

Checklist for Performance Measurement Work Plan

Project: Work Plan Issue Areas:

Activity Start Date: _____ Activity End Date: _____

1	Community Need	Yes	No	If "No", What To Do Now
A	Is the priority community issue or problem that your service will address clearly identified?	<input type="checkbox"/>	➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> 3rd and 4th graders are reading significantly below grade level. Homebound elderly are losing independence and moving to nursing homes.
B	Is the source that established the problem clearly identified? Is the source reliable? A reliable source is one that is research based, current, contains community/county statistics, and comes from a responsible, dependable source. Avoid using <u>only</u> sources that are based solely on anecdotes, a small amount of data, or that are biased.	<input type="checkbox"/>	➔	Add this information. If you do not have a reliable source that establishes this as a community problem, you should either find a source, or re-examine the validity of the problem your program will address. <i>Examples:</i> <ul style="list-style-type: none"> State Reading Assessments for 3rd and 4th grade. County Dept. on Aging, Independent Living Statistics, "A Case for Better Home Assistance"
C	Is the community named, and are its characteristics described?	<input type="checkbox"/>	➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> The County of Malloy is a poor, urban area with high unemployment, a high dropout rate, low academic performance, and limited community services. The City of Leet west side is a blue-collar neighborhood, with rising unemployment, large elderly population, moderate property crime, and low violent crimes.
D	Is it clear who or what in the community is being affected by the identified problem—the unmet need?	<input type="checkbox"/>	➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> 3rd-5th graders identified by the school as reading below grade level. Homebound people identified by social services as unable to remain independent without assistance.
E	Is it clear what your Senior Corps volunteers will be doing to address the identified community need?	<input type="checkbox"/>	➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> Wintergreen Elementary School currently lacks tutors or other resources to provide additional help to students who are reading below grade level. Talcott Area Agency on Aging is currently unable to meet the demand for home visits with its current staff and volunteer resources.

2	Service Activity	Yes	No	If "No", What To Do Now
A	Is it clear exactly <u>what</u> volunteers will be doing in this activity? Is it clear <u>how</u> volunteers will achieve the impacts? <i>Stating that volunteers will "assist", "supervise", "mentor", or "clean up", does not describe <u>how</u> the activity operates.</i>		➔	Review your activity. Describe <u>exactly</u> what volunteers are doing to achieve the identified impact. Expand your description to give a fuller picture of what volunteers do. <i>Example:</i> <i>Volunteer will visit each client 60 minutes per week for 35 weeks. Volunteer will work with client on specific areas of concern identified by healthcare specialist. Volunteer will observe, and record any living, safety, health, or nutritional changes on the Weekly Report Form. Volunteers may provide client with transportation.</i> Consider the following questions in 2B thru 2F below.
B	Is it stated who will be the direct recipients of this service?		➔	Add this information. <i>Example:</i> <ul style="list-style-type: none"> • Homebound elderly identified by social services as unable to remain independent without assistance.
C	Are the selection criteria stated; is it clear how appropriate service recipients will be identified?		➔	Explain how appropriate service recipients are selected. <i>Examples:</i> <ul style="list-style-type: none"> • Teachers will refer 5th graders who are reading below a 3rd grade level. • Healthcare specialists will refer elderly people with health risks via a referral form.
D	Is it stated how often and for how long volunteers will perform this activity?		➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> • 10 volunteers will tutor 100 students 1:1, 60 minutes each per week for 12 weeks • 25 volunteers will visit 75 in-home clients 60 minutes each for 35 weeks
E	Is the name and type of organization through which the volunteers provide service identified?		➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> • Five Sutter School District elementary schools. • County Dept on Aging-Home Help Coordinator and United Way of Malloy.
F	Will this activity, <u>as described</u> , address the community need identified by the program? Consider the need and the way you are addressing that need. Is it <u>reasonable & logical</u> that this activity could affect the community need?		➔	If your activity does not clearly address the identified problem, you need to reevaluate the activity you selected, and/or the community need you are trying to address. The <i>need</i> and the <i>activity</i> must be aligned—otherwise it is not clear what need you are serving.

3	Anticipated Inputs	Yes	No	If "No", What To Do Now
A	Is it stated how many Senior Corps volunteers will participate?		➔	Add this information. <i>Example:</i> <ul style="list-style-type: none"> • Eighty RSVP volunteers • Sixteen Foster Grandparents • Fifteen Senior Companions
B	Are the total hours of service stated for the program period?		➔	Add this information. <i>Example:</i> <ul style="list-style-type: none"> • 1200 total volunteer hours
C	Is it clear what training will be provided to your volunteers, by whom, and for how long?		➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> • School district will provide a mentor teacher and reading specialist for 20 hours of training—ten hours of orientation, and then one hour per week for ten weeks. • The Department of Social Services will provide eight hours of orientation training, and then 10 hours of training over months (topics: independent living, recognizing & assessing safety, nutrition and health status).
D	Are material resources to be expended on the activity identified?		➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> • Reading material (e.g. books, supplies) and training materials will be funded through a state grant. • Training materials, and travel expenses will be funded through the Department of Social Services—Home Assistance Program. • Training materials will be funded through the County Volunteer Program.
E	Will these inputs, <u>as described</u> , provide adequate resources to provide the described activity to the stated number of recipients?		➔	Include additional information. If your inputs are not adequate, consider how to bring your resources in line with your commitment to the community to provide this activity. You can increase resources or adjust the activity to better match the resources available.

4	Anticipated Outputs - (Accomplishments)	Yes	No	If "No", What To Do Now
A	Is it stated who (persons or groups) will be served?		➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> • Elementary school students (3rd-5th-grade) will be tutored one-on-one. • In-home clients will be visited for sixty minutes each week. • Community volunteers will receive twenty-five hours of training.
B	Is it clearly stated what will be created (if applicable)?		➔	Add this information. <i>Examples:</i> <ul style="list-style-type: none"> • A Reading Skills Plan with goals (based on needs assessment) and timelines will be created for each student. • Each client will have a Plan to sustain or increase skills, which will be taken from a baseline assessment for independent living skills. • Curriculum and materials will be created for volunteer training courses.
C	Do the anticipated outputs <u>flow logically</u> from the activity? Will it occur because of this activity?		➔	Review anticipated outputs and bring them in line with the activity. Can these outputs "reasonably" be expected to occur due to this activity?
D	Indicators: Is it stated what specifically will be looked at to gauge outputs?		➔	Add this information. Indicators are items of information that demonstrate progress toward the anticipated outputs. <i>Examples:</i> <ul style="list-style-type: none"> • Number of kick-off meetings held to inform residents about neighborhood watch programs. • Number of clients receiving respite care services • Number of students tutored
E	Target: Does each indicator have a corresponding target?		➔	The output target is a specific number or quantity of beneficiaries served or things created by your volunteers. <u>Each</u> indicator needs to have a corresponding target. Review instruments and add a target to "fit" the anticipated output.
F	Does each target state how many people will be served and/or how many products will be created?		➔	Add this information. <u>Each</u> target needs the number of people who will be served and/or the number of products that will be created. <i>Examples:</i> <ul style="list-style-type: none"> • Twenty kickoff meetings will be held to inform residents about neighborhood watch programs. • Fifty clients will receive respite care services. • Eighty students will be tutored.
G	Does this target respond to your output statement?		➔	Review output and target. Ask yourself if this target will tell you if you achieved your output. If the target does not fit, or match the output, reevaluate and revise your target to address your output. The two have to be brought into line.

5	Anticipated Intermediate Outcomes	Yes	No	If "No", What To Do Now
	Anticipated impact includes both an intermediate outcome and an end outcome . For each outcome, identify Indicators, targets and how measured (instrument or data source). Intermediate outcomes are addressed below.			
5A-1	Intermediate outcome: Is it clear what (knowledge, skill, attitude, or behavior) will change or what benchmark will be reached for beneficiaries, even if it is not the final or most significant benefit?		→	Write an intermediate outcome. For details, refer to <i>Senior Corps Performance Measurement Toolkit</i> . Examples of intermediate outcomes: <ul style="list-style-type: none"> • Residents will establish local neighborhood watch programs. • Caregivers will experience an increase in free time. • Students will increase homework completion.
5A-2	Is the recipient of the change clearly identified? Who or what directly changes because of this activity?		→	<ul style="list-style-type: none"> • Add this information. See 5A-1 above.
5A-3	Does the intermediate outcome flow logically from the activity? Will it occur because of this activity?		→	Review anticipated intermediate outcome. Ask yourself; can this impact—this change— <i>reasonably</i> be expected to occur because of this activity? If not, reevaluate and revise your anticipated impact and your activity. The two have to be brought into line.
5A-4	Indicators: Is it stated what specifically will be looked at to gauge progress toward the intermediate outcome? How will you know you're achieving the intermediate outcome?		→	Add this information. Indicators are items of information that demonstrate progress toward the intermediate outcome. <i>Examples:</i> <ul style="list-style-type: none"> • Number of local neighborhood watch programs established. • Percent of hours of free time for caregiver (before/after). • Percent of homework completed by students (before/after). The intermediate outcome is not the midpoint of your end outcome.
5A-5	Target: Does each indicator have a corresponding target?		→	The target is a specific and quantifiable level of change that you want to attain for beneficiaries so you can say that your project was successful. <u>Each</u> indicator needs to have a corresponding target. Review instruments and add a target to "fit" the anticipated impact.
5A-6	Does each target state who or what will change AND the amount (number or percent) of the change?		→	Add this information. <u>Each</u> target needs the number who will change and by how much they will change. <i>Examples:</i> <ul style="list-style-type: none"> • Residents of at least twelve neighborhoods will establish a local neighborhood watch program. • Ninety percent of caregivers will report an increase in free time of at least three hours per week. • Eighty percent of students will experience at least a 25 percent increase in completion of homework assignments.
5A-7	Does this target respond to your intermediate outcome statement?		→	Review intermediate outcome and target. Ask yourself if this target will tell you if you achieved your intermediate outcome. If the target does not fit, or match the intermediate outcome, reevaluate and revise your target to address your intermediate outcomes. The two have to be brought into alignment.

5	Anticipated Intermediate Outcomes <i>Continued from previous page</i>	Yes	No	If "No", What To Do Now
5A-8	Is each target reasonable and achievable considering resources, experience, training, and time?		➔	Review your target and revise it to be achievable within your program period.
5A-9	How Measured: How will you assess the intermediate outcome (changes)? How will you assess the indicators you selected?		➔	Add this information. Identify the instrument you will use to gauge progress on each indicator. <i>Examples:</i> <ul style="list-style-type: none"> • Neighborhood Watch Tracking Sheet and membership rosters • Respite Care Weekly Checklist • Weekly Homework Completion Log
5A-10	Is an instrument identified for each <u>indicator</u> ?		➔	Add this information. <u>Each indicator</u> needs a corresponding way to be measured. Most instruments measure more than one indicator.
5A-11	Have you <u>confirmed</u> that you will have access to each <u>data source</u> identified? <i>The <u>data source</u> is where you will look for the information you need to record.</i>		➔	Be sure you have an agreement with the entity that holds the data you need. In some cases, this will be under your control—but some agencies may require agreements. If you cannot get access to the data source, consider a different source.
5A-12	Is the <u>data source</u> selected the most direct possible to measure impact(s)?		➔	Select sources that provide the necessary data most directly and consistently. Identify the most direct and reliable source to get the data you need to answer the impact questions.
5A-13	If needed to analyze the target, has comparison data been identified as to where and when it will be collected? <i>Comparison and/or baseline data is needed if you are going to measure an increase or decrease in something (skill, attendance, test scores).</i>		➔	Add information about the comparison data or baseline data source and the instrument to be used (such as: pre-test, pre-survey, previously existing data) for comparison.

5	Anticipated End Outcomes	Yes	No	If "No", What To Do Now
	Anticipated impact includes the intermediate outcome and end outcome . For each outcome, identify Indicators, targets and how measured (instrument or data source). End outcomes are addressed below.			
5B-1	End Outcome: Is it clear what (knowledge, skill, attitude, or behavior) will change for beneficiaries that is significant?		→	Write an end outcome. For details, refer to <i>Senior Corps Performance Measurement Toolkit</i> . Examples of end outcomes: <ul style="list-style-type: none"> • Property crime rates will decline in the then neighborhoods of the City of Ferndale. • Caregivers will experience an increase in life satisfaction. • Students who participate in the tutoring program will complete requirements for promotion to the next grade level.
5B-2	Is the recipient of the change clearly identified? Who directly changes because of this activity?		→	<ul style="list-style-type: none"> • Add this information. See 5B-1 above.
5B-3	Does the end outcome flow logically from the activity? Will it occur because of this activity?		→	Review anticipated end outcome. Ask yourself; can this outcome—this change— <i>reasonably</i> be expected to occur because of this activity? If not, reevaluate and revise your anticipated impact and your activity. The two have to be brought into line.
5B-4	Indicators: Is it stated what specifically will be looked at to gauge the end outcome? How will you know you're achieving the anticipated end outcome?		→	Add this information. Indicators are items of information that demonstrate progress toward the anticipated impact. <i>Examples:</i> <ul style="list-style-type: none"> • Percent decline in property crime rate in the ten neighborhoods in the City of Ferndale • Percent of caregivers who report an increase in life satisfaction • Percent of students participating in the entire tutoring program who complete the requirements for promotion to the next grade level
5B-5	Target: Does each indicator have a corresponding target? The target is a specific and quantifiable level of change that you want to attain for beneficiaries so you can say that your project was successful.		→	<u>Each</u> indicator needs to have a corresponding target. Review indicators and add a target to "fit" the anticipated end outcome.
5B-6	Does each target state who and will change AND the number or percent of the change?		→	Add this information. <u>Each</u> target needs the number who will change and by how much they will change. <i>Examples:</i> <ul style="list-style-type: none"> • Forty percent decline in property crime rate in the twenty neighborhoods of the City of Ferndale one year after formation of neighborhood watch committees • Ninety percent of caregivers will reporting an increase in life satisfaction • Seventy percent of students who participate in the entire ten weeks of tutoring will complete the requirements for promotion to the next grade level.

5	Anticipated End Outcomes <i>Continued from previous page</i>	Yes	No	If "No", What To Do Now
5B-7	Does this target respond to your end outcome statement?		➔	Review end outcome and the target. Ask yourself if this target will tell you if you achieved your end outcome. If the target does not fit, or match the end outcome, reevaluate and revise your target to answer your end outcomes. The two have to be brought into line.
5B-8	Is each target reasonable and achievable considering resources, experience, training, and time?		➔	Review your target and revise it to be achievable within your program period.
5B-9	How Measured: How will you assess the end outcome (changes)? How will you assess the indicators you selected?		➔	Add this information. Identify the instrument you will use to gauge progress on each indicator. <i>Examples:</i> <ul style="list-style-type: none"> • Neighborhood Crime reports from Ferndale Police Department • Caregiver Pre-Post Survey • Teachers reports
5B-10	Is an instrument identified for each <u>indicator</u> ?		➔	Add this information. <u>Each indicator</u> needs a corresponding way to be measured.
5B-11	Have you <u>confirmed</u> that you will have access to each <u>data source</u> identified? <i>The data source is where you will look for the information you need to record.</i>		➔	Be sure you have an agreement with the entity that holds the data you need. In some cases, this will be under your control—but some agencies may require agreements. If you cannot get access to the data source, consider a different source.
5B-12	Is the <i>data source</i> selected the most direct possible to measure the end outcome(s)?		➔	Select sources that provide the necessary data most directly and consistently. Identify the most direct and reliable source to get the data you need to answer the end outcome questions.
5B-13	If needed to analyze the target, has comparison data been identified as to where and when it will be collected? <i>Comparison and/or baseline data is needed if you are going to increase or decrease something (skill, attendance, test scores).</i>		➔	Add information about the comparison data or baseline data source and the instrument to be used (such as: pre-test, pre-survey, previously existing data) for comparison.