

Program Summary: A community health center will have 20 full-time AmeriCorps members who will teach Mental Health First Aid in 10 states. Members will train community members in Mental Health First Aid and direct people with mental illness to professional mental health services.

Performance Measures

MSYs by Focus Area

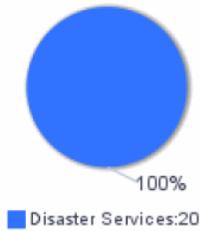


Table1: MSYs by Focus Areas

Focus Area	% MSYs
Disaster Services	100%

MSYs by Objective

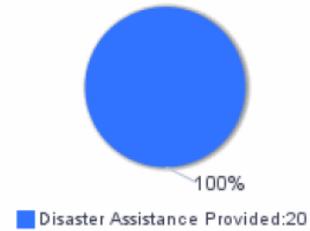


Table2: MSYs by Objectives

Objectives	%MSYs
Disaster Assistance Provided	100%

% of MSY NPM VS Applicant VS Not in ANY

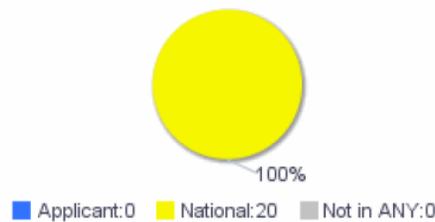


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
	100%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Disaster Assistance Provided	20.00	20
Total	20.00	20

Primary Focus Area: Disaster Services
Primary Intervention: Training
Secondary Focus Area: Disaster Services
Secondary Intervention:

Performance Measure: Mental Health First Aid (MHFA) Certification

Focus Area: Disaster Services	Objective: Disaster Assistance Provided	No of MSY's: 20.00	No of Members: 20
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Problem Statement:

The US has experienced a three-fold increase in the number of mass shootings since 2011. Mass shootings are defined as man-made disasters by FEMA. Studies have linked the perpetrators of mass shootings and mental illness. While the vast majority of people with mental illness are not violent, recent events have highlighted how some cases of untreated mental illness can develop into crisis situations. These man-made disasters can be mitigated by developing strategies that improve access to mental health care services and reduce stigma associated with mental illness. MHFA is an evidenced-based mitigation strategy that teaches about signs and symptoms, prevalence and effective treatment of mental illness, how to engage people in services and reduce stigma.

Selected Interventions:

Training

Describe Interventions:

Frequency: 1 time training
Intensity: small groups of 10-20 people
Duration: 7 hours

(PRIORITY) D4: Number of individuals that received CNCS-supported services in disaster mitigation

Target: 2500 Individuals
Measured By: Other
Described Instrument: The MHFA Certification will be used to track number of participants successfully completing training.

OUTCM1659 Outcome:

of individuals with identified symptoms of mental illness directed to treatment

Target: 1000 Individuals with symptoms of mental illness
Measured By: Other
Described Instrument: Training participants will complete a follow up survey, three months post training, via email, phone or online. Training participants will report on the number of individuals with identified symptoms of mental illness directed to professional mental health services. MHFA is an evidence based training program. We will use surveys developed in consultation with an outside evaluator during our first program cycle.

OUTCM1658 Outcome:

of individuals with increased confidence in ability to help people with symptoms of mental illness

Target: 2000 Individuals completing MHFA training
Measured By: Other
Described Instrument: The MHFA post survey is administered at the end of the 7 hour training. The survey will measure attitudes regarding individuals' confidence in their ability to help a person who is demonstrating signs/symptoms of a mental illness. MHFA is an evidence based training program. We will use surveys developed in consultation with an outside evaluator during our first program cycle.

Performance Measure Review Activity – Veterans and Military Families

Background Information about Program:

The Veterans Environmental Conservation AmeriCorps Program engages 45 AmeriCorps members in environmental stewardship programs on public lands. The goal of the program is to help recently returned veterans successfully transition from military to civilian life and to address environmental degradation on public lands. The program has identified preparing members for civilian employment as the primary objective in a member's transition from military to civilian life.

Performance Measure Title: Veteran Volunteers

Focus Area: Veterans and Military Families **Objective:** Access & Attract **No. of MSY's:** 0.0 **No. of Members:** 0

Problem Statement:

Veterans face a variety of challenges re-integrating into civilian life after military service.

Selected Interventions:

Veterans engaged in environmental conservation

Describe Interventions:

Veterans will complete service projects on public lands that are focused on water and land restoration, specifically, restorations of trails, removal of invasive species (land and water), habitat restoration, and restoring riparian areas. Veterans receive training, support and mentorship that help them gain skills during their term of service that ready them for careers in the civilian service. Veterans will serve full time for 20-40 weeks of service. Most of the service projects require the members to camp, live and serve on public lands so they are engaged in an intense program that has a high frequency of trainings and support.

Output:

V2: Number of veterans engaged in service opportunities as National Service Participants or volunteers

Target: 45 Veterans

Measured By: Activity Log

Described Instrument: Weekly report forms.

Outcome:

OUTCM78490: Number of veterans completing one conservation service project.

Target: 45 Veterans

Measured By: Attendance Log

Described Instrument: Track via attendance log.

Outcome:

OUTCM78491: Number of veterans satisfied with their national service experience.

Target: 45 Veterans

Measured By: Survey

Described Instrument: At the end of service, AmeriCorps members will be asked if they found their national service experience to be satisfying.

Performance Measure Review Activity - Veterans and Military Families Answer Key

1. Read example.

2. Discuss: What CNCS resources and tools could you use to evaluate these performance measures?

- Performance Measure Template – *are all of the components present and in the correct place?*
- 2017 National Performance Measure Instructions (includes Performance Measure Example, Review Notes, FAQs, Checklist in Appendix B) – *is everything included? Does the measure meet all requirements?*
- Sample clarification items based on the Checklist – *How can I describe what needs to be improved by the applicant?*

3. Discuss: How would you approach working with this applicant on their performance measures?

- The performance measure is missing some required information, according to the Performance Measure Instructions and my completion of the Checklist. I will use the standard clarification item document for drafting clarification items. This may require more than one round of clarification to get it right.
- If necessary, I will also add a special condition to fix performance measures, likely prior to member enrollment.

4. Practice: Use the CNCS resources and tools you have selected to review the performance measure and determine what needs to be improved.

What aspect(s) of this performance measure need improvement? Why?

After completing the Performance Measure instruction Checklist (Appendix B), I know:

- V2 does not specify the level of engagement as required in the NPM instructions.
- V2 does not address how the applicant will ensure there is no double counting.
- The instrument used to measure V2 does not include a means to track engagement.
- OUTCM78490 is not an outcome.
- OUTCM78491 does not align with the program Theory of Change.
- The output and outcome targets are the same.

What would you clarify or fix pre-award? If time allows, draft your clarification items.

Using the sample clarification items based on the Checklist, I write:

- Output measure V2 does not define the minimum level of participant (veteran) engagement required of a veteran to be counted under this measure. The Performance Measure Instructions for V2 state that the program should set a minimum level at the start of the year for what “engaged in” means and then count based on that level. Please define the minimum level of participant engagement required of veterans in order to be counted under this measure.

- The instrument used to measure output V2 does not include a mechanism to track member engagement. Please describe how the program will track member engagement and revise the measure tool as necessary to ensure the program can adequately measure member engagement.
- The Applicant-determined outcome (OUTCM78490) is an output rather than an outcome. Please either delete OUTCM78490 or create an additional outcome which measures a change in Knowledge, Attitude, Condition or Behavior.
- The Applicant-determined outcome (OUTCM78491) seeks to measure participant satisfaction. However, this does not align with the program's primary goal of preparing members for civilian employment. Please delete this measure and replace it with a measure that reflects meaningful changes that are aligned with the programs Theory of Change.
- When revising the Applicant-determined outcome (OUTCM78491), please clearly describe the amount of increase /improvement needed in order for a participant to be counted under this measure. Please also describe how the program will match pre and post surveys.
- The applicant's output and outcome targets are the same amount. Output and outcome targets should be ambitious, realistic and based off of evidence or information the program has reviewed. Please describe what factors were considered in setting the outcome target and how achieving 100% is a realistic target. If the program has not set an ambitious and realistic target, please revise the outcome target, please be sure to consider relevant and available data when setting this target.
- Potential area for clarification: Since the applicant does not provide the name of the survey they are using this may indicate this is an applicant designed survey. It is highly recommended that reviewers seek clarification regarding the validity and reliability of the survey. In situations where an applicant has designed their own survey, you would want to see in their response that the applicant has pilot tested the survey, or intends to, before implementation.

As a result of the clarification, see changes made to the performance measure in [track-changes](#) mode below.

5. Discuss: If this application is awarded, what Training and Technical Assistance strategies could you use to help the grantee strengthen or use their performance measures?

- If this is a new grantee, I will require that they complete some Knowledge Network courses on Performance Measurement and High Quality Data. We can discuss these courses and any grantee questions during check-in calls.
- I will request to review the pre- post-survey to ensure it is a true pre / post-test and measures a change in knowledge (not attitude, behavior, or condition).
- I will request to see screenshots or examples of the program's weekly report forms to see if they capture the correct information to track engagement.
- When the program enrolls members / at the beginning of the program year, I will ask for updates on the pre-test during a check-in call.
- When I conduct a site visit with this grantee, we will do a data quality test of their reported performance measures to ensure program documentation can back up the numbers they report

Performance Measure Review Activity – Veterans and Military Families [\(with proposed changes\)](#)

Background Information about Program:

The Veterans Environmental Conservation AmeriCorps Program engages 45 AmeriCorps members in environmental stewardship programs on public lands. The goal of the program is to help recently returned veterans successfully transition from military to civilian life and to address environmental degradation on public lands. The program has identified preparing members for civilian employment as the primary objective in a member’s transition from military to civilian life.

Performance Measure Title: Veteran Volunteers

Focus Area: Veterans & Military Families Objective: Access & Attract No. of MSY's: 0.0 No. of Members: 0
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Output:

V2: Number of veterans engaged in service opportunities as National Service Participants or volunteers

<p>Target: 45_Veterans</p> <p>Measured By: Activity Log</p> <p>Described Instrument: Weekly Report Forms. Activity logs will be kept for each member and environmental conservation activity they engage in. Activity logs will indicate the beginning and end of conservation projects. <u>A veteran will be counted under this measure if he/she has completed their member orientation and training as well as their entire term of service.</u></p> <p><u>Veterans engaged in the Veterans Environmental Conservation AmeriCorps is measured by total number of members that are enrolled in the program. Each project supervisor keeps a roster for each project. Project staff and HQ staff closely review the rosters to insure that members are not counted twice. Additionally, all activity logs are reviewed to ensure that only those AmeriCorps members who completed a minimum of 1 conservation project are counted under this measure.</u></p>
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Output: ~~Delete this measure~~

OUTCM78490: Number veterans completing one conservation service project.

Target: 45 Veterans

Measured By: Attendance Log

Described Instrument: Track via attendance log.

Outcome:

OUTCM78491: Number of veterans ~~satisfied with their national service experience~~ with increased knowledge on how to obtain work in the natural resources field.

Target: ~~45~~ 34 Veterans

Measured By: ~~Survey~~ Pre and Post Test Survey

Described Instrument: ~~At the end of service, AmeriCorps members will be asked if they found their national service experience to be satisfying. Before engaging in their first service or training opportunity, AmeriCorps members will complete a 15-question pre-survey assessing (on a five-point scale) the level of knowledge they have about finding and obtain civilian employment, specifically in the natural resources field. Each survey (pre and post) will contain the member's name and AmeriCorps member ID to ensure matching of pre and post test data and non-duplication. At the end of of service, the members will complete the survey again. Members whose post-surveys show increase of three or more correct survey answers will be counted under this measure.~~

Performance Measure Review Activity – Education

Background Information about Program:

The Teach Our Children program engages 25 AmeriCorps members as teachers of record in underserved communities. The primary goal of the program is to significantly improve educational outcomes for over 1,000 disadvantaged elementary and middle school students.

Performance Measure Title: Student Success

Focus Area: Education **Objective:** K-12 Success **No. of MSY's:** 25 **No. of Members:** 25

Problem Statement:

Children in the selected communities are performing below grade level, and there are insufficient numbers of qualified teachers to fill open positions.

Selected Interventions:

Classroom Teaching

Describe Interventions:

Members teach in low-income schools and attend a rigorous pre-service training institute to train and prepare them for their teaching commitment. Through the year members receive support from our organizational staff and school leadership. Each day during the school year, members serve as full-time teachers in assigned high need elementary and middle schools. They prepare and teach lessons that correspond to state curriculum.

Output: ED1: Number of students who start in a CNCS-supported education program.

Target: 1,000 students

Measured By: Other

Described Instrument: Teach Our Children uses a tracking system in which members enter the number of students they are teaching at the beginning, middle, and end of the school year. The number for ED1 tracks all students who are in a member's classroom at some point during the school year.

Output:

ED2: Number of students completing a CNCS-supported education program

Target: 1,000 students

Measured By: Other

Described Instrument: Teach Our Children uses a tracking system in which members enter the number of students they are teaching at the beginning, middle, and end of the school year.

Outcome:

ED9: Number of students graduating from high school on time with a diploma

Target: 600 students

Measured By: Graduation data

Described Instrument: Schools will track the number of students who graduate from high school who were taught by an AmeriCorps member.

Performance Measure Review Activity – Education Answer Key

1. Read example.

2. Discuss: What CNCS resources and tools could you use to evaluate these performance measures?

- Performance Measure Template – *where should the pieces of required information go?*
- 2017 National Performance Measure Instructions (includes Performance Measure Example, Review Notes, FAQs, Checklist in Appendix B) – *What is required? What is missing or unclear?*
- Sample clarification items based on the Checklist – *how should I tell the applicant to fix what is missing or unclear?*

3. Discuss: How would you approach working with this applicant on their performance measures?

- The performance measure is missing some required information, according to the Performance Measure Instructions and my completion of the Checklist. I will use the standard clarification item document for drafting clarification items
- If necessary, I will also complete pre-award revisions
- If necessary, I will also add a special condition to fix performance measures, likely prior to member enrollment

4. Practice: Use the CNCS resources and tools you have selected to review the performance measure and determine what needs to be improved.

What aspect(s) of this performance measure need improvement? Why?

After completing the Performance Measure Instruction Checklist (Appendix B), I know:

- ED1 does not specify K-12 or under 21, as required.
- ED1 does not specify students are economically disadvantaged, as required.
- It is unclear how three separate counts in ED1 and ED2 will produce one, unduplicated number.
- ED2 does not define completion, as required.
- ED5 does not describe a standardized pre- and post-test, as required.
- ED5 does not clearly describe the level of improvement needed to count an individual in this measure.
- I am not sure if ED5 (math or literacy gains) or ED30 (gains in other core subjects) is the best fit for this applicant's program design.

What would you clarify or fix pre-award? If time allows, draft your clarification items.

Using the sample clarification items based on the Checklist, I write:

- In Output ED1, it is unclear if the individuals counted in this measure meet the definition of "economically disadvantaged" described in the Performance Measure Instructions. Please update the measure to include how the applicant ensures all individuals counted meet the definition of "economically disadvantaged."

- In output ED1 and ED2, please update the Described Instrument section to describe how the program uses three counts (beginning, middle and end of the school year) to produce one unduplicated actual.
 - In output ED2, completion is not sufficiently described. Please specify in the Described Instrument section the minimum number of days, hours, or other units of participation that will be required in order for an individual to be counted under this measure.
 - In output ED2, the target of 1,000 students may not be reasonable. Both ED1 (starting the program) and ED2 (completing the program) are both set at targets of 1,000, which may not take into account student attrition. Please provide a justification for the size of the target, explaining clearly how the target is realistic for the proposed intervention. If needed, the targets may be updated to what is reasonable and ambitious for the program design.
- 1) Outcome ED9 is not correctly aligned with ED1 and ED2, according to the Performance Measure Instructions. In addition, ED9 does not seem to represent a significant aspect of programming per the submitted Theory of Change (i.e., program works with elementary and middle schools, not graduating senior high students). Please remove measure ED9 from the application and replace with an aligned outcome. Please refer to the Performance Measure Instructions for selection rules and requirements.

As a result of the clarification, see changes made to the performance measure in [track-changes](#) mode below.

5. Discuss: If this application is awarded, what Training and Technical Assistance strategies could you use to help the grantee strengthen or use their performance measures?

- If this is a new grantee, I will require that they complete some Knowledge Network courses on Performance Measurement and High Quality Data. We can discuss these courses and any grantee questions during check-in calls.
- I will request to see what standardized pre- post-test they select to confirm it meets criteria.
- I will request to see screenshots or examples of the program’s tracking system to ensure it tracks necessary information and prevents duplicated counts of students.
- When the program enrolls members / at the beginning of the school year, I will ask for updates on the pre-test during a check-in call.
- When I conduct a site visit with this grantee, we will do a data quality test of their reported performance measures to ensure program documentation can back up the numbers they report

Performance Measure Review Activity – Education

Background Information about Program:

The Teach Our Children program engages 25 AmeriCorps members as teachers of record in underserved communities. The primary goal of the program is to significantly improve educational outcomes for over 1,000 disadvantaged elementary and middle school students.

Performance Measure Title: Student Success

Focus Area: Education Objective: K-12 Success No. of MSY's: 25 No. of Members: 25

Problem Statement:

Children in the selected communities are performing below grade level, and there are insufficient numbers of qualified teachers to fill open positions.

Selected Interventions:

Classroom Teaching

Describe Interventions:

Members teach in low-income schools and attend a rigorous pre-service training institute to train and prepare them for their teaching commitment. Through the year members receive support from our organizational staff and school leadership. Each day during the school year, members serve as full-time teachers in assigned high need elementary and middle schools. They prepare and teach lessons that correspond to state curriculum.

Output: ED1: Number of students who start in a CNCS-supported education program.

Target: 1,000 students

Measured By: Other

Described Instrument: Teach Our Children uses a tracking system in which members enter the number of students they are teaching at the beginning, middle, and end of the school year. The number for ED1 tracks all students who are in a member's classroom at some point during the school year. All students are enrolled in a school where the majority of students are eligible for free or reduced lunch. Each student has a unique ID, so students are not duplicated in counts.

Output:

ED2: Number of students completing a CNCS-supported education program

Target: ~~8001,000~~ students

Measured By: Other

Described Instrument: Teach Our Children uses a tracking system in which members enter the number of students they are teaching at the beginning, middle, and end of the school year. Students are counted as 'completing' the program if they complete at least 60% of the school year in an AmeriCorps member's classroom.

Outcome:

ED95: Number of students graduating from high school on time with a diploma with improved academic performance in literacy and/or math

Target: 600 students

Measured By: Graduation data Standardized pre-post test

Described Instrument: Teachers create a survey to give to students. Pre-tests occur within the first month of the school year and post-test occur in the final month of the school year. The same assessment is used for pre- and post-tests and can be matched for each individual student. In setting our targets and reporting results for ED5 we count students in classrooms who meet our bar for learning gains in either reading or math. Schools will track the number of students who graduate from high school who were taught by an AmeriCorps member.

Performance Measure Review Activity – Economic Opportunity

Background Information about Program:

The Reduce Poverty Through Education Initiative AmeriCorps Program engages 40 AmeriCorps members in anti-poverty programming, including dedicating 8 members to Financial Literacy workshops. The goal of the program is to help low-income residents and families of Springfield improve their financial situation by providing financial education workshops, which will provide them with the resourced and knowledge to make informed financial decisions.

Performance Measure Title: Economic Opportunity

Focus Area: Economic Opportunity	Objective: Financial Literacy	No. of MSY's: 4.0	No. of Members: 8
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Problem Statement:

Poverty continues to plague many Springfield neighborhoods and families. A majority of economically disadvantaged individuals do not know about resources available to them, such as financial education and asset building seminars as well as free tax preparation.

Selected Interventions:

Trainings

Describe Interventions:

IRS certified, AmeriCorps members will be placed at four community sites throughout Springfield. Members will present six, four hour financial education and asset building seminars. Each seminar will include information on the following: Managing Credit, Understanding Roles Financial Institutions, How to Create a Realistic Savings Plan, Exploring Tax Credits and Associated Eligibility.

Output:

O1: Number of economically disadvantaged individuals receiving financial literacy services.

Target: 800 Economically Disadvantaged Individuals

Measured By: Attendance Log

Described Instrument: A sign in sheet will be created for participants to print their contact information: name, home address, and phone number.

Outcome:

O9: Number of economically disadvantaged individuals with improved financial knowledge.

Target: 690 Economically Disadvantaged Individuals

Measured By: Pre-Post Test

Described Instrument: There will be a pre and post test to determine increased financial knowledge.

Performance Measures Review Activity - Economic Opportunity Answer Key

1. Read example.

2. Discuss: What CNCS resources and tools could you use to evaluate these performance measures?

- Performance Measure Template – *are all of the components present and in the correct place?*
- 2017 National Performance Measure Instructions (includes Performance Measure Example, Review Notes, FAQs, Checklist in Appendix B) – *is everything included? Does the measure meet all requirements?*
- Sample clarification items based on the Checklist – *How can I describe what needs to be improved by the applicant?*

3. Discuss: How would you approach working with this applicant on their performance measures?

- The performance measures are on the right track, so the applicant does not need to start from scratch. Still, the performance measures need to be improved in order to meet requirements. I could:
 - Use standard clarification item document as a starting point for drafting clarification items. This may require more than one round of clarification to get it right.
 - If necessary, complete pre-award revisions or add a special condition to fix performance measures, likely prior to member enrollment

4. Practice: Use the CNCS resources and tools you have selected to review the performance measure and determine what needs to be improved.

What aspect(s) of this performance measure need improvement? Why?

After completing the Performance Measure instruction Checklist (Appendix B), I know:

- The applicant does not provide an explanation of the program participants meet the definition of economically disadvantaged as required in the NPM instructions. This should be provided in the Problem Statement.
- The instrument in O1 does not detail how the program will ensure that individuals are not double counted (this includes ensure the program doesn't count multiple individuals within the same family.)
- O9 does not detail how many sessions an individual will need to complete to be counted in this measure. Does a participant need to attend one or multiple sessions?
- O9 does not provide a definition of financial knowledge.
- O9 does not clearly describe the level of increase/improvement in knowledge needed to be counted in this measure.
- O9 is missing a description of the learning objectives and how the instrument will measure in increase in knowledge within the learning objectives.
- O9 does not detail how the applicant will match pre and post-tests.

What would you clarify or fix pre-award? If time allows, draft your clarification items.

Using the sample clarification items based on the Checklist, I write:

- In the Described Instrument section of the measure of Output O1, please describe how the individuals counted under this measure meet the definition of "economically disadvantaged" as specified in the National Performance Measure Instructions for this particular measure.
- The instrument used to measure Output O1 does not include a mechanism to ensure non-duplication of participants. In the Described Instruments section of the measure, please describe how the program will ensure that individuals are not double-counted under this measure.
- In Outcome O9, the applicant does not specify the level of program completion required of a participant to be counted under this measure. Please provide the required participant completion dosage in order to be counted under this measure.
- In Outcome O9, the applicant does not state the amount of increase / improvement needed in knowledge attainment to be count under this measure. Please clearly describe the amount of increase needed to be counted under this measure.
- For Outcome O9, please describe how the applicant will match pre and post surveys.
- Potential area for clarification: Since the applicant does not provide the name of the survey they are using this may indicate this is an applicant design survey. It is highly recommended that reviewers seek clarification regarding the validity and reliability of the survey. In situations where an applicant has designed their own survey, you would want to see in their response that the applicant has pilot tested the survey, or intends to, before implementation.

As a result of the clarification, see changes made to the performance measure in [track-changes](#) mode below.

5. Discuss: If this application is awarded, what Training and Technical Assistance strategies could you use to help the grantee strengthen or use their performance measures?

- If this is a new grantee, I will require that they complete the Knowledge Network courses on Performance Measurement and High Quality Data. We can discuss these courses and any grantee questions during check-in calls.
- I will request to review the pre- post-survey to ensure it is a true pre-post and measures a change in knowledge (not attitude, behavior, or condition)
- I will request to see screenshots or examples of the program's weekly report forms to see if they capture the correct information to track participation and completion.
- When the program enrolls members / at the beginning of the program year, I will ask for updates on the pre-test during a check-in call.
- When I conduct a site visit with this grantee, we will do a data quality test of their reported performance measures to ensure program documentation can back up the numbers they report

Performance Measure Review Activity – Economic Opportunity

Background Information about Program:

The Reduce Poverty Through Education Initiative AmeriCorps Program engages 40 AmeriCorps members in anti-poverty programming, including dedicating 8 members to Financial Literacy workshops. The goal of the program is to help low-income residents and families of Springfield improve their financial situation by providing financial education workshops, which will provide them with the resourced and knowledge to make informed financial decisions.

Performance Measure Title: Economic Opportunity

Focus Area: Economic Opportunity	Objective: Financial Literacy	No. of MSY's: 4.0	No. of Members: 8
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Problem Statement:

Poverty continues to plague many Springfield neighborhoods and families. A majority of economically disadvantaged individuals do not know about resources available to them, such as financial education and asset building seminars as well as free tax preparation.

Selected Interventions:

Trainings

Describe Interventions:

IRS certified, AmeriCorps members will be placed at four community sites throughout Springfield. Members will present six, four hour financial education and asset building seminars. Each seminar will include information on the following: Managing Credit, Understanding Roles Financial Institutions, How to Create a Realistic Savings Plan, Exploring Tax Credits and Associated Eligibility.

Output:

O1: Number of economically disadvantaged individuals receiving financial literacy services.

Target: 800 Economically Disadvantaged Individuals

Measured By: Attendance Log

Described Instrument: A sign in sheet will be created for participants to print their contact information: name, home address, and phone number. Per county level data, 80% percent of Springfield residents are currently receiving TANF and SNAP and/or living in Section 8 housing. When participants enroll in the financial literacy workshops they will be required to provide documentation showing their receipt of or eligibility to receive TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance. This will be recorded and kept confidential. At this time each participant will receive a unique identified code to use on their pre-post tests. Sign in sheet data will reviewed to ensure individuals are only counted once and to ensure only one individual per household is counted.

Outcome:

O9: Number of economically disadvantaged individuals with improved financial knowledge.

Target: 690 Economically Disadvantaged Individuals

Measured By: Pre-Post Test

Described Instrument: There will be a pre and post test to determine increased financial knowledge. Only those individuals who attend at least one financial literacy workshop and complete both the pre and post-test will be counted under this measure. For those who attend the workshops more than once, they will be counted only once and their test scores from the first workshop attended will be counted. The financial literacy survey will consist of 20 questions which cover each of the topics presented in the workshop. Participants must answer 4 additional questions correctly to be counted as having improved financial knowledge. Participants will use their unique participant ID on the pre and post-tests as a means to ensuring matching of the tests.