




---

---

---

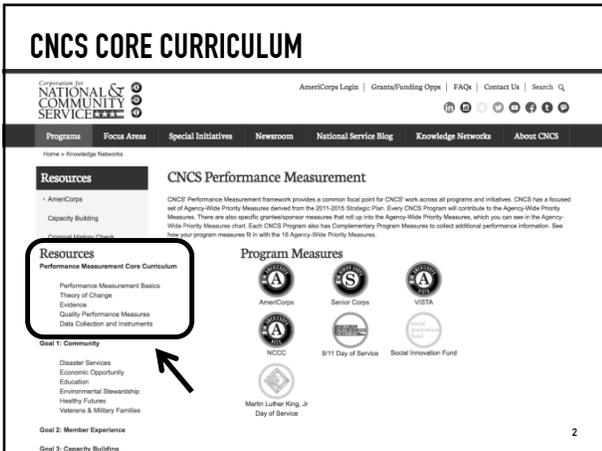
---

---

---

---

---




---

---

---

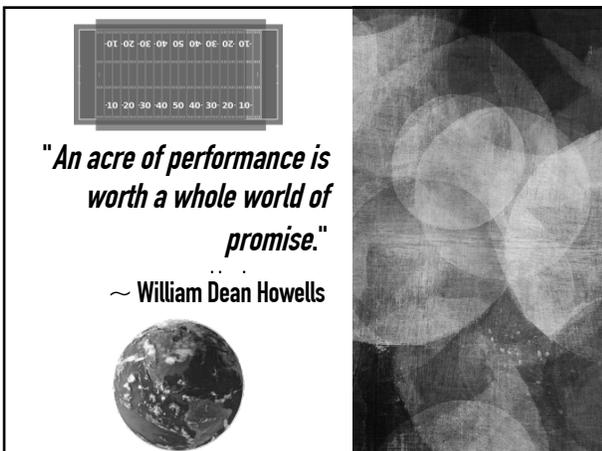
---

---

---

---

---




---

---

---

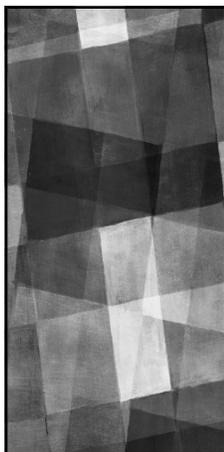
---

---

---

---

---



**SESSION OVERVIEW**

- Theory of Change – the Program Backbone
- Evidence Continuum
  - Where are you now?
  - What's next?
- Logic Models
- Aligned Set of Performance Measures
  - Output/Outcome
  - National vs. Program-defined

---

---

---

---

---

---

---

---

**LEARNING OBJECTIVES**

1. Revisit program theory of change to **insure clarity**
2. **Identify current position** on evidence continuum and **next steps** to strengthen evidence
3. Insure **logic model is complete and aligns** with TOC and evidence
4. Assess selected performance measurement strategy to **insure relevance**
5. **Problem-solve and share** best practices **with peers** working in your focus area

---

---

---

---

---

---

---

---

**THEORY OF CHANGE ELEMENTS**



```

graph LR
  A[COMMUNITY PROBLEM/NEED] --> B[SPECIFIC INTERVENTION]
  B --> C[INTENDED OUTCOME]
  
```

- Looks at Cause and Effect Relationships
- Identifies specific interventions to achieve intended outcomes
- Shifts thinking from “*what we are doing*” to “*what we want to achieve*”

---

---

---

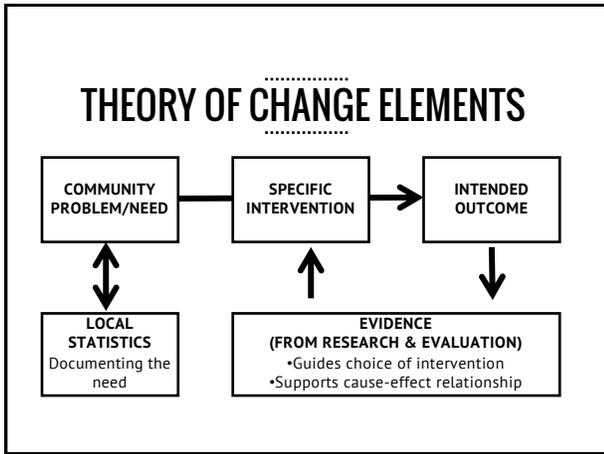
---

---

---

---

---




---

---

---

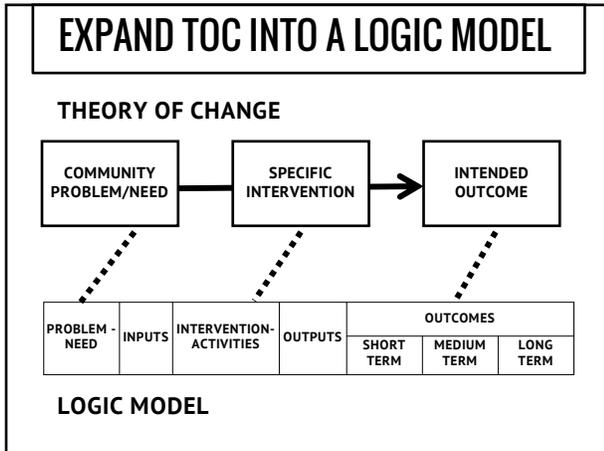
---

---

---

---

---




---

---

---

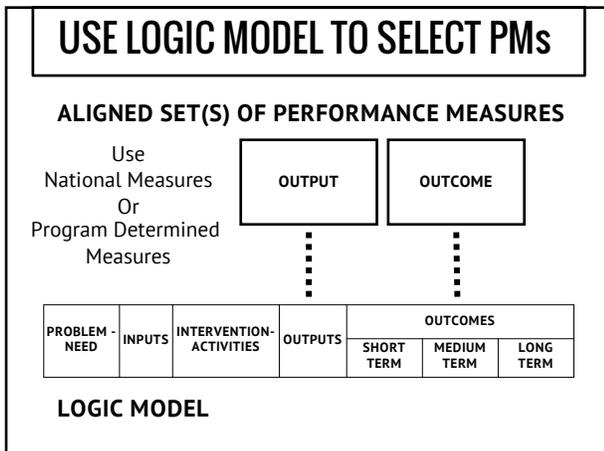
---

---

---

---

---




---

---

---

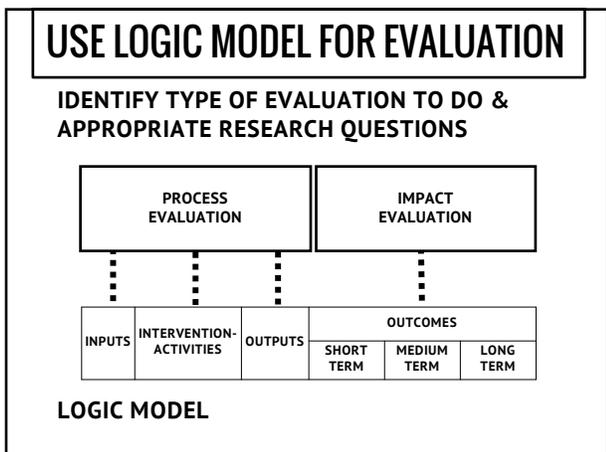
---

---

---

---

---




---

---

---

---

---

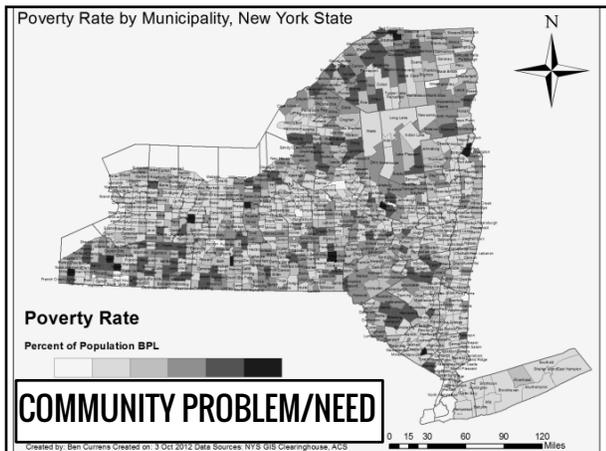
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

### DATA DOCUMENTING THE NEED

Data documenting problem/need should answer: these questions:

- **SCOPE:** Who and how many are directly affected? How severe is this?
- **SIGNIFICANCE:** What makes this a compelling need? Is it likely to become worse? What will happen if we do nothing?
- **CAUSE(S):** Why does the need exist? How is it perpetuated?

**REMINDERS:**

- No "Kitchen Sink" - Don't give EVERY possible statistic. Only those DIRECTLY related to your intended outcome(s) and intervention
- Cite source and date
- Not the place to talk about value of program design

---

---

---

---

---

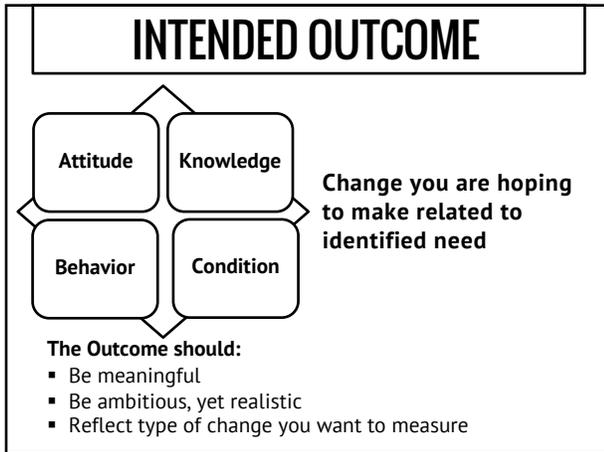
---

---

---

---

---



---

---

---

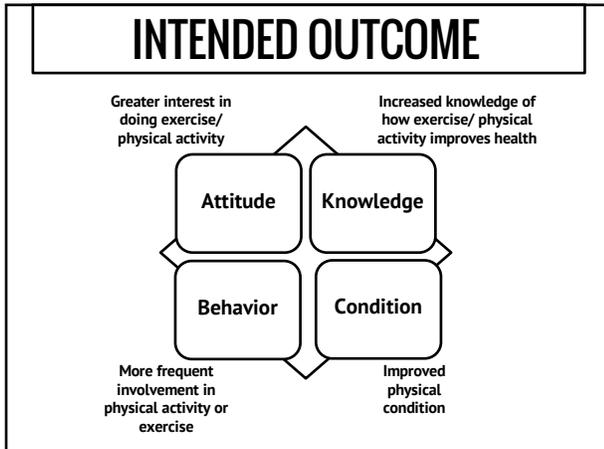
---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## INTERVENTION

- Specific set of **ACTIVITIES** in which **MEMBERS AND VOLUNTEERS** will be engaged. *at*
- What is the **BEST WAY TO ACHIEVE INTENDED OUTCOME?**
- What **EVIDENCE** can you find that indicates your intervention has **HIGH LIKELIHOOD OF SUCCESS?**

---

---

---

---

---

---

---

---

## DESCRIBING THE INTERVENTION

DESIGN	AND	DOSAGE
<ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• With Whom</li> <li>• Where</li> <li>• When</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Frequency</b> (How many sessions a week?)</li> <li>• <b>Intensity</b> (length of each session?)</li> <li>• <b>Duration</b> (How many total weeks of sessions?)</li> </ul>

**TIP:**  
Multi-Intervention Programs – **ALL** must be described in narrative - even if you have no PMs for activity

---

---

---

---

---

---

---

---

### HEALTHY FUTURES PROGRAM EXAMPLE

DESIGN	AND	DOSAGE
AmeriCorps members implement the Shape Up curriculum with economically disadvantaged urban girls ages 14-16 afterschool in 5 middle schools in XYZ City to increase physical activity and provide education on healthy eating		<p><b>FREQUENCY:</b> 2x/week</p> <p><b>INTENSITY:</b> 60 min/session</p> <p><b>DURATION:</b> 12 weeks</p>




---

---

---

---

---

---

---

---

### TAKE ACTION NOW

#### Part 1: Reflection (Individual)

##### Revisit Your Theory of Change:

- Does it still work? Any upgrades needed?

#### Part 2: Peer Coaching (Pairs)

- Share TOC with a partner – answer questions and get feedback




---

---

---

---

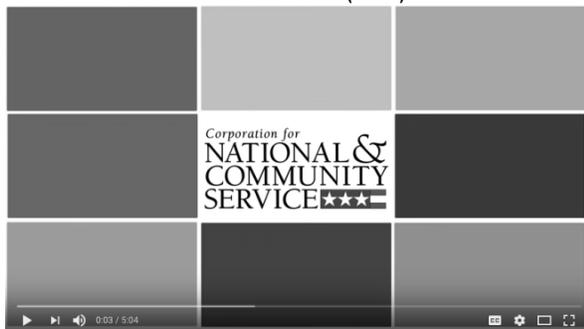
---

---

---

---

### EVIDENCE CONTINUUM VIDEO (5:04)



CNCS Knowledge Network  
<https://youtu.be/fzF08edFXmc>

---

---

---

---

---

---

---

---

### EVIDENCE INFORMS PROGRAM DESIGN

#### NEW PROGRAMS:

- What existing interventions have **demonstrated success in solving the problem?**
- Where have existing interventions **fallen short?**
- What is the **recommended design** (specific program activities) and **dosage** (frequency, intensity, and duration) to achieve an intended outcome?

---

---

---

---

---

---

---

---

### EVIDENCE INFORMS PROGRAM IMPLEMENTATION

**EXISTING PROGRAMS:**

- Is there **sufficient evidence** for the intervention to **continue its use**?
- Based on the evidence, are there **modifications** to the intervention that would make it **more effective**?
- Do you need to **choose a new** intervention?

---

---

---

---

---

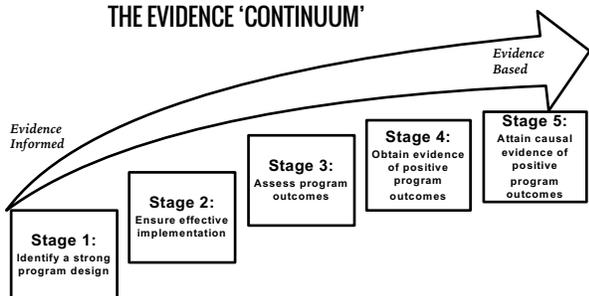
---

---

---

### BUILDING EVIDENCE OF EFFECTIVENESS

THE EVIDENCE 'CONTINUUM'




---

---

---

---

---

---

---

---

### EVIDENCE CONTINUUM VS. TIERS

**EVIDENCE CONTINUUM**

THEORY OF CHANGE	PERFORMANCE MEASUREMENT	OUTCOME MEASUREMENT	OUTCOME EVALUATION	IMPACT EVALUATION
What program design? What outcomes desired?	Program operating as envisioned?	How well is program working?	Is program producing intended results?	Does program produce the change? <i>Rigorous evaluation</i>

**EVIDENCE TIERS** Points refer to CNCS Scoring for 2015-16 AmeriCorps Applications

NO EVIDENCE	PRE- PRELIMINARY	PRELIMINARY	MODERATE	STRONG
0 points	1-2 points	3-6 points	7-9 points	10-12 points

---

---

---

---

---

---

---

---

### THREE SOURCES OF EVIDENCE



#### 1. Evaluations that document the outcomes of **SIMILAR programs**

- Have similar programs (design & dosage) been successful in achieving the outcomes you want your program to produce?

---

---

---

---

---

---

---

---

### THREE SOURCES OF EVIDENCE



#### 2. Evaluations that document the outcomes of **YOUR program**

- What type of evaluation is it?
- Does it document change in knowledge, attitude, behavior or condition of beneficiaries?
- Does it show that your intervention is what caused the change?

---

---

---

---

---

---

---

---

### THREE SOURCES OF EVIDENCE



#### 3. Performance measurement outcome data

- What do your past performance measurement results tell you?
- Can you show positive outcomes over time?

---

---

---

---

---

---

---

---

**TAKE ACTION NOW**

**Part 1: Reflection (Individual)**

**Revisit Your Evidence:**

- How strong is your evidence?
- Where are you on continuum?
- What are next steps to strengthen?

**Part 2: Table Discussions**

- Challenges and solutions to finding evidence of effectiveness




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

**OUTPUTS**

**Amount of service provided**

Usually number of people served

...but can other "counts" like number of products created, or programs developed, etc.




---

---

---

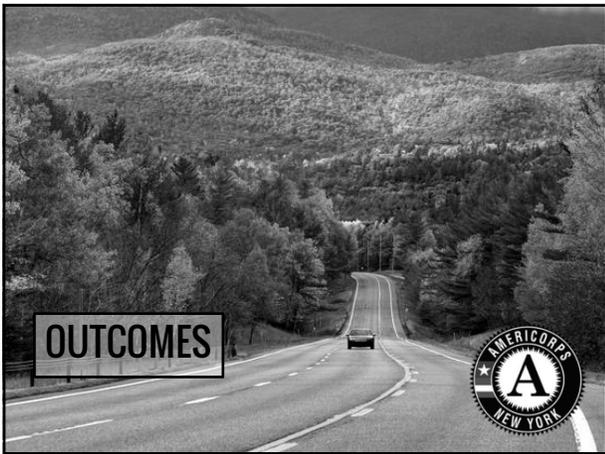
---

---

---

---

---




---

---

---

---

---

---

---

---

## OUTCOMES

- Reflect the changes or benefits that occur
- Can reflect changes in **individuals, organizations, communities, or the environment**

---

---

---

---

---

---

---

---

## OUTCOMES

Attitude

Knowledge

Behavior

Condition

**Change(s) you hoping to make related to the identified need**

**Tip Off Words:**

- Increase/Decrease
- More/Greater/Less/Fewer

*NOTE: Doesn't always need to be +/-; could be maintaining something*

---

---

---

---

---

---

---

---

### ALIGNED PMS

Output and outcome MUST measure same beneficiary

For example:

- **If** output = number of 4<sup>th</sup> grade students mentored
- **Then** outcome = changes in 4<sup>th</sup> grade students mentored (NOT changes in the mentors!)

---

---

---

---

---

---

---

---

### NATIONAL MEASURES

- Grantees use **common terms, definitions and measurement approaches.**
- AmeriCorps has specific performance measurement **requirements.**
  - NOFO/A's ([www.nationalservice.gov](http://www.nationalservice.gov))
  - National Service Knowledge Network (<https://www.nationalserviceresources.org/npm/home>)

**REMINDERS:**

- Don't "force" it
- Can have program-defined measures

---

---

---

---

---

---

---

---

### TAKE ACTION NOW

Revisit Your Performance Measures:

- Do they "work" with your program design?
- Have they yielded strong data?
- Are you following all CNCS requirements for National Measures?




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---