Performance Measurement

Presented by:
Sarah Ehrhard Reid
Session Topics

- Performance Measures
- Data Collection & Instruments
- Examples
- MCSC-Specific Performance Measures (Note)
WHAT IS PERFORMANCE MEASUREMENT?

The ongoing, systematic process of tracking program outputs and outcomes.
• OUTPUTS
  – Amount of service provided
  – Ask the questions:
    • *How much service did you perform?*
    • *What products did you develop?*
  – Examples include:
    • *People served*
    • *Programs developed*
    • *Volunteers recruited*
• **OUTCOMES**
  - Reflects the changes or benefits that occur
  - Ask the questions:
    - *What difference did your service make for beneficiaries?*
    - *How did the new system/product enhance the capacity of the organization to serve the community?*
  - Examples include:
    - *Changes in behavior*
    - *Improvement of conditions*
# Overview of Performance Measurement

## 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>Increased desire to adapt healthy nutrition habits</td>
<td>Improved healthy-eating cooking skills on a budget</td>
<td>Improved healthy eating habits/food intake</td>
<td>Improved supply of healthy food in the household</td>
</tr>
</tbody>
</table>

*Outcome (change) resulting from intervention...*
WHY MEASURE PERFORMANCE?

- **Accountability**
  - Allows stakeholders to see that the program is achieving results.

- **Reliability**
  - Allows the program to determine if the intended change actually occurred.

- **Program Improvement**
  - Allows the program to spot/correct problems, strengthen interventions, and determine where to allocate limited resources.
PERFORMANCE MEASUREMENT
USE IN PROGRAM MANAGEMENT

• Strategy and planning
  – Clarify what you hope to achieve
  – Decide on needs from partners (develop Memoranda of Understanding- *required*)

• Site recruitment and selection
  – Define expectations for partner sites
  – Assess which sites are most conducive for implementing interventions
Overview of Performance Measurement

PERFORMANCE MEASUREMENT USE IN PROGRAM MANAGEMENT

• Program implementation
  – Ensure mutual understanding of objectives w/ involved parties
  – Ensure efficient & accurate data collection
  – Identify & address training needs
  – Continuous program improvement

• Data usage
  – Feeds into progress reports
  – Supports marketing/promotion strategies
Overview of Performance Measurement

CNCS NATIONAL PERFORMANCE MEASURES (NPMs)

- Agency-Wide Priority Measures
  - Produces aggregate data from CNCS Programs

- Complementary Program Measures
  - Focus on interventions of particular significance for specific CNCS Programs

Note:
All programs should strive to use National Performance Measures
CNCS PRIORITY FOCUS AREAS
(NPMs)

- Disaster Services
- Economic Opportunity
- Education
- Environmental Stewardship
- Healthy Futures
- Veterans & Military Families
BENEFITS OF USING NATIONAL PERFORMANCE MEASURES

- Creates focused efforts on national priorities
- Provides agency-wide data to promote national service
- Ensures that CNCS can aggregate data and report results with confidence
EXAMPLE:
NATIONAL PERFORMANCE MEASURE
(HEALTHY FUTURES)

• OUTPUT
  – Number of homebound/older adults and individuals with disabilities receiving food, transportation, or other services that allow them to live independently \((H8)\)

• OUTCOME
  – Number of homebound/older adults and individuals with disabilities who reported having increased social ties/perceived social support \((H9)\)
EXAMPLE:
NATIONAL PERFORMANCE MEASURE
(ECONOMIC OPPORTUNITY)

• OUTPUT
  – Number of economically disadvantaged individuals receiving job placement services (O3)

• OUTCOME
  – Number of economically disadvantaged individuals placed in jobs (O10)
FOUNDATION OF HIGH QUALITY PERFORMANCE MEASURES

1. Aligned Theory of Change
2. High Quality Outcome(s)
3. Aligned Output(s) and Outcome(s)
THE “A”-WORD = ALIGNMENT!!

Alignment means there is a logical flow from one element to the next; each element is in proper relation to one another.
ALIGNED THEORY OF CHANGE

1) If the community need, as documented by data, exists and
2) If specific interventions were implemented,
3) Then the intended outcome will occur
CHARACTERISTICS OF HIGH QUALITY OUTCOMES

• Outcomes should be:
  – Meaningful
  – Ambitious yet realistic
The intervention produces the output.
The output leads to the outcome.
The output and outcome measure the same intervention and beneficiaries.
**INTERVENTION:**
AmeriCorps Members teach financial literacy—understanding credit scores, completing loan applications— to economically disadvantaged adults

**OUTPUT:**
Economically disadvantaged individuals receiving financial literacy services

**OUTCOME:**
Participants increase deposits to savings account

1. Does the INTERVENTION and OUTPUT align? Why or why not?

2. Does the OUTPUT and OUTCOME align? Why or why not?
IS IT ALIGNED?

INTERVENTION:
AmeriCorps Members teach financial literacy—understanding credit scores, completing loan applications—to economically disadvantaged adults

OUTPUT:
Economically disadvantaged individuals receiving financial literacy services

OUTCOME:
Participants increase deposits to savings account

1. Does the INTERVENTION and OUTPUT align? Why or why not? **YES; it is logical to assume that beneficiaries received financial literacy services.**

2. Does the OUTPUT and OUTCOME align? Why or why not? **NO; the intervention was related to credit and is not a cause of activity related to savings.**
Developing High Quality Performance Measures

IS IT ALIGNED?

**INTERVENTION:**
AmeriCorps Members teach nutrition, healthy cooking, and healthy food shopping in a community center health education project

**OUTPUT:**
Number of clients participating in health education programs

**OUTCOME:**
Participating families increase healthy food intake

1. Does the INTERVENTION and OUTPUT align? Why or why not?

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IS IT ALIGNED?

**INTERVENTION:**
AmeriCorps Members teach nutrition, healthy cooking, and healthy food shopping in a community center health education project

**OUTPUT:**
Number of clients participating in health education programs

**OUTCOME:**
Participating families increase healthy food intake

1. Does the INTERVENTION and OUTPUT align? Why or why not? **YES; it is logical to assume that clients are engaged in health education programming.**

2. Does the OUTPUT and OUTCOME align? Why or why not? **YES; the participation in the program may be linked to the change in behavior of beneficiaries.**
DATA COLLECTION AND INSTRUMENT

• Is informed by the intended outcome being measured

• Must be:
  – Reliable
  – Valid
  – Unbiased
# DATA COLLECTION METHODS

<table>
<thead>
<tr>
<th>Data Collection Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>Written questionnaire completed by the respondent</td>
</tr>
<tr>
<td>Interview</td>
<td>Interviewer poses questions and records responses; face-to-face or via telephone</td>
</tr>
<tr>
<td>Observation</td>
<td>Observer records behavior or conditions using a checklist or other form</td>
</tr>
<tr>
<td>Standardized Test</td>
<td>Test to assess knowledge of academic subjects</td>
</tr>
</tbody>
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## DATA COLLECTION METHODS

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<tr>
<td>Tracking Sheet</td>
<td>Used to document service delivery or to track outputs (hard copy/software)</td>
</tr>
<tr>
<td>Focus Group</td>
<td>Facilitator leads small group through in-depth discussion of a topic/issue</td>
</tr>
<tr>
<td>Diaries/Journals</td>
<td>Respondent periodically records information about his/her activities or experiences</td>
</tr>
<tr>
<td>Secondary Data</td>
<td>Data gathered by other agencies that may be used to assess program performance</td>
</tr>
</tbody>
</table>
DATA COLLECTION INSTRUMENT: ISSUES

- Crowded layout
- Double-barreled questions
- Biased/leading questions
- Too abstract questions
- Questions that use unstructured responses inappropriately
- Response options that overlap or contain gaps
- Unbalanced scales
# Logic Model Chart

<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</td>
<td>What we do</td>
<td>Direct products from program activities</td>
<td></td>
</tr>
<tr>
<td>(# and types of ACMs)</td>
<td></td>
<td></td>
<td>Short-Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Medium-Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Long-Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Changes in knowledge, skills, attitudes, opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Changes in behavior or action that result from participants’ new knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meaningful changes, often in their condition or status in life</td>
</tr>
</tbody>
</table>
# Logic Model (Sample)

## Logic Model Chart (Sample)

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<td>What we do</td>
<td>Direct products from program activities</td>
<td>Changes in knowledge, skills, attitudes, opinions</td>
</tr>
<tr>
<td>14 half-time AmeriCorps Members serving as Afterschool Program Nutrition Specialists</td>
<td>Nutrition education afterschool program focused on developing healthy eating habits and preparing healthy snacks/meals</td>
<td>210 children and youth will receive nutrition education</td>
<td>158 children and youth will increase in healthy eating habits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>210 children and youth will receive nutrition education</td>
<td>158 children and youth will engage parents in improving the supply of healthy foods in their households in order to balance calorie intake</td>
</tr>
<tr>
<td></td>
<td></td>
<td>158 children and youth will learn to prepare healthy snacks and meals</td>
<td></td>
</tr>
</tbody>
</table>

**Short-Term**

**Medium-Term**

**Long-Term**
PERFORMANCE MEASURE (SAMPLE)

• Strategy to Achieve Results
  – 14 AmeriCorps Members will be placed in afterschool programs within 7 school sites (30 students per school site engaged in the Eat Right! Afterschool Program) to provide nutrition education.
PERFORMANCE MEASURE (SAMPLE)

- **Output**
  - **Result:** Children and youth participants
  - **Indicator:** H6 – Children and youth receiving nutrition education with the purpose of reducing childhood obesity
  - **Target:** Children and youth participants in the Eat Right! Afterschool Program
  - **Target Value:** 210
  - **Instruments:** Sign-in sheets; intake forms
  - **PM Statement:** 210 children and youth will receive nutrition education with the purpose of reducing childhood obesity.
Outcome #1

- **Result:** 158 of the children and youth who participate in the Eat Right! Afterschool Program will increase in healthy eating habits
- **Indicator:** Students with improved healthy eating habits
- **Target:** Children and youth administered a pre and post survey to gauge healthy eating habits
- **Target Value:** 158
- **Instruments:** Eat Right! Survey
- **PM Statement:** 75% or 158 children and youth who received nutrition education will improve their healthy eating habits
**PERFORMANCE MEASUREMENT WORKSHEET**

**Applicant:** SAMPLE AMERICORPS PROGRAM

*Instructions:* Applicants must have at least one aligned performance measure that corresponds to the proposed primary service activity. Enter performance measure information in the sections as outlined. Add or delete output/intermediate outcome modules as needed. Refer to the Performance Measure Instructions provided at [http://movolunteers.org/grants.htm](http://movolunteers.org/grants.htm).

<table>
<thead>
<tr>
<th><strong>PERFORMANCE MEASUREMENT TITLE:</strong></th>
<th>Nutrition Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Focus Area:</strong></th>
<th>Healthy Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>Obesity and Food</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>No. of MSY:</strong></th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. of Slots:</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

**Problem Statement:** Students need nutrition education because of the data and research based off our evidence.

**SELECTED INTERVENTIONS**

**Description of Interventions:** Two times a week for one hour per session for the 2016-2017 school year, each AmeriCorps Member will provide nutrition education from the evidence based model. Two Members will be assigned to each school, for a total of 7 schools.

**RESULTS**

**Result Types:**
- *Outputs* are counts of the amount of service members/beneficiaries who have completed the program or received services, but do not provide information on benefits to or other changes in the lives of members and/or beneficiaries.
**Intermediate Outcomes** specify changes (in attitude, behavior, skill, condition) that have occurred in the lives of members and/or beneficiaries, but are short of a significant benefit for them.

### Output #1:

**Enter applicable National Performance Measure or Self-Elected Performance Measure:**

*(i.e. O1: Number of economically disadvantaged individuals receiving financial literacy services.)*

H6 – Children and youth receiving nutrition education with the purpose of reducing childhood obesity

**Target (i.e. economically disadvantaged individuals):** Children and youth participants in the Eat Right! Afterschool Program

**Target Number:** 210

**Measured By:** Sign-in sheets; intake forms

**Describe Instrument:** The sign in sheets are maintained in our database. The intake forms are collected at the start of the program year.
### MCSC-Specific Performance Measures (Worksheet)

**Output #2 (if applicable): N/A**

| Enter applicable National Performance Measure or Self-Elected Performance Measure: |
| (i.e. O1: Number of economically disadvantaged individuals receiving financial literacy services.) |
| [Enter Output] |

**Target (i.e. economically disadvantaged individuals):** [Enter target beneficiaries]

**Target Number:** [Enter projected number of target beneficiaries]

**Measured By:** [Enter type of data collection instrument]

**Describe Instrument:** [Enter brief description of the data collection instrument]

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**Intermediate Outcome #1:**

| Enter applicable National Performance Measure or Self-Elected Performance Measure: |
| (i.e. O9: Number of economically disadvantaged individuals with improved financial knowledge.) |
| Applicant-Determined Outcome: Number of students with improved healthy eating habits. |

**Target (i.e. economically disadvantaged individuals):** Children and youth administered a pre and post survey to gauge healthy eating habits

**Target Number:** 158

**Measured By:** Eat Right! Survey

**Describe Instrument:** The Eat Right! Survey is a reliable and valid instrument administered at the end of the program year.

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**Intermediate Outcome #2 (if applicable): N/A**

| Enter applicable National Performance Measure or Self-Elected Performance Measure: |
| (i.e. O9: Number of economically disadvantaged individuals with improved financial knowledge.) |
| [Enter Outcome] |

**Target (i.e. economically disadvantaged individuals):** [Enter target beneficiaries]

**Target Number:** [Enter projected number of target beneficiaries]

**Measured By:** [Enter type of data collection instrument]
**PERFORMANCE MEASUREMENT WORKSHEET**

*Applicant: ABC 123 Tutoring Program*

**Instructions:** Applicants must have at least one aligned performance measure that corresponds to the proposed primary service activity. Enter performance measure information in the sections as outlined. Add or delete output/intermediate outcome modules as needed. Refer to the Performance Measure Instructions provided at [http://movolunteers.org/grants.htm](http://movolunteers.org/grants.htm).

<table>
<thead>
<tr>
<th>PERFORMANCE MEASUREMENT TITLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Education Program</td>
</tr>
</tbody>
</table>

**Focus Area:** Education

**Objective:** K-12 Success

| No. of MSY: 5 | No. of Slots: 5 |

**Problem Statement:** Our students are not reading on grade level and are at risk because of poverty indicators.

**SELECTED INTERVENTIONS**

**Description of Interventions:** This program will tutor students K-3 to help them get to reading proficiency by the end of 3rd grade.

**RESULTS**

**Result Types:**

- Output: One aspect of the amount of service members/beneficiaries who have completed the program.
**RESULTS**

**Result Types:**
- **Outputs** are counts of the amount of service members/beneficiaries who have completed the program or received services, but do not provide information on benefits to or other changes in the lives of members and/or beneficiaries.
- **Intermediate Outcomes** specify changes (in attitude, behavior, skill, condition) that have occurred in the lives of members and/or beneficiaries, but are short of a significant benefit for them.

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**Output #1:**

**Enter applicable National Performance Measure or Self-Elected Performance Measure:**
(i.e. O1: Number of economically disadvantaged individuals receiving financial literacy services.)

ED1: Number of economically disadvantaged students or students with special/exceptional needs who start in a CNCS-supported education program.

**Target (i.e. economically disadvantaged individuals):** Economically disadvantaged students in the Jefferson City School District

**Target Number:** 300

**Measured By:** An unduplicated count of students-tracked by an excel spreadsheet

**Describe Instrument:** The spreadsheet has been developed to track all students that enroll in the program.
**MCSC-Specific Performance Measures (Worksheet)**

### Output #2 (if applicable):

| Enter applicable National Performance Measure or Self-Elected Performance Measure: |
| (i.e. O1: Number of economically disadvantaged individuals receiving financial literacy services.) |

ED 2 Number of economically disadvantaged students or students with special/exceptional needs that completed participation in CNCS-supported K-12 education programs.

**Target (i.e. economically disadvantaged individuals):** Economically disadvantaged students in the Jefferson City School District in the Jefferson City School District and enrolled in the afterschool program

**Target Number:** 250

**Measured By:** An unduplicated count of students-tracked by an excel spreadsheet

**Describe Instrument:** The spreadsheet has been developed to track all students that complete the program.

### Intermediate Outcome #1:

| Enter applicable National Performance Measure or Self-Elected Performance Measure: |
| (i.e. O9: Number of economically disadvantaged individuals with improved financial knowledge.) |

ED 5 Number of students with improved academic performance in literacy and/or math.

**Target (i.e. economically disadvantaged individuals):** Students that completed the afterschool program, as described in ED2.

**Target Number:** 225

**Measured By:** pre- and post- test scores

**Describe Instrument:** This standardized test:

1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with, and acceptable to, the school where the program is providing services (different tests may be used at different schools).

### Intermediate Outcome #2 (if applicable): N/A
The MCSC requires the following additional performance measures:

- 100% of Members will receive CPR certification
- 100% of Members will receive First Aid training
- 100% of Members will receive Citizenship Training
- 75% of Members will receive Disaster/Emergency Response Training
- Programs will recruit 5 volunteers per MSY.

Note:
These MCSC-specific PMs are not included in the grant application.
Questions?
How To Find Resources On The CNCS Website

www.nationalservice.gov
Knowledge Networks

Focus Area Resources

Disaster Services
This online network provides a place to share what works at the intersection of disaster services and national service.

Economic Opportunity
This network provides a place to share what works at the intersection of national service and economic opportunity services.

Education
This network provides a place to share what works at the intersection of education and national service.

Environmental Stewardship
This network provides a place to share what works at the intersection of national service and environmental stewardship.

Find Resources

Keywords
Search

Visit the Knowledge Network on Facebook

Feedback or to Report a Missing Page
Please email ServiceResources@cns.gov

Send Email Now
CNCS Performance Measurement

CNCS’ Performance Measurement framework provides a common focal point for CNCS’ work across all programs and initiatives. CNCS has a focused set of Agency-Wide Priority Measures derived from the 2011-2015 Strategic Plan. Every CNCS Program will contribute to the Agency-Wide Priority Measures. There are also specific grantee/sponsor measures that roll up into the Agency-Wide Priority Measures, which you can see in the Agency-Wide Priority Measures chart. Each CNCS Program also has Complementary Program Measures to collect additional performance information. See how your program measures fit in with the 16 Agency-Wide Priority Measures.

This diagram represents Focus Areas, Objectives, and Agency-Wide Priority Measures from the CNCS Strategic Plan.

Click on the goals to learn more.
Resources

Performance Measurement Core Curriculum

- Performance Measurement Basics
- Theory of Change
- Evidence
- Quality Performance Measures
- Data Collection and Instruments

Goal 1: Community

- Disaster Services
- Economic Opportunity
- Education
- Environmental Stewardship
- Healthy Futures
- Veterans & Military Families

Goal 2: Member Experience

Goal 3: Capacity Building

Goal 4: Infrastructure

Program Measures

- AmeriCorps
- Senior Corps
- VISTA
- NCCC
- 9/11 Day of Service
- Social Innovation Fund
- Martin Luther King, Jr Day of Service