SAMPLE 2019-20 Performance Measurement Worksheets (PMWs)

This is a sample only. It offers multiple performance measure examples as reference. Be sure to consult the latest OSC RFA & AmeriCorps for up to date information.

Program Information--complete for the entire program

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| Program Name: | **ABC AmeriCorps** |
| Total Number of MSY: | **50** |
| Total Number of Slots: | **50** |
| Member Hours Per Slot Type for PROGRAM: | **1700 x 50 = 85,000; 900 x \_\_\_ = \_\_\_; 675 x \_\_\_ = \_\_\_; 450 x \_\_\_ = \_\_\_; 300 x \_\_\_ = \_\_\_** |
| Total Member Hours for the PROGRAM: |  |
| Will Member perform ANY fundraising activities? | **YES** and a Fundraising PMW is included.  **NO,** members will not do any fundraising activities |

Performance Measures –*.* Be sure to consult the OSC *RFA Instructions*, Performance Measure Worksheet Instructions section and the AmeriCorps *Performance Measure Instructions*, before completing these worksheets. They change annually and have critical information.

Performance Measurement Worksheet (PMW) --DO NOT change the format of PMW

### **Needs and Service PMW**

\*\*Must be completed using this exact PMW format. See RFA Instructions for more detailed guidance on how to complete this PMW.\*\*

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| **Answer for THIS Performance Measure (PM)** |  | |
| **Performance Measure Title:** | **Literacy and Math Tutoring** | |
| **Performance Measure Type:** *check all that apply* | PRIMARY PMW—where members spend most of their hours  Non-primary PMW | National Performance Measure (NPM)  Applicant-Determined Measure (APM) |
| **Number of MSYs and Slots Dedicated to This PM:** | # of MSYs: *19.5 MSY* | # of Slots: 27 |

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| **PMW Elements** | | **PROGRAM DESIGN** |
| **1** | **Problem Statement/Need**  State the community problem and the specific need addressed by the program. This is a brief summary highlighting key relevant data not to exceed 500 characters with spaces. | The 14 partner schools are in communities with many barriers for student success: high drop-out rates, crime, low academic achievement, high rates of poverty, & high %’s of English language learners. Teachers are frustrated by time constraints that make it difficult to address these needs. Schools need trained people to enhance services to youth, including tutoring, mentoring and activities to improve school climate. |
| **2** | **Target Population:**  Answer a. through c. for the high-need target population. | 1. Describe the high need target population: Economically disadvantaged children in grades K-6 referred by teachers for below grade level performance on district or state assessments in reading and/or math. 2. # of direct high need beneficiaries: Math: 208; Literacy: 278 3. Describe the high need beneficiary ***selection*** process: All students meet the criteria for economically disadvantaged youth by being enrolled at schools where more than 50% of students qualify for free or reduced price meals. Students will be identified for tutoring based on not meeting standards on district assessments, test scores and teacher referral. |
| **3** | **Amount of Service**  Amount of member service hours dedicated to this intervention. Answer a. through e. for this PM. *This focuses on the total activities of the AmeriCorps members in this measure*. | 1. # of Members: 27 FT (16 in literacy, 11 in math) 2. Hours per day: 6 3. # of days per week: 5 4. Duration [in weeks]: 41 5. Total estimated member hours for this intervention: 33,210 |
| **4** | **Intervention** **/Activities**  Describe the **core activities** that define the intervention members will implement or deliver, including:  a. Frequency or number of sessions per/ week; b. Intensity or length of each session; and c. Duration or total number of hours, weeks, sessions or months of the intervention.  **The total of a\*b\*c =** \****dosage,*** the level of intervention/servicethat research /experience indicate is needed to see the desired change in each beneficiary  (should match your Logic Model & Narrative)  *This is focused on the activities from the perspective of the beneficiaries and what they’ll receive.* | 1. Describe core activities: 2. 16 FT tutors offer tutoring for students struggling in reading. Tutoring includes research-based activities proven to increase decoding, fluency, comprehension and writing skills, giving students an opportunity to build skills and foster a love of reading in a safe, positive environment. Evidence based curricula include *Read 180* and *Treasures*. Members also focus on building students’ conversational and academic vocabularies through modeling, practice, and hands-on language experiences. Sequential, carefully planned lessons will include reading practice time using fiction and non-fiction texts and time to practice discrete skills. Students will be tutored in 30 minute sessions 4X/week for 16 weeks. Highest need students will be tutored 1:1 (for 32 hours), those closer to grade level will be tutored in pairs, and those just below grade level will be tutored in small groups. Each member will tutor 18 students over the course of the school year. 3. 11 FT tutors offer tutoring for students struggling in math. Tutoring includes research-based activities proven to increase understanding of concepts and patterns, analytical practices, and problem solving skills. Evidence based curricula includes *Eureka Math* and *Bridges*. Sequential, carefully planned lessons will include modeling of new concepts and time to practice discrete skills. Students will be tutored in 30 minute sessions 4X/week for 16 weeks. Highest need students will be tutored 1:1 (for 32 hours), those closer to grade level will be tutoring in pairs, and those just below grade level will be tutored in small groups. Each member will tutor 18 students over the course of the school year. 4. Describe dosage: Students will be tutored 4 days/week for 30 minutes each day for 16 weeks for a total of 32 hours. |

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| **PMW Elements** | | **OUTPUT** | **OUTCOME** |
| 5 | **Output and Outcome Targets**  The desired results of the intervention, including the targeted number of each.  **Output** # of people received X service.**Outcome** targets must have four components:  # of people/things that changed  Dosage of service received  What changed  Amount of the change | a.ED1A: 225 students will receive at 32 hrs of weekly literacy tutoring  b. ED1A: 175 students will receive 32 hrs of weekly math tutoring | A) ED5A: 145 high need students who receive 32 hours of literacy tutoring will improve by at least one proficiency level in reading.  B) ED5A: 95 high need students who receive 32 hours of math tutoring will improve at least one proficiency level in math. |
| 6 | **Instrument**  Describe the specific instrument(s)/assessment you will use to track and measure the output or outcome data. Fill in a – f (output) and a – h (outcome). Include the level of participation needed to be counted under each measure.  If using AmeriCorps National Performance Measures check their Instructions to ensure use of correct identifiers (ED 1A, etc), output/outcome alignment, measurement & data collection. | Instrument Description to include the following:  a. Name or title of instrument: Tutoring Log  b. Specific data it will collect: students matched to a tutor, type of tutoring, number, and duration of tutoring sessions  c. The minimum number of hours, days, or other units of participation required to be counted: students must complete 32 hrs to be counted.   1. Who will administer the instrument: Members 2. How often each service recipient will be assessed: Daily, supervisors will compile monthly and turn in to evaluation staff. 3. How duplication will be prevented: unique identifiers will be given to each student. | Instrument Description to include the following:   1. Name or title of instrument: DIBELS 2. What the instrument will measure and how the construct to be measured is defined: DIBELS literacy/math measures literacy/math skills and places students into a state proficiency level: exceeding standards, meeting standards, nearly meeting standards, not meeting standards. 3. The minimum number of hours, days, or other units of participation required to be counted: students must complete 32 hrs. to be counted. 4. The level of improvement that is necessary to meet target and be counted as having improved: students must improve a proficiency level (ie from not meeting to nearly meeting standards or nearly meeting to meeting) 5. Procedure for ensuring service recipients will not be double-counted: Students will be assigned a unique numerical identifier which will be associated with all assessment results. 6. Who will administer the instrument: Completed by: members and collected by Site Supervisors who turn it in to evaluation staff 7. How often each service recipient will be assessed: pre, mid and post tutoring. 8. If using a National Performance Measure, how the instrument is sufficient to meet the data collection requirements outlined in AmeriCorps Performance Measures Instructions: DIBELS is a standardized test and is capable of measuring changes at the individual beneficiary level. It will be used with pre/post matched pair scores for each student. |
| 7 | **Prior Data**  **Output and Outcome Targets**  The past results of the intervention. They should also include the number achieved of each using the format in row 5. | In 2016-17, 1284 students received literacy or math tutoring through the ABC AmeriCorps program. | In 2016-17, 657 students gained at least one performance level in reading or math. |

Performance Measurement Worksheet (PMW) --DO NOT change the format of PMW

### **Needs and Service PMW**

\*\*Must be completed using this exact PMW format. See RFA Instructions for more detailed guidance on how to complete this PMW.\*\*

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| **Answer for THIS Performance Measure (PM)** |  | |
| **Performance Measure Title:** | **Mentoring** | |
| **Performance Measure Type:** *check all that apply* | PRIMARY PMW—where members spend most of their hours  Non-primary PMW | National Performance Measure (NPM)  Applicant-Determined Measure (APM) |
| **Number of MSYs and Slots Dedicated to This PM:** | # of MSYs:15.19 | # of Slots:21 |

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| **PMW Elements** | | **PROGRAM DESIGN** |
| **1** | **Community Need**  State the community problem and the specific need addressed by the program. This is a brief summary highlighting key relevant data not to exceed 500 characters with spaces. | The 14 partner schools are in communities with many barriers for student success: high drop-out rates, crime, low academic achievement, high rates of poverty, & high %’s of English language learners. Teachers are frustrated by time constraints that make it difficult to address these needs. Schools need trained people to provide services to youth, including improved school climate, tutoring & mentoring. |
| **2** | **Target Population:**  Answer a. through c. for the high-need target population. | 1. Describe the high need target population: Economically Disadvantaged youth in grades K-8 who are struggling emotionally. 2. # of direct high need beneficiaries: 467 students will be served. 3. Describe the high need beneficiary ***selection*** process: Teachers and school counselors will refer students in need of extra emotional support to mentoring; they will then be assessed using the Walker Survey Instrument (WSI), a screening tool which measures social competence and school adjustment. Students scoring “not well adjusted” will be placed with a mentor. |
| **3** | **Amount of Service**  Amount of member service hours dedicated to this intervention. Answer a. through e. for this PM. *This focuses on the total activities of the AmeriCorps members in this measure*. | 1. # of Members: 21 2. Hours per day: 6 3. # of days per week: 5 4. Duration [in weeks]: 41 5. Total estimated member hours for this intervention: 25,830 |
| **4** | **Intervention** **/Activities**  Describe the **core activities** that define the intervention members will implement or deliver, including:  a. Frequency or number of sessions per/ week; b. Intensity or length of each session; and c. Duration or total number of hours, weeks, sessions or months of the intervention.  **The total of a\*b\*c =** \****dosage,*** the level of intervention/servicethat research /experience indicate is needed to see the desired change in each beneficiary  (should match your Logic Model & Narrative)  *This is focused on the activities from the perspective of the beneficiaries and what they’ll receive.* | Describe core activities: 21 FT Members will mentor 420 students (20 students each) in grades K-8. Sessions will take place during and after school for one hour per week; most mentoring will take place in the ABC AmeriCorps room, but mentors will also visit mentees regularly during class to observe their behavior and support their “real time” implementation of skills. Based on the results of the *WSI assessment*, and under the guidance of the school counselor, the member will establish mentoring goals and use lessons from *Second Step* and other developmentally appropriate curriculum to address the specific areas of need. Members will mentor students 1:1 for the whole school year or at least 6 months to build social competence and support school success.  Dosage: 1 hr/week x at least 6 months per student for a minimum of 18 hrs each. |

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| **PMW Elements** | | **OUTPUT** | **OUTCOME** |
| 5 | **Output and Outcome Targets**  The desired results of the intervention, including the targeted number of each.  **Output** # of people received X service.**Outcome** targets must have four components:  # of people/things that changed  Dosage of service received  What changed  Amount of the change | ED 1A: 420 Economically disadvantaged youth will be mentored for at least 18 hrs | ED27C: 294 students who receive 18 hrs/sessions of mentoring will demonstrate improved academic engagement as measured by an improvement of one adjustment level on the WSI. |
| 6 | **Instrument**  Describe the specific instrument(s)/assessment you will use to track and measure the output or outcome data. Include a -f (output) and a-h (outcome).  Include the level of participation needed to be counted under each measure.  If using AmeriCorps National Performance Measures check their Instructions to ensure use of correct identifiers (ED 1A, etc), output/outcome alignment, measurement & data collection. | Instrument Description to include the following:   1. Name of instrument: Mentor Log 2. Specific data it will collect: data on youth matched to a mentor, number, and duration of mentoring sessions 3. The minimum number of hours, days or other units of participation required to be counted: 18 sessions 4. Who will administer the instrument: Members 5. Frequency: Daily, supervisors will compile monthly and turn in to evaluation staff 6. How duplication of data will be prevented: unique identifiers given to each student | Instrument Description to include the following:   1. Name or title of instrument: Walker-McConnell Scale of Social Competence and School Adjustment 2. What the instrument will measure and how the construct to be measured is defined: The instrument measures social adjustment and attachment to school. 3. The minimum number of hours, days, or other units of participation required to be counted: 18 mentoring sessions. Students must receive at least 18 sessions to be counted under this measure. 4. The level of improvement that is necessary to meet target and be counted as having improved: Students must improve by 10%. 5. Procedure for ensuring service recipients will not be double-counted: Students will be assigned a unique numerical identifier which will be associated with all assessment results. 6. Who will administer the instrument: Teachers and/or school counselors 7. How often each service recipient will be assessed: 3x/ year. 8. If using a National Performance Measure, how the instrument meets the data collection requirements outlined in AmeriCorps Performance Measures Instructions: The survey is capable of measuring social skills at the individual beneficiary level and will use pre/post matched pairs. |
| 7 | **Prior Data**  **Output and Outcome Targets**  The past results of the intervention. They should also include the number achieved of each using the format in row 5. | In 2016-17, 599 students commenced the mentoring program; 533 students completed the program. | 368 students showed increased participation in school.  292 students increased school participation by at least 10% on the WSI. |

Performance Measurement Worksheet (PMW) --DO NOT change the format of PMW

### **Needs and Service PMW**

\*\*Must be completed using this exact PMW format. See RFA Instructions for more detailed guidance on how to complete this PMW.\*\*

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| **Answer for THIS Performance Measure (PM)** |  | |
| **Performance Measure Title:** | **School Climate** | |
| **Performance Measure Type:** *check all that apply* | PRIMARY PMW—where members spend most of their hours  Non-primary PMW | National Performance Measure (NPM)  Applicant-Determined Measure (APM) |
| **Number of MSYs and Slots Dedicated to This PM:** | # of MSYs: 8.68 | # of Slots: 48 |

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| **PMW Elements** | | **PROGRAM DESIGN** |
| **1** | **Community Need**  State the community problem and the specific need addressed by the program. This is a brief summary highlighting key relevant data not to exceed 500 characters with spaces. | The 14 partner schools are in communities with many barriers for student success: high drop-out rates, crime, low academic achievement, high rates of poverty, & high %’s of English language learners. Teachers are frustrated by time constraints that make it difficult to address these needs. Schools need trained people to provide services to youth, including improved school climate, tutoring & mentoring. Recess and lunch are often hotspots for discipline problems and anti-social behaviors such as bullying, fighting and vandalism; and these playground issues follow students back into the classroom, where they interfere with behavior and learning (Robert Wood Johnson Foundation, 2012). |
| **2** | **Target Population:**  Answer a. through c. for the high-need target population. | 1. Describe the high need target population: All 16 participating schools serve high-need youth as evidenced by high rates of poverty, EL status and academic performance data. 2. # of direct high need beneficiaries: 16 high need elementary and middle schools serving 8300 students. 3. Describe the high need beneficiary ***selection*** process: This is a universal intervention, benefiting all students at participating schools. |
| **3** | **Amount of Service**  Amount of member service hours dedicated to this intervention. Answer a. through e. for this PM. *This focuses on the total activities of the AmeriCorps members in this measure*. | 1. # of Members: 48 FT 2. Hours per day: 1.5 3. # of days per week: 5 4. Duration [in weeks]: 41 5. Total estimated member hours for this intervention: 14,760 |
| **4** | **Intervention** **/Activities**  Describe the **core activities** that define the intervention members will implement or deliver, including:  a. Frequency or number of sessions per/ week; b. Intensity or length of each session; and c. Duration or total number of hours, weeks, sessions or months of the intervention.  **The total of a\*b\*c =** \****dosage,*** the level of intervention/servicethat research /experience indicate is needed to see the desired change in each beneficiary  (should match your Logic Model & Narrative)  *This is focused on the activities from the perspective of the beneficiaries and what they’ll receive.* | 1. Describe core activities: 48 members will conduct School Climate activities that support the school as a whole by connecting students with needed SEL by implementing *Active Recess* to support a positive climate. Members will lead activities designed to engage students in organized games that are inclusive and allow all students to develop leadership, problem solving and collaboration skills, while reducing bullying and other undesirable behavior and increasing student engagement in school. Members will also deliver *Second Step* lessons in the classrooms and through follow-up “lunch bunch” sessions. 2. Describe dosage: 200 hours of *Active Recess* and *Second Step* lessons per year at each school. |

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| **PMW Elements** | | **OUTPUT** | **OUTCOME** |
| 5 | **Output and Outcome Targets**  The desired results of the intervention, including the targeted number of each.  **Output** # of people received X service.**Outcome** targets must have four components:  # of people/things that changed  Dosage of service received  What changed  Amount of the change | 14 high-need schools will each receive a minimum of 200 hours of Active Recess support and SEL curriculum instruction.  *[note: this measure is applicant-determined as there is no National Performance Measure for school climate]* | At 12 of 14 schools 85% of teachers surveyed will report an increase in student safety at recess, less bullying & exclusionary behavior, and greater preparation for learning in class. |
| 6 | **Instrument**  Describe the specific instrument(s)/assessment you will use to track and measure the output or outcome data. Include a – f (output) and a – h (outcome).  Include the level of participation needed to be counted under each measure and how double-counting will be prevented.  If using AmeriCorps National Performance Measures check their Instructions to ensure use of correct identifiers (ED 1A, etc), output/outcome alignment, measurement & data collection. | Instrument Description to include the following:   1. Name or title of instrument: Active Recess and SEL lesson logs 2. Specific data it will collect: hours of Active Recess and SEL lessons facilitated, activities led and notes about student participation. 3. The minimum number of hours, days, or other units of participation required to be counted: 200 hours per school 4. Who will administer the instrument: Members 5. How often each service recipient will be assessed: Completed daily, collected weekly by supervisors and given to evaluators monthly. 6. Procedure for ensuring service recipients will not be double-counted: each school has a unique identifier | Instrument Description to include the following:   1. Name or title of instrument: School Climate Teacher Survey 2. What the instrument will measure and how the construct to be measured is defined: Increased student safety at recess, decrease bullying and exclusionary behavior and increased preparation for learning in class. 3. The minimum number of hours, days, or other units of participation required to be counted: 200 hours of active recess and SEL curriculum instruction. 4. The level of improvement that is necessary to meet target and be counted as having improved: teachers will rank their students according to their perceptions in the above categories at the beginning of the year, and at the end. 5. Procedure for ensuring service recipients will not be double-counted: teacher surveys will result in pre/post matched pairs. 6. Who will administer the instrument: The evaluator 7. How often each service recipient will be assessed: Teachers will assess their students twice annually. 8. If applicable, how the instrument is sufficient to meet the data collection requirements outlined in AmeriCorps National Performance Measures Instructions: N/A |
| 7 | **Prior Data**  **Output and Outcome Targets**  The past results of the intervention. They should also include the number achieved of each using the format in row 5. | In 2016-17, 15 high need schools each received a minimum of 200 hours of BEST recess support. | In 2016-17, 11 of 15 high need schools receiving 200 hours of BEST Recess had a reduction of at least 5%. |

**PERFORMANCE MEASUREMENT WORKSHEET**

### [REQUIRED] **Common Strengthening Communities**

**Answer for THIS Performance Measure (PM)**

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| **Performance Measure Title:** | **Volunteer Recruitment** |
| **Performance Measure Type:** *check all that apply* | Self-nominated or applicant-determined  National performance measure  PRIMARY PMW—where members spend most of their hours  Non-primary PMW |

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| **PMW Elements** | | **PROGRAM DESIGN** |
| **1** | **Community Need**  State the community problem and the specific need addressed by this PM. | High need youth need supportive, caring adults to provide academic support and school climate activities. Volunteers will enable the program to more deeply implement school climate activities at each site, help more effectively with homework, reach out to more families at parent nights and increase the impact of service days. |
| **2** | **Target Population**  Describe the Target Population to recruit (e.g. *Baby boomers, seniors, etc.)* | College students, high school seniors, retired teachers, baby boomers, seniors, experts in content areas (scientists, gardeners, chefs, etc.). |
| **3** | **Amount of Service**  Amount of member service hours dedicated to this intervention. Answer a. through e. for this PM. | 1. # of Members: 2 b. Hours per day: 7.5 c. # of days per week: 5 d. Duration [in weeks]: 41 2. Total estimated member hours for this intervention: 3075 |
| **4** | **Intervention/Activity**  Describe how members will recruit  volunteers, & if applicable, any other activities in this PM. *Keep in mind members cannot recruit volunteers to conduct Prohibited Activities per* 45CFR § 2520.65 | 2 FT Volunteer Coordinator members will recruit 30 (15 per member) on-going and 120 (60 per member) one-time volunteers to participate in Active Recess, after school programs, National Days of Service and other activities focused on school climate and outreach to the community's children and families. Members will recruit from high schools, colleges, service clubs, businesses, and volunteer centers. Recruitment strategies will include presentations, tabling, PSAs & special events. The Regional Leads will also coordinate and lead the National Service Days in which volunteers and members will participate, including Make a Difference Day, Martin Luther King Day, Cesar Chavez Day of Service and Learning and AmeriCorps Week. |

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| **PMW Elements** | | **OUTPUT--** *required* | **OUTCOME--***optional* |
| 5 | **Targets**  State the **targets** that you expect to meet on this PM for each of three years. | [1] 30 volunteers recruited for on-going activities  [2] 120 volunteers recruited for one-time activities  [3] 120 volunteer hours for on-going activities  [4] 120 volunteer hours for one-time activities |  |
| 6 | **Instrument**  What **data** and **instruments** will be used to measure indicators? | [1] Volunteer Log to collect data on # of volunteers recruited for on-going activities.  [2] Volunteer Log to collect data on # of volunteers recruited for one-time activities.  [3] Volunteer Log to collect data on # of volunteer hours for on-going activities.  [4] Volunteer Log to collect data on # of volunteer hours for one-time activities. |  |
| 7 | **Prior Data** | In 2016-17, 186 on going volunteers were recruited, and 343 one-time volunteers were recruited. |  |

**PERFORMANCE MEASUREMENT WORKSHEET**

### [REQUIRED] Common Member Development

**Answer for THIS Performance Measure (PM)**

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| **Performance Measure Title:** | **Member Development** |
| **Performance Measure Type:** *check all that apply* | Self-nominated or applicant-determined  National performance measure  PRIMARY PMW—where members spend most of their hours  Non-primary PMW |

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| **PMW Elements** | | **PROGRAM DESIGN** |
| 1 | **Community Need**  State the community problem and the specific need addressed by this PM. A brief summary, not to exceed 500 characters with spaces | *Members deserve to be appropriately trained to perform the services assigned, to increase both professional skills and community development skills, and to enhance their esprit de corps experience.* |
| 2 | **Target Population**  Answer a-f regarding AmeriCorps members. | a. # of FT Members [1700 hrs.]: \_50\_ d. # of QT Members [450 hrs.]: \_\_\_\_\_\_\_\_  b. # of HT Members [900 hrs.]: \_\_\_\_\_\_\_\_ e. # of MT Members [300 hrs.]: \_\_\_\_\_\_\_\_  c. # of RHT Members [675 hrs.]: \_\_\_\_\_\_\_\_ f. # MSY: 50 |
| 3 | **Amount of Training**  Enter the number of hours per member. See <http://www.nationalservice.gov/sites/default/files/upload/policy%20FAQs%207.31.14%20final.pdf> for orientation requirements. No member service hours may be earned from home without written OSC approval. | a. Orientation: [# of members 50 ] x [# of hours 90.5 ] = \_\_\_\_4,525\_\_\_  b. Ongoing Hours: [# of members \_\_\_50\_] x [# of hours \_\_\_\_\_\_50\_\_] = \_\_\_\_\_\_2500\_\_\_\_  c. National Service: [# of members \_\_\_\_50\_\_] x [# of hours \_\_\_ 12\_\_] = \_\_\_\_\_\_600\_\_\_\_  d. Other: [# of members \_\_\_\_50\_\_\_] x [# of hours \_\_\_10\_\_\_] = \_\_\_\_\_\_500\_\_\_\_  e. Total Member Training Hours [add a., b., c., and d.] \_\_\_\_8,125\_\_\_\_\_ |
| 4 | **Intervention/Activity**  Briefly outline the training and support your programwill provide to members. Include core trainings members need to deliver program services. Include frequency/number of hours. | 50 members receive core training from program staff, subject matter experts (reading teachers, school counselors, math specialists, etc.) and school & community partners in skill development and preparation for working in school settings with high-need youth, leadership skills, and effective intervention strategies, as well as complete coverage of all required AmeriCorps trainings (prohibited activities, member rights and responsibilities, codes of conduct and all AmeriCorps and program policies and procedures). Members participate in extensive orientation both on-site and through the program-wide trainings, which include in-depth training in either Math, Literacy, or Mentoring plus School Climate. Volunteer Coordinators participate in Leadership Academy, which prepares them for their role in volunteer programming and to serve as role models for the other members. Members have the option of completing a certificate program in Mentoring. Returning members complete a series of more advanced trainings and individualized coaching. |

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| **PMW Elements** | | **OUTPUT** | **OUTCOME** |
| 5 | **Targets**  State the **targets** that you expect to meet on this PM for each of three years. | 50 members will complete the Core Training. | 40 of 50 members will increase skills by 20%. |
| 6 | **Instrument**  What **data** and **instruments** will be used to measure indicators? | 1. Instrument Description: Training Log to collect data on member names, specific topic, and # of hours 2. Completed by: Member, Verified by Member Supervisor 3. Frequency: As needed for each training provided. | 1. Instrument Description: Member Performance Review to collect data on member skill increases. 2. Completed by: Member Supervisor 3. Frequency: Two times per year (minimum) |
| 7 | **Prior Data** | In 2016-17, 54 members received Core Training. | In 2016-17, 53 members increased their skills by at least 20%. |