

PROGRAM NAME: _____

2018-19 Performance Measures Checklist

Use this checklist to assess the strength of your performance measures and identify any elements that may need strengthening. Utilize the 2018 National Performance Measure Instructions and usage rules and other than question 1, do not use any other portion of the application. The checklist is divided into three sections –performance measures in general, then the output and outcome. If you have more than one aligned set of measures, use additional sheets.

		Does Not Meet	Needs Improvement	Meets	N/A
General					
1	Performance measures are consistent with application narrative, logic model and theory of change.	0	1	2	N/A
Selection Rules and PM Instructions					
2	At least 1 aligned performance measure (1 output and 1 outcome) for the primary intervention	0	1	2	N/A
3	At least 1 aligned performance measure that reflects the community impact of the program (not just member-focused impacts)	0	1	2	N/A
4	Unless the applicant is a continuation, no retired measures (e.g., measures marked deleted or not appearing in the Performance Measures Instructions) have been selected.	0	1	2	N/A
5	If using National Performance Measures, follows selection/alignment rules specified in the Performance Measurement Instructions (e.g. ED20 & ED21 --> ED23)	0	1	2	N/A
6	If using National Performance Measures, addresses any required definitions, e.g. definition of economically disadvantaged. (Compliance with definitions must be clearly explained in the performance measure text boxes.)	0	1	2	N/A
7	If using National Performance Measures, follows data collection requirements specified in the Performance Measurement Instructions. (Compliance with data collection requirements must be clearly explained in the performance measure text boxes.)	0	1	2	N/A
8	National Performance Measures count beneficiaries, not AmeriCorps members, unless the measure specifies that national service participants are to be counted.	0	1	2	N/A
9	The population counted in each National Performance Measure is the population specified in the Performance Measure Instructions.	0	1	2	N/A
Resource Allocation (Number of Members and MSY's)					
10	MSY allocations and number of members for performance measures are reasonable. (If it is clear that not all interventions are being measured, then 100% of MSYs should not be allocated to performance measures. CNCS expects an accurate estimate of MSYs that will lead to performance measure outputs and outcomes and does not require applicants to measure 100% of program activity or to allocate a certain percentage of activity to National Performance Measures.)	0	1	2	N/A
Problem Statement, Intervention and Dosage					
11	Briefly describes problem that aligns with intervention, outputs and outcomes	0	1	2	N/A
12	Intervention(s) appropriate based on the problem statement.	0	1	2	N/A
13	Intervention(s) selected contribute directly to the outputs and outcomes	0	1	2	N/A
14	Intervention(s) are not repeated in multiple aligned performance measures	0	1	2	N/A
15	All three elements of intervention dosage are clearly described - frequency (how often), intensity (for how long), and duration (over what period).	0	1	2	N/A
16	Dosage appears sufficient to achieve outcomes	0	1	2	N/A
Alignment					
17	Within each performance measurement, the output and outcome are aligned correctly.	0	1	2	N/A
Target					
18	Unit of measure is consistent for all outputs or outcomes in the PM unless otherwise specified in the instructions	0	1	2	N/A
19	Outcome targets are smaller than output targets with some exceptions (capacity building). NOTE: In some cases it may be appropriate for the outcome target to be equal to the output target.)	0	1	2	N/A

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20	Output and outcome targets are reasonably proportional. <i>Note: What constitutes reasonably proportional may depend on what is being counted, how and when.</i>	0	1	2	N/A
21	Target values appear ambitious but realistic. It is clear how targets were set.	0	1	2	N/A
Miscellaneous					
22	Describes how data collection will be conducted uniformly across all host sites (if applicable)	0	1	2	N/A
23	If an organization has multiple AC programs, applicant has described how duplication of data and attribution across programs will be avoided	0	1	2	N/A
24	Haven't opted into National Performance Measures but have the potential to do so. (In this case, clarify why you have not opted into National Performance Measures and, if applicable or select appropriate National Performance Measures.)	0	1	2	N/A
25	Have not created applicant-determined measures that duplicate National Performance Measures, including extraneous member development or volunteer generation measures. (Note: this often occurs when applicants have not selected the correct objective. Applicants must review the selection rules and choose the correct objectives or the corresponding performance measures will not be available for selection. Applicant determined measures are recognizable by the labels OUTPT or OUTCM, followed by numbers. Any applications containing these labels are NOT National Performance Measures, even if the applicant has labeled them with the number of a national measure.)	0	1	2	N/A
26	Spelling and grammar are correct.	0	1	2	N/A
NUMBER OF ANSWERS BY RATING					

Use this checklist to assess the strength of your output performance measure and identify any elements that may need strengthening. Utilize the 2018 National Performance Measure Instructions and usage rules of the application.

Output Assessment					
Output Alignment & Quality		Does Not Meet	Needs Improvement	Meets	N/A
1	Output clearly identifies what is counted	0	1	2	N/A
2	Each output counts only one thing (except certain National Performance Measures)	0	1	2	N/A
3	Output does not measure change	0	1	2	N/A
Output Target (Unit of Measurement and Number)					
4	Unit of measure to be counted meets the CNCS definitions specified in National Performance Measurement Instructions	0	1	2	N/A
5	Unit of measure is not AmeriCorps members except for National Performance measures that count national service participants	0	1	2	N/A
6	Target is a number, not a percent or member service hours (unless using G3-3.7/3.8)	0	1	2	N/A
7	Target values appear ambitious but realistic.	0	1	2	N/A
Output Data Collection/Instrument					
8	It is clear that beneficiaries (or other output units of measure) are not double counted.	0	1	2	N/A
9	If the performance measure instructions specify the instrument to be used, the applicant is using that instrument	0	1	2	N/A
10	Data collection methods are appropriate for the output (e.g., tracks counts but not change)	0	1	2	N/A
11	Name of instrument provided	0	1	2	N/A
12	Description of data collection instrument is clear and includes details about what data will be collected	0	1	2	N/A
13	Data collection instrument(s) likely to yield high-quality data	0	1	2	N/A

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14	Describes minimum dosage necessary to be counted as enrolled or participating	0	1	2	N/A
15	Output instruments are sufficient to count all beneficiaries served.	0	1	2	N/A
16	Specifically describes how duplication of data will be avoided	0	1	2	N/A
17	Data will be collected within one year grant period	0	1	2	N/A
NUMBER OF OUTPUT ANSWERS BY RATING					

Outcome Assessment					
1	Outcomes measure meaningful/significant changes and are aligned with the applicant's theory of change.	0	1	2	N/A
Outcome Alignment & Quality					
2	Outcome clearly identifies what is counted	0	1	2	N/A
3	Each outcome counts only one thing (except certain National Performance Measures)	0	1	2	N/A
4	Outcome clearly identifies a change in knowledge, attitude, behavior or condition. (NOTE: Counts that do not measure a change are outputs and must be labeled as such. Completion of a program is considered an output, not an outcome.)	0	1	2	N/A
Outcome Target (Unit of Measurement and Number)					
5	Unit of measure meets the CNCS definitions specified in National Performance Measurement Instructions (not AmeriCorps members except in measures that count national service participants)	0	1	2	N/A
6	Outcomes count individual gains, not average gains for the population served.	0	1	2	N/A
7	Those counted in outcomes are only those who participated in the output	0	1	2	N/A
8	Outcome targets are smaller than output targets, with some exceptions (i.e. capacity building National Performance measures). Note: In some cases it may be appropriate for output and outcome target to be equal.	0	1	2	N/A
9	Target is a number, not a percent	0	1	2	N/A
10	Target values appear ambitious but realistic.	0	1	2	N/A
Outcome Data Collection/Instrument					
11	If the performance measure instructions specify the type of instrument to be used, the applicant is using that instrument (e.g., pre/post test)	0	1	2	N/A
12	The instrument measures the change specified in the outcome. (e.g., if outcome is change in knowledge, proposed instrument measures a change in knowledge, not a change in attitude.)	0	1	2	N/A
13	Name of instrument provided	0	1	2	N/A
14	Description of data collection instrument is clear and includes details about what data will be collected	0	1	2	N/A
15	Data collection instrument(s) likely to yield high-quality data	0	1	2	N/A
16	Clearly specifies the level of improvement necessary to be counted as "improved" and it is clear why this level of improvement is significant for the beneficiary population served.	0	1	2	N/A
17	Outcome instruments will be administered to all beneficiaries receiving the intervention. (Note, competitive grantees may propose a sampling plan for CNCS approval if this is not the case. Formula grantees are not permitted to sample.)	0	1	2	N/A
18	Outcomes can be measured during a single grant year	0	1	2	N/A
Pre/Post Test (If Applicable)					
19	If using a pre/post test to measure knowledge gains from training activities, it is clear how the pre/post test is connected to the learning objectives of the training	0	1	2	N/A
20	Timeline for administering the pre/post test is clear	0	1	2	N/A
21	If a pre/post test is required by the performance measure instructions, the instrument is described as a pre/post test	0	1	2	N/A
22	Successfully match pre-test data with post-test data at the individual level. The same instrument must be used for the pre-test and the post-test.	0	1	2	N/A
NUMBER OF OUTCOME ANSWERS BY RATING					

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RATINGS SUMMARY

		0	1	2	N/A
General – Total Number of Answers by Rating					
Output - Total Number of Answers by Rating					
Outcome- Total Number of Answers by Rating					
TOTAL NUMBER OF ANSWERS BY RATING					
To Calculate Your Total Score: <ol style="list-style-type: none"> 1. Multiply number of ratings by 0, 1 or 2 to determine subtotals 2. Add up the subtotals to determine the total 	<p>Multiply # 0 ratings: _____ x 0 = _____</p> <p>Multiply # 1 ratings: _____ x 1 = _____</p> <p>Multiply # 2 ratings: _____ x 2 = _____</p> <p>Multiply # N/A ratings: _____ x 0 = _____</p> <p>TOTAL: _____</p>				

SUMMARY OF REVISIONS NEEDED/NOTES:

To Do - Revision Needed	Due Date	Who



Instrument Mapping and Formatting Checklist

Use the following checklist to review your data collection tools to be sure they include all needed components. Identify ways you can upgrade your tool(s) to collect high quality data.

1. Instrument Title:

- ☐ Use clear and concise words.
- ☐ State the program name.
- ☐ Indicate the type of service provided (e.g., tutoring, mentoring).
- ☐ Reflect the instrument method and content (e.g., survey, checklist).
- ☐ Make sure the instrument type is identical to the one listed in the Performance Measurement section of the grant application.

2. Introductory Statement:

- ☐ Include information about the instrument's purpose.
- ☐ Include information about how the data will be used.
- ☐ Include information about the level of confidentiality that will be arranged (e.g., who will see their responses, how responses will be reported). Always provide the "confidentiality" you promise.

3. Demographics:

- ☐ Include questions that ask respondents for relevant information about themselves and their background (e.g., student's name, grade, age).
- ☐ If necessary, include questions that ask about the person administering the instrument (e.g., teacher's name, observer's name).
- ☐ If appropriate, identify the length of respondent participation in the program.

4. Directions:

- ☐ Include general directions on how to complete the instrument, itself (e.g., when, where, and how to return the instrument).
- ☐ Include specific directions on how to complete each section of the instrument.
- ☐ Make sure specific directions appear before each appropriate section.

5. Questions:

- ☐ Use language that respondents understand (e.g., “pedagogical” vs. “way to teach”).
- ☐ Avoid “double-barreled” questions (e.g., “Has your student’s classroom behavior and homework habits improved?”).
- ☐ Allow enough space for participants to write when using open-ended questions.
- ☐ Avoid biased and value laden words or phrases.
- ☐ Know the purpose of each question; which are directly asking for needed information.
- ☐ Keep question and answer options on the same page.
- ☐ Allow space for comments, concerns, or suggestions.

6. Format:

- ☐ Use icons or graphics as clarifiers (e.g., *Please place a check ☒ in the appropriate box.*).
- ☐ Use a clearly legible font (e.g., Arial, Times New Roman, Courier) and appropriate font size (at least 10 pt).
- ☐ Lay out text and graphics using an entire page. Separate sections of the survey with spacing and bold headings.
- ☐ Allow enough space between the questions.
- ☐ Develop an instrument that it is pleasing to the eye (e.g., not “busy”).
- ☐ Indicate the date of test administration.
- ☐ Identify whether it is a pre, post, or ongoing survey.
- ☐ Note the name of the program/organization that **developed** the instrument at the bottom of the page.
- ☐ Include a computer file location path of where to find a copy of the instrument in the
- ☐ Include the date of each new version in the header/footer.

7. Pilot Testing:

- ☐ Clearly label a draft instrument “*DRAFT*”.
- ☐ Be mindful that advanced permission to conduct the pilot test may be necessary.
- ☐ Arrange for the pilot test participants and conditions to be as close to the actual administration conditions as possible (e.g., time of day, location, methods, respondents).

DRAFT

1 → **SCHOOL READINESS SURVEY**

Bay Area Tutors, San Francisco

This is a: ☐ pre-test ☐ post-test ← **6**

2 → **Dear Tutor:**

This instrument will help measure school readiness and listening skills for students participating in the Bay Area Tutors Reading program. All data will remain confidential and results will be reported anonymously.

Please indicate above if this is a pre- or post-test. The pre-test should be conducted within the first month of the program. The post-test should be conducted after the students have participated in the program for at least seven months.

Your Name: _____ Date: _____

3 → School: _____ Students Name: _____ **6**

School Readiness ← **6**

Directions: Please check ☒ all items that you observe for each student.

1. Before tutoring session begins:

- ☐ Student is prepared for tutoring session (e.g., read assigned material, completed homework).
- ☐ Student has materials (e.g., pencils, paper).
- ☐ Student arrives on time.

2. During tutoring session:

- ☐ Student follows ground rules.
- ☐ Student participates in tutoring session activities (e.g., participates in discussions/ answers questions, completes seatwork, works cooperatively with other students).
- ☐ Student asks for assistance when needed.

Listening Skills

Directions: Based on your observations, please check ☒ the items that best describes your perception of this student.

- ☐ Student pays attention to whoever is speaking.
- ☐ Student does not interrupt someone speaking.
- ☐ Student actively listens and tries to answer questions.
- ☐ Student is able to reiterate clearly what the speaker said.
- ☐ Student demonstrates the ability of recognizing the main idea of discussions.

If there are any comments you would like to add, please do so at the back of this page.

Thank you. Please return the completed form to the Program Manager

Performance Measure: Garden-Enhanced Nutrition Education

Focus Area:	Healthy Futures	Objective:	Obesity and Food	No of MSY's:	6.75	No of Members:	9
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Problem Statement:

The poor dietary habits and limited access to healthy food of many US children and families has lead to increases in childhood overweight and obesity rates and declining health statuses, even of the youngest generation. Today, 1 child in 3 is overweight or obese (CDC, 2011), with children and teens in Hawaii suffering rates of overweight and obesity at 27% (Kids Count, 2012), facing a future of diminished educational attainment (Classen, 2009), lost economic productivity (RWJF, 2012) and shortened life expectancy (CDC, 2013) that threaten to reinforce the same disparities our nation is striving to overcome: a child born into poverty is twice as likely to be obese as her affluent peers (Singh et al, 2010), and nearly half of all children of color are now expected to develop diet-related diabetes during their lifetimes (CDC, 2011). When last studied, less than 5% of kids eat the recommended daily amount of fruits and vegetables (Journal of Nutrition, 2010). These poor health and dietary patterns are linked to a lack of knowledge of, engagement with, and access to healthy food. Combined with the even higher levels of disparities commonly seen in low-income schools, and the fact that many students receive more than half of their daily calories from school food programs (Let's Move, 2010), schools provide a crucial intervention point to teach students about healthy eating and to provide such nutritious food in their cafeterias. Schools have a critical role in improving dietary behaviors of children, through implementing "practices that support healthy eating" and "by providing opportunities for students to learn about and practice these behaviors" (CDC, 2014).

Selected Interventions:

Nutrition Education

Describe Interventions:

AmeriCorps members will serve at least 7,200 children and youth, who will participate in garden- enhanced nutrition education throughout the school year in the form of in- classroom food and nutrition education, garden- based learning, after- school cooking and garden clubs, school- wide assemblies, farm field trips, and cafeteria taste tests and healthy food promotion. These nutrition education activities are designed to be a part of the broader 3 Pillars structure of the FoodCorps program (knowledge, engagement, and access - see the program narrative), offering a complimentary set of activities intended to shift the broader school food environment. FoodCorps nutrition education activities are supplemental beyond what would be otherwise provided by a teacher or a school district; service plans are developed to ensure that programming complements, not duplicates or replaces, existing school activities, and are reviewed by the service site. Of that total number of children and youth served, we expect that at least 720 children and youth will participate in at least 10 hours of hands- on, garden- enhanced food and nutrition education. (Historically, about 10- 20% of students reached overall participate in extended, ongoing education.) This group of students is a subset of the intervention described above; these students receive extended nutrition education in the form of a series of classes lasting for at least 10 hours, a number identified in the research as within the range of time needed to make lasting behavior change. AmeriCorps members will conduct this education with groups of students ranging from 10- 30 participants (typically a classroom or an after- school program), through a series of ongoing classes (typically between 30- 60 minutes long) that recur for at least 10 hours over the course of the school year

H6 Output:

H6: Number of youth receiving nutrition education.

Target: 1200 Children and Youth

Measured By: Activity Log

Described Instrument: Through FoodCorps required, weekly online Reporting & Reflection Logs, AmeriCorps members record the total number of students participating in garden- enhanced nutrition education activities. Through service member training and and log instructions, we ensure that no student is counted twice. The Target Number below refers to this total number of youth receiving garden-

DRAFT

Performance Measure: Garden-Enhanced Nutrition Education

Problem Statement:

Selected Interventions:

Described Instrument: enhanced nutrition education. In these same weekly Logs, AmeriCorps members record time spent with the subset of classrooms who will receive at least 10 hours of garden- enhanced nutrition education throughout the year, with a target of 1200 children and youth. Class sizes typically range from 10-30 students and vary by site and school; we anticipate that each service member will teach approximately 3-8 series of ongoing classes lasting at least 10 hours. Given the range of class sizes, the target number of 720 students may reflect anywhere from 30-80 classrooms.

OUTCM35089 Outcome:

Number of students with improved attitudes toward fruit and vegetable consumption

Target: 480 Children and Youth

Measured By: Other

Described Instrument: We will measure youth attitudes toward produce consumption using a Vegetable Preference Survey, a pre/post survey where students rate how much they like specific vegetables. Through a series of 16 questions, the survey measures students' preference toward and exposure to individual vegetables. Researchers consider food preference as the strongest predictor of fruit and vegetable consumption in children, amongst other influencing factors. A preference score will be calculated based on how much a student likes each vegetable on the list. Students will be considered to have increased preference if the value assigned to each rating moves from a lower number value before the program to a higher number value after the program. Due to the time- and cost- prohibitive nature of administering surveys to all students served, we will assess program outcomes using one sample class (2nd grade or above) per service member, selected through a stratified random sampling in order to avoid selection bias. These sample classes are selected from the population of students who participate in class series lasting 10+ hours. Service members submit a list of classes meeting the criteria, and from that list, a sample class is randomly selected, resulting in an overall sample population stratified by site and member. This approach was recommended by and developed alongside a CNCS evaluation consultant and our AmeriCorps Direct program officer in 2012. Each member will administer the survey to their sample class on a pre/post basis, using a script and standardized instructions. From those results, we will be able to calculate the change in each student preferences. We are then able to extrapolate the number of students who experienced individual improvement across all FoodCorps participants receiving a similar level of nutrition education. We expect that 40% of students will report improved vegetable preference.

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2018-19 AmeriCorps Performance Measures Data Collection Plan

The purpose of AmeriCorps performance measurement is to gather information on your key program intervention(s) for learning, continuous improvement, accountability, and to tell the story of your program success and impact.

Intervention:	
OUTPUT	OUTCOME
ALIGNED PERFORMANCE MEASURES IN APPROVED GRANT	
PM Output: _____ <input type="checkbox"/> National <input type="checkbox"/> Applicant Determined Measure	PM Outcome: _____ <input type="checkbox"/> National <input type="checkbox"/> Applicant Determined Measure Type of Change Being Measured: <input type="checkbox"/> Knowledge <input type="checkbox"/> Attitude <input type="checkbox"/> Behavior <input type="checkbox"/> Condition
What is your output target (number served) :	What is your outcome target (number experiencing desired change) :
What is your unit of measure?	What is your unit of measure?
APPLICABLE RULES, TERMS, DEFINITIONS, CONFIDENTIALITY, ETC. TO FOLLOW	
Are there any CNCS or Organization rules, term definitions, requirements for this output to which you need to adhere? <input type="checkbox"/> Yes <input type="checkbox"/> No	Are there any CNCS or Organization rules, term definitions, requirements for this outcome to which you need to adhere? <input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If yes, please include those requirements in the appropriate space below, including notes about what systems or processes you have in place to ensure they are adhered to: (instrument, timing of instruments i.e. pre and post tests, how to collect and calculate/measure data, key terms, etc).</i>	
Output Instrument Requirements – are there requirements for WHAT instrument you must use? Specific Requirements: Processes and Systems to ensure you adhere to the requirements:	Outcome Instrument Requirements – are there requirements for WHAT instrument you must use? Specific Requirements: Processes and Systems to ensure you adhere to the requirements:
Output Instrument Requirements – are there any requirements for WHEN to administer the instruments? Specific Requirements: Processes and Systems to ensure you adhere to the requirements:	Outcome Instrument Requirements – are there any requirements for WHEN to administer the instruments? Specific Requirements: Processes and Systems to ensure you adhere to the requirements:

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Intervention:	
OUTPUT	OUTCOME
<p>Output Data Collection – are there any requirements about HOW YOU COUNT the individuals or things you collect data on?</p> <p>Specific Requirements:</p> <p>Processes and Systems to ensure you adhere to the requirements:</p>	<p>Outcome Data Collection – are there any requirements as to HOW YOU COUNT the individuals or things you collect data on?</p> <p>Specific Requirements:</p> <p>Processes and Systems to ensure you adhere to the requirements:</p>
<p>Key Terms – are there any TERMS to which you need to adhere?</p> <p>Specific Requirements:</p> <p>Processes and Systems to ensure you adhere to the requirements:</p>	<p>Key Terms – are there any TERMS to which you need to adhere?</p> <p>Specific Requirements:</p> <p>Processes and Systems to ensure you adhere to the requirements:</p>
DATA COLLECTION STRATEGY	
<p>Type of output data collection method (logs, sign in sheets, etc.):</p>	<p>Type of outcome data collection method (survey, interview, observation, focus group, reviewing existing records or documents, etc.):</p>
<p>Name of tool to be used to collect output data:</p>	<p>Name of tool to be used to collect outcome data:</p>
<p>What specific information does the tool collect that will help you count how many unique people were served or how much service was performed? (e.g., name, grade, first time attending session, miles of trail, etc.)</p>	<p>What specific information does the tool collect?</p>
<p>When and how often will you collect the data?</p> <p><input type="checkbox"/> Pre and Post Pre Date: Post Date:</p> <p><input type="checkbox"/> Time Series (collected a number of times during a program period)</p> <p style="padding-left: 40px;">Dates:</p> <p><input type="checkbox"/> One Time Only Date:</p> <p><input type="checkbox"/> Post-only Date:</p> <p><input type="checkbox"/> Other (please provide details):</p>	<p>When and how often will you collect the data?</p> <p><input type="checkbox"/> Pre and Post Pre Date: Post Date:</p> <p><input type="checkbox"/> Time Series (collected a number of times during a program period)</p> <p style="padding-left: 40px;">Dates:</p> <p><input type="checkbox"/> One Time Only Date:</p> <p><input type="checkbox"/> Post-only Date:</p> <p><input type="checkbox"/> Other (please provide details):):</p>
<p>Data Source – from whom are you specifically collecting data?</p>	<p>Data Source – from whom are you specifically collecting data?</p>

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Intervention:	
OUTPUT	OUTCOME
Who will collect the output data (data collectors)?	Who will collect the outcome data (data collectors)?
What kind of help might you need from others beyond the data collectors?	What kind of help might you need from others beyond the data collectors?
How and when will data collectors be trained ?	How and when will data collectors be trained ?
How will you monitor the data collection process?	How will you monitor the data collection process?
How will you help others (e.g., site supervisors, members, etc.) understand why you are collecting this information and its importance to program success and quality?	In what ways do you help others (e.g., site supervisors, members, etc.) to understand why you are collecting this information and its importance to program success and quality?
Who do you need to inform about the data collection process and how will you do that?	Who do you need to inform about the data collection process and how will you do that?
How will you make sure data are consistently collected each time – that there are no biases in your data collection?	How will you make sure data are consistently collected each time – that there are no biases in your data collection?
If applicable, how will you ensure high response rates?	If applicable, how will you ensure high response rates?
DATA INPUT, ANALYSIS, STORAGE	
How is data logged/recorded?	How is data logged/recorded?
What steps, if any, are taken after the data is logged/recorded prior to analysis?	What steps, if any, are taken after the data is logged/recorded prior to analysis?
How is data checked for discrepancies or errors?	How is data checked for discrepancies or errors?
How is data checked for duplication?	How is data checked for duplication?

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2018-19 AmeriCorps Performance Measures Data Collection Plan

Intervention:	
OUTPUT	OUTCOME
How is the output data analyzed ?	How is outcome data analyzed ? Quantitative Data (numerical information - analysis involves statistical techniques): Qualitative Data (words and narratives – content analysis involves highlighting key words, extracting themes, and elaborating on concepts):
Where do you store your data? Is it secure?	
What mechanisms do you have to back-up/save your data?	
FEEDBACK AND LEARNING LOOP	
Who will or might be interested in your results?	
What are your plans for sharing the data collected?	
How will you share the data with others (e.g., reports, newsletters, annual report, emails, etc.)?	
What will you do to learn from the data to improve, strengthen, or ensure continuation?	
FINAL NOTES	
Other Comments/Notes:	
Challenges Anticipated – Do you foresee any potential problems?	



HOW TO ADMINISTER YOUR VEGETABLE PREFERENCE SURVEYS INSTRUCTIONS

The following instructions are steps that FoodCorps service members must follow in order to properly administer the Vegetable Preference Surveys. It is important to read this document so that you understand how to give the survey in the best way, how to make the results easy to enter, and how to follow the guidelines set out for us by AmeriCorps. **Each service member is required to give this survey to one sample group of students during the service term.**

WHAT IS THIS SURVEY?

This survey is called the Vegetable Preference Survey. It is a common survey used to understand students' responses to cooking, gardening, and nutrition education. The information collected using this survey will be used to evaluate the impact that participating in **at least 10 hours** of food- and garden-based education has on students' preferences towards vegetables and whether they have tried new vegetables. FoodCorps chooses to use this survey tool because preference is considered to be the strongest indicator of consumption in children. While no single indicator predicts actual food intake precisely, food preferences appear to be one of the strongest predictors. The survey does not include fruit items because they are typically more highly rated to begin with, making it harder to discern change.

We require service members to give this survey to classes with consistent attendance that receive at least 10 hours of programming because reports by the National Center for Education Statistics report that 50 hours of nutrition education is ideal to bring about full-scale behavior change. As a minimum, many programs (including the California Department of Education) suggest a ten-hour threshold, given what existing practice and research tells us about how much education is needed in order build positive knowledge and attitudes that last. AmeriCorps requires that FoodCorps service members complete this survey as a part of our required performance measures. (More information about how to identify your survey group is on the next page.)

This survey asks about sixteen vegetables. At the bottom of page 2 on the survey, your service site can choose two additional vegetables to write in, depending on what other items you grow or use often at your site!

WHAT IS INCLUDED IN MY SURVEY PACKET?

There are many, very important things to notice about your surveys. Please look through them for each of these pieces before you give the surveys.

- **Scannable forms:** All of the surveys are scannable forms that can be read directly by a computer and entered into the database. This feature also makes it very important that students do not write or draw pictures in the margins.
- **Service member section at the bottom:** There is a section at the bottom of the first page that is for you (the service member) to fill out. Please write clearly and be sure to indicate whether each survey was the **pre** or the **post** survey.
- **Cover sheets:** You will have one cover sheet where you will include information about both the pre survey and the post survey. Make sure to answer all of the questions. Include this cover sheet when you return your surveys to FoodCorps.

WHAT SHOULD I DO BEFORE GIVING THE SURVEYS?

- A. **Selecting a survey group, randomly:** Each service member will give the survey to one of their student groups (2nd grade or above) that they plan to teach for at least a 10-hour class series. Once you have lined up your classes for the fall or early winter, you will consult your fellow and they will use a random selection process to assign one of these groups as the survey group. Here is how you identify groups that are a good fit:
- You will meet with this class for a **total of 10 hours or more** over the service term.
 - Good candidates are classes such as: classes that have asked you to come in every week or every other week, classes that you plan to meet with throughout the school year, and/or classes where your lessons are 40 minutes or longer so that the time adds up more quickly, or a regular after-school program where the students are the same each time.
 - The students are in **2nd grade or above**.
 - **Attendance is stable**, so that it is the same group of students for all classes in the series (except for absences).
 - We encourage you to identify groups that have at least 15 students.

As soon as your class schedule is forming (ideally in the fall or early winter)—and while you are crafting your Service Plan—service members and service site supervisors should email their state fellow a list of all classes that fit the criteria above (10+ hours, 2nd grade and above, and a stable

group of participants). Your fellow will randomly select which group will take the survey. This random selection is required by AmeriCorps.

Important! Do not give the survey to any students before completing this step.

B. Evaluation agreement letter: This is the permission letter that service members need to introduce to schools or partner organizations before conducting the sample group surveys. If you are conducting the sample group at a school, the school principal or district administrator needs to sign the letter. If you are conducting the sample group at a non-school site, the director of that program should be the person to sign the letter. This letter only needs to be used at the school or organization where the service member's one assigned sample group class is taking place. It does not need to be signed by all schools or organizations participating in FoodCorps programming.

- **Sample of the survey:** An example of the survey is useful to share along with the letter. It is included as part of the evaluation agreement letter in your survey packet.

Important! If the person signing the letter has any questions, they are welcome to get in touch with FoodCorps by emailing reporting@foodcorps.org.

- **Once signed, please keep the letter in a safe place, to be returned to FoodCorps along with your completed survey sets.**

C. Additional vegetables: There are two blank rows at the end of the survey on page 2. Decide if you would like to add two more vegetables that aren't on the existing list, based on items that the class is growing, tasting, or learning about. Write those items in the blank spaces (or include a sticker, etc.). You will need to use the same two vegetables for both the pre and post surveys.

HOW DO I GIVE THE SURVEYS TO A CLASS?

Please discuss the survey with the students' teacher before administering it. Feel free to show the tool to the teacher. The students' teacher knows the students best and may have some suggestions or recommendations for how to best give the survey to their students, particularly for children who are not yet able to read or who have special needs. No student should feel isolated or left out as a result of how this survey is given in their class, and the teacher may have great suggestions for making sure that does not happen!

When do I give the surveys?

1. **The pre survey** should be administered to students **before** your first interaction with the students (i.e., before any educational activities/sessions have occurred). You can do this at the beginning of your first scheduled lesson, or before your first scheduled lesson as a quick drop-in. This survey is

considered the “pre survey,” and the information will be used as baseline data. ***Note: If the first education activity/session has already happened, please administer the survey as soon as possible (in other words, at the very next session). However, we understand that you may need to get to know the class first or have a trial lesson!***

2. **The post survey** needs to be given to students **at the end of your class series with them (totaling at least 10 hours)**. Whether you spend the minimum of 10 hours with your students or whether you spend much more time together with them, give the survey during your last session (or as close to it as possible). Make sure that you are tracking this class in America Learns as an ongoing class. You can review your ongoing classes dashboard in America Learns to see how much time you have spent with the class throughout the year.

How do I give the surveys?

The most important aspects of giving this survey are to make sure that students understand the questions, that they are answering them for themselves, that you are not leading them toward any particular answers, and that they follow your directions for filling out the surveys. At the end of this document, you will find a script for introducing the survey and walking students through it as a group. (See **Classroom Script** below.)

For younger groups, you will read the questions and answers out loud to the class. It helps if one or multiple volunteers are available to walk around the room and help. The teacher or a teaching assistant may also be available for this purpose. For older groups, you can introduce the survey, walk them through the first question, and then allow students to complete the rest on their own. As students hand in their surveys, try to briefly scan the survey to make sure they answered every question on both sides of the page. Make sure that you filled out the bottom portion of page 1 for each survey. Collect the completed surveys in an envelope and keep them in a safe location until you have completed the post surveys as well and are ready to mail them back to FoodCorps.

When you're ready to give the survey, take three things with you:

1. A set of survey copies, **where you have already filled out the information at the bottom of page 1 as well as up to two additional vegetables on page 2.**
2. Pencils, blue or black pens for all students.
3. The **Classroom Script** (below), to read aloud and walk students through the survey as a group.

When you're in the classroom and ready to give the survey, you can do things in this order:

1. Greet the kids, etc., just like you always would!
2. Pass out the **pencils or black/blue pens** and the survey. Tell them NOT to write anything on the paper until you tell them it is okay. Tell them not to draw anything else on the paper.
3. Read the **Classroom Script** (below) and walk the students through the survey together.
4. Thank them, and collect the surveys and the pencils/pens.

HOW DO I SEND IN MY COMPLETED SURVEYS?

Keep all surveys in a safe location until you've completely finished working with your sample group class and have given them both the pre and post surveys. Make sure you have filled out the cover sheet fully. Keep each of the sets (pre and post) in separate piles using paperclips or binder clips.

Mail your surveys by May 31, unless you have made special arrangements approved by FoodCorps to submit them for a summer class.

1. **Keep each group's materials separate and in order.** Use a paperclip to group each pre and post survey set together.
2. **Use the cover sheet, and put it on the top of the survey stack.** For each set of sample group materials, you got a cover sheet in your packet. If you had any special situations that we talked about via phone or email, please include that on a post-it note attached to the cover sheet.
3. **Send back all unused surveys.** If you were mailed surveys that you didn't use, please clip them together and mail back with your completed surveys.
4. **Send back the signed Evaluation Agreement,** signed by the school principal or administrator (or appropriate other person).
5. **Send them via snail mail to FoodCorps' Portland office.** You should mail them and pay for the postage through your service site postage or out of pocket. Please only send them via United States Postal Service (USPS) regular mail services. Do not send them at more expensive priority rates or faster speeds. If you need reimbursement for out of pocket USPS expenses, FoodCorps will cover that cost if you submit a reimbursement request through the Concur system within 60 days or before the end of the service term Concur deadline, whichever comes first.

Mail to:
FoodCorps
RE: Surveys
1140 SE 7th Ave, Suite 110
Portland, OR 97214

QUESTIONS?

If you have any questions or issues in administering or collecting the surveys, please contact your FoodCorps fellow.

CLASSROOM SCRIPT FOR THE VEGETABLE PREFERENCE SURVEY

*Read the following script to students to walk them through the survey, starting after the stars below. Do not read phrases in parenthesis out loud. Make sure all students are using **pencil, blue or black pen, which you will want to bring with you just to be sure that there are enough in the room.***

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For younger students (2nd – 5th grade)

This is a survey so that you can tell us how you feel about vegetables. I want to know your honest opinions.

First, fill in your first name on the line. Now, go to the next line. Write the first letter of your last name. (Make sure they do not write their full last names on the survey.)

Next, let's fill in the grade you're in. What grade should we fill in? (Repeat the correct grade.)

Great! Next, keep your eyes on me and I will tell you the directions. We are going to read each question very carefully together, and then you will choose one answer and fill in the circle for that answer all the way. You will write your answers on your own, so make sure to tell us what you think, not anybody else.

Remember, I want to know your honest opinion. There are no right or wrong answers, and your teacher will not see it. Tell us what you really think! If you put your honest answers, it will help us to understand more about our [garden program / FoodCorps classes / cooking classes / food and nutrition classes] so that we can make it better for students in the future. (Choose the most appropriate phrase.)

(Walk students through the survey together, one question at a time.)

Let's all do the first question together. The first one is about how much you like lettuce. Pick one answer. You can say, "I like it," "It's okay," "I don't like it." If you have not tried lettuce, pick the circle with the question mark. Make sure you choose only one answer. Pick the one that is closest to how you feel about lettuce. Color in the bubble all the way. (Pause.)

Do you have any questions?

(If not) Now let's go to the carrots.

[...]

Read #2 aloud and walk them through the answer choices. Repeat until the end of the survey. Make sure to walk students through both pages, front and back. As students finish, please review for missing or inaccurate markings items, for making dark enough circles, and for including names on surveys (they should not have last names, just initials). Students should finish in less than 10 minutes. Once students have completed all forms, collect them as well as any pencils or pens you brought. Have students place their completed forms into a manila envelope.

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For older students (6th grade and above)

This is a survey so that you can tell us how you feel about vegetables. I want to know your honest opinions.

First, fill in your first name and then your last initial only. Next, fill in the grade you're in. (Repeat the correct grade. Make sure they do not write their full last names on the survey.)

Great! Don't start quite yet. Wait while I tell you the directions. Read each question very carefully. Then you will choose one answer and fill in the circle for that answer all the way. You will write your answers on your own, so make sure to tell us what you think, not anybody else.

Remember, I want to know your honest opinion—tell us how you feel! There are no right or wrong answers. You are not getting graded on this survey. If you put your honest answers, it will help us to understand more about our [garden program / FoodCorps classes / cooking classes / food and nutrition classes] so that we can make it better for students in the future. (Choose the most appropriate phrase.)

Let's all do the first question together. The first question is about your rating of lettuce. You can choose "I like it," "It's okay," "I don't like it." If you have not tried lettuce, pick the "I've never tried it" circle with the question mark. Make sure you choose only one answer. Pick the one that is closest to how you feel about lettuce. Color in the bubble all the way.

Do you have any questions?

(If not) Make sure you finish both pages. You may continue filling in the rest of the survey on your own. Please raise your hand when you are finished. (Students can now complete the form independently.)

(As students finish, please review for missing or inaccurate items and to ensure that students answer both pages and include their first name and last initial. Students should finish in less than 5-10 minutes. Once students have completed all surveys, collect them as well as the black or blue pens. Have students place their completed surveys into a manila envelope.)