, or outcomes do not fit under existing National Performance Measures

### **Reference:**

- *PM Instructions*



# Performance Measures Module

Elements needed to complete the PM Module in eGrants

<b>Problem Statement</b> <i>(brief 1-2 sentence statement)</i>		
<b>Described Intervention</b> <i>(small paragraph describing type of intervention, design and dosage of intervention – intensity, frequency, duration)</i>		
<b>OUTPUT</b>		
<i>Insert National Performance Measure Number/Title Here</i>	<b>OR</b>	<i>Insert Applicant Determined Measure Title Here</i>
<b>Output Target</b> <i>(enter number of beneficiaries – do not use percentages)</i>		
<b>Output Measured By</b> <i>(unit of measure or population, i.e. children, miles, etc.)</i>		
<b>Output Instrument</b> <i>(enter data collection tool and method, define the minimum dosage necessary to be counted as successful)</i>		
<b>OUTCOME</b>		
<i>Insert National Performance Measure Number/Title Here</i>	<b>OR</b>	<i>Insert Applicant Determined Measure Title Here</i>
<b>Outcome Target</b> <i>(enter number of beneficiaries – do not use percentages)</i>		
<b>Outcome Measured By</b> <i>(unit of measure or population, i.e. children, miles, etc.)</i>		
<b>Outcome Instrument</b> <i>(enter data collection tool and method, define the minimum dosage necessary to be counted as successful)</i>		

**Reference:**

- *PM Instructions*



# Performance Measures Instructions

## Reference:

- *PM Instructions*

## *2021 CNCS Performance Measures Instructions include:*

- Selection rules that specify required output/outcome usage
- Definitions for the intervention, target population, output and outcome
- How to calculate, measure, and collect

## *See Appendix A of the document:*

- Understanding MSY and Member Allocations

## *See Appendix B of the document:*

- Checklist includes items assessed during CNCS review process
- Items are common problems that have required clarification before approval of funding.

**NOTE: The Performance Measure section is assessed not scored.**



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# Performance Measures Instructions document

- Select the right output and outcome pairing for National Performance Measures (NPMs)

Strategic Plan Objective	Selection Rules		Interventions
	Outputs	Outcomes (if applicable)*	
K-12 Success	ED1A: Number of individuals served	ED5A: Number of students with improved academic performance  ED9: Number of students graduating from high school on time  ED10: Number of students enrolling in post-secondary education/training  ED27C: Number of students with improved academic engagement or social-emotional skills  ED6: Number of students with increased attendance	Tutoring Mentoring Coaching Other Classroom Support Out-of-School Time Family Involvement Service Learning Summer Learning Classroom Teaching Opioid/Drug Intervention

**Reference:**

- *PM Instructions – pp.3-9*



# Performance Measures Instructions

- Read the NPM instructions and notes for each measure to make sure the program requirements can be met

<b>ED1A (output)</b>	Number of individuals served
<b>Definition of Key Terms</b>	<p><b>Individuals:</b> recipients of CNCS-supported services related to education; may include students enrolled in grades K-12, out-of-school youth, preschool age children, and/or individuals pursuing postsecondary education</p> <p><b>Served:</b> substantive engagement of individuals with a specific education-related goal in mind. Cannot consist solely of mass dissemination of information such as email blasts, social media posts, or distributing pamphlets.</p>
<b>How to Measure/Collect Data</b>	Tracking mechanism that ensures an unduplicated count of individuals who have received services

<b>ED5A (outcome)</b>	Number of students with improved academic performance
<b>Definition of Key Terms</b>	<p><b>Students:</b> those reported in ED1A</p> <p><b>Improved academic performance:</b> an improved demonstration of skill or knowledge in one or more academic subjects</p>
<b>How to Measure/Collect Data</b>	Standardized test, report card grade, or other instrument capable of measuring changes in academic performance at the individual beneficiary level. When possible, pre-post assessments should be utilized.

## Reference:

- *PM Instructions – pp.10--22*

# For Planning Grant Applicants only

Planning Grants do not report a Performance Measure; however, in order to submit your application in eGrants, a placeholder will need to be inserted when completing the Performance Measure module.

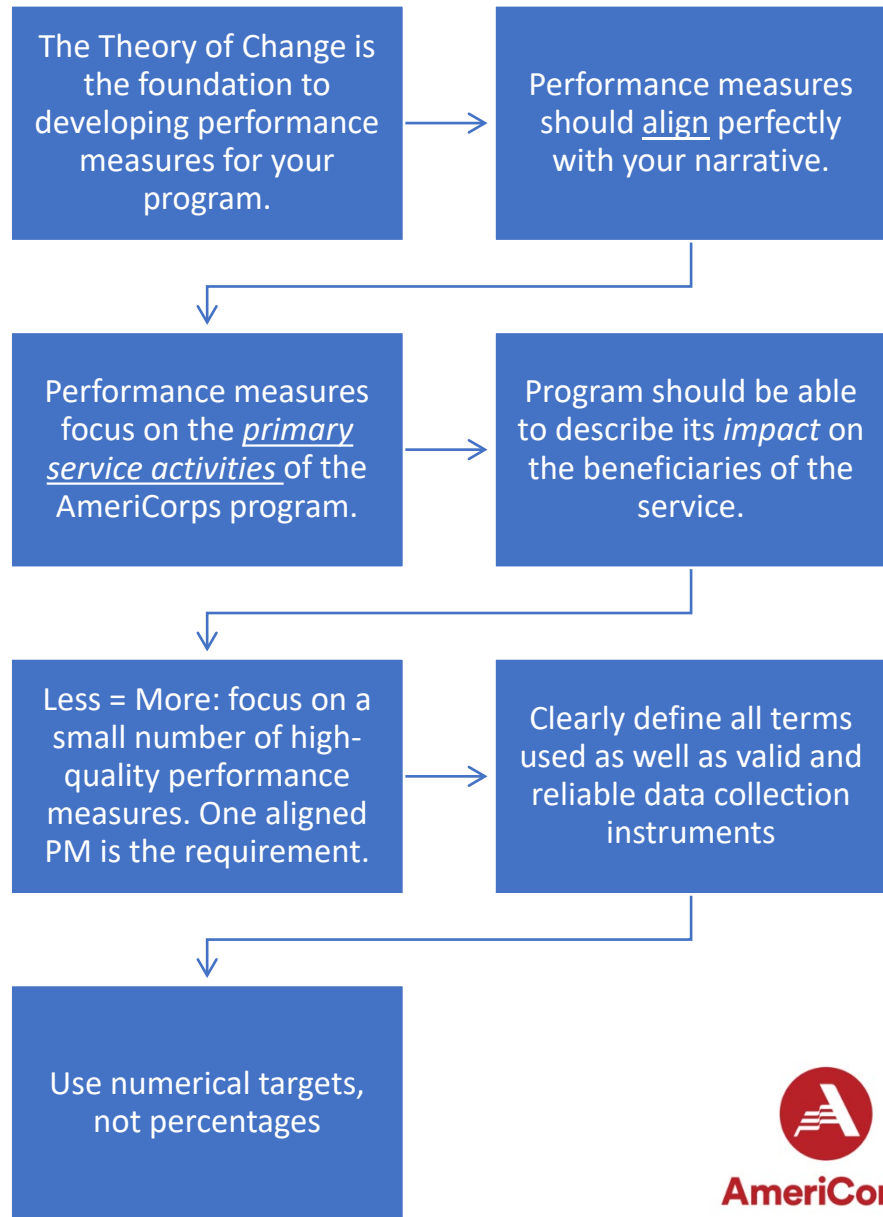
Please use the instructions below:

**Your Performance Measure will be:** AmeriCorps Planning Grant

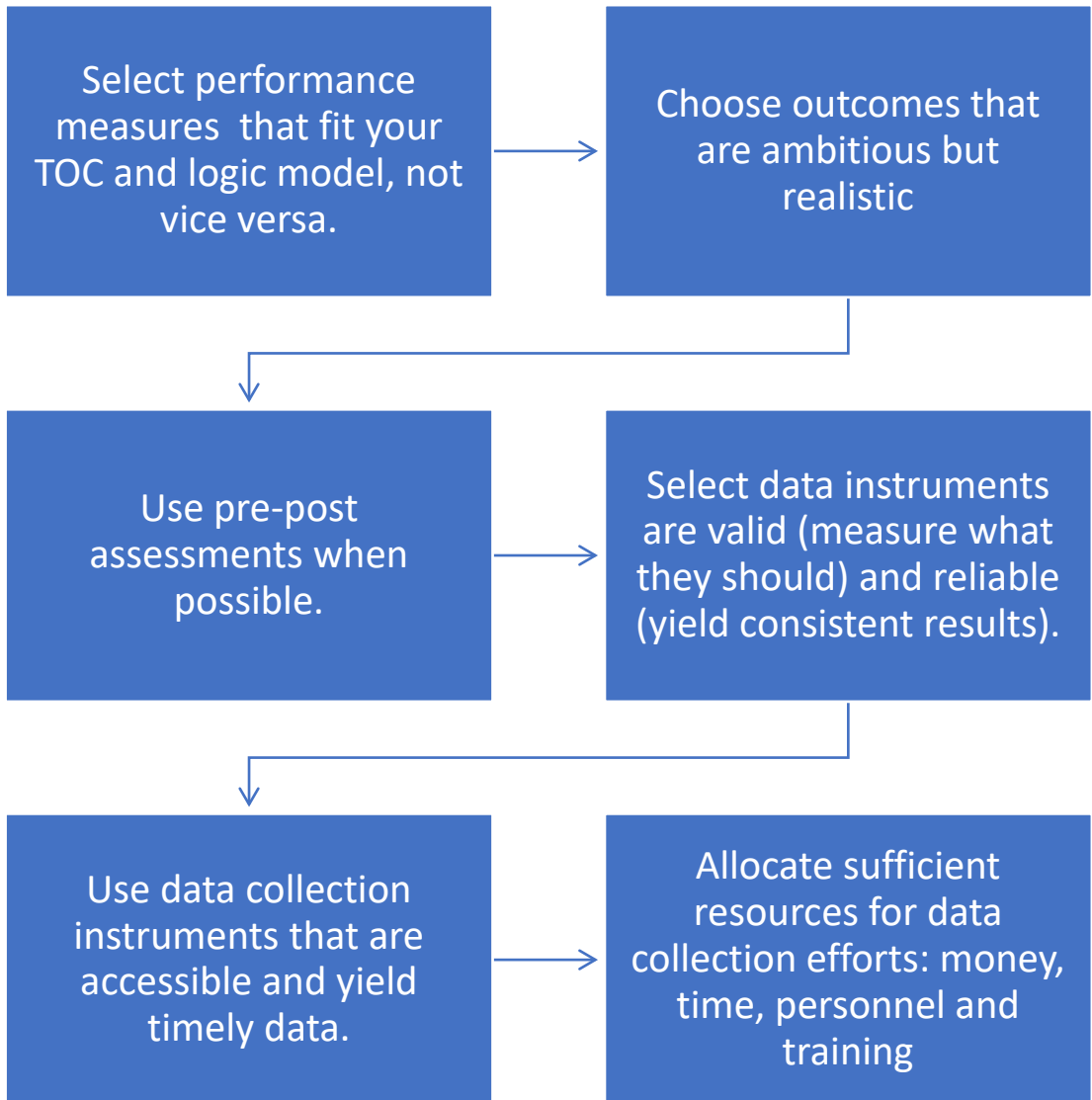
- **Primary Focus Area:** Other Community Priorities
- **Primary Intervention:** Other
- **Problem Statement:** N/A
- **Selected Interventions:** Plan an AmeriCorps program
- **Describe Intervention:** N/A
- **Output (Applicant Determined):** Design and conduct planning process as outlined in the application.
- **Target:** 1
- **Measured By:** Other **Described Instrument:** Other
  
- **Outcome (Applicant Determined):** N/A
- **Target: 1 Measured By:** Other
- **Described Instrument:** Other **Number of MSYs:** 1
- **Number of Members:** 1
- **Note:** Even though you are entering a number here, your planning grant will not engage any AmeriCorps members.



# Best Practices: Performance Measure Design I



## Best Practices: Performance Measure Design II



# PM Resources

## **Performance Measurement Core Curriculum**

<https://www.nationalservice.gov/resources/performance-measurement/training-resources>

## **Tutorial on how to navigate the PM Module in eGrants**

<http://www.nationalservice.gov/resources/performance-measurement/egrants-performance-measures-module-ameriacorps>





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# EVALUATION REQUIREMENTS



# Evaluation Requirements

- **National Direct and State Competitive (\$500K+)** must arrange for an independent evaluation of your program, and you must submit the evaluation with your application
- **National Direct and State Competitive (less than \$500K)** must conduct an internal evaluation of your program, and you must submit the evaluation with your application

**Reference:**

- *NOFO*-pp.23-25

# Evaluation Plan Requirements

- New applicants will provide a **DATA COLLECTION PLAN** in the “Evaluation Summary or Plan” field that must include the following:
  - *A description of the applicant's data collection system and how it is sufficient to collect high quality PMs during the first 3 years*
  - *A description of how the applicant will use performance data to improve its program*
- First time recompute programs must submit **EVALUATION PLAN** in the “Evaluation Summary or Plan” field. [See p.23-24 of NOFO]
- Programs re-competing for a subsequent time must submit its **EVALUATION REPORT** as an attachment and must also submit an evaluation plan for the next three-year period in the “Evaluation Summary or Plan” field.
- This section of the application will not be scored and will not be reviewed until after funding decisions have been made.
- This section does not count toward the page limit of the application but there is a character limit.

## Reference:

- NOFO-pp.23-25



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# Evaluation Plan and Report Timetable

YEAR	STATUS	EVALUATION PLAN	EVALUATION REPORT
1	New	No	No
2	Continuation	No	No
3	Continuation	No	No
4	Re-compete	Yes	No
5	Continuation	Yes	No
6	Continuation	Yes	No
7	Re-compete	Yes	Yes
8	Continuation	Yes	No
9	Continuation	Yes	No

Questions??

For application questions, please contact the following:

**ALABAMA Applicants:**

[Info.AmeriCorps@ServeAlabama.gov](mailto:Info.AmeriCorps@ServeAlabama.gov)

**GEORGIA Applicants:**

[AmeriCorpsGA@dca.ga.gov](mailto:AmeriCorpsGA@dca.ga.gov)



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