2020 AmeriCorps Application Workshop:
Theory of Change, Logic Model, & Performance Measurement
Session Overview

- Understand the importance of Theory of Change (TOC)
- Identify the key components of a logic model
- Discuss AmeriCorps performance measurement requirements
- Review components of performance measures
- Review PM Worksheet
- Share available resources
What is a Theory of Change (TOC)?

The general underlying idea of how you believe your intervention will create change.

There are three main elements:

- **Community Problem/Need**
- **Specific Intervention**
- **Intended Outcome**

**Statistics documenting the need**
- Evidence
  - Guides choice of intervention
  - Supports cause-effect relationship
Example of a TOC

Theory of change for a nutrition assistance program:

- **Problem/Need**: Families suffer from poor nutrition-related health problems
- **Intervention**: Nutrition education and referral services
- **Intended Outcome**: Healthier families
## Example of TOC

<table>
<thead>
<tr>
<th>Community Need/Problem</th>
<th>Intervention</th>
<th>Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific need in the community we have chosen to address</td>
<td>If members/volunteers do this…</td>
<td>…then this will happen.</td>
</tr>
</tbody>
</table>
| 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. | Three full-time members and five halftime 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. | 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:  
  - Increased interest in school  
  - Increased attachment to school  
  - Increased attendance in school  
  - Increased participation in school or community activities |

**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).

**Evidence:**

What is a Logic Model? Why is it so important?

- 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:
  - Generate a clear and shared understanding of how a program works
  - Support program planning and improvement
  - Serve as foundation for evaluation
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.
## Sample Logic Model

### Example - Program Name: Healthy Living Corps

<table>
<thead>
<tr>
<th>Project Resources</th>
<th>Core Project Components</th>
<th>Evidence of Project Implementation and Participation</th>
<th>Evidence of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INPUTS</strong></td>
<td><strong>ACTIVITIES</strong></td>
<td><strong>OUTPUTS</strong></td>
<td><strong>OUTCOMES</strong></td>
</tr>
<tr>
<td>What we invest (including # and type of AmeriCorps Slots)</td>
<td>What we do</td>
<td>Direct products from program activities</td>
<td>Short-Term</td>
</tr>
<tr>
<td>- 10 partner sites</td>
<td>- 100 volunteers were trained for 8 hrs/day for 3 days in nutritional curricula</td>
<td>- 100 volunteers were trained for 8 hrs/day for 3 days in nutritional curricula</td>
<td>Changes in knowledge, skills, attitudes and opinions</td>
</tr>
<tr>
<td>- 100 volunteers</td>
<td>- Sites will develop ten 1-hour nutritional curricula modules for economically disadvantaged families</td>
<td>- 1-hour educational events held measured by event agendas</td>
<td>Changes in behavior or action that result from participants’ new knowledge</td>
</tr>
<tr>
<td>- 20 FT AmeriCorps members</td>
<td>- Volunteers will teach nutritional courses for 2 hrs/wk for 10 weeks to families receiving food assistance</td>
<td>- 10 thriving partner programs measured by pre/post test</td>
<td>Meaningful changes, often in their condition or status in life</td>
</tr>
<tr>
<td>- Federal, State, local funding</td>
<td>- Members will facilitate 1 hour standalone educational events for disadvantaged families and teens</td>
<td>- 450 participants will have increased knowledge of healthy eating habits as measured by pre/post test</td>
<td>- 350 participants will purchase more nutritional food using a shopping list as demonstrated by follow-up survey</td>
</tr>
<tr>
<td>- Research-based nutrition educational curricula</td>
<td>- 500 participants complete nutritional course measured by training sign in sheets</td>
<td>- 325 participants will improve nutritional practices by purchasing more fruits and vegetables as demonstrated by follow-up survey</td>
<td>- 320 participants will eat healthy foods as measured by follow-up survey</td>
</tr>
<tr>
<td></td>
<td>- 150 education events held measured by event agendas</td>
<td>- 400 participants will demonstrate healthy food preparation skills as demonstrated by follow-up survey</td>
<td>- 300 participants will provide a healthy food environment for children as measured by follow-up survey</td>
</tr>
</tbody>
</table>
Revisiting the Logic Model

A **summary** of the community problem outlined in the narrative.

- Do not add introductory sentences and paragraphs. Simply state the **problem**.
  - **Number** of 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., 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, hours of service delivered, types and number of activities conducted.)

- **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.

  - **An outcome that does not demonstrate a change in the above will not be considered an outcome and will have to be revised prior to submission**
  - **If applicable, identify which National Performance Measures will be used as outcome indicators**
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 • Changes in individuals, organizations, communities, or the environment • Changes in attitudes/beliefs, knowledge/skills, behavior, or conditions
### Types of Outcomes

<table>
<thead>
<tr>
<th>Attitude/Belief</th>
<th>Knowledge/Skill</th>
<th>Behavior</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought, feeling</td>
<td>Understanding, know-how</td>
<td>Action</td>
<td>Situation, circumstance</td>
</tr>
</tbody>
</table>
Why Measure Performance?

- Accountability to funders and stakeholders
  - Communicate achievements in a meaningful and compelling way
  - Determine where to allocate limited resources

- Recognition of progress
  Collect reliable information about the intervention’s implementation and progress toward outcomes

- Program Improvement
  - Spot and correct problems
  - Strengthen the intervention

Tells the collective impact of national service programs
CNCS Performance Measure Requirements

- At least one **aligned** Performance Measure (PM) connected to your **primary intervention**.
  
  **PAIR:** OUTPUT statement + OUTCOME statement

- PMs do not have to be created to capture all AmeriCorps Member activities

- Use **National Performance Measures (NPM)** and/or Applicant-determined Measures
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
Performance Measures

Your goal is to create high-quality performance measures that align with your program design and meet AmeriCorps requirements.
Components of Performance Measures

- Please see the Performance Measurement Worksheet (PMW) for this section of the presentation.

**Program Design**
- (1) Need
- (2) Target Population
- (3) Amount of Service
- (4) Intervention

**Intended Results**
- (5) Result
- (6) Indicator
- (7) Instrument
- (8) Targets
This is where your PM starts!

Detailed information should be in your Narrative. On the PMW you should:

- Clearly identify the need you’ll address.
- Use data from reliable local sources.
- Just the highlights of relevant facts
2. Target Population

Describe the “high need” group. Your narrative describes who/what needed AC services. Your activities should focus on those groups.

a. High need target pop.: [HINT: Review Community Need narrative]

b. # of direct high need beneficiaries:

c. Describe how you will identify & select to assure you have high need beneficiaries.
3. Amount of Service

Think about the amount of effort needed to achieve the Result for the number you hope to serve.

a. # Members:
b. Hours per day:
c. Days per week:
d. Duration [weeks]:
e. Total estimated hours for the activity:
4. Intervention I

These are the core activities that define the intervention designed to address the Need & achieve the Result.

- PMs are all about what members do.
- Describe exactly what members will be doing to achieve the Result.
- This doesn’t need to be long, just descriptive.
4. Intervention II

Describe how you will achieve the result.

**Who** or what is the member working with?
*high need group, general group, individuals*

**What** is being done? *(manageable details!)*

**How often** is it done? *(# of sessions per/week)*

**How intense** is the service? *(length of each session)*

**How long** is the service? *(total number of hours, weeks, sessions or months)*

**Where** is the service conducted?
5. Results

What the community hopes to achieve. A statement in direct response to the community need. Two types:

1. **Output**: states *amount* of work or product created/delivered.

2. **Outcome**: states the *change* that will occur due to the service.
6. Indicator

It is a specific item to gauge progress toward the Result:

- It identifies the information/data to collect to assess progress
- It operationalizes the Result
- Measurable in a program year
- Each Result needs an Indicator
How will you measure progress? For each Output Indicator listed in #6 provide:

1. **Name or Title** of instrument
2. **Specific Data** the instrument will collect
3. **Minimum participation** required to be counted
4. **Who** will administer the instrument
5. **How often** each service recipient will be assessed
7. Instrument - Outcome

How will you measure progress?
For each Outcome Indicator listed in #6 provide:

1. **Name or Title** of instrument
2. **Specific Data** the instrument will collect
3. **Minimum participation** required to be counted
4. **Level of Change** required to be counted
5. **Procedure** to protect against double-counting
6. Details on instrument **reliability and validity**
7. **Who** will administer the instrument
8. **How often** each service recipient will be assessed
8. Targets

Targets are the quantifiable level of change desired to say service activity was successful.

- Targets should be your best estimate
- Be realistic--not too high & not too low
- Use previous data/research to estimate
8. Output Targets

Output Targets are simple tallies and counts of service provided:

**Examples:**

1. 500 students will each receive 30 hours of academic tutoring.
2. 1,000 miles of waterways will be restored.
3. 100 organizations will each receive 20 hours of capacity-building services.
8. Outcome Targets

Outcome Targets need to include:

1. **Who changed**  [high need group receiving XX amount of AC services]

2. **Number who changed**  [percentage and raw number]

3. **What changed**  [e.g., knowledge, skill, behavior, conditions]

4. **Amount of change**  [e.g., percent, points, level, certification]

- 220 of 400 (55%) elderly [targeted for a nursing home] receiving 30 hours of assistance, will remain “in their homes at least 4 months after service”.

- 30 of 100 (60%) members receiving 40 hours of training will pass 1st Responders certification as trainers.

- 300 of 500 (60%) saplings planted will be rated as “thriving” by the State Forest Dept. six months after planting

- 132 of 220 (60%) tutees [behind 2 grade levels], receiving 30 hours of tutoring, will increase reading skill by 1 grade level
National Performance Measure

2020 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 data

See Appendix B of the document:

- Checklist includes items assessed during CNCS review process
- Items are common problems that have required clarification before
NPM Resources

CNCS Performance Measures Instructions
AmeriCorps State and National
## Sample National Performance Measure

### Healthy Futures

<table>
<thead>
<tr>
<th>Type of Measure</th>
<th>Selection Rule</th>
<th>Strategic Plan Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>H8</td>
<td>Aging in Place</td>
</tr>
<tr>
<td>Priority</td>
<td>H10 and/or H11</td>
<td>H12</td>
</tr>
<tr>
<td>Complementary</td>
<td>H1</td>
<td>Applicant-Determined Outcome</td>
</tr>
<tr>
<td>Complementary</td>
<td>H3</td>
<td>Applicant-Determined Outcome</td>
</tr>
</tbody>
</table>

### Measure H10

**Definition of Key Terms**

*Emergency food:* “Emergency” food assistance is not meant to designate routine help in meeting a family’s needs. The emergency may be experienced by the family personally, such as their house burning down, or it may be experienced by the community more broadly, such as a natural disaster.

**How to Calculate Measure/Collect Data**

Count of unduplicated individuals for whom the distributed food is intended. Should only be counted the first time they are served.

All members of a family should be counted. For example, if the food is given to an individual to bring home to a family of “4” including the individual, then the count is “4” rather than “1.”

Client tracking database or tracking form.
Best Practices: Performance Measure Design

- The Theory of Change is the foundation to developing performance measures for your program.
- Performance measures should **align** perfectly with your narrative.
- Performance measures focus on the *primary service activities* of the AmeriCorps program.
- Program should be able to describe its *impact* on the beneficiaries of the service.
- Less = more: focus on a small number of high-quality performance measures. One aligned PM is the requirement.
- Clearly define all terms used as well as valid and reliable data collection instruments
- Use numerical targets, not percentages
Resources

Specific NOFO and application materials:

- 2020 Notice of Funding Opportunity (NOFO)
- GA Application Guidelines 2020
- 2020 AmeriCorps Application Instructions – How to complete the PM Module (pp.16-19)
- CNCS Performance Measure Instructions 2020
- 2020 AmeriCorps State & National Mandatory Supplemental Guidance
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.
Evaluation Plan Requirements

Refer to the 2020 NOFO document (See Section E. Evaluation Plan P. 16-17)

- New applicants will provide a DATA COLLECTION PLAN in the “Evaluation Summary or Plan” field that must includes the following:
  - A description of the applicants 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

- 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.
## Evaluation Timetable

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STATUS</th>
<th>EVALUATION PLAN</th>
<th>EVALUATION REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Continuation</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Continuation</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Re-compete</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Continuation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Continuation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7</td>
<td>Re-compete</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Continuation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>Continuation</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Additional Questions?

Please contact GAAmeriCorps@dca.ga.gov if you have any questions or concerns.