Demonstrating Evidence

October 8th, 2020

Technical Assistance Webinar Series

- Funding Overview
  - Wednesday, September 23, 1-2 pm
- Application Forms & Selection Criteria
  - Wednesday, September 30, 1-2 pm
- Performance Measures
  - Wednesday, October 7, 1-2 pm
- **Demonstrating Evidence**
  - Thursday, October 8, 1-2 pm
- Budget Development
  - Wednesday, October 14, 1-2 pm

You can find this schedule on our website.

Session Objectives

Understanding of:

- AmeriCorps' approach to evidence
- Evidence Base selection criteria
- Tips for demonstrating evidence

Why is Evidence Important?

- Achieve a shared goal of offering communities effective solutions that address their needs
- Ensure that federal dollars are invested wisely
- Inform continuous improvement of programs
  - Change what isn't working
  - Do more of what is working

Why is evidence important to AmeriCorps? We can sum this up in just a few words: we want to fund what works. In slightly more words, it is important to us that the activities supported by AmeriCorps grants are effective in addressing community needs.

Evidence is that essential link between what you as the applicant are proposing to do and the outcomes you intend to achieve. When there is solid evidence supporting your program model, it gives us confidence that if we invest federal dollars and AmeriCorps member resources into your program, then those dollars and resources will be used wisely to make a real difference in your community.

We also believe that evidence should be a tool for your program to make continuous improvements and increase the effectiveness of what you do over time. Even in the most carefully designed program model there are inevitably going to be aspects that are more effective and aspects that are less effective. Evidence can help you distinguish between those things and do more of what works and less of what doesn't work.

Evidence in AmeriCorps Grant Applications

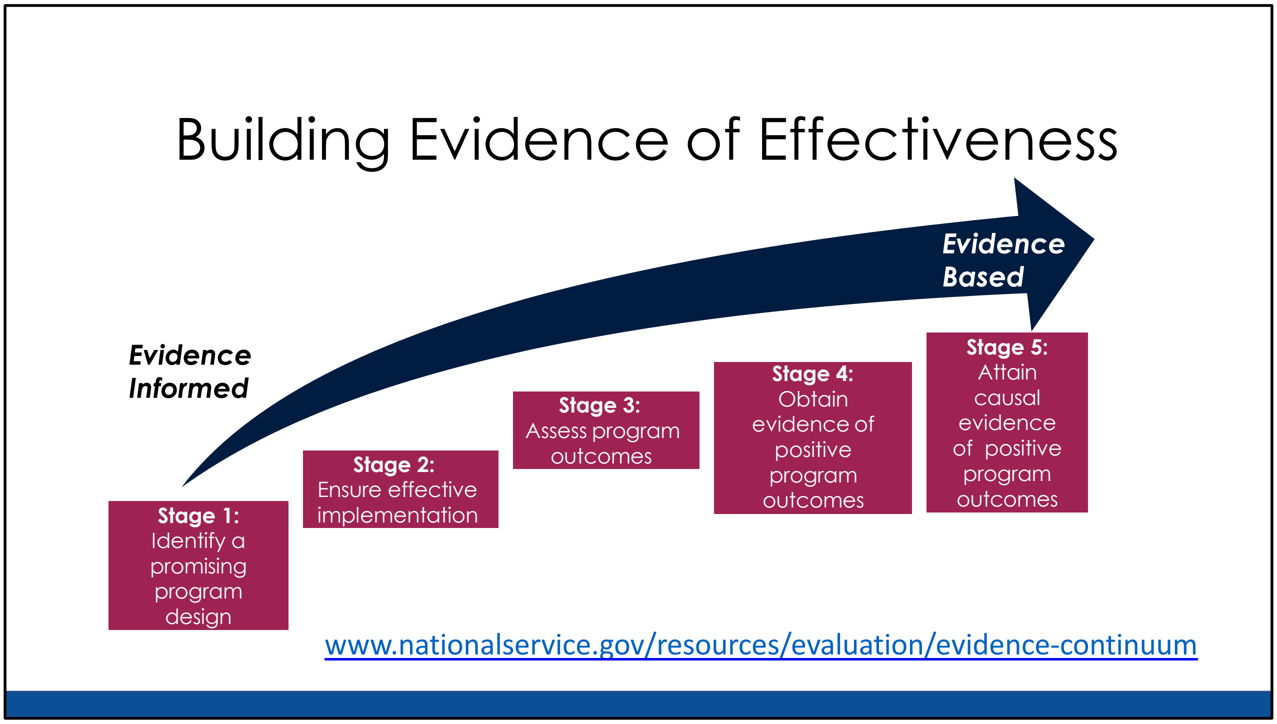
- Proposed service activities (interventions) must be supported by evidence
  - Threshold requirement for funding
- Evidence-informed:
  - Uses available knowledge, research, and evaluation to guide program design/implementation
  - Specific intervention described in application has not been rigorously evaluated
- Evidence-based:
  - Intervention described in application has been rigorously evaluated and demonstrated positive results

Because of the value and importance of evidence for AmeriCorps, it plays a significant role in the AmeriCorps grant application. All activities or interventions supported by AmeriCorps grants must be supported by evidence in some way. This is what we call a threshold issue—applicants that are not able to demonstrate a minimum level of evidence to support their program design will not be considered for funding.

This funding opportunity awards AmeriCorps grants to eligible community partnerships that will engage AmeriCorps members in evidence-informed or evidence-based interventions.

By evidence-informed we mean that the applicant is basing their program design on available knowledge, research, and evaluations from related projects. The exact proposed activities themselves might not have been evaluated yet, but evidence from similar activities has guided the design of the program.

In contrast, evidence-based means that the exact interventions proposed in the application has already been rigorously evaluated and that evaluation shows that the intervention is effective in achieving the outcomes the applicant wants to achieve.



Getting from evidence-informed to evidence-based is something that takes place in stages. The first stage is to identify a promising program design. This should be based on available knowledge, research, and evaluation from a related project.

The second stage is to make sure the program design is implemented effectively and consistently. A process evaluation would be a good tool to help you figure out whether or not this is being done well.

The third stage is to assess program outcomes. You should do this by building high quality data collection protocols supported by good instruments—surveys, tests, interview questions, etc.—that are able to measure outcomes in a valid and consistent way. You may recognize this as part of the performance measurement requirements for all AmeriCorps programs.

The fourth and fifth stages are to use evaluation to see if you are achieving what you set out to do in the program. You might start out in stage four with a non-experimental outcome evaluation to show if your program is as effective as you hoped. If you see positive results at this stage, then you can move on to a type of evaluation that can assess causality and show if your program activities are actually causing the outcomes you're seeing. This requires an impact evaluation using experimental or quasi-experimental design. Once an impact evaluation has shown meaningful and significant positive results from program outcomes, your program is in stage five and can be considered evidence-based.

That may sound like a long journey, and frankly it can be. It can take time to build evidence, and depending on where you are in your program lifecycle you might not be ready to conduct an impact evaluation to be considered evidence-based. It is also common for programs to intentionally loop back on this cycle as part of their continuous learning and improvement. There are values in all stages of this continuum, and programs are funded at all stages.

If you want to learn more about the evidence continuum and how it relates to program design and evaluation efforts, go to the link at the bottom of the slide.

Same Intervention

- Evidence-based applicants must provide evidence for the same intervention described in the application
- "Same intervention" means all of these areas must match:
  - Characteristics of beneficiary population
  - Characteristics of population delivering intervention
  - Dosage (frequency, duration) and design of intervention, including all key components
  - Setting in which intervention is delivered
  - Outcomes of intervention

For an applicant to be assessed as evidence-based the evidence presented by that applicant needs to be for the same intervention described in the application. This could mean that you are providing evidence from your own AmeriCorps program which by definition is the same intervention, or it could mean that you are using evidence from a different program that you are replication with fidelity at your own site. Either way, you need to be able to show in your application that the intervention described in the submitted evidence and in your application are the same, based on these five dimensions:

- Characteristics of the beneficiary population, that's the population that you are serving.
- Characteristics of the population delivering the intervention, that may be AmeriCorps members or volunteers.
- Dosage, by which we mean the frequency and duration of the program activities, and design of the intervention, including all of its key components.
- The setting in which the intervention is delivered.
- And the outcomes of the intervention.

This requirement helps us to make sure that the evidence you're presenting is applicable to what you are planning to do. If any of these characteristics are significantly different, then the outcomes of your proposed activity can't necessarily be expected to be the same as the outcomes shown in the evidence. You could make a reasonable hypothesis that the outcomes might be the same but the evidence itself doesn't provide conclusive proof of this, so your proposed project would be considered evidence-informed, not evidence-based.

Clarifying Program Design

- To assess the evidence supporting an application, core components of the intervention must be clearly described in both the application and the submitted evaluation report(s):
  - Characteristics of the beneficiary population
  - Characteristics of population delivering the intervention
  - Dosage (frequency, duration) and design of the intervention, including all key components and activities
  - Context in which the intervention is delivered
  - Outcomes of the intervention

In order for reviewers to assess whether all these dimensions of 'same intervention' match, you need to provide complete descriptions of intervention proposed and the intervention that was evaluated in the report you are submitting as evidence. You need to describe all five of these dimensions clearly in both the application and the evidence report provided. If one or more of these dimensions does not sufficiently match, the report will not count as evidence for the application.

FY 21 RFA: Evidence Base Criteria

- Evidence Tier (12 points)
  - Based on:
    - the relative strength of each applicant's evidence base
    - the likelihood that the proposed intervention will lead to outcomes identified in the logic model
- Evidence Quality (8 points)
  - Based on:
    - The quality of the applicant's evidence
    - The extent to which the evidence supports the proposed program design
  - Exact evidence quality criteria depend on evidence tier

When assessing the strength of the evidence supporting an application, reviewers look at two things: evidence tier and evidence quality.
Evidence tier refers to the strength or rigor of the evidence presented to support the application. This is roughly analogous to those different stages in the evidence continuum you saw before. The more rigorous the evidence, the higher it would land on that evidence continuum, the more points an application will receive for evidence tier.
Evidence rigor needs to be accompanied by evidence quality. There are several dimensions of quality that reviewers assess, and what exactly those dimensions are depends on the applicants assigned evidence tier.
For evidence-informed programs, quality refers to the relevance of the evidence and the extent to which it has guided the applicants program design.
For evidence-based programs, quality refers to how well the evaluation of the program was implemented.
For both types, evidence-informed and evidence-based programs, the meaningfulness of the positive results and the recency of the evidence provided are also considered in assessing evidence quality.

Evidence Tiers

- Pre-Preliminary
- Preliminary
- Moderate
- Strong

In the next several slides we will take a more detailed look at the evidence tiers: pre-preliminary, preliminary, moderate, and strong.

Evidence Tiers: Pre-preliminary

- Applicant has not submitted any outcome/impact evaluations of the intervention described in the application.
- Applicant must describe in the application narrative how program design is **evidence-informed**.
- Applicants may also cite prior performance measure data.

*__Threshold requirement__: applicants in this evidence tier must have adequate evidence quality in order to be considered for funding

The pre-preliminary evidence tier corresponds to evidence-informed program models. These are applicants that don't have direct evidence for the specific intervention described in their application, so they are not able to submit any outcome or impact evaluation reports. Instead, the applicant needs to describe how the intervention is guided by available knowledge, research, and evaluation from replated projects.
If there is previous performance measure data from the program, then this should also be described along with how that data has been used to guide the intervention.
If your application is informed by evidence but is not actually replicating the same intervention described in the evidence, do not submit any reports or studies as additional documents. Reports that are not of the same intervention described in the application will not be reviewed or receive any points.

There is a threshold requirement that all AmeriCorps programs must be either evidence-based or evidence-informed. Applicants assessed in the Pre-preliminary tier must provide adequate responses to the Evidence Quality review criteria in order to be considered for funding. This means that for those applicants that don't yet have an evaluation or evidence that supports their exact program model, it needs to be clear in the application narrative that the program design is indeed evidence-informed. If the applicant's description of the evidence that guided their program design is not of sufficient quality, then the applicant will not meet the threshold and will not be considered for funding.

Pre-Preliminary - Evidence Tier Example

Applicant's *Ready to Read* program provides small-group tutoring services to 5th-grade students for 30 minutes, twice a week. The program is adapted from Famous Tutoring Program's successful approach, which used the same curriculum to provide one-on-one tutoring sessions for 30 minutes every day. A 2017 randomized control trial found that students in the Famous Tutoring Program increased their scores on standardized tests by 40% more than the control group.

<u>Additional documents</u>: none

On this slide is a brief example of a hypothetical applicant that would be assessed as being in the pre-preliminary evidence tier.

[read slide]

Couple things to point out about this example:

1. The description says the program is adapted from Famous Tutoring Program's successful approach, not replicating their approach. You can see in the description that the type of tutoring Ready to Read is providing is different from the service provided by Famous Tutoring Program. There may be good reasons why the applicant has modified the intervention, but nonetheless the changes mean it is not the same intervention, so this is an evidence-informed program, not an evidence-based program.
2. Since this is not the same intervention the applicant did not submit the randomized control trial study that they mentioned in the example. Instead, they did the appropriate thing and described it in the application narrative.
3. The description makes it clear that the evidence from Famous Tutoring Program did inform the applicant's program design since they are choosing to use the same curriculum. It is also clear from the description that the evidence is relatively recent and had a meaningful positive effect on program participants.

Evidence Tiers: Preliminary

- Applicant has submitted **outcome evaluation** report(s) (can be internal or independent evaluations)
  - Comparison group may be present, but is not randomly assigned or statistically matched
- Reports evaluated the **same intervention** described in the application
- Reports show **positive results** on one or more key desired outcomes in the applicant's logic model

The preliminary evidence tier is for applicants who are progressing toward becoming evidence-based and have started evaluating the outcomes of their intervention. Applicants who are assessed as being in the preliminary evidence tier have submitted one or more non-experimental outcome evaluation reports to accompany their application. Non-experimental in this case means that if a comparison group was used it wasn't randomly assigned or statistically matched, so there isn't proof that the comparison group was equivalent to the treatment group before the intervention.

The submitted report needs to be of the same intervention described in the application, not just an intervention that is kind of similar. The report also has to show positive results for at least one outcome that is part of the applicant's logic model. A report that shows no effect or that shows positive effects for something unrelated to the applicant's program design doesn't actually provide any useful evidence to support the applicant's intervention.

Preliminary - Evidence Tier Example

Applicant's *Ready to Read* program provides small-group tutoring services to 5th-grade students for 30 minutes, twice a week. Based on pre-and post-assessments administered by the Ready to Read program in 2017, 350 students gained at least 1.5 grade levels in reading mastery. The effect sizes were significant and represent a positive result.

Additional Documents: The applicant submitted one internal evaluation report of the Ready to Read program describing the results of the pre-post assessment.

Here is an example of a hypothetical applicant that would be in the preliminary evidence tier.

[read slide]

Things to note on this example:

The applicant submitted an outcome evaluation report for the same intervention for their own program. The report does not have a mapped comparison or control group, so it's a non-experimental evaluation. But it does show positive results on the key outcomes of reading mastery, so this qualifies the applicant for the preliminary evidence tier.

A couple other things the applicant did well in this example:

- They not only submitted the evidence report as an attachment, but they also described the evidence in the application narrative. Describing the full body of evidence, including describing any submitted reports or studies, in the evidence base section of the application is explicitly required for all evidence tiers. This is important information to help reviewers fully assess the applicants' evidence.
- The report was relatively recent.
- The applicant shared information about effect size to demonstrate that the results shown in the evaluation report were meaningful.

One note of caution here is that it is not possible to tell just from the description how well the evaluation design was implemented or whether the effect size determination was methodologically correct. These dimensions of evidence quality would be assessed by looking at the text of the evaluation report that was submitted as an additional document.

Evidence Tiers: Moderate

- Applicant has submitted **impact evaluation** report(s) (must be independent evaluations)
  - Experimental (RCT) or quasi-experimental (QED) study designs
  - Ability to generalize the findings beyond the study context may be **limited** (e.g., single-site)
- Reports evaluated the **same intervention** described in the application
- Reports show **positive results** on one or more key desired outcomes in the applicant's logic model

The moderate evidence tier is the first of two evidence tiers that apply to evidence-based applicants. In order to qualify for the moderate evidence tier, applicants must submit at least one independent, external impact evaluation. An impact evaluation provides statistical evidence of how well a program achieved its desired outcomes compared to what would have happened in the absence of the program. In other words, this kind of evaluation is designed to show a causal relationship between activities and outcomes.

The two types of evaluation design that can show this causality are randomized controlled trials (RCTs for short) or quasi-experimental design (QED for short) evaluations. The difference between the moderate evidence tier and the strong evidence tier relates to how broadly applicable or generalizable the findings are. An applicant with moderate evidence might have conducted an RCT or QED evaluation on just a single site or with one specific population, so the findings may or may not be applicable in other locations or with other populations.

Just like in the preliminary evidence tier, it is essential that the submitted reports are of the same intervention described in the application.
It is also essential that the reports show positive results for one or more key outcomes in the applicant's logic model.
If either of these two things do not apply to a particular report, that report will not contribute to the applicants assigned evidence tier.

Moderate - Evidence Tier Example

The applicant's *Ready to Read* program uses the same curriculum, program design, and dosage as the Famous Tutoring Program and is serving similar students. Based on a 2017 quasi-experimental evaluation conducted by Famous Tutoring Program at one of their program sites, students gained on average 1.3 grade levels on the Famous Standardized Literacy Assessment, compared to just 0.8 grade levels for the comparison group. The study was conducted by an independent (external) evaluator. The results were significant ($p < 0.05$).

Additional Documents: The applicant submitted one independent evaluation report from the Famous Tutoring Program describing the results of the QED study.

Here is an example of a hypothetical applicant who would be assessed as being in the moderate evidence tier.

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Notice that the applicant did not submit an evaluation report for their own program—they submitted one for the Famous Tutoring Program. However, it is clear from the description that the applicant is replicating that program exactly the way it was designed and evaluated. The submitted evaluation report is thus considered to be for the same intervention and will be considered in determining the evidence tier. This is different from the adaptation we saw in the pre-preliminary example where key elements of the intervention had been changed.

The description here indicates that the report is a recent QED evaluation. In other words, it is an impact evaluation that shows a meaningful and statistically significant positive effect on literacy. However, it was from a single program site which means it may not be broadly generalizable to other sites. This is why the applicant would be assessed in the moderate evidence tier and not the strong evidence tier. As in the case of the preliminary evidence tier example, the quality of the evidence would be assessed by looking at the text of the submitted evaluation report.

Evidence Tiers: Strong

- Applicant has <u>submitted</u> **impact evaluation** report(s) (must be independent evaluations)
  - Experimental (RCT) or quasi-experimental (QED) study designs
  - Results are attributable to the intervention and can be **generalized beyond the study context** (e.g., multi-site evaluation or multiple evaluations from different sites/populations)
- Reports evaluated the **same intervention** described in the application
- Reports show **consistently positive results** on one or more key desired outcomes in the applicant’s logic model

Now we come to the strong evidence tier. This tier includes applicants that are evidence-based and whose evidence is broadly applicable in a variety of settings. In other words, the evidence is generalizable beyond the study context. Applicants reach this level of evidence by conducting independent QED or RCT evaluations that are multi-site or by conducting multiple independent impact evaluations at different sites or with different populations. The results need to be consistently positive and be of the same interventions described in the application.

Strong - Evidence Tier Example

Applicant's Ready to Read program provides tutoring services in 25 states across the country. The program hired an independent evaluator to conduct a randomized controlled trial in16 states, including both rural and urban sites as well as student populations with different ethnic/racial backgrounds. The evaluation found that students in the Ready to Read program outperformed students in the control group on 3 specific literacy skills addressed by the program. The results were statistically significant with Moderate effect sizes. Subgroup analysis showed positive impacts in both rural and urban settings and across multiple ethnic/racial groups.

Additional Documents: The applicant submitted one independent evaluation report from the Ready to Read program describing the results of the RCT study.

Here is a hypothetical applicant in the strong evidence tier.

[read slide]

You'll notice here that the applicant submitted only one report, but the report covers multiple sites with multiple population variations and positive impacts were seen in each of them. This is why the applicant is assessed as having strong evidence rather than moderate evidence.

Evidence quality again will be assessed based on the detail in the submitted evaluation report itself.

Notice that the report in this case is from the applicant's own project. Remember that this is not required—the applicant could also have submitted an evaluation report or study from a program model they are replicating with fidelity.

Submitting Evaluation Reports/Studies

- Who should submit reports or studies?
  - In order to be considered for Preliminary, Moderate or Strong evidence → Submit up to 2 reports/studies (or 3 if evaluation report required)
  - Any applicant required to submit an evaluation report to meet evaluation requirements → Submit evaluation report
- Required evaluation report can be submitted <u>in addition</u> to the 2 other studies (up to 3 total)
- Reports or studies submitted for evidence tier MUST be of the same intervention proposed in the application

Applicants must submit reports or studies with their applications in order to be considered for anything above the pre-preliminary evidence tier.

All applicants can submit up to two studies or evaluation reports. For applicants that are required to submit an evaluation report to meet their own evaluation requirements, the required evaluation report can be submitted in addition to the usual two.

And again, the reports or studies submitted must be of the same intervention proposed in the application.

These documents must be received by the application deadline following the submission instructions described in the Application Instructions.

Evidence Quality Criteria: Pre-Preliminary

- The applicant uses relevant evidence, including past performance measure data and/or cited research studies, to inform their proposed program design
- The described evidence is relatively recent, preferably from the last six years
- The evidence described by the applicant indicates a meaningful positive effect on program beneficiaries in at least one key outcome of interest

Based on content of Evidence Base narrative

In addition to evidence tier, reviewers also assess the evidence quality. The evidence quality criteria are going to differ based on the assessed evidence.

For applicants in the pre-preliminary evidence tier:

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These criteria are tailored to evidence-informed applicants that don't yet have evidence to support their specific intervention design. These applicants need to demonstrate in the application narrative that the program design is informed by recent relevant evidence that shows a meaningful positive effect on program beneficiaries.

Evidence Quality Criteria: Preliminary/Moderate/Strong

- The submitted reports are of satisfactory methodological quality and rigor for the type of evaluation conducted (e.g., adequate sample size and statistical power, internal and/or external validity, appropriate use of control or comparison groups, etc.)
- The submitted reports describe evaluations that were conducted relatively recently, preferably within the last six years
- The submitted reports show a meaningful and significant positive effect on program beneficiaries in at least one key outcome of interest

Based on submitted reports/studies

Here we see the evidence quality criteria for applicants in the higher evidence tiers: the preliminary, moderate, or strong evidence tiers.

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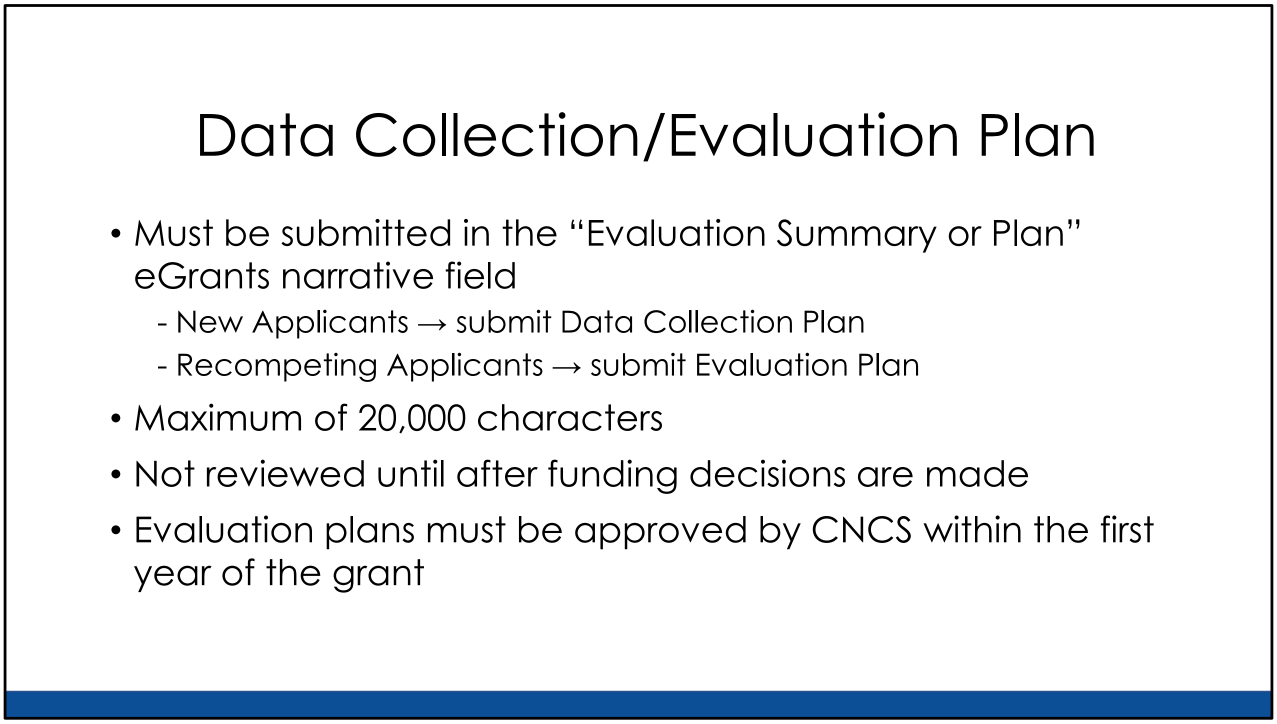
These criteria are tailored to evidence-based applicants who have evaluation reports or studies that support their specific intervention design.

These applicants need to demonstrate in the submitted reports or studies themselves that they meet these criteria.



Let's talk a bit about the evidence-adjacent items required in the application: the Data Collection Plan and the Evaluation Plan.
Applicants who have not received competitive funding before are required to submit a data collection plan with their application. If you are a new applicant or a recompeting formula program, you would be required to submit a Data Collection plan. Recompeting applicants who have received competitive funding in the past are required to submit an evaluation plan.

The key thing to keep in mind is that these plans are not part of the competitive application review process. They will be reviewed, but not until after funding decisions are made.

It is important to remember that any information you provide in these plans will not be considered as part of your evidence base. The scored evidence base criteria must be fully addressed in the main portion of the application narrative and in the submitted evidence reports.

Data Collection Plan Criteria

- Description of the applicant's data collection system and how it is sufficient to collect high-quality performance measurement data during the first three years of the grant.
- If the applicant does not yet have a data collection system, describe the plan and timeline for developing a high-quality system.
- Description of how the applicant will use performance data (including CNCS performance measures and other process and outcome measures if applicable) to improve its program in the first three years of funding.

These are the criteria for the Data Collection Plan. Again, this is not reviewed until after funding decisions are made.
Provide a description of your data collection system and how it is sufficient to collect high-quality data. If you do not yet have a data collection system in place, describe your plan and timeline for developing a high-quality system.
Describe how you will use performance data, including performance measure data and any other process and outcome measures, to improve your program.

Again, this plan is required only of new applicants or recompeting formula applicants who have not received competitive funding for the same program.

Evaluation Plan Criteria

- Short description of the Theory of Change - why the proposed intervention is expected to produce the proposed results
- Outcome(s) of interest - clear and measurable outcomes that are aligned with the Theory of Change and will be assessed during the evaluation
- Research questions to be addressed by the study - concrete research questions (or hypotheses) that are clearly connected to the outcomes
- Proposed research design for the evaluation including a rationale for the design selected, an assessment of its strengths and limitations, and a description of the main components;
- Description of the data sources, sampling methods, measurement tools, and data collection procedures that will be used in the evaluation
- Analysis plan that clearly describes the methodology/ies that will be used to analyze the collected data
- Timeline for the evaluation that describes how the evaluation will cover at least one year of CNCS-funded activity and will be completed within the three-year timeframe of the grant
- Qualifications needed for the evaluator
- The proposed budget

Recompeting competitive applicants are required to submit an Evaluation Plan.
The Evaluation Plan must include:

- A short description of the theory of change;
- The outcomes of interest;
- The research questions to be addressed by the study;
- The proposed research design for the evaluation;
- A description of the data sources, sampling methods, measurement tools, and data collection procedures that will be used;
- An analysis plan;
- A timeline for the evaluation;
- The qualifications needed for your evaluator; and
- The proposed budget.

Tips for Applicants

- Read the RFA, Application Instructions, and Mandatory Supplemental Guidance carefully
- In Evidence Base, describe the full body of evidence that exists for your program:
  - Summarize the study design and key findings from any submitted reports
  - Describe other supporting evidence, for example, past performance measure data or other research
- Describe how the intervention in the submitted report(s) is the same as the intervention proposed in the application
- Do not submit more than the allowable number of studies (either 2 or 3 depending on applicant's evaluation requirements)
- Select high quality evidence: rigorous, relevant, recent, meaningful

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Here are some tips for addressing the evidence criteria in the application.

First, read the instructions in the RFA, the Application Instructions, and the Mandatory Supplemental Guidance. The definitions of each evidence tier are carefully and intentionally written, as is the language of the evidence quality criteria. The instructions for when and how to submit evaluation reports or studies are essential to make sure that you are considered for the correct evidence tier. Please follow this written guidance to the letter.

Second, describe the full body of evidence for your intervention in the application narrative. Do this even if you are submitting studies to be considered for a higher evidence tier. If those studies are determined not to qualify as the same intervention, then only the content of the application narrative gets considered as evidence. If that happens and you haven't included adequate information in the narrative to demonstrate evidence quality, you will not meet the threshold requirements for funding.

Third, describe in the application narrative how the intervention in your submitted reports or studies is the same as the intervention proposed in the application. It may be obvious to you that it is the same, but chances are it isn't obvious to a reviewer reading your application. Use the criteria in the same intervention definition and explain point by point how the interventions match each other. If you don't do that, you are vulnerable to having your submitted reports disregarded as not being of the same intervention.

Fourth, be aware of the limits on the number of studies or reports you can submit. Submitting more than the two studies (or three if you are submitting a required evaluation report) leaves you vulnerable to having your best quality studies thrown out. Choose your two best quality studies and submit only those. If the studies are not of the same intervention as defined in the mandatory supplemental guidance, please do not submit them.

Finally, consider evidence quality when you decide which two or three studies to submit. A QED or RCT study that isn't properly done or that doesn't show a meaningful positive effect is not going to do you any favors. You want evidence that is rigorous, relevant, recent, and meaningful.

Resources

- FY 21 RFA, Application Instructions, and Mandatory Supplemental Guidance
  - https://www.californiavolunteers.ca.gov/grants/americorps/2021rfa/
- Evaluation Resources on the Knowledge Network
  - http://www.nationalservice.gov/resources/evaluation
- CNCS Evidence Exchange
  - https://www.nationalservice.gov/impact-our-nation/evidence-exchange

Here are some resources to assist you in completing the Evidence Base section of your application, and to help you along your evidence journey. This slide deck will be posted on our website, so you will be able to access these links from there.

Questions?

Office of the Governor

Thank you!

Please send questions to Funding@cv.ca.gov.

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