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## CONSIDERATIONS, DEFINITIONS AND TIPS

### Application Narrative and Performance Measures

#### A. RATIONALE AND APPROACH/PROGRAM DESIGN

##### Considerations. Look for the following in the application:

- ✓ The theory of change, that is, the program's hypothesis for how an intervention can address or solve the stated problem or need should be clearly articulated.
- ✓ Two types of evidence: The program should provide evidence supporting the community need and evidence supporting the proposed intervention (see definitions)

*An evidence based need refers to the data/research the program uses to demonstrate the existence of the community need/problem that the project will address. The need should be clearly backed up with data from a reliable source to establish the compelling nature of the need. A reliable source is one that is research-based, current, contains community-level statistics, and comes from a credible source. Watch for sources that are based solely on anecdotes, a small amount of data, or that may be biased.*

*The evidence based intervention refers to the data/research that demonstrates the proposed intervention is likely to solve the identified problem. The applicant should describe how the evidence supports the program design and implementation of the proposed intervention.*

- ✓ The need and outcomes should be closely related (aligned). If the need isn't clear, it is difficult to know what to expect for outcomes. (If this is the case, work from intervention description to determine the relationship between the need and outcomes.)

*Example: If the need is that students are reading below grade level then the outcome might be that student will read at/above grade level or show improved reading proficiency.*

- ✓ Describes the way AmeriCorps members are a highly effective means to solving the identified community need. What is the unique value added by AmeriCorps?
- ✓ A set of aligned performance measures (one output, one outcome) is described.
- ✓ Adequate resources for the proposed intervention. Is there enough staff? Are there enough members (and member hours), and do they have the necessary skill set? Are community partners committed to the intervention?
- ✓ The methods and instrument need to be appropriate – the program can manage them – and rigorous – minimizing threats to validity and reliability.
- ✓ Description of how the data will be aggregated and analyzed: This might include reference to a plan and timeline, how they plan to go about coding data or what software or web-based system is being set up.

##### Common Issues and Errors

- Insufficient supporting evidence of need
- Insufficient evidence to support the theory of change
- Includes irrelevant filler; studies or statistics unrelated to the need or intervention
- Need does not clearly relate to proposed intervention
- Insufficient resources to support the intervention
- Proposed methods/instrument not identified or developed and no attention to data analysis

## B. INTERVENTION (STRATEGY)

### Considerations. *Look for the following in the application:*

- ✓ Clear description of the intervention, that is the service or strategy that will be provided to the community to produce change. Interventions address the community need and aim to achieve the anticipated results: the output and outcome. The intervention should be described in terms of who is doing what with whom, where, how often (frequency) and over what period of time (intensity).
- ✓ Stating that members will “assist”, “supervise”, “tutor,” “mentor”, or “clean up” does not provide enough descriptive information. For instance, for a tutoring program, look for how the tutoring will be conducted (one-on-one; small groups?), where will the tutoring take place, etc.
- ✓ The intervention is in line with the mission. Stakeholders have been consulted to ensure that the program is measuring the most important outcome.
- ✓ Aligned need and intervention. That is, the intervention is likely to address the identified need.
- ✓ Evidenced-based intervention. Depending on context and program maturation, applicants should present findings from their past program performance measures, their program evaluation, research or evaluation of similar programs with similar outcomes. Ideally, more than one evidence source will be employed.
- ✓ The intervention identified for performance measures should be a significant focus of the program.
- ✓ A clear intervention description sets the stage for both what should be measured for performance and what target number is realistic.

*Example: If the Intervention is tutoring students in how to read, then you know you will be counting how many students get tutored and what difference the tutoring made.*

- ✓ Description of the selection process and characteristics of the targeted beneficiaries, that the program provides evidence that the service is appropriate for the target population. The intervention section needs to state how often and for how long beneficiaries will receive service (frequency, intensity - days per week, hours per day). (*This is not the same as member service hours/days.*)
- ✓ Consider what member resources are needed to do the Intervention well, in particular, the number of people engaged in a service intervention influences what is realistic in terms of outputs, outcomes and targets.

*Example: 5 members probably can't effectively mentor 100 students. If the intervention is more intensive, such as 5 members tutoring students daily for 30-60 minutes, then targets for outputs will be relatively low and potentially you can expect greater change than if it was a less intensive tutoring model.*

### Common Errors and Issues:

- A small or minor focus strategy is selected as the primary focus (e.g., because it is easier to measure).
- What members/volunteers are actually doing is unclear.
- Level of effort is unclear.
  - Number of members, time spent, over what period
- Who is being served is unclear.

**C. OUTPUTS:**

**Considerations. Look for the following in the application:**

Result Statement

- ✓ Realistic outputs. **Outputs** are counts of the amount of service produced or completed by members or volunteers. Units are typically "people served" (CNCS preference) or things completed. They do not provide information on the benefits to or changes in the lives of members and/or beneficiaries.
- ✓ What is counted should represent the core work or clients of the program.

Indicator

- ✓ An output indicator is a specific item of information that describes what the program will track to determine that the output has occurred (e.g., number of economically disadvantaged children).

Target

- ✓ The output target (how many people will be served) should be appropriate to the number of members and hours of service. For example, 5 members cannot train 1,000 parents with any kind of quality.
- ✓ The anticipated output target value (number to be reached by the end of the year) should be both ambitious and manageable. Programs should explain how they came up with the target. They can determine targets in several ways: previous experience with intervention and population, research of similar programs with comparable resources are able to achieve or partner/expert advice.
- ✓ Unduplicated participant counts require programs to develop a structured system, e.g., includes a unique identifier for each participant. Programs that provide "services as needed" or "drop-in services" will be more challenged in making sure they do not double-count participants.

Instrument

- ✓ Typically a single output instrument is sufficient.
- ✓ The application does not require detailed information about the instrument, however look for evidence of rigor. For instance:
  - Method is appropriate for capturing the identified output
  - Instrument has been used successfully before.
  - Program takes precautions to ensure unduplicated counts.
  - Clear definition of participation (i.e., completion)

Data collection

- ✓ Although not a part of the application, look for information about a data collection plan which addresses:
  - When data will be collected, how often and by whom
  - Privacy/confidentiality issues

Output Statement

- ✓ The Output PM should include only the output and target; no other information should be added.

**Common Errors and Issues:**

- Output seems inappropriate to proposed intervention (e.g., not counting people served).
- Indicator is unclear or does not measure result.
- Indicator and target are not aligned.
- Target seems too low/high based on number of members and hours of service.
- Target seems too low/high based on past performance.
- Instrument seems inappropriate (e.g., using a survey or other outcome instrument to measure an output).
- PM Summary includes additional (new) information or is not result + target.

<b>D. OUTCOMES:</b>
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**Considerations. Look for the following in the application:**

- ✓ The **Outcome** specifies changes or benefits that have occurred in the lives of members and/or service recipients (beneficiaries) that are measurable during the grant period. Outcomes are reported on an annual basis with applicants setting annual targets.
- ✓ The outcome should represent a meaningful change in the lives of beneficiaries and provide the program with useful information about the impact of the intervention. In other words, the outcome should identify an important change.
- ✓ The outcome should clearly define who and what will change.
- ✓ The outcome and output should be aligned. The outcome should follow logically from the output and focus on the same beneficiaries as those being measured for the output.
- ✓ It is likely that the outcome will occur because of this activity. That is, the intensity of the intervention seems sufficient to achieve a meaningful outcome.
- ✓ The outcome and target need to be rigorous and realistic. Watch for targets that seem too high or too low. Programs that claim high numbers as a target (100% of beneficiaries will achieve the result) most likely are unrealistic, or may indicate a less than ambitious outcome.

*Example: Five members mentor at-risk youth and state that their desired outcome target is 100% of the youth will eliminate all of their high risk behaviors (drugs, alcohol, and truancy). This would most not likely be realistic.*

Result Statement

- ✓ Outcomes specify changes that will occur in the lives of the beneficiaries within a program year.

Indicator

- ✓ An indicator is a specific item of information that will demonstrate progress toward achieving the outcome.
- ✓ The indicator clarifies or defines what will change and how will it change in measurable terms.

Target

- ✓ The outcome target value (whole number or percent) is ambitious but still realistic given the resources, service activity, and type of population being served and what can be accomplished in the timeframe (usually one year).
- ✓ The target should clearly describe how many will change (e.g. 75 of the children (out of 125) will pass the test) or what will be changed and how much change will occur (e.g. 75 of the children will pass the test by 30 points or more).

Instrument

- ✓ The instrument has been clearly identified and is able to measure the outcome.
- ✓ Typically a single outcome instrument is sufficient.
- ✓ The data source describes where the information is coming from; the person completing the instrument or collecting the information needed to measure the outcome. Programs should determine in advance that the data source can provide the necessary information directly, consistently, in the format needed, and in a timely manner (i.e., in time for progress reports).

The application does not require detailed information about the instrument. However when considering the application, look for evidence of rigor. Look for evidence that the instrument can produce reliable and valid data.<sup>1</sup>

- The instrument has been successfully used before or pilot tested with people similar to those who will be completing the instrument.
- The questions/test are able to accurately assess the contribution of the intervention. Does the instrument produce unbiased data?
- The instrument has clear instructions and consistent instrument administration.
- The instrument is appropriate for the population (literacy level, language, culture).

#### Data collection

- ✓ Although not a distinct section within the eGrants application format, look for an indication of a detailed data collection plan which should address:
  - Consultation with partner agencies to ensure that the program can get the data during the timeframe
  - Collaboration with partner agencies to train data collectors (as needed) and in getting data
  - Pilot testing or trial run of data collection process; a plan in place and data collectors identified
  - Attention to privacy/confidentiality

If information about data collection is missing, this could be a good focus for questions during the clarification process.

#### Outcome Statement

- ✓ The outcome PM should include only the outcome and target; no other information should be added.

#### **Common Errors and Issues:**

- Outcome measures different beneficiary from output (e.g., students vs. teachers).
- Outcome sounds like an output – doesn't reflect change.
- Indicator does not seem to get at result identified.
- Indicator is unclear.
- Indicator and target don't align.
- Target seems too low/high based on number of members and service hours.
- Target seems too low/high based on past performance.
- Instrument is vague (e.g., "database" or "tracking system").
- Instrument seems inappropriate (e.g., using an output instrument to measure an outcome).
- PM Summary includes additional (new) information.
- PM Summary is not result + target.

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<sup>1</sup> Reliability refers to the extent to which an instrument can give consistent results. Validity refers to the appropriateness of the instrument in measuring the result. An instrument is valid to the extent that it measures what it is intended to measure and not something else.

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**Reviewing Performance Measures:  
Train the Trainer**

Key PM concepts and quality issues  
for reviewing applications

September 16, 2011

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**Learning Objectives**

- Review key performance measurement (PM) concepts and quality issues for application review and beyond (theory of change, alignment, rigor)
- Sharpen your skills as a reviewer by working with tools to assess PM quality and identify items for clarification
- Consider areas for improvement in your organization's PM review process (TOT)

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**Agenda**

1. Intro and Warm-up
2. Three Types of Alignment
3. Practice (Pt 1): Review narrative for PM info
4. Assessing Quality and Rigor
5. Practice (Pt 2): Review sample PMs
6. CNCS Expectations for Data Aggregation and Quality (Carla Ganiel)
7. Wrap-up

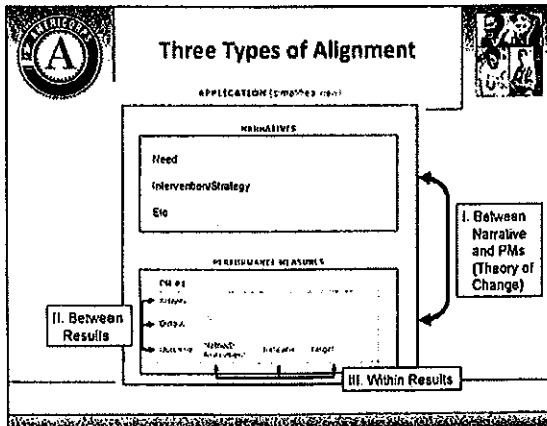
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**Warm-up Questions**

- In your organization...
  - Who reviews PMs?
  - What resources do they use?
- For you...
  - What's biggest challenge in conducting PM review?
  - What's best tip in training others around PM review?

**Common Challenges:**


- Theory of change: need, intervention, outcome aligned and evidence based?
- High quality outputs and outcomes?
- Appropriate, strong indicators/targets?
- Appropriate, manageable instruments and methods?
- Rigorous, double data collect processes?



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**Example for Reviewing the Three Types of Alignment**


- Output: Number of students that completed participation in CNCS-supported K-12 education programs (ED2)
- Outcome: Number of students that improved their school attendance over the course of the CNCS-supported programs involvement with the student (ED6)



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**Alignment (I) – Between Narrative and PMs**


- **Need:** Documented high rates of chronic absence from school (that can lead to other problems...)
- **Intervention/Strategy (ToC):** Program provides individual and group mentoring to students with documented attendance problems. Mentoring focuses on promoting re-engagement with school.
- **Output:** Students participate in mentoring
- **Outcome:** Students improve school attendance



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**Alignment (II) – Between Results**


- **Output:** Students with documented high rates of chronic absence from school participate in mentoring.
- **Outcome:** Students improve school attendance



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**Alignment (III) – Within Results**


- **Result (outcome):** Students improve school attendance
- **Indicator:** Number of students with improved school attendance at end of school year
- **Target:** 300 of 400 (75%) participating students
- **Instrument/Method:** Log of Student Attendance and Absences (compared to baseline data from school)



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**Practice, Part 1: Review Sample Application Narrative for PM-related Information**


1. **On your own**, read application narrative Use *PM Assessment Checklist and Considerations, Definitions and Tips* to identify issues and concerns for clarification. What do you think the program's PMs are?
2. **In small groups**, discuss *PM Checklist* responses. Identify issues and areas where you agree and differ. Can you come to consensus on ratings and questions?



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**Assessing Quality and Rigor: Look for evidence that:**

- Beneficiaries are selected according to need-based criteria (e.g. instructions for national PMs)
- Intervention is supported by evidence. Consider if evidence is preliminary, moderate or strong.
- Transparent reporting; clear how results are obtained




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**Are Instruments Rigorous? Look for:**

- Clear identification of instruments (type and number to be administered)
- Instruments fit strategy/context
- Instruments have been validated


*Nilsa Ernst.  
Are the inst approp?*



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Are Indicators and Targets Rigorous? Look for:

- Clearly tied to instruments
- Fit logically with type of intervention (Theory of Change)
- Specific (how many, how much)




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Are Data Collection Methods Rigorous?  
Look for:

- Feasibility
- Prior successful use (or pilot tested)
- Data sources and respondents clearly identified
- Training of data collectors
- Prevention of output duplication


*how will data collectors be trained?  
will the data collectors be competent?*



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Practice, Part 2: Review Sample PMs


1. On your own, read PMs in application and use checklist and definitions to see what's there and what's missing. Identify clarification questions.
2. In small groups, discuss your PM checklist responses and questions; areas where you agree and differ. Step back and consider application review process and your organization's practices



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**CNCS Expectations for Data Aggregation and Quality**


Carla Ganiel  
Program Officer  
AmeriCorps State and National



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**Learning Objectives**

- Understand the Corporation's expectations for reviewing data from subgrantees/sites
- Identify common pitfalls




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**Expectations**

Commissions and national grantees assess:

- Data collection methods and instruments
- Integrity of data reported from subgrantees and sites
- Documentation for data collection and reporting




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### Application Review

- Do outcomes capture the change you want to accomplish?
- Will proposed methods/instruments capture these outcomes?
- Are methods rigorous but realistic?




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### Startup/Training

- Is the site/sub on track to develop instruments and collect data in time to meet reporting deadlines?
- What additional training or support is necessary?

*we need to look @ what instruments the programs have identified to use to collect data*




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### Progress Reports

- Do the numbers reported make sense?
- Is there fidelity between the proposed and actual methods and instruments?




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### Monitoring

- Did the grantee measure what they said they were going to?
- Is there documentation of this?

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### Common Pitfalls

Instruments

- Not tested ahead of time
- Don't measure what they are supposed to measure
- Biased



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### Common Pitfalls

Proposed methods are not realistic


- Too ambitious
- Can't get data
- Unable to obtain a representative sample

*★*

*instruments must be tested before they are used !!*




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### Common Pitfalls

Progress Reports

- Outputs/MSY do not make sense
- Outcomes exceed outputs
- Outcomes much higher or lower than targets
- Outcomes lower than previous reporting period




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### Common Pitfalls

Progress Reports

- Last year's actuals much higher or lower than this year's
- Reporting same numbers for two grants
- Corrective action plans not in place ✖




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### Common Pitfalls

Monitoring


- Source documentation does not provide evidence that the grantee followed the proposed plan for performance measurement
- Source documentation does not exist




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### Questions?



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WRAP UP

- Q & A
- Resources
- Next Steps
- Feedback

## THANK YOU!





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## **Performance Measurement Institute**

### **Best Practice Example Rationale and Approach--Abridged**

The Minnesota Reading Corps is an AmeriCorps literacy tutoring program designed to be a tool that communities and states can utilize to ensure that children become proficient readers by third grade.

## **COMPELLING COMMUNITY NEED**

### **Rationale**

From preschool through 3rd grade, children learn to read. From 3rd grade forward, students "read to learn." This time-sensitive window presents either an opportunity to build a foundation for a lifetime of education and economic success or puts a child at risk of the lifelong negative consequences associated with illiteracy. Evidence indicates that if children are not proficient readers by the end of 3rd grade, they begin to become "in-school drop outs" as early as 4th grade (Paige, 2005). As noted by MRC's evaluation director, "Once a child starts kindergarten, they have 595 days to learn to read by the end of 3rd grade -- the further behind they are when they start kindergarten, and the longer they stay behind, the greater the odds are that they won't accomplish this goal."

Further, literacy researchers Snow, Burns & Griffin (1998, National Academic Press) concluded that, "A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school." Consequently, reading failure is also linked to a host of negative social outcomes, including teen pregnancy, substance abuse, delinquency and criminal activity. (Talla, 2003). With research demonstrating that 95% of all children have the capacity to learn to read proficiently, and six years of impressive MRC results backing this finding, we are confident that reducing the likelihood of these outcomes is achievable.

### **Needs Assessment**

The MRC identified those children who would benefit most from working with its members by surveying literacy experts and leaders from Pre-K and elementary schools. A key finding was that while large numbers of children do not meet the Minnesota Comprehensive Assessment (MCA-II) standards for reading proficiency, their scores are not low enough to make them eligible for mandatory assistance from No Child Left Behind (NCLB) Title I tutors or special education/learning disabilities teachers.

Policy analysts and practitioners alike described these children as "falling between the cracks" and typically being assisted only through whatever extra support individual teachers manage to rally or directly provide. Unfortunately, research and testing data confirms that children who start out with substandard literacy skills are unlikely to achieve future reading competency without targeted intervention. "Even with excellent instruction in the early grades, some children fail to make satisfactory progress in reading. Getting back on track will require supplementary individual or small-group intensive instruction that is coordinated with classroom teacher instruction." (Snow, et al, 1998). MRC's study of the issue in Minnesota revealed that the provision of any 'extra help' rarely aligns with an individualized assessment of that child's literacy skills and is almost never accompanied by ongoing progress monitoring to demonstrate whether the interventions provided are working or should be altered.



The MRC has identified its program participants as those children that have the capacity to learn to read at grade level but who experience more prolonged, intense, and often permanent literacy struggles because the educational system is unequipped and almost always under resourced to be able to provide timely and effective data-driven intervention. This is where AC members are a powerfully effective means for meeting the early literacy needs of Minnesota's children. MRC members with intensive training in evidence-based interventions are coached by literacy experts to work one-on-one and/or in small groups to isolate children's specific skill challenges and to tailor their tutoring to effectively build the skills needed by each child to become a successful reader. Members are effective because their tutoring is aligned with Curriculum Based Measurement tools that provide ongoing data that tell teachers and literacy coaches whether or not the member interventions are making a difference. MRC was designed from the ground up to bring into educational settings the tools, resources, training, and experience needed to create a delivery system capable of administering evidence-based literacy interventions to address a statewide systemic gap that too often traps capable children who might otherwise experience success.

## **Documentation**

Analysis of the 2009 MCA-II results illustrates the magnitude of need throughout greater Minnesota (the 78 counties that comprise the six geographic regions outside the Twin Cities metro area). 20% - one in five - of the third graders failed to pass the state's reading proficiency exam. Extrapolating this third grade result across the "age 3 to grade 3" range of greater MN students, it is estimated that over 36,000 children within this part of the state are at high risk of failing to become proficient readers by the end of 3rd grade. This proposal aims to target schools and preschools throughout greater MN with the highest percentage of students who are unlikely to acquire proficient reading skills by the 3rd grade without individualized intervention.

In addition to using historical reading performance on the state's MCA-II exam as a criteria for site selection, the MRC will further prioritize those schools and communities with large and/or growing concentrations of children from low income households (as represented by the percentage of students qualifying for free or reduced lunch) and higher numbers of students of color and limited English proficiency. This rationale is grounded in state assessment data that indicates these two variables are the strongest predictors of low performance on the state reading assessment test, and reinforces the MRC's commitment to helping to close the achievement gap.

## **MEMBER ACTIVITIES**

The MRC program trains and supports AC members to serve as an extension of the literacy instructional team in Pre-K and K-3 classrooms.

All **Pre-K** literacy tutor members perform the following specific activities:

- Conduct Individual Growth and Development Indicators (IGDI) assessments on all children in their classroom 3x/yr (fall, winter, and spring) to identify their literacy skill needs and measure their progress during the year.
- Create literacy-rich environments by integrating additional reading, writing and talking activities into five in-classroom "centers" to make play more meaningful.
- Implement "5-Day Read Alouds" using dialogic reading techniques to expand the children's vocabulary, phonological awareness, and letter knowledge by reading the same book for 5 days.
- Provide tailored relationship-based interventions to small groups of children needing focused time on specific skills such as phonological awareness, vocabulary, alphabetic principles, conversation, and book/print concepts.
- Implement activities to make writing meaningful for young children.

\***K-3** Members serve within selected elementary schools tutoring K-3 children identified as at risk of not reading proficiently by 3rd grade. Each FT member tutors a total of 25-30, and PT members 15-20, children during the course of the school year. All K-3 literacy tutor members perform the following activities:

- Provide a minimum of 60 minutes weekly of individualized research-based literacy interventions to each child in their active caseload.

- Collect weekly progress monitoring data on children being tutored. Children "graduate" from the MRC program on a rolling basis when they demonstrate - through the weekly progress monitoring assessments - that they have acquired the literacy skills to "catch-up" with their grade-level peers. Once exited, they are still assessed for 3 consecutive weeks to ensure that they stay on track with grade-level expectations. If they fall below those levels, they are re-enrolled in active tutoring.

**\*Volunteer Coordinator (VC):** 6 FT members will be placed individually at MRC school sites within each of the 6 regions to build the capacity of multiple sites to manage volunteer tutors by: recruiting and supervising community volunteers; delivering volunteer orientation, training, and recognition; coordinating materials, activities and tutoring logs; and, creating weekly lesson plans to maximize volunteer contributions. VC members also recruit episodic volunteers to participate in events that promote awareness of literacy issues and support MRC sites.

## MEASURABLE OUTPUTS and OUTCOMES

MRC's outcomes include:

- 90% of the 2,500 Pre-K students served will demonstrate improvement in at least three of the five "building block" literacy skills from fall to spring, as measured by the IGDI assessments.
- 75% of the 5,500 K-3 students served will demonstrate more than an expected year's worth of growth in their literacy skills, as measured by the grade-specific AIMSweb fluency assessments conducted three times per year.
- 80% of the 700 3rd grade students who participate and graduate from the MRC program will demonstrate reading proficiency on Minnesota's MCA-II reading proficiency exam (3rd grade is the first year that students are tested by the state).

## DATA COLLECTION TOOLS

MRC uses the following tools to collect data on children's progress:

**\*Pre-K:** The Individual Growth and Development Indicators (IGDIs) literacy assessments measure literacy outcomes for children ages 3 to 5. Members administer IGDI assessments in the fall, winter, and spring to establish benchmarks and track progress for each student in their classroom. Members consult with Master Coaches (outside literacy experts contracted by the MRC) to analyze the data, make instructional decisions for children needing extra member support, and set classroom goals. Final IGDI scores measure improvement in critical literacy skills and compare each child's results to benchmarks correlated with 3rd grade reading success. The Early Language and Literacy Classroom Observation (ELLCO) (Smith, et al, 2002) tool is administered in the fall to inventory strengths and areas of need in the MRC members' classroom. Results provide a report about what is needed to design a more literacy-rich classroom. The ELLCO is administered again in the spring to measure member success in implementing improvements such as setting up stations to practice specific literacy skills, adding more books, or more visible literacy props.

**\*K-3:** Members perform benchmark assessments on each child 3x/yr. The general outcome measures contain elements of reading that precede reading connected text named Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Good, et al, 2002). In addition, connected text reading is measured by oral reading fluency (R-CBM) for the end of 1st, 2nd and 3rd grades (Fuchs & Deno, 1991). Members also use a weekly progress monitoring system with one-minute standardized measurements. Results are entered into AIMSweb to create performance charts used to fine-tune weekly tutoring interventions.

## SELF-ASSESSMENT and IMPROVEMENT

The MRC ensures a dynamic and effective system of assessment and continuous improvement. Master Coaches conduct monthly Literacy Coaching Sessions with Internal Coaches and members to discuss caseloads and conduct fidelity checks. Coaches directly observe members performing assessments and interventions, rate consistency with the prescribed approach, and provide immediate feedback on member performance.

MRC utilizes a web-based "Dashboard Reporting System" that provides a comprehensive monthly "dashboard" to give program managers and coaches real-time performance data at the, site, member and regional levels. This data includes the number of children being served, exited due to demonstrating proficiency, and referred to other services if needed, the amount of tutoring minutes delivered (on average and the percentage of students receiving a threshold number of minutes in that month), fidelity of intervention delivery, number of volunteers recruited and hours served (pulled from On-Corps), and member service hours completed.

Progress Reports are produced mid- and end-year to identify potential performance gaps and to guide continuous improvement.