



High Quality Performance Measures



Learning Objectives



- Define performance measurement
- Understand how performance measurement and evaluation differ
- Know how CNCS uses performance measures
- Learn characteristics of high quality performance measures

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
 - Can reflect changes in individuals, organizations, communities or the environment
 - Typically include changes in **knowledge, attitude, behavior** or **condition**
 - Must have a logical connection to the intervention and be aligned with outputs

Purpose of Performance Measurement



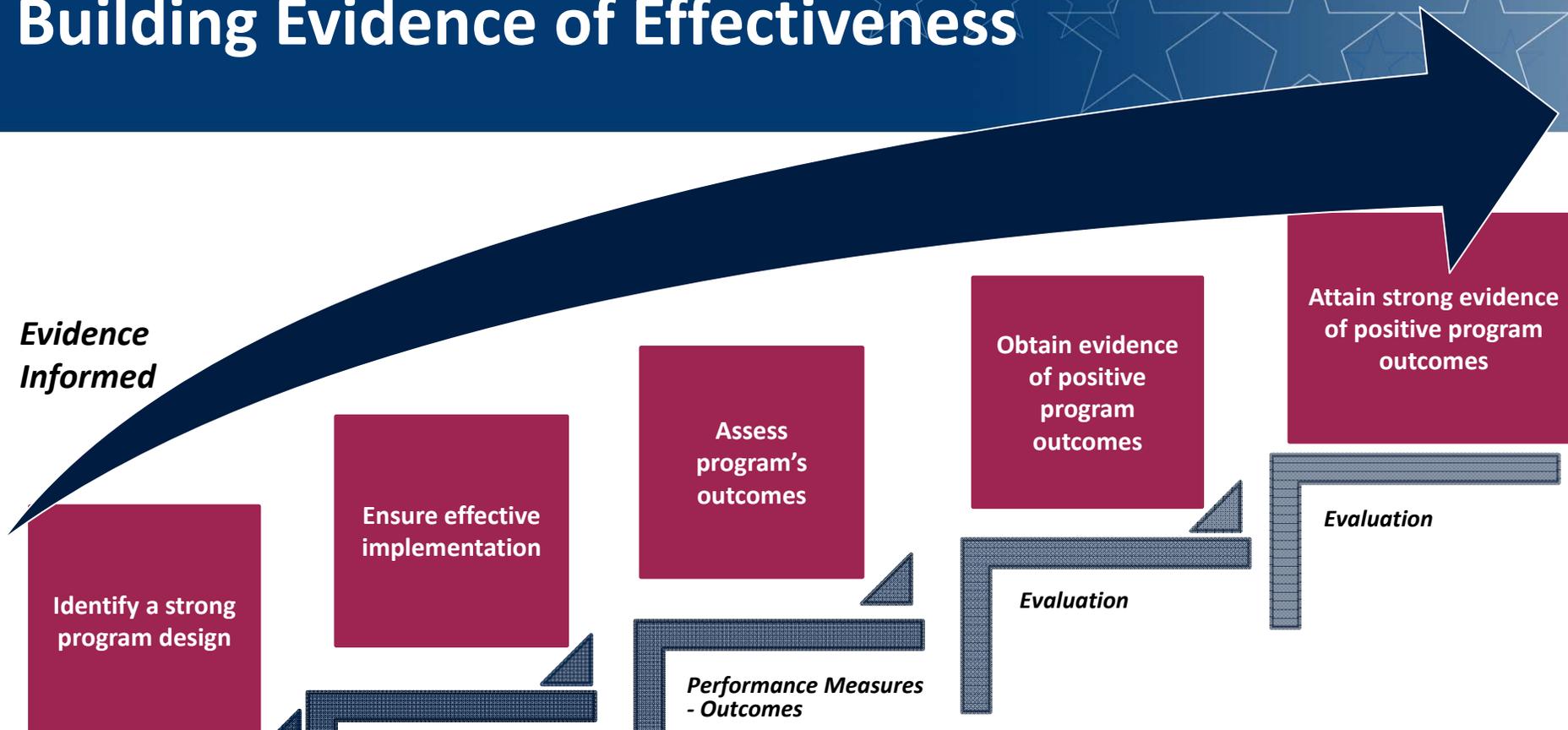
- Recognition of progress
 - Collect reliable information about the intervention's implementation and progress toward outcomes
- Accountability to funders and stakeholders
 - Communicate achievements in a meaningful and compelling way
- Program Improvement
 - Spot and correct problems
 - Strengthen the intervention
 - Determine where to allocate limited resources

Performance Measurement and Impact Evaluation

Differences: Key Areas	Performance Measurement	Impact Evaluation
Implementation	Monitoring and reporting of program accomplishments and progress	In-depth research activity that assesses whether the program works as expected
Time Focus	Ongoing	Conducted periodically or on an ad-hoc basis
Cause and Effect	Demonstrates if a change occurred, but not why; Change is not attributable to intervention	Tests cause and effect relationship between intervention and outcomes with a comparison or control group;

Building Evidence of Effectiveness

Evidence Informed



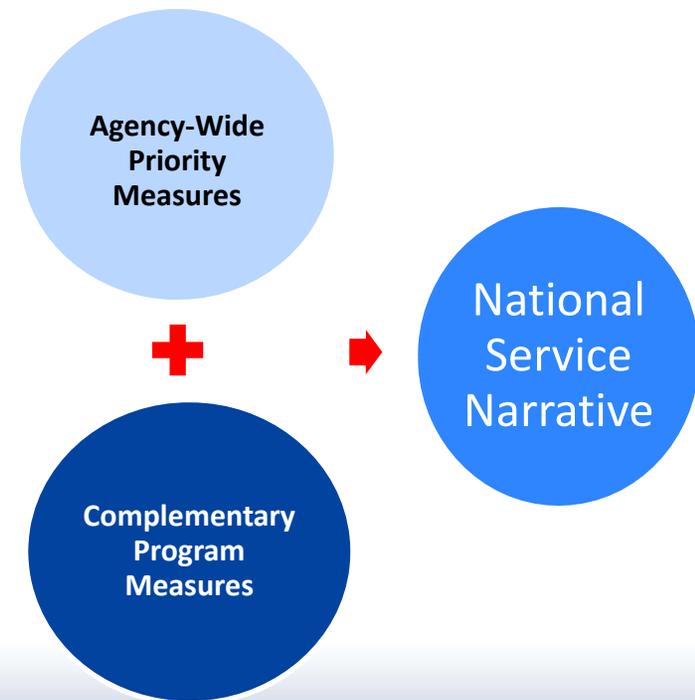
Questions?



CNCS National Performance Measures

Grantees and sponsors contribute to the National Service story by selecting national performance measures:

- Agency-Wide Priority Measures
- Complementary Program Measures



CNCS National Performance Measures

Reflect the CNCS Strategic Plan and its programming priorities:

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



CNCS National Performance Measures

- Grantees and sponsors will use common terms, definitions and measurement approaches.
- CNCS Programs will have specific performance measurement requirements.



How CNCS Uses Performance Measures

- Tell the story of the collective impact of national service programs
- National Performance Measures:
 - Reflect CNCS Strategic Plan and programming priorities
 - Allow for consistent terms, definitions, and approaches to measurement (“speaking the same language”)
 - Priority Measures: used across multiple CNCS programs
 - Complementary Measures: customized for particular programs (e.g., AmeriCorps)
- Applicant-determined Measures*:
 - Intended for programs whose interventions, outputs, or outcomes do not fit under existing National Performance Measures

**Some National Performance Measures have applicant-determined outcomes*

Performance Measure Requirements

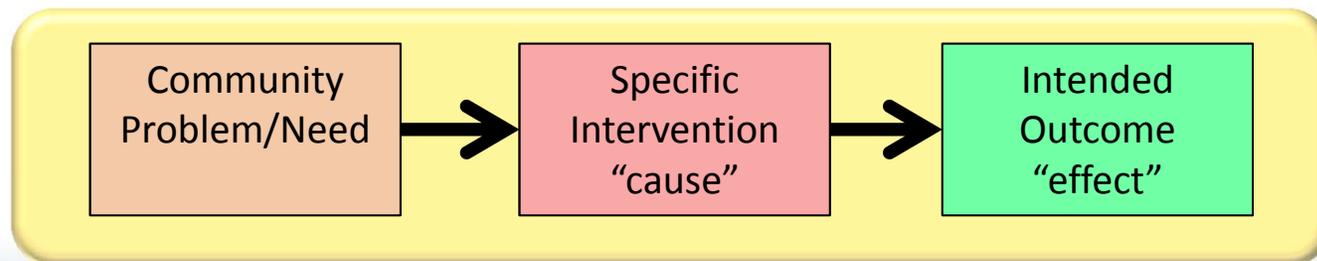
- One aligned performance measure (output + outcome) for primary intervention
- Programs may create additional performance measures to measure outcomes of significant program interventions

High Quality Performance Measures

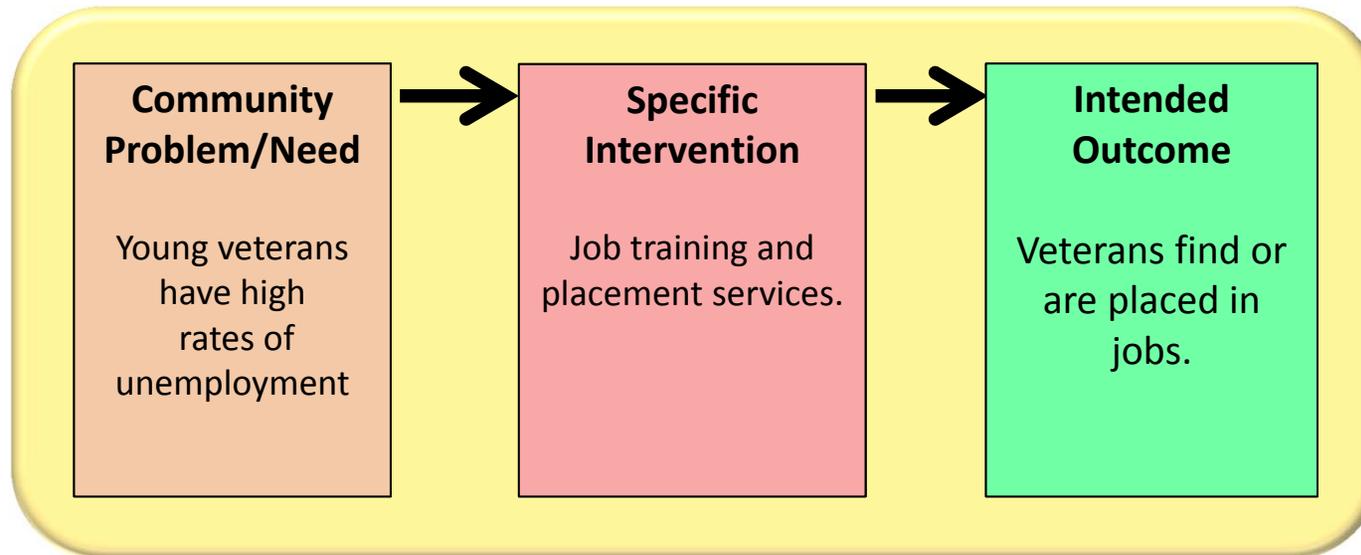
- Alignment with theory of change
- Alignment of outputs and outcomes
- Meaningful change – Worth measuring

Alignment with Theory of Change

- Logical connection between problem, intervention, outcome
- The intervention is likely to lead to the outcome
- The outcome measures what the intervention is trying to accomplish (change in knowledge, attitude, behavior, condition)



Theory of Change: Veterans Example



What is Measured?

- Will the program intervention change attitude, knowledge, behavior or condition?
- Outcome type should be the same as theory of change



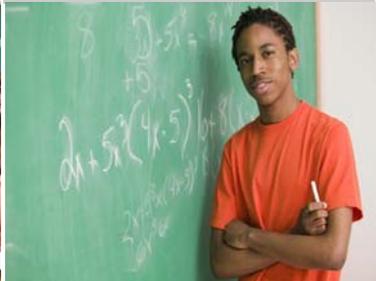
Outcomes

Types of Outcomes

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

Outcome Examples— Education



Attitude/Belief	Knowledge/Skill	Behavior	Condition
Increased interest in school	Improved math ability	Increased school attendance	Successful completion of High School
			

Outcome Examples— Healthy Futures



Attitude/Belief	Knowledge/Skill	Behavior	Condition
Increased desire to adapt good nutrition habits	Improved low-budget cooking skills	Increased healthy food intake	Improved household food security (supply)
			

Outcome Examples— Capacity Building



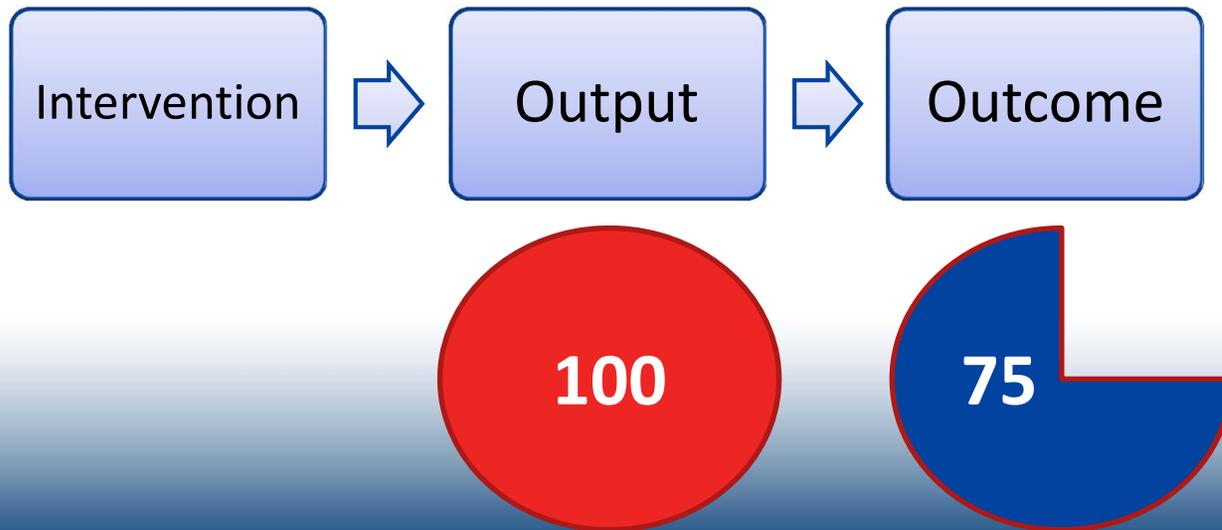
Examples of Change in Condition

- Afterschool services expanded to two new locations
- Reduced waiting time and cost for clients



Alignment of Outputs and Outcomes

- Intervention produces output
- Output leads to the outcome
- Output and outcome measure the same intervention and beneficiaries
- National Measures aligned as directed in CNCS guidance



Housing Example: Output-Outcome Alignment

INTERVENTION: Construction teams assess housing request, plan and execute housing upgrades and repairs and complete inspection requirements for individuals with disabilities.

OUTPUT: Individuals with disabilities receive housing service (upgrades and repairs).

OUTCOME: Construction team members improve construction skills.

- Do the intervention and output align?
 -
 -
- Why or why not?

Housing Example: Output-Outcome Alignment

INTERVENTION: Construction teams assess housing request, plan and execute housing upgrades and repairs and complete inspection requirements for individuals with disabilities.

OUTPUT: *Individuals with disabilities* receive housing service (upgrades and repairs).

OUTCOME: *Construction team members* improve construction skills.

• Do the output and outcome align?

Yes

No

• Why or why not?

• 2 different groups of beneficiaries

Examples of Aligned Output-Outcome National Performance Measures

Focus Area	Output	Outcome
Education	Number of children that completed participation in CNCS-supported early childhood education programs. (ED21)	Number of children demonstrating gains in school readiness in terms of social and/or emotional development.(ED23)



Examples of Aligned Output-Outcome National Performance Measures

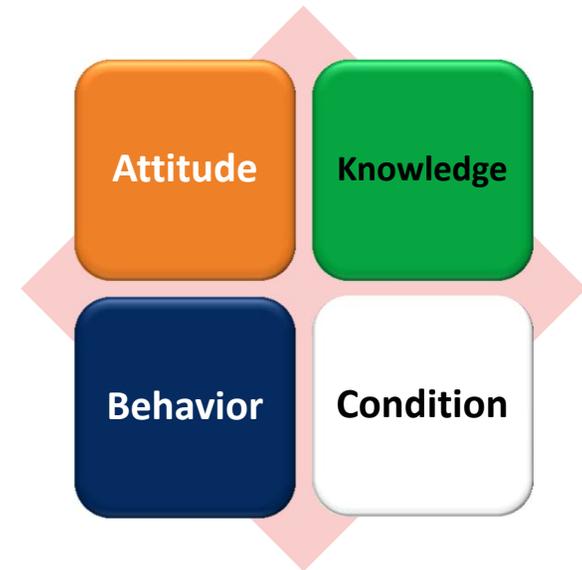
Focus Area	Output	Outcome
Healthy Futures	Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger (H11)	Number of individuals that reported increased food security of themselves and their children (household food security) as a result of CNCS-supported services (H12)



Meaningful Outcomes

The Outcome should:

- Reflect a meaningful change in knowledge, attitude, behavior or condition
- So what?
- Be ambitious yet realistic



Meaningful Outcome

- Is the outcome logically connected to the community problem?
- Is the outcome central or peripheral to the program's theory of change?



Meaningful Outcome

- Beneficiaries. Is the target audience identified in the outcome?
- Scope of the outcome. How many will benefit?
- Magnitude of the outcome. How much change will occur for beneficiaries?
- Data collection plan. Are proposed methods/instruments appropriate? Is there a clear plan/timeline for developing instruments and collecting data?

Best Practices: Performance Measure Design



- Select PMs that fit your program design and theory of change, not vice versa
- Less = more: focus on a small number of high-quality measures
- Measure outputs and outcomes for program beneficiaries*
- Clearly define all terms used
- For longer-term outcomes, set targets that are achievable in a single grant year

**Except for member development and teacher corps measures*

Best Practices: Performance Measure Design (continued)

- Use numerical targets, not percentages
- For outcomes that require participant follow-up, set targets that take into account response rate attrition
- Clearly distinguish outcomes from outputs while maintaining logical alignment
- Choose outcome measures that are ambitious but realistic; ensure that the program can realistically document or track the required information.



Best Practices: Performance Measure Implementation and Data Collection

- Set up MOUs with service sites that clearly lay out data collection responsibilities/expectations
- Provide up-front training in data collection for members, site supervisors, and other program staff
- Obtain baseline data so that changes can be objectively assessed, rather than assessing perceptions of change retroactively
- Select data collection instruments that are valid (measure what they are supposed to measure) and reliable (yield consistent results)
- Keep data collection procedures consistent over time and across different sites

Best Practices: Performance Measure Implementation and Data Collection (cont.)

- Choose data collection instruments that are accessible and yield timely data
- Develop creative ways to improve beneficiary responses to data collection efforts (incentives, etc.)
- Allocate sufficient resources toward data collection efforts: money, time, personnel
- Build in time for data review and verification prior to compiling/submitting reports
- Incorporate data quality review protocols into monitoring visits to sites
- Share best practices between programs/commissions

Questions?



Resources

AmeriCorps Performance Measures Page:

<http://www.nationalservice.gov/resources/performance-measurement/ameriCorps>

CNCS Performance Measurement Core Curriculum:

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