

# AmeriCorps National Performance Measures

## Pilot Year 1: 2010-2011

### Output Instrument Packet

#### EDUCATION/TRAINING IN ENERGY-EFFICIENT AND ENVIRONMENTALLY-CONSCIOUS PRACTICES

*The information in this National Performance Measure packet pertains to **Pilot Year 1 (program year 2010-2011)**. See National Performance Measures, **Pilot Year 2 (program year 2011-2012)**, at the Resource Center for updated information.*

#### Environmental Stewardship Focus Area

##### National Performance Measure

**Output:** Number of unduplicated students and youth receiving education or training in energy-efficient and environmentally-conscious practices, including but not limited to sustainable energy and other natural resources, and sustainable agriculture (EN3).

#### Definition of Key Terms<sup>1</sup>

- **Students and youth:** People under the age of 25 or those enrolled in educational institutions, including post-secondary institutions
- **Education or Training:** may be one-time or an on-going series; cannot just be distribution of pamphlets or information available on a web-site; should have learning objectives; may be in person or through a web-based interface
- **Energy-efficient and environmentally conscious practices:** U.S. Department of Energy has some suggested materials at <http://energizedlearning.lbl.gov/>

#### Considerations for this National Performance Measure<sup>2</sup>

##### Output

- Will the individuals participating in the education or training meet the definition of “students and youth”?
- Will your program provide education or training in energy-efficient and environmentally-conscious practices as described above?
- Will your program provide education or training that meets the definition of energy-efficient and environmentally conscious practices as described by the U.S. Department of Energy?
- Will the amount and type of education or training you provide be likely to result in measurable gains?

<sup>1</sup> 2010 National Performance Measures: Background Information References and Authorities, Definitions, Suggestions Regarding Data Collection, and Additional Notes, CNCS:

[http://www.americorps.gov/pdf/09\\_0918\\_nofa\\_ac\\_background.pdf](http://www.americorps.gov/pdf/09_0918_nofa_ac_background.pdf).

<sup>2</sup> For more on alignment of performance measures, see the AmeriCorps Toolkit:

<http://nationalserviceresources.org/star/ac-program-toolkit>.

**Outcome**

- You will be required to identify and measure an intermediate outcome, a change that you expect will occur due to participating in the education or training program. What measurable gain can be expected for individuals that participate?
- Will you be able to measure this change, especially if the education or training will be a “one-time” effort?

**Data Collection Challenges**

- Will you be able to verify that participants are under the age of 25 or enrolled in educational institutions, including post-secondary institutions?
- Will you be able to avoid counting the same students and youth more than once, especially if they attend multiple trainings?
- For on-going education or training series (e.g., classroom training), will you be able to track attendance, or access attendance records, of all participants?
- For ongoing education or training series, have you determined what counts as “completed education or training”? For example, what is the minimum number of classes or sessions a participant must attend to benefit from the service? Merely counting individuals enrolled is not sufficient.
- If you conduct one-time education or training to large audiences (e.g., school assemblies), do you have a plan in place to get the best estimate from school officials of the number of unduplicated students participating?
- Will you be able to follow up with students and youth that participate in education and training programs to measure changes or improvements that can be expected as stated in the intermediate outcome?
- Is the amount and type of education and training you provide likely to result in measurable gains?
- After using the data collection instruments to document outputs and outcomes, do you have a safe place to store these documents? This “raw data” will provide evidence that you collected the data in a systematic manner and will verify the results reported.

**Data Collection Strategies**

- To avoid counting students more than once (unduplicated counts) for multi-session trainings, list the individual students in your instrument in alphabetical order by name. If participants tend to have the same names, you may need to add middle initial, birth dates, zip codes, or other identifiers that will differentiate them.
- To avoid counting students more than once (unduplicated counts) for single-session (e.g., one-time) presentations and events, list the individual presentations and events in your instrument in alphabetical order by location.
- Consider developing your instrument in an Excel spreadsheet, or at least transferring your data from your attendance sheets to an Excel spreadsheet. This will allow you to add new participants or locations and “sort” your list so that it remains in alphabetical order, allowing you to spot participants or locations that have already been counted.
- Ensure in advance that you will have access to attendance records for all services where participants must attend more than one session.

**Sample Instruments in this Packet**

The instruments in this packet can be used to track the number of individuals who enroll in and complete multi-session education or training in energy-efficient and environmentally-conscious practices, or the number of “one-time” presentations or events offered to attendees at different locations.

***Attendance Log for MULTI-SESSION Education or Training***

The log for multi-session training collects output data on participants who enroll in the education or training course, their level of participation (attendance), and whether they completed the course. The instrument is similar to a class attendance sheet; if more than one class is offered, more than one attendance sheet should be used. You are encouraged to develop an Excel spreadsheet with room to add more courses and services, and use the spreadsheet to document unduplicated participants.

***Attendance Log for SINGLE-SESSION Presentations and Events***

The log for single-session presentations and events collects output data on attendance at one-time presentations or events offered at various locations, the presentation topic, the presentation date, the number of attendees, and whether these numbers are actual “head counts” or estimates. You are encouraged to develop an Excel spreadsheet with room to add more presentation locations, and use the spreadsheet to document unduplicated attendees.

# **Education/Training in Energy-efficient and Environmentally-conscious Practices**

## **Sample Instruments:**

**Attendance Log for Multi-Session Education  
or Training**

**Attendance Log for Single Session Presentations  
and Events**

## Attendance Log for MULTI-SESSION Education or Training

### Instructions

What is the purpose?	To determine how many unduplicated individuals completed participation in a multi-session the class or training for which they signed up
Who should complete this instrument?	Facilitators or Presenters (e.g., AmeriCorps members) of the education/training sessions can complete the instrument.
When should we complete this instrument?	As participants enroll in education or training, attend sessions, and after training/course has finished.
What should we do to prepare?	<b>You must take attendance or have access to attendance records</b> to determine whether students or youth completed participation after enrolling. The Attendance Log for MULTI-SESSION Education or Training is intended to track attendance for one training or course. Use a new log for each type of training or course your program provides. Decide in advance how many classes/trainings students/youth must attend to “complete” participation (e.g. students/youth must attend at least 8 of 10 classes). Be sure that students/youth who participate in more than one course, class, or training are only counted once during the program year.
What should we do afterwards?	Keep a copy of all Attendance Logs and any other attendance records in a safe place; <b>this is your data</b> . You will aggregate this data later to determine if you met your output and outcome targets.
Can I use an alternative instrument?	Different forms can be developed/used to document unduplicated individuals who participate in your education or training services and complete the services. For example, you may want to develop an Excel spreadsheet to keep records of participants’ attendance in different courses, and use the “sort” function to check for duplication. However, whether your instrument is in paper format or electronic format, remember to save this “raw” data as proof that a systematic process was used to document the outputs.

## Attendance Log for MULTI-SESSION Education or Training

**Education/Training Program Name:** \_\_\_\_\_

**Person completing this Log:** \_\_\_\_\_

**Education/Training Course Name (1):** \_\_\_\_\_

**Instructions:** Enter the names of the participants enrolled in this training/course in the first two columns. Enter the date of each scheduled session in the following columns. As the sessions are conducted, check off those clients' names that attended and stayed for the duration of the session. When the training/course is finished, indicate which clients met the program's completion requirement by entering "1" in the last column.

Client		Service (Trainings or Course)								Enter "1" if completed (2)
Last Name	First Name	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
<b>Total number of unduplicated individuals that completed this education/training service:</b>										

(1) See definitions of energy-efficient and environmentally-conscious practices on p. 1. Note this document tracks attendance at this training/course only. Use another log to track participation at other training/courses.

(2) Participants completed the service if he/she attended at least \_\_\_ (# or %) of classes/trainings, based on attendance records.

## Attendance Log for SINGLE-SESSION Presentations and Events

### Instructions

What is the purpose?	To determine how many unduplicated individuals participated in a single-session presentation or event. Focus on exact counts; however, estimates may need to be conducted for large audiences.
Who should complete this instrument?	Facilitators or presenters (e.g., AmeriCorps members) of the single-session education/training presentation can complete the instrument.
When should we complete this instrument?	At the beginning of the single-session presentations and events.
What should we do to prepare?	<p>The Attendance Log for SINGLE-SESSION Presentations and Events is intended to track attendance at one-time presentations and events. It is best to obtain actual counts (“head counts”) of attendees, but estimates may need to be used when it is not possible to obtain actual counts. In either case, be sure to note whether counts are actual or estimated when recording to total number of attendees.</p> <p>This instrument should only be used when you can be reasonably sure that students will not attend more than one presentation, e.g., when each presentation is at a different school, during the school day, or when presentations take place at the same time in different places.</p>
What should we do afterwards?	Keep a copy of all Attendance Logs and any other attendance records in a safe place; <b>this is your data</b> . You will aggregate this data later to determine if you met your output targets.
Can I use an alternative instrument?	Different forms can be developed/used to document presentation attendance. For example, you may want to develop an Excel spreadsheet to keep records of locations and presentation topics, and use the “sort” function to check for duplication. However, whether your instrument is in paper format or electronic format, remember to save this “raw” data as proof that a systematic process was used to document the outputs.

## Attendance Log for SINGLE-Session Presentations and Events

**AmeriCorps Program:** \_\_\_\_\_

**Person completing this Log:** \_\_\_\_\_ **Presentation Date:** \_\_\_\_\_

**Education/Training Course Name:** \_\_\_\_\_

**Instructions:** For each presentation or event, enter the location, presentation topic, amount of time of the presentation, the presenter’s name, and the total number of unduplicated participants. Use the last column to indicate if the number of participants are an actual “head count” or an estimate. Add up the total participants and enter the number in the box at the bottom of the table. Use additional log sheets as needed.

Location	Presentation Topic	Minutes/Hours of Presentation	Presenter Name	Total Number of Attendees	Participant Count is:
1.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
2.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
3.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
4.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
5.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
6.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
7.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
8.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
9.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
10.					<input type="checkbox"/> Actual <input type="checkbox"/> Estimate
<b>Total Number of Participants:</b>					