

CNCS Performance Measures Instructions

AmeriCorps State and National

2016

EDUCATION

AmeriCorps State and National Performance Measures Requirements

All applications must include at least one aligned performance measure (output and outcome) that corresponds to the proposed primary service activity. CNCS values the quality of performance measures over the quantity of performance measures. All information requested in the National Performance Measure Instructions must be included in the text of the performance measures in the performance measures module, and it must be evident in this text that all definitions and requirements outlined in the National Performance Measures Instructions and NOFO FAQs are met. Should an applicant choose to provide duplicate information about performance measures in the narrative, this information will also need to be in the performance measures module.

AmeriCorps State and National Performance Measures Selection Rules

These selection rules specify required output/outcome pairings for priority and complementary performance measures. All applicants must follow these selection rules. Please see the NOFO for additional information about application requirements.

Disaster Services

Type of Measure	Selection Rule		Strategic Plan Objective
	Output	Outcome	
Priority	D1	Applicant Determined Outcome	Assistance Provided
Priority	D2	Applicant Determined Outcome	Assistance Provided
Priority	D3	Applicant Determined Outcome	Assistance Provided
Priority	D4	Applicant Determined Outcome	Assistance Provided

Economic Opportunity

Type of Measure	Selection Rule		Strategic Plan Objective
	Output	Outcome	
Priority	O5	O11	Housing
Complementary	O1	O9	Financial Literacy
Complementary	O4	Applicant Determined Outcome	Housing
Complementary	O2	Applicant Determined Outcome	Employment
Complementary	O3	O10	Employment
Complementary*	O12	O15	Find Opportunity
Complementary*	O13	O16	Find Opportunity
Complementary*	O14	O17	Find Opportunity

*Applicants using these measures must also select a priority or complementary measure to reflect the community impact of the program

Education

Type of Measure	Selection Rule		Strategic Plan Objective
	Output	Outcome	
Priority	ED20 and ED21	ED23, ED24, and/or ED25	School Readiness
Priority	ED1 and ED2	ED5, ED27A, and/or ED27B	K-12 Success
Priority	ED3A and ED4A	ED5, ED27A, and/or ED27B	K-12 Success
Complementary	ED1 and ED2	ED9, ED10, ED26, and/or ED30	K-12 Success
Complementary	ED3A and ED4A	ED9, ED10, ED26, and/or ED30	K-12 Success
Complementary	ED31 and ED32	ED11	Post-HS Education Support
Complementary*	ED12 and ED13	ED14 and ED17 (ED18 and ED19 are optional)	Teacher Corps

*Teacher Corps programs must also select a priority or complementary measure to reflect the community impact of the program

Environmental Stewardship

Type of Measure	Selection Rule		Strategic Plan Objective
	Output	Outcome	
Priority	EN4	EN4.1	At-Risk Ecosystems
Priority	EN5	EN5.1	At-Risk Ecosystems
Complementary	EN1	EN1.1	Energy Efficiency
Complementary	EN2	EN2.1	Green Jobs
Complementary	EN3	EN3.1 and/or EN3.2	Awareness & Stewardship
Complementary	EN6	EN6.1	At-Risk Ecosystems

Healthy Futures

Type of Measure	Selection Rule		Strategic Plan Objective
	Output	Outcome	
Priority	H8	H9	Aging in Place
Priority	H10 and/or H11	H12	Obesity & Food
Complementary	H1	Applicant-Determined Outcome	Access to Care
Complementary	H2	Applicant-Determined Outcome	Access to Care
Complementary	H3	Applicant-Determined Outcome	Access to Care
Complementary	H4	Applicant-Determined Outcome	Access to Care
Complementary	H5	Applicant-Determined Outcome	Obesity & Food
Complementary	H6	Applicant-Determined Outcome	Obesity & Food
Complementary	H7	Applicant-Determined Outcome	Obesity & Food

Veterans and Military Families

Type of Measure	Selection Rule		Strategic Plan Objective
	Output	Outcome	
Priority	V1	Applicant-Determined Outcome	Veterans & Families Served
Priority	V2	Applicant-Determined Outcome	Access & Attract
Priority	V7	Applicant-Determined Outcome	Veterans & Families Served
Priority	V8	Applicant-Determined Outcome	Veterans & Families Served
Priority	V9	Applicant-Determined Outcome	Veterans & Families Served
Priority	V10	Applicant-Determined Outcome	Access & Attract
Complementary	V3	Applicant-Determined Outcome	Veterans & Families Served
Complementary	V4	Applicant-Determined Outcome	Veterans & Families Served
Complementary	V6	Applicant-Determined Outcome	Veterans & Families Served

Capacity Building

Type of Measure	Selection Rule		Strategic Plan Objective
	Output	Outcome	
Priority	G3-3.1 and/or G3-3.2	G3-3.3	Capacity Building & Leverage
Complementary	G3-3.4, G3-3.5, G3-3.6, G3-3.7 and/or G3-3.8	G3-3.9, G3-3.10, G3-3.11, G3-3.12, G3-3.13, G3-3.14, G3-3.15, G3-3.16, and/or G3-3.17 (End outcomes G3-3.18 and G3-3.19 are optional)	Capacity Building & Leverage

EDUCATION

Measure ED1	Number of economically disadvantaged students or students with special/exceptional needs who start in a CNCS-supported education program.
Definition of Key Terms	<p>Students: Individuals younger than 21 years of age who are enrolled or eligible for enrollment in grades K-12</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p> <p>Students with special or exceptional needs: Students who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Students who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Education program: A program in which CNCS-supported activities help students maintain enrollment in and succeed in school (except mentoring programs). The help that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p> <p>Enrolled in a school where the majority of students are eligible for free or reduced lunch: Grantees using this option to document economic disadvantage must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged students in the program.</p> <p>Start in: students enrolled in the education program at the beginning of the program. Counts may be updated if the number of participants increases.</p>
How to Calculate Measure/Collect Data	Unduplicated count of students who enroll in the program. Students may or may not complete the program.

Measure ED2	Number of economically disadvantaged students or students with special/exceptional needs that completed participation in CNCS-supported K-12 education programs.
Definition of Key Terms	<p>Students: Individuals younger than 21 years of age who are enrolled or eligible for enrollment in grades K-12</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be</p>
	<p>defined as receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p> <p>Students with special or exceptional needs: Students who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Students who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: In the approved grant application, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Education program: A program in which CNCS-supported activities help students maintain enrollment in and succeed in school (except mentoring programs). The help that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p> <p>Enrolled in a school where the majority of students are eligible for free or reduced lunch: Grantees using this option to document economic disadvantage must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged students in the program.</p>
How to Calculate Measure/ Collect Data	Unduplicated count of students who complete participation in the activity as indicated by above definition.
Notes	

Measure ED3A	Number of disadvantaged youth/mentor matches or youth with special or exceptional needs/mentor matches that are commenced by the CNCS-supported education program.
Definition of Key Terms	<p>Mentors are adults who provide CNCS-sustained support to children or youth through either community based programs or school based programs. Programs that involve peer to peer support should not be included in this measure- for those programs use Tutoring measures. For school-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year. For community-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for two to three hours per week, for at least 11 months. Mentoring relationships are ideally one mentor per child, but could be small group with a ratio of no more than 1:3</p>
	<p>Disadvantaged youth: “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (From SAA). It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may be defined as receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance</p> <p>Enrolled in a school where the majority of students are eligible for free or reduced lunch: Grantees using this option to document economic disadvantage must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged students in the program.</p> <p>School-Based Mentoring: <u>Mentoring that occurs on a school campus, either during the school day or before/after the traditional school day. Students are usually referred to school-based mentoring programs by teachers, counselors or other school staff.</u></p> <p>Community-based mentoring: <u>Mentoring that occurs at a site other than a school campus, at a time other than during the traditional school day.</u></p> <p>Youth: Individuals younger than 21 years of age.</p>

	<p>Youth with special or exceptional needs: Youth who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Youth who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and youth in need of protective intervention in their homes.</p>
<p>How to Calculate Measure/Collect Data:</p>	<p>Programs will count the number of qualifying mentor-mentee matches that are initiated over the course of the program year. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees in the group should be counted.</p>

Measure ED4A	Number of disadvantaged youth/mentor matches or youth with special or exceptional needs/mentor matches that were sustained by the CNCS-supported program for at least the required time period.
Definition of Key Terms	<p>Mentors are adults who provide CNCS-sustained support to children or youth through either community based programs or school based programs. Programs that involve peer to peer support should not be included in this measure- for those programs use Tutoring measures. For school-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year. For community-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for two to three hours per week, for at least 11 months. Mentoring relationships are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p>Disadvantaged youth: “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (from SAA) It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p> <p>Enrolled in a school where the majority of students are eligible for free or reduced lunch: Grantees using this option to document economic disadvantage must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged students in the program.</p> <p>School-Based Mentoring: <u>Mentoring that occurs on a school campus, either during the school day or before/after the traditional school day. Students are usually referred to school-based mentoring programs by teachers, counselors or other school staff.</u></p> <p>Community-based mentoring: <u>Mentoring that occurs at a site other than a school campus, at a time other than during the traditional school day.</u></p>

	<p>Youth: Individuals younger than 21 years of age.</p> <p>Youth with special or exceptional needs: Youth who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Youth who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and youth in need of protective intervention in their homes.</p>
How to Calculate Measure/Collect Data	Programs will count the number of qualifying mentor-mentee matches that were sustained over the course of the program. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees who remained in the group should be counted.
Notes	

Measure ED5	Number of students with improved academic performance in literacy and/or math.
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>Improved academic performance in literacy and/or math: as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized test/instrument.</p> <p>Literacy: includes English, language arts, and/or reading</p> <p>Standardized test/instrument: has been validated externally on a randomly-selected population of students.</p>
How to Calculate Measure/Collect Data	<p>Programs will report the number of students from ED2 or ED4A who:</p> <p>(1) achieved the “gain” or amount of progress that was approved at grant award, and/or</p> <p>(2) performed on or above grade level if the post-test only method is being used.</p> <p>Amount of progress required: The amount of progress required to count as “improved academic performance” must be specified in the approved grant application. If the program is using different tests for different groups of children, then different amounts of progress may be specified by test. Grantees/applicants should clearly justify in the approved grant application why the specified amount of progress is significant.</p> <p>Standardized tests: It is expected that most programs will use a standardized pre- and post-test to demonstrate improved academic performance. Only programs that demonstrate they are serving exclusively below grade level students and that provide a compelling reason why it is not feasible for them to conduct a pre-test/post-test may select the "Standardized post-test only" option. In these specific cases, the post-test must show the number of previously below-grade-level students that are performing at or above grade level after the program.</p> <p>Programs must select a standardized test that: (1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with, and acceptable to, the school where the program is providing services (different tests may be used at different schools).</p> <p>Pre-tests should be administered to the students participating in the program before they begin participation and again near the end of the service delivery period. Some tests suggest measuring improvement at more points during the year. Programs should follow the instructions provided by the test they have selected.</p> <p>State standardized tests should generally not be used by most programs as it is expected that they will not be sufficiently tailored to the material taught by national service participants, may involve long delays before the data become available, and the child’s classroom teacher would have the primary effect on these scores. However, programs may request to use the state standardized test but need to demonstrate that it is appropriate for their circumstances. For all programs that propose to use the state standardized test, including Teacher Corps programs, please provide a justification that</p>

	<p>explains how the test is sufficiently tailored to the material taught, how the timeline for obtaining test data will meet national service reporting requirements, and why gains in the test are likely to be attributable, in part or in whole, to the efforts of national service participants.</p>
	<p>Obtaining test scores from school systems: For programs not themselves administering the test, the program will need to have some form of agreement, such as an MOU (memorandum of understanding) with the school or LEA (local education agency), to ensure that data for the needed children can be secured. Data are needed on the group of children you are serving, but not on individual children. Requesting data in this way is not likely to violate FERPA (the Family Educational Rights and Privacy Act).</p>
	<p>The National Center on Response to Intervention website of the U.S. Department of Education provides some information about assessment tools (they call them progress monitoring tools) at the following site: http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm Note that these are not specifically recommended, nor are these the only instruments that programs could use but the site provides good information about how to consider which tool your program might choose.</p>

Measure ED9	Number of students graduating from high school on time with a diploma.
Definition of Key Terms	Students: Those reported in ED1, ED2, ED3A or ED4A. On Time: Within four years of starting 9th grade.
How to Calculate Measure/ Collect Data	School/district graduation records of individual students who participated in CNCS-supported program.
Notes	<p>This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12th graders and whose objective is promoting high school graduation. Programs should consider the number of students served who would be eligible to graduate (i.e., the number of 12th grade students served) each year when setting performance measure targets.</p> <ul style="list-style-type: none"> · Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve? For example, what is the typical high school graduation rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of high school graduation than this group. · Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will graduate from high school; will the percentage you set challenge your program to reach that target?

Measure ED10	Number of students entering post-secondary institutions.
Definition of Key Terms	Students: those reported in ED1, ED2, ED3A or ED4A. Post-secondary institutions may include two-year and four-year colleges Entering: means matriculating as a full-time or part-time student.
How to Calculate Measure/Collect Data	Registration records that confirm student enrollments or self-report on follow up surveys.
Notes	<p>This performance indicator is best suited for CNCS-supported programs that focus on preparing high school students for college. Programs should consider the number of students served who would be eligible to apply to post-secondary institutions (e.g., the number of 12th grade students served) each year when setting performance measure targets.</p> <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve who enter post-secondary institutions? Or, what is the typical post-secondary school enrollment rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of post-secondary school enrollment than this group. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will enter a post-secondary institution; will the percentage you set challenge your program to reach that target?

Measure ED11	Number of students earning a post-secondary degree.
Definition of Key Terms	Students: those reported in ED31 or ED32. Degree: may include an associate degree from an accredited academic program or an occupational or vocational program; a bachelor's degree (ex., BA, AB, BS); a master's degree (ex.: MA, MS, MEng, MEd, MSW); a professional school degree (ex.: MD, DDS, DVM); or a doctorate degree (ex.: PhD, EdD).
How to Calculate Measure/Collect Data	Registration records that confirm degree was earned or self report on follow up surveys.
Notes	<p>This performance indicator is best suited for CNCS-supported programs that work with students in college to help them succeed. Programs may only select this measure if they are able to collect data during the one-year grant period. Programs should consider the number of students served who would be eligible to earn a post-secondary degree (i.e., the number of students served who are close to completing graduation requirements) each year when setting performance measure targets.</p> <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group? For example, of the students you plan to serve, what proportion of those who enter a degree program typically complete a post-secondary degree? This would be your comparison group or the group who do not receive your service. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will earn a post-secondary degree; will the percentage you set challenge your program to reach that target? Remember that the target you set would need to be higher than what occurs already in the comparison group so that you can show the difference that your program is making.

Measure ED12	Number of CNCS-supported National Service Participants who begin serving as teachers through a Teacher Corps program.
Definition of Key Terms	Teachers: individuals responsible for leading one or more classes of students in grades K-12.
How to Calculate Measure/Collect Data	Teacher Corps programs will identify the number of CNCS-supported National Service Participants who are serving as teachers.

Measure ED13	Number of CNCS-supported National Service Participants who completed serving as teachers through a Teacher Corps program.
Definition of Key Terms	Teachers: individuals responsible for leading one or more classes of students in grades K-12.
How to Calculate Measure/Collect Data	Report the number of CNCS-supported National Service Participants counted in ED12 who successfully complete their terms of service in the Teacher Corps program.

Measure ED14	Number of CNCS-supported National Service Participants teaching in high need schools during their term of service.
Definition of Key Terms	CNCS-supported National Service Participants: those reported in ED13. High need: Any school that meets the definitions outlined in the Race to the Top Notice of Funding Opportunity (CFDA #:84.395A) for High Poverty School or Persistently Low Achieving School. http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf
How to Calculate Measure/Collect Data	Report the number of CNCS-supported National Service Participants who teach in high need schools during their Teacher Corps service terms.

Measure ED17	Number of CNCS-supported National Service Participants remaining in the education field after their term of service.
Definition of Key Terms	<p>CNCS-supported National Service Participants: those reported in ED13.</p> <p>Remaining in the education field: classroom teachers, school support staff, school administration, district administration policy, education non-profits, state, local or federal government positions in the field of education or other positions whose primary objective is to facilitate learning among K-12 students.</p> <p>After Term of Service: refers to the school year after the term of service ends.</p>
How to Calculate Measure/Collect Data	Follow-up survey of Teacher Corps members; program administrative records

Measure ED18	Number of CNCS-supported National Service Participants who have had a positive impact on student learning as determined by observation-based assessments of teacher performance.
Definition of Key Terms	CNCS-supported National Service Participants: those reported in ED13.
How to Calculate Measure/Collect Data	Consistent with Race to the Top, this measure can be used as an optional supplement to academic achievement for assessing teacher effectiveness. Assessments should be completed by school principals, master teachers, or other education professionals.
Other Notes	Race to the Top suggests an observation-based assessment approach to supplement student performance. http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf

Measure ED19	Number of CNCS-supported National Service Participants receiving certification to teach in schools after their term of service.
Definition of Key Terms	CNCS-supported National Service Participants: those reported in ED13. Receiving certification: according to NCLB standard. After Term of Service: refers to the school year after the term of service ends.
How to Calculate Measure/Collect Data	Follow-up survey of members; program administrative records

Measure ED20:	Number of economically disadvantaged children or children with special or exceptional needs who start in a CNCS-supported early childhood education program.
Definition of Key Terms	<p>Children: Children younger than the age of kindergarten enrollment.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements at the family level to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p> <p>Children with special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Early childhood education program: A program in which CNCS-supported activities help pre-K children maintain enrollment in and succeed in early childhood education. The ‘help’ that grantees provide does not need to be in direct service to the children. However, the CNCS-supported activities must provide direct support that makes the program possible.</p> <p>Start in: children enrolled in the early childhood education program at the beginning of the program. Counts may be updated if the number of participants increases.</p> <p>Enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch: Grantees using this option to document economic disadvantage must demonstrate that the sites/early childhood centers they will engage already have a population in which the largest percentage of children in the center come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged children served by the CNCS-sponsored program.</p>
How to Calculate/ Measure/ Collect Data:	Count of children who enroll in the program. Children may or may not complete the program. Each child should be counted only once during the program.

Measure ED21	Number of economically disadvantaged children or children with special or exceptional needs that completed participation in CNCS-supported early childhood education programs.
Definition of Key Terms	<p>Children: Children younger than the age of kindergarten enrollment.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements at the family level to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p> <p>Children with special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: In the approved grant application, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of children who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Early childhood education program: A program in which CNCS-supported activities help pre-K children maintain enrollment in and succeed in early childhood education. The 'help' that grantees provide does not need to be in direct service to the children. However, the CNCS-supported activities must provide direct support that makes the program possible.</p> <p>Enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch: Grantees using this option to document economic disadvantage must demonstrate that the sites/early childhood centers they will engage already have a population in which the largest percentage of children in the center come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged children served by the CNCS-sponsored program.</p>
How to Calculate Measure/ Collect Data	Count of children who complete participation in the activity as indicated by above definition.
Notes	

Measure ED23	Number of children demonstrating gains in school readiness in terms of social and/or emotional development.
Definition of Key Terms	<p>Children: Those counted under ED21.</p> <p>Social and emotional development: An indicator and element of school readiness that measures a child's development in one or more of the following domains: self-concept, self-control, cooperation, social relationships, and knowledge of families and communities. Each domain of social and emotional development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of social and emotional development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across multiple developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development, and age-appropriate academic skills and behavior.</p>
How to Calculate Measure/Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on social and/or emotional development. For AmeriCorps State and National Only: Data should be collected at the beginning and end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.</p> <p>Accredited early childhood education programs may already have state requirements in place for assessing the social and emotional development of children to determine school readiness. For example, such a measure may be: "The number of children who often or very often exhibit positive social behaviors when interacting with their peers".</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005) http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</p>

Measure ED24	Number of children demonstrating gains in school readiness in terms of literacy skills
Definition of Key Terms	<p>Children: Those counted under ED21.</p> <p>Literacy skills: An indicator and element of school readiness that measures a child's development in one or more of the following domains: phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. Each domain of literacy skills development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of literacy skills development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to</p>
	physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.
How to Calculate Measure/Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on their literacy skills. For AmeriCorps State and National Only: Data should be collected at the beginning and end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.</p> <p>Accredited early childhood education programs have state requirements for assessing literacy skills of children to determine school readiness. For example, such a measure may be "Number of children almost always recognizing the relationships between letters and sounds at kindergarten entry".</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)</p> <p>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%28%29%2Epdf</p> <p>There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade.</p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</p>

Measure ED25	Number of children demonstrating gains in school readiness in terms of numeracy (math) skills.
Definition of Key Terms	<p>Children: Those counted under ED21.</p> <p>Numeracy skills: An indicator and element of school readiness that measures a child's development in one or more of the following domains: numbers and operations, geometry and spatial sense, and pattern and measurement. Each domain of math (numeracy) skills development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of math (numeracy) skills development that (a) directly corresponds to the program intervention and (b) will be measured as defined by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.</p>
How to Calculate Measure/Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on their numeracy (math) skills. For AmeriCorps State and National Only: Data should be collected at the beginning and end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.</p> <p>Accredited early childhood education programs have state requirements for assessing numeracy (math) skills of children to determine school readiness. For example, such a measure may be "Number of children at kindergarten entry who can count beyond 10, sequence patterns and use nonstandard units of length to compare number". This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)</p> <p>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</p> <p>There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade.</p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</p>

Measure ED26	Number of students acquiring a GED.
Definition of Key Terms	Students: Those reported in ED1, ED2, ED3A or ED4A.
How to Calculate/ Measure/ Collect Data	GED completion records of individual students who participated in CNCS-supported program.
Notes	<p>This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12th graders or youth who are disconnected from school and whose objective is promoting GED completion.</p> <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve? For example, what is the typical GED completion rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of GED completion than this group. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will acquire a GED; will the percentage you set challenge your program to reach that target?

Measure ED27A	Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement (attitudes).
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>Service learning: Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.</p> <p>Improved academic engagement: A positive and significant change in one of the following student attitudes over a specified period of time.. Measures of student attitudes include: increased interest in school, improved perspective on school climate, increased attachment to school and increased educational aspirations.</p>
How to Calculate Measure/ Collect Data	<p>Applicants and grantees should identify the aspect(s) of academic engagement that their programs most closely align with. The measure(s) of student attitudes that the program intends to address must be specified in the approved grant application.</p> <p>Programs should collect academic engagement data from school records, teacher surveys and/or student surveys at the beginning and end of the program. If the measure(s) of student attitudes specified in the approved grant application show improvement, the student should be counted as having demonstrated academic engagement. For programs that aim to address more than one measure of student attitudes, a student should only be counted as having demonstrated improved academic engagement if at least one of these elements shows improvement without any of the other elements worsening.</p> <p>A survey or questionnaire may be used for grantee administration. See the National Service Knowledge Network, https://www.nationalserviceceresources.gov/, to search for performance measurement tools that CNCS has developed for volunteer and service programs. Selection of tools should be based on whether the tools have been shown to be valid and reliable.</p> <p>Determining whether a positive change in student attitudes is significant may be limited by small sample sizes. Applicants and grantees are encouraged to track the average size of the increase among participants as well as the number of students with a positive increase.</p>
Additional Notes	

Measure ED27B	Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement (behaviors).
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>Service learning: Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.</p> <p>Improved academic engagement: A positive and significant change in one of the following student behaviors over a specified period of time. Measures of student behaviors include increased attendance, increased completion of assignments including homework, increased teacher-reported participation, decreased disciplinary referrals, decreased suspensions, decreased arrest and gang involvement, and decreased reports of substance abuse.</p>
How to Calculate Measure/ Collect Data	<p>Applicants and grantees should identify the aspect(s) of academic engagement that their programs most closely align with. The measure(s) of student behaviors that the program intends to address must be specified in the approved grant application.</p> <p>Programs should collect academic engagement data from school records or teacher surveys at the beginning and end of the program. If the measure(s) of student behaviors specified in the approved grant application show improvement, the student should be counted as having demonstrated academic engagement. For programs that aim to address more than one measure of student behaviors, a student should only be counted as having demonstrated improved academic engagement if at least one of these elements shows improvement without any of the other elements worsening.</p> <p>A survey or questionnaire may be used for grantee administration. See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for performance measurement tools that CNCS has developed for volunteer and service programs. Selection of tools should be based on whether the tools have been shown to be valid and reliable.</p> <p>Determining whether a positive change in student behaviors is significant may be limited by small sample sizes. Applicants and grantees are encouraged to track the average size of the increase among participants as well as the number of students with a positive increase. Programs measuring decreased disciplinary referrals or suspensions must demonstrate that these decreases are not the result of changes in school policies.</p>
Additional Notes	

Measure ED30	Number of students with improved academic performance in core academic subjects other than literacy or math.
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>Improved academic performance: as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized test/instrument.</p> <p>Core academic subjects other than literacy or math: Science, foreign languages, civics and government, economics, arts, history, and geography (see <u>Title IX</u> of the Elementary and Secondary Education Act). Subjects other than mathematics that are considered STEM disciplines, including science, technology, engineering, and computer science, may also be included under this measure.</p> <p>Standardized test/instrument: has been validated externally on a randomly-selected population of students.</p>
How to Calculate Measure/Collect Data	<p>Programs will report the number of students from ED2 or ED4A who:</p> <p>(1) achieved the “gain” or amount of progress that was approved at grant award, and/or</p> <p>(2) performed on or above grade level if the post-test only method is being used.</p> <p>Amount of progress required:</p> <p>The amount of progress required to count as “improved academic performance” must be specified in the approved grant application. If the program is using different tests for different groups of children, then different amounts of progress may be specified by test. Grantees/applicants should clearly justify in the approved grant application why the specified amount of progress is significant.</p> <p>Standardized tests:</p> <p>It is expected that most programs will use a standardized pre- and post-test to demonstrate improved academic performance. Only programs that demonstrate they are serving exclusively below grade level students and that provide a compelling reason why it is not feasible for them to conduct a pre-test/post-test may select the "Standardized post-test only" option. In these specific cases, the post-test must show the number of previously below-grade-level students that are performing at or above grade level after the program.</p> <p>Programs must select a standardized test that:</p> <p>(1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with, and acceptable to, the school where the program is providing services (different tests may be used at different schools).</p> <p>Pre-tests should be administered to the students participating in the program before they begin participation and again near the end of the service delivery period. Some tests suggest measuring improvement at more points during the year. Programs should follow the instructions provided by the test they have selected.</p>

	<p>State standardized tests should generally not be used by most programs as it is expected that they will not be sufficiently tailored to the material taught by national service participants, may involve long delays before the data become available, and the child's classroom teacher would have the primary effect on these scores. However, programs may request to use the state standardized test but need to demonstrate that it is appropriate for their circumstances. For all programs that propose to use the state standardized test, including Teacher Corps programs, please provide a justification that explains how the test is sufficiently tailored to the material taught, how the timeline for obtaining test data will meet national service reporting requirements, and why gains in the test are likely to be attributable, in part or in whole, to the efforts of national service participants.</p>
	<p>Obtaining test scores from school systems: For programs not themselves administering the test, the program will need to have some form of agreement, such as an MOU (memorandum of understanding) with the school or LEA (local education agency), to ensure that data for the needed children can be secured. Data are needed on the group of children you are serving, but not on individual children. Requesting data in this way is not likely to violate FERPA (the Family Educational Rights and Privacy Act).</p> <p>The National Center on Response to Intervention website of the U.S. Department of Education provides some information about assessment tools (they call them progress monitoring tools) at the following site: http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm</p> <p>Note that these are not specifically recommended, nor are these the only instruments that programs could use but the site provides good information about how to consider which tool your program might choose.</p>

Measure ED31	Number of economically disadvantaged post-secondary students or post-secondary students with special or exceptional needs who start in a CNCS-supported education program.
Definition of Key Terms	<p>Students: Individuals enrolled in post-secondary education institutions.</p> <p>Economically disadvantaged: <u>eligible for Pell grant</u> or receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance</p> <p>Students with special or exceptional needs: Students who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Students who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Education program: A program in which CNCS-supported activities help students maintain enrollment in and succeed in post-secondary education. The help that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p> <p>Post-secondary education institutions: 2-year and 4-year colleges and universities, graduate or professional schools, and career and technical education institutions.</p> <p>Start in: students enrolled in the education program at the beginning of the program. Counts may be updated if the number of participants increases.</p>
How to Calculate Measure/Collect Data	Unduplicated count of students who enroll in the program. Students may or may not complete the program. Each student should be counted only once during the program.

Measure ED32	Number of economically disadvantaged post-secondary students or post-secondary students with special or exceptional needs that completed participation in CNCS-supported education programs.
Definition of Key Terms	<p>Students: Individuals enrolled in post-secondary education</p> <p>Economically disadvantaged: eligible for Pell grant or receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance</p>
	<p>Students with special or exceptional needs: Students who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Students who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Education program: A program in which CNCS-supported activities help students maintain enrollment in and succeed in post-secondary education. The help that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p> <p>Post-secondary education institutions: 2-year and 4-year colleges and universities, graduate or professional schools, and career and technical education institutions.</p> <p>Completed participation: In the approved grant application, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p>
How to Calculate Measure/Collect Data	Unduplicated count of students who complete participation in the activity as indicated by above definition.
Notes	

Appendix A: Understanding MSY and Member Allocations in the AmeriCorps State and National Application

How to Calculate MSY and Member Allocations

In the performance measure module, applicants enter the total share of program resources (MSYs and members) that will be directed to each objective.¹ Member and MSY allocations entered in the application are understood to be the program’s best estimate of how member time will be allocated to various program objectives.

The charts below show how a sample program could calculate its MSY allocations for different member types and different percentages of member time spent per objective. In this example, the program has a total of 135 members. All members spend some time contributing to the K-12 Success objective. Only the program’s 105 full-time and half-time members contribute to the School Readiness objective.

Objective #1: K12 Success							
Type of Member	MSY Multiplier for Type	X	Number of Members for Type	X	% of Member Time for Objective	=	MSY Allocation
FT	1	X	100	X	.50	=	50
HT	.5	X	5	X	.80	=	2
RHT	.3809524	X	10	X	1.00	=	3.81
QT	.26455027	X	10	X	1.00	=	2.65
MT	.21164022	X	10	X	1.00	=	2.17
Total Members			135	Total MSYs			60.63

Objective #2: School Readiness

¹ Objectives are objectives of the CNCS strategic plan. Activity that does not contribute to a strategic plan objective is categorized as “Other.”

Type of Member	MSY Multiplier for Type	X	Number of Members for Type	X	% of Member Time for Objective	=	MSY Allocation
FT	1	X	100	X	.50	=	50 MSY
HT	.5	X	5	X	.20	=	.5 MSY
RHT	.3809524	X	0	X	0	=	
QT	.26455027	X	0	X	0	=	
MT	.21164022	X	0	X	0	=	
Total Members			105		Total MSYs		50.5

How It Looks on the MSY Tab

The program enters the total number of MSYs and members for each objective on the MSY/Members tab of the performance measures module. The system automatically calculates the percentage of MSYs allocated to each objective.

Screen Instructions:
On this tab, you will enter information about the allocation of MSYs and members across the focus areas and objectives you have selected. Begin by entering the total MSYs for your program.
Next, enter the number of MSYs your program will allocate to each objective. Only the objectives that were selected on the previous tab appear in the MSY chart. If some of your program's objectives are not represented in the chart, return to the previous tab and select additional objectives. The MSY chart must show how all your program's resources are allocated. If you have selected the Find Opportunity objective (under the Economic Opportunity focus area) and/or the Teacher Corps objective

Summary
Program: AmeriCorps
Focus Area: Education
Objectives: School Readiness, K-12 Success

Resource Allocation
* Enter Total MSYs for the project: 111.13
Enter the number of MSYs allocated to each objective. For planning grants, enter 0.

Focus Area	Objective	MSY	% of total MSY	Members
Education	School Readiness	50.50	45.44	105
Education	K-12 Success	60.63	54.56	135
Sub Total:		111.13	100.00	240
GRAND TOTAL:		111.13	100.0	240

Note: Programs that select the Find Opportunity objective (Economic Opportunity Focus Area) or the Teacher Corps objective (Education Focus Area) must enter 0 MSYs for these objectives and allocate their MSYs to other objectives. This is because the MSY allocations are designed to show how programs' resources are allocated to activities that benefit the community. The Find Opportunity and Teacher Corps objectives are focused on benefits to members.

How It Looks in the 424 PDF

Table 1 and its corresponding pie chart show the total number of MSYs by Focus Area. Since both the K-12 Success and School Readiness objectives are in the Education Focus Area, Table 1 shows 100% of MSYs in Education.

MSYs by Focus Area

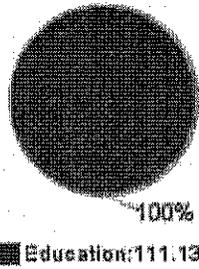


Table1: MSYs by Focus Areas

Focus Area	% MSYs
Education	100%

Table 4 in the PDF report shows the number of MSYs and members allocated to each objective, as seen on the MSY/Members tab:

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
K-12 Success	60.63	135
School Readiness	50.50	105
Total	111.13	240

Note that the total number of members does not accurately reflect the number of slots the program is requesting since some members are performing service in both objectives. The total number of MSYs does, however, reflect the total number of MSYs requested by the program.

Table 2 and its corresponding pie chart show the same MSY information expressed as percentages of the total MSYs:

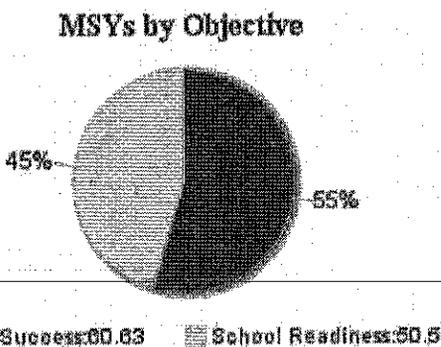


Table2: MSYs by Objectives

Objectives	% MSYs
K-12 Success	55%
School Readiness	45%

How To Assign MSYs to Performance Measures

When a program creates an aligned performance measure, it must indicate how many MSYs and how many members will contribute to the outcomes of the aligned measure. Based on the MSY allocations already entered for the sample program, the program may allocate no more than 60.63 MSYs to K-12 Success performance measures, and no more than 50.5 MSYs to School Readiness performance measures. However, programs are not required to measure all of their activities, so it is possible that not all of these MSYs will be allocated to performance measures.

Our sample program has three performance measures, one for the K-12 Success objective and two for the School Readiness objective.

Objective #1: K-12 Success							
Intervention	Aligned Performance Measure	Percent of K-12 Success Time Spent on Achieving PM Outcomes	X	Total MSYs in Objective	=	MSYs Allocated to Performance Measure	Percent of Total MSYs
Mentoring	ED3A, ED4A,	.75	X	60.63	=	45.47	41%

	ED27A						
Parent Engagement	No performance measure.	.25	X	60.63		NA	14%

Objective #2: School Readiness							
Intervention	Aligned Performance Measure	Percent of K-12 Success Time Spent on Achieving PM Outcomes	X	Total MSYs in Objective	=	MSYs Allocated to Performance Measure	Percent of Total MSYs
Tutoring 1:1	ED20, ED21, ED23	.75	X	50.5	=	37.88	34%
Parent Engagement	Applicant-Determined Measure	.25	X	50.5	=	12.62	11%

Note: Any aligned performance measure that has member outcomes rather than beneficiary outcomes should have an MSY allocation of 0 members since MSY allocations are designed to show how programs' resources are allocated to achieving beneficiary outcomes.

How It Looks in the 424 PDF

Table 3 and its corresponding pie chart in the 424 PDF report shows the percentage of MSYs allocated to National Performance Measures, applicant-determined performance measures, or to no performance measures. As seen in the table above, the program has two National Performance Measures (ED3A/4A/27A and ED20/21/23), accounting for 75% of total MSYs. The program has one applicant-determined measure, and a small percentage of program activity is not being measured.

% of MSY NPM VS Applicant VS Not in ANY

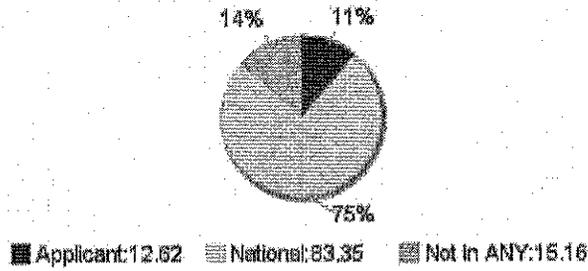


Table8: %MSYs by NPM vs Applicant vs. Not in ANY

MSYs	NPM	Applicant	Not in ANY
	75%	11%	14%

CNCS requires all applicants to have one aligned performance measure for the primary intervention. Applicants may have additional aligned measures provided that they measure significant programmatic activities. There is no expectation that 100% of program activity would be allocated to National Performance Measures, or to any performance measures at all.

Appendix B: Performance Measures Checklist

This checklist is used to assess performance measures during the review process. Items on the checklist are common problems that require clarification. The checklist is not a comprehensive list of all performance measure items that may require clarification. Refer to the Performance Measure Instructions and NOFO FAQs for full requirements.

Alignment with Narrative/TOC
Focus areas, objectives, interventions, outputs and outcomes are consistent with the application narrative, logic model and theory of change.
Interventions
The interventions selected contribute directly to the outputs and outcomes.
Interventions are not repeated in multiple aligned performance measures.
Dosage
The dosage (frequency, intensity, duration of intervention) is described and is sufficient to achieve outcomes.
Resource Allocation
MSY and member allocation charts are consistent with the member activities/time spent on member activities described in the application narrative.
MSY allocations for performance measures are reasonable. (If it is clear that not all interventions are being measured, then 100% of MSYs should not be allocated to performance measures. CNCS expects an accurate estimate of MSYs that will lead to performance measure outcomes and does not require applicants to measure 100% of program activity or to allocate a certain percentage of activity to National Performance Measures.)
MSYs are zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).
Selection Rules Performance Measure Instructions
Unless the applicant is a continuation, no retired measures (e.g., measures marked deleted or not appearing in the 2015 Performance Measures Instructions) have been selected.
The applicant has at least 1 aligned performance measure for the primary intervention.

National Performance Measures conform to selection rules, definitions and data collection requirements specified in the Performance Measure Instructions. (Compliance with definitions and data collection requirements must be clearly explained in the performance measure text boxes or must be clarified.)

Individuals counted in National Performance Measures meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)

It is clear that beneficiaries are not double-counted in an aligned performance measure.

National Performance Measures count beneficiaries, not AmeriCorps members, unless the measure specifies that national service participants are to be counted.

The population counted in each National Performance Measure is the population specified in the Performance Measure Instructions.

Capacity Building interventions meet the CNCS definition of capacity-building in the Performance Measure Instructions.

Member development measures (O12, O13, O14, O15, O16, O17) have a 30-day timeline, not the previously acceptable 90-day timeline.

Applicant is not using applicant-determined member development or volunteer generation measures that are the same or similar to National Performance Measures or Grantee Progress Report demographic indicators (e.g., number of volunteers.)

Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) are only present if these activities are the primary focus of the program or a significant component of the program's theory of change.

Education Selection Rules/Performance Measure Instructions

Completion is defined for education outputs measuring completion. (ED2, ED4A, ED21, ED32).

Note: Dosage and completion are not necessarily the same. The applicant must specify the minimum dosage necessary to be counted as having completed the program, which may or may not be the same dosage specified in the intervention description.

ED1/ED2 and ED3A/ED4A are not used in the same aligned PM.

The mentoring intervention is selected for ED3A/ED4A, and no other interventions are selected for ED3A/ED4A. Mentoring is not selected as an intervention in any education measures other than ED3A/ED4A.

The mentoring dosage meets the dosage requirements described in the Performance Measure Instructions for ED3A/ED4A.

It is clear that the proposed standardized test for ED5 and/or ED30 meets the definition in the Performance Measure Instructions.

If the state standardized test is proposed to measure ED5 and/or ED30, a justification is provided as directed in the Performance Measure Instructions. (Note: Request must be approved by CNCS.)

If the applicant is measuring multiple subjects under ED5 and/or ED30, it is clear whether/how much students must improve in reading, math or both subjects in order to be counted.

For ED27A or ED27B, the applicant specifies which dimension(s) of academic engagement described in the Performance Measure Instructions will be measured.

Alignment & Quality

Applicant-determined outputs and outcomes are aligned correctly.

Outputs and outcomes clearly identify what is counted.

Each output or outcome counts only one thing (except certain National Performance Measures).

Outcomes clearly identify a change in knowledge, attitude, behavior or condition. (Counts that do not measure a change are outputs and must be labeled as such.)

Outcomes clearly specify the level of improvement necessary to be counted as "improved" and it is clear why this level of improvement is significant for the beneficiary population served.

Outcomes count individual level gains, not average gains for the population served.

Outcomes measure meaningful/significant changes and are aligned with the applicant's theory of change. (Note: Outcomes that do not measure significant changes in knowledge, attitude, behavior or condition should be revised. If the applicant is not able to propose a meaningful outcome, the aligned performance measure should be removed. CNCS prefers that applicants measure a small number of meaningful outcomes rather than a large number of outputs paired with insignificant outcomes.)

Outcomes can be measured during a single grant year.

Data Collection/Instruments

Data collection methods are appropriate.

Instruments are likely to yield high quality data.

The instrument, and what it measures, is clearly described.

If the Performance Measure Instructions specify the instrument to be used, the applicant is using that instrument (e.g., pre/post test).

The instrument measures the change specified in the outcome. (For example, if the outcome is a change in knowledge, the proposed instrument measures a change in knowledge, not a change in attitude.)

Output instruments are sufficient to count all beneficiaries served and to ensure that individuals are not double-counted.

Outcome instruments will be administered to all beneficiaries receiving the intervention or completing the program. (Note, competitive grantees may propose a sampling plan for CNCS approval if this is not the case. Formula grantees are not permitted to sample.)

Pre/Post Test

If using a pre/post test to measure knowledge gains from training activities, it is clear how the pre/post test is connected to the learning objectives of the training.

The timeline for administering the pre/post test is clear.

If a pre/post test is required by the Performance Measure Instructions, the instrument described is a pre/post test.

The applicant can successfully match pre-test data with post-test data at the individual level. The same instrument must be used for the pre-test and the post-test.

Targets

Target values appear ambitious but realistic/It is clear how targets were set.

Outcome targets are smaller than output targets, with some exceptions (i.e., capacity-building National Performance Measures). Note: In some cases it may be appropriate for the outcome target to be equal to the output target.

The output and outcome targets are reasonably proportional. Note: What constitutes reasonably proportional may depend on what is being counted, how and when.

Unit of Measure

The unit of measure is not AmeriCorps members except in National Performance Measures that count national service participants.

The unit of measure is consistent for all outputs or outcomes in the PM unless otherwise specified in the Performance Measure Instructions.

The unit of measure is not hours.

The unit of measure is a number, not a percent.

Sampling

If sampling is proposed, the targets represent the total for the population being served, not just the sample. (Note: Formula grantees are not permitted to sample.)

If sampling is proposed, the sampling plan is forwarded to CNCS for consideration. (Note: Formula grantees are not permitted to sample.)

Misc

The applicant has not opted into National Performance Measures but has the potential to do so. (In this case, clarify why the applicant has not opted into National Performance Measures and, if applicable, direct them to select appropriate National Performance Measures.)

The applicant has not created applicant-determined measures that are identical to National Performance Measures. (Note: This is a common problem that occurs when applicants have not selected the correct objective. Applicants must review the selection rules and choose the correct objectives or the corresponding performance measures will not be available for selection. Applicant-determined measures are recognizable by the labels OUTPT or OUTCM, followed by numbers. Any applications containing these labels are NOT National Performance Measures, even if the applicant has labeled them with the number of a national measure.)