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Performance Measurement: Going to the Next Level

**Ohio Commission on Service and Volunteerism
April 12, 2012**

Provided by CNCS and JBS International
Susan Hyatt, Trainer



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AGENDA

- Review Theory of Change
- Three Types of Alignment
- Veteran's Reintegration Case Study
- Performance Measurement Critiques
- Data Collection and Quality
- Instrument Mapping
- Systems, Timelines, Member/Partner Training



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What is a “Theory of Change”?

- A theory of change looks at cause and effect relationships and identifies specific interventions to achieve the desired result
- If the INTERVENTION (X) is delivered at a certain dosage, then the expected OUTCOME (Y) will happen.

$$X \rightarrow Y$$



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Theory of Change: Components

- **PROBLEM:** The identified community need
- **INTERVENTION:** The National Service participant (and community volunteer) activities delivered (what is done, with whom, and at what dosage)
- **OUTCOME:** The change that happens because of the intervention
- **EVIDENCE:** Why you believe a certain set of actions (the intervention) will lead to the intended outcome



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An Example From Everyday Life

- I have strep throat (PROBLEM).
- **If** I take antibiotics (INTERVENTION)
- **Then...**I will get better (OUTCOME)
- Which antibiotics fight strep the best (EVIDENCE)

Antibiotics → I get better.

If X → Then Y



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What Do We Need to Show?

Two things are required:

1. Data that documents the **community need**; and
2. Evidence that supports your **intervention**. Will using National Service participants and community volunteers achieve the intended outcome?



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Evidence for an Intervention

The evidence basis for an intervention may include:

- Past performance measurement data
- Results from a program evaluation
- Research studies that document the outcomes of similar programs
- Evaluations that document outcomes of similar programs



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What is “Good” Evidence?

- Relevant
- Compelling
- Up-to-date
- Reliable Source
- Evidence Continuum (Preliminary, Moderate, Strong)



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Assessing Quality and Rigor: Look for evidence that:

- Beneficiaries are selected according to need-based criteria (e.g. instructions for national PMs)
- Intervention is supported by evidence. Consider if evidence is preliminary, moderate or strong.
- Transparent reporting; clear how results are obtained
- Instrument are valid and reliable
- Data collection is rigorous



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What is your program's theory of change?

Theory

If AmeriCorps members (or volunteers) _____ (Intervention)
then beneficiaries will _____ (Outcome).

Intervention

Describe the design and dosage of your intervention.

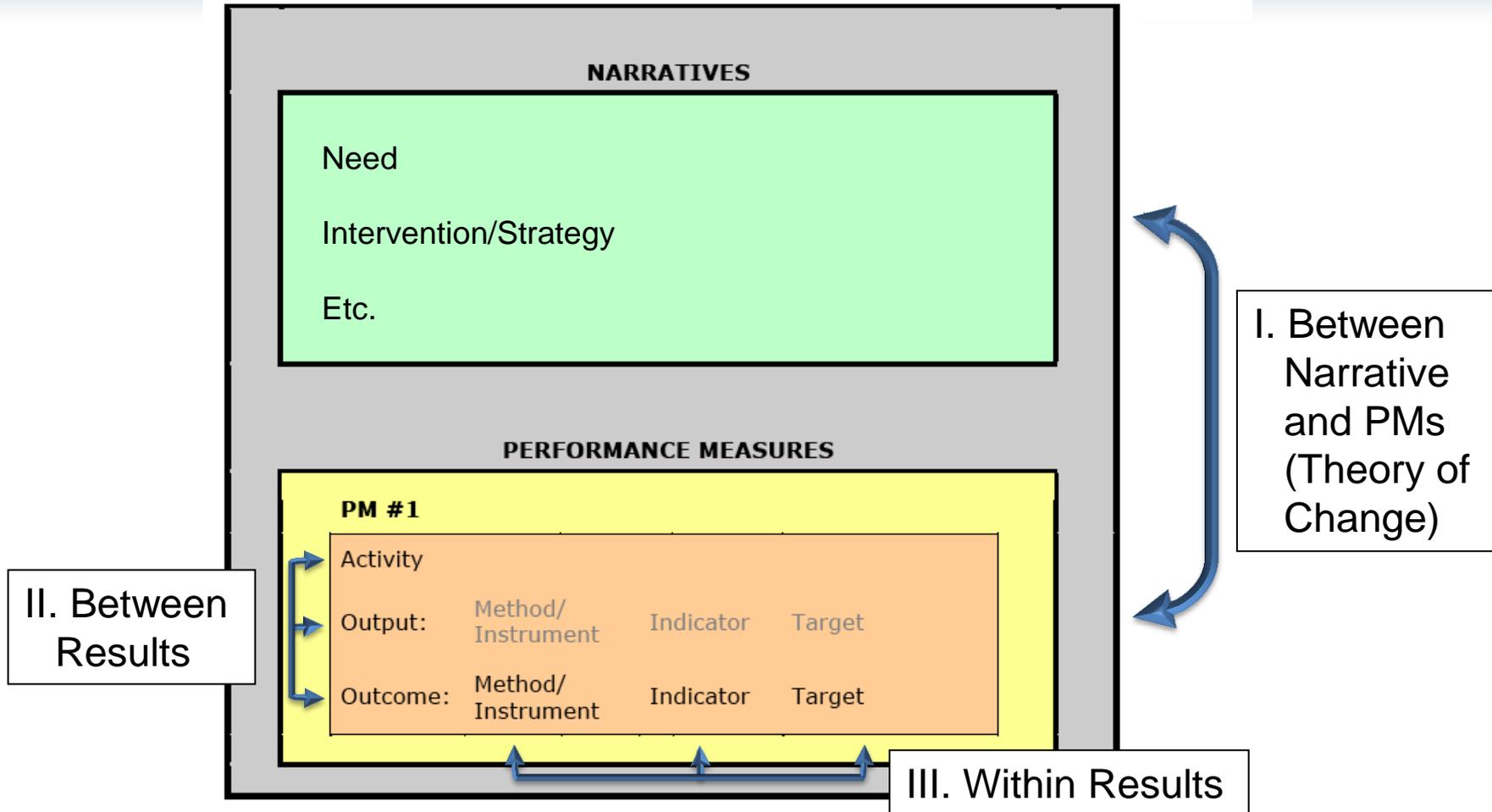
- Design (who does what with whom?)
- Frequency (how often does it happen?)
- Intensity (one on one, small group, or...?)
- Duration (how long and over what period of time?)



Three Types of Alignment



APPLICATION (simplified view)





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Example for Reviewing the Three Types of Alignment

- **Output:** Number of students that completed participation in CNCS-supported K-12 education programs (ED2)
- **Outcome:** Number of students that improved their school attendance over the course of the CNCS-supported programs involvement with the student (ED6)



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Alignment (I) – Between Narrative and PMs

- **Need:** Documented high rates of chronic absence from school (that can lead to other problems...)
- **Intervention/Strategy (ToC):** Members provide individual and group mentoring to students with documented attendance problems. Mentoring focuses on promoting re-engagement with school.
- **Output:** Students participate in mentoring
- **Outcome:** Students improve school attendance



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Alignment (II) – Between Results

Activity: Members mentor students with documented attendance problems.

–**Output:** Students with documented high rates of chronic absence from school participate in mentoring.

–**Outcome:** Students improve school attendance



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Alignment (III) – Within Results

- **Result (outcome):** Students improve school attendance
- **Indicator:** Number of students with improved school attendance at end of school year
- **Target:** 300 of 400 (75%) participating students
- **Instrument/Method:** Log of Student Attendance and Absences (compared to baseline data from school)



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Veterans Reintegration Case Study

- Looking at Alignment:
 - Between TOC and measures
 - Between output and outcome measures
- Review Case Study Application
- Complete Checklist

- Debrief



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PM Critique

- Critique Sample PMs using Checklist
- Complete Checklist for Your PMs

- Debrief

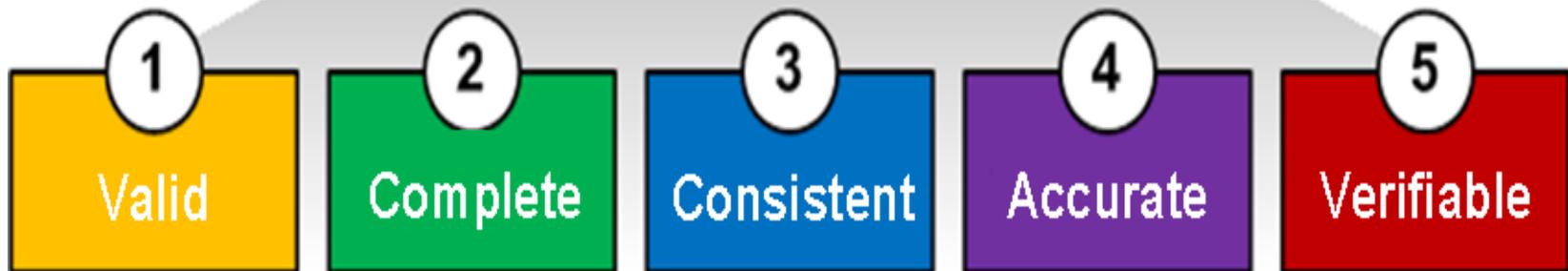


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Heads Up: CNCS Verification and Validation

Performance Data Verification and Validation Criteria





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How Do You Choose Your Method?

- Choice depends on:
 - what you want to measure; and.
 - the situation (i.e. resources for data collection/aggregation, site/partner agreements/restrictions, etc.)
- Each method is more appropriate in some situations than others (e.g., age, language, content sensitivity, etc.)
- Will it get you high quality data?



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Does Your Method Measure Your Outcome?

- Commonly used data collection methods
 - Surveys
 - Pre/post tests
 - Observations
 - Standardized tests
 - Interviews
 - Focus Groups
 - Diaries, Journals, Self-reported Checklists
 - Available secondary data



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How Do You Choose Your Instrument?

- Whichever method you select, what instrument will you use?
 - “Borrow” vs. develop
 - Does it ask the “right” questions to get at your desired outcome?
 - Does it have all the necessary components?
 - What information will each question yield?
 - How will you use information, if not related to outcome?



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Are You Asking the Question You Mean to Ask?

Does your instrument or data collection method help you measure your desired outcome?

•Example:

– If desired outcome = improved academic performance

- **DON'T** measure *attendance* or *attitude toward school*
- **DO** measure *improved proficiency* in a subject

VALIDITY



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Can It Be Repeated?

1. Does your instrument measure the same thing, the same way every time it is used?
2. Does every person collecting data use the instrument the same way? Have they been trained?
3. Are your instrument instructions clear so respondents have a similar frame to answer

RELIABILITY



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Reliability Example

- Observations:**

- Open-ended Question: Does the child seem well adjusted and ready to attend kindergarten?

Column A - Child Care Activity Plan			Column B - Five-Month Assessment				
Beginning Date: _____			Five-Month Date: _____				
I. Check all developmental areas in which this child needs assistance			For each checked area, how much improvement have you seen in this child?				
			No improvement	A little	Some	Quite a bit	A great deal
			1	2	3	4	5
Social and Emotional Development	1. Self Concept: gaining self awareness, independence, confidence	<input type="checkbox"/>					
	2. Self Control: expresses feelings appropriately; understands and accepts consequences of own actions; follows the rules	<input type="checkbox"/>					
	3. Cooperation: helpful with peers; able to compromise; interacts without being overly directive or submissive	<input type="checkbox"/>					
	4. Social Relationships: comfortable with familiar adults; develops friendships with peers; expresses empathy for others	<input type="checkbox"/>					



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Is Something Systematically Off?

Bias:

- Problems with **WHO** you ask
 - sampling bias
 - response rates, etc.
- Problems with **HOW** you ask
 - method inappropriate
 - construction of your instrument



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What is Bias?

- Measurement bias occurs when information collected for use is inaccurate.
- Bias may be introduced by poor measurement design or poor data collection.
- Bias cannot be “controlled for” at the analysis stage.
- Bias risks readers drawing conclusions that are systematically different from the truth.
- Bias can lead to an over or underestimation of an effect.



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Target Example: Pre/Post test

(Answer Part I statements first.) →	PART I. Complete this section first. Approximately seven months ago, did this child... (Check one response for each item.)					PART II. Complete this section after you finish Part I. Now, does this child... (Check one response for each item.)				
	Never	Some- times	Usually	Always	Don't Know	Never	Some- times	Usually	Always	Don't Know
a. <i>Speak confidently</i>										
b. <i>Speak positively about him/herself</i>										
c. <i>Treat others with respect</i>										
d. <i>Resist negative peer pressure</i>										
e. <i>Follow through on tasks to completion</i>										

“Mentored children will enhance developmental assets in the areas of social competence and positive identity.”



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Do You Have a Summary Sheet w/Target?

Assessment Summary Sheet

Name of Supervisor: _____

Site/Station: _____

Program Year: _____

Site Supervisor: Please complete this sheet after analyzing the *Teacher's Assessments*. Enter the child's name, date, and number of items the child increased (from Part I to Part II). Check the fourth column if the number increased was three or more. Examples are provided in the first two rows.

Mentored Child's Name	Date assessment completed	Number of items increased	Met target? (3 or more items increased)	Total number of hours this child was mentored*
<i>EXAMPLE: Jim Smith</i>	<i>5/14/2004</i>	<i>2</i>	<i>--</i>	<i>215</i>
<i>EXAMPLE: Ana Ramirez</i>	<i>5/21/2004</i>	<i>4</i>	<i>✓</i>	<i>252</i>
1.)				
2.)				



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Data Aggregation Exercise

- Read Instructions
- Complete Exercise

- Debrief



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Instrument Mapping

- Look at each question on your data collection tool and ask:
 - Does this help us measure the desired outcome?
 - Is there one question? More than one?
 - What kind of data will we get?
 - Subjective? Objective?
 - Quantitative? Qualitative?
 - If it doesn't measure the outcome, do we really need to ask it? How will we use the answer?
 - Nice to know but won't use it? Internal use?
 - How will we analyze this?
 - What is our target? How much change is "enough"?



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It's not just the tool you use....are your data collection methods rigorous?

Look for:

- Feasibility
- Prior successful use (or pilot tested)
- Data sources and respondents clearly identified
- Training of data collectors
- Prevention of output duplication

Project Survey

Please complete the following and return it to the school office by 3:00 p.m. Friday.

Circle an appropriate response

Please rate the following regarding the success of the project you participated in:

	Poor				Excellent
1. Organization of the project (Mean)	1	2	3	4	5
2. Student participation (Mean)	1	2	3	4	5
3. Benefit to the community (Mean)	1	2	3	4	5

4. Briefly describe the service that was completed:

(Content Analysis)

5. For how long did you participate in this activity? ___ hours

(Mean)

6. How did you hear about this project? *(Check all that apply):*

(Frequency and Percentages)

Newspaper

Someone told me

Saw it in person

Spoke with the team members

7. I feel my knowledge of community service after participating in this activity is *(Check only one):*

(Frequency and Percentages)

Better than

Worse than

The same as it was



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Instrument Mapping Exercise



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Discussion Topics

Data Collection Systems

Timelines

Member Training

Partner Training

Resource Center

Tools and training for volunteer and service programs



Search tips | Help

Browse Topics

Select Resource Type

Connect and Share

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CNCS Priorities and Performance Measures

- ▼ Home
 - Training Resources
 - CNCS Agency-wide Priority Measures
 - ▼ Strategic Goal 1
 - Disaster Services
 - Economic Opportunity
 - Education
 - Environmental Stewardship
 - Healthy Futures
 - Veterans & Military Families
 - Strategic Goal 2
 - Strategic Goal 3
 - Strategic Goal 4

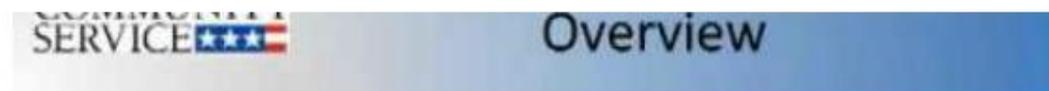
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CNCS Priorities and Performance Measures

CNCS' Performance Measurement framework provides a common focal point for CNCS' work across all programs and initiatives. In 2012, CNCS has a focused set of agency-wide Priority Measures derived from the 2011-2015 [Strategic Plan](#). Every CNCS Program, including AmeriCorps State and National, AmeriCorps VISTA, AmeriCorps NCCC and Senior Corps, will contribute to the Priority Measures in 2012.

There are also specific grantee/sponsor measures that roll up into the Priority Measures, which you can see in the [Priority Measures chart](#).

Overview of CNCS Priorities and Performance Measures



Identifying the Agency-Wide Priority Measures

Edward M. Kennedy Serve America Act



2011-2015 CNCS Strategic Plan



16 Agency-Wide Priority Measures