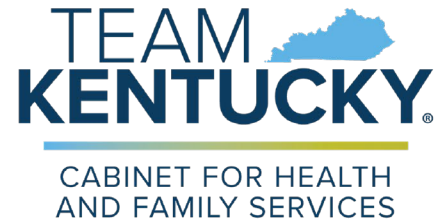


Serve Kentucky Performance Measures



Session Goals

- Discuss why Performance Measures are important to your overall program design
- Discuss AmeriCorps' requirements around Performance Measures
- Review key words and establish understanding of them
- Look at examples of high- and low-quality Performance Measures
- Tips to consider
- Resources

Why are PMs important?

- Allow a streamlined way for AmeriCorps to aggregate data across thousands of AmeriCorps programs
- That data can then be used during federal budget process as evidence to why AmeriCorps is a beneficial program
- Allows your program to show a tangible change in areas such as attitude, knowledge/skill, behavior, and/or condition
- Use as evidence to make changes and improvements to your program design
- Able to include the data in your future applications as evidence your program design is effective (or needs improvement)

AmeriCorps' PM requirements

- Must have one aligned performance measure with one output and one outcome
- If there is a performance measure in the [AmeriCorps Performance Measure Instructions](#) that fits with your design, you need to choose that PM
- If there is not one in the instructions that fits your program design, you can create a self-determined performance measure
- Worth zero points in application scoring, but still important to create quality PMs
- Walk-through of [PM Instructions](#) at the end of this webinar

Key terminology for PMs

- Output
- Outcome
- Target
- Aligned/Alignment

Low-quality Performance Measure example

- Service taking place at a school with 1,500 students in the cohort that will be receiving tutoring services from AC members
 - Output target = 1,500 students
 - Outcome target = 1,400 students

The chances of having your program interacting with every single student at the school is an unreasonable expectation. Having such a high outcome target is also unreasonable. There will be students that leave, do not meet all pieces of the performance measure, are sick for extended periods of time, etc. There are exceptions to this, but in general, these targets will likely prevent your program from meeting its targets.

High-quality Performance Measure example

- Service taking place at a school with 1,500 students in the cohort that will be receiving tutoring services from AC members
 - Output target = 1,000 students
 - Outcome target = 700 students

This example allows a flexibility of 500 children with the output, and 300 children between the output and outcome. There will undoubtedly be kids moving and leaving the school, out for long periods of time, etc. These targets allow for those situations to happen, while also maintaining a high enough target that would take dedication to achieve. If the targets are exceeded significantly, they can always be adjusted in the future.

Low-quality Performance Measure example

- Service taking place at a school with 1,500 students in the cohort that will be receiving tutoring services from AC members
 - Output target = 100 students
 - Outcome target = 50 students

This example has output and outcome targets that are likely far too low. If a target is set too low, it will be easily (and quickly) achieved. It is not inherently a negative thing to achieve targets quickly, but it would show the need to increase the target to a more accurate goal.

Tips to consider

- Your program only needs one performance measure. If you feel your program design needs more than one, please reach out to Serve Kentucky staff.
- You can (and should!) measure things that are not in your program's PMs.
- AmeriCorps requires Serve KY to provide an explanation if the target (output and/or outcome) is unmet, or, if it is met by over 400%. Keep this in mind when establishing your targets.
- It is important to make your targets ambitious, yet achievable. They also should not be overly burdensome on your members.
- You must use the PM data collection method or tool that is specified in your grant application.
- Your PMs need to be in alignment with your Theory of Change and Logic Model.

Additional resources

- [AmeriCorps Performance Measure Instructions](#) – FY2023
- [AmeriCorps National Performance Measure Core Curriculum](#)
 - [Module 1](#): Overview of Performance Measurement
 - [Module 2](#): Designing Effective Action for Change
 - [Module 3](#): Building Evidence of Effectiveness
 - [Module 4](#): High Quality Performance Measures
 - [Module 5](#): Collecting High-Quality Outcome Data – Part 1
 - [Module 6](#): Collecting High-Quality Outcome Data – Part 2