



AmeriCorps SC Community of Practice: 2025 NOFO Series

October 11, 2024

Program Design: Evidence, Performance Measures, Data Collection



Today we will cover:

- Performance Measures
 - Selecting and Designing
 - National vs. Applicant-Determined
 - Data Collection + Instruments
- Evidence Requirements
 - Evidence-Informed vs. Evidence-Based
 - Evidence Tiers + Continuum
 - Evidence Quality
 - Finding Evidence - AmeriCorps Evidence Exchange vs. Other Studies
- Supports + resources available to you!
- Q & A / Open Forum

Selection Criteria

Page 18

Each applicant must describe a project that will use AmeriCorps members effectively to solve a significant community problem. Applications must have a well-designed plan with clear justification for the requested funds.

Reviewers will assess the quality of applications by using the selection criteria and will rate them accordingly.

| Categories/Subcategories | Percentage |
|---|------------|
| Executive Summary | 0 |
| Program Design | 50 |
| Community and Logic Model | 24 |
| Evidence Tier | 12 |
| Evidence Quality | 8 |
| Notice Priority | 0 |
| Member Experience | 6 |
| Organizational Capability | 25 |
| Organizational Background and Staffing | 15 |
| Member Supervision | 6 |
| Commitment to DEIA | 4 |
| Cost-Effectiveness and Budget Adequacy | 25 |
| Member Recruitment | 8 |
| Member Retention | 9 |
| Data Collection | 8 |



Quick Review: Logic Model + Theory of Change

Logic Model

| Problem | Inputs | Activities | Outputs | Short-Term Outcomes | Mid-Term Outcomes | Long-Term Outcomes |
|--|--|---|--|--|---|--|
| The community problem that the program activities (interventions) are designed to address. | Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members. | The core activities that define the <u>intervention</u> or program model that members will implement or deliver, including duration, dosage, and target population. | Direct products from program activities. Perf. Measure | Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year. Perf. Measure | Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year. Possible PM; 1-5 year impact | Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year. 6-10 year impact (aspirational) |

8 page max.

A visual representation of your program design

Should tie into your Performance Measures + Evidence!

Theory of Change and Logic Model



Performance Measure Requirements

1) At least **one** aligned performance measure (output paired with outcome) connected to the **primary intervention**


2) Focus on **community** impact **(not impact on Members!)**

3) Must reflect **significant** program activities whose outputs and outcomes are **consistent** with the core theory of change

4) Use **National Performance Measures** if they fit the program's theory of change



Performance Measure Module: Objective Tab

* **Focus Areas** 

- ▶ Disaster Services
- ▶ Economic Opportunity
- ▶ Education
- ▶ Environmental Stewardship
- ▶ Healthy Futures
- ▶ Veterans and Military Families
- ▶ Capacity Building
- ▶ Other Community Priorities

* Select Primary Focus Area * Select Primary Intervention

Select Secondary Focus Area Select Secondary Intervention

What is Performance Measurement?

- Performance measures – **measurable** indicators of a program's performance as it relates to **member service activities**
- Performance measurement – the process of **regularly** measuring the services provided by your program and effect your program has in **communities** or in the lives of **community beneficiaries**
- Grantees must **establish, track, and assess** performance measures for their programs
 - Performance measure targets are **entered in the application**
 - Performance measure actuals are reported in the End-of-Year Project Progress Report



Types of Performance Measures

- National Performance Measure: System-defined combinations of common, aligned service activities, outputs and outcomes
- Applicant-Determined Measure: A measure in which the applicant creates the language for the outputs and/or outcomes that will be measured
- Output-Only Performance Measure: A National Performance Measure output without an associated outcome



Most common!

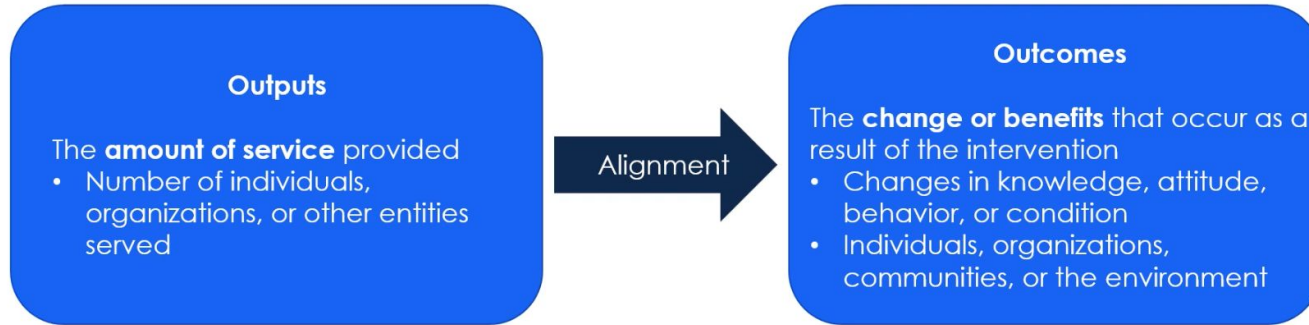


**Only allowed if
no other NPM
makes sense to
your program
design**



**Optional + uncommon
(only if it helps you
convey true program
impact)**

Outputs and Outcomes



Performance Measure Instructions

2025 AmeriCorps State and National Performance Measure Instructions

- Page 3 – Performance Measure Requirements
- Pages 4-11 – Performance Measure Selection Rules
- Pages 12-26 – Definitions of Performance Measures by Focus Area
- Appendix A: Understanding MSY and Member Allocations
- Appendix B: Performance Measure Checklist
- Appendix C: Frequently Asked Questions

AmeriCorps Performance Measures Instructions

AmeriCorps State and National

2025

Steps In Creating Performance Measures

Step One: Establish your theory of change, logic model, and program design

Step Two: Determine what you want to measure

Step Three: Align what you want to measure with AmeriCorps performance measure requirements

Step Four: Design the performance measure(s)

Step Five: Enter performance measure(s) into eGrants

Enter Performance Measure Module

The screenshot shows the AmeriCorps eGrants interface. At the top left is the AmeriCorps logo. Below it is a navigation menu with the following items: Welcome Program, Start New (highlighted), Applicant Info, Application Info, Narratives, Logic Model, Performance Measures (highlighted with a blue box), Program Information, Documents, Budget Section 1, Budget Section 2, Budget Section 3, Funding/Demographics, Operating Sites, Review, and Authorize and Submit. The main content area is titled 'Start New Grant Application' and contains a 'Performance Measures' section. This section includes the instruction: 'Select all grant characteristics that apply to your program. Then click on the link at the bottom of the page to enter your performance measures.' Below this is a table with two columns: 'Grant Characteristics' and 'Description'. At the bottom of the page, a blue box contains the text: 'Click here to enter Performance Measures'.

- Enter Performance Measure information in the eGrants Performance Measure Module
- The Application Instructions explain how to enter information

Follow the Instructions Carefully!

Study the Instructions for Each Measure

Proposed aligned measure:

ED1A: Number of individuals served ✓

ED5A: Number of students with improved academic performance ✓

Note: Applicants that cannot meet the requirements for a measure should **not** use it

EDUCATION

Focus Area Notes

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

| | |
|------------------------------------|--|
| ED1A (output) | Number of individuals served |
| Definition of Key Terms | Individuals: recipients of AmeriCorps-supported services related to education; may include students enrolled in grades K-12, out-of-school youth, preschool age children, and/or individuals pursuing postsecondary education Served: substantive engagement of individuals with a specific education-related goal in mind. Cannot consist solely of mass dissemination of information such as email blasts, social media posts, or distributing pamphlets. |
| How to Measure/Collect Data | Tracking mechanism that ensures an unduplicated count of individuals who have received services |

| | |
|------------------------------------|---|
| ED5A (outcome) | Number of students with improved academic performance |
| Definition of Key Terms | Students: those reported in ED1A Improved academic performance: an improved demonstration of skill or knowledge in one or more academic subjects |
| How to Measure/Collect Data | Standardized test, report card grade, or other instrument capable of measuring changes in academic performance at the individual beneficiary level. When possible, pre-post assessments should be utilized. |

Follow the Instructions Carefully!

Choose the Right Measure(s) and Intervention(s)

The EduCorps Program is requesting twelve three-quarter-time AmeriCorps members to lead one-on-one and small group tutoring programs for middle-school students at a high-poverty school. The primary goal of the program is to improve students' achievement levels in mathematics and to help students stay on track for high-school graduation. Members will meet with groups of 1-3 students after school each day for about an hour each, using mathematics enrichment materials that complement the normal classroom curriculum.

| Plan Objective | Outputs | Outcomes (if applicable)* | |
|---------------------------|------------------------------------|--|---|
| School Readiness | ED1A: Number of individuals served | ED23A: Number of children demonstrating gains in school readiness | Tutoring Mentoring Other Classroom Support Out-of-School Time Family Involvement Service Learning Summer Learning Classroom Teaching |
| K-12 Success | ED1A: Number of individuals served | ED5A: Number of students with improved academic performance ED9: Number of students graduating from high school on time ED10: Number of students enrolling in post-secondary education/training ED27C: Number of students with improved academic engagement or social-emotional skills ED6: Number of students with increased attendance ED7A: Number of students with decreased disciplinary incidents (referrals, suspensions/expulsions, criminal or gang involvement) | Tutoring Mentoring Coaching Other Classroom Support Out-of-School Time Family Involvement Service Learning Summer Learning Classroom Teaching Opioid/Drug Intervention |
| Post-HS Education Support | ED1A: Number of individuals served | ED11: Number of individuals earning a post-secondary degree or technical certification | Tutoring Mentoring Family Involvement Service Learning Summer Learning |
| Teacher | N/A (outputs may be reported) | N/A (outcomes may be reported) | N/A |

Select Appropriate Instruments

| | |
|------------------------------------|--|
| ED1A (output) | Number of individuals served |
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Instruments must:

- Meet criteria specified in performance measure instructions
- Meet fundamental data quality standards
 - Valid
 - Reliable
 - Consistent
 - Complete
 - Verifiable

Set Output and Outcome Targets



Guidelines for setting targets

- Ambitious but realistic
- Outcome targets should related logically to output targets

EduCorps targets:

- ED1A: 180 individuals
- ED5A: 126 students

Calculate MSY and Member Allocations

EduCorps: 12 TQT Members = 8.4 MSY

75% of each member's time spent in one-on-one or small group tutoring

25% of each member's time spent in large group physical fitness and healthy eating activities

| Type of Member | MSY Multiplier for Type | x | Number of Members for Type | x | % of Member Time for Objective | = | MSY allocation |
|----------------------|-------------------------|---|----------------------------|---|--------------------------------|---|----------------|
| FT | 1 | x | | x | | = | |
| TQT | .7 | x | 12 | x | .25 | = | 2.1 |
| HT | .5 | x | | x | | = | |
| RHT | .3809524 | x | | x | | = | |
| QT | .26455027 | x | | x | | = | |
| MT | .21164022 | x | | x | | = | |
| AT | .05627705 | x | | x | | = | |
| Total Members | | | 12 | | Total MSYs | | 2.1 |

Calculate MSY and Member Allocations

EduCorps: 12 TQT Members = 8.4 MSY ✓

K-12 Success Objective: 12 Members and 6.3 MSY

Obesity & Food Objective: 12 Members and 2.1 MSY

Check: $6.3 \text{ MSY} + 2.1 \text{ MSY} = 8.4 \text{ MSY}$ ✓



Best Practices

- ★ Select performance measures that fit your theory of change, logic model, and program design, not vice versa
- ★ Read the Performance Measure Instructions
- ★ Use National Performance Measures when they fit the program design
- ★ Use system-defined intervention categories when possible
- ★ Clearly distinguish outcomes from outputs while maintaining logical alignment
- ★ Less = more

Resources

- [Performance Measure Instructions](#)
 - 2025 AmeriCorps Performance Measure Instructions
 - 2025 Public Health AmeriCorps Performance Measure Instructions
 - 2025 Applicant-Determined Performance Measure Supplement
- [Application Instructions](#)
- [Notice of Funding Opportunity](#)
- [National Performance Measure Core Curriculum](#)
- [Best Practices in Performance Measure Design](#)

Questions? Email AmeriCorpsGrants@americorps.gov

National Performance Measure Core Curriculum

The screenshot shows the AmeriCorps website header with navigation links: About, Serve, Partner, Members & Volunteers, Grantees & Sponsors, Newsroom, and Contact. The main content area has a dark blue background with the text "GRANTEES AND SPONSORS" and "AmeriCorps National Performance Measurement Core Curriculum". Below this is a sidebar with a light blue background containing a menu: "Criminal History Checks", "Evidence Readiness Resources" (with a dropdown arrow), "Monitoring", and "National Performance Measurement Core Curriculum". The main content area below the sidebar contains text explaining the importance of performance measurement and a button labeled "ACCESS MODULE 1".

GRANTEES AND SPONSORS

AmeriCorps National Performance Measurement Core Curriculum

GRANTEES AND SPONSORS

- Criminal History Checks
- Evidence Readiness Resources
- Monitoring
- National Performance Measurement Core Curriculum

Performance measurement is essential to foster organizational and programmatic improvement. It tells you what part of your program are, or are not working, as expected. It is also integral to program management, to inform strategy and planning, site selection, project implementation, and reporting to stakeholders.

AmeriCorps expects all applicants and grantees to use National Performance Measures as part of a comprehensive performance measurement strategy that relies on both performance and evaluation data to learn from their work and make tactical and strategic adjustments to achieve their goals.

The following course are the National Performance Measurement Core Curriculum series. It is recommended that you take the courses in the sequence they are offered.

1. Overview of Performance Measurement

This self-paced module is the first in a series on performance measurement and provides a general overview. This module will help you understand performance measurement in the context of AmeriCorps programming and how it can be useful in program management. You will also understand how AmeriCorps approaches performance measurement and how performance measures will be used to tell the National Service story.

ACCESS MODULE 1

2. Designing Effective Action for Change

For more tips and training, check out the NPM Core Curriculum modules online:

- <https://americorps.gov/grantees-sponsors/national-performance-measurement-core-curriculum>



Q & A

Program Design Section & Scoring

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Page 18

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Evidence-Informed vs. Evidence-Based

From the Mandatory Supplemental Guidance:

https://www.americorps.gov/sites/default/files/document/2025_ASNMandatorySupplementalInformation_FINAL_508.pdf



Evidence-informed: Programs in this category use the best available knowledge, research, and evaluation to guide program design and implementation, but **do not have scientific research or rigorous evaluation of the intervention described in the application.** Applicants may be evidence-informed if they have incorporated research from other evidence-based programs into their program designs and/or have collected performance measurement data on the intervention described in the application.

= Pre-Preliminary + Preliminary

Evidence-based: Evidence-based programs that **have been rigorously evaluated and have demonstrated positive results for at least one key desired outcome.** Rigorous evaluation means conducting at least one Randomized Controlled Trial (RCT) or Quasi-Experimental Design (QED) evaluation of the **same intervention** described in the application.

= Moderate + Strong

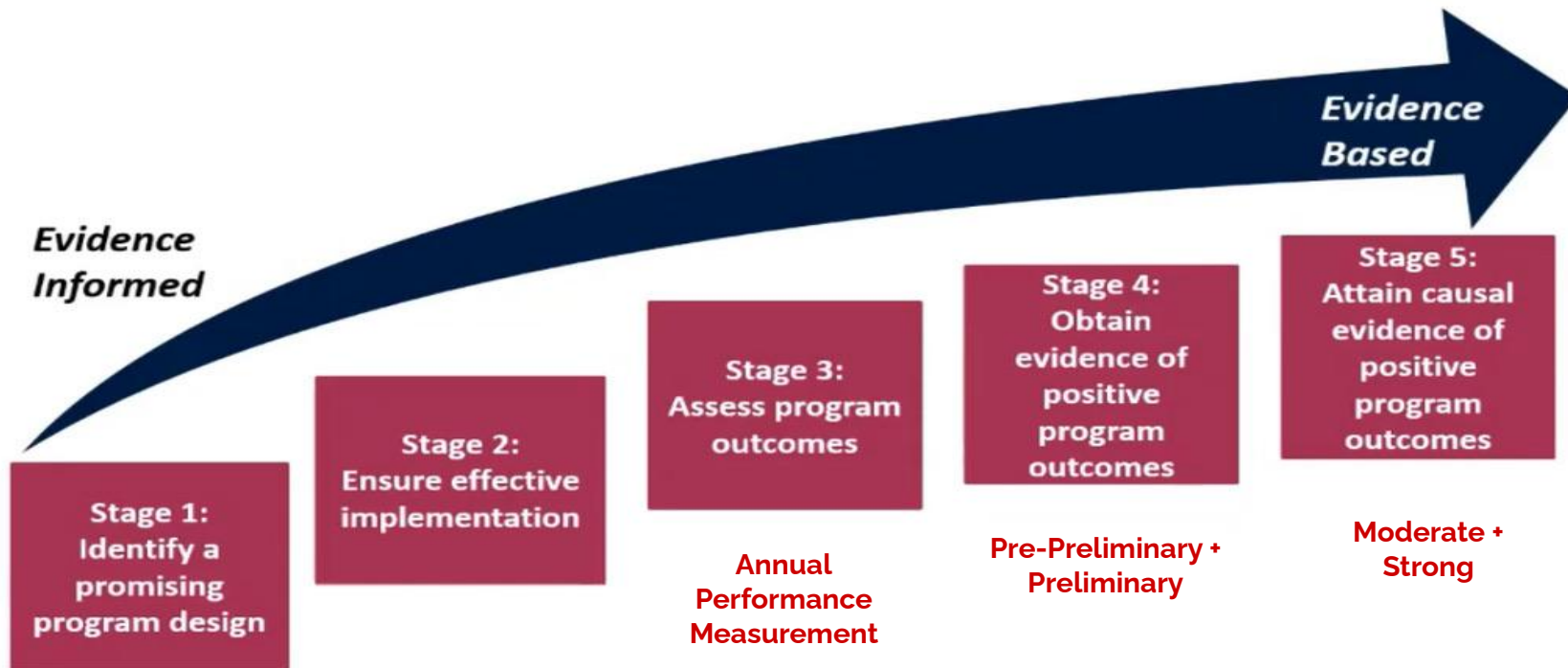
“Same Intervention” (from Mandatory Supplemental Guidance)

Same intervention described in the application: The intervention evaluated in submitted evaluation reports must match the intervention proposed in the application in the following areas, all of which must be clearly described in the Program Design and Logic Model sections of the application:

- Characteristics of the beneficiary population, including evidence of current or historic inequities facing the population
- Characteristics of the population delivering the intervention
- Dosage (frequency, duration) and design of the intervention, including all key components and activities
- The context in which the intervention is delivered
- Outcomes of the intervention

Evaluation reports that do not sufficiently match the intervention proposed by the applicant will not be considered applicable and will not be reviewed or receive any points.

Evidence Continuum



www.nationalservice.gov/resources/evaluation/evidence-continuum

Evidence Tiers



Pre-preliminary evidence means the applicant **has not submitted an outcome or impact evaluation of the same intervention described in the application, although the applicant may have collected some performance data** on the intervention (e.g., data on intervention outputs and/or outcomes). Applicants in this tier must describe in the Evidence Base section of the application how their program design is evidence-informed (see definition above). Applicants may also cite prior performance measure data if applicable.

Preliminary evidence means the applicant has **submitted up to two outcome evaluation reports (non-experimental) that evaluated the same intervention described in the application and yielded positive results** on one or more key desired outcomes of interest as depicted in the applicant's logic model. The outcome evaluations may either have been conducted internally by the applicant organization or by an entity external to the applicant. **The study design must include pre- and post-assessments** without a statistically matched comparison group or a post-assessment comparison between intervention and comparison groups. In some cases, a retrospective pre-post assessment may be considered, but its use must be justified in the text of the evaluation report. AmeriCorps grantees re-competing for their third competitive grant cycle are required to submit an evaluation report of their AmeriCorps funded program. The AmeriCorps -required evaluation report may count towards one of the two reports allowed for the Preliminary evidence tier or may be submitted in addition to this. In the latter case, all three evaluation reports will be considered against the review criteria. If the applicant is not required to submit an evaluation report of their AmeriCorps funded program, then more than two reports will not be considered.

Evidence Tiers

Moderate evidence means the applicant has submitted up to two well-designed and well-implemented evaluation reports that evaluated the same intervention described in the application and identified evidence of effectiveness on one or more key desired outcomes of interest as depicted in the applicant's logic model. Evidence of effectiveness (or positive findings) is determined using experimental design evaluations (i.e., Randomized Controlled Trials (RCT)) or Quasi-Experimental Design evaluations (QED) with statistically matched comparison (i.e., counterfactual) and treatment groups. The ability to generalize the findings from the RCT or QED beyond the study context may be limited (e.g., single-site.) The evaluations were conducted by an independent entity external to the organization implementing the intervention. AmeriCorps grantees recompeting for their third competitive grant cycle are required to submit an evaluation report of their AmeriCorps funded program. The AmeriCorps-required evaluation report may count towards one of the two reports allowed for the Moderate evidence tier or may be submitted in addition to this. In the latter case, all three evaluation reports will be considered against the review criteria. If the applicant is not required to submit an evaluation report of their AmeriCorps funded program, then more than two reports will not be considered.

Strong evidence means the applicant has submitted up to two evaluation reports demonstrating that the same intervention described in the application has been tested nationally, regionally, or at the state-level (e.g., multi-site) using a well-designed and well-implemented experimental design evaluation (i.e., Randomized Controlled Trial (RCT)) or a Quasi-Experimental Design evaluation (QED) with statistically matched comparison (i.e., counterfactual) and treatment groups. Alternatively, the proposed intervention's evidence may be based on multiple (up to two) well-designed and well-implemented QEDs or RCTs of the same intervention described in the application in different locations or with different populations within a local geographic area. The overall pattern of evaluation findings must be consistently positive on one or more key desired outcomes of interest as depicted in the applicant's logic model. Findings from the RCT or QED evaluations may be generalized beyond the study context. The evaluations were conducted by an independent entity external to the organization implementing the intervention.

The Evidence Exchange

ABOUT > OUR IMPACT

Evidence Exchange

Welcome to the AmeriCorps Evidence Exchange, a digital repository of research and evaluation reports. These resources focus on national service, social innovation, civic engagement, and volunteering.

< OUR IMPACT

Evidence Exchange

Evidence Webinars

The AmeriCorps Evidence Exchange is a repository of research and evaluation reports funded through AmeriCorps resources. The reports contained in this repository are intended to:

- Help deepen the agency's understanding of the most effective interventions it has funded to date;
- Assess effectiveness and efficiency of National Service Programs; and
- Broaden foundational research on national service, volunteering and civic engagement.

The Evidence Exchange is structured with three filters. In the coming fiscal year, the repository will be updated to allow for improved user experience. Until then, to maximize your searchability, please utilize the [AmeriCorps Evidence Exchange Meta-Data Glossary](#) for keyword searching by "tags" assigned and contained for each report.

Subscribe for our latest publications and insights on national service, social innovation, volunteering, and civic engagement.

SUBSCRIBE

Visit:

<https://americorps.gov/about/our-impact/evidence-exchange>

Evidence-based interventions on the AmeriCorps Evidence Exchange:

Interventions supported by positive results from rigorous evaluations that are documented at [Evidence Exchange](#).

Evidence-based interventions include but are not limited to the following:

- **Environmental Stewardship:** [Evidence Brief: Effective AmeriCorps-Funded Environmental Stewardship Programs](#)
- **Economic Opportunity:** [Evidence Brief: Effective CNCS-Funded Economic Opportunity Programs](#)
- **Education:** [Evidence Brief: Effective CNCS-Funded Education Programs](#)
- **Healthy Futures:** [Evidence Brief: Effective CNCS-Funded Healthy Futures Programs](#)




Evidence Quality

Evidence Quality, 8 points

Reviewers will score the quality of an applicant's evidence and the extent to which it supports the proposed program design.

Standards for scoring in the Preliminary, Moderate, or Strong evidence tiers:

Submitted evidence documents:

-  • Are of satisfactory methodological quality and rigor for the type of evaluation conducted e.g., adequate sample size and statistical power, internal and/or external validity, appropriate use of control or comparison groups, etc.;
-  • Describe evaluations that were conducted relatively recently, preferably within the last six years; and
-  • Show a meaningful and significant positive effect on program beneficiaries or AmeriCorps members in at least one key outcome of interest.

Standards for scoring in the Pre-Preliminary evidence tier:

- The applicant uses relevant evidence, including past performance measure data and/or cited research studies, to inform their proposed program design;
- The described evidence is relatively recent, preferably from the last six years; and
- The evidence described by the applicant indicates a meaningful positive effect on program beneficiaries or AmeriCorps members in at least one key outcome of interest.



Q & A



SC Competitive Grant Timeline + Key Deadlines

- September 3 - [NOFO publicly released](#)
- Now through October - Schedule 1:1 consultations with Emily (optional)
- **October 18 - Deadline to submit your draft application to Emily for complimentary grant review (optional)**
- **October 25** - Emily to provide feedback on drafts submitted
- **November 1** - Final deadline to submit in eGrants (5pm ET)
- **November 15 - December 6th**: Hold for clarifications & revisions
- **April 2025** - Competitive Grants Announced



Supports Available to You!

- 1:1 Grant Consultations - [schedule via Emily's Calendly](#)
- Community of Practice Series (every Friday until 11/1) - [register here](#)
- [On3Learn eCourses](#) - use promo code **SCSUB22**
 - Logic Models
 - Evidence Series
 - Grant budgets
 - Performance measures
- Complimentary Grant Review + feedback - if submitted to Emily by **10/18**
- [ASN National Materials + Webinar Recordings](#)



Upcoming Sessions

- **Fri 10/18, 10am-11am** --> Budget Design, Adequacy and Cost Effectiveness / Member Experience, Recruitment & Retention
- **Fri 10/25, 10am-11am** --> Organization Capability: Background, Staffing, Supervision + APP WRAP-UP!
- **Fri 11/1, 10am-11am (DUE DATE)** --> Last minute Q&A



Q & A / Open Forum

Contact me: emily.steinberg@gmail.com
<https://calendly.com/emilyjsteinberg/60min>