AMERICORPS TECHNICAL ASSISTANCE SESSION

October 14, 2022

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TODAY'S PLAN

- Key Messages and Takeaways
  - What's New
- Theory of Change
- Evidence

BREAK

- Logic Model
- Performance Measures
- Resources: What tools can help?
- Wrap-Up and Q&A

KEY MESSAGES

What should you take from today?

Category	%
Executive Summary	**0**
Program Design	**50**
Theory of Change and Logic Model	24
Evidence Tier	12
Evidence Quality	8
Member Experience	6
Organizational Capacity	**25**
Organizational Background and Staffing	13
Compliance and Accountability	8
Member Supervision	4
Cost Effectiveness and Budget Adequacy	**25**

The theory of change tells a story.

Theory of Change

- Lays the plotline
  - Describes WHY the program/intervention is needed
- Delivers the action
  - Walks the reader through WHAT the AmeriCorps members will provide or do including:
    - WHO will be the direct beneficiaries of the AmeriCorps member services
    - What the beneficiaries can expect to experience and HOW it works (how they get into the program, what happens, how often)
- Predicts the climax and conclusion
  - Explains and makes explicit what happens to the beneficiaries as a result of the member activities
  - AND explains the process by which that happens

The logic model illustrates the story.

Logic Model

- Stands alone and separate from the theory of change
- Visually summarizes the theory of change
- Describes the inputs, activities, outputs, and outcomes consistent with the theory of change and performance measures

The evidence section justifies why your story is realistic.

Evidence

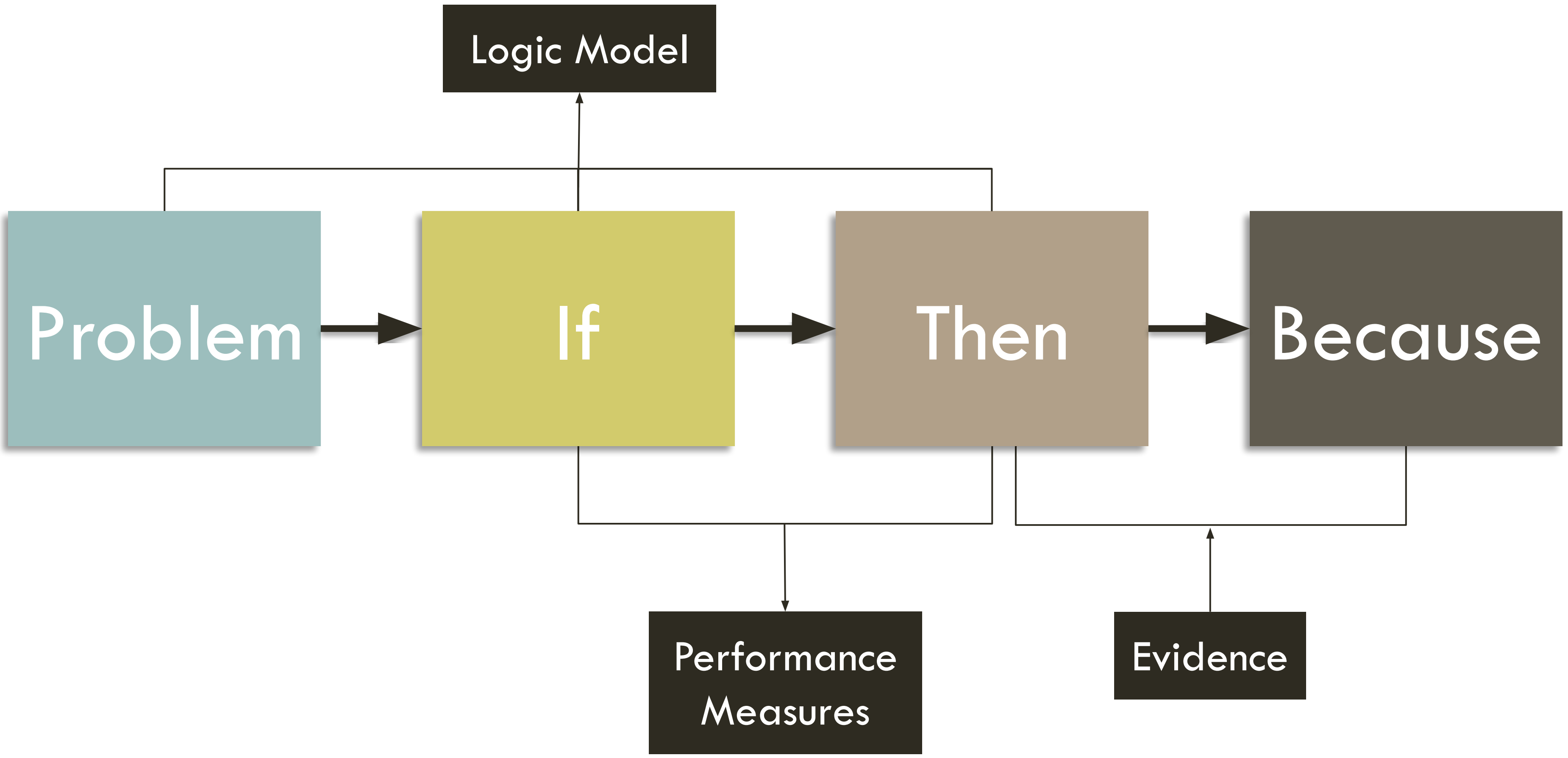
- Provides research and past program data to JUSTIFY that the member activities for the intended beneficiaries will have the anticipated outcomes
- Evidence is rated based on:
  - How rigorous it is: Pre-preliminary, Preliminary, Moderate, Strong
  - How well it justifies your program design

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

Performance Measures

- 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.



Logic Model

Problem

If

Then

Because

Performance Measures

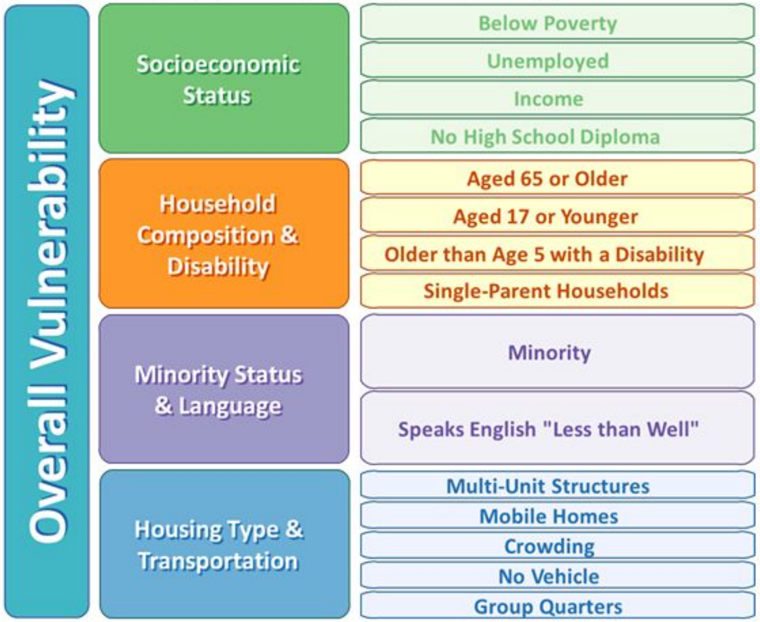
Evidence

NEW FOR 2022-2023

What is new to this NOFO?

CDC's Social Vulnerability Index

4 Domains of Socio-Demographic Characteristics



Overall Vulnerability

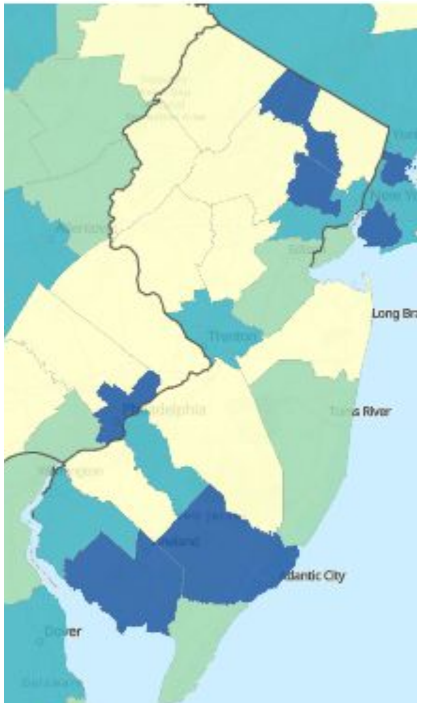
Socioeconomic Status
- Below Poverty
- Unemployed
- Income
- No High School Diploma

Household Composition & Disability
- Aged 65 or Older
- Aged 17 or Younger
- Older than Age 5 with a Disability
- Single-Parent Households

Minority Status & Language
- Minority
- Speaks English "Less than Well"

Housing Type & Transportation
- Multi-Unit Structures
- Mobile Homes
- Crowding
- No Vehicle
- Group Quarters

Index Data Mapped by County



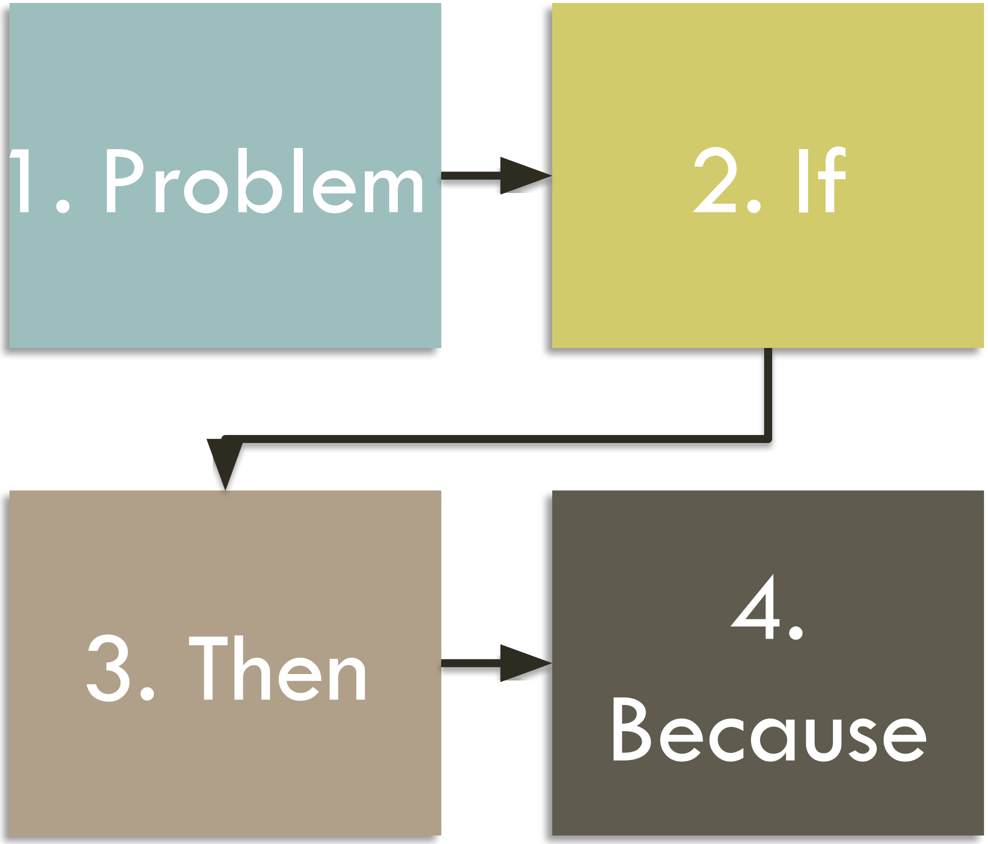
THEORY OF CHANGE

What is your program doing? Why?

THEORY OF CHANGE

- Description that explains the link between:
  - The community need to be addressed by your program
  - What your program will do, to whom, and how you will deliver it
  - The changes that should occur because of your program
- Includes justification/evidence that your program will lead to the anticipated changes

THEORY OF CHANGE MODEL



Community Need

1. Problem

2. If

Intervention Activities

Outcomes

3. Then

4. Because

Outcomes and Evidence

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

BUILDING A THEORY OF CHANGE

PROBLEM What is the problem that requires action or intervention? What is the community need that your program seeks to address?

IF	**THEN**	**BECAUSE**
The primary activity that addresses the problem	The outcome that happens as a result of the activity	Why the program is a solution to the problem

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

1. PROBLEM

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

Problem

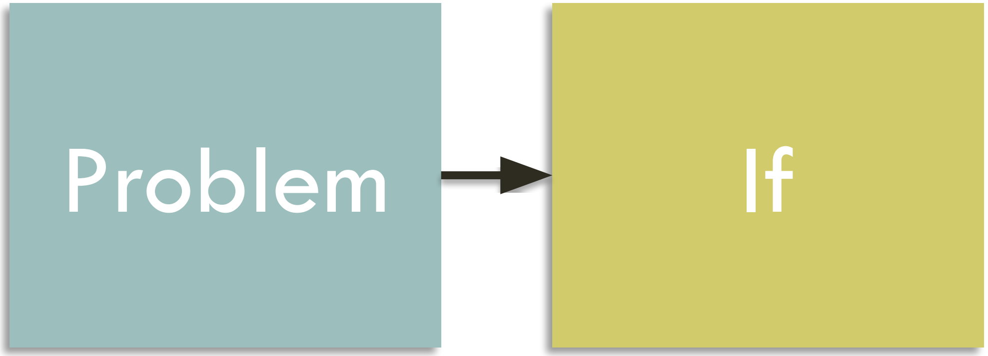
Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

1. WHAT TO INCLUDE: PROBLEM

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

2. SPECIFIC INTERVENTION

The **PRIMARY SET** of activities or intervention for **YOUR AMERICORPS MEMBERS** to address the problem



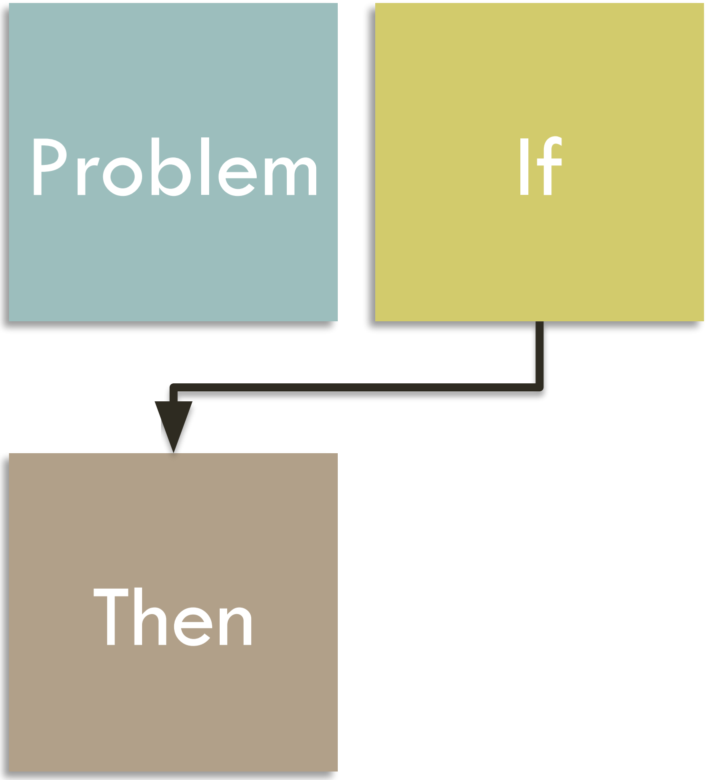
Source: AmeriCorps, Volunteer Generation Fund, and ICF (2021). Module 1: Planning Evaluation, Theories of Change. Facilitated by Andrew MacDonald.

2. WHAT TO INCLUDE: INTERVENTION?

- What, specifically, will the AmeriCorps members do in service to the community?
- Who will participate or receive the intervention?
- Where will the activity/sessions take place?
- How often will the activities occur (e.g., how many sessions a week)?
- How long will each activity/session be?
- How long will the intervention last (e.g., how many total weeks of sessions)?

3. INTENDED OUTCOMES

Changes you intend to see in the community (or targeted beneficiaries) because of your AmeriCorps members' service



Problem

If

Then

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

3. WHAT TO INCLUDE: OUTCOMES

- What knowledge, skills, attitudes or abilities will change because of the AmeriCorps members' service?
- What behaviors will change because of the AmeriCorps members' service?
- What conditions, environments or policies will change because of the AmeriCorps members' service?

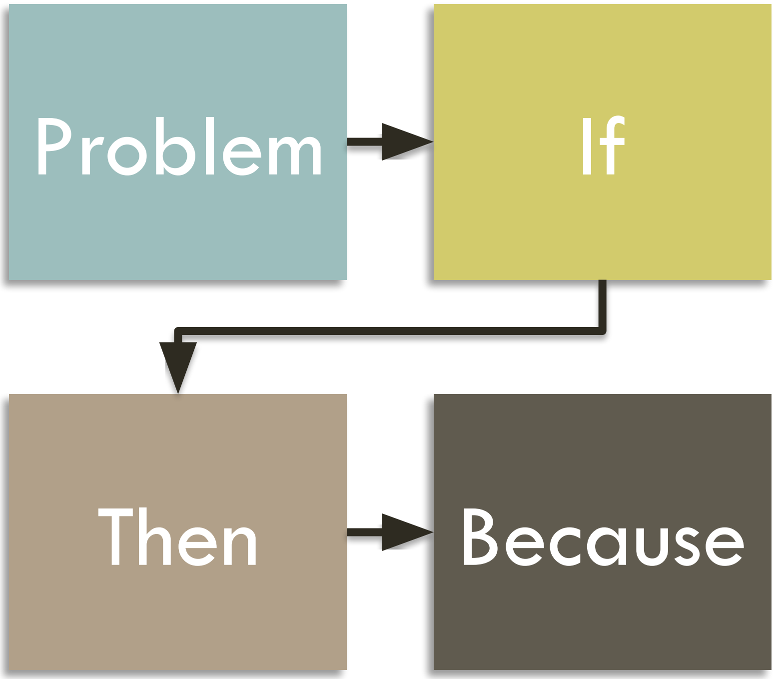
These outcomes should reflect back to the community problem/need, logic model, and performance measures

3. HOW DO I DESCRIBE MY OUTCOMES?

- What (and who) will change because of the AmeriCorps members’ service in your program?
- When will something change (short, long-term)?
- Does one change precede the other? Dependencies?

4. RATIONALE

Explanation of and justification for why the intervention will address the problem



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

4. WHAT TO INCLUDE: RATIONALE

- What is the linkage between the intervention, the outcomes, and the problem?
- How will the intervention address the problem?

BEST PRACTICES - Theory of Change

- ✓ Describe who will participate in the program (who, where, how many, how often)
  - ➔ *If not uniformly distributed, provide a range or example*
- ✓ Clearly state the specific activities AmeriCorps members will deliver to participants (i.e., what an average day might include)
- ✓ Specify how much of the intervention the participants will receive (i.e., dosage) (e.g., 3, 60-minute sessions per week for 12 weeks)
  - ➔ *Informs whether the program activities will actually lead to the anticipated outcomes*
  - ➔ *If there is variation, explain why and give a range*

BEST PRACTICES - Theory of Change

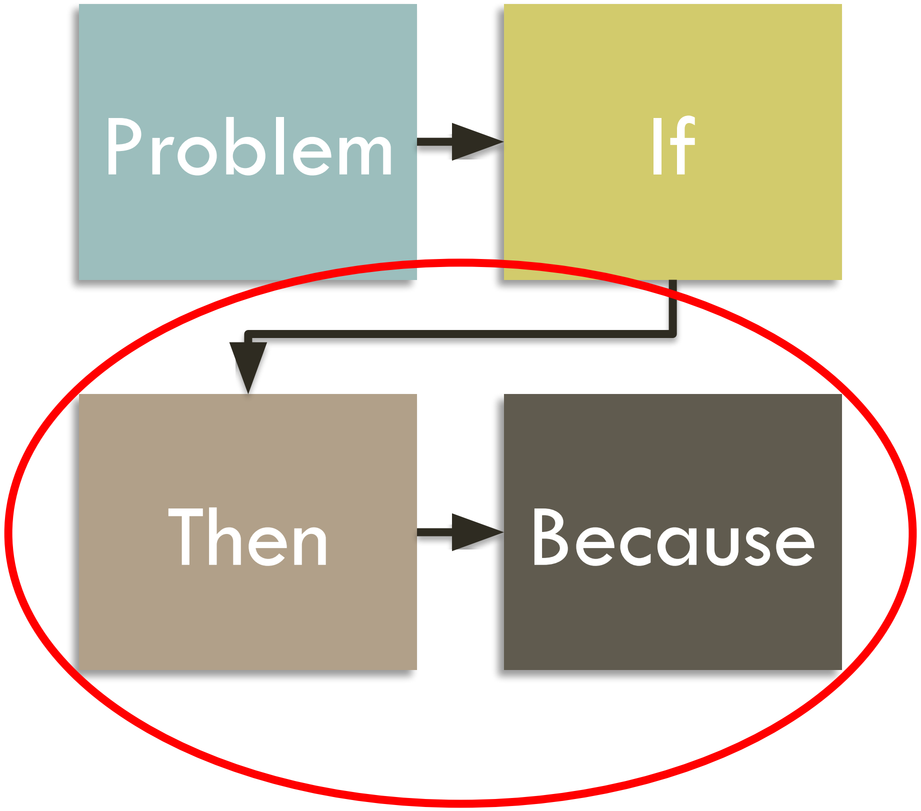
- ✔ Make sure to reference your outputs and outcomes in the narrative (and they should be described the same way as in the performance measures and logic model)
- ✔ Make sure to reference your outputs and outcomes in the narrative (and they should be described the same way as in the performance measures and logic model)
- ✔ Describe the process of how the set of member activities will lead to the specified short-term, intermediate, and long-term outcomes in the intended beneficiaries
- ✔ Focus this section on the specifics of the intervention for the community
- ✔ The more specific you can be, the better

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)



EVIDENCE TERMS

Evidence-Informed: Programs that use the best available knowledge, research, and evaluation to guide program design and implementation, but do not have scientific research or rigorous evaluation of the intervention described in the application.

Evidence-Based: Programs that have been rigorously evaluated (e.g., Randomized Controlled Trial or Quasi-Experimental Design) and have demonstrated positive results for at least one key desired outcome. (See AmeriCorps Evidence Exchange.)

EVIDENCE TERMS

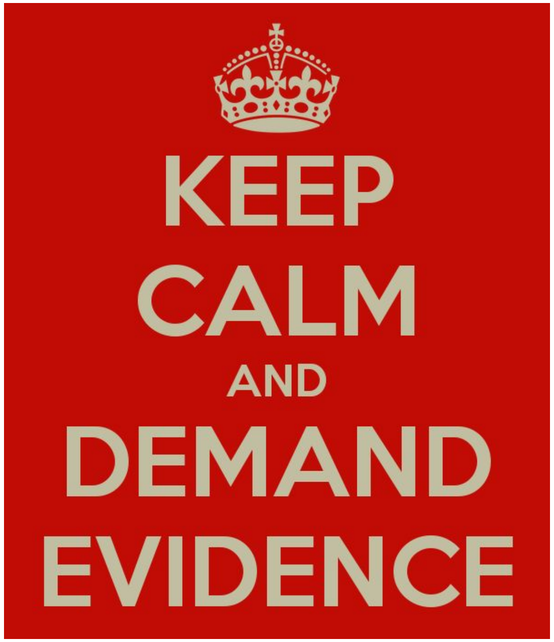
Same Intervention Described in the Application: The intervention evaluated in submitted evaluation reports must match the intervention proposed in the application in all of the following:

- 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

EVIDENCE BASE

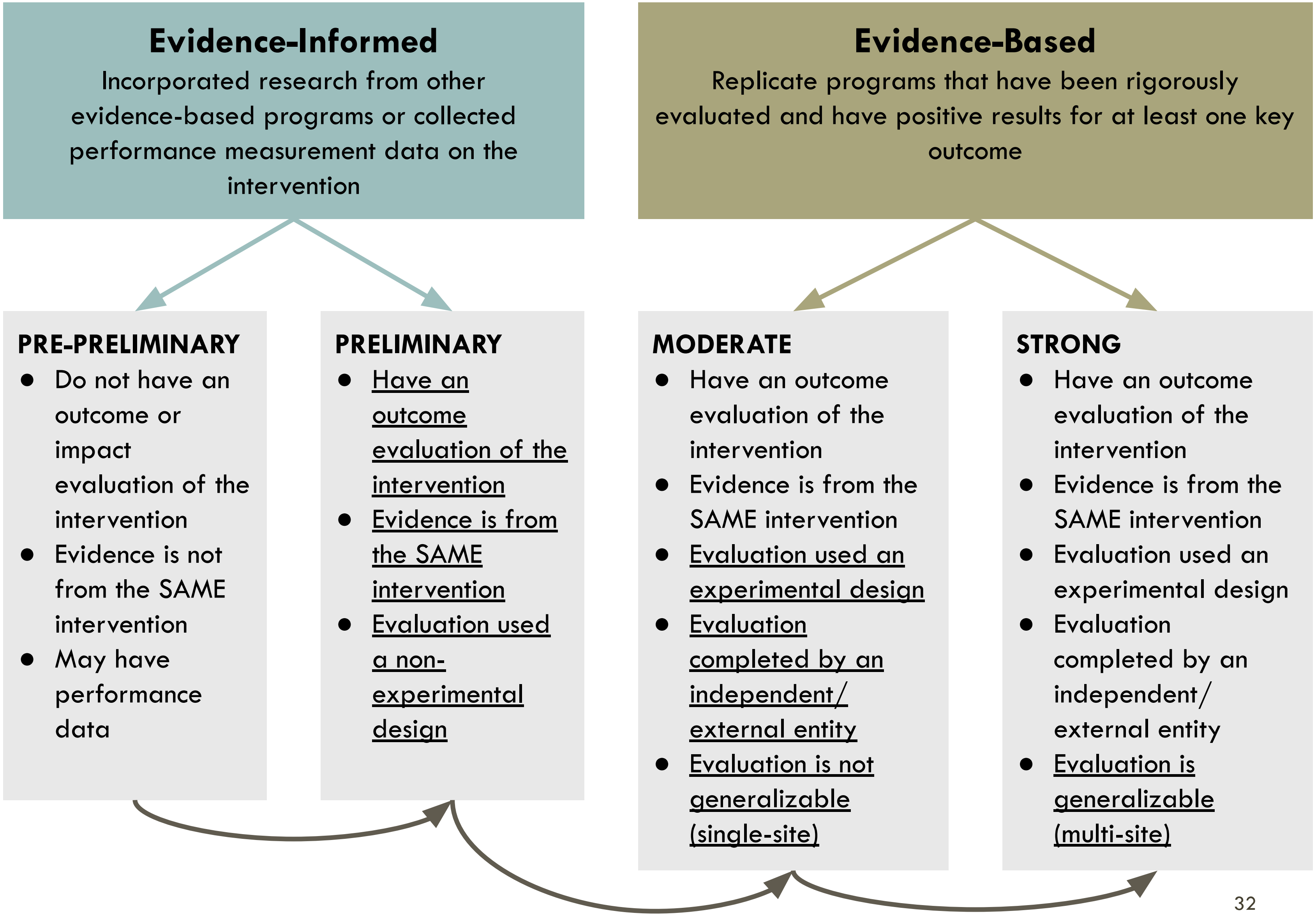
The assessment of an applicant's evidence base has two parts:

1. **Evidence tier** (12pts)
2. **Evidence quality** (8pts)



(See the Mandatory Supplemental Guidance.)

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” if:
  - You do not have an outcome or impact evaluation of the intervention (or have not submitted)
  - You only have evidence from an intervention that is similar but NOT THE SAME
  - You have performance data
- Describe how your program design is informed by evidence from a previous project
  - Include performance measure data if you have it

PRE-PRELIMINARY EXAMPLE

Applicant's *Ready to Read* program provides small-group tutoring services to 5th grade students for 30 minutes, twice a week. The program is adapted from Famous Tutoring Program's successful approach, which used the same curriculum to provide one-on-one tutoring sessions for 30 minutes every day. A randomized control trial conducted last year found that students in the Famous Tutoring Program increased their scores on standardized tests by 40% more than the control group.

Additional documents: None

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

PRELIMINARY EVIDENCE

- State “Preliminary” if:
  - You have a report of a non-experimental outcome evaluation of the intervention
  - Report(s) evaluated the SAME intervention as in your application
  - Report(s) showed positive results
- Submit 1-2 recent outcome evaluation reports
- Describe the core components of the intervention in the report, the study design, as well as the outcomes

PRELIMINARY EXAMPLE

Applicant's *Ready to Read* program provides small-group tutoring services to 5th grade students for 30 minutes, twice a week. Based on pre- and post- assessments administered by the *Ready to Read* program last year, 350 students gained at least 1.5 grade levels in reading mastery. The effect sizes were moderate and represent a positive result.

Additional documents: Applicant submitted one internal evaluation report of the Ready to Read 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 EVIDENCE

- State “Moderate” if:
  - You have a report of an externally done experimental impact evaluation of the intervention
  - Report(s) evaluated the SAME intervention as in your application
  - Report(s) showed positive results
  - Limited ability to generalize beyond the specific site
- Submit 1-2 recent impact evaluation reports
- Describe the core components of the intervention in the report, the study design, as well as the outcomes

MODERATE EXAMPLE

Applicant's *Ready to Read* program uses the same curriculum, program design, and dosage as the Famous Tutoring Program and is serving similar students. Based on a quasi-experimental evaluation conducted by Famous Tutoring Program at one of their program sites, students gained on average 1.3 grade levels on the Famous Standardized Literacy Assessment, compared to just 0.8 grade levels 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 Tutoring 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 EVIDENCE

- State “Strong” if:
  - You have a report of an externally done experimental impact evaluation of the intervention
  - Report(s) evaluated the SAME intervention as in your application
  - Report(s) showed positive results
  - Ability to generalize to multiple sites and populations
- Submit 1-2 recent impact evaluation reports
- Describe the core components of the intervention in the report, the study design, as well as the outcomes

STRONG EXAMPLE

Applicant's *Ready to Read* program provides tutoring services in 25 states across the country. The program hired an independent evaluator to conduct a randomized controlled trial in 16 states, including both rural and urban sites as well as student populations with different ethnic/racial backgrounds. The evaluation found that students in the Ready to Read program outperformed students in the control group on 3 specific literacy skills 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 Ready to Read Program 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)

HOW DO I KNOW WHAT 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 article title, authors, year of the study, and other details)?

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., the who, what, where, when, and how of the data collection)?

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

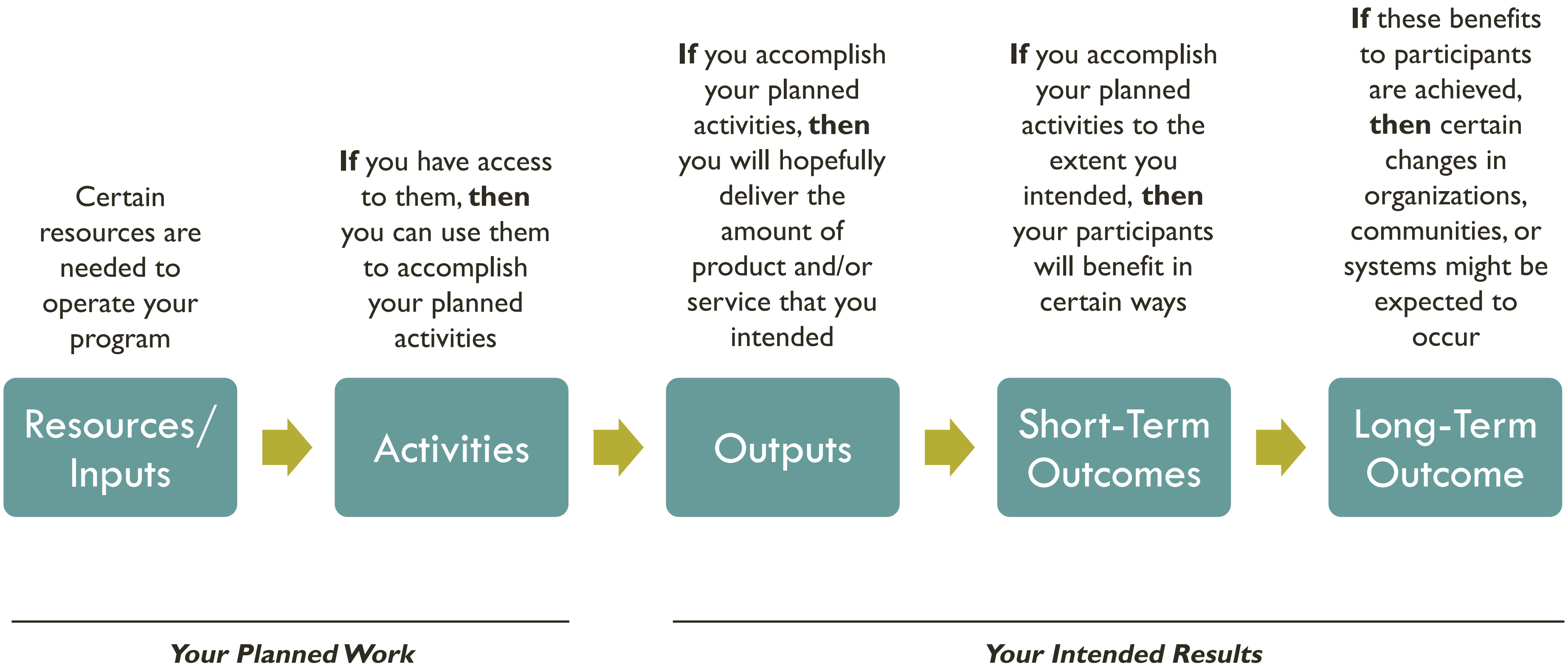
LOGIC MODEL

How do you illustrate your program?

LOGIC MODEL

- A required attachment in your application
- A detailed visual representation of a program and its theory of change
- Communicates how a program works by depicting the intended relationships among program components (i.e., inputs, activities, outputs, outcomes)

HOW A LOGIC MODEL WORKS



Certain resources are needed to operate your program

Resources/ Inputs

If you have access to them, **then** you can use them to accomplish your planned activities

Activities

If you accomplish your planned activities, **then** you will hopefully deliver the amount of product and/or service that you intended

Outputs

If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways

Short-Term Outcomes

If these benefits to participants are achieved, **then** certain changes in organizations, communities, or systems might be expected to occur

Long-Term Outcome

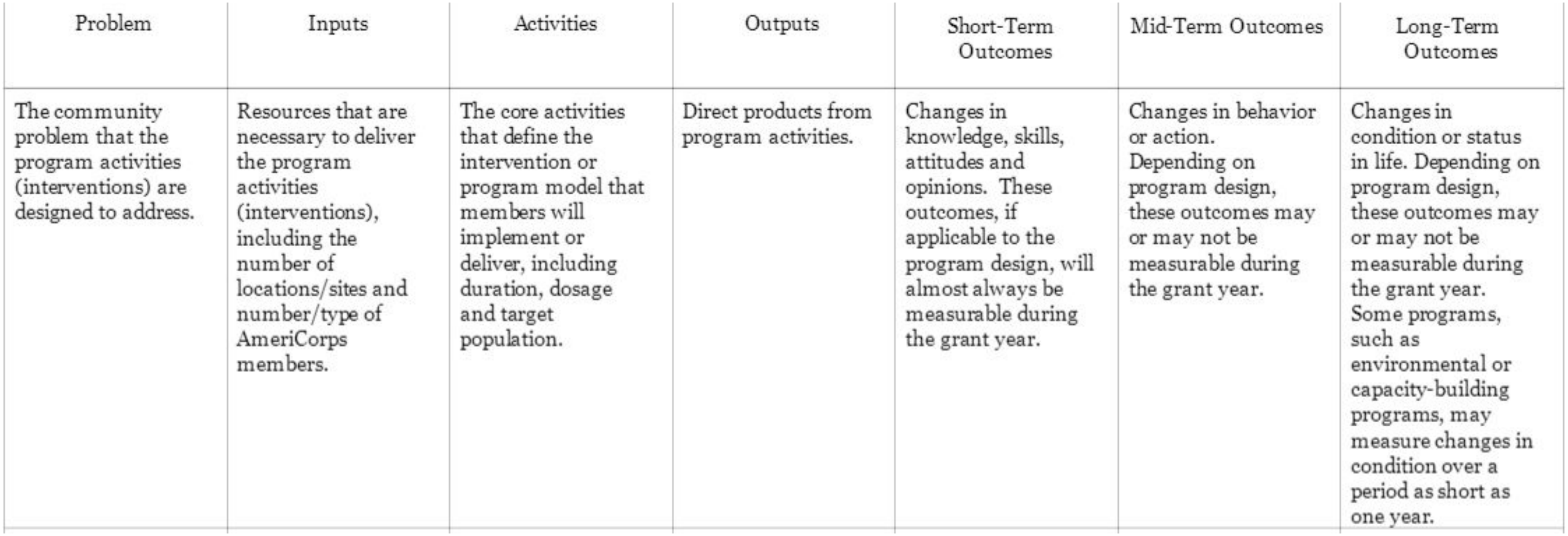
Your Planned Work

Your Intended Results

EVERYDAY LOGIC MODEL: COOKIES

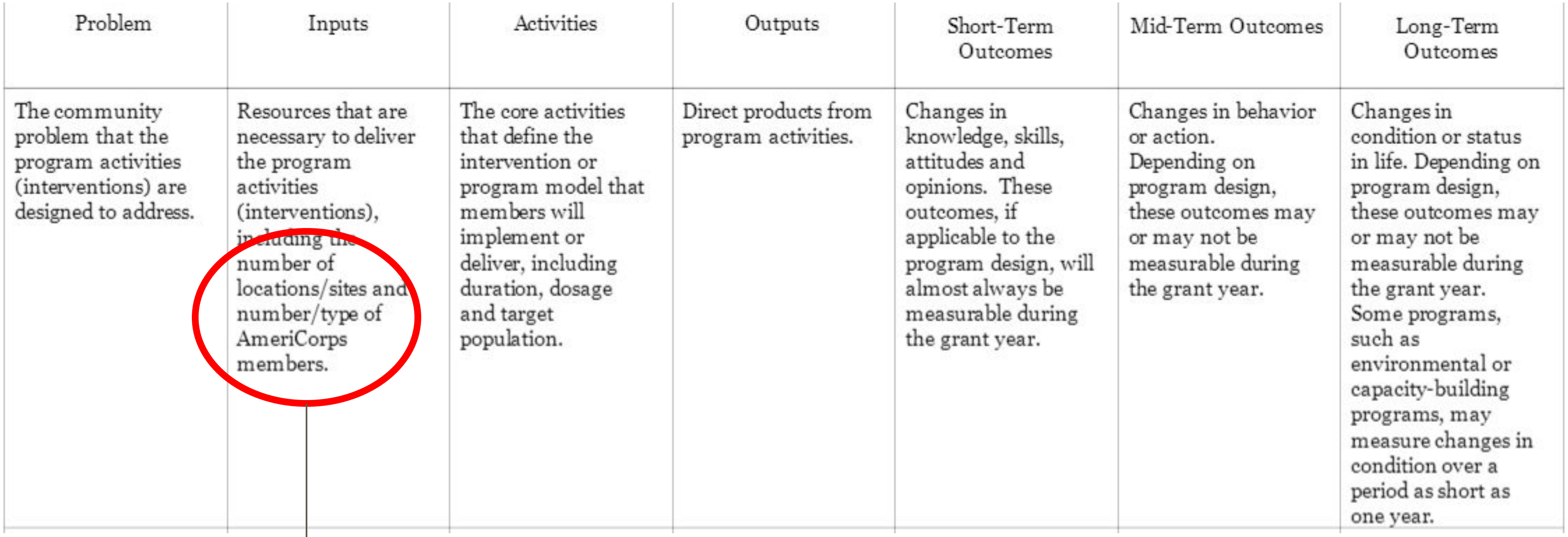
PROBLEM	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				SHORT TERM	MEDIUM TERM	LONG TERM
By the end of most weeks, the Bunger Johnson family experiences hostility and conflict. All members feel hungry and have short tempers.	Baker Flour, sugar Butter, eggs Chocolate chips Oven Cooking supplies	Pre-heat oven to 350 degrees Mix together ingredients Drop tablespoons of mixture onto cookie sheet Bake for 8-10 minutes Cool cookies and store	# cookies dropped onto cookie sheets # cookies baked # cookies stored in cookie jar	Decreased hunger Decreased crankiness	Improved family relations	Increased weight

AMERICORPS LOGIC MODEL



Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	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 in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.

AMERICORPS LOGIC MODEL



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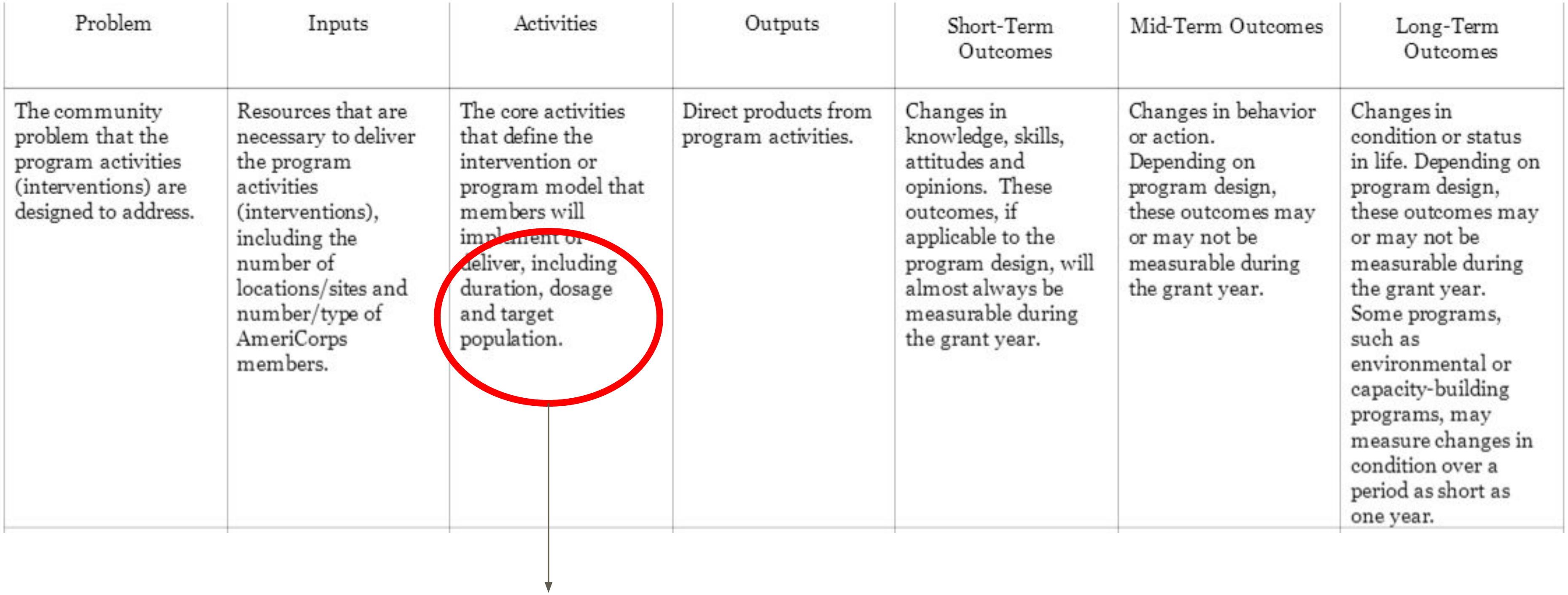
Should include, at a minimum, # of sites and # of members

AMERICORPS LOGIC MODEL



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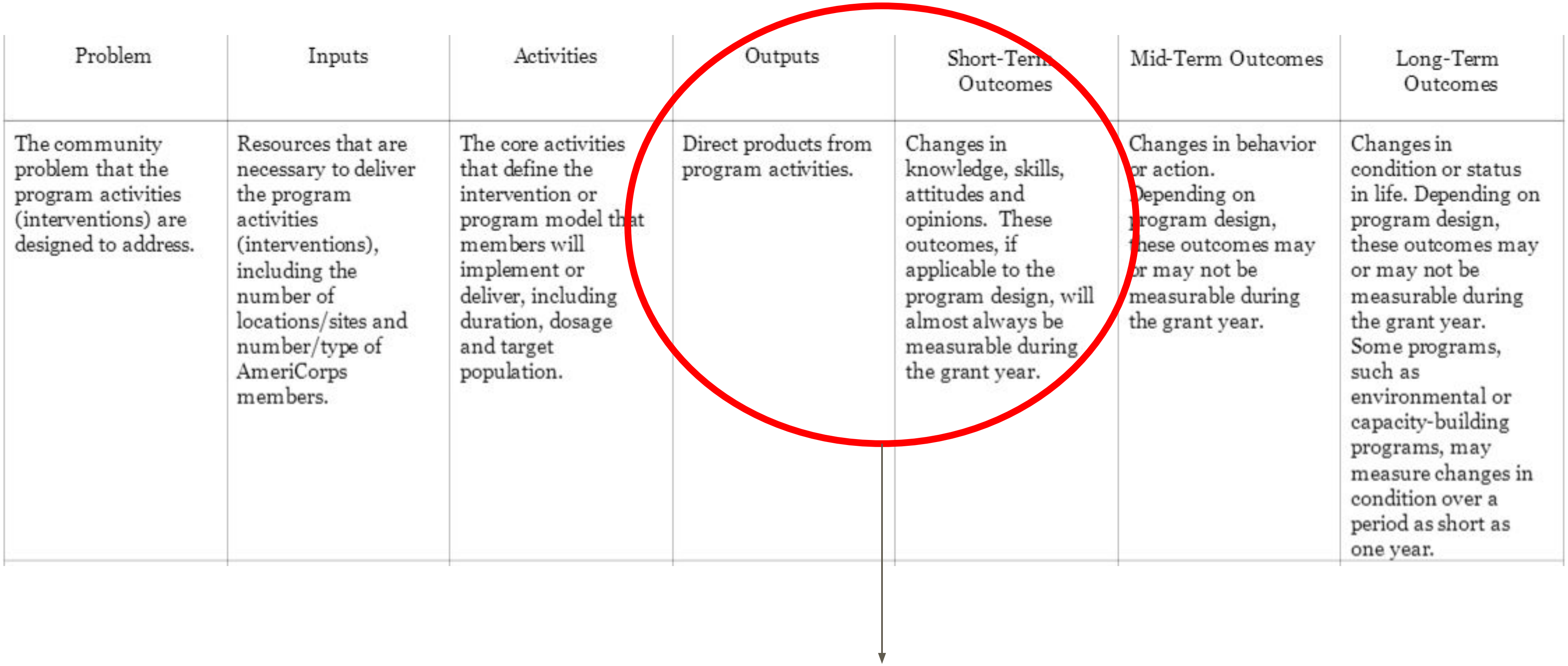
Should include, at a minimum, duration, dosage, and target population

AMERICORPS LOGIC MODEL



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Should include, at a minimum, your performance measures

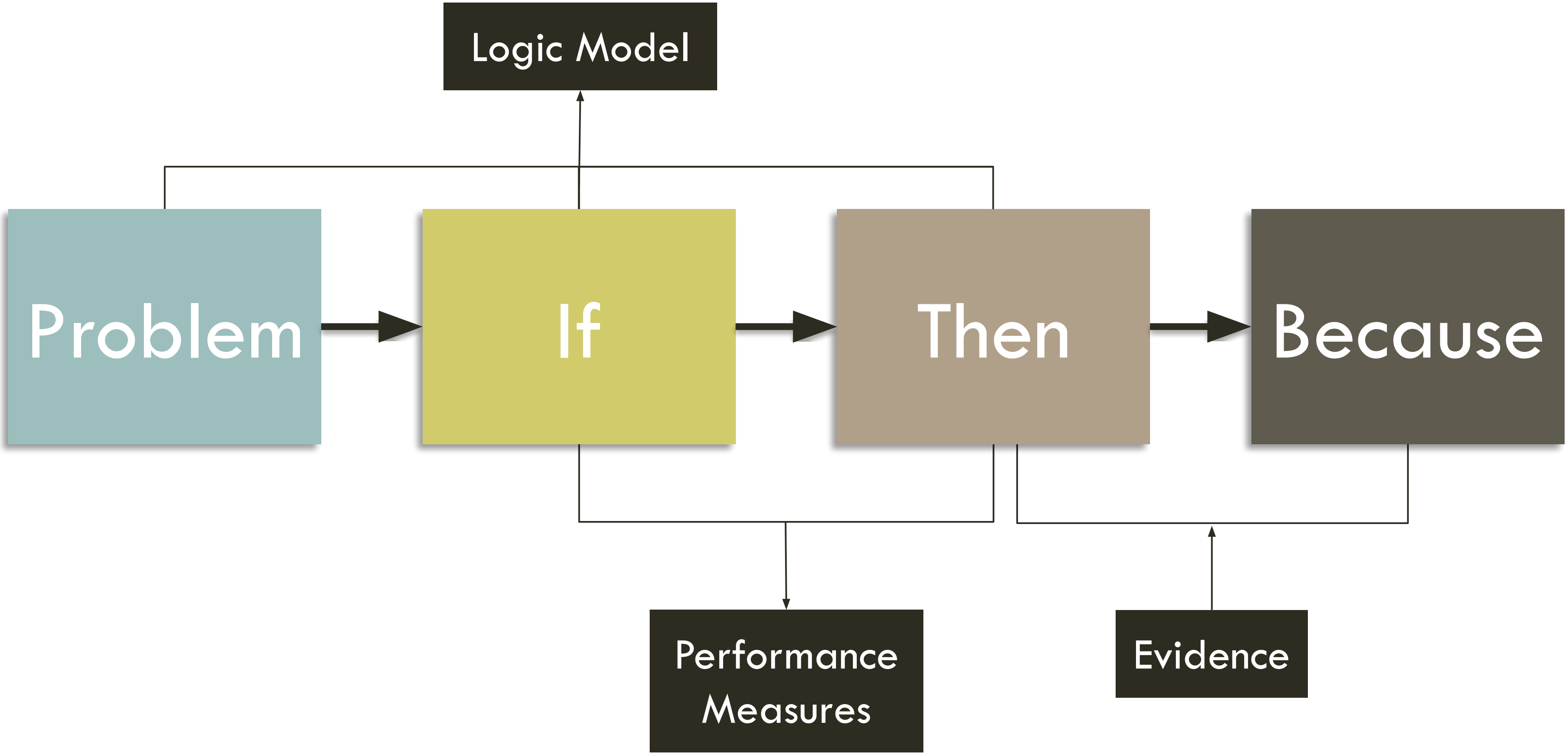
BEST PRACTICES - Logic Model

- ✔ Use verbs/action-oriented language to describe activities
- ✔ Include number of sites, members, and locations for inputs
- ✔ Include dosage (i.e., how much, how often) of activities
- ✔ Correctly categorize outputs and outcomes
- ✔ Match outputs and outcomes to the theory of change description
- ✔ Match outputs and outcomes to performance measures
- ✔ Organize rows of the logic model to clearly connect activities to expected outputs and outcomes

PERFORMANCE MEASURES

How do you measure your program?

KEY THINGS TO KEEP IN MIND…



Logic Model

Problem

If

Then

Because

Performance Measures

Evidence

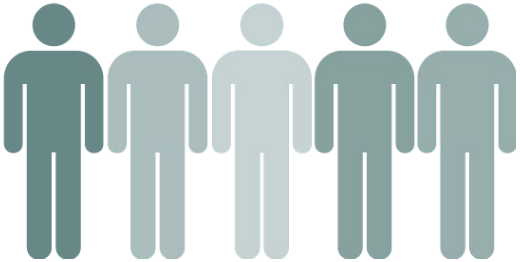
AMERICORPS PERFORMANCE MEASURE RULES

- At least 1 aligned performance measure (output paired with outcome) is required
- Allowable output/outcome pairs are specified
- Selectable performance measures are listed in the 2023 Performance Measures Instructions
- Must be aligned to the program's theory of change and logic model

TYPES OF AMERICORPS PERFORMANCE MEASURES

OUTPUTS

- Amount of service provided (*aligned with your theory of change and logic model*)
- Examples
  - People served
  - Products created
  - Programs developed



TYPES OF AMERICORPS PERFORMANCE MEASURES

OUTCOMES

- Reflect the changes or benefits that occur because of your AmeriCorps members' services (*aligned to your theory of change and logic model*)

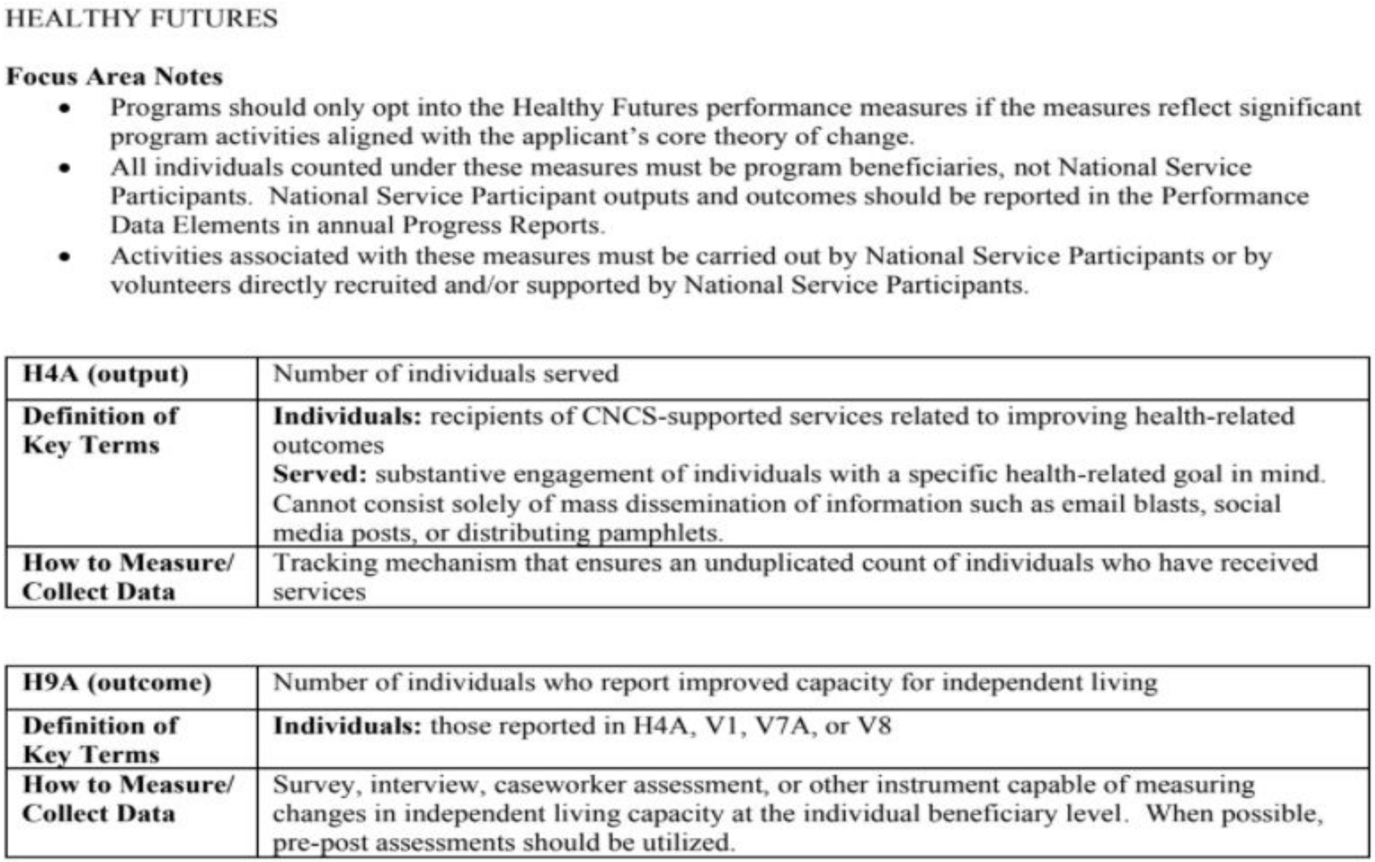
Attitude/Belief	**Knowledge/ Skill**	**Behavior**	**Condition**
Thought, feeling	Understanding know-how	Action	Situation, circumstance

WHAT ARE THEY NOT?

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

- Your selected performance measures should be aligned to one or two **key** outcomes from your logic model and theory of change.

AMERICORPS PERFORMANCE MEASURE INSTRUCTIONS



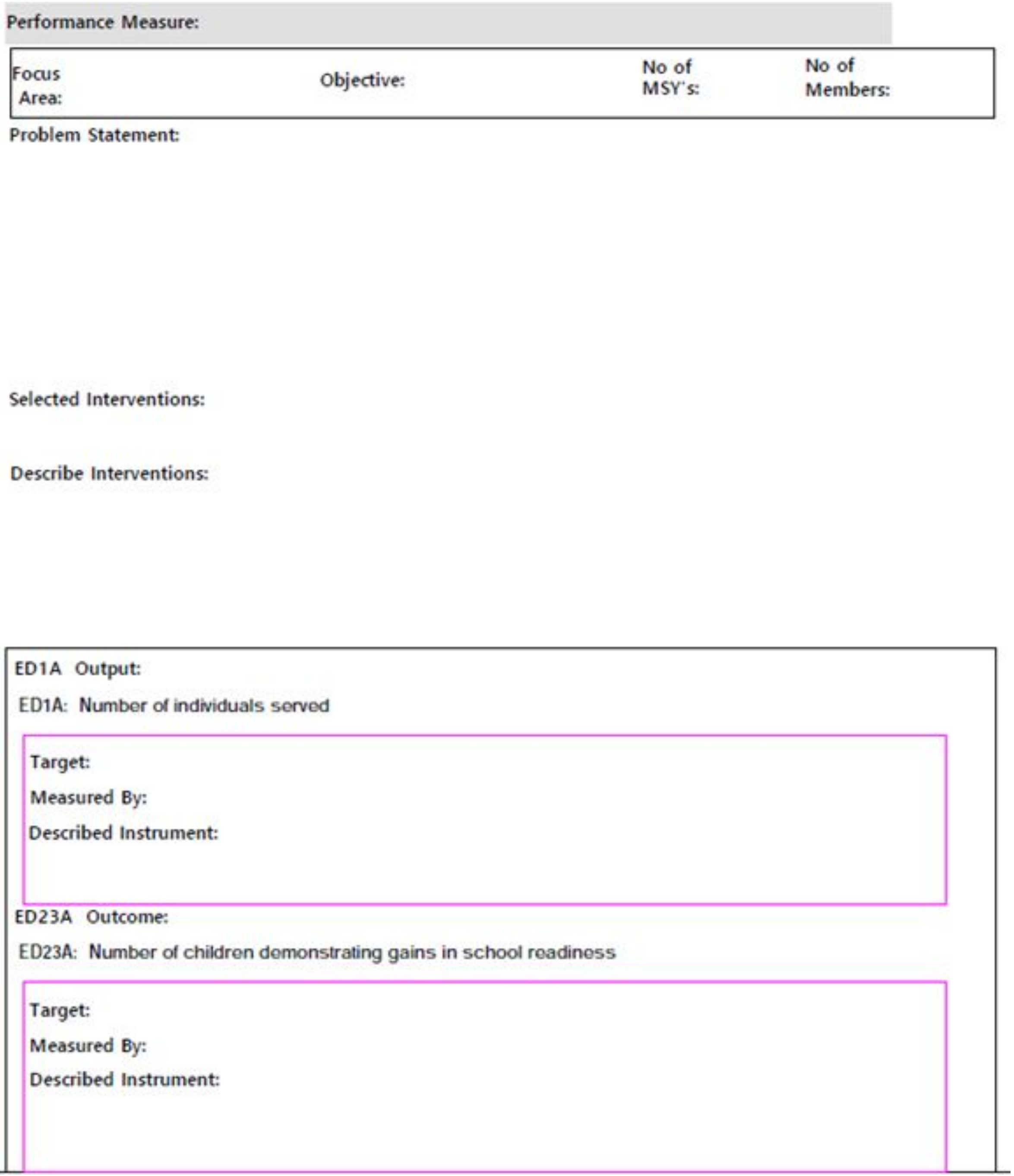
HEALTHY FUTURES

Focus Area Notes

- Programs should only opt into the Healthy Futures performance measures if the measures reflect significant program activities aligned with the applicant's core theory of change.
- All individuals counted under these measures must be program beneficiaries, not National Service Participants. National Service Participant outputs and outcomes should be reported in the Performance Data Elements in annual Progress Reports.
- Activities associated with these measures must be carried out by National Service Participants or by volunteers directly recruited and/or supported by National Service Participants.

H4A (output)	Number of individuals served
Definition of Key Terms	**Individuals:** recipients of CNCS-supported services related to improving health-related outcomes **Served:** substantive engagement of individuals with a specific health-related goal in mind. 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

H9A (outcome)	Number of individuals who report improved capacity for independent living
Definition of Key Terms	**Individuals:** those reported in H4A, V1, V7A, or V8
How to Measure/ Collect Data	Survey, interview, caseworker assessment, or other instrument capable of measuring changes in independent living capacity at the individual beneficiary level. When possible, pre-post assessments should be utilized.



Performance Measure:

Focus Area:	Objective:	No of MSY's:	No of Members:

Problem Statement:

Selected Interventions:

Describe Interventions:

ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

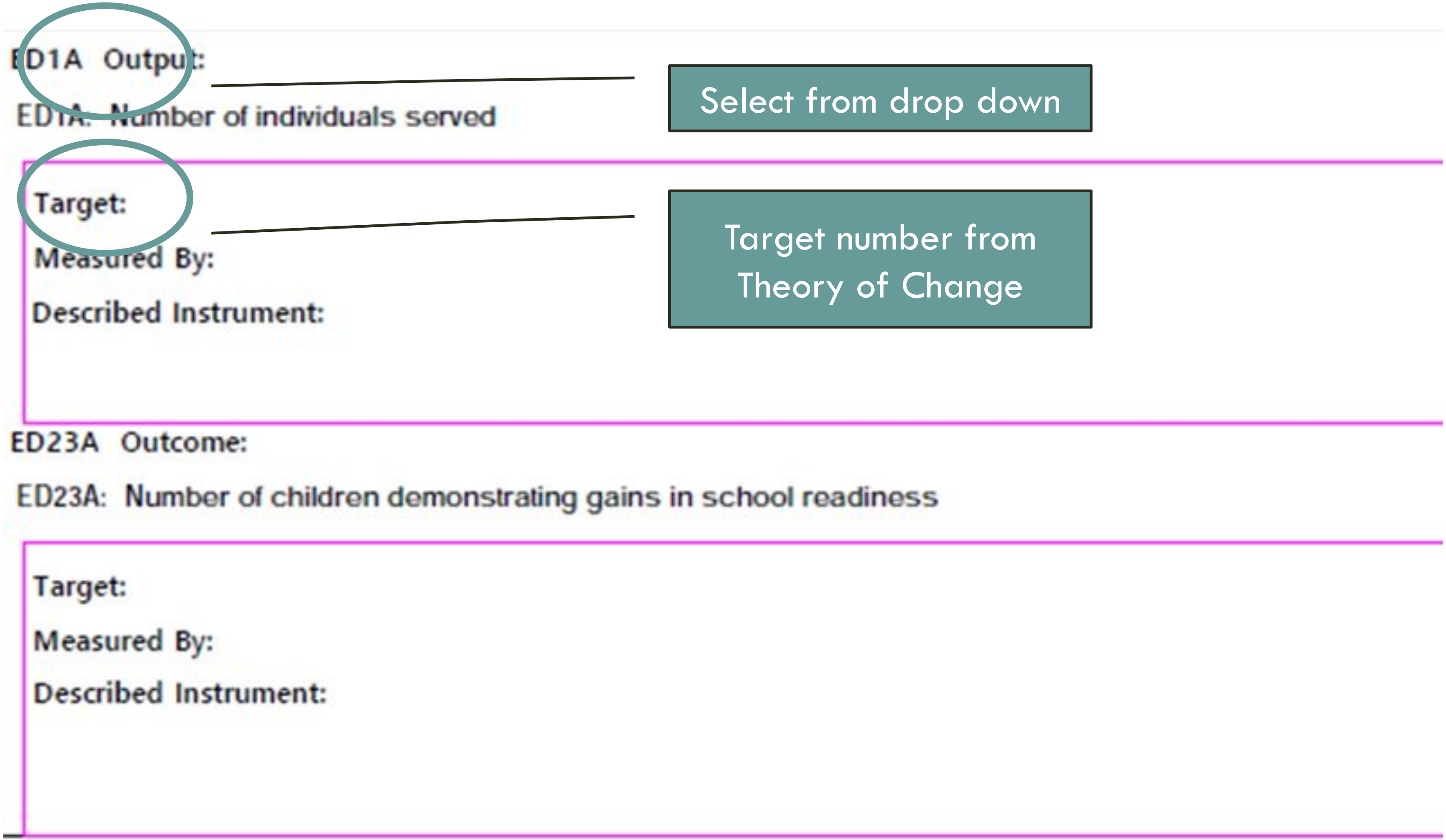
ED23A: Number of children demonstrating gains in school readiness

Target:

Measured By:

Described Instrument:

AMERICORPS PERFORMANCE MEASURE INSTRUCTIONS



ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

ED23A: Number of children demonstrating gains in school readiness

Target:

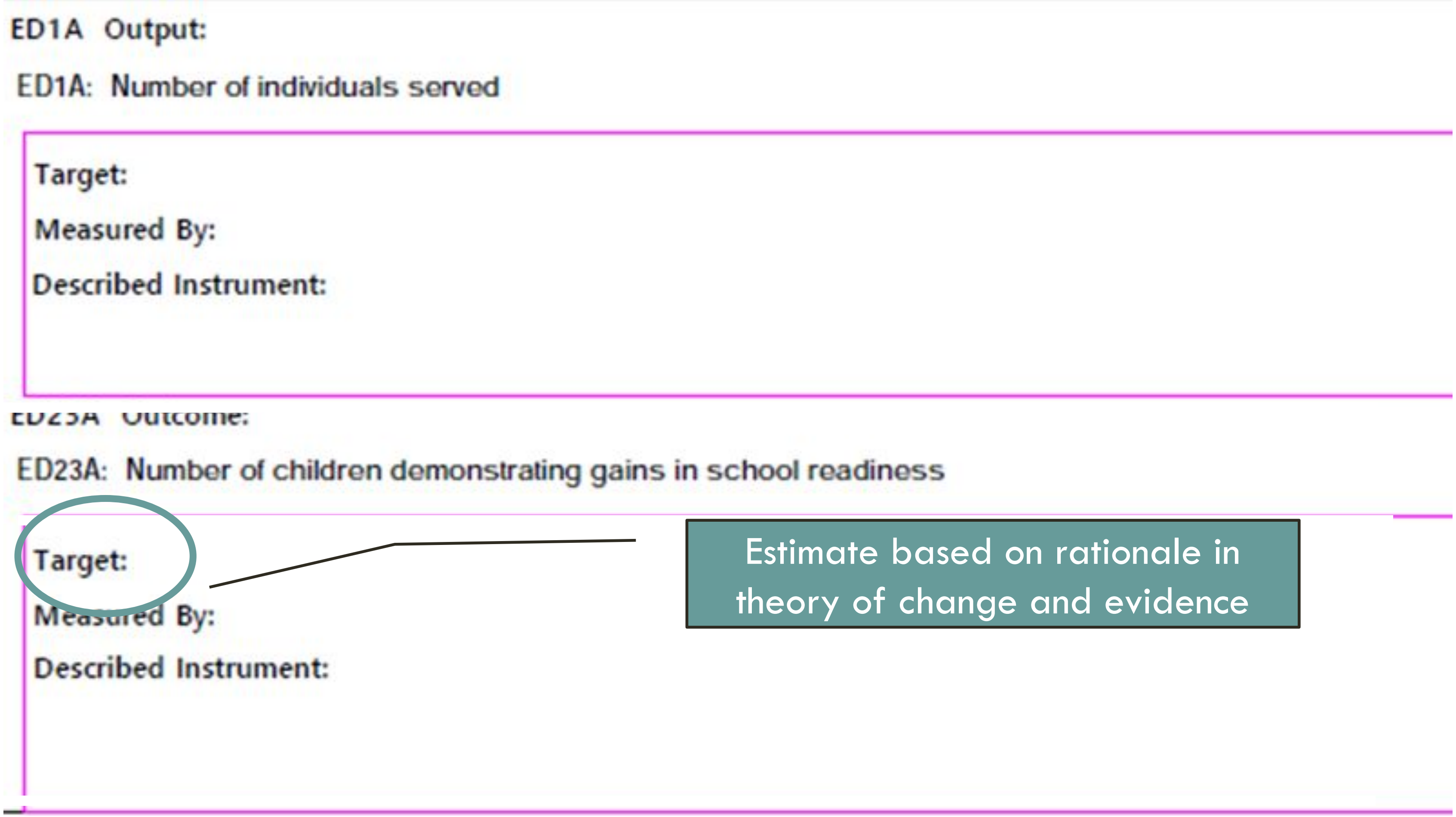
Measured By:

Described Instrument:

Select from drop down

Target number from Theory of Change

AMERICORPS PERFORMANCE MEASURE INSTRUCTIONS



ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

ED23A: Number of children demonstrating gains in school readiness

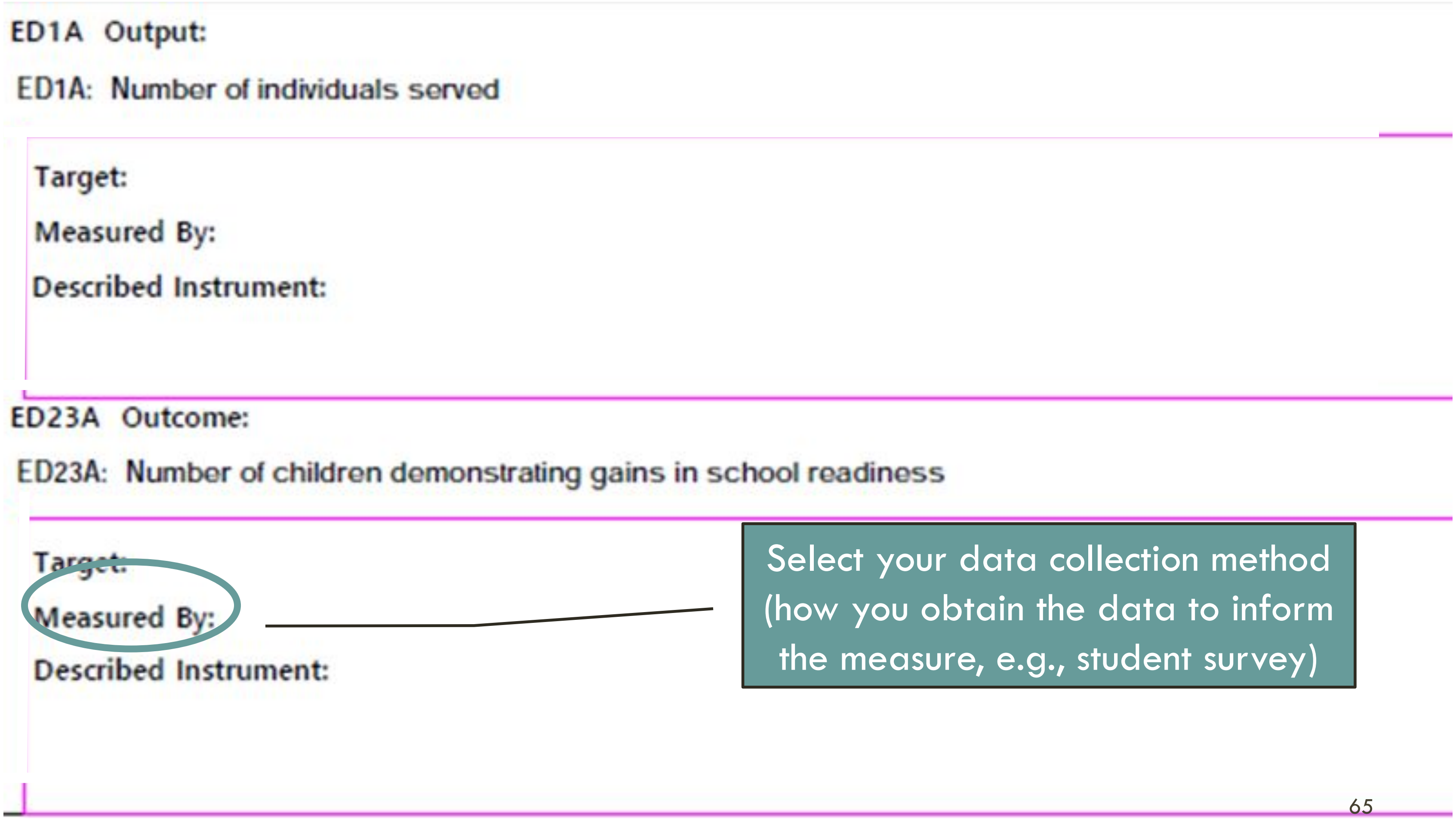
Target:

Measured By:

Described Instrument:

Estimate based on rationale in theory of change and evidence

AMERICORPS PERFORMANCE MEASURE INSTRUCTIONS



ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

ED23A: Number of children demonstrating gains in school readiness

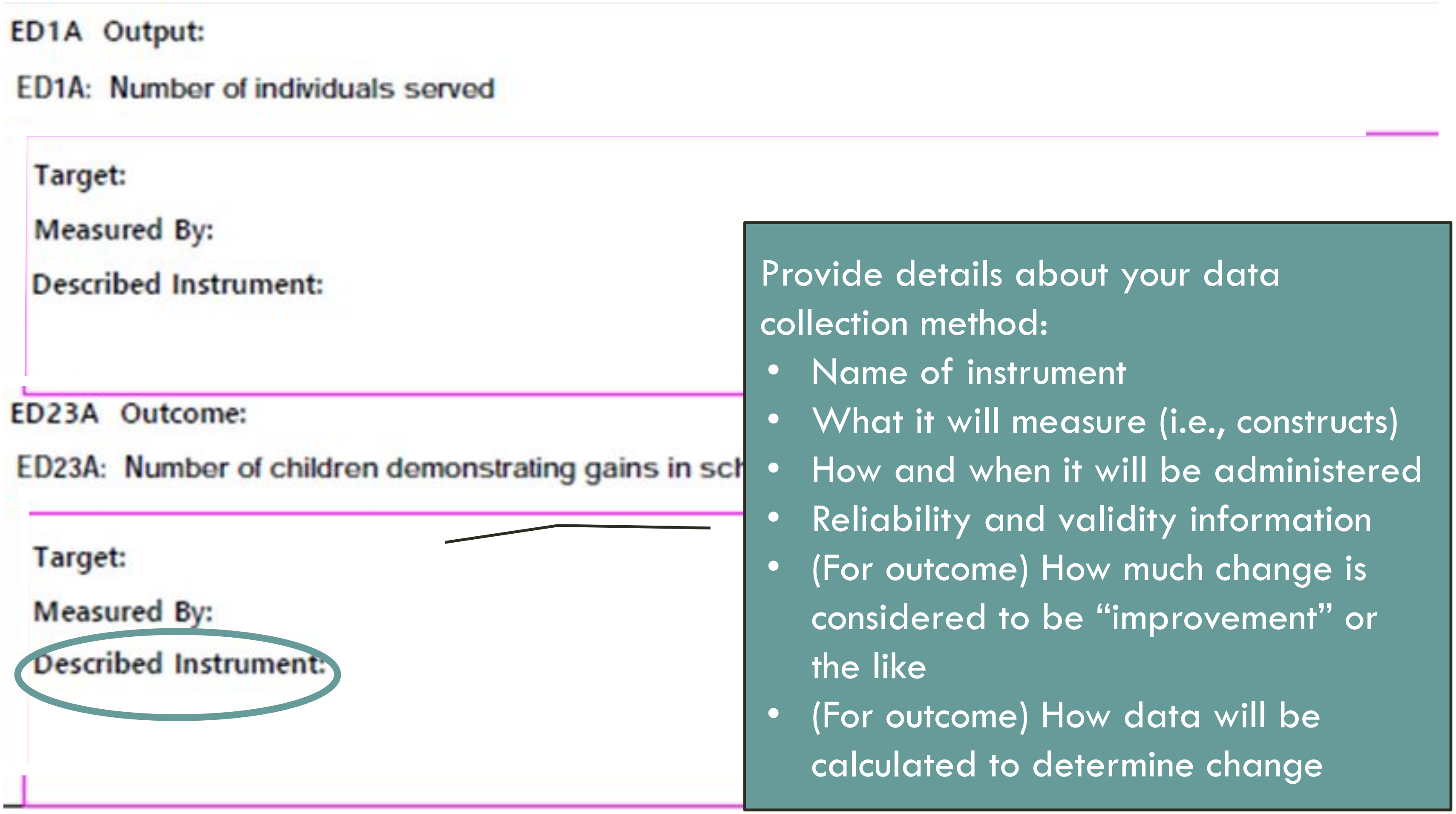
Target:

Measured By:

Described Instrument:

Select your data collection method (how you obtain the data to inform the measure, e.g., student survey)

AMERICORPS PERFORMANCE MEASURE INSTRUCTIONS



ED1A Output:

ED1A: Number of individuals served

Target:

Measured By:

Described Instrument:

ED23A Outcome:

ED23A: Number of children demonstrating gains in sch

Target:

Measured By:

Described Instrument:

Provide details about your data collection method:

- Name of instrument
- What it will measure (i.e., constructs)
- How and when it will be administered
- Reliability and validity information
- (For outcome) How much change is considered to be “improvement” or the like
- (For outcome) How data will be calculated to determine change

BEST PRACTICES - Measures

- ✔ Select from the 2023 performance measures: Public Health (Healthy Futures or Capacity Building ONLY) or State and National.
- ✔ Explain the target setting method (specify the target and how it was selected).
- ✔ 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 2023 performance measures.

BEST PRACTICES - Measures

- ✔ Explain what instrument will be used and how it will be used to inform the performance measure.
- ✔ Plan how, when, where and who will collect/obtain your performance measure data and articulate it in your narrative
- ✔ Review Attachment A: Performance Measure Instructions in Application Instructions
- ✔ Review Appendix B: Performance Measure Checklist in Performance Measures Instructions

WRAP-UP

How are you feeling?
What did you take away?

RESOURCES

State and National

State NOFO

Full NOFO

Mandatory Supplemental Information

Application Instructions

Performance Measures

Public Health

State NOFO

Full NOFO

Mandatory Supplemental Information

Application Instructions

Performance Measures

Theory of Change Checklist

☐ The Theory of Change (TOC) identifies the community problem, intervention, and anticipated outcomes

☐ Intervention is aligned with community problem

☐ Intervention identifies dosage, frequency, target population, and roles of AC members

☐ Intervention likely to lead to anticipated outcomes

☐ Process of how the intervention/specific activities will lead to the specified short-term outcomes and how the short-term outcomes lead to longer-term outcomes is described

☐ TOC represents meaningful progress in addressing the problem

☐ Role of AC members is appropriate

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 AC 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
☐ Activities, outputs, and outcomes of the intervention in the TOC match those outlined in the logic model
☐ The logic model clearly and concisely explains what the program will do and when

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

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 theory of change and 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

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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