

**AmeriCorps National Performance Measures  
Pilot Year 2: 2011-2012  
Output Instrument Packet  
STUDENT PARTICIPATION IN EDUCATION PROGRAM**

**Education Focus Area**

<b>National Performance Measures:</b> <i>If you select this national performance measure, you must choose both outputs.</i>
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<b>Output:</b> Number of unduplicated students who start in an AmeriCorps education program (ED1).
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<b>Output:</b> Number of unduplicated students who complete participation in an AmeriCorps education program (ED2).
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*NOTE: If you opt-in to the Education Focus Area and national performance measures for an activity other than mentoring, you must measure both outputs above. In addition, you must choose and measure at least one of eight national outcome performance measures (see the Education Outcome Packets) or, if you are a Teacher Corps program, the five required outputs and outcomes (see the two Teacher Corps Outputs and Outcomes Packets.)*

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

- **Education program:** AmeriCorps members help students maintain enrollment in and succeed in school (except mentoring or Teacher Corps programs). The help that AmeriCorps members provide does not need to be in direct service to the students. However, the AmeriCorps members must provide direct support that makes the program possible.
- **Elementary and secondary school students:** Students enrolled in grades K-12.
- **Start in:** Students enrolled in the education program at the beginning of the program year. Counts may be updated if the number of participants increases. Students may or may not complete the program.
- **Complete participation:** At the outset of the activity, the program should indicate how many days or hours are required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the year. This number will be used as the denominator for selected measures and therefore the amount of attendance should be enough to influence the results.

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<sup>1</sup> 2011 National Performance Measures: Background Information References and Authorities, Definitions, Suggestions Regarding Data Collection, and Additional Notes, CNCS  
[http://www.americorps.gov/pdf/11\\_1018\\_ameri\\_corps\\_nofa\\_background\\_document.pdf](http://www.americorps.gov/pdf/11_1018_ameri_corps_nofa_background_document.pdf)

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

### **Output**

- Will your program meet the definition of an education program as stated in the Definition of Key Terms?
- Will you be able to document unduplicated number of students who begin participation in your education program and the number of students who complete your program?
- Do you have a definition stating how many days or hours students need to participate to be counted as having completed your education program (e.g., at least 35 hours of 40 possible)?

### **Outcome**

- If you are an education program other than Teacher Corps, you will be required to choose one of eight national outcome measures listed in the 2011 National Performance Measures: Background Information. Does one of these national outcome measures address the change that you expect participants in your education program to achieve?
- Is the developmental level (age) of the students participating in your education program in line with the national outcome measure you chose? **If no national outcome performance measure fits your service activity, you cannot opt-in to measure the national output performance measures.**

### **Data Collection Challenges**

- If students “drop-in” to your education program for services, will you be able to document unduplicated number of students participating in your program?
- Will you be able to determine how many of the students who begin your education program, complete your education program?
- Will the students receive the level of service needed so that measurable gains can be expected as stated in the national outcome performance measure that you chose?
- Of those students who complete your education program, will you be able to collect outcome data to show measurable gains by these students because of your education program? Will you be able to measure the change?
- After using data collection instruments to document students, do you have a safe place to store these documents? This “raw data” will be the evidence that you collected the outputs in a systematic manner and will verify the results reported.

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<sup>2</sup> For more on alignment of performance measures, see the AmeriCorps Toolkit, <http://nationalserviceresources.org/star/ac-program-toolkit>.

**Data Collection Strategies**

- To avoid counting students more than once (unduplicated counts), list the individuals in your instrument in alphabetical order. If your students tend to have the same or similar names, you may need to also use birth dates, zip codes, or other identifiers that will differentiate these students. Consider developing your instrument in an Excel Spreadsheet or other electronic database. This will allow you to add new students and then sort your list so that it remains in alphabetical order. The sorting function will provide a check to ensure that no client is counted more than once (as listed in your spreadsheet).
- If your program offers education services in a structured format with a finite number of units (e.g., a ten-session math class), and clients do not repeat the service, you can collect your output data in groups. You just need to make sure you do not double count students within the group.
- In addition to counting unduplicated students, you will need to collect outcome data on those students who complete the education program; what benefits did these students gain by participating in your program? Therefore, be sure you can track the progress of these students and/or know how to contact them to collect this data. The type of data collected will depend on the national outcome performance measure you choose.

**Sample Instruments in this Packet*****Student Monthly Contact Log***

This instrument can be used to track regular meetings between a student and an AmeriCorps member (e.g. a tutoring program where member tutors meet one-on-one with the same student on a regular schedule over a period of time). The logs can be tallied to determine how many times the student met with the AmeriCorps member and how many hours were spent with the student. The log also asks the member to describe the activity for that meeting and provides room for “comments”. These notes might be helpful to members who are serving more than one student and need to keep track of the individual needs. Comments would also be helpful to new tutors who begin working with a student previously served by another tutor.

***Education Service Output Summary***

This instrument can be used to track the number of students who participate in a series of sessions or events (e.g., classes). This log collects output data on the amount or “dosage” of service students received, or level of participation of the students. This log also documents those students who complete the education program.

# **Student Participation in Education Program**

## **Sample Instrument Packets**

## **Student Monthly Contact Log**

## **Education Service Output Summary**

## Student Monthly Contact Log

### Instructions

What is the purpose?	To determine the number of hours and number of contacts per month between the student and an AmeriCorps member. The instrument also documents the type of activity, when, how long, and where the contact was made.
Who should complete this instrument?	The AmeriCorps member should be responsible for documenting the contacts made with each student.
When should we complete this instrument?	Each time the AmeriCorps member meets with the student
What should we do to prepare?	<p>Modify the “Student Monthly Contact Log” to fit your education program needs. Develop a log for each student receiving educational services. A new log should be developed each month for each student working with an AmeriCorps member.</p> <p>The log has rows for eight contacts; if the AmeriCorps member has more contacts with the student each month, use additional logs or add more rows to the document.</p>
What should we do afterwards?	<p>AmeriCorps members should submit the “Student Monthly Contact Log” to the AmeriCorps project director each month. If requested by the AmeriCorps project director, the member may want to make a copy of the logs before submitting them to ensure against lost data.</p> <p>The person responsible for the data – member and/or AmeriCorps project director—should keep all the contact logs together in a safe place; <b>this is your data.</b></p>
Can I use an alternative instrument?	Different forms can be developed or used to document contacts with students who participate in your education program. For example, you may want to develop an electronic monthly contact system (e.g., Excel Spreadsheet). 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 these outputs.

**Organization Name**  
**AmeriCorps Education Program Name**

## Student Monthly Contact Log

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **School:** \_\_\_\_\_

**AmeriCorps member providing service:** \_\_\_\_\_ **Month of service:** \_\_\_\_\_

**Academic goal or subject matter:** \_\_\_\_\_

**Instructions:** The AmeriCorps member is to enter information in this log each time he or she meets with a student (one log per student per month). Completed logs are to be turned into the AmeriCorps member’s supervisor at the end of each month. If the AmeriCorps member meets with more than one student at the same time, the member needs to document the contact on each of the student’s logs and note when more than one student participated in the session or activity in the “Comments” column.

	Session or Activity description	Date	Amount of Time*	Location	Comments
EX	<i>Tutoring in basic addition and subtraction</i>	<i>4/16/10</i>	<i>1 hour</i>	<i>Study Hall rm. 101</i>	<i>He will need more review on this.</i>
1					
2					
3					
4					
5					
6					
7					
8	<i>add rows as needed</i>				

Total hours:

Total sessions:

\* Suggest you track hours in whole and decimal number for easy addition (e.g. .5 hour or .75 hour)  
**Reminder: At the end of each month, submit this log to your supervisor and develop a new log for the student.**

### ***Education Service Output Summary***

#### **Instructions**

What is the purpose?	To determine how many students attended or received your education service. To determine how many students completed the education program as measured by attending the minimum required hours or sessions (e.g., must participate in 35 of 40 hours of tutoring).
Who should complete this instrument?	Designated persons (e.g., tutors, supervisor) should be responsible for documenting attendance at all sessions.
When should we complete this instrument?	At the beginning of your education service or at the beginning of each education program session.
What should we do to prepare?	<p>Modify the “Education Service Output Summary” to fit your education program. Enter the names of the students you expect to work with in alphabetical order. Developing this log in an Excel Spreadsheet will allow you to easily add more names and sort for duplications.</p> <p>The “Student Monthly Contact Logs” can be collected, tallied and added to this summary.</p>
What should we do afterwards?	Keep all the summaries together in a safe place; <b>this is your data</b> . You will aggregate this data later to determine if you met your output target.
Can I use an alternative instrument?	Different forms can be developed/used to document unduplicated individuals who participate in your education program’s service. It is suggested that you develop an electronic attendance summary system (e.g., Excel Spreadsheet). 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 these outputs.

### Education Service Output Summary

**Education Program Name:** \_\_\_\_\_ **Course Name:** \_\_\_\_\_

**Person completing this Log:** \_\_\_\_\_ **Month/Year:** \_\_\_\_\_

**Instructions:** Enter the students' names in the first column followed by the start date. Take the information from the tallied "Monthly Student Contact Logs" and enter the total number of service contacts and the number of hours for each student for the designated period of service. Students who attended at least \_\_\_\_ service contacts or participated for \_\_\_\_ hours will have met the program's completion requirement (output). \* Document those students who met the output by placing a "1" in the last column.

Student Name			Total # of service contacts	Total # of hours**	Place a "1" if completed the education program (at least ____ hours/sessions).
Last	First	Start Date of Student	Total # Sessions: _____	Total # of hours: _____	Met Output
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10. <i>add rows</i>					

\*To complete participation, students must participate in at least \_\_\_\_ sessions or receive \_\_\_\_ hours of service.

\*\* Use decimal numbers for easy calculation (e.g., .5 hour).

**Total** number of students that started the education program service: \_\_\_\_\_

**Total** number of students that completed the required number of hours/sessions: \_\_\_\_\_.