AMERICORPS TECHNICAL ASSISTANCE SESSION

October 5, 2023

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Today's plan

- Key Messages and Takeaways
  - What's New
- Logic Model
- Performance Measures

BREAK

- Evidence
- Resources: What tools can help?
- Wrap-Up and Q&A

KEY MESSAGES

What should you take from today?

What's new or different

- **Community** section must include the role inequities may play in the problem
- **Theory of Change** is <u>**excluded**</u> from the application *yet is still fundamental to a competitive program design*
- **Logic Model** takes center stage as the main vehicle to present your program and its intended outcomes (8 pg now!)
- **Data Collection** is a scored component that is described in the Cost-Effectiveness and Budget Adequacy section

Category	%
Executive Summary	**0**
Program Design	**50**
Community and Logic Model	24
Evidence Tier	12
Evidence Quality	8
Member Experience	6
Organizational Capacity	**25**
Organizational Background and Staffing	15
Member Supervision	6
Commitment to Diversity, Equity, Inclusion, and Accessibility	8
Cost Effectiveness and Budget Adequacy	**25**

Community problem

Details the community need that the AmeriCorps program is designed to address or mitigate

- Describes the role of current or historical inequities may play in contributing to the problem
- Describes the community need and the severity and prevalence of the problem in relation to the CDC's Social Vulnerability Index

Logic model

Presents the story of the evidence-based intervention/program the organization will provide to address the community problem, including:

- What the AmeriCorps members will provide or do
- Who will be the direct beneficiaries of the AmeriCorps member services
- How often the intervention activities occur
- What happens to the beneficiaries as a result of the member activities

Evidence

Provides research and past program data to JUSTIFY that the member activities for the intended beneficiaries will have the anticipated outcomes identified in the logic model

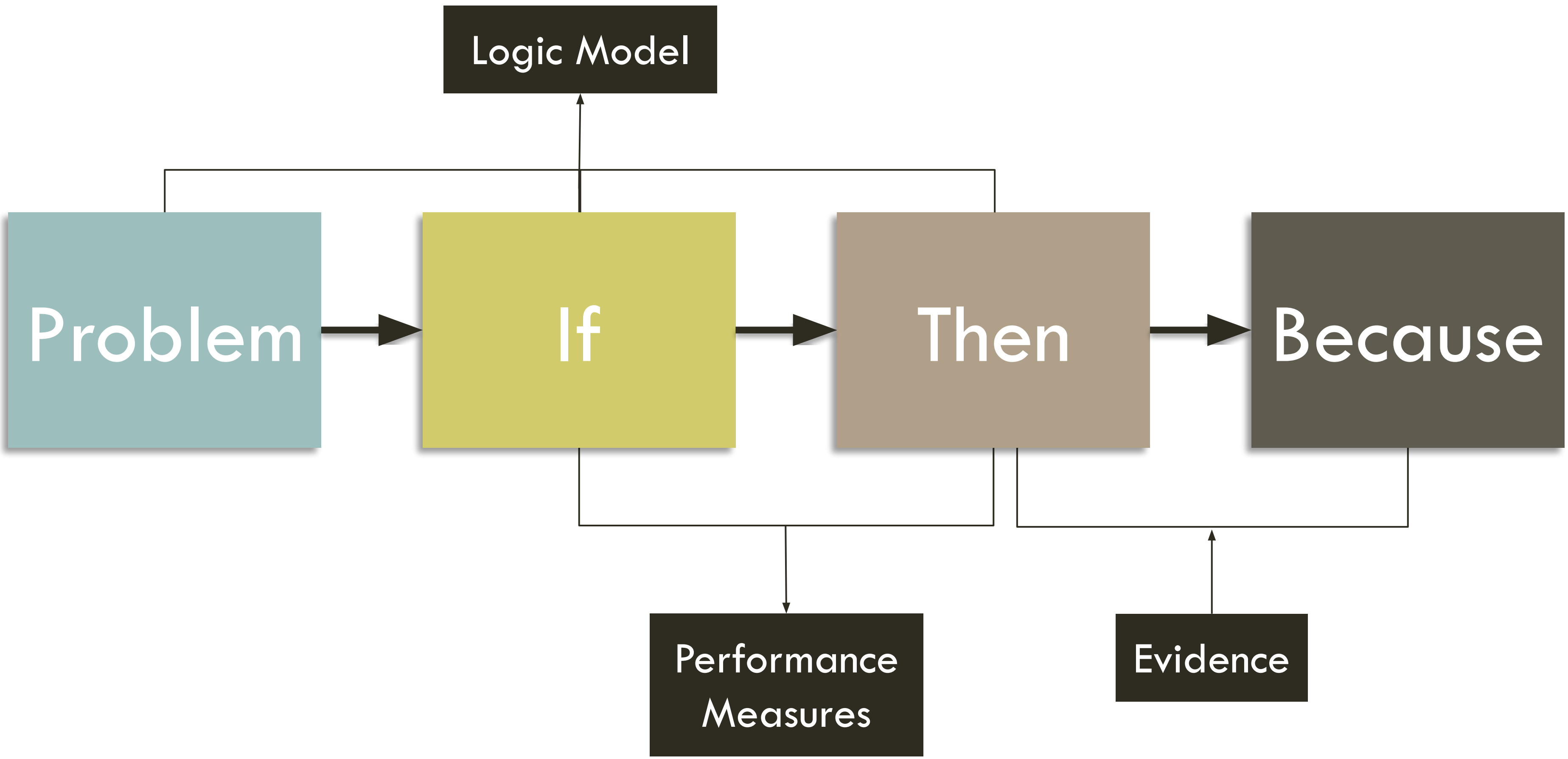
- Evidence is rated based on:
  - How rigorous it is: Pre-preliminary, Preliminary, Moderate, Strong
  - How well it justifies your program design

Performance measures

The performance measures track how the story is actually playing out.

- Measures BOTH
  - How much was done (output)
  - How much changed because of the member activities (outcome)
- Stands alone
- Provides sufficient information to convince the reader that you will collect meaningful information

All application sections relate.



COMMUNITY

What community problem your program will address?

Community

Community issue or concern that you need AmeriCorps members to help address

Problem

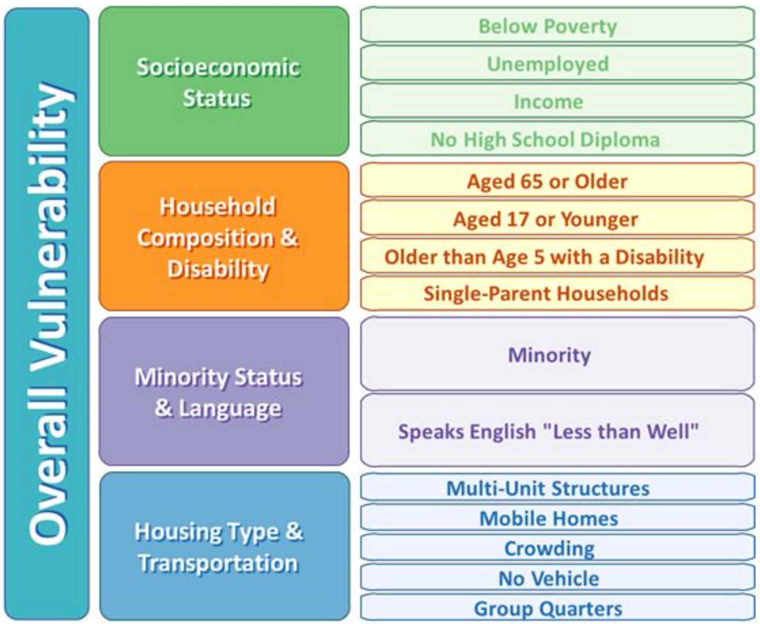
Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

What to include: Community

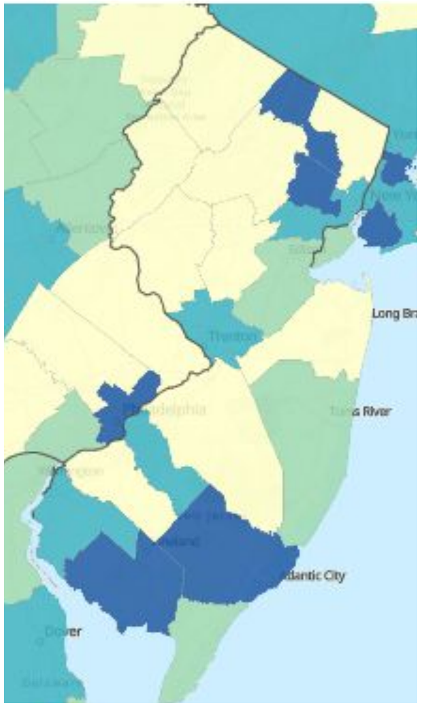
- What, **specifically**, is the problem that needs action?
- For whom does the problem exist? Where does it exist? *(This should link or include your program's intended beneficiaries)*
- How serious is the problem?
- How pervasive is the problem? For whom or where is it worse?
- How do current or historical inequities contribute to the problem?
- **How does it relate to CDC's Social Vulnerability Index?**
- Why does this matter?

CDC's Social Vulnerability Index

4 Domains of Socio-Demographic Characteristics



Index Data Mapped by County



LOGIC MODEL

How do you illustrate your program?

Logic Model

- A detailed visual representation of a program
- Communicates how a program works by depicting the intended relationships among program components (i.e., inputs, activities, outputs, outcomes)
- A required attachment in your application
- AmeriCorps requires specific information in the logic model

Logic Model Roadmap

INPUTS	ACTIVITIES	OUTPUTS	Short-term OUTCOMES	Mid-term OUTCOMES	Long-term OUTCOMES
The ingredients of your program.	Your intervention methods.	Counts or products of your activities.	Changes that result from your activities.	Changes that result from short-term outcomes.	Changes that result from medium-term outcomes.
• What resources do we have, what challenges exist? • What will your invest or need?	• What specific strategies, actions or methods will you use? • What will the program do?	• How much of what you will do? • With how many people? • What are the direct products from program activities?	• What knowledge, attitudes, intentions, and skills changed?	• What behaviors or actions changed as a result of the new knowledge?	• What big quality of life, condition, or status goals changed?

Project Resources	Core Project Components	Evidence of Project Implementation and Participation	Evidence of Change		
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short-term	Medium-term	Long-term
What we invest or need	What the program will do	Direct products from program activities	Changes in knowledge, skills, attitudes, and opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, often in their condition or status in life
- 5 partner sites - 20 FT AmeriCorps members - Federal, state, local funding - Research-based nutrition educational curricula - Low-income students and families at high risk of obesity in City	- Members receive 20 hours of training … - Members recruit and plan to deliver curricula at 5 partner sites located in City, State; sites anticipated include … - Members deliver nutritional curricula (6, 1-hour modules) each week for 6 weeks to groups of 10-12 students at each of 5 sites (ages 8-12 years) - Members facilitate 1 hour events for …	- 20 AmeriCorps members trained in nutritional education curricula - 50 students (ages 8-12 years) complete nutrition education course measured by sign-in sheets (H4A) - 50 education events held measured by event sign-in sheets - 500 individuals served at education events measured by event sign-in sheets	- 35 students will have increased knowledge of healthy eating behaviors as measured by pre/post test (H17) - 400 individuals will have increased knowledge of healthy food resource management skills as measured by pre/post test	- 25 students will eat more healthy foods - 200 individuals will use a shopping list and compare prices when shopping for healthy food on a budget	- 15 students will report improved BMI - 100 individuals will report regularly having healthy food in their home

Logic model: Problem

PROBLEM

The community problem that the program activities (interventions) are designed to address.

Include required information:

- What is the problem
- For whom is it a problem
- Where is it a problem
- What is the severity
- What is the pervasiveness
- What are the current or historical inequities?

Logic model: Problem

PROBLEM

The community problem that the program activities (interventions) are designed to address.

- Answers: *What are you trying to address?*
- Summarize the key points
- Make sure this matches the Community section of the narrative
- Make sure this matches the Performance measure module

Logic model: Inputs

INPUTS

The resources necessary to deliver the intervention, including but not limited to the locations/sites or context/setting, number/type of members, beneficiaries.

Include required information:

- How many and what sites/locations?
- In what setting or context will activities be conducted?
- How many AmeriCorps members will conduct the activities?

Logic model: Inputs

INPUTS

The resources necessary to deliver the intervention, including but not limited to the locations/sites or context/setting, number/type of members, beneficiaries.

Include required information:

- What are the characteristics/qualifications of the AmeriCorps members?
- Who are the beneficiaries? (They should match the population identified in the community problem.)

Logic model: Inputs

INPUTS

The resources necessary to deliver the intervention, including but not limited to the number of locations/sites or context/setting, number/type of AC members, beneficiaries.

- Answers: *What "ingredients" or resources do you have or need in order to deliver the activities?*
- May include training that will be provided to AmeriCorps members to deliver the activities

Logic model: Activities

ACTIVITIES

The core activities that define the intervention or program that members will implement or deliver, including duration, dosage, and target population.

Include required information:

- Program duration (e.g., total number of weeks, months, sessions)
- Dosage (e.g., number of hours per session, sessions per week)
- Target population for intervention (e.g., 3rd graders at X reading proficiency level) *These are the people the members work with*

Logic model: Activities

ACTIVITIES

The core activities that define the intervention or program that members will implement or deliver, including duration, dosage, and target population.

- Answers: *What specific strategies, actions or methods will you use?*
- Target population (i.e., beneficiaries) should align with the population identified as having the problem

Logic model: Outputs

OUTPUTS

Direct products of program activities. They represent the measurable outputs that result from delivering the activities.

Include required information:

- Number of beneficiaries served
- Types and number of activities conducted
- *Equity gaps closed*
- Note your prioritized output performance measure (e.g., H4A)

Logic model: Outputs

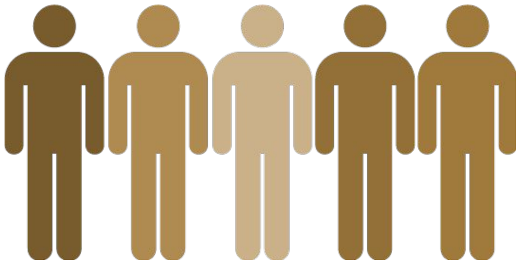
OUTPUTS

Direct products of program activities. They represent the measurable outputs that result from delivering the activities.

- Answers: *What are the direct products of your activities? How much?*
- Includes the target number of outputs (e.g., 500 individuals served - H4A)
- Lists more outputs than you include as a performance measure

Logic Model: Outputs

- Amount of service provided
- Examples
  - People served
  - Products created
  - Programs developed



Logic model: Outcomes

SHORT-TERM OUTCOMES

MID-TERM OUTCOMES

LONG-TERM OUTCOMES

- Answers: *What changes resulted from the program activities implemented?*
- Outcomes can reflect changes in individuals, organizations, communities, or the environment
- Specify the underlying timeline of your outcomes

Logic model: Short-term outcomes

SHORT-TERM OUTCOMES

Changes in knowledge, skills attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.

- Changes that occur within a short time range (days/weeks) that are the direct results of the activities
- Include the target number that will demonstrate change
- Note your prioritized outcome performance measure (e.g., H17)

Logic model: Mid-term outcomes

MID-TERM OUTCOMES

Changes in behaviors or actions. Depending on program design, these may or may not be measurable during the grant year.

- Changes that take months or years and are the logical result of short-term changes
- Include the target number that will demonstrate change
- Note your prioritized outcome performance measure, if applicable

Logic model: Long-term outcomes

LONG-TERM OUTCOMES

Changes in condition or status in life. Depending on program design, these outcomes may not be measurable during the grant year.

- Answers: *What resulted from the implementation of the program in the long term?*
- Changes often take years and may not be measurable during the grant year

HOW A LOGIC MODEL WORKS

Resources/ Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcome
Certain resources are needed to operate your program	**If** you have access to them, **then** you can use them to accomplish your planned activities	**If** you accomplish your planned activities, **then** you will hopefully deliver the amount of product and/or service that you intended	**If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways	**If** these benefits to participants are achieved, **then** certain changes in organizations, communities, or systems might be expected to occur

Your Planned Work (Resources/Inputs, Activities)

Your Intended Results (Outputs, Short-Term Outcomes, Long-Term Outcome)

Project Resources	Core Project Components	Evidence of Project Implementation and Participation	Evidence of Change		
			OUTCOMES		
INPUTS	ACTIVITIES	OUTPUTS	Short-term	Medium-term	Long-term
What we invest or need	What the program will do	Direct products from program activities	Changes in knowledge, skills, attitudes, and opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, often in their condition or status in life
- 5 partner sites - 20 FT AmeriCorps members - Federal, state, local funding - Research-based nutrition educational curricula - Low-income students and families at high risk of obesity in City	- Members receive 20 hours of training … - Members recruit and plan to deliver curricula at 5 partner sites located in City, State; sites anticipated include … - Members deliver nutritional curricula (6, 1-hour modules) each week for 6 weeks to groups of 10-12 students at each of 5 sites (ages 8-12 years) - Members facilitate 1 hour events for …	- 20 AmeriCorps members trained in nutritional education curricula - 50 students (ages 8-12 years) complete nutrition education course measured by sign-in sheets (H4A) - 50 education events held measured by event sign-in sheets - 500 individuals served at education events measured by event sign-in sheets	- 35 students will have increased knowledge of healthy eating behaviors as measured by pre/post test (H17) - 400 individuals will have increased knowledge of healthy food resource management skills as measured by pre/post test	- 25 students will eat more healthy foods - 200 individuals will use a shopping list and compare prices when shopping for healthy food on a budget	- 15 students will report improved BMI - 100 individuals will report regularly having healthy food in their home

Best practices: Logic model

- ✔ Include number of sites, members, and locations for inputs
- ✔ Explain what characteristics or skills AmeriCorps members will need to have to deliver activities (inputs)
- ✔ Include information about the context of where/how the activities will be delivered (inputs)
- ✔ Use verbs/action-oriented language to describe activities
- ✔ Include dosage and duration (i.e., how much, how often) of activities

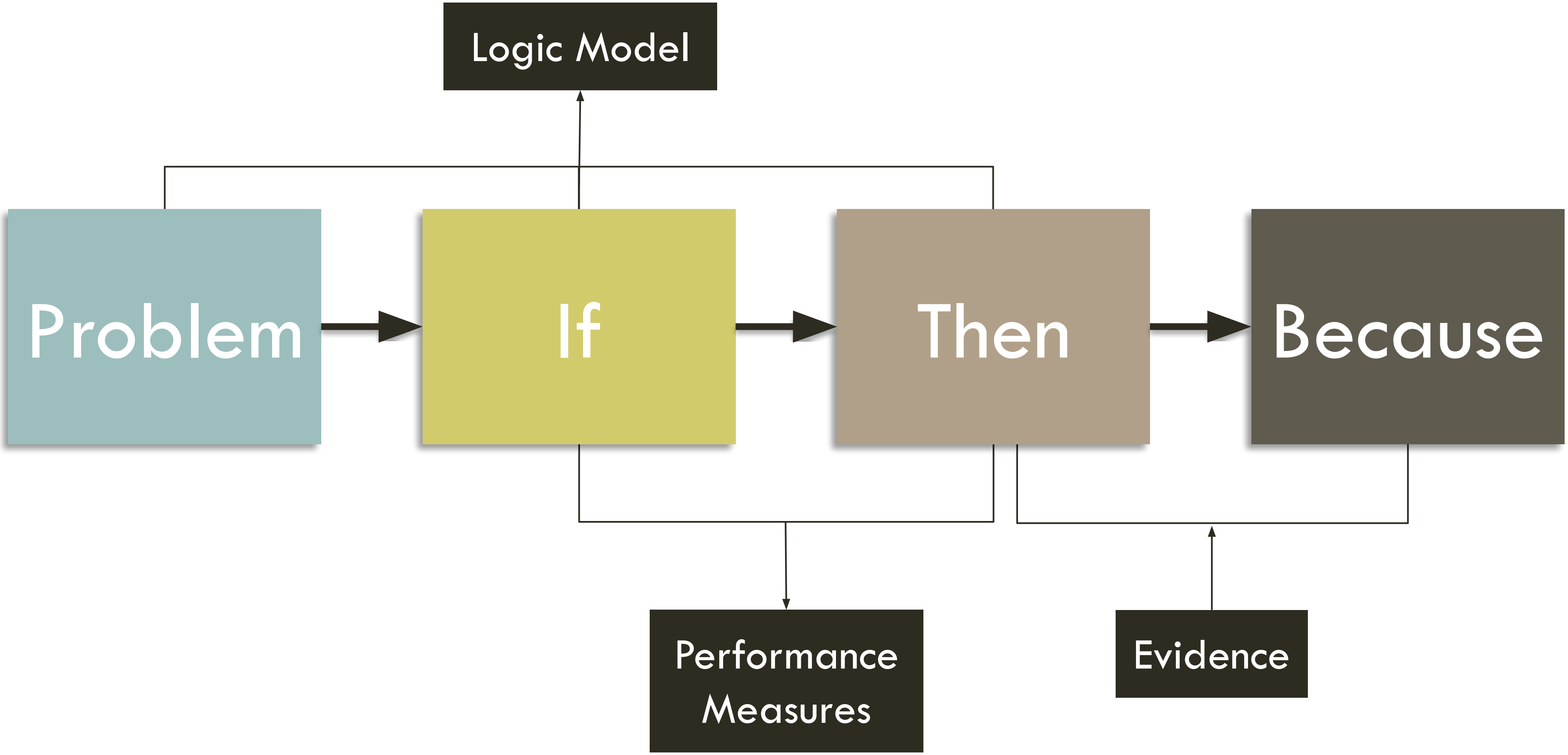
Best practices: Logic model

- ✔ Correctly categorize outputs and outcomes
- ✔ Include actual numbers (targets) for outputs and outcomes
- ✔ Match prioritized outputs and outcomes to performance measures module
- ✔ Organize rows of the logic model to clearly connect activities to expected outputs and outcomes
- ✔ Use your allowable 8 pages

PERFORMANCE MEASURES

How do you measure your program?

Key things to keep in mind



Performance measures

The ongoing monitoring and reporting of program accomplishments, particularly progress towards pre-established goals.

- Measure progress on an output or outcome
- Identified after you specify outputs and outcomes
- Iterative process to identify measures that align with outputs and outcomes → You may need to revise your outputs/outcomes to better fit with what is measurable

Source: AmeriCorps State and National Evaluation FAQs

AmeriCorps performance measure rules

- Selectable performance measures are listed in the [2024 Performance Measures Instructions]
- At least 1 aligned performance measure (output paired with outcome) is required
- Allowable output/outcome pairs are specified
- Must be aligned to the program's logic model
- Outcomes can be measured in a single grant year
- Focus on the recipients of the members' service

Economic Opportunity

Strategic Plan Objective	Selection Rules		Interventions
	Outputs	**Outcomes (if applicable)***	
Financial Literacy	O1A: Number of individuals served	O9: Number of individuals with improved financial knowledge	Financial Literacy Education
Housing	O1A: Number of individuals served	O11: Number of individuals transitioned into safe, healthy, affordable housing	Housing Unit Development Housing Unit Repair Housing Placement/Assistance
	O4: Number of housing units developed or repaired	O20: Number of safe, healthy, affordable housing units made available	Housing Unit Development Housing Unit Repair
Employment	O1A: Number of individuals served	O10: Number of individuals who secure employment O21: Number of individuals with improved job readiness	Job Training Job Placement GED Education Other Adult Education
Find Opportunity	N/A (outputs may be reported as Performance Data Elements on annual Progress Reports)	N/A (outcomes may be reported as Performance Data Elements on annual Progress Reports)	N/A
Other Economic Opportunity	O1A: Number of individuals served	Applicant-determined	Applicant-determined

*All National Performance Measure outputs may also be paired with an applicant-determined outcome instead or may be used without an associated outcome.

O1A (output)	Number of individuals served
Definition of Key Terms	**Individuals:** recipients of AmeriCorps-supported services related to increasing economic opportunity **Served:** substantive engagement of individuals with a specific goal in mind related to economic opportunity. Cannot consist solely of mass dissemination of information such as email blasts, social media posts, or distributing pamphlets.
How to Measure/ Collect Data	Tracking mechanism that ensures an unduplicated count of individuals who have received services

O9 (outcome)	Number of individuals with improved financial knowledge
Definition of Key Terms	**Individuals:** those reported in measure O1A, V1, V7A, or V8 **Improved financial knowledge:** increased knowledge/understanding of financial literacy topics such as credit management, financial institutions including banks and credit unions, and utilization of savings plans
How to Measure/ Collect Data	Survey, interview, or other instrument capable of measuring changes in financial knowledge at the individual beneficiary level. When possible, pre-post assessments should be utilized.

What are they not?

Performance measures **do not** measure everything your program does.

- Your program will do **more** than what your performance measures track
- AmeriCorps performance measures track a minimum of 1 PRIORITIZED output-outcome pairing

Project Resources	Core Project Components	Evidence of Project Implementation and Participation	Evidence of Change		
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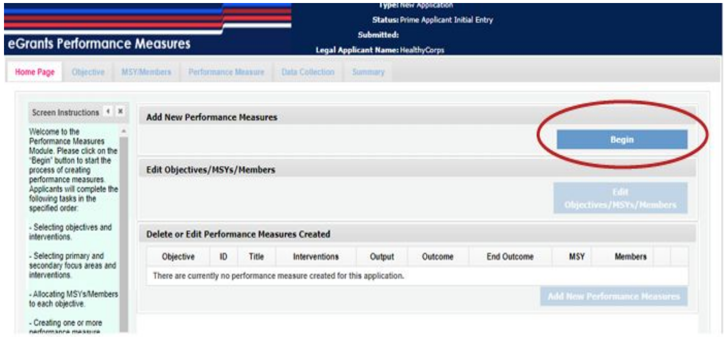
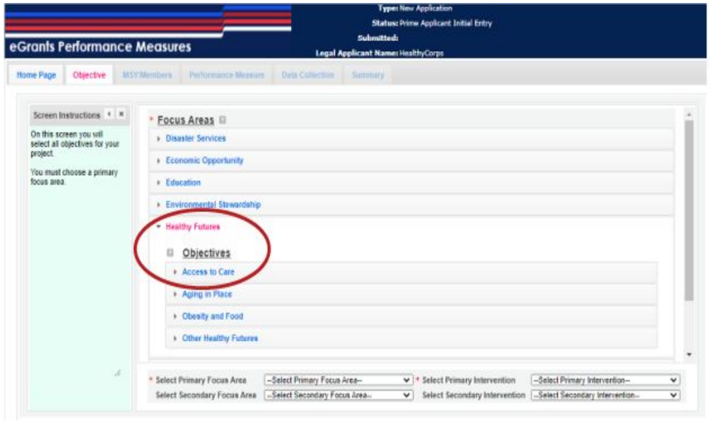
Entering performance measures

Enter eGrants performance measure module

- Identify focus area (e.g., economic opportunity, education, healthy futures)
- Identify objective (e.g., access to care, aging in place)
- Select or enter the intervention
- Enter MSYs for the project and each focus area and objective



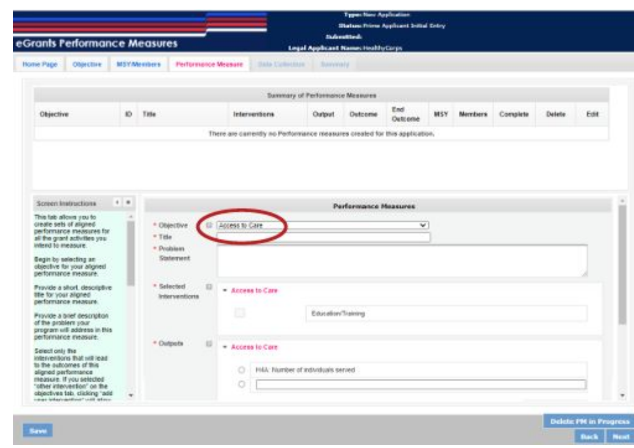


Entering performance measures

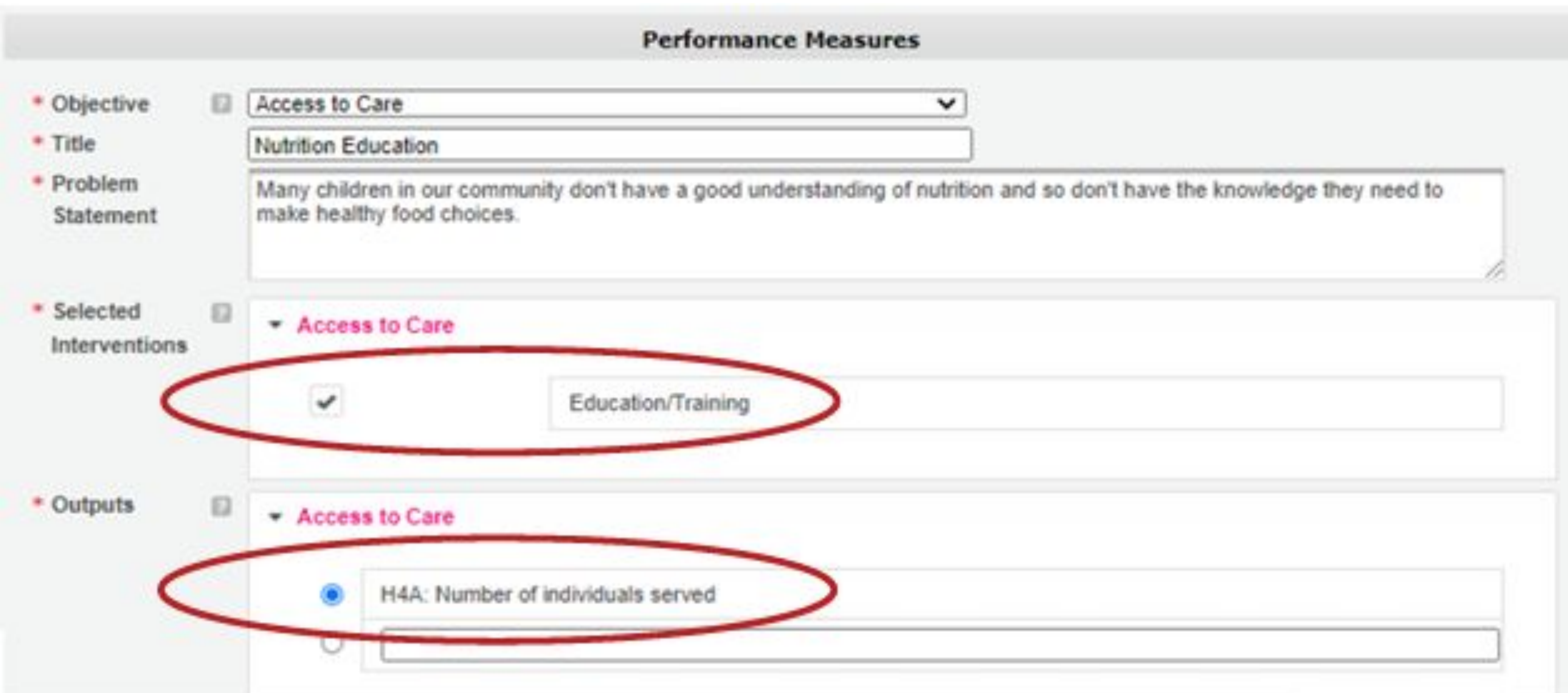
eGrants performance measure tab

For each objective:

- Enter performance measure title
- Summarize the community problem or need connected to the measure
- Select the intervention the measure is aligned to
- Select the output
- Select the outcome
- Enter MSYs



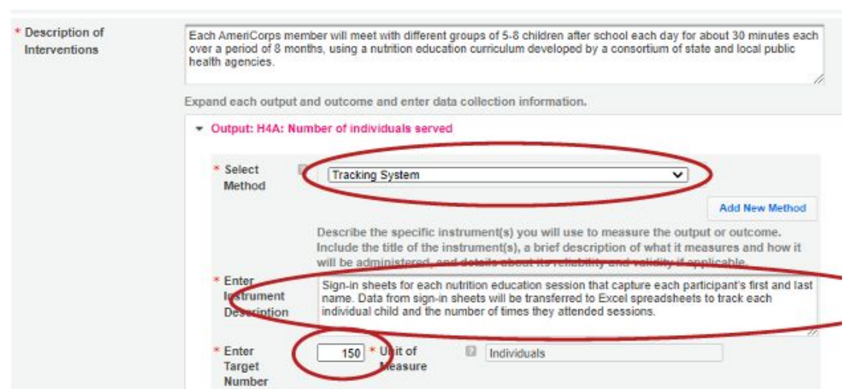
Entering performance measures



Entering performance measures

eGrants data collection tab

- Describe intervention activities
- Select data collection method (e.g., tracking form, student survey)
- Enter a description of the instrument (e.g., methods)
- Enter the measure target (numerical)



Entering performance measures

Instrument Description Text Box

- Define key terms of the measure (e.g., improvement)
- Explain what the instrument will measure (i.e., constructs)
- Explain how and when it will be administered
- Provide any information about reliability and validity of the instrument, if available
- (Outcome) How much change is considered to be "improvement" or the like
- (Outcome) How data will be calculated to determine change
- Explain how the target was set (e.g., past performance, evidence)

Best practices - Measures

- ✔ Prioritize the output and outcomes that represent significant program activities and then select performance measures that align with those outputs/outcomes from the 2024 performance measures: State and National
- ✔ Set performance measure targets as numbers (not percents) and be realistically ambitious
- ✔ Explain how/why you selected the target you did
- ✔ Define all performance measure key terms (e.g., Improve, capacity-building)
- ✔ *(If appropriate)* Develop clear, specific, and measurable applicant-determined performance measures that are not duplicated in the 2024 performance measures

Best practices - Measures

- ✔ Explain what instrument will be used and how it will be used to inform the performance measure
- ✔ Use instruments that will accurately measure what it is supposed to
- ✔ Use pre-post instruments when possible to assess change over time
- ✔ Plan how, when, where and who will collect/obtain your performance measure data
- ✔ Less is more for the number of performance measures you select

Best practices - Measures

- ✔ Review Attachment A: Performance Measure Instructions in Application Instructions
- ✔ Review Appendix B: Performance Measure Checklist in Performance Measures Instructions

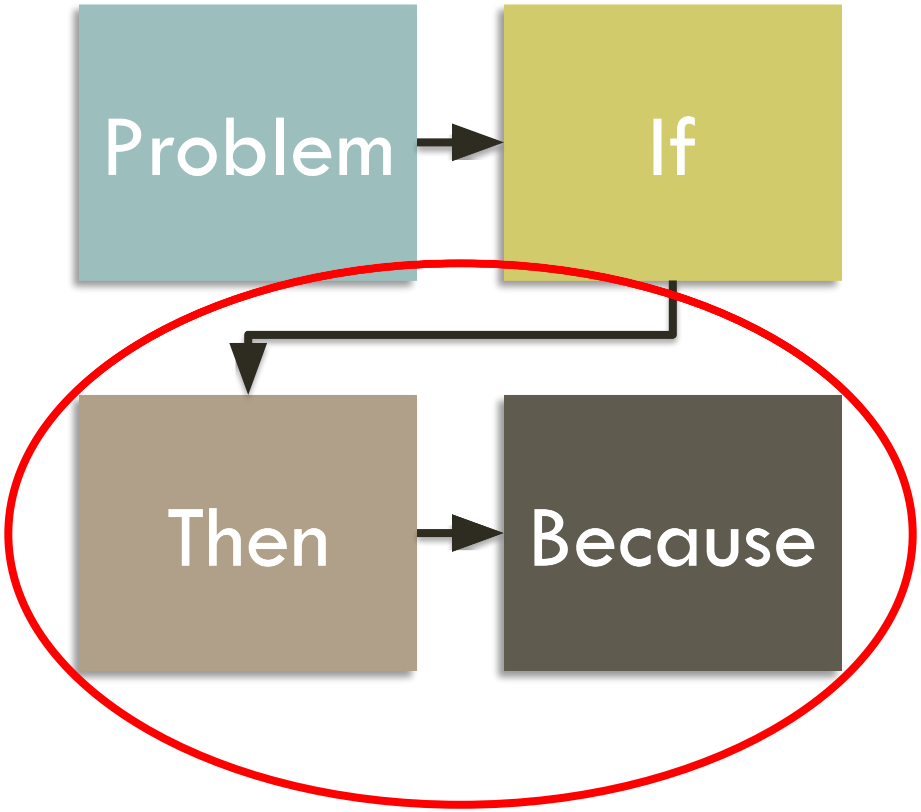
EVIDENCE

What evidence do you have that your program will work?

Evidence

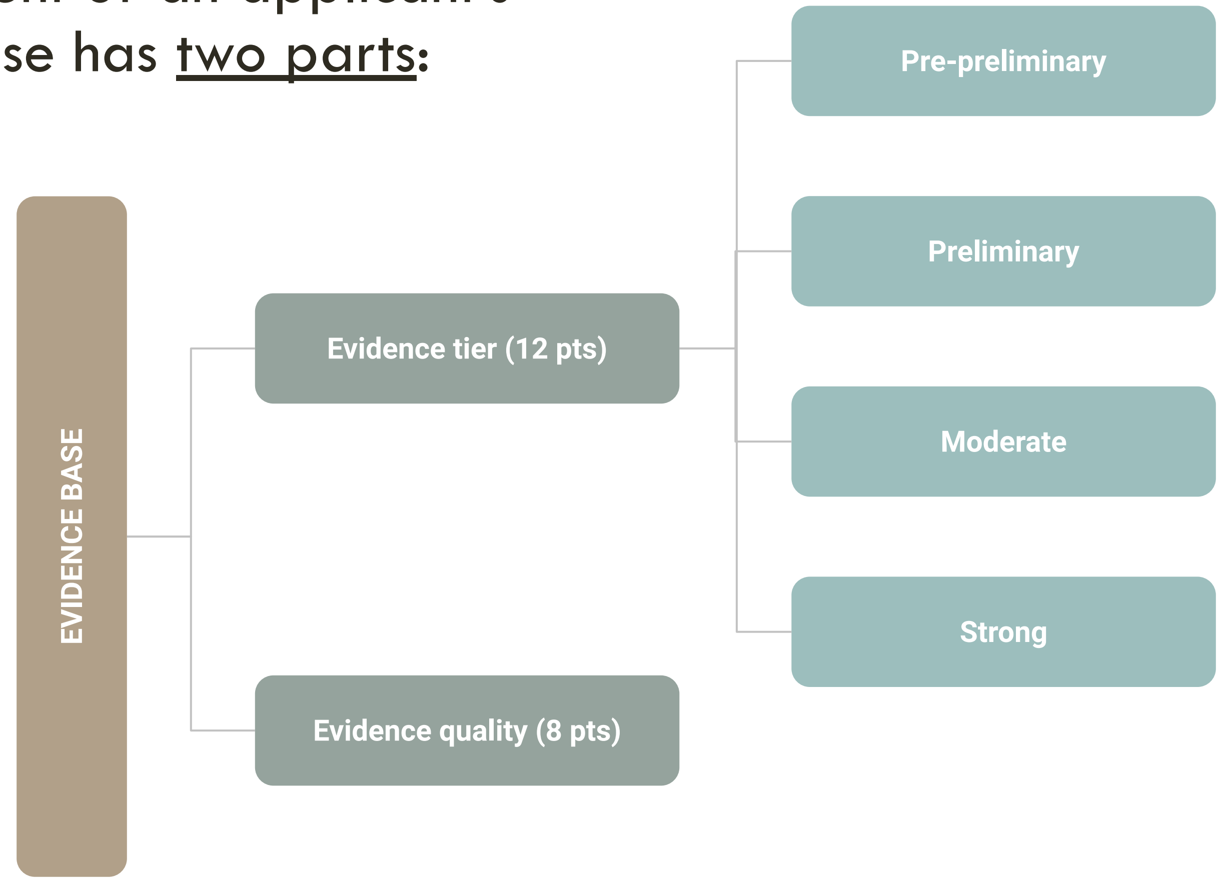
Evidence from studies or evaluations of an intervention tell how likely your program's activities will lead to your intended outcome(s)

Justification for what you think will result (outcomes) from your activities - and *why*



Evidence base

The assessment of an applicant's evidence base has <u>two parts</u>:



1. Evidence tier

Evidence-Informed

Incorporated research from other evidence-based programs or collected performance measurement data on the intervention

Evidence-Based

Replicate programs that have been rigorously evaluated and have positive results for at least one key outcome

PRE-PRELIMINARY

- Do not have an outcome or impact evaluation of the intervention
- Evidence is not from the SAME intervention
- May have performance data

PRELIMINARY

- Have an outcome evaluation of the intervention
- Evidence is from the SAME intervention
- Evaluation used a non-experimental design

MODERATE

- Have an outcome evaluation of the intervention
- Evidence is from the SAME intervention
- Evaluation used an experimental design
- Evaluation completed by an independent/ external entity
- Evaluation is not generalizable (single-site)

STRONG

- Have an outcome evaluation of the intervention
- Evidence is from the SAME intervention
- Evaluation used an experimental design
- Evaluation completed by an independent/ external entity
- Evaluation is generalizable (multi-site)

Pre-preliminary evidence

- State “Pre-Preliminary”
- Describe how your program design is informed by evidence from a previous project
  - Explain what outcomes were achieved in studies of similar activities/interventions or populations
  - Explain how those outcomes or activities are relevant to your proposed program
- Include performance measure data if you have it

Preliminary, moderate, or strong evidence

- State “Preliminary”, “Moderate”, or “Strong”
- Describe your evidence from each study
  - Explain the intervention being assessed (core intervention components, population served)
  - Explain the study design and how data were collected
  - Report the outcomes *(these should align with your prioritized outcomes)*
- Submit 1-2 recent outcome evaluation reports that demonstrate the studies and outcomes described

Preliminary, moderate, or strong evidence - CAUTION

To be considered for these evidence tiers, you **must** demonstrate that the intervention in the study or report is the SAME INTERVENTION as the one being proposed. To do that, the **logic model and the description of the evidence must match** all of the following:

- Characteristics of the beneficiary population
- Characteristics of the population delivering the intervention
- Dosage and design of the intervention
- Setting of the intervention
- Outcomes of the intervention

Pre-preliminary example

Applicant's *Healthy Corps* program delivers a nutrition education curriculum to 5th grade students for 1 hour a day, once a week. The program is adapted from *Famous Nutrition Program* successful approach, which used the same curriculum to provide nutrition education sessions for 1 hour a day, twice per week. A randomized control trial conducted last year found that students in the *Famous Nutrition Program* increased their knowledge about how to prepare fruit and vegetables in healthy ways by 40% more than the control group.

Additional documents: None

(Adapted from: 2022 AmeriCorps Competitive NOFO: Evidence Webinar. Available at: https://www.youtube.com/watch?v=SHn-CFvThaM)

Preliminary example

Applicant's *Healthy Corps* program delivers a nutrition education curriculum to 5th grade students for 1 hour a day, once a week. Based on pre- and post- assessments administered by the *Healthy Corps* program last year, 80% of participating students improved their knowledge about how to prepare fruit and vegetables in healthy way. The mean knowledge score increased from 3.1 to 4.3 ($t = 4.33$, $p < 0.05$). The effect sizes were moderate and represent a positive result.

Additional documents: Applicant submitted one internal evaluation report of the Healthy Corps program describing the results of the pre-post assessment

(Source: 2022 AmeriCorps Competitive NOFO: Evidence Webinar. Available at: https://www.youtube.com/watch?v=SHn-CFvThaM)

Moderate example

Applicant's *Healthy Corps* program uses the same curriculum, program design, and dosage as the *Famous Nutrition Program* and is serving similar students. Based on a quasi-experimental evaluation conducted by *Famous Nutrition Program* at one of their program sites, students increased their mean score by 1.3 on the Famous Nutrition Scale, compared to an increased mean score of 0.3 for the comparison group. The study was conducted by an independent evaluator. The results were significant ($p < 0.05$).

Additional documents: Applicant submitted one independent evaluation report of the Famous Nutrition Program describing the results of the QED study. The evaluation was published two years ago.

(Source: 2022 AmeriCorps Competitive NOFO: Evidence Webinar. Available at: https://www.youtube.com/watch?v=SHn-CFvThaM)

Strong example

Applicant's *Healthy Corps* program delivers nutrition education in 28 states across the country. The program hired an independent evaluator to conduct a randomized controlled trial in 10 states, including both rural and urban sites as well as student populations with different ethnic/racial backgrounds. The evaluation found that students in the *Healthy Corps* program outperformed students in the control group on 5 specific health knowledge indicators addressed by the program. The results were statistically significant with moderate effect sizes. Subgroup analysis showed positive impacts in both rural and urban setting and across multiple ethnic/racial groups.

Additional documents: Applicant submitted one independent evaluation report from the Healthy Corps describing the results of the RCT study. The evaluation was published three years ago.

(Source: 2022 AmeriCorps Competitive NOFO: Evidence Webinar. Available at: https://www.youtube.com/watch?v=SHn-CFvThaM)

Identifying your evidence tier

Evidence Tier	Report submitted	Entity conducting evaluation	Study design of submitted report/evaluation
Pre-preliminary	No	N/A	N/A
Preliminary	Up to 2	Internal or external to applicant	•Pre/Post, single group •Post only, comparison group •Retrospective Pre/Post, single group
Moderate	Up to 2	External to applicant	•Single site, quasi-experimental design with matched comparison and treatment groups •Single site, randomized control trial design
Strong	Up to 2	External to applicant	•Multi-site, quasi-experimental design with matched comparison and treatment groups •Multi-site, randomized control trial design

2. Evidence quality - Self-assessment

If *pre-preliminary* tier:

- To what extent do you provide **relevant** evidence, including past performance measure data and/or cited research studies, to inform your proposed program design?
- Are your studies relatively **recent** (within the last 6 years)?
- To what extent do your cited studies **demonstrate a meaningful positive effect** on program beneficiaries in at least one key outcome of interest?
- **Who** conducted the study (i.e., provide the title, authors)?

2. Evidence quality - Self-assessment

If *preliminary*, *moderate*, or *strong* evidence tier, consider all *pre-preliminary* criteria PLUS:

- To what extent is the intervention described by the evidence the **same** as your intervention?
- How were the studies you are submitting as evidence **designed** (e.g., non-experimental with pre-test/post-test, quasi-experimental)? Does the design align the grant requirements?
- How were data **collected** (e.g., who, what, when, how)?

Best practices - Evidence

- ✔ Summarize your evidence, including the study design and key findings of your evidence
- ✔ Make sure the evidence you describe supports the intervention you describe
  - → *The activities described should be similar to your program's activities*
  - → *The outcomes described should be similar to your program's outcomes*

Best practices - Evidence

- ✔ If you select *preliminary*, *moderate*, or *strong* evidence tiers, then be sure you describe how the intervention in the submitted reports is the same as the on you propose
- ✔ Cite evidence from the last 6 years
- ✔ Use your past performance measure data or other program data you have collected

WRAP-UP

How are you feeling?
What did you take away?

Links to Resources

State and National

State NOFO

Full NOFO

Mandatory Supplemental Information

Application Instructions

Performance Measures

Logic Model Checklist

- ❑ Depicts a summary of the community problem
- ❑ Inputs identify locations or sites where members will do service
- ❑ Inputs identify the number of AmeriCorps members to deliver intervention
- ❑ Core activities identify duration
- ❑ Core activities identify dosage of the intervention
- ❑ Intervention identifies the target population
- ❑ Outputs demonstrate counts of service or what was produced
- ❑ Outcomes demonstrate changes in knowledge/skill, attitudes, behavior or conditions
- ❑ Time order of the outcomes (from short to long-term) are realistic, logical, and follow a consecutive sequence
- ❑ The logic model clearly and concisely explains what the program will do and when

Performance Measure Checklist

- ❑ Selected measures are from the most recent performance measure index
- ❑ Selected performance measures include at least one output and outcome measure pair
- ❑ Selected measures align to the logic model
- ❑ Selected measures are logical and realistic
- ❑ Targets set for the measures are attainable and it is clear how they were set
- ❑ Key terms are defined
- ❑ Instruments are clearly outlined and will collect information that directly informs the measures

Evidence Tier and Quality Checklist

- ❑ Program identifies a claimed evidence tier of pre-preliminary, preliminary, moderate, or strong
- ❑ Evidence tier claimed is appropriate for the evidence described
- ❑ Specific research or evaluation studies presented support the chosen interventions
- ❑ Specific research or evaluation studies are described, including the study design and key findings
- ❑ Cited research or evaluation studies are from the last 6 years
- ❑ If the tier is preliminary, moderate, or strong…
    - ❑ The specific research or evaluation studies presented clearly represent the SAME intervention as the applicant's chosen intervention

Data Collection Checklist

- ❑ Instruments are clearly outlined and will collect information that directly addresses the measures
- ❑ It is clear when pre and post measurements will be taken and how they will be taken (i.e., the instruments used)
- ❑ BONUS: The time between pre and post measurements is long enough to likely result in a change (and is supported by evidence)

CREEHS CAN HELP!

We are happy to be a thought partner for your projects related to:

Program Design

- developing logic models/program theories
- specifying goals and objectives for projects

Data Collection and Management and Analysis

- collecting and managing data for performance measures
- designing and implementing evaluations for their programs

Performance Measurement

- operationalizing performance measures

Data Analysis and Reporting

- analyzing and interpreting data
- summarizing data and reporting findings

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