



NY AmeriCorps: Performance Measures

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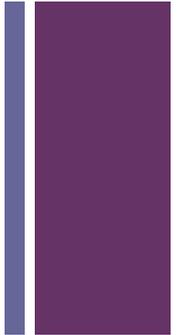
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+ Session Learning Objectives

As a result of this session, you will:

- Understand future trends in CNCS-funded grantmaking
- Understand the increased need for excellence in performance measurement
- Be clear about performance measurement requirements including the 6 elements of strong performance measures
- Revisit applicability of the new national measures to your existing program model
- Develop a plan for insuring high quality data collection and reporting practices during pilot year (and beyond)
- Begin to consider strategy for and implications of new national measures for your next AmeriCorps grant proposal.

+ The Bigger Context



- U.S. Economic Realities – Declining Resources
- Increased Need for Services
- National Trends in Accountability, Transparency, and Ethics in all sectors
- Requirements of Edward M. Kennedy Serve America Act
- New CNCS 5 Year Strategic Plan
- Expected Expansion of AmeriCorps

+ Giving USA 2010 Report

GIVING USA 2010 The Annual Report on Philanthropy for the Year 2009 EXECUTIVE SUMMARY



GIVING USA
FOUNDATION

Researched and written by

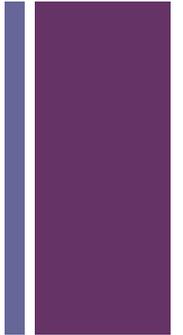
The Center on Philanthropy
AT INDIANA UNIVERSITY
INDIANA UNIVERSITY—PURDUE UNIVERSITY—INDIANAPOLIS

Total charitable giving in US dropped 3.7% in 2009

- Individual giving down slightly (.4%)
- Foundation grantmaking fell by 8.9%
- Bequests down 23.9%
- Corporate giving up slightly but large donor increases mask decline among smaller businesses



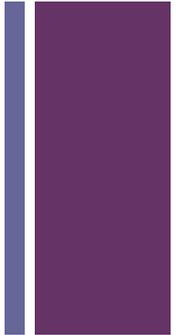
Declining Financial Support for Nonprofits



- During the last 4 months of 2009, Colorado nonprofits experienced a decline in key revenue streams:
 - -37.2% Corporate Donations
 - -29.7% Special Events
 - -29.5% Individual Donations
 - -27.1% Foundation Grants
 - -20.8% Fee for Service
 - -17.8% Government Grants
 - -12.5% Planned Gifts
 - -10.3% Memberships

(From: 2009 Study by Colorado Nonprofit Association and Community Resource Center)

+ Under Development: New CNCS Strategic Plan



■ CNCS Strategic Goals for next 5 years:

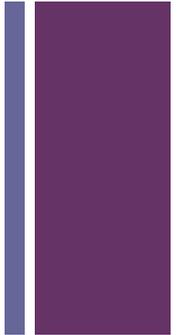
- Increase social impact on individuals I communities served by CNCS programs
- Increase the number/diversity of national service participants
- Increase the investment in community programs that work
- Strengthen individual, organizational and community capacity to use service as a solution to achieve results

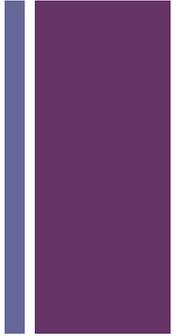
■ CNCS Guiding Principles:

- Accountability
- Transparency and
- Integrity

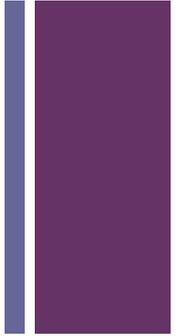
+ Strategic Plan and Serve America Act Priority Areas

- Clean Energy/Environment
- Economic Opportunity
- Education
- Healthy Futures
- Veterans
- Disaster Preparedness





Individual Self Reflection and Small Group Discussion



Review of Basic Performance Measurement Concepts

+ Outputs, Outcomes, and Impact

➤ **Outputs**

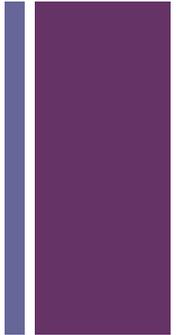
The counts of the amount of services delivered, the work completed, or the products created.

NOTE: Outputs do not provide information on changes or benefits for beneficiaries

➤ **Outcomes**

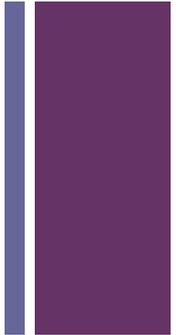
Changes or benefits that occur as a result of services delivered.

➤ **Impact**





Basic Concepts: Outputs



- ★ Counts of the amount of services delivered, work, or products created that members or volunteers have completed.
- ★ Do not answer the question, “what changed as a result of our service?”
- ★ Do not provide information on benefits or other changes in the lives of beneficiaries.

Examples:

Volunteers recruited

Students enrolled

Miles of trail groomed

Houses built

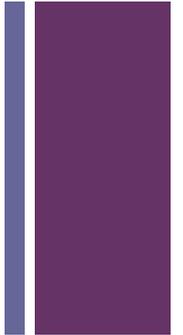
+ Basic Concepts: Intermediate Outcomes

- ★ Answer the question, “what difference did our service make”?
- ★ Do *not* represent the final result you hope to achieve for beneficiaries
- ★ Likely preconditions for more significant changes

Examples:

- *Students report feeling safe and not pressured to engage in risky behavior.*
- *Decrease in volunteer attrition.*
- *Residents are satisfied with results of park clean-up.*

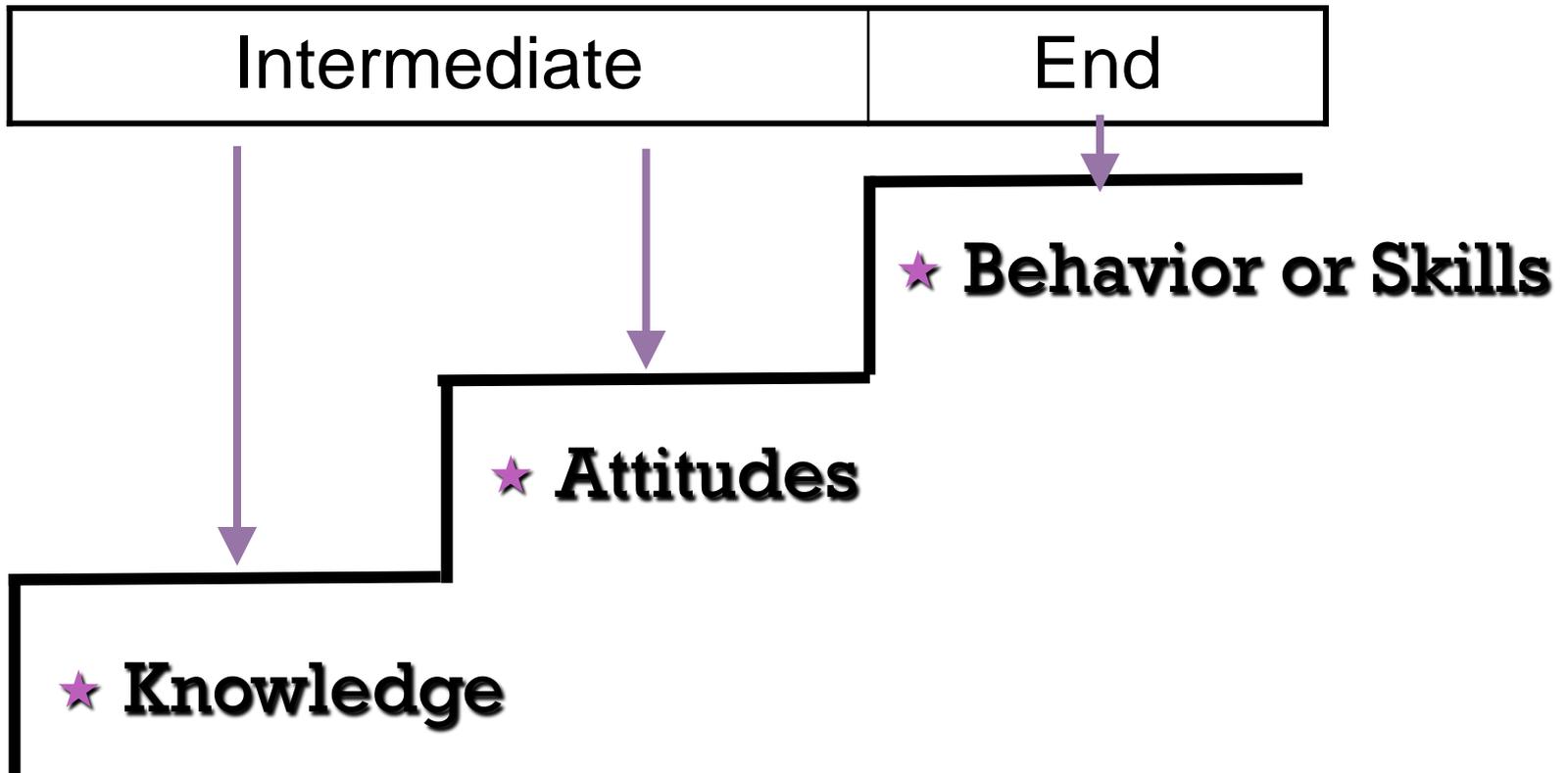
+ Basic Concepts: End Outcomes



<i>What are End Outcomes?</i>	<i>Examples:</i>
<p data-bbox="181 476 880 625">Answer the question, “So what?”</p> <p data-bbox="160 688 904 836">Flip side of community need</p> <p data-bbox="117 902 915 1051">Significant changes that have occurred in:</p> <ul data-bbox="117 1116 792 1250" style="list-style-type: none">• the lives of beneficiaries or• organizational capacity	<p data-bbox="1000 536 1611 639"><i>Increased homeownership among low-income clients</i></p> <p data-bbox="1035 731 1576 833"><i>Students graduate from high school</i></p> <p data-bbox="1039 925 1572 965"><i>Residents are healthier</i></p>

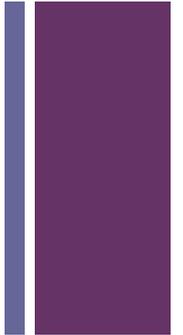
Possible Beneficiary Changes

- **Outputs:** Number of People Served
- **Outcomes:** How People Changed

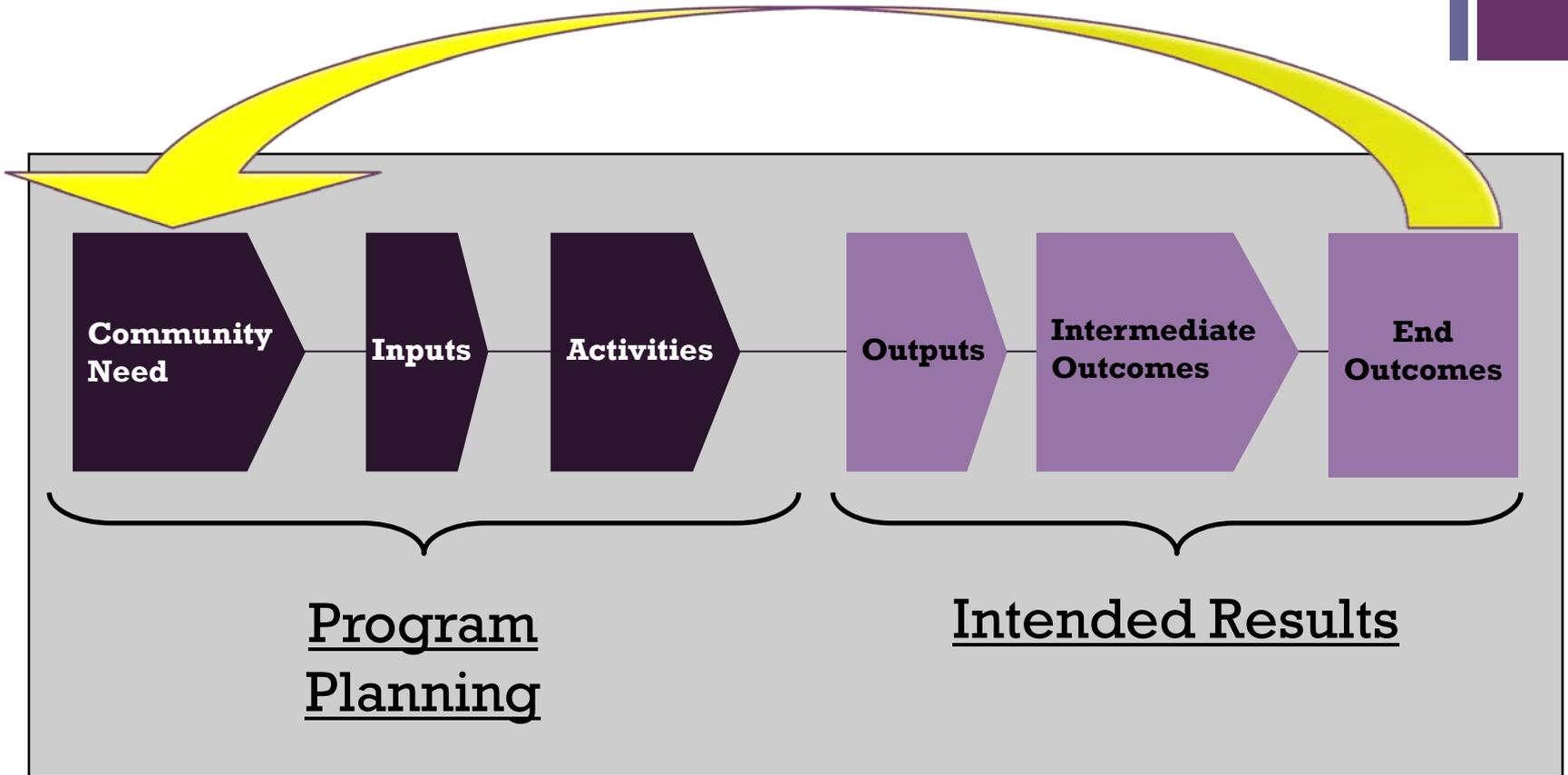


+ A Logic Model Shows Your Program's Theory of Change

- A program logic model is a snapshot of how your program works—the **theory and assumptions** underlying the program...
- This model provides a roadmap of your program, highlighting **how it is expected to work**, what activities need to come before others, and how desired outcomes are achieved.
- Helps you clarify your theory of change

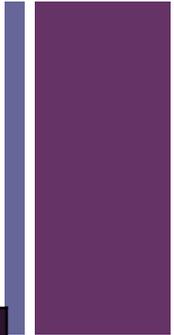


+ Logic Model = “Theory of Change”





Basic Concepts: Community Need



<p><i>What is Community Need?</i></p>	<p><i>Examples:</i></p>
<p>What identified local need is the program trying to address with its resources?</p>	<p><i>Low third grade reading performance</i></p> <p><i>Children home alone after school are at greater risk for drug/alcohol abuse, sexual activity, and delinquency</i></p>

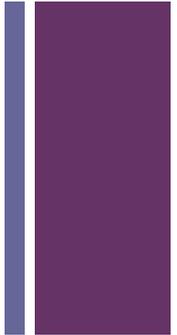
+ Community Need Tips

1. Clearly identify the need you will address with your resources.
2. Use research data from reliable local sources.
3. Cite your sources.
4. Update your information.



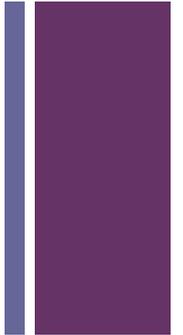


Basic Concepts: Strategy to Achieve Results (aka Activity Description)



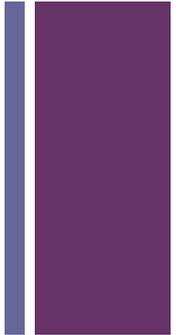
<i>What are Activities?</i>	<i>Examples:</i>
<p>What the program does with its resources to address community needs and make a difference.</p>	<p><i>15 members will tutor children one-on-one in reading, 3x per week for 20 minutes.</i></p> <p><i>3 members will conduct 15 community workshops on developing neighborhood watch programs.</i></p>

+ Service Activity Tips



- Who?
- Doing What? (manageable details!)
- With Whom?
- For how long?
- How often?
- Where?

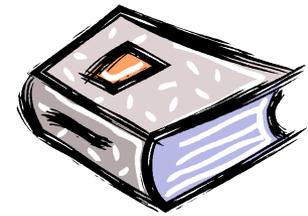
+ Basic Concepts: Inputs



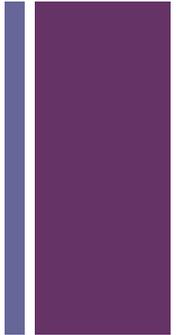
<i>What are Inputs?</i>	<i>Examples:</i>
<p>The resources used by the program.....</p> <ul style="list-style-type: none"><i>human</i><i>financial</i><i>organizational</i><i>community</i>	<ul style="list-style-type: none"><i>Staff</i><i>AmeriCorps members</i><i>Community partners</i><i>Equipment and Supplies</i><i>Facilities</i><i>Training</i><i>Cash and In-kind</i>

+ Aligned Performance Measures

- ★ Programs must develop at least one set of aligned performance measures that relate to a primary activity (or area of significant activity)
 - One output
 - One intermediate outcome
 - One end outcome



+ What is Alignment?

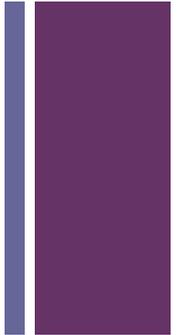


Two Kinds:

1. **Within** a Performance Measure
 - Result + Indicator + Target + Instrument
2. An **Aligned Set** = 3 Performance Measures on SAME Activity
 - Output
 - Intermediate Outcome
 - End Outcome



Example of a Set of Aligned Performance Measures



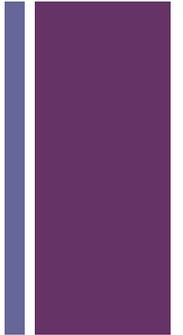
- **Output:** Students receive reading tutoring
- **Intermediate Outcome:** Students read more books
- **End Outcome:** Students have increased reading proficiency



Another Set of Aligned Performance Measures

- **Output:** Youth participate in disaster preparedness activities.
- **Intermediate Outcome:** Youth increase knowledge of appropriate disaster responses.
- **End Outcome:** Youth perform appropriately during emergency drill.

+ Aligned Measures (NOT!)



Output: Students mentored

Intermediate Outcome:

Mentors are satisfied.

End Outcome: Students have improved self esteem

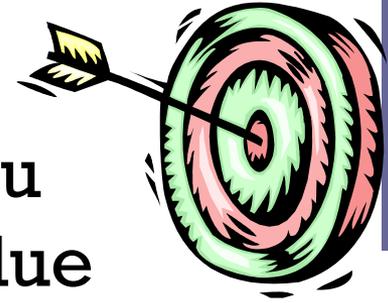
+ What is an Indicator?

- ★ Information you collect to determine progress toward achieving results
- ★ Concrete and measurable
- ★ Answers the question, “What is my *evidence* that something has occurred?”
- ★ Output indicator usually begins with “*Number of...*”
- ★ Outcome indicator usually begins with “*Percent of...*”





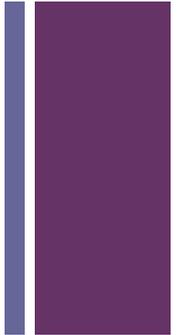
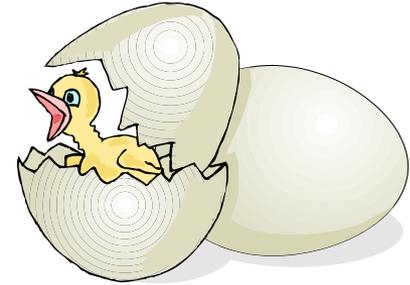
What is a Target?



- ★ Describes **amount** of change you anticipate achieving each year due to efforts of members/volunteers.
- ★ Based on indicator – specific, measurable amount of change that will signify “**success**”
- ★ Outcome Target:
 - **Who** will experience change?
 - **How many** people will experience change?
 - **How much** change will occur (compared to baseline)?
 - Over **what time period** will change occur (one year)?

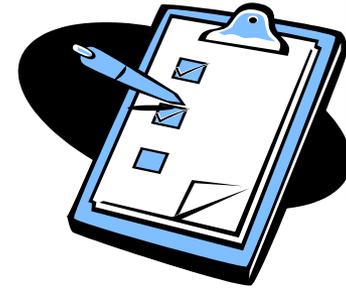
+ Advice about Targets

- ★ Consider available program resources.
- ★ Consider community context.
- ★ First year targets may be educated guesses.
- ★ Be prepared to adjust targets based on experience.
- ★ Targets should be ambitious but also realistic.

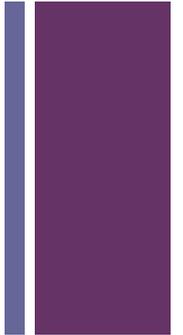


+ What is an Instrument?

- ★ Document or form used to collect information from data source
- ★ Data source: Person, place or group that provides you with information to measure indicators
- ★ Examples: Attendance rosters, tally sheets, questionnaires, checklists
- ★ Adapt existing instruments or develop your own.



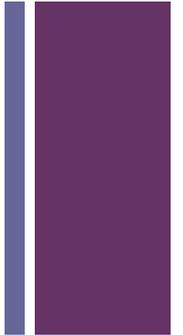
+ Internal Alignment: Output



Members/Volunteers will provide 1 on 1 reading tutoring to third graders at least 3 times a week for 20 minutes/session

- Output Result: Students tutored in reading
- Indicator: Number of students tutored in reading
- Target: 350 students tutored in reading
- Instrument: Reading Tutoring Program Roster

+ Internal Alignment: End Outcome



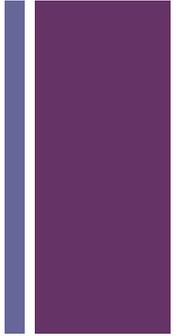
Members/Volunteers will provide 1 on 1 reading tutoring to third graders at least 3 times a week for 20 minutes/session

- End Outcome Result: Students have improved proficiency in reading
- Indicator: Percentage of students tutored who have improved proficiency in reading
- Target: 75% (263 of 350) students tutored will have improved proficiency in reading
- Instrument: Reading Grade Log

+ Internal Alignment: End Outcome (NOT!)

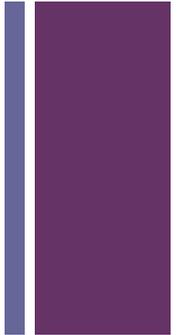
Members/Volunteers will provide 1 on 1 reading tutoring to third graders at least 3 times a week for 20 minutes/session

- End Outcome Result: Students have improved proficiency in reading
- Indicator: Teachers will report that 75% students have completed more reading homework.
- Target: Students tutored will show improved behavior in the classroom and be sent to the Principal's office less often.
- Instrument: logs and surveys



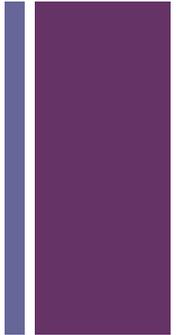
Overview of National Performance Measures

+ Basic Overview



- Common outputs and outcomes
- Unduplicated beneficiary counts (outputs)
- Standardized data collection instruments
- Corporation will aggregate results to demonstrate national impact
- Should represent project's primary activities
- Program Year 2010-11 is a pilot year for the national performance measures

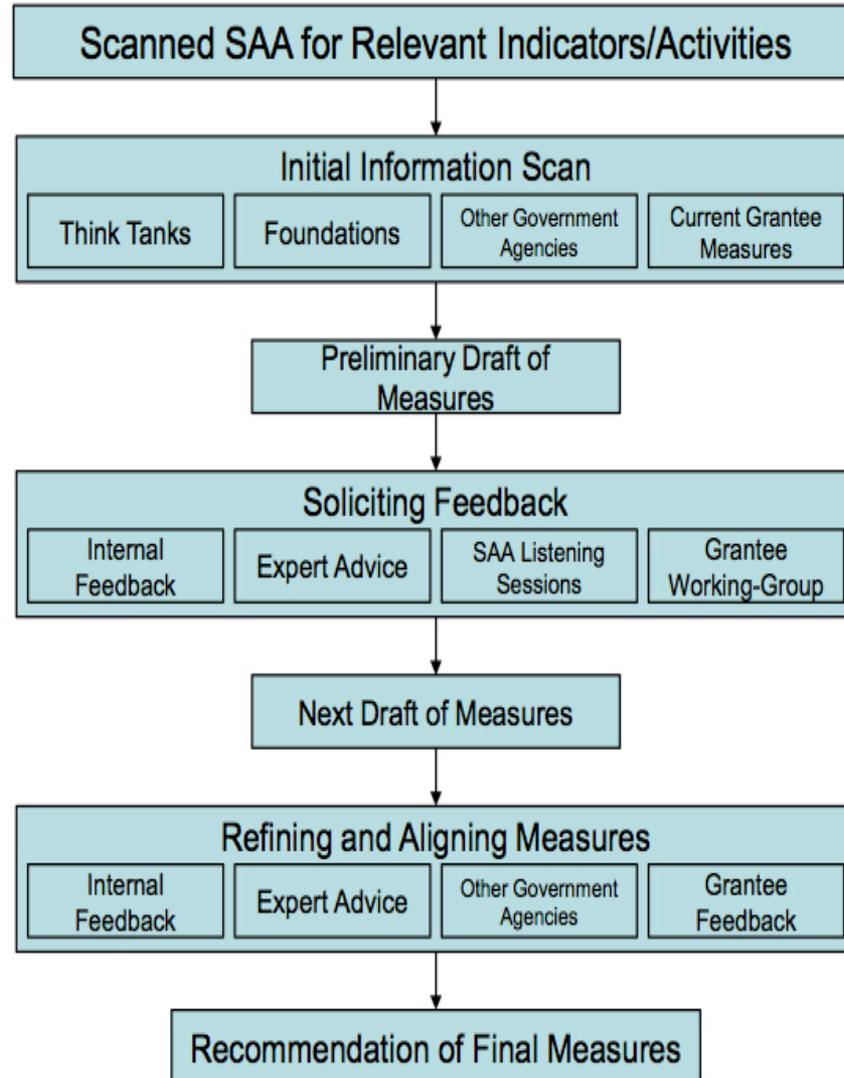
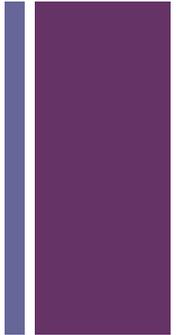
+ Key National Measure Requirements



- Service Activities
 - Conform to “definition of key terms”
 - Designed to achieve National Measure results
- Outputs: Unduplicated beneficiary counts
- Outcomes: Some require standardized tools
- Aligned Performance Measures:
 - Match output and outcome
 - Outcome can be a national measure or applicant determined

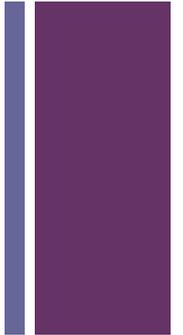


National Performance Pilot Process

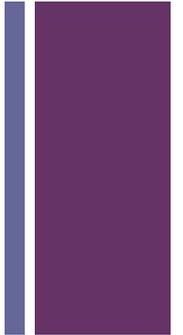


+ National Measure Pilot

- Required to measure an aligned output and outcome.
- Most of the national measures are outputs.
- A few of the national measures include an output and outcome.
- In cases where there is only a national output measure, you will be required to identify and measure an outcome indicator specific for your program's service activity.
- The instrument packets can help you think about how to create an appropriate set of aligned performance measures.



+ Instrument Packets



- Developed to help projects implement National Performance Measures
- Instrument packets contain:
 - Definitions of key terms
 - Considerations to determine if a National Measure is right for your program
 - Data collection challenges and strategies
 - Sample instruments with instructions
 - Specific requirements to measure sets of National Measures in combination (if applicable)

+ Education Programs

Education Program	Youth/Mentor Program
MUST measure BOTH national outputs	MUST measure BOTH national outputs
ED1 = # students start	ED3 = # matches start
ED2 = # students completed	ED4 = # matches sustained



Then, you **MUST** choose/measure **AT LEAST ONE** of 7 outcomes

ED5 = improved academic performance

ED6 = improved attendance

ED7 = no suspensions

ED8 = decreased substance abuse, arrest, gang involvement

ED9 = HS graduation

ED10 = entering post-secondary institutions

ED11 = earn post-secondary degree

If tutoring program – **MUST** select “improved academic performance” (ED5)

+ Teacher Corps Programs

Education Outputs	Teacher Corps Outputs
MUST measure:	MUST measure:
ED1 = # students start	ED12 = # start as teachers
ED2 = # students completed	ED13 = # complete service
	ED14 = # in high need public schools



You MUST measure these 3 outcomes:

ED15 = # students with improved academic performance

ED16 = # teachers remaining teaching in public schools - after

ED17 = # teachers remaining in education field - after

OPTIONAL:

ED18 = # teachers with positive impact on student learning

ED19 = # teachers receiving teaching certifications – after

+ Clean Energy/Environment Programs

Outputs

You MUST choose/measure AT LEAST ONE of 6 outputs

If EN1 = # housing units weatherized

Then MUST measure E7 Outcome = energy reduction

EN2 = # energy audits

EN3 = # students/youth trained

EN4 = # acres of parks/lands cleaned/improved

EN5 = # miles of trail/river cleaned/improved/created

EN6 = # tons collected/recycled

Program must identify its own outcome for aligned measure if not EN1

+ Healthy Futures Programs

Outputs

You MUST choose/measure AT LEAST ONE of 7 outputs

H1 = # people utilizing preventive/primary health care services and programs

H2 = # clients receiving health information

H3 = # clients enrolled in health insurance/services/benefits programs

H4 = # people participating in health education programs

H5 = # children/youth in PE to reduce childhood obesity

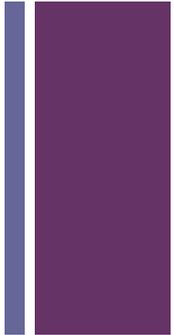
H6 = # children/youth receiving nutrition ed. to reduce childhood obesity

H7 = # receiving language translation services clinics/emergency rooms

Program must identify its own outcome for aligned measure



Opportunity Programs (NSA)



Outputs	Outcome
If choose this output, then MUST measure this outcome:	
O1 = # receiving financial literacy	O9 = # improved financial knowledge
O3 = # receiving job placement services	O10 = # placed in jobs
O5 = # receiving housing placement services	O11 = # transitioned into housing

Additional output options (pick your own outcome):

O2 = # receiving job or other skills training

O4 = # housing units developed/repaired/etc. for low income or people with disabilities

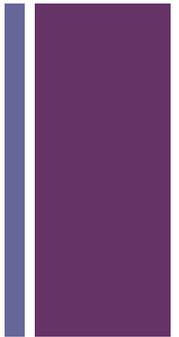
O6 = # receiving emergency food

O7 = # receiving services to alleviate long-term hunger

O8 = # homebound receiving services to live independently

+ Opportunity Programs (PD)

Member Outputs	Member Outcome
If choose this member output, then MUST measure this outcome:	
O12 = # members unemployed prior to term of service	O15 = # finding work during term or within one year
O13 = # members without GED	O16 = # receiving GED /diploma
O14 = # members without college degree	O17= # complete a college course within 1 year



+ Veterans Programs

Outputs

You **MUST** choose/measure **AT LEAST ONE** of 7 outputs

V1 = # veterans receiving assistance

V7 = # military families receiving assistance

V2 = # veterans engaged in service (non-mentoring)

V5 = # veterans mentoring at risk youth

V3 = # veterans assisted enrolling in education

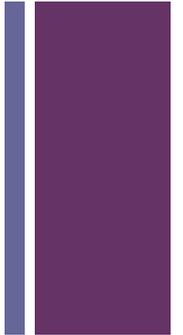
V4 = # veterans receiving successfully completing education

V6 = # housing units created for veterans

Program must identify its own outcome for aligned measure



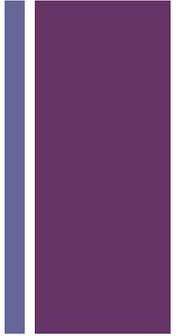
New Yorkers Volunteer Reporting



- Year 1: Submit three reports for National Measures
 - 1st report, February 2011: Determine if initial data efforts working, changes needed, and/or additional T/TA needed; no numbers
 - 2nd report, May 2011: Report all progress to date on National Measures
 - 3rd report, October 2011: End of year report
- Years 2 & 3: Submit regular year-end report

+ National Performance Measure Resources

- ★ National Performance Measures
 - “one-stop shop” on the Resource Center
 - Detailed Background Information on National Performance Measures
 - FAQ on National PMs
 - Instructions for Entering PMs in eGrants
 - Instrument Packets for National PMs
 - Introducing National PMs (tutorial)
- ★ Webinars for sub-grantees
- ★ STAR phone assistance for programs



Small Group Discussions by Focus Area