Louisiana Serve Commission

Prepared for:

Louisiana Department of Culture, Recreation and Tourism

The Louisiana Research Team

Acknowledgments

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Executive Summary

Both AmeriCorps and Learn and Serve America programs focus on the following five categories: community improvement; health and human needs; education; safety/conflict resolution; and natural environment.

Actions and Strategies for Meeting Objectives

AmeriCorps and Learn and Serve America grant applications specifically state the five objectives (as listed above in Stated Objectives). Applicants then build their program around one or more of the objectives. Competitive grant application review processes insure that the objective is being met by the proposed program. Also, monitoring of awarded programs by Louisiana Serve Commission staff insures that the objectives are being met as outlined by the proposal.

Measurable Return on Objective

AmeriCorps' 260,000 volunteer hours demonstrated a measurable return to the state of Louisiana of $3,697,200 in program year 2004-2005. In the same year, Learn and Serve America's 138,287 service hours demonstrated a measurable return of $1,966,441 to the state of Louisiana. For 2005-2006, the estimated measurable return of Learn and Serve to the state of Louisiana increased to $2,109,491.

Return on Investment

The Louisiana Serve Commission is not funded by the state of Louisiana. Therefore, Return on Investment cannot be calculated. There is, however, a substantial economic impact to the state.

Economic Impact to the State of Louisiana

For the 2003-2004 program year, Louisiana Serve awarded $1,409,051 in grants to support civic engagement, service learning, and volunteerism. AmeriCorps received $1,185,881 and Learn and Serve America received $223,170. Through these two grant programs, the Louisiana Serve Commission is able to impact the state and create lasting changes in the community. Together with their secondary impact, these federal dollars generated an economic impact for Louisiana of $2,827,684.

AmeriCorps programs in the 2004-2005 program year focused on education, targeting at-risk youth from inner city and low-income areas. These projects totaled $1,880,376. Together with its secondary impact, this federal funding yields a total economic impact of $3,773,539.

After Hurricanes Katrina and Rita, significant funding continues to come into the state through the Louisiana Serve commission. This stream of funding generates an ongoing impact to the state.

Conclusions and Recommendations

The Louisiana Serve Commission is providing services to Louisiana's citizens, promoting an ethic of service, and generating significant economic impact. In doing so, it is not reliant on funding from the state.

The Louisiana Serve Commission would like a more comprehensive evaluation report in order to more carefully determine that all goals and objectives are being met. Specifically, statistics and program evaluations, quotes, and other information are desired in order to more effectively promote both the AmeriCorps and Learn and Serve America programs. The Louisiana Serve Commission intends to research the possibility of utilizing outside services to design and analyze statistical data and assist with the evaluation report. This initiative could be accomplished by the Louisiana Research Team.

Introduction

This report examines the role of the Louisiana Serve Commission in terms of its contribution to the mission, goals, and objectives of the Louisiana Department of Culture, Recreation, and Tourism.

History

In 1993, the Louisiana Serve Commission was established in the Office of the Lieutenant Governor to rekindle the spirit of service and citizenship among the citizens of Louisiana. Lieutenant Governor Mitch Landrieu continues the commitment to service in Louisiana. A policy-making body, the Commission serves as the focal point for national service efforts in the state and acts as a clearing-house for national service programs operating in Louisiana.

The Louisiana Serve Commission receives the funding from the Corporation for National and Community Service, which was established under the National and Community Service Trust Act of 1993. The Louisiana Serve Commission awards grants to organizations and schools that foster civic responsibility and provide educational opportunities for those who make a substantial commitment to service.

Philosophy

National service is about getting things done, strengthening communities, encouraging civic responsibility and expanding opportunity. Members of national service programs engage in sustainable projects that allow them to make fundamental changes in their communities. Programs not only create long-term results; they also rekindle the ethic of citizen service. Members are service pioneers committed to getting things done at the grassroots level and fortifying the ties that bind us together as a national community.

Mission

The mission of the Louisiana Serve Commission is to build and foster the sustainability of high quality programs that meet the needs of Louisiana's citizens and promote an ethic of service.

Purpose

The purpose of the commission is to:

- Encourage community service as a means of community and state problem solving.
- Promote and support citizen involvement in government and private programs throughout the state.
- Develop a long term, comprehensive vision and plan for action for community service initiatives in the state.
- Act as the state's policymaking body for the Corporation for National and Community Service.

- Serve as the state's liaison to other national and state organizations which support its mission.

Services Provided

The Commission's programs are AmeriCorps and Learn and Serve America. Both are funded with monies from the Corporation for National and Community Service.

- AmeriCorps is a network of national service programs that engage more than 50,000 Americans each year in intensive service to meet critical needs in education, public safety, health, and the environment. AmeriCorps is open to U.S. citizens, nationals, or lawful permanent residents aged 17 or older. Members serve full or part time over a 10- to 12-month period. After successfully completing a term of service, AmeriCorps members enrolled in the National Service Trust are eligible to receive an education award that can be used to pay education costs at qualified institutions of higher education and training, or to repay qualified student loans.
- Learn and Serve America grant funds are awarded to K-12 public school teachers, public schools, and public school districts. Service-learning is a teaching methodology that uses active learning in service to the community to master grade level expectations (GLE's). Effective service-learning promotes student service, strengthens academic learning, enriches the community, and creates opportunities for young people to learn new skills, to think critically, and to test new roles in an environment that encourages constructive risk-taking that rewards competence.

Scope of Services Provided

The Louisiana Serve Commission receives federal funds from the Corporation for National and Community Service in Washington, D.C. No state funds are received.

Location/Properties/Physical Attributes/Uses

The Louisiana Serve Commission is located in Suite 610-B of the State National Life Building located at 263 Third Street in Baton Rouge. Offices house the Louisiana Serve Commission staff and the Volunteer Call Center which should be operational soon.

Number of Employees

At present, there are six Louisiana Serve Commission employees. They are a Senior Program Officer serving as the Interim Executive Director; three program officers (one permanent employee and two restricted appointments); one grants account officer; and one administrative assistant.

Other Resources Being Used

The Louisiana Serve Commission works closely with community and business partners who provide cash and/or in-kind services and materials for AmeriCorps and Learn and Serve America funded programs and serve as advocates promoting the Commission's programs. The match provided by these community and business partners assists in meeting the requirements set forth by the Corporation for National and Community Service.

The Status of the Division as Profit Producing

The Louisiana Serve Commission is not profit producing.

Stated Objectives

Both AmeriCorps and Learn and Serve America programs focus on the following five categories:

1. Community improvement
2. Health and human needs
3. Education
4. Safety/conflict resolution
5. Natural environment

Actions and Strategies for Meeting Objectives

AmeriCorps and Learn and Serve America grant applications specifically state the five objectives (as listed above). Applicants then build their program around one or more of the objectives. Competitive grant application review processes insure that the objective is being met by the proposed program. Also, monitoring of awarded programs by Louisiana Serve Commission staff insures that the objectives are being met as outlined by the proposal.

Measurement and Quantification of Stated Objectives

The Corporation for National and Community Service beginning this year will require evaluations on the funded AmeriCorps and Learn and Serve America programs. While this is a new requirement for AmeriCorps, Learn and Serve America sub grantees for the second year will be required to complete an on-line evaluation survey (LASSIE) by June 30. This information allows the Louisiana Serve Commission to review each sub grantee's submitted information and also generate reports using the information submitted by all sub grantees.

To this end, the Louisiana Serve Commission would like a more comprehensive evaluation report in order to more carefully determine that all goals and objectives are being met. Specifically, statistics and program evaluations, quotes, and other information are desired in order to more effectively promote both the AmeriCorps and Learn and Serve America programs.

The Louisiana Serve Commission intends to research the possibility of utilizing the services of a university business administration or education major with designing and analyzing statistical data experience to assist with the evaluation report. At this time, the research plan is in its formative stages.

Budget

The Louisiana Serve Commission's annual budget including salaries, fringe benefits, travel, supplies, etc. is approximately $340,000.

The Louisiana Serve Commission did not meet its budget for FY 2003-2004 and 2004-2005 years; it spent less than the budgeted amount. Not meeting the budget had no adverse affect for the Louisiana Serve Commission. Unused funds are allowed to be rolled over to the next year.

Return on Objective

The return on the objective can be measured by the impact made in the communities being served by AmeriCorps members and Learn and Serve America student participants.
This return by the AmeriCorps and Learn and Serve America program is measured by the number of volunteers serving in communities, the number of beneficiaries of the services performed, and the assistance provided to the Lieutenant Governor's Rebirth efforts.

Louisiana Serve has created the beginning stages of building better lives and livelihoods for the citizens of Louisiana affected by the hurricanes of 2005, because of the 90,000 volunteers that have served in over 37 parishes. The majority of these volunteers have served in the shelters and community centers assisting with needs of the evacuees and their families.

One of the performance measures of the Commission's funded programs is to recruit volunteers to assist their communities. There has always been a challenge in identifying the proper tools to measure the number of volunteers as well as the difference they have made as a result of their volunteering. At the beginning of 2005-2006, all of the funded AmeriCorps state programs were challenged to identify these tools and, to date, are doing an excellent job of recruiting and recording the number of volunteers recruited. Programs are also required to report on their respective focus area, i.e., education, environment, and health and human needs. These reports indicate an increase in school attendance, homework completion, parent participation, better performance of students on leap tests, and grade improvement. At the end of this program year, the number of volunteer hours and the results of their service should be measured and reportable.

Charitable organizations most frequently use the value of volunteer time for recognition events or communications to show the amount of community support an organization receives from its volunteers.

Note: For the purposes of this report, the imputed value of the volunteer hours appears in the Return on Objective section. In proposals to obtain federal grants, the value of these hours is often correctly labeled as "economic impact". However, economic impact for the purposes of this report is limited to the new federal grant dollars that come in from outside the state. They contribute in a primary way to the state's economy and then have secondary impact through what is called the "ripple effect". The BEA federal government multiplier for the state is used to quantify this secondary impact.

Measuring Outcomes

The Corporation for National and Community Services publishes the AmeriCorps Program Applicant Performance Measurement Toolkit (Appendix A). The purpose of the toolkit is to assist not for profit organizations measure program performance and to ensure that grantees and sub-grantees are held accountable for their results. The Toolkit assists program directors in turning their program inputs into measurable outcomes (both intermediate and final).

AmeriCorps

Volunteer Hours

For **AmeriCorps,** in the 2004-2005 program year, over 2,000 volunteers served over 10,000 hours of service to communities. The volunteers served in the capacity of educational assistance, case management, environmental services and volunteering at shelters. In addition to actual volunteers, programs recruit and enroll members to serve through their programs. In the 2004-2005 program year, these members served 250,000 hours. Therefore, in adding volunteers' hours to member hours (which are often stated as volunteer hours) in 2004-2005, over 260,000 volunteers hours were tracked.

Hurricane Katrina made landfall in the New Orleans area on August 29, 2005, just prior to the beginning of the 2005-2006 program year. Only those volunteers through April 2006 have been accounted for in the 2005-2006 year at the time of this writing. As stated above, over 90,000 volunteers have served in over 37 parishes with the beginning stages of building better lives and livelihoods for the citizens of Louisiana, in particular, those affected by the hurricanes of 2005.

Value of Volunteer Time

The volunteer rate is a rate determined yearly by "Independent Sector" A Vital Voice for All www.independentsector.org/programs/research/volunteer. (Appendix B). The value of volunteer time is based on the average hourly earnings of all production and nonsupervisory workers on private non-farm payrolls (as determined by the Bureau of Labor Statistics). The Independent Sector takes this figure and increases it by 12 percent to estimate for fringe benefits. The nation-wide rate for 2004 was $17.55; the rate for 2005 was $18.04. These are the rates that all national service programs are directed to use for calculating the dollar value of volunteering.

According to Independent Sector (see Appendix B), the 2004 dollar value of a volunteer hour in Louisiana of $14.22 is less than the nation-wide figure. *Multiplying this rate by 260,000 AmeriCorps volunteer hours demonstrates a measurable return to the state of Louisiana of $3,697,200 in program year 2004-2005.*

Learn and Serve America

Volunteer Hours

For **Learn and Serve America** in 2004-2005, a total of 32 grants totaling $185,100 were awarded to K-12 public schools across the state. Information provided by program coordinators through the year-end on-line evaluation survey (LASSIE) required by Corporation for National and Community Service reported Louisiana's service-learning participants or students totaled 4,072. The total number of service hours provided was 138,287. The focus of these programs was determined by the needs of the individual communities and included health and human needs, education, community improvement, and natural environment.

In 2005-2006, a total of 35 programs were awarded funding totaling $204,107 for K-12 public schools across the state. The LASSIE report for 2005-2006 will not be available until after June 2006. However, preliminary data states that the Louisiana Serve Commission can expect approximately 4,008 students to be involved in service-learning programs and each student is required to provide 36 hours of service during the 2005-2006 year. Again, the focus of the service-learning programs was determined by the needs of the individual communities and included areas of health and human needs, education, community improvement, and natural environment.

Value of Volunteer Time

For 2004-2005, multiplying $14.22, the hourly volunteer rate in Louisiana, by 138,287, the total number of service hours provided for Learn and Serve America demonstrates a measurable return of $1,966,441 to the state of Louisiana.

In order to calculate the value of time for 2005-2006, the Louisiana rate of $14.22 must be adjusted. Applying the rate of change from 2004 to 2005 in the national value of an hour of volunteer time yields the desired adjustment. Specifically, the 2005 Independent Sector volunteer rate of $18.04 is divided by the 2004 rate of $17.55. When multiplied by the 2004 Louisiana figure of $14.22, the result is an estimated volunteer rate per hour of $14.62 for 2005.

Using the available preliminary data for program year 2005-2006, above, 4,008 students will work an average of 36 hours of service. *Multiplying these hours by $14.62 per hour yields an estimated measurable return to the state of Louisiana of $2,109,491, in 2005-2006.*

Qualitative Data

Over 64% of the program coordinators reported that Learn and Serve America funded activities had a substantial positive impact on the academic performance of service-learning participants (students). Further, a total of 77.4% reported that Learn and Serve America funded activities had a substantial positive impact upon the habits (attendance, extracurricular activities, class participation) of students.

Return on Investment

The Louisiana Serve Commission is not funded by the state of Louisiana. Therefore, Return on Investment cannot be calculated. There is, however, a substantial economic impact to the state.

Economic Impact

2003-2004 Program Year

For the 2003-2004 program year, Louisiana Serve awarded $1,409,051 in grants to support civic engagement, service learning, and volunteerism. AmeriCorps received $1,185,881 and Learn and Serve America received $223,170.

AmeriCorps awarded $1,185,881 to nine non-profit organizations, institutions of higher education or state agencies. Seven of the nine programs focus on educational needs of the community, one program focuses on public health, and one program focuses on environmental issues.

Learn and Serve America awarded $223,170 to public school teachers incorporating service learning into the class curriculum. Fifty-two teachers were awarded grants in sixteen parishes. Projects included peer tutorials, gardening for the needy, environmental studies, and literacy assistance.

Through these two grant programs, the Commission is able to impact the state and create lasting changes in the community. When this new spending is multiplied by the federal government spending multiplier of 2.0068, *the federal grant amount of $1,409,051 produces a total economic impact to the state of Louisiana of $2,827,684.*

2004-2005 Program Year

Appendix C is a list of the 2004-2005 AmeriCorps programs and it indicates the focus area of each program and dollar amount of federal funding received for that particular year. The programs that focus on education are targeting at the at-risk youth from inner city and low-income areas. These projects total $1,880,376. Applying the federal government spending multiplier to this federal funding figure yields a total economic impact of $3,773,539 for AmeriCorps programs in the 2004-2005 program year.

2005-2006 Program Year and Beyond

Already as a result of the hurricanes, and the work that AmeriCorps has done, the Corporation for National Community Service has awarded three of the Commission's funded programs an additional $4.2 million to support the service of AmeriCorps members with the "rebirth" efforts. Additionally, the Louisiana Serve Commission has just received notice from the Corporation for National and Community Service that they will soon receive an additional $7 million to be used over a three year period to support funded AmeriCorps State Programs in "rebirth" efforts. As these dollars are allocated to specific program years, their economic impact can be determined as above, that is, by applying the government spending multiplier of 2.0068 to the allocable amounts.

These economic impact figures are conservative in that they do not include the cost of administering the programs [e.g., the utilized budget of Louisiana Serve]. Further, as people return to their neighborhoods, the economy will improve as dollars are pumped into their respective communities. Also, with the new money generating volunteer activity, the lives and livelihoods of citizens improve.

Conclusions and Recommendations

The Louisiana Serve Commission is providing services to Louisiana's citizens, promoting an ethic of service, and generating significant economic impact. In doing so, it is not reliant on funding from the state. AmeriCorps' 260,000 volunteer hours demonstrate a measurable return to the state of Louisiana of $3,697,200 in program year 2004-2005. In the same year, Learn and Serve America's 138,287 service hours demonstrate a measurable return of $1,966,441 to the state of Louisiana. For 2005-2006, the estimated measurable return to the state of Louisiana increased to $2,109,491.

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Recommendation

The Louisiana Serve Commission needs a more comprehensive evaluation report in order to more carefully determine that all goals and objectives are being met. Specifically, statistics and program evaluations, quotes, and other information are desired in order to more effectively promote both the AmeriCorps and Learn and Serve America programs. The Louisiana Serve intends to research the possibility of utilizing outside services to design and analyze statistical data and assist with the evaluation report. This initiative could be accomplished by the Louisiana Research Team.

APPENDIX A

Corporation for National and Community Service

AmeriCorps Program Applicant

Performance Measurement Toolkit

Project STAR
1-800-548-3656
star@aiweb.com
www.projectstar.org

March 9, 2005

This toolkit is intended to help orient you to the kind of thinking you will have to do to complete the Performance Measurement portion of your AmeriCorps application. The toolkit is intended to provide you with helpful background information. However, relying on this information cannot guarantee an award, and the toolkit should not be referred to in your application.

Table of Contents

Introduction

The Corporation for National and Community Service is introducing performance measurement to assist AmeriCorps programs in program planning, to establish minimum expectations at a national level to help measure program performance, and to ensure that grantees and sub-grantees are held accountable for their results.

Purpose of Toolkit

The purposes of this AmeriCorps Program Applicant Performance Measurement Toolkit are to introduce the concept of performance measurement, provide information on performance measurement as it applies to AmeriCorps programs, and in particular to help potential applicants for AmeriCorps funding satisfy the performance measurement requirements of the application process. This toolkit describes:

1. Performance measurement, outputs, intermediate outcomes, and end outcomes;
2. The minimum requirements the Corporation for National and Community Service expects AmeriCorps programs to report;
3. How the logic model can be used to define desired results and provides logic model examples;
4. What to consider when choosing methods and instruments for performance measurement; and,
5. How to complete a performance measurement worksheet.

This toolkit also includes several appendices containing logic model examples, a glossary of performance measurement terminology, a cross reference of new and old terms, and a list of additional resources.

AmeriCorps State and National Requirements

The performance measurement expectations set forth by the Corporation in the 2003 AmeriCorps Guidelines describe the minimum requirements to which all AmeriCorps programs must adhere. AmeriCorps programs within a state must contact their state commission to determine if there are additional state performance measurement requirements. A list of state commissions can be found on the Corporation's web site:

http://www.nationalservice.org/about/family/commissions.html

Programs may want to measure more than what the Corporation requires because measuring a variety of performance indicators benefits program planning and implementation. Programs are strongly encouraged to have at least one end outcome measure that captures the results of their primary service activities. In general, AmeriCorps programs are encouraged to complete as many performance measurement worksheets as are appropriate to represent their program's activities.

A Note on Terminology

As AmeriCorps programs transition from outcome evaluation to performance measurement, the Corporation has selected terminology to describe this new method to determine program results. Other funding agencies may use different terms to describe these same performance measurement concepts. Please be aware of these differences when using other performance measurement resources.

I. Performance Measurement Basics

Performance Measurement

Performance measurement is the process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries.

Performance measurement is a useful tool for managing your program. It allows you to track the progress of your program towards larger goals, and to identify program strengths and possible areas for improvement. Program staff and members should be actively involved in performance measurement activities to track outputs and outcomes. Ultimately, performance measurement information will ensure program accountability, and will help improve services and client outcomes.

Results

The 2003 AmeriCorps Guidelines published by the Corporation for National and Community Service (CNCS) define the following results:

- **Outputs** are counts of the amount of service members or volunteers have completed, but do not provide information on benefits to or other changes in the lives of members and/or beneficiaries.
- **Intermediate Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries, but are short of a significant benefit for them.
- **End Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries that are significant.

Intermediate and end outcomes are the consequences of what a program does. Intermediate outcomes are expected to lead to achievement of end outcomes.

Outputs

Outputs refer to the amount of work or products completed and services delivered by your program. Examples include service hours completed by members and volunteers, neighborhood cleanup projects completed, and disaster preparedness training sessions conducted. Outputs answer the question, "How much work did we do?" but do not answer the question, "What changed as a result of our work?"

Intermediate Outcomes

Intermediate outcomes are changes or benefits experienced by your service recipients. However, intermediate outcomes do not represent the final result you hope to achieve for your beneficiaries. For example, if your final result is to improve student academic performance, then intermediate outcomes might include improved attitudes towards school and reduced truancy.

These are likely preconditions for improved academic performance. Positive results for intermediate outcomes are usually a sign that your program is on track to achieve the related end outcomes.

End Outcomes

End outcomes are the positive changes that your program ultimately hopes to achieve for beneficiaries. End outcomes address community conditions or needed changes in the condition, behavior, or attitudes of beneficiaries.

Reasons to Conduct Performance Measurement

Performance measurement responds to the need for program managers and funding agencies to systematically measure the effectiveness of program activities. Maximizing program effectiveness is critical in light of the limited resources available to meet the needs of the people and communities. Performance measurement provides decision makers with reliable information on the effectiveness of program activities in achieving intended outcomes.

To summarize, performance measurement allows you to:

- Clarify the purpose of your program and the way specific services contribute to achieving desired results.
- Document the actual results of program activities.
- Improve program performance by identifying program successes and areas for improvement.

II. Performance Measurement Requirements for AmeriCorps State and National Programs

Overview

Beginning with program year 2003-04 (October 2003 – September 2004), the Corporation has changed its guidelines on how AmeriCorps State and National Programs are to measure their performance. AmeriCorps programs will be required to develop performance measurement worksheets and collect data on specified results—outputs, intermediate outcomes, and end outcomes. A minimum of three performance measurement worksheets must be completed and the results reported. However, programs are strongly encouraged to measure outputs and outcomes for all primary activity areas.

The following guidelines describe the minimum requirements for developing performance measurement worksheets and reporting results to the Corporation.

Performance Measurement Worksheets

Any AmeriCorps program, no matter how large, and no matter how many different services it provides, must prepare and submit a minimum of three performance measurement worksheets to the Corporation. Each worksheet must specify only one result—an output, an intermediate outcome, or an end outcome. When reporting results to the Corporation, report only the result described in each performance measurement worksheet. The results selected by the program must include one output, at least one intermediate outcome, and at least one end outcome.

Volunteer Recruitment

The Corporation is encouraging AmeriCorps programs to leverage community resources by emphasizing involvement of citizens and residents in community service. Therefore, one of the performance measurement worksheets should focus on volunteer recruitment. However, if volunteer recruitment is not part of your overall program effort, you are not required to include a worksheet addressing this area. If yours is such a program, you must state why volunteer recruitment is not appropriate for your program, and submit this statement along with your performance measurement worksheets.

> ***How Volunteers Differ from AmeriCorps Members***
>
> *Volunteers are citizens or residents in the community who offer their time and talents to assist your AmeriCorps program. Volunteers differ from AmeriCorps members in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and do not receive a stipend, education award, or health benefits.*

Recommendations

The guidelines above are the minimum requirements set by the Corporation. In addition, AmeriCorps programs are encouraged to measure outputs and outcomes of all of their primary activities. AmeriCorps programs are also encouraged to use as many results (i.e., outputs, intermediate outcomes, end outcomes) as they feel appropriate to demonstrate the results of their activities. AmeriCorps State programs should contact their state commission to inquire about state guidelines.

III. Program Logic Model

The program logic model provides a concise visual representation of activities that are the core of your program. Logic modeling can be used during the planning or development of your program to identify the results your program intends to achieve. The logic model below consists of five components.

Logic Model Components

Need → **Inputs** → **Activities** → **Outputs** → **Intermediate Outcomes** → **End Outcomes**

- **Need:** The unmet need in your community that your activity will address.
- **Inputs:** Resources used to produce outputs and outcomes.
- **Activities:** What a program does with the inputs.
- **Outputs:** The products and services delivered (e.g., students tutored, trees planted).
- **Intermediate Outcomes:** Changes that have occurred in the lives of the beneficiaries and/or members, but have fallen short of a significant benefit for them. These may include quality indicators such as timeliness and client satisfaction.
- **End Outcomes:** Changes that have occurred in the lives of beneficiaries and/or members that constitute significant benefits to them.

Logic Model Benefits

Using the logic model will help your program:

- Communicate its potential value.
- Clarify the results you are trying to achieve.
- Identify the key program elements that must be tracked to assess your program's effectiveness.
- Make clear program premises and make visible stakeholder assumptions.
- Improve program planning and performance by identifying the ways to measure program success and areas for improvement.

The figure below divides the logic model into two parts (program planning and intended results) and employs an “if A, then B” sequence. Read this logic model from left to right.

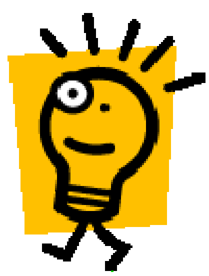
The "If-Then" Sequence of the Logic Model

Need	Inputs	Activities	Outputs	Intermediate Outcomes	End Outcomes
There is a problem in your community that your program would like to address.	Certain resources are needed to operate your program.	If you have access to resources, then you can use them to carry out your planned activities.	If you carry out your planned activities, then you will deliver the amount of product and/or service that you intended.	If you carry out your planned activities to the extent you intended, then this will lead to the intermediate steps necessary for your desired end outcomes.	If you carry out your planned activities to the extent you intended, then this will lead to your desired end outcomes.

Program Planning *Intended Results*

Considerations in Developing a Logic Model

- **Involve appropriate stakeholders in the process.** Developing a logic model as a group builds consensus by focusing on the values and beliefs influencing what your organization wants to accomplish and why.
- **Start with activities.** Work back and forth between the various components as you develop your logic model. However, keep in mind that there is no "one right way" to create a logic model. Some programs may want to start with their desired outcomes and develop the best activities to meet those outcomes, especially those of you with experience using logic models. It is likely that you will have more than one output, intermediate outcome and/or end outcome.
- **Keep it brief (one page).** Use the logic model to describe the core of your program to your reader. Include only those inputs and activities that are directly applicable to the intended changes. Use separate logic models for each major program activity.
- **Look at what will actually occur.** Look realistically at program results as well as the way the program is currently implemented, not how it functioned in the past. Choose those outputs, intermediate outcomes, and end outcomes that best describe the purpose of your program.
- **Keep it simple.** Come up with a model that reflects how and why your program will work.
- **Be ready to modify.** Since this is a snapshot of program activity at one point in time, keep in mind that you will need to refine your logic model over time.



The Logic Model and Performance Measurement Worksheets

Developing a logic model can assist you in building your performance measurement worksheets (For more information, see *Section V. Performance Measurement Worksheet*). As you move through the logic model process, you begin to identify the key outputs, intermediate outcomes, and end outcomes for core activities. For each selected output and outcome, identify specific instruments you will need to track your progress. Keep in mind the Corporation requirements for type and number of outputs, intermediate outcomes, and end outcomes that are to be reported. When selecting the outputs and outcomes you plan to measure, select those you believe to be the results that are the most important to report to the Corporation.

An example of a logic model is demonstrated on page 10. It includes sample indicators below each result. An indicator is the specific, measurable item of information that specifies progress toward achieving the result (For further discussion of indicators, see *Section V. Performance Measurement Worksheet*). Page 11 demonstrates how the logic model helps to build the performance measurement worksheet. *Appendix A* includes additional logic model examples.

Work back and forth between the elements of the logic model and performance measurement worksheet to ensure that:

- Performance measurement components are connected (i.e., there is a clear link from inputs to program service to intended outputs/outcomes).
- Performance measurement worksheets are specific and reflect activities that are feasible given the program resources (inputs), activities, and time frame.
- Outputs and outcomes relate to your activity.

Other Approaches

In addition to using the logic model, there are other approaches that may help you identify meaningful results. For example, other approaches include holding focus groups with clients to identify what they want and expect from the services. You can also find out what similar programs elsewhere have identified as outputs and outcomes and tailor those to your own program context and needs. In this way, you can benefit from the effective practices of other programs and minimize “reinventing the wheel.”

Logic Model Example with Sample Indicators: Northside Youth Development Center – Parental Skills Training [*]
(Indicators appear under each result.)

Need	Inputs	Activities	Outputs	Intermediate Outcomes		End Outcomes
In our community, we have identified the following unmet need:	*In order to carry out our set of activities, we will need the following:*	*In order to address our need, we will carry out the following activities:*	*We expect that once carried out, these activities will produce the following evidence or service delivery:*	*We expect that if carried out, these activities will lead to the following intermediate changes:*		*We expect that if carried out, these activities will lead to the following end changes:*
There is a high drop-out rate; parents need help to support their children through high school	AmeriCorps members School district staff and teacher support Parenting Skills curriculum	AmeriCorps members will implement a semester-long dropout prevention program consisting of sixteen classes for parents.	Parental skills training class hours Parent participants	Parents demonstrate positive parenting skills	Decrease in student behavior problems	Decrease school drop-out rate of teenage students whose parents completed the parental skills program
			Instrument: Class roster	Instrument: Parent Skill Observation Checklist	Data Source: School records	Data Source: School records
			1. Number of class hours 2. Number of participants	1. Number and percent of parents demonstrating skills	1. Number and percent of student behavior incidents	1. Number and percent of drop-outs

* *Sources:Measuring Program Outcomes: A Practical Approach, United Way of America; W. K. Kellogg Foundation Evaluation Handbook, W.K. Kellogg Foundation; Performance Measurement: Getting Results, Urban Institute.*

Logic Model: Northside Youth Development Center – Parental Skills Training

Need	Inputs	Activities	Outputs	Intermediate Outcomes		End Outcomes
There is a high drop-out rate; parents need help to support their children through high school.	AmeriCorps members School district staff and teacher support Parenting Skills curriculum	AmeriCorps members will implement a semester-long dropout prevention program consisting of sixteen classes for parents.	Parental skills training class hours Parent participants Instrument: Class rosters	Parents demonstrate positive parenting skills Instrument: Parent Skill Observation	Decrease in student behavior problems Data Source: School records	Decrease school drop-out rate of teenage students whose parents completed the parental skills program Data Source: School records

Performance Measurement Worksheet (END-OUTCOME EXAMPLE)

Program: Northside Youth Development Center *Activity/Service: Parental Skills Training*

1. Select a performance measurement category: ● **Needs and Service Activities** ❍ **Participant Development** ❍ **Community Strengthening**

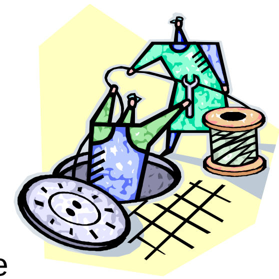
2. Select a performance measurement type: ❍ **Output** ❍ **Intermediate Outcome** ● **End Outcome**

3. **Need.** Describe the need that this performance measure will address.	One in five high school students dropped out of school last year (*Ridgeway School District Annual Report, 2004*). Parents have indicated they need help to support their children through high school (*Survey of Ridgeway County Parents,* 2004, conducted by the School District and City of Ridgeway).
4. Anticipated Result. Identify the expected **result**.	Completion of drop-out prevention program leads to decrease in student drop-out rate.
5. Activities. Describe the **activities** planned to achieve this result.	Five AmeriCorps members will implement a drop-out prevention program consisting of sixteen classes for parents. The class activities will be designed to provide parents with the skills they need to keep their children in school.
6. Measurement. Describe the data and instruments you use to **measure** the results.	Documentation: School records and Drop-Out Rate Summary Log
7. Targets. Describe the **targets** you expect to meet during the 3-year grant period.	Year 1: No measurable results.
	Year 2: 8 percent lower drop-out rate compared to students of parents who are on a waiting list for the program.
	Year 3: 12 percent lower drop-out rate compared to students of parents who are on a waiting list for the program.
8. **Performance Measure.** Combine your anticipated results and your targets into a sentence.	In the third year, the children of parents who complete the drop-out prevention program exhibit a 12 percent lower drop-out rate than the students of parents who are on a waiting list for the program.1
9. If you have **data for this performance measure from prior years,** report it here.	No data are available for previous years.

[1] Using a comparison group, such as parents on a waiting list, is an ideal, though difficult performance measurement method. Collecting baseline data on program participants may be sufficient as an alternative to using a comparison group.

IV. Choosing Methods and Instruments for Performance Measurement

Various methods and instruments are used to collect data needed to determine if your program has achieved your desired results—your outputs, intermediate outcomes, and end outcomes. After developing your logic models and identifying the results, the next step is to determine how you are going to collect the data to track the respective result.



Collecting Data for Outputs

Outputs refer to the amount of service completed. The methods used to collect data involve documenting the work that has been done. Instruments used to document outputs include logs, attendance sheets, and activity forms. The key to collecting output data is to develop and maintain a recording system that collects the data in a consistent and organized manner.

Collecting Data for Outcomes

Outcomes are the changes that occur as a result of service completed. As with collecting output data, the methods used depend on the type of information needed. Basically, there are two types of data sources to consider, existing data that have been collected by another agency and data that your program can generate through the performance measurement process.

Existing Data from Other Organizations

Data from other agencies can be used to show the extent to which your program is meeting your targets for performance measures. Examples of such data are attendance records, classroom grades, crime statistics, and health information. The method of collecting these data needs to be planned carefully. It is important to determine how you will record the data that come from an external source (e.g., grades from report cards, health statistics from city or county data records).

Although there may be existing data that seem relevant to your program, the data may not be in a format you can use, or the data may not be accessible to you. For example, if you want to collect report card grades for your reading program, you must determine if the elementary schools give letter or numeric grades to the younger students. In some cases, rather than assigning letter or numeric grades, schools rate student success in ways such as by indicating competency level (e.g., “exceeds expectations,” “meets expectations,” or “needs improvement”).

Another issue to consider is confidentiality, which may restrict your access to data collected by other organizations. You also need to consider whether the data will be available when you need them.

Program-Generated Data

Programs may need to generate the data to measure outputs, intermediate outcomes, or end outcomes. This entails adapting an instrument someone else has created or designing an instrument to collect specific data for performance measurement. In these cases, programs may choose to administer tests or surveys, conduct observations, or conduct interviews. Programs that decide to generate the data they need will find it necessary to allocate more time in the development stage. Instruments should be pilot tested and reviewed to avoid ambiguous language and other common errors. Despite the additional time needed for development, program-generated measures usually provide a greater degree of control over the data collected.

Issues to Consider When Choosing Data Collection Methods and Instruments

Whether you are measuring outputs or outcomes, the following issues should be considered when deciding on the method and type of instrument to use.

- **Identify who will administer the instrument.** Do they need training to administer the instrument?
- **Determine who will complete the instrument.** Will they be willing to complete the instrument? Will they be able to understand what the instrument is asking (e.g., given their reading level, language skills, age, etc.)?
- **Determine when you want the instrument to be administered.** Does your timeline conflict with other program activities or administrative responsibilities? Will the people who need to complete the instrument be available when the data are to be collected?
- **Determine if the data to be collected are accessible to you.** Do you need approval from individuals or the organization to get the data? Is confidentiality an issue?
- **Verify that the data you want to collect actually exist.** Do the data to be collected actually exist in a format or grouping that you need? Do data exist from previous years?
- **Determine when the data will be available.** Will the data be available to you when you need it?

Instruments Record the Work Completed

Performance measurement data and instruments are the records of the work performed by your program (outputs) and the changes resulting from this work (outcomes). Completed instruments and the “raw data” they contain provide the documentation that verifies the results you report to the Corporation and other stakeholders. Therefore, it is very important to keep all your raw data (i.e., completed instruments) well organized and in a safe place so they will not be lost or destroyed. Completed instruments may also contain confidential information about the beneficiaries you serve, so it is also important to keep them in a secure location, such as a locked filing cabinet.

V. Performance Measurement Worksheet

A strong performance measurement worksheet tells a brief and accurate story about what you intend to achieve for your beneficiaries, members, and community through your activity. It also lays a foundation for implementing performance measurement. The AmeriCorps worksheet contains six components.

1. **Need to be addressed**
2. **Result and indicator**
3. **Activity**
4. **Data source and instrument**
5. **Targets**
6. **Performance measure**
7. **Data from prior years**

Before Starting the Performance Measurement Worksheet

Review your logic model. Before developing your performance measurement worksheet, complete a logic model for the activity. The logic model can serve as the basis for your worksheet. As you complete the worksheet, you can move back and forth between the logic model and the worksheet, borrowing components from the logic model to copy into the worksheet. See *Section III—Program Logic Model* in this toolkit for more information on completing a logic model.

Steps to a Strong Performance Measurement Worksheet

1. Select the type of activity to be measured.

Identify the category that best represents the activity.

- *Needs and Service Activities:* Activities that relate to the direct services your members do (e.g., tutoring, crisis counseling, building houses, or trail maintenance) and that have an impact on beneficiaries.
- *Participant Development: Activities:* Activities that reflect what program staff provide for members ("participants") that promote change in member knowledge, skills, or attitudes (e.g., training, career counseling).
- *Strengthening Communities:* Activities that relate to increasing and sustaining resources within your community (e.g., recruiting volunteers, building collaborations, or educating about services).

2. Identify the performance measurement type.

According to Corporation guidelines, identify one of the following results for each worksheet.

- **Outputs** are counts of the amount of service members or volunteers have completed, but do not provide information on benefits to or other changes in the lives of members and/or beneficiaries.

Output Example
Teacher-identified, third-grade students at Clarkstonburg Elementary School will complete 12 weeks of tutoring.

- **Intermediate Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries, but are short of a significant benefit for them.

Intermediate Outcomes Example
Students will improve attitudes about reading.

- **End Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries that are significant.

End Outcome Example
Students will increase their ability to read.

3. Describe the need the activity will address.

Describe the unmet need in your community and briefly describe the community characteristics relevant to the need. Document the reason why your particular service activity is being conducted by citing research or government statistics, if appropriate.

Note that for participant development activities, the need will be centered on the members (e.g. need for advanced training), rather than the community.

4. Identify and define the result and indicator.

Identify the result you will focus on for this performance measurement worksheet. (For more information on requirements for results, see *Section II. Performance Measurement Requirements* in this toolkit). The output indicates the amount of activity (counts). Outputs answer the question, “How much service was provided?” The intermediate and end outcomes reflect the impact of your activity on your beneficiaries and the community. Outcomes answer the question, “What has changed because we did this activity?” If your activity has multiple impacts—which most do—choose the most meaningful impact that will be measurable within three years.

After identifying the result for each performance measurement worksheet, you will also need to identify the indicator you hope to use to determine if you reached your result. The indicator describes the specific, measurable item of information that specifies progress toward achieving your result. It is a key step in determining the target (Number 7 on the performance measurement worksheet). The following examples are indicators for specific results:

Indicator Example

Output Indicator: Number of students tutored

Intermediate Outcome Indicator: Percent of students reading more books

End Outcome Indicator: Percent of students reading at or above grade level

5. Describe your activity.

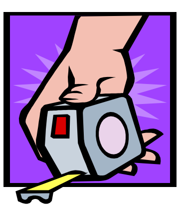
Describe how you will achieve this result. The activity statement of your program should describe who does what, when, where, how, and with whom.

Activity Example

Five AmeriCorps members will provide one-on-one tutoring in reading to twenty-five teacher-identified, third-grade students at Clarkstonburg Elementary School for forty-five minutes in the classroom one afternoon per week for twelve weeks.

6. Identify data source and instrument.

The data source and instrument describe the means by which you will collect *observable evidence* on the extent to which your activity completed service or achieved its desired result. The data source identifies the origin of the information you plan on collecting. For example, if you are using existing data, the data source may be school records or police crime statistics. The instrument is the document or form you will use to track your activities and to determine impact (e.g., teacher survey, behavioral checklist).



Always connect your instrument and data source to your activity and result. For example, a questionnaire (instrument) that collects information from park visitors (data source) on park satisfaction would not measure increased trail safety (result). However, an Accident and Injury Log (instrument) that collects information from the park's Accident and Injury Records (data source) can determine the safety condition of a trail and measure trail safety (result). Before identifying the data source and instrument, consider the feasibility of collecting the type of information associated with the instrument. For example, if you will need to gain access to data on crime rates, you will want to know if the police department will allow you to transfer crime data to your Crime Rate Summary Log.

Identify your data source and instrument in the worksheet. In some cases, you may not have identified an instrument during the early planning of your program, but know where you would get the information. If so, state the data source where you will obtain your data; identifying the specific instrument to be used may need to come later.

7. Select the targets.

Identify the actual level or degree of success, as measured by your instrument, which you expect to achieve each year during the three-year funding cycle. Your targets indicate how many or how much will change for each of the three years as compared to baseline data.

Be realistic! You are the best judge of how much change to expect over a given time period as a result of your program's activities. If this is the first time you are collecting data for this measure, usually the target is considered as a "guestimate." Consider whether this is the same group of beneficiaries participating for all three years and whether the AmeriCorps members' limited service years will allow you to raise your target substantially from one year to the next.

An example of targets for an intermediate outcome may look like this:

Year 1: Sixty-five percent of students tutored increase their interest in reading.

Year 2: Eighty-five percent of students tutored increase their interest in reading.

Year 3: Ninety percent of students tutored increase their interest in reading.

8. Restate the performance measure.

The performance measure is a combined restatement of your result (item 4 on the worksheet) and targets (item 7 on the worksheet). It is the general statement of change coupled with what (who) and how many will change during the respective year.

An example of a performance measure for an intermediate outcome may look like this:

Year 3: Teachers report that 90 percent of students tutored increased interest in reading.

9. Provide data from previous years.

If you have data from previous years, this is the opportunity to report it. This may be baseline data previously collected by your agency, or other information you used to establish the community need that your activity will address.

Appendix A: Examples of Program Services Described in Logic Models (Indicators appear under each result)

Participant Development:

Nineteen AmeriCorps members will be trained by a qualified trainer (trained staff person or professional trainer) in ten strategies of effective citizenship using the curriculum, “A Facilitators Guide to Effective Citizenship through AmeriCorps” during their in-service orientation week and half-day trainings once per week for five weeks.

Need	Inputs	Activity	Outputs	Intermediate Outcome	End Outcome
Members need training in citizenship strategies and can benefit from increased civic awareness →	1. Qualified trainers 2. AmeriCorps members 3. Citizenship curriculum →	Qualified trainers provide AmeriCorps members with training in citizenship using the prescribed curriculum. →	Members complete the training course. →	Members gain knowledge about effective strategies for civic engagement. →	Members increase commitment to civic engagement.
			<u>Indicator</u>: Number of members who complete training course	<u>Indicator</u>: Percent of members who know how to design service projects, find and track legislation, run effective meetings, talk to decision-makers, etc.	<u>Indicator</u>: Percent of members who participate in at least one community service activity beyond AmeriCorps

Strengthening Communities:

Twenty AmeriCorps members will engage in volunteer recruitment by supporting the quarterly open house for community literacy volunteers. Members will place advertisements in the local newspapers and other media outlets, as well as word-of-mouth, to inform the community about quarterly open house events. AmeriCorps members will also staff these open house events, serve refreshments, and inform community members about opportunities to serve as literacy tutors at local elementary schools. Members will record contact information for participants who express interest in volunteering. Program staff will be responsible for volunteer training and placement.

Need		**Inputs**		**Activity**		**Outputs**		**Intermediate Outcome**		**End Outcome**
Volunteer tutors are in scarce supply; high turnover of volunteers detracts from quality of tutoring services.	→	1. AmeriCorps members 2. Member training in volunteer recruitment 3. Advertisement supplies and resources 4. Refreshments	→	AmeriCorps members advertise and staff quarterly open house to recruit community volunteers for the literacy tutoring program. Program staff train and place literacy volunteers.	→	Individuals recruited from the community serve as literacy tutors.	→	Individuals who volunteer as literacy tutors have a positive volunteering experience.	→	First-time literacy tutoring volunteers maintain their commitment to volunteering.
						<u>Indicators</u>: Number of individuals from the community who are recruited, trained, and placed as literacy tutors		<u>Indicator</u>: Percent of literacy tutors (volunteers) who report that they had a “positive” or “very positive” volunteering experience		<u>Indicators</u>: Percent of first-time literacy tutors (volunteers) who report that they plan to serve with the program again next year

Needs and Service Activities—Education:

Twenty-five AmeriCorps members and fifteen volunteers will provide one-on-one literacy tutoring to 160 third-grade to fifth-grade students identified as reading two or more grades below their grade level. Tutoring will occur three days per week for one school year (thirty weeks) at four elementary schools. Each student will be provided with one hour of tutoring three days per week for 30 weeks.

Need	Inputs	Activity	Outputs	Intermediate Outcome	End Outcome
Elementary school children are scoring low in tests of reading ability. →	1. AmeriCorps members 2. Community volunteers 3. Students 4. Training resources →	AmeriCorps members and volunteers provide one-on-one literacy tutoring to elementary students. →	Students receive tutoring services →	Students demonstrate a positive attitude towards reading. →	Students improve reading ability by end of school year.
			Indicators: Number of students who receive at least 45 hours of tutoring	Indicator: Percent of tutored students who report that they enjoy reading and are reading more books	Indicator: Percent of tutored students who read at or above grade level by end of school year

Needs and Service Activities—Environment:

Ten AmeriCorps members and fifty volunteers will work six-person crews to conduct ten neighborhood clean-up projects to improve the safety and usability of neighborhood public parks over a nine month period. Clean-up activities will include removing trash and debris, planting trees and shrubs, repainting fences and walls (to cover graffiti), and repairing broken playground equipment.

Need	**Inputs**	**Activity**	**Outputs**	**Intermediate Outcome**	**End Outcome**
Residents lack access to safe, clean neighborhood parks.	1. AmeriCorps members 2. Volunteers 3. Clean-up tools and equipment 4. Monetary and material resources	AmeriCorps members conduct clean-up projects in neighborhood parks.	Neighborhood park clean-up projects are completed.	Neighborhood residents perceive parks to be safer and more usable due to clean-up efforts of AmeriCorps members and volunteers.	Residents make greater use of public parks in their neighborhood.
			<u>Indicator</u>: Number (and types) of clean-up projects completed	<u>Indicator</u>: Percent of neighborhood residents who report that they believe the parks in their neighborhoods are safer and more usable due to clean-up efforts of AmeriCorps members and volunteers.	<u>Indicators</u>: Percent of residents who report they will be more likely to use cleaned up parks; percent of residents who report having used parks in the last 30 days

Needs and Service Activities—Disaster Preparedness and Relief:

Twenty AmeriCorps members, serving at five sites and working in teams of four, will work with representatives of local schools, after school programs, and other youth-serving organizations to implement disaster preparedness curricula and programs for elementary and middle school-aged youth.

Need		**Inputs**		**Activity**		**Outputs**		**Intermediate Outcome**		**End Outcome**
Youth in the community need to know what to do in the event of various emergencies.	→	1. AmeriCorps members 2. Disaster preparedness curricula 3. Other material and monetary resources	→	AmeriCorps members work with community representatives to implement disaster preparedness curricula.	→	Youth participate in disaster preparedness activities.	→	Youth increase their knowledge of appropriate disaster responses.	→	Youth perform appropriately during emergency drills.
						<u>Indicators</u>: Number of youth who participate in disaster preparedness activities.		<u>Indicator</u>: Percent of participating youth who show knowledge of appropriate responses in at least three disaster scenarios		<u>Indicator</u>: Percent of youth who are able to perform seven emergency tasks during a timed drill

Needs and Service Activities—Other Human Needs:

Fifteen AmeriCorps members will conduct outreach to neighborhood residents, signing up parents with infants and young children for appointments at the community clinic to receive necessary vaccinations. Members will distribute brochures containing information on the importance of childhood vaccinations, and encourage parents to bring their infants and young children to the local community clinic for free or reduced-cost vaccinations. Parents will receive up-to-date record of children's vaccinations, which will facilitate the enrollment of these children in kindergarten and elementary school.

Need		**Inputs**		**Activity**		**Outputs**		**Intermediate Outcome**		**End Outcome**
Children in the community have not received all needed vaccinations.	→	1. AmeriCorps members 2. Member training 3. Outreach materials 4. Other material and monetary resources	→	AmeriCorps members go door-to-door and sign up parents with infants and young children for necessary vaccinations.	→	Parents with infants and young children are signed up.	→	Children receive necessary vaccinations.	→	Parents receive up-to-date record of their children's vaccinations.
						<u>Indicator</u>: Number of parents signed up by AmeriCorps members		<u>Indicator</u>: Number of children who receive vaccinations		<u>Indicator</u>: Number of vaccination cards which indicate children have received all recommended vaccinations

Needs and Service Activities—Public Safety:

Over the course of one year, fourteen members will help victims of domestic violence to make personal safety plans, get temporary restraining orders, and find alternative living situations. Members will guide clients through the steps to develop a personal safety plan. Members will help clients complete the paperwork to file a request for a temporary restraining order. Members will match clients with openings at the local shelter for battered women. Members will also follow up with on clients' to address their needs for at least six weeks following initial contact.

Need		Inputs		Activity		Outputs		Intermediate Outcome		End Outcome
Victims of domestic violence need help finding and accessing resources to keep them safe.	→	1. AmeriCorps members 2. Training for members 3. Monetary and material resources 4. Victims seeking assistance	→	AmeriCorps members assist victims of domestic violence (clients) to make personal safety plans, get temporary restraining orders, and find alternative living situations.	→	Clients receive assistance from AmeriCorps members.	→	Clients implement their personal safety plans.	→	Clients report that they feel safer as a result of assistance received from members.
						<u>Indicator</u>: Number of clients who receive assistance, and types of assistance received		<u>Indicator</u>: Percent of clients who report having performed the steps outlined in the personal safety plan they developed with assistance from an AmeriCorps member		<u>Indicator</u>: Percent of clients who report that they feel safer as a result of assistance received from AmeriCorps members

Appendix B: Glossary of Performance Measurement Terms

Activity: What a program does with inputs to fulfill its mission.

Beneficiaries: Those who benefit from community activities.

Data Source: Identifies the origin of the information you plan on collecting.

Evaluation: In-depth assessment of program effectiveness by means of rigorous scientific methods. This can include use of control groups and other techniques to determine what would have happened in the absence of the program.

Indicator: A specific, measurable item of information that specifies progress toward achieving a result.

Input: Resources your program uses to produce outputs and achieve outcomes. Examples include staff, members, volunteers, facilities, equipment, curricula, and money.

Instrument: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol).

Logic Model: A diagram or chart that traces the flow from inputs to activities, outputs, and outcomes to demonstrate an aligned activity. A logic model employs an “if A, then B” way of thinking.

Need: The unmet need in your community that your activity will address.

Performance Measure: A statement containing a result (output, intermediate outcome, or end outcome), an indicator, and the target that is expected to be achieved toward this result over a given period of time (one year, two years, or three years).

Performance Measurement: The process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries.

Result: The outputs and outcomes you intend to track for a particular activity.

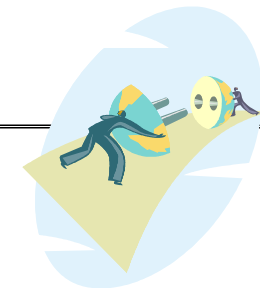
> **Outputs** are counts of the amount of service members or volunteers have completed, but do not provide information on benefits to or other changes in the lives of members and/or beneficiaries.
>
> **Intermediate Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries, but are short of a significant benefit for them.
>
> **End Outcomes** specify changes that have occurred in the lives of members and/or beneficiaries that are significant.

Target: The level of success a program expects to attain for efforts made over a given time period.

> **Output example:** In the first year, twenty-five percent of the parents participating in the dropout prevention program will attend all sessions.
>
> **Intermediate outcome example:** In the second year, those students whose parents attend all sessions of the dropout prevention program will demonstrate ten percent fewer behavioral incidents compared to those students whose parents are on a waiting list for the program.

Volunteer: Volunteers are citizens or residents in the community who offer their time and talents to assist your AmeriCorps program. Volunteers differ from AmeriCorps members in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and do not receive a stipend, education award or health benefits.

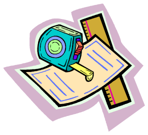
Appendix C: Cross Reference of Performance Measurement Terms



PREVIOUS TERM **Program Evaluation or Objective-based outcomes**	**TO**	**CURRENT TERM** **Performance Measurement**	**Definition Under Performance Measurement Model**
Accomplishment	➔	Output	The product or service delivered (students tutored, trees planted, etc). Usually involves counts. See “Result.”
Activity	➔	Activity	What a program does with inputs to fulfill its mission.
Evaluation	➔	Performance Measurement	The process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries.
Indicator	➔	Indicator	A specific, measurable item of information that specifies progress toward achieving a result.
Instrument	➔	Instrument	The document or form you use to track your activities and to determine impact (e.g., teacher survey, behavioral checklist).
Method (of Measure)	➔	Method (of Measure)	Approach to collect needed information (e.g., interviewing, observing, or counting).
Objective Summary	➔	Performance Measure	A statement containing a result (output, intermediate outcome, or end outcome) and the target a program expects to meet toward this result over a given time period (one year, two years, or three years).
Outcome	➔	Intermediate Outcome	A change in the lives of members and/or beneficiaries that is short of a significant, lasting benefit for them. In some cases, an intermediate outcome is an initial outcome that leads to a longer term or more important end outcome.
		End Outcome	A change in the lives of the beneficiaries that is significant and lasting.

PREVIOUS TERM **Program Evaluation or Objective-based outcomes**	**TO**	**CURRENT TERM** **Performance Measurement**	**Definition Under Performance Measurement Model**
Standard of Success	➔	Target	The level of success a program expects to attain for a performance measure over a given time period: Output example: In the first year, twenty-five percent of the parents participating in the drop-out prevention program will attend all sessions. Intermediate outcome example: In the second year, those students whose parents attend all sessions of the drop-out prevention program will demonstrate ten percent fewer behavioral incidents compared to those students whose parents are on a waiting list for the program.
Result	➔	Result	The outputs and outcomes a program intends to track for a particular activity: Output: The product or service delivered (students tutored, trees planted, etc). Usually involves counts. Intermediate Outcome: A change in the lives of members and/or beneficiaries that is short of a significant, lasting benefit for them. In some cases, an intermediate outcome is an initial outcome that leads to a longer term or more important end outcome. End Outcome: A change in the lives of the beneficiaries that is significant and lasting.

Appendix D: Performance Measurement Resources



Below is a list of resources recommended by the Corporation for National and Community Service for developing performance measurements. To access each of the online resources, type the underlined address into the address field of your web browser.

Web Sites

Center for Accountability and Performance
http://www.aspanet.org/cap/index.html

Evaluation Toolkit: A User's Guide to Evaluation for National Service Programs
http://www.projectstar.org/star/Library/toolkit.html

Harvard Family Research Project—After School Resources and Publications
http://www.gse.harvard.edu/hfrp/projects/afterschool/resources.html

Measuring Volunteering: A Practical Toolkit
http://www.independentsector.org/members/media/iyv_pr.html

Online Evaluation Resource Library
http://oerl.sri.com/

The Results & Performance Accountability Implementation Guide
http://www.raguide.org/Default.htm

United Way of America, Outcome Measurement Resource Network—Resource Library
http://national.unitedway.org/outcomes/library/pgmomres.cfm

Urban Institute Report on the Corporation's performance measurement
http://www.nationalservice.org/research/outcome.pdf

W.K. Kellogg Foundation Evaluation Handbook
http://www.wkkf.org/pubs/Tools/Evaluation/Pub770.pdf

W.K. Kellogg Foundation Logic Model Development Guide
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.PDF

Books

Hatry, Harry P. 1999. Performance Measurement: Getting Results. Urban Institute Press: Washington, D.C.

United Way of America. 1996. Measuring Program Outcomes: A Practical Approach. United Way of America: Alexandria, VA. (To order, call 1-800-772-0008.)

The Corporation also encourages programs, when needed, to seek the help of local or regional professionals to perform and oversee performance measurement activities. This includes the development of a plan that encompasses the collection of and reporting on outcome data that will be used to improve program quality.

PERFORMANCE MEASUREMENT WORKSHEET

Output**— The amount of product or service delivered (students tutored, trees planted, etc.).**
Intermediate-outcome**— A change that has occurred in the lives of beneficiaries and/or members, but is still short of a significant, lasting benefit.**
End-outcome**— A significant and lasting change that has occurred in the lives of beneficiaries and/or members.**

INSTRUCTIONS: Complete one worksheet for each performance measure.

1. Select a **performance measurement category:** ❍ Needs and Service Activities ❍ Participant Development ❍ Community Strengthening	
2. Select a **performance measurement type:** ❍ Output ❍ Intermediate Outcome ❍ End Outcome	
3. **Need.** Describe the need that this performance measure will address.	
4. Anticipated Result. Identify the expected **result**.	
5. Activities. Describe the **activities** planned to achieve this result.	
6. Measurement. Describe the data and instruments you use to **measure** the results.	
7. Targets. Describe the **targets** you expect to meet during the 3-year grant period.	Year 1:
	Year 2:
	Year 3:
8. **Performance Measure.** Combine your anticipated results and your targets into a sentence.	
9. If you have **data for this performance measure from prior years,** report it here.	

APPENDIX B

Research

Value of Volunteer Time

The estimated dollar value of volunteer time is $18.04 per hour for 2005.

Below is a table that provides a historical look at volunteering and its estimated dollar value. Assuming that the same number of volunteer hours was served in 2005 as in 2000, the total dollar value of volunteer time for 2005 is estimated at $280 billion.

Learn more about these figures, including how they are calculated and how nonprofit organizations often use them, at the **bottom of the page**.

- **Dollar Value of a Volunteer Hour**: 1 2005
- **Volunteers—Num Hours, and Dollar** 1989-2000
- **Dollar Value of a Volunteer Hour, b** 2004
- ***Giving and Volunt in the United Stat*** series

Dollar Value of a Volunteer Hour: 1980 - 2005

1980:	$7.46	**1990:**	$11.41	**2000:**	$15.68
1981:	$8.12	**1991:**	$11.76	**2001:**	$16.27
1982:	$8.60	**1992:**	$12.05	**2002:**	$16.74
1983:	$8.98	**1993:**	$12.35	**2003:**	$17.19
1984:	$9.32	**1994:**	$12.68	**2004:**	$17.55
1985:	$9.60	**1995:**	$13.05	**2005:**	$18.04
1986:	$9.81	**1996:**	$13.47		
1987:	$10.06	**1997:**	$13.99		
1988:	$10.39	**1998:**	$14.56		
1989:	$10.82	**1999:**	$15.09		

Please note: Values for 1990-2005 were adjusted to reflect a new data series released by the Bureau of Labor Statistics.

Volunteers—Number, Hours, and Dollar Value: 1989 - 2000

Volunteer Indicator	**2000***	**1998**	**1995**	**1993**	**1991**
Civilian noninstitutional population 18 years old or older (March 1988, 1990, 1992, 1994, 1996, 1999, in millions)	N/A	197.1	190.5	187.1	184.4
Volunteers (percentage of population)	44%	55.5%	48.8%	47.7%	51.1%
Volunteers (in millions)	83.9	109.4	93.0	89.2	94.2
Average weekly hours per volunteer	3.6	3.5	4.2	4.2	4.2
Average annual hours per volunteer	N/A	182.0	218.4	218.4	217.6
Annual hours volunteered (in billions)	N/A	19.9	20.3	19.5	20.5

Annual hours volunteered, excluding informal volunteering (in billions)	15.5	15.8	15.7	15.0	15.2
Full-time equivalent employment, excluding informal volunteering, at 1,700 hours per year per employee (in millions)	9.1	9.3	9.2	8.8	9.0
Dollar value of a volunteer hour	$15.40	$14.30	$12.84	$12.13	$11.58
Total assigned dollar value of volunteer time, excluding informal volunteering (in billions)	$239.2	$225.9	$201.5	$182.3	$176.4

Please note: All volunteering numbers for 2000 are for individual adults aged 21 or older. All other years, 1989 to 1998, inc individual adults aged 18 or older. Other significant changes were also introduced in the 2001 Giving and Volunteering *sur including survey methodology, which makes comparison to prior years difficult.*

Dollar Value of a Volunteer Hour, by State: 2004

Please note that 2004 is the latest year for which state-by-state numbers are available.

Alabama: $14.71	Indiana: $15.57	Nebraska: $13.91	South Carolina: $1
Alaska: $16.90	Iowa: $14.19	Nevada: $16.17	South Dakota: $12
Arizona: $16.22	Kansas: $14.80	New Hampshire: $17.71	Tennessee: $15.62
Arkansas: $13.35	Kentucky: $14.75	New Jersey: $21.35	Texas: $17.53
California: $19.74	Louisiana: $14.22	New Mexico: $13.49	Utah: $14.17
Colorado: $18.02	Maine: $14.08	New York: $22.77	Vermont: $14.66
Connecticut: $23.14	Maryland: $18.39	North Carolina: $15.52	Virginia: $17.97
Delaware: $18.97	Massachusetts: $22.07	North Dakota: $12.82	Washington: $17.3
Dist. of Columbia: $26.52	Michigan: $18.11	Ohio: $16.10	West Virginia: $13.
Florida: $15.43	Minnesota: $18.18	Oklahoma: $13.66	Wisconsin: $15.41
Georgia: $17.15	Mississippi: $12.56	Oregon: $15.71	Wyoming: $13.75
Hawaii: $15.06	Missouri: $15.71	Pennsylvania: $17.06	Puerto Rico: $9.35
Idaho: $13.19	Montana: $11.93	Rhode Island: $16.13	Virgin Islands: $13.
Illinois: $18.97			

Notes: The value of volunteer time is based on the average hourly earnings of all production and nonsu workers on private nonfarm payrolls (as determined by the Bureau of Labor Statistics). Independent Se this figure and increases it by 12 percent to estimate for fringe benefits.

Charitable organizations most frequently use the value of volunteer time for recognition events or comm to show the amount of community support an organization receives from its volunteers.

According to the Financial Accounting Standards Board, the value of volunteer services can also be use financial statements – including statements for internal and external purposes, grant proposals, and anr – only if a volunteer is performing a specialized skill for a nonprofit. The general rule to follow when dete contributed services meet the FASB criteria for financial forms is to determine whether the organization have purchased the services if they had not been donated. Accounting specialists, may visit FASB's we regulations on use of the value of volunteer time on financial forms: **http://www.fasb.org/pdf/fas116.p**

It is very difficult to put a dollar value on volunteer time. Volunteers provide many intangibles that can n quantified. For example, volunteers demonstrate the amount of support an organization has within a co provide work for short periods of time, and provide support on a wide range of projects.

The value of volunteer time presented here is the average wage of non-management, non-agricultural w This is only a tool and only one way to show the immense value volunteers provide to an organization. of Labor Statistics does have **hourly wages by occupatio**n that can be used to determine the value of specialized skill.

It is important to remember that when a doctor, lawyer, craftsman, or anyone with a specialized skill vol the value of his or her work is based on his or her volunteer work, not his or her earning power. In other volunteers must be performing their special skill as volunteer work. If a doctor is painting a fence or a la

APPENDIX C

2004-2005 AmeriCorps*State Program Contacts (Public Copy)

PROGRAM STAFF	LEGAL APPLICANT
Impact Lake Charles — Tutor/Mentor Katie Sawyer 326 Pujo Street Lake Charles, LA 70601 Phone: (337) 491-8735 Fax: (318) 491-8760 ksawyer@mail.city-lakecharles.org	City of Lake Charles Esther Vincent 326 Pujo Street Lake Charles, LA 70601 Phone: (337) 491-1461 Fax: (337) 491-1206 evincent@mail.city-lakecharles.org **$105,769.00**
Jumpstart Hammond and Dillard — Tutor/Mentor Ashley Huff 2987 Clair Mount Road Suite 300 Atlanta, GA 30329 Phone: 404-320-6530 Fax: 404-636-4556 ahuff@jstart.org Traci Smith SLU 10749 Hammond, LA 70402 Phone: (985) 549-5273 Fax: (985) 549-5009 Traci.smith@selu.edu Dr. Thaddeus Claiborne Dillard University 2601 Gentilly Bkvd. New Orleans, LA 70122 Phone: (504) 816-4605 Fax: (504) 816-4185 tclaiborne@aol.com	Jumpstart for Young Children Robert Waldron 93 Summer Street Suite 2R Boston, MA 02110 **$210,653.00**
Louisiana Delta Service Corps — Community Outreach Elizabeth Irvine Lisa Moore 250 South Foster Drive P. O. Box 64799 Baton Rouge, LA 70896 Phone: (225) 930-9949 Fax: (225) 930-0645 birvine@ladeltacorps.org	Louisiana Delta Service Corps Elizabeth Irvine 250 South Foster Drive P. O. Box 64799 Baton Rouge, LA 70896 Phone: (225) 930-9949 Fax: (225) 930-0645 birvine@ladeltacorps.org **$240,000.00**
Louisiana HIPPY Corps — Adult Tutoring Crystalyn Lee P. O. Box 94064 Baton Rouge, LA 70804 Phone: (225) 342-5981 Fax: (225) 219-4439 cclee@doe.state.la.us	Louisiana Department of Education P. O. Box 94064 Baton Rouge, LA 70804 Phone: (225) 342-5981 Fax: (225) 219-4439 cclee@doe.state.la.us **$47,150.00**
SEE West Monroe — Tutor/Mentor Lana Bullock Angela Pinckard Julia Cagle 400 South 5th Street W. Monroe, LA 71292 Phone: (318) 387-4001 Fax: (318) 387-1443 Lanajb_71292@yahoo.com Oringinalang@hotmail.com carolinecratchit@yahoo.com	City of West Monroe 400 S. Fifth Street W. Monroe, LA 71292 Phone: (318) 387-4001 Fax: (318) 387-1443 **$118,000.00**
Serve! Baton Rouge — Tutor/Mentor Trudy Bell Onya Carter 555 St. Tammany St., Suite A Baton Rouge, LA 70806 Phone: (225) 924-9009 Fax: (225) 924-9082 sbr@eatel.net tbell@servebatonrouge.org	E.B.R. Parish School Board 555 St. Tammany, Suite A Baton Rouge, LA 70806 **$193,944.00** Phone: (225) 924-9009 Fax: (225) 924-9082
ShrevCORPS — Environmental Yvonne Lee Lee Jeter 3625 Southern Avenue Shreveport, LA 71104 Phone: (318) 219-1888 Fax: (318) 219-1882 shrevcorps@shreveportgreen.org	Shreveport Green Donna Curtis 3625 Southern Avenue Shreveport, LA 71104 **$127,440.00** Fax: (318) 219-1882
Summerbridge New Orleans — Tutor/Mentor Ana Zorrilla 1903 Jefferson Ave New Orleans, LA 70115 Phone: (504) 896-8595 (504) 628-0098 Fax: (504) 896-8597 azorrilla@newmanschool.org	Summerbridge New Orleans Ana Zorrilla 1903 Jefferson Ave New Orleans, LA 70115 Phone: (504) 896-8595 Fax: (504) 896-8597 azorrilla@newmanschool.org **$ 65,330.00**
SWLAHEC Outreach Team — Public Health Angela Jouett 715 Ryan Street, Suite 104 Lake Charles, LA 70601 Phone: (337) 497-0127 Fax: (337) 497-0128 (LC 337-497-0128 lcahec@aol.com	Southwest Louisiana Area Health Education Center Jeanne Solis 103 Independence Lafayette, LA 70506 info@swlahec.com **$348,036.00** Phone: (337) 989-0001 Fax: (337) 989-1401, Cell 337-4560
Teach For America – LA — Tutor/Mentor Elizabeth Ryan 313 Carondelet Street 11th Floor New Orleans, LA 70130 Phone: (504) 533-7776 Fax: (504) 533-7765 Bebe.ryan@teachforamerica.org	Teach For America – LA Mary Garton 313 Carondelet Street 11th Floor New Orleans, LA 70130 Phone: (504) 533-7786 Fax: (504) 533-7765 **mary.garton@teachforamerica.org** **$122,535.00**
Trinity Christian Community — Tutor/Mentor John Bartley P. O. Box 13665 New Orleans, LA 70185-3665 Phone: (504) 482-7822 (504) 482-7729 Fax: (504) 482-7878 Jpbartley7tcc@hotmail.com eett3@aol.com	Trinity Christian Community Kevin Brown P. O. Box 13665 New Orleans, LA 70185-3665 Phone: (504) 482-7822, (504) 482-7729 Fax: (504) 482-7878 trinitychristiancommunity@hotmail.com **$127,990.00**
UL Lafayette AmeriCorps Community Service Program — Tutor/Mentor Judd Jeansonne P.O. Box 44307 Lafayette, LA 70504-4307 Phone: (337) 262-1360 Fax: (337) 262-2063 Jxj2930@louisiana.edu	University of Louisiana at Lafayette Dr. Ray Authement President P. O. Box 44307 Lafayette, LA 70504-4307 **$173,529.00**

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