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Beginning with the End in Mind

(aka the latest and greatest on AmeriCorps performance measurement)

2011 NY Project Director Training – New Rochelle
October 26, 2011

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- Why Measurement Matters
- CNCS Requirements for Performance Measurement
- Theory of Change for AmeriCorps Program Interventions
- Evidence-basis for Interventions
- The "Must Haves" - Performance Measurement and Evaluation (similarities and differences)
- How to Review PMs for Alignment

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Why Measurement Matters Touch Points During Year

- Strategy Development
  - Strategic planning of program
- Program Implementation
  - Annual program year launch
  - Site monitoring and data validation
  - Site T/TA provision
  - Continuous improvement
- Using Results/Data and Reporting
  - Quarterly/mid-year/end of year reporting
  - Stakeholder reporting/promotion - Telling the Story
  - Review of annual achievements/ performance outcomes
  - Celebrate success!!

3

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What is a "Theory of Change"?

A theory of change looks at *cause and effect* relationships and identifies specific interventions to achieve the desired result

If the INTERVENTION (X) is delivered at a certain dosage, then the expected OUTCOME (Y) will happen.

$$X \rightarrow Y$$

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Theory of Change: Components

- **PROBLEM:** The identified community need
- **INTERVENTION:** The National Service participant (and community volunteer) activities delivered (what is done, with whom, and at what dosage)
- **OUTCOME:** The change that happens because of the intervention

EVIDENCE: *Why you believe a certain set of actions (the intervention) will lead to the intended outcome*

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An Example From Everyday Life

- I have strep throat (PROBLEM).
- I want to kill the germs (GOAL)
- If I take antibiotics (INTERVENTION)…
- Which antibiotics fight strep the best (Evidence)
- then I will get better (OUTCOME).

Antibiotics → I get better.

X → Y

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Is This Always True?

- If I take penicillin, I will get better.
- If I take a different antibiotic, will I get better?
- Some interventions (antibiotics) work better than others. Some don't work at all.

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How Do I Know?

- How do I know which antibiotic is best?
- I look at the evidence. There is research that shows which antibiotic is likely to get the best result.
- I consider constraints that may preclude the ideal intervention. (Penicillin may be too expensive.)
- If I can't have the most promising intervention, I need to understand the tradeoffs.

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Reflection: Theory of Change

What is your program's theory of change?

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What "Evidence" Do We Need?

Two types of evidence are required:

1. Data that documents the ***community need***; and
2. Data that documents why you think your education-related ***intervention*** (using National Service participants and community volunteers) will achieve the intended outcome.

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What is "Evidence"?

Data that demonstrates that the proposed intervention is likely to solve the identified problem.

For example:

Evidence says that x hours of tutoring leads to academic outcomes … so …

the chosen intervention features x hours of tutoring a 3rd grader so that the 3rd grader will meet grade level standards.

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Evidence Basis for An Intervention

- It is NOT enough to just say that the intervention is likely to be successful.
- The evidence basis for an intervention may include:
  - Past performance measurement data;
  - Results from a program evaluation;
  - Research studies that document the outcomes of similar programs; and
  - Evaluations that document outcomes of similar programs.

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Evidence Basis for An Intervention

1. **Past performance measurement data:**
   - What does <u>your</u> past PM data tell you?
   - Do you have multiple years of data you can aggregate?
   - Are you getting the most mileage from how you present your past PM data?

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Evidence Basis for An Intervention

2. **Results from a program evaluation:**
   - Have you done an impact evaluation (as opposed to a process evaluation)?
   - Were the results positive? Does it clearly show that your intervention is what created/ caused the change?

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Evidence Basis for An Intervention

3. Research studies that document the outcomes of similar programs; and

4. Evaluations that document outcomes of similar programs.

15

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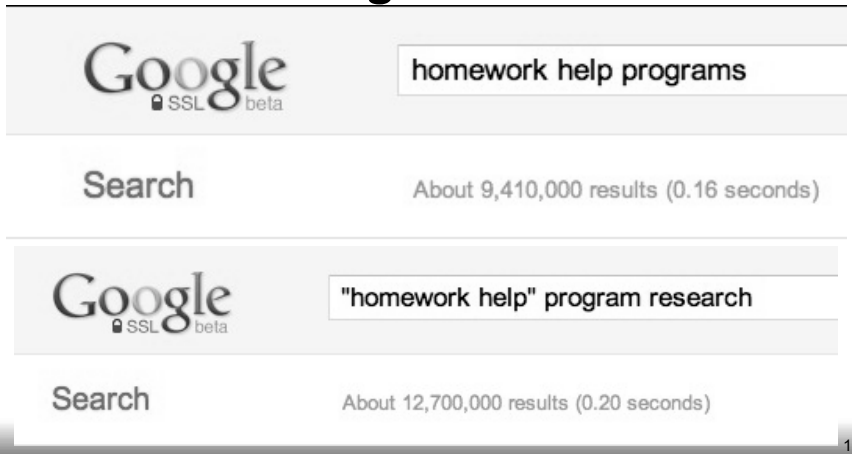
Where to Look for Evidence? A Scavenger Hunt…???!!



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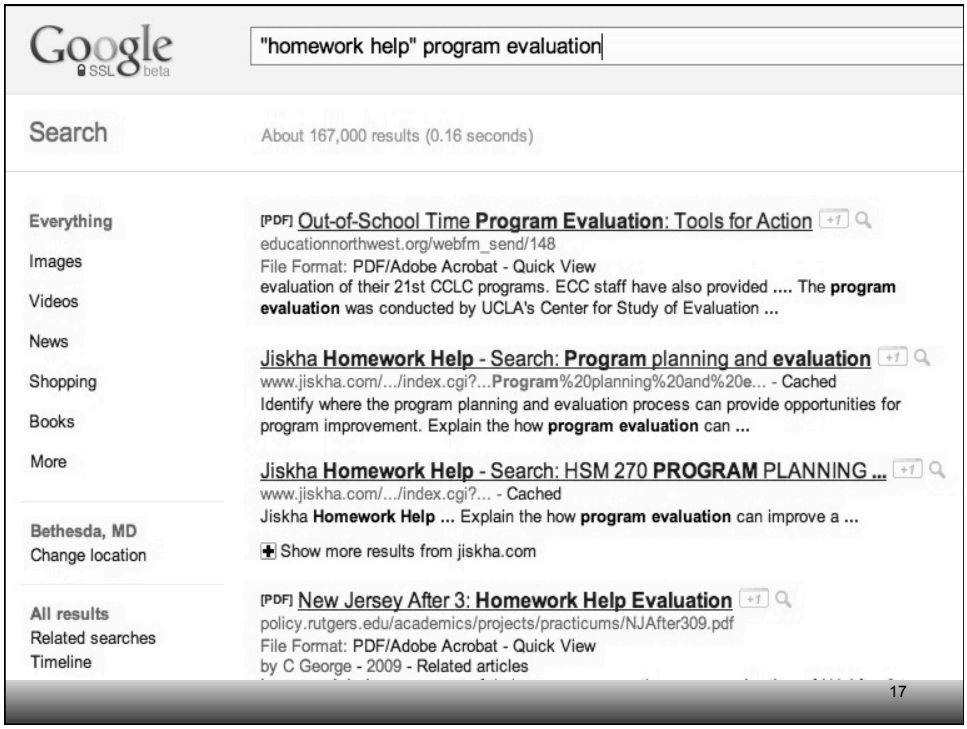
Google
SSL beta
"homework help" program evaluation
Search
About 167,000 results (0.16 seconds)
Everything
Images
Videos
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Books
More
Bethesda, MD
Change location
All results
Related searches
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[PDF] Out-of-School Time Program Evaluation: Tools for Action
educationnorthwest.org/webfm_send/148
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evaluation of their 21st CCLC programs. ECC staff have also provided .... The program evaluation was conducted by UCLA's Center for Study of Evaluation ...
Jiskha Homework Help - Search: Program planning and evaluation
www.jiskha.com/.../index.cgi?...Program%20planning%20and%20e... - Cached
Identify where the program planning and evaluation process can provide opportunities for program improvement. Explain the how program evaluation can ...
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[PDF] New Jersey After 3: Homework Help Evaluation
policy.rutgers.edu/academics/projects/practicums/NJAfter309.pdf
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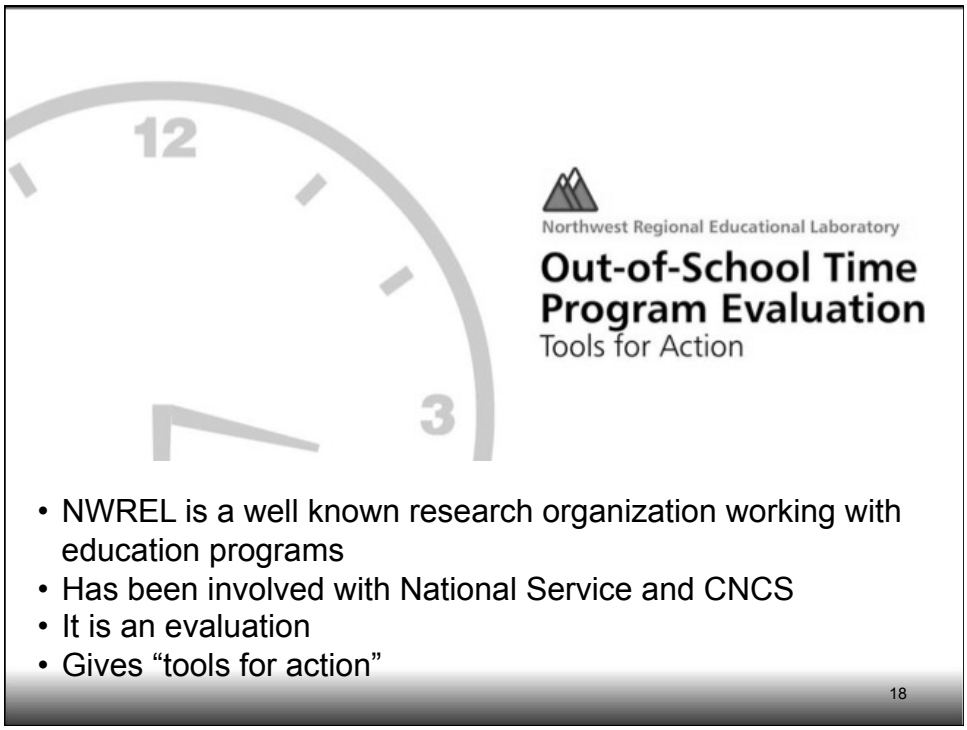
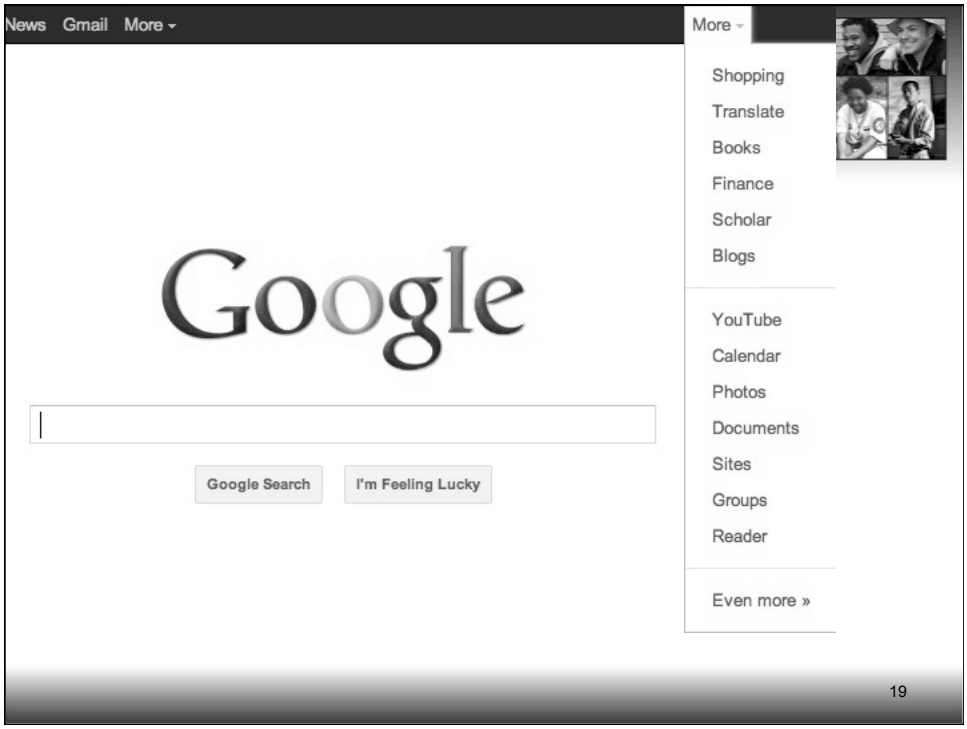
by C George - 2009 - Related articles
17


12
3
Northwest Regional Educational Laboratory
Out-of-School Time
Program Evaluation
Tools for Action
• NWREL is a well known research organization working with education programs
• Has been involved with National Service and CNCS
• It is an evaluation
• Gives “tools for action”
18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I'm Feeling Lucky
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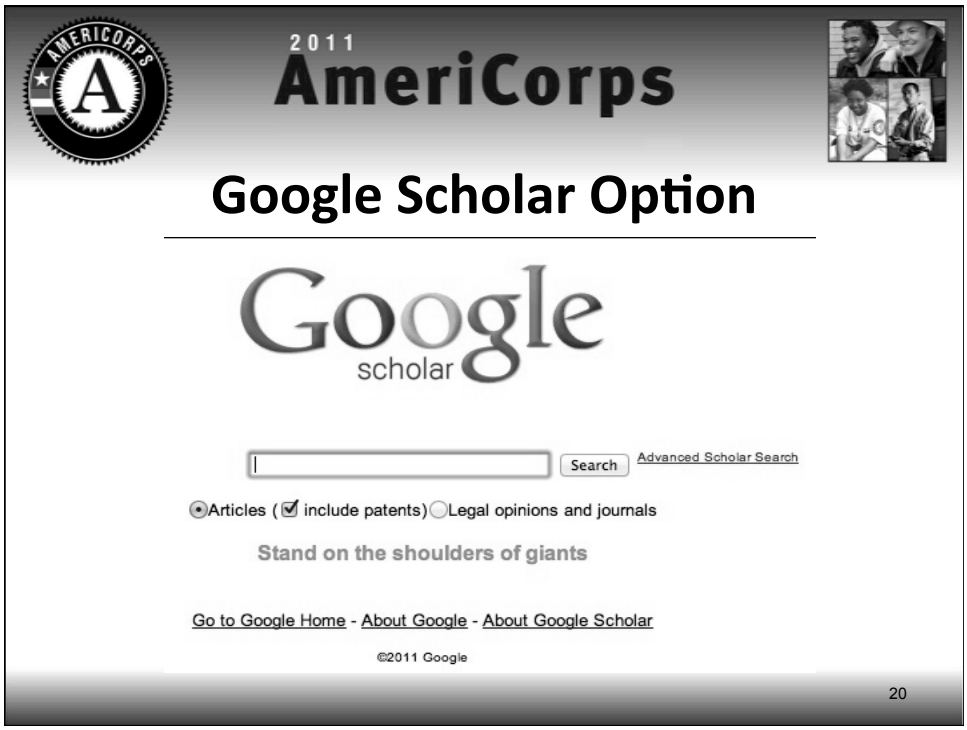
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Google Scholar Option
Google
scholar
Search
Advanced Scholar Search
Articles (include patents) Legal opinions and journals
Stand on the shoulders of giants
Go to Google Home - About Google - About Google Scholar
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20

Google scholar | Homework help program research | Search | Advanced Scholar Search

Scholar | Articles excluding patents | anytime | include citations | Create email alert

Does **homework help**? A review of **research**
A Goldstein - The Elementary School Journal, 1960 - JSTOR
... As stated in a publica- tion of the National Education As- sociation (17), "**research**, dealing spe- cifically with **homework** and directed study, is ... The much more important ques- tion is: How can the school **program** be revised so that good results can be ... DOES **HOMEWORK HELP**? ...
Cited by 50 - Related articles - All 2 versions

A Therapist-Assisted Internet Self-**Help Program** for Traumatic Stress.
BT Litz, L Williams, J Wang, R Bryant... - ... Psychology: **Research** ..., 2004 - psycnet.apa.org
... view, the therapist-assisted Internet approach will foster greater follow-through with **homework**, which is ... we have not determined the specific costs associated with the therapist-assisted SIT **program**. ... or benefit of various degrees of therapist involvement in the self-**help** process. ...
Cited by 41 - Related articles - All 6 versions

What exactly is a youth development **program**? Answers from **research** and practice
JL Roth... - Applied Developmental Science, 2003 - Taylor & Francis
... Instead, the most common literacy activity was **homework** time ... The three characteristics are (a) **program** goals, (b) **program** atmosphere, and (c) **program** activi- ties (Roth ... Youth development programs **help** youth navigate adolescence in healthy ways and pre- pare them for their ...
Cited by 178 - Related articles - BL Direct - All 5 versions

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Advanced Scholar Research

Google scholar | Homework help program research | Search | Advanced Scholar Search

Scholar | Articles excluding patents | 2005 - 2011 | at least summaries | Create email alert

More than just being there: Balancing the participation equation
HB Weiss, P Little... - New Directions for Youth ..., 2005 - Wiley Online Library
... Although **research** does not have the answer yet, we do know that the thresholds set need to be based on the pro- gram goals. For example, a **program** that intentionally seeks to improve academic performance through **homework help** will need to have consistently high levels ...
Cited by 36 - Related articles - All 3 versions

Does **homework** improve academic achievement? A synthesis of **research**, 1987–2003
H Cooper, JC Robinson... - ... of educational **research**, 2006 - rer.sagepub.com
... Policies and practices that are consistent with a trustworthy synthesis of **research** will (a) **help** students to obtain the optimum education benefit from **homework**, and (b) **help** parents to find ways to integrate **homework** into a healthy and well-rounded family life. ...
Cited by 200 - Related articles - BL Direct - All 12 versions

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What to Look For?

- University or research organizations (National or local)
- Names of Known Professionals/Thought Leaders
- Similar sounding programs/descriptions
- Meta-articles that review multiple studies

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EDUCATIONAL PSYCHOLOGIST, *36*(3), 211–221
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When Homework is not Home Work: After-School Programs for Homework Assistance

Merith Cosden, Gale Morrison, Ann Leslie Albanese, and Sandra Macias
Department of Education
University of California, Santa Barbara

Homework does not always occur at home. With the perceived demand for higher academic performance has come an increase in the amount and complexity of assigned homework. Given the number of parents who work outside the home, and the need for safe and structured after-school activities, after-school programs have become a venue for helping students with their homework. This article examines the potential of after-school homework-assistance programs within the larger context of after-school programs in general. There is limited data on the outcomes associated with programs that offer homework assistance. The data suggest that after-school homework-assistance programs can serve a protective function for children at-risk for school failure, particularly those who do not have other structured after-school activities or those whose parents do not speak English at home. In general, the availability of homework assistance at home, the quality of the after-school homework program and the nature of the homework assigned will mediate the effect of these programs. Questions for future implementation and evaluation efforts are raised.

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TABLE 1
Studies That Evaluate After-School Programs That Offer Academic Experiences and Homework Assistance

Author	*Sample*	*Program Description*	*Research Design*	*Outcomes*
Beck (1999)	200 K–12 at-risk African American inner-city youth	Homework help and other academic and recreation activities	Qualitative analysis	Program provided safety, care, and cultural consistency
Bergin, Hudson, Chryst, & Resetar (1992)	24 K–3 at-risk youth	Small group literacy skill building and other activities	Quasi-experimental (participant and control)	Participants had higher reading scores
Cosden, Morrison, Albanese, Brown, & Macias (2001)	90 students followed from 4th–6th grades with mixed ability and English proficiency	Homework assistance with a credentialed teacher after school 3 to 4 days per week (no drop-in)	Experimental (stratified random assignment of 4th graders to treatment and control groups)	No differences between treatment and controls; dosage correlated with achievement; protective function for LEP students.
Halpern (1992)	500 inner-city 5–12-year-olds	Homework help and other activities	Qualitative analysis	Programs offered safety, structure, and predictability
Morris, Shaw, & Perney (1990)	20 low-achieving 2nd- and 3rd-grade students	Reading with specialist and volunteers	Quasi-experimental (participant and comparison groups)	Participants had better word recognition and spelling scores
Morrison, Robertson, Harding, Weissglass, & Dondero (2000)	350 students from low-income schools; 175 with at-risk status	Homework assistance, tutoring, and cultural enrichment	Quasi-experimental (participant and comparison groups)	Program served a protective function; dosage was important
Pedraza & Ayala (1996)	Ethnically diverse, low-income elementary school children (no *N* provided)	Academic and cultural activities	Qualitative analysis	Children showed increased academic motivation
Posner & Vandell (1994)	216 low-income 3rd-grade students, 34 in formal after-school care	Formal after-school programs that could include homework assistance	Quasi-experimental (formal after-school programs, self-care, maternal care, adult supervision)	Formal after-school programs associated with better work habits, adjustment, and peer relations
Ross, Saavedra, Shur, Winters, & Felner (1992)	Approximately 400 K–6th-grade African American latchkey children	Homework and other activities; self-esteem, and decision-making curriculum	Quasi-experimental participant and control groups	No differences in self-esteem or depression
Tucker et al. (1995)	148 low-achieving, low-income, African American students in 3rd and 9th grades	2-year program of academic tutoring and adaptive skills training	Quasi-experimental (experimental, enrichment, contrast groups)	Default control group had lower math GPA.

Note. K = kindergarten; LEP = limited English proficiency; GPA = grade point average.

25

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One of the key features
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t after-school programs

grams that provide academic support or homework assistance. These programs are discussed next.

Programs That Offer Academic Support

Several programs have described the use of general academic support not associated with special school curricula. In each instance, these after-school programs have enhanced positive school adjustment for participants. For example, Bergin et al. (1992) documented the effects of an after-school academic program that served low-socioeconomic African American children. The children attended the after-school reading and instructional program 4 days a week from kindergarten through first grade. By the spring of first grade, children in the treatment group had higher achievement-test scores in reading, language, and math than did children in the control group. Moreover, the treatment children also received significantly higher report card grades in reading and reading effort than matched controls. Similarly, an after-school program that provided tutoring 4 days a week to second- and third-grade children who were delayed in their acquisition of reading, found improvements in the reading and spelling scores of participants compared to those in a matched control group (Morris, Shaw, & Perney, 1990).

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longing, improvement of study skills and cognitive strategies, and motivation (Cooper et al., 1998; Pedraza & Ayala, 1996).

A study by Tucker et al. (1995) contributes to a more complex way of understanding the role that after-school academic assistance can play in student schooling outcomes. These authors evaluated an after-school program that included 1 hr of academic tutoring, along with adaptive skills training for 45 min for low-achieving and low-income African American students in elementary and high schools. The authors found that after 2 years there were no significant increases in grades for students in the treatment group; however, the control group showed a significant decrease in their math grades. This finding suggests that the after-school program served as a protective factor for children who participated; that is, the program arrested a negative trajectory of school performance for students who received the tutoring.

Considering program implementation as a form of "protection" or resilience enhancement reframes the thinking about appropriate outcomes for after-school intervention programs. That is, educators often consider improvement in outcomes (whether academic or personal–social) as their primary goal. The Tucker et al. (1995) study suggests that when working with at-risk populations, a preliminary step is to arrest the backsliding that students are likely to experience over their schooling career. As an example of this dynamic,

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What Did We Learn?

- Intervention specifics including dosage required for desired outcomes
- Are our output and outcome targets reasonable (given our population and dosage)?
- Do we need to tweak our intervention to make it more effective in creating our desired outcomes?
- Do we need to find go back to the drawing board and retool our intervention?

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Measurement "Must Haves"

1. **Performance Measurement**
   - Counts numbers served
   - Captures near term changes in beneficiaries on an annual basis
2. **Evaluation – 2 types**
   - (Impact) Captures longer term changes that occur as a direct result of your program intervention
   - (Process) Gives insight into aspects of implementation

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Differences

Performance Measurement	Impact Evaluation
• Tracks outputs and outcomes on a regular, ongoing basis • Does <u>not</u> show causality	• Seeks to show causality or "prove" theory of change • Longer term focus • Uses the most rigorous form of evaluation that is right for the program (often quasi-experimental design)

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Example: Minnesota Reading Corps

Performance Measurement:

- Individual benchmark assessments on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times/year
- State Reading Exam --Number of students who graduate from the Minnesota Reading Corps who pass state reading exam

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Example: Minnesota Reading Corps

Impact Evaluation:

- Matched sample research project in Minneapolis School District
- Reading Corps pre-school participants scored significantly higher in phonemic awareness, alphabetic principle, and total literacy than children in matched comparison group entering kindergarten

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EXAMPLE:
Minnesota Reading Corps

A strategic initiative of
ServeMinnesota

MINNESOTA reading corps

33

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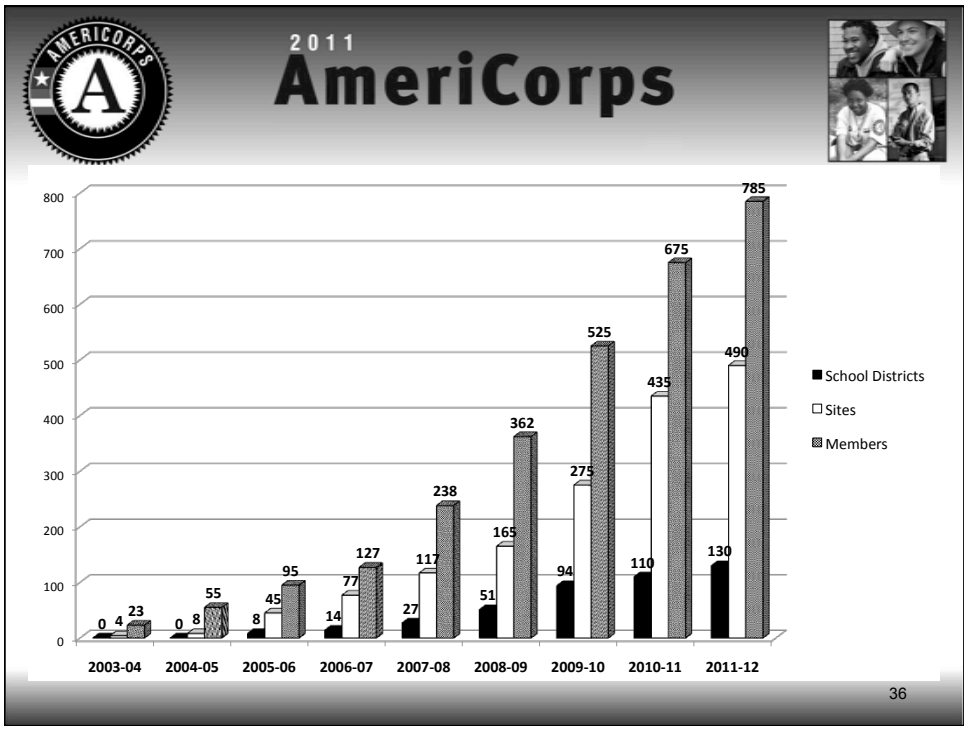
3rd Grade: A Critical Turning Point

PreK – 3rd grade
Learn to Read

4th grade – 12th
Read to Learn

34

Vision:
All Minnesota children will become
proficient readers by the end of 3rd
grade.
35


2011
AmeriCorps
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51 165 362
94 275 525
110 435 675
130 490 785
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
School Districts
Sites
Members
36

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Supporting Age 3 to Grade 3 Students

PreK Settings:

- Member placed in a PreK classroom to support students throughout the day
- Literacy support provided during:
  - Whole classroom
  - Small group time
  - One-on-one tutoring

K-3 Settings:

- Member does one-on-one, 20-minute tutoring sessions throughout the day
- Literacy support provided during:
  - One-on-one tutoring

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K-3 Program Model

- Step 1: Conduct "benchmark assessments" in fall
- Step 2: Select 15-18 children to receive tutoring
- Step 3: Select intervention for each student
- Step 4: Begin tutoring!
- Step 5: Monitor the progress of each student weekly
- Step 6: Conduct benchmark assessments in winter & spring

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Our model is based on …

Research

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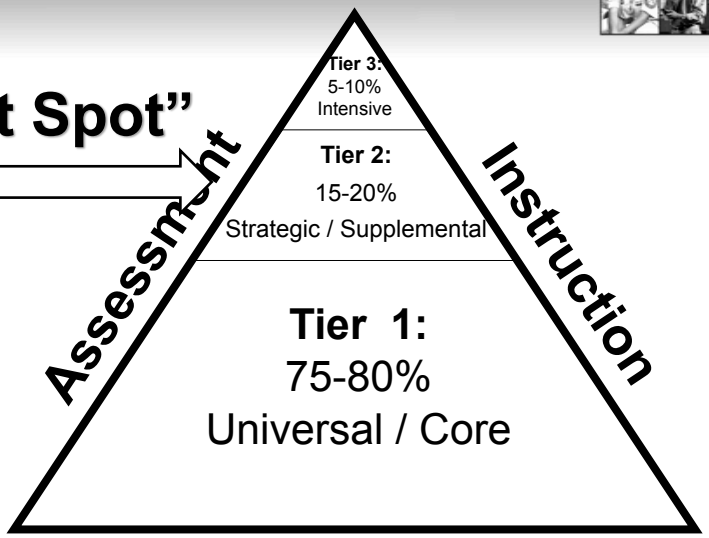
"Sweet Spot"



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Our model is …

Laser-Focused & Scripted

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Duet Reading

Objective: To increase fluent reading particularly for students
- who often lose their spot while reading
- who just don't get to the next word quickly enough
- who benefit from a delayed model for correct word reading

Materials: Short portions of text that the student can read with at least 95% accuracy, approximately 2-4 sentences.

Sequence:

1. Teacher sits next to, not across from the student. Teacher and student will share one copy of the passage.
2. **Explain:** Teacher explains the duet procedure to the student at least briefly every session.
3. **First Reading:** Student reads a portion of the passage aloud. Teacher provides immediate standard error corrections. ("That word is _____. What word?" The student repeats the word. Teacher says, "Yes. That word is _____." Student goes back to the beginning of the sentence again.)
4. **Second Reading:** Teacher and student take turns reading EVERY OTHER WORD through the same portion of the text. Teacher first this time. Teacher should read with excellent expression to avoid typewriter style output. Teacher should push the pace forward by reading each next word as soon as the student read the last word. Teacher provides standard error corrections immediately following any error. ("That word is _____. What word?" The student repeats the word. Teacher says, "Yes. That word is ____." Student goes back to the beginning of the sentence to begin again.)
5. **Third Reading:** Teacher and student take turns reading EVERY OTHER WORD through the same portion of text. Student first this time. Teacher continues to model excellent expression and to press the pace forward. Teacher provides standard error corrections immediately following any error. ("That word is _____. What word?" The student repeats the word. Teacher says, "Yes. That word is _____." Student goes back to the beginning of the sentence to begin again.)
6. **Fourth Reading:** Student reads the entire portion of text out loud alone.

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What If I Don't See Progress?

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Our model uses …

Data

(constantly)

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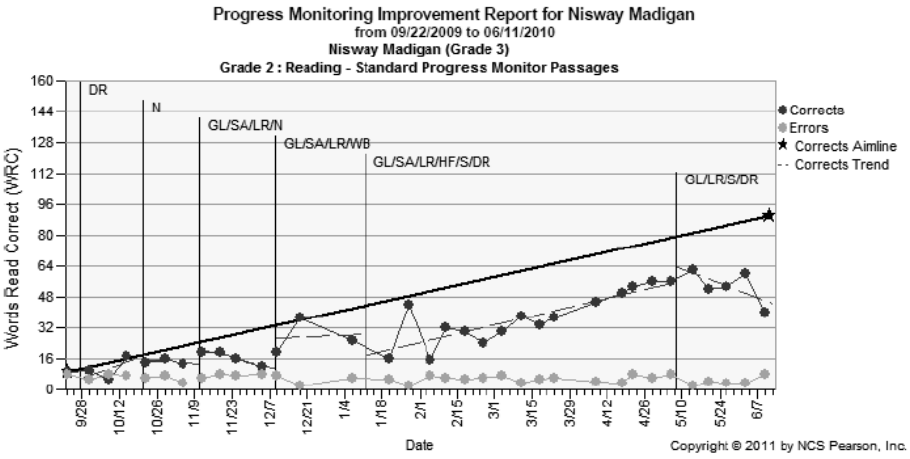
AIMSweb®

Metro
Year: 2010-2011



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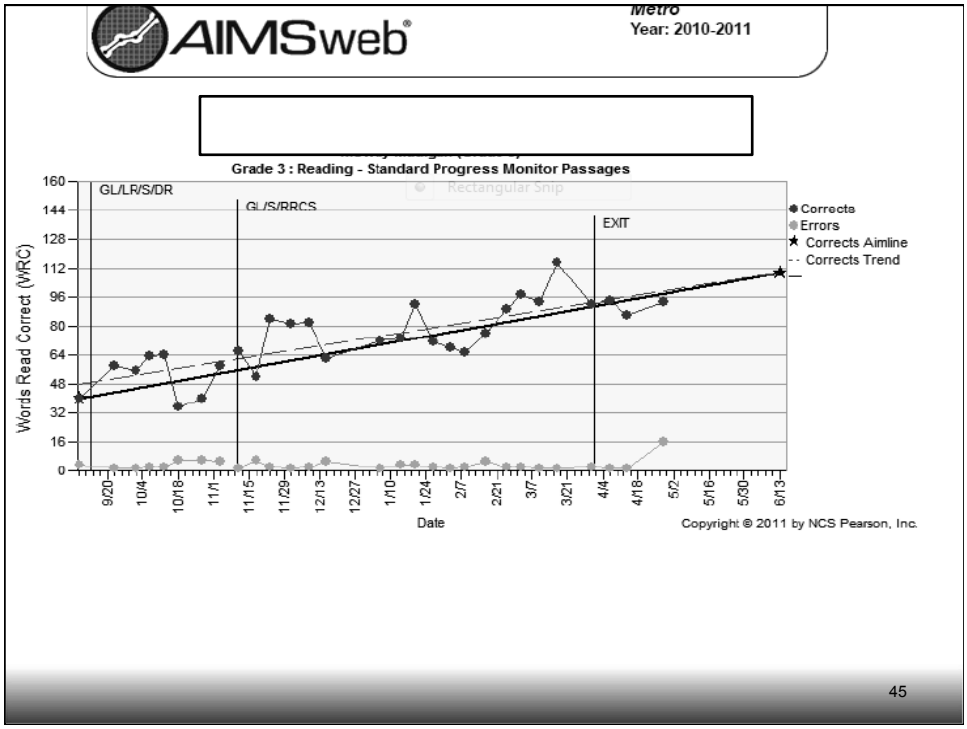
AIMSweb
Metro
Year: 2010-2011
Grade 3 : Reading - Standard Progress Monitor Passages
GL/LR/S/DR
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EXIT
Corrects
Errors
Corrects Aimline
Corrects Trend
Words Read Correct (WRC)
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2011
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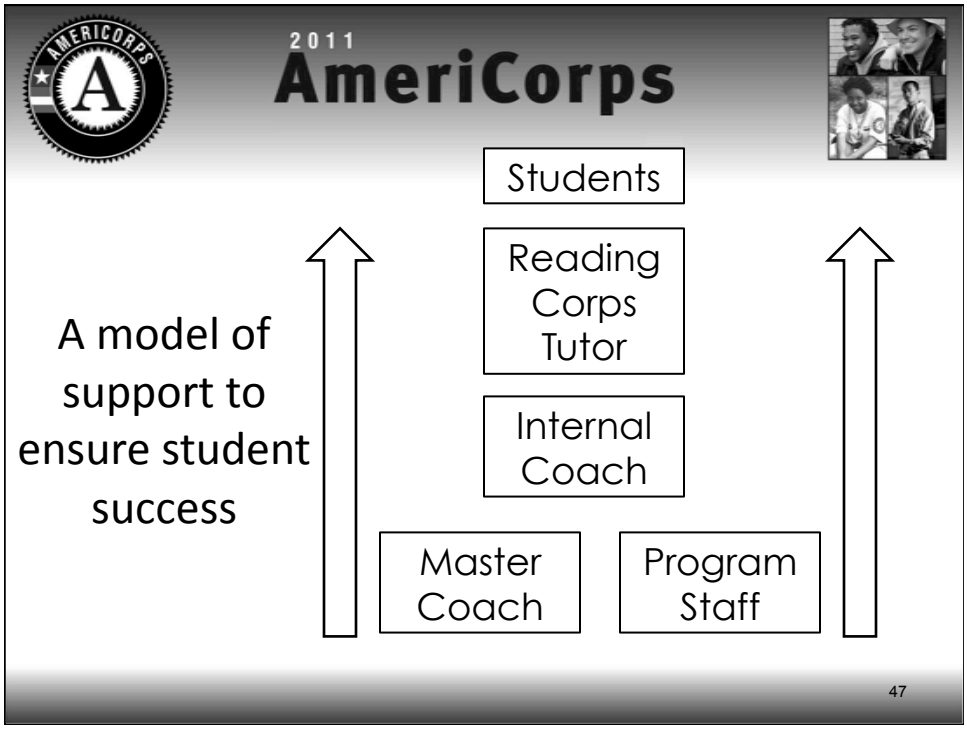
Our model doesn't just train, we …
Coach
46


2011
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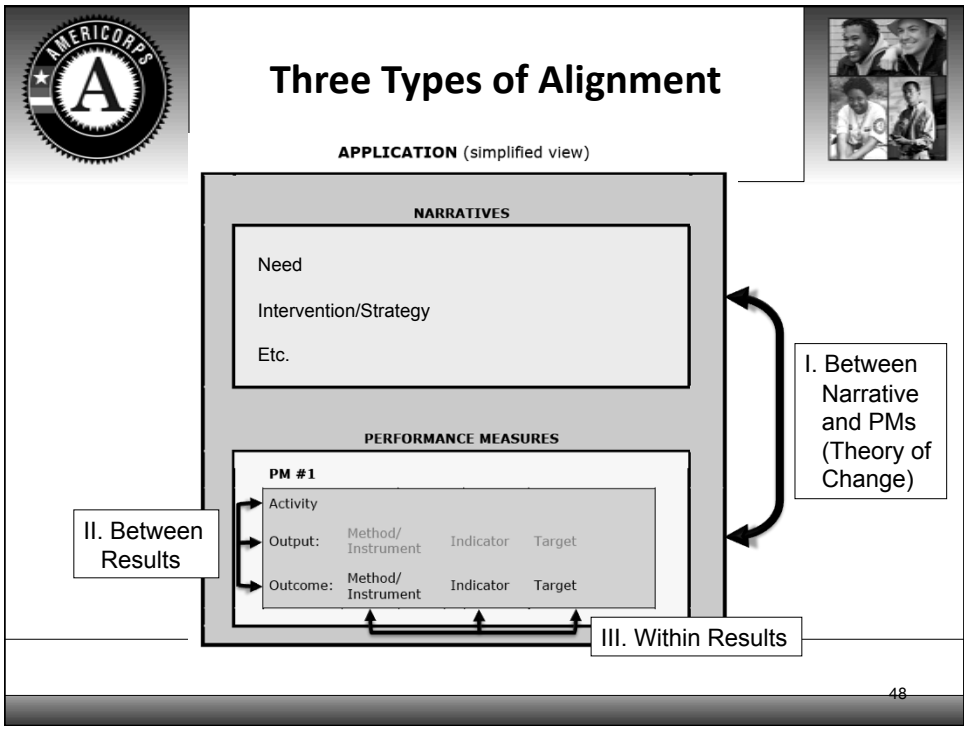
A model of support to ensure student success
Students
Reading Corps Tutor
Internal Coach
Master Coach
Program Staff
47


Three Types of Alignment
APPLICATION (simplified view)
NARRATIVES
Need
Intervention/Strategy
Etc.
PERFORMANCE MEASURES
PM #1
Activity
Output:
Method/ Instrument
Indicator
Target
Outcome:
Method/ Instrument
Indicator
Target
I. Between Narrative and PMs (Theory of Change)
II. Between Results
III. Within Results
48

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Example for Reviewing the Three Types of Alignment

- **Output:** Number of students that completed participation in CNCS-supported K-12 education programs (ED2)
- **Outcome:** Number of students that improved their school attendance over the course of the CNCS-supported programs involvement with the student (ED6)

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Alignment (I) – Between Narrative and PMs

- **Need**: Documented high rates of chronic absence from school (that can lead to other problems...)
- **Intervention/Strategy (ToC)**: Members provide individual and group mentoring to students with documented attendance problems. Mentoring focuses on promoting re-engagement with school.
- **Output**: Students participate in mentoring
- **Outcome**: Students improve school attendance

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2011 AmeriCorps State and National Meeting

Alignment (II) – Between Results

- **Activity**: Members mentor students with documented attendance problems.
- **Output**: Students with documented high rates of chronic absence from school participate in mentoring.
- **Outcome**: Students improve school attendance

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2011 AmeriCorps State and National Meeting

Alignment (III) – Within Results

- **Result (outcome)**: Students improve school attendance
- **Indicator**: Number of students with improved school attendance at end of school year
- **Target**: 300 of 400 (75%) participating students
- **Instrument/Method**: Log of Student Attendance and Absences (compared to baseline data from school)

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2011 AmeriCorps State and National Meeting

Practice, Part 1: Review Sample Application Narrative for PM-related Information

1. On your own, read application narrative Use *PM Assessment Checklist* and *Considerations, Definitions and Tips* to identify issues and concerns for clarification. What do you think the program's PMs are?

2. In small groups, discuss *PM Checklist* responses. Identify issues and areas where you agree and differ. Can you come to consensus on ratings and questions?

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2011 AmeriCorps State and National Meeting

Assessing Quality and Rigor: Look for evidence that:

- Beneficiaries are selected according to need-based criteria (e.g. instructions for national PMs)
- Intervention is supported by evidence. Consider if evidence is preliminary, moderate or strong.
- Transparent reporting; clear how results are obtained
- Instrument are valid and reliable
- Data collection is rigorous

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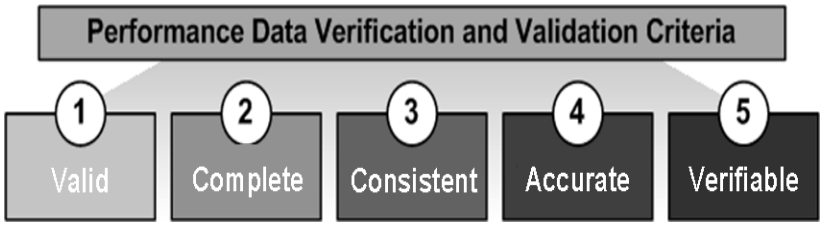
2011 AmeriCorps State and National Meeting

Heads Up: CNCS Verification and Validation



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It's not just the tool you use….are your data collection methods rigorous?

Look for:

- Feasibility
- Prior successful use (or pilot tested)
- Data sources and respondents clearly identified
- Training of data collectors
- Prevention of output duplication

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Practice, Part 2: Review Sample PMs

1. **On your own**, read PMs in application and use checklist and definitions to see what's there and what's missing. Identify clarification questions.
2. **In small groups**, discuss your PM checklist responses and questions; areas where you agree and differ. Step back and consider application review process and your organization's practices

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Resources

- **2012 AmeriCorps National PMs Instructions**
  - http://bit.ly/r1PmDa (nationalservice.gov)
- **Resource Center**
  - Most Recent PM Materials: http://www.nationalserviceresources.org/npm/home
  - AC Pilot Measures: http://www.nationalserviceresources.org/national-performance-measures/home

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