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New York State
Office of National and Community Service



2013 State AmeriCorps Request for Proposals

*State AmeriCorps Cost Reimbursement, Education Award Only, & Fixed-Cost
Competitive Grant Procurement*

APPLICATIONS DUE
5:00 PM EST JANUARY 7, 2013

PART IV
National Performance Measures Supplemental Material

PART IV - National Performance Measures Supplemental Material

Table of Contents

Attachment 1

National Center for Education Statistics (NCES) School ID 3

Attachment 2

Tier 1-3 National Performance Measures 8

Attachment 3

2013 National Performance Measures: Definitions, Suggestions regarding Data Collection, & Additional Notes 12



Attachment 1

National Center for Education Statistics (NCES) School ID

Part I: Section 1.4 of this RFP states that applicants whose members will be serving in schools that received awards under the School Improvement Grants (SIG) program and are implementing one of the SIG school intervention models and/or Priority Schools identified by a State Educational Agency (SEA) that has received approval from the Department of Education of its request for Elementary and Secondary Education Act (ESEA) flexibility must check the box on the Performance Measure tab in eGrants "SIG/Priority Schools" to be considered for Tier 1. The "NCES School ID" will need to be entered in the service location information at the time the members are enrolled. The NCES School ID can be found below.

National Center for Education Statistics (NCES) School ID						
NCES School ID	LEA ID	Local Educational Agency (LEA)	School Name	Fiscal Year	09 School Improvement Grant (SIG) Awarded	Tier
360007700595	3600077	NYC Geographic District # 2	Unity Center For Urban Technologies	FY 2009	1	1
360007702885	3600077	NYC Geographic District # 2	Washington Irving High School	FY 2009	0	1
360007701934	3600077	NYC Geographic District # 2	Chelsea Career And Tech Education High School	FY 2009	1	1
360007704519	3600077	NYC Geographic District # 2	High School Of Graphic Communication Arts	FY 2009	0	1
360007702039	3600077	NYC Geographic District # 2	Norman Thomas High School	FY 2009	0	1
360008102938	3600081	NYC Geographic District # 5	Bread & Roses Integrated Arts High School	FY 2009	1	1
360008402269	3600084	NYC Geographic District # 7	PS 65 Mother Hale Academy	FY 2009	0	1
360008502011	3600085	NYC Geographic District # 8	Jane Addams High School For Academic Careers	FY 2009	0	1
360008705184	3600087	NYC Geographic District # 10	Fordham Leadership Academy	FY 2009	0	1
360008702016	3600087	NYC Geographic District # 10	John F. Kennedy High School	FY 2009	0	1
360008701958	3600087	NYC Geographic District # 10	Grace H Dodge Career And Technology High School	FY 2009	0	1
360008801935	3600088	NYC Geographic District # 11	Christopher Columbus High School	FY 2009	0	1
360009001339	3600090	NYC Geographic District # 12	Monroe Academy For Business & Law	FY 2009	0	1
360009200826	3600092	NYC Geographic District # 15	Metropolitan Corporate Academy	FY 2009	0	1
360009201377	3600092	NYC Geographic District # 15	School For Global Studies	FY 2009	1	1
360009203389	3600092	NYC Geographic District # 15	Cobble Hill School Of American Studies	FY 2009	1	1
360009401921	3600094	NYC Geographic District # 16	Boys & Girls High School	FY 2009	0	1
360009501908	3600095	NYC Geographic District # 17	Paul Robeson High School	FY 2009	0	1
360009802038	3600098	NYC Geographic District # 24	Newtown High School	FY 2009	0	1
360009802860	3600098	NYC Geographic District # 24	Queens Vocational - Technical High School	FY 2009	1	1
360009801959	3600098	NYC Geographic District # 24	Grover Cleveland High School	FY 2009	0	1



National Center for Education Statistics (NCES) School ID

NCES School ID	LEA ID	Local Educational Agency (LEA)	School Name	Fiscal Year	09 School Improvement Grant (SIG) Awarded	Tier
360010002008	3600100	NYC Geographic District # 28	Jamaica High School	FY 2009	0	1
360010202022	3600102	NYC Geographic District # 30	Long Island City High School	FY 2009	1	1
360011901913	3600119	NYC Geographic District # 14	Automotive High School	FY 2009	1	1
360012002889	3600120	NYC Geographic District # 19	W H Maxwell Career And Technology High School	FY 2009	0	1
360012201950	3600122	NYC Geographic District # 25	Flushing High School	FY 2009	1	1
360012302013	3600123	NYC Geographic District # 27	John Adams High School	FY 2009	0	1
360012301912	3600123	NYC Geographic District # 27	August Martin High School	FY 2009	0	1
360012301918	3600123	NYC Geographic District # 27	Beach Channel High School	FY 2009	0	1
360012302863	3600123	NYC Geographic District # 27	Richmond Hill High School	FY 2009	0	2
360015101947	3600151	NYC Geographic District # 20	Franklin D Roosevelt High School	FY 2009	1	1
360015202888	3600152	NYC Geographic District # 21	William E Grady Vocational High School	FY 2009	1	1
360015204312	3600152	NYC Geographic District # 21	John Dewey High School	FY 2009	0	1
360015302873	3600153	NYC Geographic District # 22	Sheepshead Bay High School	FY 2009	0	2
360246000014	3602460	Albany City School District	Albany High School	FY 2009	0	2
360585000305	3605850	Buffalo City School District	Dr. Martin Luther King Jr, Jr Multicultural Institute School	FY 2009	1	1
360585000301	3605850	Buffalo City School District	Burgard Vocational High School	FY 2009	0	1
360585000296	3605850	Buffalo City School District	Bennett High School	FY 2009	1	2
360585000341	3605850	Buffalo City School District	International School	FY 2009	1	1
360585000314	3605850	Buffalo City School District	Lafayette High School	FY 2009	0	2
360585000375	3605850	Buffalo City School District	Riverside Institute Of Technology	FY 2009	0	2
360585000378	3605850	Buffalo City School District	South Park High School	FY 2009	1	2
362475003363	3624750	Rochester City School District	East High School	FY 2009	1	1
362475004362	3624750	Rochester City School District	Bioscience & Health Career High School - Franklin	FY 2009	0	1
	3624750	Rochester City School District	Rochester Stem High School	FY 2009	1	1
362475005607	3624750	Rochester City School District	School Of Engineering And Manufacturing - Edison	FY 2009	0	1
362475005587	3624750	Rochester City School District	International Finance & Economic Development High School	FY 2009	0	1
362475005608	3624750	Rochester City School District	Skilled Trades At Edison	FY 2009	0	1
362475005609	3624750	Rochester City School District	School Of Imaging & Information Technology - Edison	FY 2009	0	1
362475003368	3624750	Rochester City School District	John Marshall High School	FY 2009	0	1
362475005585	3624750	Rochester City School District	Global Media Arts High	FY 2009	1	1



National Center for Education Statistics (NCES) School ID

NCES School ID	LEA ID	Local Educational Agency (LEA)	School Name	Fiscal Year	09 School Improvement Grant (SIG) Awarded	Tier
			School - Franklin			
	3624750	Rochester City School District	Vanguard Collegiate High School	FY 2009	1	1
362475005606	3624750	Rochester City School District	School Of Business Finance & Entrepreneurship At Edison	FY 2009	0	1
	3624750	Rochester City School District	Robert Brown High School Of Construction & Design	FY 2009	1	1
362499003463	3624990	Roosevelt Union Free School District	Roosevelt High School	FY 2009	0	1
362859003861	3628590	Syracuse City School District	George Fowler High School	FY 2009	1	2
362859003872	3628590	Syracuse City School District	Hughes Elementary School	FY 2009	1	1
362859003852	3628590	Syracuse City School District	Delaware Elementary School	FY 2009	1	1
363192004249	3631920	Yonkers City School District	Emerson Middle School	FY 2009	1	1
363192004250	3631920	Yonkers City School District	Roosevelt High School	FY 2009	1	1
360585000295	3605850	Buffalo City School District	Buffalo Elementary School Of Technology	FY 2010	N/A	1
360585000333	3605850	Buffalo City School District	Bilingual Center	FY 2010	N/A	1
360585000335	3605850	Buffalo City School District	Ps 37 Futures Academy	FY 2010	N/A	1
360585000350	3605850	Buffalo City School District	Ps 59 Dr Charles Drew Science Magnet	FY 2010	N/A	1
360585000381	3605850	Buffalo City School District	Waterfront School	FY 2010	N/A	1
360007702039	3600077	New York City Geographic District # 2	Norman Thomas High School	FY 2010	N/A	1
360007702885	3600077	New York City Geographic District # 2	Washington Irving High School	FY 2010	N/A	1
360007704519	3600077	New York City Geographic District # 2	High School Of Graphic Communication Arts	FY 2010	N/A	1
360008105758	3600081	New York City Geographic District # 5	Harlem Renaissance High School	FY 2010	N/A	1
360008401909	3600084	New York City Geographic District # 7	Alfred E Smith Career And Technical High School	FY 2010	N/A	1
360008402866	3600084	New York City Geographic District # 7	Samuel Gompers Career And Technical Education High	FY 2010	N/A	1
360008501964	3600085	New York City Geographic District # 8	Herbert H Lehman High School	FY 2010	N/A	1
360008502011	3600085	New York City Geographic District # 8	Jane Addams High School For Academic Careers	FY 2010	N/A	1
360008502968	3600085	New York City Geographic District # 8	Banana Kelly High School	FY 2010	N/A	1
360008505507	3600085	New York City Geographic District # 8	School For Community Research And Learning	FY 2010	N/A	1
360008505565	3600085	New York City Geographic District # 8	HS 560 Bronx Academy High School	FY 2010	N/A	1
360008605176	3600086	New York City Geographic District # 9	Bronx High School Of	FY 2010	N/A	1



National Center for Education Statistics (NCES) School ID

NCES School ID	LEA ID	Local Educational Agency (LEA)	School Name	Fiscal Year	09 School Improvement Grant (SIG) Awarded	Tier
			Business			
360008701958	3600087	New York City Geographic District #10	Grace H Dodge Career And Technical High School	FY 2010	N/A	1
360008702016	3600087	New York City Geographic District #10	John F Kennedy High School	FY 2010	N/A	1
360008705184	3600087	New York City Geographic District #10	Fordham Leadership Academy	FY 2010	N/A	1
360008801935	3600088	New York City Geographic District #11	Christopher Columbus High School	FY 2010	N/A	1
360009001339	3600090	New York City Geographic District #12	Monroe Academy For Business & Law	FY 2010	N/A	1
360009200821	3600092	New York City Geographic District #15	Pacific High School	FY 2010	N/A	1
360009200826	3600092	New York City Geographic District #15	Metropolitan Corporate Academy	FY 2010	N/A	1
360009401921	3600094	New York City Geographic District #16	Boys And Girls High School	FY 2010	N/A	1
360009501908	3600095	New York City Geographic District #17	Paul Robeson High School	FY 2010	N/A	1
360009801959	3600098	New York City Geographic District #24	Grover Cleveland High School	FY 2010	N/A	1
360009802038	3600098	New York City Geographic District #24	Newtown High School	FY 2010	N/A	1
360010002008	3600100	New York City Geographic District #28	Jamaica High School	FY 2010	N/A	1
360012002889	3600120	New York City Geographic District #19	W H Maxwell Career And Technical Education HS	FY 2010	N/A	1
360012301912	3600123	New York City Geographic District #27	August Martin High School	FY 2010	N/A	1
360012301918	3600123	New York City Geographic District #27	Beach Channel High School	FY 2010	N/A	1
360012302013	3600123	New York City Geographic District #27	John Adams High School	FY 2010	N/A	1
360012302863	3600123	New York City Geographic District #27	Richmond Hill High School	FY 2010	N/A	1
360015204312	3600152	New York City Geographic District #21	John Dewey High School	FY 2010	N/A	1
360015302873	3600153	New York City Geographic District #22	Sheepshead Bay High School	FY 2010	N/A	1
360585000301	3605850	Buffalo City School District	Burgard Vocational High School	FY 2010	N/A	1
360585000314	3605850	Buffalo City School District	Lafayette High School	FY 2010	N/A	1
360585000375	3605850	Buffalo City School District	Riverside Institute Of Technology	FY 2010	N/A	1
360585005601	3605850	Buffalo City School District	East High School	FY 2010	N/A	1
362475003362	3624750	Rochester City School District	Charlotte High School	FY 2010	N/A	1
362475003367	3624750	Rochester City School District	Thomas Jefferson High School	FY 2010	N/A	1
362475003368	3624750	Rochester City School District	John Marshall High School	FY 2010	N/A	1
362475005586	3624750	Rochester City School District	Dr Freddie Thomas High School	FY 2010	N/A	1
360008101993	3600081	New York City Geographic District # 5	Is 195 Roberto Clemente	FY 2010	N/A	1
360008603780	3600086	New York City Geographic District # 9	Is 339	FY 2010	N/A	1



National Center for Education Statistics (NCES) School ID

NCES School ID	LEA ID	Local Educational Agency (LEA)	School Name	Fiscal Year	09 School Improvement Grant (SIG) Awarded	Tier
360008604461	3600086	New York City Geographic District # 9	JHS 22 Jordan L Mott	FY 2010	N/A	1
360008702316	3600087	New York City Geographic District #10	JHS 80 The Mosholu Parkway	FY 2010	N/A	1
360008703812	3600087	New York City Geographic District #10	Angelo Patri Middle School	FY 2010	N/A	1
360008802517	3600088	New York City Geographic District #11	Ms 142 John Philip Sousa	FY 2010	N/A	1
360009205513	3600092	New York City Geographic District #15	Is 136 Charles O Dewey	FY 2010	N/A	1
360009702803	3600097	New York City Geographic District #32	JHS 296 The Halsey	FY 2010	N/A	1
360011902467	3600119	New York City Geographic District #14	John Ericsson Middle School 126	FY 2010	N/A	1
360012002595	3600120	New York City Geographic District #19	JHS 166 George Gershwin	FY 2010	N/A	1
360246000032	3602460	Albany City School District	William S Hackett Middle School	FY 2010	N/A	1
361014000454	3610140	Greenburgh Eleven Union Free School District	Greenburgh Eleven Middle School	FY 2010	N/A	1
362859003862	3628590	Syracuse City School District	Grant Middle School	FY 2010	N/A	1
360009705725	3600097	New York City Geographic District #32	Bushwick Community High School	FY 2010	N/A	1
360847000652	3608470	Mount Pleasant-Cottage Union Free School District	Mount Pleasant Cottage School	FY 2010	N/A	1
360010202887	3600102	New York City Geographic District #30	William Cullen Bryant High School	FY 2010	N/A	2
360246000014	3602460	Albany City School District	Albany High School	FY 2010	N/A	2
361503001257	3615030	George Junior Republic Union Free School District	George Junior Republic School	FY 2010	N/A	2
362376003307	3623760	Poughkeepsie City School District	Poughkeepsie High School	FY 2010	N/A	2
362601003583	3626010	Schenectady City School District	Schenectady High School	FY 2010	N/A	2
362859003850	3628590	Syracuse City School District	Corcoran High School	FY 2010	N/A	2
362859003864	3628590	Syracuse City School District	Henninger High School	FY 2010	N/A	2
362859003871	3628590	Syracuse City School District	Nottingham High School	FY 2010	N/A	2



Attachment 2

Tier 1-3 National Performance Measures

Tier 1: Priority Measures in Disaster Services, Education and Veterans and Military Families and Complementary Program Measures in Economic Opportunity

Economic Opportunity
O1: Number of economically disadvantaged individuals receiving financial literacy services
O9: Number of economically disadvantaged individuals with improved financial knowledge
O2: Number of economically disadvantaged individuals receiving job training and other skill development services
O3: Number of economically disadvantaged individuals receiving job placement services
O10: Number of economically disadvantaged individuals placed in jobs
O12: Number of economically disadvantaged National Service Participants who are unemployed prior to their term of service*
O15: Number of economically disadvantaged National Service Participants that secure employment during their term of service or within one year after finishing a CNCS-supported program*
O14: Number of National Service Participants who have their high school diploma or equivalent but have not completed a college degree prior to their term of service*
O17: Number of National Service Participants that complete a college course within one year after finishing a CNCS-supported program*
Disaster Services
D1: Number of individuals that received CNCS-supported services in disaster preparedness
D2: Number of individuals that received CNCS-supported services in disaster response
D3: Number of individuals that received CNCS-supported services in disaster recovery
D4: Number of individuals that received CNCS-supported services in disaster mitigation
Education – Operating in School Improvement Grant(SIG)/DOE Priority Schools
ED21: Number of children that completed participation in CNCS-supported early childhood education programs
ED23: Number of children demonstrating gains in school readiness in terms of social and/or emotional development
ED24: Number of children demonstrating gains in school readiness in terms of literacy skills
ED25: Number of children demonstrating gains in school readiness in terms of numeracy (math) skills
ED2: Number of students that completed participation in CNCS-supported K-12 education programs
ED4A: Number of disadvantaged youth/mentor matches that were sustained by the CNCS-supported program for at least the required time period
ED5: Number of students with improved academic performance in literacy and/or math
ED27: Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement
ED6: Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student
Veterans and Military Families
V1: Number of veterans that received CNCS-supported assistance
V8: Number of veterans' family members that received CNCS-supported assistance
V7: Number of family members of active duty military service members that received CNCS-supported assistance
V9: Number of active duty military service members that received CNCS-supported assistance
V2: Number of veterans engaged in service opportunities as a National Service Participant or volunteer.
V10: Number of military family members engaged in service opportunities as a National Service Participant or volunteer.

*Programs that select O12, O14, O15, O17 must also select an additional priority or complementary program measure from Tier 1, 2, or 3 that measures community impact.



Tier 2: Priority Measures (in Education, Economic Opportunity, Environmental Stewardship, Healthy Futures and Capacity Building)

Education – NOT operating in School Improvement Grant(SIG)/DOE Priority Schools
ED21: Number of children that completed participation in CNCS-supported early childhood education programs
ED23: Number of children demonstrating gains in school readiness in terms of social and/or emotional development
ED24: Number of children demonstrating gains in school readiness in terms of literacy skills
ED25: Number of children demonstrating gains in school readiness in terms of numeracy (math) skills
ED2: Number of students that completed participation in CNCS-supported K-12 education programs
ED4A: Number of disadvantaged youth/mentor matches that were sustained by the CNCS-supported program for at least the required time period
ED5: Number of students with improved academic performance in literacy and/or math
ED27: Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement
ED6: Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student
Economic Opportunity¹
O5: Number of economically disadvantaged individuals, including homeless individuals, receiving housing services
O11: Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing
Environmental Stewardship²
EN4: Number of acres of national parks, state parks, city parks, county parks, or other public and tribal lands that are improved
EN5: Number of miles of trails or waterways (owned/maintained by national, state, county, city or tribal governments) that are improved and/or created
Healthy Futures³
H8: Number of homebound OR older adults and individuals with disabilities receiving food, transportation, or other services that allow them to live independently
H9: Number of homebound OR older adults and individuals with disabilities who reported having increased social ties/perceived social support
H10 (formerly O6): Number of individuals receiving emergency food from food banks, food pantries, or other nonprofit organizations
H11 (formerly O7): Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger
H12: Number of individuals that reported increased food security of themselves and their children (household food security) as a result of CNCS-supported services
Capacity Building
G3-3.1: Number of community volunteers recruited by CNCS-supported organizations or National Service Participants
G3-3.2: Number of community volunteers managed by CNCS-supported organizations or National Service Participants
G3-3.3: Number of organizations implementing three or more effective volunteer management practices as a result of capacity building services provided by CNCS-supported organizations or National Service Participants

The following Economic Opportunity measures may also be used to report on your program's performance in providing services in the Disaster Services focus area,

² The following Environmental Stewardship measures may also be used to report on your program's performance in providing services in the Disaster Services focus area,

³ The following Healthy Futures measures may also be used to report on your program's performance in providing services in the Disaster Services focus area,



Tier 3: Complementary Program Measures

Education
ED1: Number of students who start in a CNCS-supported education program
ED3A: Number of disadvantaged youth/mentor matches that are commenced by CNCS-supported programs
ED7: Number of students with no or decreased disciplinary referrals and suspensions over the course of the CNCS-supported programs' involvement
ED8: Number of youth with decreased substance abuse, arrest, or gang involvement
ED9: Number of students graduating from high school on time with a diploma
ED10: Number of students entering post-secondary institutions
ED11: Number of students earning a post-secondary degree
ED12: Number of CNCS-Supported National Service Participants who begin serving as teachers through a Teacher Corps program
ED13: Number of CNCS-Supported National Service Participants who completed serving as teachers through a Teacher Corps program
ED14: Number of individuals teaching in high need schools
ED15: Number of students in CNCS-supported teacher classrooms with improved academic performance
ED17: Number of teachers remaining in the education field, but not teaching in a school (school support staff, school administration, district administration policy, education nonprofits, etc.) after their term of service
ED18: Number of teachers who have had a positive impact on student learning as determined by observation based assessments of teacher performance
ED19: Number of individuals receiving certification to teach in schools after their term of service
ED20: Number of children who start in a CNCS-supported early childhood education program
ED22: Number of children accessing high quality early childhood education programs
ED26: Number of students acquiring a GED
Economic Opportunity
O4: Number of housing units developed, repaired, or otherwise made available for low-income individuals, families or people with disabilities
O13: Number of economically disadvantaged National Service Participants who have not obtained their high school diploma or equivalent prior to the start of their term of service
O16: Number of National Service Participants that obtain a GED/diploma while serving in CNCS-supported programs or within one year after finishing serving in CNCS-supported programs
Environmental Stewardship
EN1: Number of housing units of low-income households and structures weatherized or retrofitted to significantly improve energy efficiency
EN2: Number of low-income households home and public building energy audits conducted
EN3: Number of individuals receiving education or training in energy-efficient and environmentally-conscious practices, including but not limited to sustainable energy and other natural resources, and sustainable agriculture
EN6: Number of tons of materials collected and recycled
Healthy Futures
H1: Number of individuals who are uninsured, economically disadvantaged, medically underserved, or living in rural areas utilizing preventive and primary health care services and programs
H2: Number of clients to whom information on health insurance, health care access and health benefits programs is delivered
H3: Number of clients enrolled in health insurance, health services, and health benefits programs
H4: Number of clients participating in health education programs
H5: Number of children and youth engaged in in-school or afterschool physical education activities with the purpose of reducing childhood obesity
H6: Number of children and youth receiving nutrition education with the purpose of reducing childhood obesity
H7: Number of clients receiving language translation services at clinics and in emergency rooms
Veterans and Military Families
V3: Number of veterans assisted in pursuing educational opportunities
V4: Number of veterans assisted in receiving professional certification, licensure, or credentials



V6: Number of housing units developed, repaired, or otherwise made available for veterans
Capacity Building
G3-3.4 Number of organizations that received capacity building services from CNCS-supported organizations or national service participants
G3-3.5: Number of staff and community volunteers that received training (of one or more types) as a result of capacity building services provided by CNCS-supported organizations or national service participants
G3-3.6: Number of organizations that completed a community assessment identifying goals and recommendations with the assistance of CNCS-supported organizations or national service participants
G3-3.7: Hours of service contributed by community volunteers who were recruited by CNCS-supported organizations or national service participants
G3-3.8: Hours of service contributed by community volunteers who were managed by CNCS-supported organizations or national service participants
G3-3.9: Number of organizations reporting that capacity building activities provided by CNCS-supported organizations or national service participants have helped to make the organization more efficient
G3-3.10: Number of organizations reporting that capacity building activities provided by CNCS-supported organizations or national service participants have helped to make the organization more effective
G3-3.11: Number of new systems and business processes (technology, performance management, training, etc.) or enhancements to existing systems and business processes put in place as a result of capacity building services provided by CNCS-supported organizations or national service participants
G3-3.12: Number of organizations that monitored their progress towards the goals identified in their community assessment with the assistance of CNCS-supported organizations or national service participants
G3-3.13: Number of additional activities completed and/or program outputs produced by the program as a result of capacity building services provided by CNCS-supported organizations or national service participants in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families
Capacity Building, cont.
G3-3.14: Number of organizations that have experienced an increase in requests for their programs and services as a result of capacity building services provided by CNCS-supported organizations or national service participants
G3-3.15: Number of additional types of services offered by organizations as a result of capacity building services provided by CNCS-supported organizations or national service participants in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families
G3-3.16: Dollar value of cash resources leveraged by CNCS-supported organizations or national service participants
G3-3.17: Dollar value of in-kind resources leveraged by CNCS-supported organizations or national service participants
G3-3.18: Number of new beneficiaries that received services as a result of capacity building efforts in: Disaster Services, Economic Opportunity, Education, Environmental Stewardship, Healthy Futures, and/or Veterans and Military Families.
G3-3.19: Number of new beneficiaries from one or more targeted or underserved populations (counts by target population, e.g., racial or ethnic group) that received services as a result of capacity building efforts in: Disaster Services, Economic Opportunity, Education, Environmental Stewardship, Healthy Futures, and/or Veterans and Military Families.



Attachment 3

National Performance Measure Instructions

2013 National Performance Measures Instructions Definitions, Suggestions regarding Data Collection, and Additional Notes

Goal 3 Capacity Building Measures

Disaster Services Focus Area

Economic Opportunity Focus Area

Education Focus Area

Environmental Stewardship Focus Area

Healthy Future Focus Area

Veterans & Military Families Focus Area

Additional measurement and data collection resources may be found at:
<http://www.nationalserviceresources.org/national-performance-measures/home>





**Notice of Federal Funding Opportunity Addendum
Corporation for National and Community Service
AmeriCorps State and National Grants FY 2013**

**2013 National Performance Measures Instructions (Goal 3 Capacity Building Measures)
Definitions, Suggestions regarding Data Collection, and Additional Notes**

Additional measurement and data collection resources may be found at:
<http://www.nationalserviceresources.org/national-performance-measures/home>

Table of Contents

GOAL OVERVIEW	2
<i>Goal 3 Capacity Building Performance Measures</i>	2
<i>Definition of Key Terms</i>	3
SELECTING ALIGNED MEASURES	6
<i>Capacity Building Measures Chart: Tier 2 Measures</i>	6
<i>Capacity Building Measures Chart: Tier 3 Measures</i>	7
<i>Examples of Aligned Measures</i>	10
PERFORMANCE MEASURES IN CAPACITY BUILDING	11
STRATEGIC PLAN OBJECTIVE 3: LEVERAGE COMMUNITY ASSETS THROUGH PUBLIC-PRIVATE PARTNERSHIPS.....	11
<i>Outputs</i>	11
<i>Intermediate Outcomes: Efficiency and Effectiveness</i>	21
<i>Intermediate Outcomes: Scale and Reach</i>	28
<i>Intermediate Outcomes: Leverage</i>	31
<i>End Outcomes</i>	34

Goal Overview

Goal 3 Capacity Building Performance Measures

Through Goal 3 of the 2011-2015 Strategic Plan, CNCS seeks to strengthen its collective capacity and that of the national service network to measure performance and evaluate program outcomes and impact. National service has always been a vehicle for public-private partnership through match requirements and strategies requiring local collaboration to receive our resources.

The performance measures herein are intended to measure the impact of capacity building activities that leverage private investment in community solutions. These capacity building activities may be provided by national service participants working through our grantees and programs.

Examples of both planning and implementation of capacity building activities are included in a *Strategic Plan Framework for Capacity Building* companion document that is available at the CNCS Resource Center, www.nationalserviceresources.org. That framework, and the standard National Performance Measures for capacity building included in this document, should not be construed to represent the full universe of activities that could be associated within a given area of capacity building.

As a general rule, CNCS considers capacity building activities to be *indirect services* that enable CNCS-supported organizations to provide more, better and sustained *direct services*. To determine whether assigned national service participants' activities qualify as capacity building, think about the intended results of those activities. Applicants must understand and distinguish activities that build capacity. Capacity building activities cannot be solely intended to support the administration or operations of the organization. Capacity building activities must:

- 1) Be intended to support or enhance the program delivery model.
- 2) Respond to the organization's goal of increasing, expanding or enhancing services in order to address the most pressing needs identified in the community, and
- 3) Enable the organization to provide a sustained level of more or better direct services after the national service participant's term of service has ended.

Definition of Key Terms

Aligned Outcome Measures: AmeriCorps programs are required to have at least one outcome measure aligned with each output measure they select. The opt-in rules (in blue boxes before the measures) provide guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures. The rules also denote any constraints that may apply to reporting of performance measurement data to CNCS.

Applicant-Determined Performance Measure: Output and outcome measures that are identified by the program (vs. pre-determined national performance measures).

Capacity Building: A set of activities that expand the *scale, reach, efficiency, or effectiveness* of programs and organizations. Activities may also *leverage resources* for programs and/or organizations. For example, capacity building activities may expand services, enhance delivery of services, or generate additional resources. These activities achieve *lasting positive outcomes for the beneficiary populations* served by CNCS-supported organizations.

CNCS' six Focus Areas: The 2009 Serve America Act directs CNCS to focus national service on a core set of six priority issue areas, as follows: Disaster Services, Economic Opportunity, Education, Environmental Stewardship, Healthy Futures and Veterans and Military Families.

CNCS-Supported Organization: Comprises a) organizations that have national service participants (AmeriCorps, VISTA and NCCC members, Senior Corps volunteers and Learn and Serve participants) and, b) organizations that receive CNCS funding. This may include K-12 local education agencies, state health agencies, other non-federal government agencies, tribes and tribal governments, tax-exempt, charitable organizations under section 501(c)(3) of the Internal Revenue Code, grantees and their sub grantees, and partner organizations with which the aforementioned organizations have developed formal collaborations and whose mission supports CNCS issue areas.

Community Volunteer: Citizens or residents in the community who are recruited and/or managed by the CNCS-supported organization or assigned national service participant(s) to offer time, knowledge, skills, and expertise for free to support the CNCS-supported program or organization. Community volunteers differ from national service participants in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and said volunteers are not enrolled in a national service program. Also referred to as “leveraged volunteers.”

Direct Service: Within the context of our framework, direct service refers to any form of assistance provided directly to the individuals, targeted groups and communities that make up the beneficiary population. For example, direct service may entail face-to-face housing assistance, tutoring, or disaster response services. Direct service may also entail hands-on environmental improvements performed by national service participants.

Effectiveness: Improved ability of the organization to achieve outcomes resulting in better success rates or better quality of outcomes achieved.

Efficiency: Improved outcomes with the same level of resources; improved or consistent quality of services with fewer resources.

Indirect Service: Within the context of our framework, indirect service refers to the provision of skills, abilities, knowledge, and efforts to support a program or organization in fulfilling its primary mission, obligations and programming. For example, indirect services do not involve the one-to-one provision of benefits between a national service participant and a member of the beneficiary community. Indirect services are capacity building activities provided by the national service participants to affect institutional change within CNCS-supported organizations with the intention of supporting or enhancing the program delivery model.

Intermediary or Intermediary Organization: Within the context of our framework, an intermediary or intermediary organization coordinates the fundraising, logistics, and operations for multiple partner organizations or their own service sites. The intermediary organization typically has a primary mission to strengthen partner organizations and their programs. This may include grant making organizations.

Leveraged Resources: Additional resources or assets garnered through capacity building activities (such as funding, volunteers, in-kind support, and partnerships).

National Performance Measure: Common outputs and outcomes that are pre-determined by CNCS. For information on specific measures, see 2012 National Performance Measures: Performance Measures Instructions and National Performance Measurement Instrument Packets located at the Resource Center: <http://nationalserviceresources.org/national-performance-measures/home>.

National service participant: Refers to the individuals supported by CNCS who carry out service activities. CNCS' various programs refer to people who participate in national service in different ways, e.g. AmeriCorps members, Learn and Serve America participants and Senior Corps volunteers. The broad term "national service participant" encompasses individuals in all CNCS programs. National service participants are NOT staff members of the CNCS-supported organization.

Outcome Measures: An assessment of the results of a program activity compared to its intended purpose (GPRA Modernization Act of 2010, SEC. 3 (h) DEFINITIONS). In the context of service, outcomes describe the intended result of carrying out a program or activity. They define an event or condition that is external to the program or activity and that is of direct importance to the intended beneficiaries and/or the public.

Intermediate-outcomes specify changes that have occurred in the lives of national service participants and/or beneficiaries, but are short of a significant benefit for them.

End-outcomes specify changes that have occurred in the lives of national service participants and/or beneficiaries that are significant and lasting. End outcomes are the long term impact of the service and may not always become evident until more than three years after the initial intervention.

Output Measures: The tabulation, calculation, or recording of activity or effort that can be expressed in a quantitative or qualitative manner (GPRA Modernization Act of 2010, SEC. 3 (h) DEFINITIONS). In the context of service, outputs refer to the internal activities of a program (i.e., the products and services delivered). Outputs are counts of the amount of service that national service participants (NSPs) or volunteers have completed, but do not provide information on benefits to or other changes in the lives of NSPs and/or beneficiaries.

Scale/ Reach: The scope of a program's services. Increased scale/reach can be measured by the number of new people served, new populations served, and/ or new or expanded services.

Supporting / Enhancing the Program Delivery Model: Specifies that the services provided by the CNCS-supported organization or the national service participant engaged in the capacity building activity must be for the intended purpose of supporting or enhancing the CNCS-supported program delivery model. Said capacity building activities cannot be solely intended to support the administration or operations of the organization.

Sustainability: Within the context of our framework, sustainability is a lasting outcome of the capacity building activity or intervention. This may include maintaining service after the CNCS resource is gone, maintaining enhanced or increased services after the CNCS resource is gone, or both. Sustainable projects and programs have institutional procedures, resources and processes that assure the continuation of expanded or enhanced beneficiary services.

Underserved Populations: Populations or groups that are specifically identified by the program as in need of program services or that currently receive inadequate service.

Selecting Aligned Measures

The following Capacity Building Measures Chart and opt-in rules represent CNCS guidance in the use of performance measures throughout the agency and by our grantees, sponsors and partners to track progress in meeting the goals and strategies envisioned in the 2011-2015 Strategic Plan.

The chart provides guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures of performance.¹ It also denotes any constraints that may apply to reporting of performance measurement data to CNCS.

Performance measures for Goal 3 are divided into activities that build capacity in three areas: Efficiency and Effectiveness, Scale/Reach, and Leverage. Applicants should select performance measures that best match their program model.

If your program model focuses on volunteer recruitment or management capacity building activities for CNCS-supported organizations, you MUST select among the Tier 2 measures below.

If your program model focuses on other capacity building activities for CNCS-supported organizations, you may choose to select among the Tier 3 measures on the following page.

Capacity Building Measures Chart: Tier 2 Measures

- All applicants MUST select the following output measures:
 - G3-3.1 Number of community volunteers recruited by CNCS-supported organizations or national service participants**
 - G3-3.2 Number of community volunteers managed by CNCS-supported organizations or national service participants**
- All applicants MUST select the following intermediate outcome measure:
 - G3-3.3 Number of organizations implementing three or more effective volunteer management practices as a result of capacity building services provided by CNCS-supported organizations or national service participants**
- Applicants may also select additional Tier 3 measures per the instructions on the following page.

¹ Unlike Goal 1 measures, the aligned capacity building measures in many cases may not have the same units of measure.

Capacity Building Measures Chart: Tier 3 Measures

- All applicants MUST select the following output measure:
 - **G3-3.4 Number of organizations that received capacity building services from CNCS-supported organizations or national service participants**
 - You may select additional outputs from the *Capacity Building Measures Chart*. You may also create applicant-determined output measures if the measures in the chart do not adequately reflect your program activities.
- For each output measure you select, you MUST also select at least one aligned intermediate outcome measure of increased capacity from the *Capacity Building Measures Chart*.
 - Once you have selected an aligned set of standard measures from the *Capacity Building Measures Chart*, applicants MAY also select applicant-determined measures – *if the measures in the chart do not reflect your program model*. Applicant-determined measures must be substantively different, such as a type of activity that is not already captured, from the standard measures in the *Capacity Building Measures Chart*.
- Applicants MAY select among the following end outcome measures that are consistent with program activities.
 - **G3-3.18 Number of new beneficiaries that received services as a result of capacity building efforts in: Disaster Services, Economic Opportunity, Education, Environmental Stewardship, Healthy Futures, and/or Veterans and Military Families**
 - **G3-3.19 Number of new beneficiaries from one or more targeted or underserved populations (counts by target population, e.g., racial or ethnic group) that received services as a result of capacity building efforts in: Disaster Services, Economic Opportunity, Education, Environmental Stewardship, Healthy Futures, and/or Veterans and Military Families**
 - **(Goal 1) Community and/or Beneficiary Outcomes in CNCS' six Focus Areas (consult separate NOFO Performance Measures Instructions for Goal 1 Focus Area-specific outcome measures)**

Selecting an aligned end outcome measure is entirely optional – and must be done above and beyond selecting a required pairing of an aligned output and intermediate outcome showing how the increased capacity led to the organization's ability to achieve the end outcome. Selecting end outcomes is optional because CNCS recognizes that it may take a long time to connect an applicant/grantee's activities (outputs) to community impacts (end outcomes), which is likely to extend beyond the grant period.

Capacity Building Measures Chart, *continued*

See Opt-in Rules in Chart on pages 6-7 to select an aligned set of output and outcome measures.

Tier 2 Outputs	Tier 2 Intermediate Outcomes: Efficiency and Effectiveness
<p>G3-3.1 Number of community volunteers recruited by CNCS-supported organizations or national service participants</p> <p>G3-3.2 Number of community volunteers managed by CNCS-supported organizations or national service participants</p>	<p>G3-3.3 Number of organizations implementing three or more effective volunteer management practices as a result of capacity building services provided by CNCS-supported organizations or national service participants</p>
Tier 3 Outputs	Tier 3 Intermediate Outcomes: Efficiency and Effectiveness
<p>G3-3.4 Number of organizations that received capacity building services from CNCS-supported organizations or national service participants²</p> <p>G3-3.5 Number of staff and community volunteers that received training (of one or more types) as a result of capacity building services provided by CNCS-supported organizations or national service participants</p> <p>G3-3.6 Number of organizations that completed a community assessment identifying goals and recommendations with the assistance of CNCS-supported organizations or national service participants</p> <p>G3-3.7 Hours of service contributed by community volunteers who were recruited by CNCS-supported organizations or national service participants</p> <p>G3-3.8 Hours of service contributed by community volunteers who were managed by CNCS-supported organizations or national service participants</p>	<p>G3-3.9 Number of organizations reporting that capacity building activities provided by CNCS-supported organizations or national service participants have helped to make the organization more efficient</p> <p>G3-3.10 Number of organizations reporting that capacity building activities provided by CNCS-supported organizations or national service participants have helped to make the organization more effective</p> <p>G3-3.11 Number of new systems and business processes (technology, performance management, training, etc.) or enhancements to existing systems and business processes put in place as a result of capacity building services provided by CNCS-supported organizations or national service participants</p> <p>G3-3.12 Number of organizations that monitored their progress towards the goals identified in their community assessment with the assistance of CNCS-supported organizations or national service participants</p>
	Tier 3 Intermediate Outcomes: Scale and Reach
	<p>G3-3.13 Number of additional activities completed and/or program outputs produced by the program as a result of capacity building services provided by CNCS-supported organizations or national service participants in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families</p> <p>G3-3.14 Number of organizations that have experienced an increase in requests for their programs and services as a result of capacity building services provided by CNCS-supported organizations or national service participants</p> <p>G3-3.15 Number of additional types of services offered by organizations as a result of capacity building services provided by CNCS-supported organizations or national service participants in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families</p>

² If you are a federated network with chapters and not stand alone 501(c)3s, then you would report one (1) as the number of organizations receiving capacity building services from national service participants.

	<p>Tier 3 Intermediate Outcomes: Leverage</p>
	<p>G3-3.16 Dollar value of cash resources leveraged by CNCS-supported organizations or national service participants</p> <p>G3-3.17 Dollar value of in-kind resources leveraged by CNCS-supported organizations or national service participants</p>
	<p>Tier 3 End Outcomes</p> <p>G3-3.18 Number of new beneficiaries that received services as a result of capacity building efforts in: Disaster Services, Economic Opportunity, Education, Environmental Stewardship, Healthy Futures, and/or Veterans and Military Families</p> <p>G3-3.19 Number of new beneficiaries from one or more targeted or underserved populations (counts by target population, e.g., racial or ethnic group) that received services as a result of capacity building efforts in: Disaster Services, Economic Opportunity, Education, Environmental Stewardship, Healthy Futures, and/or Veterans and Military Families</p> <p>(Goal 1) Community and/or Beneficiary Outcomes in CNCS' six Focus Areas (consult separate NOFO Performance Measures Instructions for Goal 1 Focus Area-specific outcome measures)</p>

Examples of Aligned Measures³

Efficiency and Effectiveness

Outputs	Intermediate Outcomes
<i>If you select:</i>	<i>You may select as an aligned measure:</i>
G3-3.2 Number of community volunteers managed by CNCS-supported organizations or national service participants 	G3-3.3 Number of organizations implementing three or more effective volunteer management practices as a result of capacity building services provided by CNCS-supported organizations or national service participants
G3-3.6 Number of organizations that completed a community assessment identifying goals and recommendations with the assistance of CNCS-supported organizations or national service participants 	G3-3.10 Number of organizations that monitored their progress towards the goals identified in their community assessment with the assistance of CNCS-supported organizations or national service participants

Scale and Reach

Outputs	Intermediate Outcomes
<i>If you select:</i>	<i>You may select as an aligned measure:</i>
G3-3.4 Number of organizations that received capacity building services from CNCS-supported organizations or national service participants 	G3-3.11 Number of additional activities completed and/or program outputs produced by the program as a result of capacity building services provided by CNCS-supported organizations or national service participants in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families
G3-3.5 Number of staff and community volunteers that received training (of one or more types) as a result of capacity building services provided by CNCS-supported organizations or National Service Participants 	G3-3.13 Number of additional types of services offered by organizations as a result of capacity building services provided by CNCS-supported organizations or national service participants in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families

Leverage

Outputs	Intermediate Outcomes
<i>If you select:</i>	<i>You may select as an aligned measure:</i>
G3-3.1 Number of community volunteers recruited by CNCS-supported organizations or national service participants 	G3-3.17 Dollar value of in-kind resources leveraged by CNCS-supported organizations or national service participants
(Applicant-determined) Number of grant proposals drafted and submitted by CNCS-supported organizations or national service participants ⁴ 	G3-3.16 Dollar value of cash resources leveraged by CNCS-supported organizations or national service participants

³ Required measures are **bolded**.

⁴ This is an example of an applicant-determined output measure.

Performance Measures in Capacity Building

Strategic Plan Objective 3: Leverage community assets through public-private partnerships

Outputs

If your program model focuses on **volunteer recruitment or management** capacity building activities for CNCS-supported organizations, you **MUST** select outputs G3-3.1 and G3-3.2, and then G3-3.3 as the aligned intermediate outcome.

You may also select optional outputs G3-3.4, G3-3.5, G3-3.6, G3-3.7 and/or G3-3.8. With each output measure, you must also select at least one of the following intermediate outcomes as an aligned measure: G3-3.9, G3-3.10, G3-3.11, G3-3.12, G3-3.13, G3-3.14, G3-3.15, G3-3.16 or G3-3.17.

Measure G3-3.1	Number of community volunteers recruited by CNCS-supported organizations or national service participants
Definition of Key Terms	<p>Community volunteers: Citizens or residents in the community who are recruited and/or managed by the CNCS-supported organization or assigned national service participant(s) to offer time, knowledge, skills, and expertise for free to support the CNCS-supported program or organization. Community volunteers differ from national service participants in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and said volunteers are not enrolled in a national service program. Also referred to as “leveraged volunteers.”</p> <p>Recruited: Enlisted or enrolled as a direct result of an intentional effort to do so.</p>
How to Calculate Measure/ Collect Data	<p>Only count community volunteers that were specifically recruited by the CNCS-supported organization or the national service participant engaged in the capacity building activity for the intended purpose of supporting or enhancing the program delivery model may be counted. At the outset of the activity, the applicant/grantee should indicate a minimum number of days or hours, or other units of service, that must be performed by the individual in order for him or her to be counted as a recruited volunteer.</p> <p>The organization must use some form of volunteer management system, having processes or capabilities that allow them to track information about individual volunteers such as but not limited to: the volunteer’s name, relevant demographic information including location of residence, method of recruitment, participation in orientation and/or training activities, planned and actual role, assignment(s) or activities, start and end dates of service, and hours served related to the program that the capacity building activities were intended to support or enhance.</p> <p>The total number of volunteers recruited (G3-3.1) and managed (G3-3.2) should be an unduplicated count of community volunteers engaged by the CNCS-supported organization or the national service participant during the program</p>

	<p>year. Applicants/grantees should control for double counting or select the measure that best fits your program model.</p> <p>Report a separate count of community volunteers recruited for each of the six Focus Areas.</p>
Other Note	<p>National service participants may not recruit volunteers to do activities that they themselves are prohibited from doing, including but not limited to managing the CNCS-supported projects/grants or community organizing intended to promote advocacy activities.</p>

Measure G3-3.2	Number of community volunteers managed by CNCS-supported organizations or national service participants
Definition of Key Terms	<p>Community volunteers: Citizens or residents in the community who are recruited and/or managed by the CNCS-supported organization or assigned national service participant(s) to offer time, knowledge, skills, and expertise for free to support the CNCS-supported program or organization. Community volunteers differ from national service participants in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and said volunteers are not enrolled in a national service program. Also referred to as “leveraged volunteers.”</p> <p>Managed: Includes training, direction, coordination and supervision of the community volunteer by the CNCS-supported organization or national service participant in tasks, duties and services for the intended purpose of supporting or enhancing the program delivery model.</p>
How to Calculate Measure/ Collect Data	<p>Only count community volunteers that were specifically managed of the CNCS-supported organization or the national service participant engaged in the capacity building activity for the intended purpose of supporting or enhancing the program delivery model may be counted. At the outset of the activity, the applicant/grantee should indicate a minimum number of days or hours, or other units of service, that must be performed by the individual in order for him or her to be counted as a managed volunteer.</p> <p>The organization must use some form of volunteer management system, having processes or capabilities that allow them to track information about individual volunteers such as but not limited to: the volunteer’s name, relevant demographic information including location of residence, method of recruitment, participation in orientation and/or training activities, planned and actual role, assignment(s) or activities, start and end dates of service, and hours served related to the program that the capacity building activities were intended to support or enhance.</p> <p>The total number of volunteers recruited (G3-3.1) and managed (G3-3.2) should be an unduplicated count of community volunteers engaged by the CNCS-supported organization or the national service participant during the program year. Applicants/grantees should control for double counting or select the measure that best fits your program model.</p> <p>Report a separate count of community volunteers managed for each of the six Focus Areas.</p>
Other Note	National service participants may not manage volunteers in doing activities that they themselves are prohibited from doing, including but not limited to managing the CNCS-supported projects/grants or community organizing intended to promote advocacy activities.

All capacity building programs may select output G3-3.4, and additionally outputs G3-3.5, G3-3.6, G3-3.7 and/or G3-3.8. You may also develop your own output measures. For each output measure you select, you must also select at least one of the following intermediate outcomes as an aligned measure: G3-3.9, G3-3.10, G3-3.11, G3-3.12, G3-3.13, G3-3.14, G3-3.15, G3-3.16 or G3-3.17.

Measure G3-3.4	Number of organizations that received capacity building services from CNCS-supported organizations or national service participants
Definition of Key Terms	CNCS-supported organizations: Comprises a) organizations that have national service participants (AmeriCorps, VISTA and NCCC members, Senior Corps volunteers and Learn and Serve participants), and b) organizations that receive CNCS funding. This may include K-12 local education agencies, state health agencies, tribes, tax-exempt, charitable organizations under section 501(c)(3) of the Internal Revenue Code, grantees and their sub grantees, and partner organizations with which the aforementioned organizations have developed formal collaborations and whose mission supports CNCS issue areas.
How to Calculate Measure/Collect Data	Count of the total number of organizations that received capacity building activities intended to support or enhance the program delivery model from CNCS-supported organization or national service participants. The activities must meet the criteria for capacity building described in the Goal Overview section of the document. It is the applicant/grantee’s responsibility to ensure the capacity building activities meet the criteria provided in these definitions.

Measure G3-3.5	Number of staff and community volunteers that received training (of one or more types) as a result of capacity building services provided by CNCS-supported organizations or national service participants
Definition of Key Terms	<p>Staff: Paid or unpaid employees of the CNCS-supported organization. National Service Participants are NOT considered staff members of the CNCS-supported organization.</p> <p>Community Volunteer: Citizens or residents in the community who are recruited and/or managed by the CNCS-supported organization or assigned national service participant(s) to offer time, knowledge, skills, and expertise for free to support the CNCS-supported program or organization. Community volunteers differ from national service participants in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and said volunteers are not enrolled in a national service program. Also referred to as “leveraged volunteers.”</p> <p>Training: An organized activity aimed at imparting information and/or instructions to improve the training recipient's performance or to help him or her attain a required level of knowledge or skill.</p>
How to Calculate Measure/Collect Data	<p>Count the number of individual staff members who received training that was developed, organized or delivered by the CNCS-supported organization or national service participant. The training received should be intended to support or enhance the program delivery model. Count each staff member once, even if they receive multiple types of training.</p> <p>At the outset of the activity, the applicant/grantee should indicate the minimum amount of days, hours, or other units of service required to complete the activity and/or achieve results. When reporting on this performance measure, the grantee should only count the number of service beneficiaries who met or received that minimum by the end of the year.</p>

Measure G3-3.6	Number of organizations that completed a community assessment identifying goals and recommendations with the assistance of CNCS-supported organizations or national service participants
Definition of Key Terms	Community Assessment: Involves comprehensive information gathering, analysis and documentation to understand a community's concerns, effectively characterize its needs and respond with appropriate interventions. Discovering those things that matter to the community, what issues the community feels are most important to address, and what resources are available to bring about change may be accomplished through interviews with community members, and by conducting listening sessions, public forums, and other place-based research, resulting in an assessment (or profile) of the community that helps identify and prioritize critical issues and plan future interventions.
How to Calculate Measure/ Collect Data	<p>Count of organizations that received capacity building assistance from the CNCS-supported organization or assigned national service participant(s) intended to support or enhance the program delivery model, that reported having completed a community assessment containing goals and recommendations.</p> <p>At the outset of the activity, the applicant/grantee should indicate the minimum amount of days, hours, or other level of assistance required in order to determine that the assistance provided by the CNCS-supported organization or assigned national service participant was substantive and instrumental in completing the activity and/or achieving results. Applicants/grantees may define the level of assistance as including but not being limited to: coordinating the community assessment effort on behalf of the community and local organization; serving as the primary point of contact and liaison for all stakeholders involved in the community assessment effort; researching the community history, assets, issues, barriers, resources, goals etc. through document review, interviews, focus groups, etc., and/or writing or significantly contributing to the community assessment documentation.</p> <p>Applicants are encouraged to use an established framework for conducting the community assessment. The framework should address the following core elements of a community assessment, as outlined by the Community Tool Box:</p> <ol style="list-style-type: none"> 1. Describe the makeup and history of the community to provide a context within which to collect data on its current concerns. 2. Describe what matters to people in the community. 3. Describe what matters to key stakeholders. 4. (For each candidate problem/goal) Describe the evidence indicating whether the problem/goal should be a priority issue. 5. Describe the barriers and resources for addressing the identified issue(s). 6. (Based on the assessment) Select and state the priority issue (or issues) to be addressed by the group. <p>Additional tools, examples and how-to information for assessing community needs and resources can be found on the Community Tool Box website: http://ctb.ku.edu/en/dothework/tools_tk_2.aspx</p>

Measure G3-3.7	Hours of service contributed by community volunteers who were recruited by CNCS-supported organizations or national service participants
Definition of Key Terms	<p>Hours of service: Consists of all the hours that recruited community volunteers devote to serving, including training time that they may have to participate in. Does not include hours served by community volunteers engaged in prohibited activities for CNCS-supported organizations, such as community organizing intended to promote advocacy activities (see <i>Other Note</i> below).</p> <p>Community volunteers: Citizens or residents in the community who are recruited and/or managed by the CNCS-supported organization or assigned national service participant(s) to offer time, knowledge, skills, and expertise for free to support the CNCS-supported program or organization. Community volunteers differ from national service participants in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and said volunteers are not enrolled in a national service program. Also referred to as “leveraged volunteers.”</p> <p>Recruited: Enlisted or enrolled as a direct result of an intentional effort to do so.</p>
How to Calculate Measure/Collect Data	<p>The count of hours served must include only those hours served by volunteers included in the count of community volunteers recruited by the CNCS-supported organization or assigned national service participant(s) engaged in the capacity building activity (measured in G3-3.1). This should be an unduplicated count of hours served by each recruited community volunteer during the program year.</p> <p>The organization must use some form of volunteer management system, having processes or capabilities that allow them to track information about individual volunteers such as but not limited to: the volunteer’s name, relevant demographic information including location of residence, method of recruitment, participation in orientation and/or training activities, planned and actual role, assignment(s) or activities, start and end dates of service, and hours served related to the program that the capacity building activities were intended to support or enhance.</p> <p>Applicants/grantees may count both GAAP services (that may qualify as pro bono services) and non-GAAP volunteer services in the total count of hours served. GAAP stands for Generally Accepted Accounting Principles.</p> <ul style="list-style-type: none"> • Pro bono services are professional services that are donated that someone, or another business or organization would normally have to pay the donor for. • Volunteer services come from individuals that would not normally charge for their time and skills they donate. <p>Report a separate count of hours served by recruited community volunteers for each of the six Focus Areas. If the service hours contributed by community volunteers do not fall neatly within one focus area, applicants should report this count under the focus area in which it operates its primary program.</p>

<p>Other Note</p>	<p>The count of hours may not include time spent on activities that are outside the scope of allowable activity for Members and community volunteers, i.e. time spent doing activities that national service participants are prohibited from doing themselves. The following activities are prohibited in § 2520.65 AmeriCorps subtitle C programs:</p> <p>(a) While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities:</p> <ol style="list-style-type: none"> (1) Attempting to influence legislation; (2) Organizing or engaging in protests, petitions, boycotts, or strikes; (3) Assisting, promoting, or deterring union organizing; (4) Impairing existing contracts for services or collective bargaining agreements; (5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office; (6) Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials; (7) Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization; (8) Providing a direct benefit to— <ol style="list-style-type: none"> (i) A business organized for profit; (ii) A labor union; (iii) A partisan political organization; (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and (v) An organization engaged in the religious activities described in paragraph (g) of this section, unless Corporation assistance is not used to support those religious activities; (9) Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive; (10) Providing abortion services or referrals for receipt of such services; and (11) Such other activities as CNCS may prohibit. <p>(b) Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.</p>
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Measure G3-3.8	Hours of service contributed by community volunteers who were managed by CNCS-supported organizations or national service participants
Definition of Key Terms	<p>Hours of service: Consists of all the hours that managed community volunteers devote to serving, including training time that they may have to participate in. Does not include hours served by community volunteers engaged in prohibited activities for CNCS-supported organizations, such as community organizing intended to promote advocacy activities (see <i>Other Note</i> below).</p> <p>Community volunteers: Citizens or residents in the community who are recruited and/or managed by the CNCS-supported organization or assigned national service participant(s) to offer time, knowledge, skills, and expertise for free to support the CNCS-supported program or organization. Community volunteers differ from national service participants in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and said volunteers are not enrolled in a national service program. Also referred to as “leveraged volunteers.”</p> <p>Managed: Includes training, direction, coordination and supervision of the community volunteer by the CNCS-supported organization or national service participant in tasks, duties and services for the intended purpose of supporting or enhancing the program delivery model.</p>
How to Calculate Measure/Collect Data	<p>The count of hours served must include only those hours served by volunteers included in the count of community volunteers managed by the CNCS-supported organization or assigned national service participant(s) engaged in the capacity building activity (measured in G3-3.2) . This should be an unduplicated count of hours served by each managed community volunteer during the program year.</p> <p>The organization must use some form of volunteer management system, having processes or capabilities that allow them to track information about individual volunteers such as but not limited to: the volunteer’s name, relevant demographic information including location of residence, method of recruitment, participation in orientation and/or training activities, planned and actual role, assignment(s) or activities, start and end dates of service, and hours served related to the program that the capacity building activities were intended to support or enhance.</p> <p>Applicants/grantees may count both GAAP services (that may qualify as pro bono services) and non-GAAP volunteer services in the total count of hours served. GAAP stands for Generally Accepted Accounting Principles.</p> <ul style="list-style-type: none"> • Pro bono services are professional services that are donated that someone, or another business or organization would normally have to pay the donor for. • Volunteer services come from individuals that would not normally charge for their time and skills they donate. <p>Report a separate count of hours served by managed community volunteers for each of the six Focus Areas. If the service hours contributed by community volunteers do not fall neatly within one focus area, applicants should report this count under the focus area in which it operates its primary program.</p>

<p>Other Note</p>	<p>The count of hours may not include time spent on activities that are outside the scope of allowable activity for Members and community volunteers, i.e. time spent doing activities that national service participants are prohibited from doing themselves. The following activities are prohibited in § 2520.65 AmeriCorps subtitle C programs:</p> <p>(a) While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities:</p> <ol style="list-style-type: none"> (1) Attempting to influence legislation; (2) Organizing or engaging in protests, petitions, boycotts, or strikes; (3) Assisting, promoting, or deterring union organizing; (4) Impairing existing contracts for services or collective bargaining agreements; (5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office; (6) Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials; (7) Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization; (8) Providing a direct benefit to— <ol style="list-style-type: none"> (i) A business organized for profit; (ii) A labor union; (iii) A partisan political organization; (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and (v) An organization engaged in the religious activities described in paragraph (g) of this section, unless Corporation assistance is not used to support those religious activities; (9) Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive; (10) Providing abortion services or referrals for receipt of such services; and (11) Such other activities as CNCS may prohibit. <p>(b) Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.</p>
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Intermediate Outcomes: Efficiency and Effectiveness

Measure G3-3.3	<p>Number of organizations implementing three or more effective volunteer management practices as a result of capacity building services provided by CNCS-supported organizations or national service participants</p>
Definition of Key Terms	<p>Volunteer management: A series of practices that collectively maximize the capacity of volunteers to have an impact on behalf of the organization or community. Examples of volunteer management practices include but are not limited to: development of a written volunteer generation plan, formal partnerships for volunteer recruitment, establishment of a volunteer unit within the program or organization, creation of volunteer manual/training/curriculum, regular supervision and communication with volunteers, liability coverage or insurance protection for volunteers, screening and matching volunteers to jobs*, regular collection of information on volunteer involvement, written policies and job descriptions for volunteer involvement, recognition activities, such as award ceremonies, for volunteers*, annual measurement of volunteer impact, training and professional development for volunteers*, and training for paid staff in working with volunteers.</p> <p>* These practices correlate strongest to volunteer retention according to a 2004 study by the Urban Institute, “Volunteer Management Capacity in America’s Charities and Congregations: A Briefing Report.”</p> <p>Additional resources on effective volunteer management practices are available at the CNCS Resource Center:</p> <ul style="list-style-type: none"> • http://www.nationalserviceresources.org/via • http://www.nationalserviceresources.org/ep-vol-man
How to Calculate/ Measure/ Collect Data	<p>Only volunteer management practices implemented specifically as a result of capacity building activities provided by the CNCS-supported organization or national service participant(s) intended to support or enhance the program delivery model may be counted.</p> <p>Count of three or more effective volunteer management practices from the examples listed in the above definition, or included in the certification standards of an accredited volunteer administration program such as the Council for Certification in Volunteer Administration or university-based program, that were implemented by the CNCS-supported organization or national service participant(s). Each practice should support at least one of eight steps or functions for effectively managing volunteers as defined in the report “Volunteering Reinvented: Human Capital Solutions for the Nonprofit Sector.”</p> <ol style="list-style-type: none"> 1. Market Research and Community Needs Assessments 2. Strategic Planning to Maximize Volunteer Impact 3. Recruiting and Marketing to Prospective Volunteers

4. Interviewing, Screening, and Selecting Volunteers
5. Orienting and Training Volunteers
6. Ongoing Supervision and Management
7. Recognition and Volunteer Development
8. Measuring Outcomes and Evaluating the Process

Source: Corporation for National and Community Service, 2007, page 4.

http://www.nationalservice.gov/pdf/07_0719_volunteering_reinvented.pdf

Report a separate count of volunteer management practices implemented for each of the six Focus Areas. If the volunteer management practices do not fall solely within one focus area, for example the NSP manages volunteers for that organization's housing program and health program, applicants should report this count under the focus area in which it operates its primary program.

Organizations must use a pre-post organizational assessment tool that measures capacity in the area of volunteer management, and that includes questions related to the organization's volunteer management practices. Intermediary applicants/grantees should ensure that their sub-grantees and/or host sites use the same tool. The pre-assessment should be administered before capacity building services are provided, and the post-assessment should be done at the end of the term of service of the national service participant engaged in the capacity building activity. Organizations should follow the guidance of the assessment tool they select with respect to which individual(s) at the organization respond to the assessment and other protocol for administering the tool. Alternatively, the applicant/grantee may choose to use a volunteer management tracking log or system to collect these data.

See the CNCS Resource Center, www.nationalserviceresources.org, to search for the organizational assessment tool that CNCS recommends applicants/grantees use to measure changes in organizational capacity.

Measure G3-3.9	Number of organizations reporting that capacity building activities provided by CNCS-supported organizations or national service participants have helped to make the organization more efficient
Definition of Key Terms	More efficient: Improved outcomes with the same level of resources, or improved or consistent quality of services with fewer resources.
How to Calculate Measure/ Collect Data	<p>Count of the number of organizations reporting that their organization is now more efficient as a result of the new capacity. The organizations included in the count should conform to what CNCS considers capacity building activities to be and not to be as defined in the Goal Overview section of this document. It is the applicant/grantee’s responsibility to ensure the activities performed by the CNCS-supported organization or national service participant(s) meet the eligibility requirements provided in these definitions.</p> <p>Organizations must use a pre-post organizational assessment tool to measure sustained changes in efficiency within the organization. Intermediary applicants/grantees should ensure that their sub-grantees and/or host sites use the same tool. Applicants/grantees should select a tool that includes questions that measure the areas of efficiency in which the organization seeks to improve, and that are intended to support or enhance the program delivery model. The pre-assessment should be administered before capacity building services are provided, and the post-assessment should be done at the end of the term of service of the national service participant engaged in the capacity building activity. Organizations should follow the guidance of the assessment tool they select with respect to which individual(s) at the organization respond to the assessment and other protocol for administering the tool.</p> <p>See the CNCS Resource Center, www.nationalserviceresources.org, to search for the organizational assessment tool that CNCS recommends applicants/grantees use to measure changes in organizational capacity.</p>

Measure G3-3.10	Number of organizations reporting that capacity building activities provided by CNCS-supported organizations or national service participants have helped to make the organization more effective
Definition of Key Terms	More effective: Improved ability of the organization to achieve outcomes resulting in better success rates or better quality of outcomes achieved.
How to Calculate Measure/ Collect Data	<p>Count of the number of organizations reporting that their organization is now more effective as a result of the new capacity. The organizations included in the count should conform to what CNCS considers capacity building activities to be and not to be as defined in the Goal Overview section of this document. It is the applicant/grantee’s responsibility to ensure the activities performed by the CNCS-supported organization or national service participant(s) meet the eligibility requirements provided in these definitions.</p> <p>Organizations must use a pre-post organizational assessment tool to measure sustained changes in effectiveness within the organization. Intermediary applicants/grantees should ensure that their sub-grantees and/or host sites use the same tool. Applicants/grantees should select a tool that includes questions that measure the areas of effectiveness in which the organization seeks to improve, and that are intended to support or enhance the program delivery model. The pre-assessment should be administered before capacity building services are provided, and the post-assessment should be done at the end of the term of service of the national service participant engaged in the capacity building activity. Organizations should follow the guidance of the assessment tool they select with respect to which individual(s) at the organization respond to the assessment and other protocol for administering the tool.</p> <p>See the CNCS Resource Center, www.nationalserviceresources.org, to search for the organizational assessment tool that CNCS recommends for measuring changes in organizational capacity.</p>

Measure G3-3.11	Number of new systems and business processes (technology, performance management, training, etc.) or enhancements to existing systems and business processes put in place as a result of capacity building services provided by CNCS-supported organizations or national service participants
Definition of Key Terms	<p>Business processes: A collection of related, structured activities or tasks that produce a specific service or product (serve a particular goal) for a particular customer or customers.</p> <p>Enhancements: New features and functions or significant improvements made to existing systems or processes that improve efficiency and productivity or provide new capabilities that were not previously possible in support of the program delivery model.</p>
How to Calculate Measure/ Collect Data	Count of new and enhanced systems and business processes at organizations as a result of capacity building activities provided by the CNCS-supported organization or the national service participant(s) intended to support or enhance the program delivery model. Count each system or process only once. Do not count upgrades to new systems or processes already included in the count.

Measure G3-3.12	Number of organizations that monitored their progress towards the goals identified in their community assessment with the assistance of CNCS-supported organizations or national service participants
Definition of Key Terms	<p>Monitor progress: Having a systematic process for collecting data and tracking outputs and outcomes related to goals and recommendations identified in the assessment.</p> <p>Community Assessment: Involves comprehensive information gathering, analysis and documentation to understand a community's concerns, effectively characterize its needs and respond with appropriate interventions. Discovering those things that matter to the community, what issues the community feels are most important to address, and what resources are available to bring about change may be accomplished through interviews with community members, and by conducting listening sessions, public forums, and other place-based research, resulting in an assessment (or profile) of the community that helps identify and prioritize critical issues and plan future interventions.</p>
How to Calculate Measure/ Collect Data	<p>Count of organizations that received capacity building assistance from the CNCS-supported organization or assigned national service participant(s) intended to support or enhance the program delivery model, reporting that: they have completed a community assessment; their organization identified goals as a part of that process, and they have continued monitoring their progress toward those goals at the time of reporting.</p> <p>At the outset of the activity, the applicant/grantee should indicate the minimum amount of days, hours, or other level of assistance required in order to determine that the assistance provided by the CNCS-supported organization or assigned national service participant was substantive and instrumental in completing the activity and/or achieving results. Applicants/grantees may define the level of assistance as including but not being limited to: establishing a performance management systems and processes, creating evaluation instruments, and/or developing a reporting template for the organization to monitor progress against the goals identified in the community assessment.</p> <p>Organizations must use a pre-post organizational assessment tool that includes questions related to the organization's capacity to monitor and evaluate goals and objectives. Intermediary applicants/grantees should ensure that their sub-grantees and/or host sites use the same tool. The pre-assessment should be administered before capacity building services are provided, and the post-assessment should be done at the end of the term of service of the national service participant engaged in the capacity building activity. Organizations should follow the guidance of the assessment tool they select with respect to which individual(s) at the organization respond to the assessment and other protocol for administering the tool.</p> <p>See the CNCS Resource Center, www.nationalserviceresources.org, to search for the organizational assessment tool that CNCS recommends for measuring changes in organizational capacity.</p>

Other Note	AmeriCorps State and National requirements that pertain to allowable capacity building activities (45 CFR 2520.30) stipulate that AmeriCorps capacity building activity must not include tasks that have to do with managing the CNCS-supported projects/grants such as measuring the impact of the AmeriCorps program.
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Intermediate Outcomes: Scale and Reach

Measure G3-3.13	<p>Number of additional activities completed and/or program outputs produced by the program as a result of capacity building services provided by CNCS-supported organizations or national service participants in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families</p>
Definition of Key Terms	<p>Additional activities/program outputs: Can include any capacity building activities or outputs that have been completed or produced, such as the number of community outreach meetings coordinated, communication tools developed, manuals written, trainings piloted, etc., which is more than what the organization could have completed or produced absent the capacity building services.</p>
How to Calculate Measure/ Collect Data	<p>Only additional activities and program outputs specifically resulting from capacity building activities provided by the CNCS-supported organization or assigned national service participant(s) intended to support or enhance the program delivery model may be counted.</p> <p>Organizations must use a pre-post organizational assessment tool that measures capacity in the area of program and service delivery, and that includes questions related to the organization’s specific services, activities and/or program offerings. Intermediary applicants/grantees should ensure that their sub-grantees and/or host sites use the same tool. The pre-assessment should be administered before capacity building services are provided, and the post-assessment should be done at the end of the term of service of the national service participant engaged in the capacity building activity. Organizations should follow the guidance of the assessment tool they select with respect to which individual(s) at the organization respond to the assessment and other protocol for administering the tool.</p> <p>Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data.</p> <p>See the CNCS Resource Center, www.nationalservicerresources.org, to search for the organizational assessment tool that CNCS recommends for measuring changes in organizational capacity.</p> <p>Report a separate count of activities and program outputs for each of the six Focus Areas.</p>

Measure G3-3.14	Number of organizations that have experienced an increase in requests for their programs and services as a result of capacity building services provided by CNCS-supported organizations or national service participants
Definition of Key Terms	N/A
How to Calculate Measure/Collect Data	<p>Only requests specifically resulting from capacity building activities provided by the CNCS-supported organization or assigned national service participant(s) intended to support or enhance the program delivery model may be counted. Requests may come from community members, partners, or other organizations.</p> <p>The organization must keep administrative records or other information management systems that enable them to track details about service requests that allow them to verify the nature and intent of the request, such as but not limited to: the stated reason or rationale for the request for services related to the program that the capacity building activities were intended to support or enhance, the date of the request, and relevant demographic and organizational details about the person and/or organization that made the request.</p> <p>Organizations must use a pre-post organizational assessment tool that measures capacity in the area of program and service delivery, and that includes questions related to the organization’s specific services, program offerings and/or recruitment and outreach activities. Intermediary applicants/grantees should ensure that their sub-grantees and/or host sites use the same tool. The pre-assessment should be administered before capacity building services are provided, and the post-assessment should be done at the end of the term of service of the national service participant engaged in the capacity building activity. Organizations should follow the guidance of the assessment tool they select with respect to which individual(s) at the organization respond to the assessment and other protocol for administering the tool.</p> <p>Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data.</p> <p>See the CNCS Resource Center, www.nationalserviceresources.org, to search for the organizational assessment tool that CNCS recommends for measuring changes in organizational capacity.</p> <p>Report a separate count of service requests for each of the six Focus Areas.</p>

Measure G3-3.15	Number of additional types of services offered by organizations as a result of capacity building services provided by CNCS-supported organizations or national service participants in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families
Definition of Key Terms	Types of service: includes qualitatively distinct service activities that enable the program to address different needs or different populations in need of the organization's services.
How to Calculate Measure/ Collect Data	<p>Only additional types of service specifically resulting from capacity building activities provided by the CNCS-supported organization or assigned national service participant(s) intended to support or enhance the program delivery model may be counted.</p> <p>Organizations must use a pre-post organizational assessment tool that measures capacity in the area of program and service delivery, and that includes questions related to the organization's specific services, activities and/or program offerings. Intermediary applicants/grantees should ensure that their sub-grantees and/or host sites use the same tool. The pre-assessment should be administered before capacity building services are provided, and the post-assessment should be done at the end of the term of service of the national service participant engaged in the capacity building activity. Organizations should follow the guidance of the assessment tool they select with respect to which individual(s) at the organization respond to the assessment and other protocol for administering the tool.</p> <p>Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data.</p> <p>See the CNCS Resource Center, www.nationalserviceresources.org, to search for the organizational assessment tool that CNCS recommends applicants/grantees use to measure changes in organizational capacity.</p> <p>Report a separate count of services for each of the six Focus Areas.</p>

Intermediate Outcomes: Leverage

Measure G3-3.16	Dollar value of cash resources leveraged by CNCS-supported organizations or national service participants
Definition of Key Terms	<p>Cash resources: Cash, check, or other monetary gift.</p> <p>Leverage: To garner additional resources or assets through capacity building activities (such as funding, volunteers, in-kind support, and partnerships).</p>
How to Calculate Measure/ Collect Data	<p>Only cash resources raised specifically as a result of capacity building activities provided by the CNCS-supported organization or assigned national service participant(s) engaged in the capacity building activity intended to support or enhance the program delivery model may be counted.</p> <p>The organization must keep administrative records or other information management systems that enable them to track and verify the origin, intent and other transactional information on commitments and contributions of cash and in-kind resources. Inclusion of cash or in-kind resources in the count is subject to IRS limitations, and should not include contributions made to specific individuals, political organizations or candidates. Adhere to the following provisions adapted from the IRS' <i>Deducting Charitable Contributions</i>, http://www.irs.gov/newsroom/article/0,,id=106990,00.html:</p> <p style="padding-left: 40px;">6. Regardless of the amount, to count a contribution of cash, check, or other monetary gift, the applicant/grantee must maintain a bank record, payroll deduction records or a written communication from the individual or organization containing the name of the organization, the date of the contribution and amount of the contribution. For text message donations, a telephone bill will meet the record-keeping requirement if it shows the name of the receiving organization, the date of the contribution, and the amount given.</p> <p>Report a separate count of dollars raised for each of the six Focus Areas.</p>
Other Note	<p>These activities and measure primarily apply to VISTA members. AmeriCorps members may not raise funds for the organization in general. Only program-specific fundraising is allowable. AmeriCorps State/National fundraising requirements are: AmeriCorps members may raise resources directly in support of the program's service activities. AmeriCorps members may not: (1) Raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment; (2) Write a grant application to CNCS or to any other Federal agency. 45 CFR 2520.40. An AmeriCorps member may spend no more than ten percent of his or her originally agreed-upon term of service, as reflected in the member enrollment in the National Service Trust, performing fundraising activities §2520.45.</p>

Measure G3-3.17	Dollar value of in-kind resources leveraged by CNCS-supported organizations or national service participants
Definition of Key Terms	<p>In-kind resources: Non-cash contributions, including donated goods or services, expert advice, equipment or property.</p> <p>Leverage: To garner additional resources or assets through capacity building activities (such as funding, volunteers, in-kind support, and partnerships).</p>
How to Calculate Measure/ Collect Data	<p>Only in-kind resources raised specifically as a result of capacity building activities provided by the CNCS-supported organization or assigned national service participant(s) d engaged in the capacity building activity intended to support or enhance the program delivery model may be counted.</p> <p>The organization must keep administrative records or other information management systems that enable them to track and verify the origin, intent and other transactional information on commitments and contributions of cash and in-kind resources. The estimated value of in-kind resources should be calculated following IRS guidance for determining the value of non-cash charitable contributions, including donated property, for purposes of claiming tax deductions. Inclusion of cash or in-kind resources in the count is subject to IRS limitations, and should not include contributions made to specific individuals, political organizations or candidates. Adhere to the following provisions adapted from the IRS’ <i>Deducting Charitable Contributions</i>, http://www.irs.gov/newsroom/article/0,,id=106990,00.html:</p> <ol style="list-style-type: none"> 3. If the applicant/grantee receives a benefit because of the contribution such as merchandise, tickets to a ball game or other goods and services, then only the amount that exceeds the fair market value of the benefit received can be included in the calculated value. 4. Donations of stock or other non-cash property are usually valued at the fair market value of the property. Clothing and household items must generally be in good used condition or better to be deductible. Special rules apply to vehicle donations. 5. Fair market value is generally the price at which property would change hands between a willing buyer and a willing seller, neither having to buy or sell, and both having reasonable knowledge of all the relevant facts. <p>If the <i>tangible expenses</i> of providing pro bono services or the costs associated with volunteering are paid for by the volunteer or assumed by another organization, these costs can be at least partially included in the valuation of in-kind resources contributed. Applicants/grantees should consult and conform to IRS regulations for deducting charitable contributions to determine whether to include such expenses in the value of non-cash contributions.</p> <p>Examples of tools for calculating the value of in-kind resources include but are not limited to: Goodwill Industries’ Donation Value Guide (http://www.goodwill.org/get-involved/donate/taxes-and-your-donation/), Charity Navigator’s Guide to Donating Noncash Items (http://www.charitynavigator.org/index.cfm?bay=content.view&cpid=335),</p>

	<p>and TurboTax's free ItsDeductible product (http://turbotax.intuit.com/personal-taxes/itsdeductible/).</p> <p>Report a separate count of in-kind resources raised for each of the six Focus Areas.</p>
Other Note	<p>These activities and measure primarily apply to VISTA members. AmeriCorps members may not raise funds for the organization in general. Only program-specific fundraising is allowable. AmeriCorps State/National fundraising requirements are: AmeriCorps members may raise resources directly in support of the program's service activities. AmeriCorps members may not: (1) Raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment; (2) Write a grant application to CNCS or to any other Federal agency. 45 CFR 2520.40. An AmeriCorps member may spend no more than ten percent of his or her originally agreed-upon term of service, as reflected in the member enrollment in the National Service Trust, performing fundraising activities §2520.45.</p>

End Outcomes

You may only select G3-3.18 or G3-3.19 if you have also selected at least one Output measure (G3-3.1, G3-3.2, G3-3.4, G3-3.5, G3-3.6, G3-3.7 or G3-3.8) **AND** at least one aligned Intermediate Outcome measure (G3-3.3, G3-3.9, G3-3.10, G3-3.11, G3-3.12, G3-3.13, G3-3.14, G3-3.15, G3-3.16 or G3-3.17).

Measure G3-3.18	Number of new beneficiaries that received services as a result of capacity building efforts in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families
Definition of Key Terms	New beneficiaries: Individuals who were clients or service recipients in the current reporting period who were not clients or service recipients in previous reporting periods.
How to Calculate Measure/ Collect Data	<p>Count of the number of new beneficiaries receiving assistance or services as a result of capacity building efforts provided by the CNCS-supported organization or assigned national service participant(s) in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families. Applicants/grantees consider beneficiaries as “new” if they have not received any services from the organization in the past grant cycle. At the outset of the activity, the applicant/grantee should indicate a minimum number of days or hours, or other units of service received are required in order for the person to be considered a beneficiary.</p> <p>New beneficiaries of service should be the direct result of one or more capacity building activities intended to support or enhance the program delivery model, such as new or expanded programming, new outreach or marketing campaigns.</p> <p>Report a separate count of new beneficiaries served for each of the six Focus Areas. If a new beneficiary receives services in more than one focus area and/or more than one service within a focus area, the new beneficiary should be counted only once under the focus area in which it operates its primary program.</p>

Measure G3-3.19	Number of new beneficiaries from one or more targeted or underserved populations (counts by target population, e.g., racial or ethnic group) that received services as a result of capacity building efforts in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families
Definition of Key Terms	<p>New beneficiaries: Individuals who were clients or service recipients in the current reporting period who were not clients or service recipients in previous reporting periods.</p> <p>Underserved populations: Populations or groups that are specifically identified by the program as in need of program services or that currently receive inadequate service.</p>
How to Calculate Measure/Collect Data	<p>Count of the number of new beneficiaries from one or more targeted or underserved populations (counts by target population, e.g., racial or ethnic group) receiving assistance or services as a result of capacity building efforts provided by the CNCS-supported organization or assigned national service participant(s) in a) Disaster Services, b) Economic Opportunity, c) Education, d) Environmental Stewardship, e) Healthy Futures and/or f) Veterans and Military Families. Applicants/grantees consider beneficiaries as “new” if they have not received any services from the organization in the past grant cycle. At the outset of the activity, the applicant/grantee should indicate a minimum number of days or hours, or other units of service received are required in order for the person to be considered a beneficiary.</p> <p>New beneficiaries of service should be the result of one or more capacity building activities intended to support or enhance the program delivery model, such as new or expanded programming, new outreach or marketing campaigns.</p> <p>The targeted or underserved population(s) that the applicant/grantee intends to reach should be identified in the application, or the position/assignment description of the national service participant before the start of the program.</p> <p>Report a separate count of new beneficiaries served in each targeted or underserved population for each of the six Focus Areas. If a new beneficiary receives services in more than one focus area and/or more than one service within a focus area, the new beneficiary should be counted only once under the focus area in which it operates its primary program.</p>



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**2013 National Performance Measures Instructions (Disaster Services Focus Area)
Definitions, Suggestions regarding Data Collection, and Additional Notes**

Additional measurement and data collection resources may be found at:

<http://www.nationalservicerresources.org/national-performance-measures/home>

Table of Contents

Focus Area Overview	2
Disaster Services Focus Area.....	2
Focus Area Definitions	2
Tier 1 Priority Performance Measures	3
Strategic Plan Objective 3: Disaster Services	3
Tier 2 Disaster Services Measures in Other Focus Areas	7
ECONOMIC OPPORTUNITY: Housing Services	7
ENVIRONMENTAL STEWARDSHIP: Improving Lands or Habitats.....	7
HEALTHY FUTURES: Independent Living.....	7
HEALTHY FUTURES: Food Security	7

Focus Area Overview

Disaster Services Focus Area

Grants will help individuals and communities prepare, respond, recover, and mitigate disasters and increase community resiliency. Grant activities will:

- increase the preparedness of individuals,
- increase individuals readiness to respond,
- help individuals recover from disasters, and
- help individuals mitigate disasters.

Aligned Outcome Measures

AmeriCorps programs are required to have at least one outcome measure aligned with each output measure they select. The opt-in rules (in blue boxes before the measures) provide guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures. The rules also denote any constraints that may apply to reporting of performance measurement data to CNCS.

Focus Area Definitions

Preparedness: Actions that involve a combination of planning, resources, training, exercising, and organizing to build, sustain, and improve operational capabilities. Preparedness is the process of identifying the personnel, training, and equipment needed for a wide range of potential incidents, and developing jurisdiction-specific plans for delivering capabilities when needed for an incident.

Response: Immediate actions to save lives, protect property and the environment, and meet basic human needs. Response also includes the execution of emergency plans and actions to support short-term recovery.

Recovery: The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public-assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; post incident reporting; and development of initiatives to mitigate the effects of future incidents.

Mitigation: Activities providing a critical foundation in the effort to reduce the loss of life and property from natural and/or manmade disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect.

Tier 1 Priority Performance Measures

Disaster Services Performance Measures are divided into two categories, Disaster Services-specific measures, and measures in other Focus Areas (Economic Opportunity, Environmental Stewardship and Healthy Futures) where applicants and grantees will specify how many of the total individuals served were impacted by disaster preparedness, mitigation, response or recovery efforts. Applicants and grantees must create aligned outcome measures that are appropriate to their program model.

Strategic Plan Objective 3: Disaster Services

If your program model focuses on providing preparedness, response, recovery or mitigation services to vulnerable communities, families and/or individuals in disaster prone areas, you MUST select among these measures.

You may select any measures that apply to your program model. You must also develop your own aligned outcome measure for each output measure (D1-D4).

Measure D1	Number of individuals that received CNCS-supported services in disaster preparedness.
Definition of Key Terms	<p>CNCS-supported services: Could be a variety of different kinds of supports to help the individuals have a higher quality of life, but cannot only be referrals to federal services without supplementary assistance. The assistance may be delivered by phone, e-mail, or in person. It may be delivered individually or as a group.</p> <p>Preparedness: Actions that involve a combination of planning, resources, training, exercising, and organizing to build, sustain, and improve operational capabilities. Preparedness is the process of identifying the personnel, training, and equipment needed for a wide range of potential incidents, and developing jurisdiction-specific plans for delivering capabilities when needed for an incident.</p>
How to Calculate/ Measure/ Collect Data	<p>Unduplicated count of individuals that received CNCS-supported services in disaster preparedness.</p> <p>The data should be collected using a tracking mechanism appropriate for the type of service, such as: CNCS-supported agency’s call center records, referral logs, sign-in sheet, client tracking database, or other information management system.</p>

Measure D2	Number of individuals that received CNCS-supported services in disaster response.
Definition of Key Terms	<p>CNCS-supported services: Could be a variety of different kinds of supports to help the individuals have a higher quality of life, but cannot only be referrals to federal services without supplementary assistance. The assistance may be delivered by phone, e-mail, or in person. It may be delivered individually or as a group.</p> <p>Response: Immediate actions to save lives, protect property and the environment, and meet basic human needs. Response also includes the execution of emergency plans and actions to support short-term recovery.</p>
How to Calculate/ Measure/ Collect Data	<p>Unduplicated count of individuals that received CNCS-supported services in disaster response.</p> <p>The data should be collected using a tracking mechanism appropriate for the type of service, such as: CNCS-supported agency's call center records, referral logs, sign-in sheet, client tracking database, or other information management system.</p>

Measure D3	Number of individuals that received CNCS-supported services in disaster recovery.
Definition of Key Terms	<p>CNCS-supported services: Could be a variety of different kinds of supports to help the individuals have a higher quality of life, but cannot only be referrals to federal services without supplementary assistance. The assistance may be delivered by phone, e-mail, or in person. It may be delivered individually or as a group.</p> <p>Recovery: The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public-assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; post incident reporting; and development of initiatives to mitigate the effects of future incidents.</p>
How to Calculate/ Measure/ Collect Data	<p>Unduplicated count of individuals that received CNCS-supported services in disaster recovery.</p> <p>The data should be collected using a tracking mechanism appropriate for the type of service, such as: CNCS-supported agency's call center records, referral logs, sign-in sheet, client tracking database, or other information management system.</p>

Measure D4	Number of individuals that received CNCS-supported services in disaster mitigation.
Definition of Key Terms	<p>CNCS-supported services: Could be a variety of different kinds of supports to help the individuals have a higher quality of life, but cannot only be referrals to federal services without supplementary assistance. The assistance may be delivered by phone, e-mail, or in person. It may be delivered individually or as a group.</p> <p>Mitigation: Activities providing a critical foundation in the effort to reduce the loss of life and property from natural and/or manmade disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect.</p>
How to Calculate/ Measure/ Collect Data	<p>Unduplicated count of individuals that received CNCS-supported services in disaster mitigation</p> <p>The data should be collected using a tracking mechanism appropriate for the type of service, such as: CNCS-supported agency's call center records, referral logs, sign-in sheet, client tracking database, or other information management system.</p>

Tier 2 Disaster Services Measures in Other Focus Areas

In order to provide more detailed information on your program's performance in providing disaster services, you may select any of the focus area-specific measures listed below that are consistent with your program model. Consult the NOFO Performance Measures Instructions of the relevant focus area for detailed guidance on these measures.

ECONOMIC OPPORTUNITY: Housing

If you select O5, you must also select O11 as an aligned outcome measure.

O5. Number of economically disadvantaged individuals, including homeless individuals, receiving housing services.

O11. Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing.

ENVIRONMENTAL STEWARDSHIP: Improving Lands or Habitats

You may select EN4 and/or EN5. You must also develop your own aligned outcome measure for EN4 and/or EN5.

EN4. Number of acres of national parks, state parks, city parks, county parks, or other public and tribal lands that are improved.

EN5. Number of miles of trails or waterways (owned/maintained by national, state, county, city or tribal governments) that are improved, and/or created.

HEALTHY FUTURES: Independent Living

If you select H8, you must also select H9 as an aligned outcome measure.

H8: Number of homebound OR older adults and individuals with disabilities receiving food, transportation, or other services that allow them to live independently.

H9. Number of homebound OR older adults and individuals with disabilities who reported having increased social ties/perceived social support.

HEALTHY FUTURES: Food Security

If you select H10 (O6) and/or H11 (O7), you must also select H12 as an aligned outcome measure.

H10 (*formerly* O6). Number of individuals receiving emergency food from food banks, food pantries, or other nonprofit organizations.

H11 (*formerly* O7). Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger.

H12. Number of individuals that reported increased food security of themselves and their children (household food security) as a result of CNCS-supported services.



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Table of Contents

Focus Area Overview	2
Economic Opportunity Focus Area	2
Tier 1 Complementary Program Measures.....	3
Strategic Plan Objective 1: Financial Literacy.....	3
Strategic Plan Objective 3: Employment.....	4
Finding Economic Opportunity for National Service Participants.....	6
Tier 2 Priority Performance Measures	11
Strategic Plan Objective 2: Housing	11
Tier 3 Complementary Program Measures	13
Strategic Plan Objective 2: Housing	13
Finding Economic Opportunity for National Service Participants.....	14

Focus Area Overview

Economic Opportunity Focus Area

Grants will provide support and/or facilitate access to services and resources that contribute to the improved economic well-being and security of economically disadvantaged people. Grant activities will help economically disadvantaged people to:

- have improved access to services and benefits aimed at contributing to their enhanced financial literacy;
- transition into or remain in safe, healthy, affordable housing; and
- have improved employability leading to increased success in becoming employed.

Aligned Outcome Measures

AmeriCorps programs are required to have at least one outcome measure aligned with each output measure they select. The opt-in rules (in blue boxes before the measures) provide guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures. The rules also denote any constraints that may apply to reporting of performance measurement data to CNCS.

Tier 1 Complementary Program Measures

Strategic Plan Objective 1: Financial Literacy

If your program model focuses on providing financial literacy services to economically disadvantaged individuals, you MUST select among these measures.

If you select O1, you must also select O9 as an aligned outcome measure.

Measure O1	Number of economically disadvantaged individuals receiving financial literacy services.
Definition of Key Terms	<p>Economically disadvantaged: Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p>Individuals: May be a single individual or may represent a family; may be of any age considered an “adult” in the state where services are provided</p> <p>Financial literacy services: Includes “financial literacy education with regard to credit management, financial institutions including banks and credit unions, and utilization of savings plans” (2009 Serve America Act).</p>
How to Calculate Measure/ Collect Data	Unduplicated count of individuals to whom the “financial literacy services” are provided. Note that this is not simply a referral service. Individuals may contact the organization more than once during the year to get help but each individual should be reported here only once. Services may be provided in-person, on the phone, or by email.
	Tracking mechanism appropriate for type of service. May be a sign-in sheet or a tracking database.

Measure O9	Number of economically disadvantaged individuals with improved financial knowledge.
Definition of Key Terms	<p>Disadvantaged individuals: those counted as participating in O1.</p> <p>Improved Financial Knowledge: the financial literacy program should have learning objectives. The improved financial knowledge should be based on those pre-defined learning objectives. Individuals participating in the financial literacy services should know more after they participate than before.</p>
How to Calculate Measure/ Collect Data	Count of individuals provided services in O1 whose pre-test and post-test scores indicate that they know more about at least one of the financial literacy topics presented.
	Must conduct a pre-test/post-test to determine amount of knowledge gained.

Strategic Plan Objective 3: Employment

*If your program model focuses on providing job training or placement services to economically disadvantaged individuals, you **MUST** select among these measures.*

If you select O2, you must develop your own aligned outcome measure.

If you select O3, you must also select O10 as an aligned outcome measure.

Measure O2	Number of economically disadvantaged individuals receiving job training and other skill development services.
Definition of Key Terms	<p>Economically disadvantaged individuals: Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p>Job training: occupational skill training delivered in an institutional or classroom setting or skill training provided in an experiential workplace setting (may be called on-the-job training or work experience). P. 3, <u>Job Training Policy in the United States</u>, The Upjohn Institute, 2004.</p> <p>Other skill development services: these include:</p> <ul style="list-style-type: none"> • Remedial Education such as Adult Basic Education, GED Education, Adult ESL Education. • Classroom soft skills training that provides information about appropriate workplace behavior or job search skills. <p>(<u>Job Training Policy in the United States</u>, The Upjohn Institute, 2004.)</p>
How to Calculate Measure/Collect Data	<p>Unduplicated count of individuals completing the job training or skill development service for which they enrolled.</p> <hr/> <p>Course attendance records.</p>

Measure O3	Number of economically disadvantaged individuals receiving job placement services.
Definition of Key Terms	<p>Economically disadvantaged individuals: Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p>Job placement services: These services include job search and placement assistance (including career counseling); labor market information (which identifies job vacancies; skills needed for in-demand jobs; and local, regional and national employment trends); initial assessment of skills and needs; information about available services.</p>
How to Calculate Measure/Collect Data:	<p>Unduplicated count of individuals completing the job placement services for which they enrolled.</p> <hr/> <p>Course attendance records.</p>

Measure O10	Number of economically disadvantaged individuals placed in jobs.
Definition of Key Terms	<p>Economically disadvantaged individuals: Individuals counted for O3</p> <p>Placed in jobs: individual is hired in a new job as a result of job placement services provided; individual may have been previously working in a different job or previously unemployed.</p>
How to Calculate Measure/Collect Data	<p>Count of individuals receiving services in O3 who are hired into a new job. Count each individual only once even if the individual receives placement in more than one job.</p> <hr/> <p>Suggested method is a copy of acceptance letter from employer or copy of first pay stub.</p>

Finding Economic Opportunity for National Service Participants

If your program model focuses on helping economically disadvantaged participants complete their high school education, attend college, and/or obtain employment, you MUST select among these measures.

If you select O12, you must also select O15 as an aligned outcome measure.
 If you select O12, and want to be in Tier 1, you must select an additional priority or complementary program measure from Tier 1, 2, or 3 that measures community impact.

If you select O14, you must also select O17 as an aligned outcome measure.
 If you select O14, and want to be in Tier 1, you must select an additional priority or complementary program measure from Tier 1, 2, or 3 that measures community impact.

If you select O17, and want to be in Tier 1, you must select an additional priority or complementary program measure from Tier 1, 2, or 3 that measures community impact.

Measure O12	Number of economically disadvantaged National Service Participants who are unemployed prior to their term of service.
Definition of Key Terms	This measure is a count of individuals who are entered into CNCS' National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the National Service Trust, or who are dismissed, will not be counted. Economically disadvantaged National Service Participants: Current National Service Participants who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance. Unemployed: do not have paid, regular employment or were not serving in the military/national guard within the month prior to beginning their term of service.
How to Calculate Measure/Collect Data	Count of economically disadvantaged National Service Participants who are unemployed prior to their term of service according to above definition. Suggested: Self-report of National Service Participant at beginning of term of service. Program will have to wait until end of term of service to determine if the member should be counted here. Would only be counted if: (1) meet the count of individuals as define above and (2) have not been admitted for another term of service.

Additional Notes	<p>If the applicant's or grantee's goal is to help the National Service Participants obtain employment during their term of service that may result in the National Service Participants leaving service early, they should ensure that the program has approved design that includes exit for "compelling personal circumstances" as specified in 45 CFR §2522.230.</p> <p>The program should collect the data at the time the National Service Participant begins service.</p> <p>What were you doing most of last month?</p> <ul style="list-style-type: none"><input type="checkbox"/> Working at a regular job<input type="checkbox"/> Serving in the military / reserves<input type="checkbox"/> Working sporadically<input type="checkbox"/> Looking for work<input type="checkbox"/> Other _____
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Measure O15	Number of economically disadvantaged National Service Participants that secure employment during their term of service or within one year after finishing the program
Definition of Key Terms	<p>This measure is a count of individuals who are entered into CNCS' National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the Education Trust, or who are dismissed, will not be counted.</p> <p>Economically disadvantaged National Service Participants: Current National Service Participants who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance</p> <p>Securing employment refers to paid, regular employment or serving in the military/national guard within the past week.</p> <p>The span of time for which a member will be counted under this measure includes enrollment to 12 months after a member leaves service or within the subsequent cycle for the alumni survey. This enables the measure to include members who obtain employment while enrolled in the program.</p>
How to Calculate Measure/Collect Data	<p>If the applicant's or grantee's goal is to help the National Service Participants obtain employment during their term of service that may result in the National Service Participants leaving service early, they should ensure that the program has approved design that includes exit for "compelling personal circumstances" as specified in 45 CFR §2522.230.</p> <p>Count of individuals in O12 who are hired into a job within one year after finishing the program. Count each individual only once even if the individual receives placement in more than one job.</p> <p>What were you doing most of last week?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working at a regular job <input type="checkbox"/> Serving in the military / reserves <input type="checkbox"/> Working sporadically <input type="checkbox"/> Looking for work <input type="checkbox"/> Other _____ <p>Suggested: Copy of acceptance letter from employer or copy of first pay stub.</p>

Measure O14	Number of National Service Participants who have their high school diploma or equivalent but have not completed a college degree prior to their term of service.
Definition of Key Terms	This measure is a count of individuals who are entered into CNCS' National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the National Service Trust, or who are dismissed, will not be counted. College , as defined for this performance measure, refers to any postsecondary higher education institution. Therefore, it includes colleges, universities, and technical and vocational schools (definition of college per US Census).
How to Calculate Measure/ Collect Data	<p>Program will have to wait until end of term of service to determine if the member should be counted here. Would only be counted if member meets the count of individuals as defined above.</p> <p>The program should collect the data at the time the National Service Participant begins service.</p> <p>Have you obtained your GED/diploma?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure. Explain. _____ <p>Have you completed a college degree?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure. Explain. _____

Measure O17	Number of members that complete a college course within one year after finishing a CNCS-supported program
Definition of Key Terms	<p>This measure is a count of individuals who are entered into CNCS’ National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the National Service Trust, or who are dismissed, will not be counted. College, as defined for this performance measure, refers to any postsecondary higher education institution. Therefore, it includes colleges, universities, and technical and vocational schools (definition of college per US Census).</p> <p>Complete a college course: may have enrolled in course during term of service and completed after term of service ends or may enroll and complete after term of service ends; may or may not pass course but did not drop out and did not take an “incomplete”; course schedule would indicate that course has finished by the time measure has been taken</p> <p>Within one year refers to 12 months after a member leaves service, or within the subsequent cycle for the alumni survey.</p>
How to Calculate Measure/Collect Data	<p>Of the members counted in O14, count of how many complete a college course as defined above within 12 months after a member leaves service.</p> <hr/> <p>Have you obtained your completed a college course since leaving the program?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If yes, does this course contribute toward a recognized college degree or educational credential?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Tier 2 Priority Performance Measures

Strategic Plan Objective 2: Housing

If your program model focuses on providing housing services to economically disadvantaged and homeless families and individuals, you MUST select among these measures.

If you select O5, you must also select O11 as an aligned outcome measure.

Measure O5	Number of economically disadvantaged individuals, including homeless individuals, receiving housing services.
Definition of Key Terms	<p>Economically disadvantaged: Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p>Homeless: Individuals who spend the night in a place not intended for human habitation, in an emergency shelter, or in a transitional housing facility. See the Dept. of Housing and Urban Development definition at http://www.hud.gov/homeless/definition.cfm</p> <p>Individuals: Each unique person who will be occupying the unit legally including adults and children but not unborn children.</p> <p>Housing services: Helps qualifying individuals find appropriate housing, find the resources to support use of appropriate housing, and assists individuals in accessing the appropriate housing. May or may not result in an actual placement. May also include hands-on housing development and repair activities. Housing development adds to the housing stock by building a new unit or substantially rehabilitating a unit that was either uninhabitable or soon would have become so. Involves replacing major systems such as the roof, the plumbing, the wiring, the foundation, or elevating the unit as required by a flood plain standard. Housing repair is a more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances and removing safety hazards. Service requires an engagement with the individual in person, by phone, or through a web-interface. Pamphlets, brochures, or web-based information that does not involve a human interaction is not sufficient.</p>
How to Calculate Measure/Collect Data	<p>Count of Individuals as defined above benefitting from the housing service. Can only count each individual once during the program year even though it may be necessary to provide services to the individual more than once.</p> <p>Programs that are only able to count Housing Units should report on Measure O4 (Tier 3).</p> <p>The data should be collected using a tracking mechanism appropriate for the type of service, which may include: CNCS-supported agency’s administrative or call center records, referral logs, attendance logs or sign-in sheet, client tracking database, or other information management system.</p> <p>The client tracking database should have unique IDs (e.g. Homeless Management Information System (HMIS)).</p>

Measure O11	Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing.
Definition of Key Terms	<p>Economically disadvantaged: Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p>Homeless: Individuals who spend the night in a place not intended for human habitation, in an emergency shelter, or in a transitional housing facility. See the Dept. of Housing and Urban Development’s definition at http://www.hud.gov/homeless/definition.cfm</p> <p>Individuals: Each unique person who will be occupying the unit legally including adults and children but not unborn children.</p> <p>Safe, healthy, affordable housing: Family or individual moves into a housing unit with secure tenure (lease or ownership document). Grantee certifies that the housing is safe and healthy, based on an inspection or other documentation. Grantee defines affordability and certifies that the housing unit is affordable to the household. See the Dept. of Housing and Urban Development’s Affordable Housing page at http://www.hud.gov/offices/cpd/affordablehousing/</p>
How to Calculate Measure/Collect Data	<p>Count of individuals. Can only count each person once during the program year even though it may be necessary to provide services more than once.</p> <p>An inspection report and certificate of occupancy, proof of residence such as lease or mortgage, or other verification from an external agency that the work was completed and is being occupied might be used.</p>

Tier 3 Complementary Program Measures

Strategic Plan Objective 2: Housing

If you select O4, you must also develop your own aligned outcome measure.

Measure O4	Number of housing units developed, repaired, or otherwise made available for low-income individuals, families or people with disabilities.
Definition of Key Terms	<p>Housing unit: A single-family home (including a mobile home if permanently placed), an apartment, or a room in a group home for people with disabilities.</p> <p>Develop: Build new or substantially rehabilitate housing units that were uninhabitable or soon would have become so. Involves replacing major systems such as the roof, the plumbing, the wiring, the foundation, or elevating the unit as required by a flood plain standard.</p> <p>Repair: A more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances and removing safety hazards..</p> <p>Otherwise made available: Activities that make available <u>through improved access</u> a housing unit that is in the housing stock and likely to remain habitable. For example, assistance in searching for the unit, a rent subsidy that makes the unit affordable to the individual or family.</p> <p>Low-income: Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p>Individuals and families: The U.S. Census definition of “household,” which includes all the persons who occupy a housing unit. The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated persons who share living arrangements.</p> <p>People with disabilities: Subset of individuals and families that meets a definition related to inability to live independently without support (could use HUD definition). Separate mention in this measure may not be needed, but could leave it in and count units for people with disabilities separately to acknowledge emphasis on this population.</p>
How to Calculate Measure/ Collect Data	<p>Unduplicated count of Housing Units developed, repaired, or otherwise made available as defined here for low income individuals, families or persons with disabilities. This count indicates that the work has been completed to make the units available but they may or may not have been occupied.</p> <p>Programs can use a dollar cut-off to distinguish “developed” from “repaired” (e.g., 30K/unit) or can distinguish by whether major systems are replaced. Dollar cut-off would require valuing volunteer labor, distinguishing between skilled trades and other workers.</p> <p>Programs that are able to count Individuals placed in the housing units they develop, repair or make available should report on Measure O5 (Tier 2).</p> <p>Inspection report, certificate of occupancy, or other verification from an external agency that the work was completed.</p>

Finding Economic Opportunity for National Service Participants

If your program model focuses on helping economically disadvantaged participants complete their high school education, attend college, and/or obtain employment, you MUST select among these measures.

If you select O13, you must also select O16 as an aligned outcome measure.

Measure O13	Number of economically disadvantaged National Service Participants who have not obtained their high school diploma or equivalent prior to the start of their term of service.
Definition of Key Terms	This measure is a count of individuals who are entered into CNCS' National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the National Service Trust, or who are dismissed, will not be counted. Economically disadvantaged National Service Participants: Current National Service Participants who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.
How to Calculate Measure/ Collect Data	<p>Program will have to wait until end of term of service to determine if the member should be counted here. Would only be counted if member meets the count of individuals as defined above.</p> <p>The program should collect the data at the time the National Service Participant begins service.</p> <p>Have you obtained your GED/diploma?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Not sure. Explain. _____</p>

Measure O16	Number of National Service Participants that obtain a GED/diploma while serving in a CNCS program or within one year after finishing the program.
Definition of Key Terms	<p>This measure is a count of individuals who are entered into CNCS' National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the Education Trust, or who are dismissed, will not be counted.</p> <p>Economically disadvantaged National Service Participants: Current National Service Participants who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p> <p>The span of time for which a member will be counted under this measure includes enrollment to 12 months after a member leaves service or within the subsequent cycle for the alumni survey. This enables the measure to include members who obtain their GED/diploma while enrolled in the program.</p>
How to Calculate Measure/Collect Data	<p>Of the members counted in O13, count of how many obtained a GED/diploma either during their term of service or within 12 months after the term of service ends.</p> <p>Have you obtained your GED/diploma since [enter date of enrollment]?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Have you obtained your GED/diploma since leaving the program?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>



Notice of Federal Funding Opportunity Addendum

Corporation for National and Community Service
AmeriCorps State and National Grants FY 2013

2013 National Performance Measures Instructions (Education Focus Area)

Definitions, Suggestions regarding Data Collection, and Additional Notes

Additional measurement and data collection resources may be found at:

<http://www.nationalservicerresources.org/national-performance-measures/home>

Table of Contents

Focus Area Overview	2
Education Focus Area	2
Tier 1/Tier 2 Priority Performance Measures	3
Strategic Plan Objective 1: School Readiness	3
Strategic Plan Objective 2: Succeeding in Kindergarten through 12th Grade.....	7
Tier 3 Complementary Program Measures	14
Tutoring and Other Education Programs	14
Mentoring Programs	16
Teacher Corps	21
Early Childhood Education Programs	25

Focus Area Overview

Education Focus Area

Grants will provide support and/or facilitate access to services and resources that contribute to improved educational outcomes for economically disadvantaged people, especially children. CNCS is particularly interested in program designs that support youth engagement strategies and service-learning as strategies to achieve high educational outcomes. Grant activities will improve:

- school readiness for economically disadvantaged young children,
- educational and behavioral outcomes of students in low-achieving elementary, middle, and high schools, and
- the preparation for and prospects of success in post-secondary education institutions for economically disadvantaged students.

Aligned Outcome Measures

AmeriCorps programs are required to have at least one outcome measure aligned with each output measure they select. The opt-in rules (in blue boxes before the measures) provide guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures. The rules also denote any constraints that may apply to reporting of performance measurement data to CNCS.

Tier 1/Tier 2 Priority Performance Measures

Note: Programs that serve in schools that received awards under the School Improvement Grants (SIG) program and are implementing one of the SIG school intervention models and/or Priority Schools identified by a State educational agency (SEA) that has received approval from the Department of Education of its request for Elementary and Secondary Education Act (ESEA) flexibility will be considered Tier 1. Programs that serve in other schools will be considered Tier 2.

Strategic Plan Objective 1: School Readiness

If your program model focuses on improving school readiness for economically disadvantaged pre-K children, you MUST select among these measures.

Early childhood programs must choose measure ED21 and then at least one measure from ED23-25.

Measure ED21	Number of children that completed participation in CNCS-supported early childhood education programs.
Definition of Key Terms	<p>Children: Children up through the age of kindergarten enrollment who are enrolled in early childhood education programs with a majority of economically disadvantaged children and/or a majority of children with special or exceptional needs.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: At the outset of the activity, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Early childhood education program: A program in which CNCS-supported activities help pre-K students maintain enrollment in and succeed in early childhood education programs. The ‘help’ that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p>

How to Calculate Measure/ Collect Data	<p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/programs they will engage already have a participant population in which the largest percentage of children in the program come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged children and/or children with special or exceptional needs in the program.</p>
Notes	<p>Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. The optional enrollment measure (ED20), combined with this measure, will indicate how many children drop out/are retained by these programs. Tracking your program's retention and attrition rates is a good performance management practice.</p>

Measure ED23	<p>Number of children demonstrating gains in school readiness in terms of social and/or emotional development.</p>
Definition of Key Terms	<p>Children: See definition under ED21.</p> <p>Social and emotional development: An indicator and element of school readiness that measures a child's development in one or more of the following domains: self-concept, self-control, cooperation, social relationships, and knowledge of families and communities. Each domain of social and emotional development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of social and emotional development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across multiple developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development, and age-appropriate academic skills and behavior.</p>
How to Calculate Measure/ Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on social and/or emotional development.</p> <p>Accredited early childhood education programs may already have state requirements in place for assessing the social and emotional development of children to determine school readiness. For example, such a measure may be: "The number of children who often or very often exhibit positive social behaviors when interacting with their peers".</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005) http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</p>

Measure ED24	Number of children demonstrating gains in school readiness in terms of literacy skills
Definition of Key Terms	<p>Children: See definition under ED21.</p> <p>Literacy skills: An indicator and element of school readiness that measures a child’s development in one or more of the following domains: phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. Each domain of literacy skills development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of literacy skills development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.</p>
How to Calculate Measure/Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on their literacy skills.</p> <p>Accredited early childhood education programs have state requirements for assessing literacy skills of children to determine school readiness. For example, such a measure may be “Number of children almost always recognizing the relationships between letters and sounds at kindergarten entry”.</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)</p> <p>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</p> <p>There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade.</p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</p>

Measure ED25	Number of children demonstrating gains in school readiness in terms of numeracy (math) skills.
Definition of Key Terms	<p>Children: See definition under ED21.</p> <p>Numeracy skills: An indicator and element of school readiness that measures a child’s development in one or more of the following domains: numbers and operations, geometry and spatial sense, and pattern and measurement. Each domain of math (numeracy) skills development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of math (numeracy) skills development that (a) directly corresponds to the program intervention and (b) will be measured as defined by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.</p>
How to Calculate Measure/ Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on their numeracy (math) skills.</p> <p>Accredited early childhood education programs have state requirements for assessing numeracy (math) skills of children to determine school readiness. For example, such a measure may be “Number of children at kindergarten entry who can count beyond 10, sequence patterns and use nonstandard units of length to compare number”.</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)</p> <p>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</p> <p>There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade.</p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</p>

Strategic Plan Objective 2: Succeeding in Kindergarten through 12th Grade

If your program model focuses on services to help elementary and secondary school students succeed in grades K-12, you MUST select among these measures.

Tutoring and other education programs must select Measure ED2, and then at least one measure from ED5, ED27 or ED6.

Measure ED2	Number of students that completed participation in CNCS-supported K-12 education programs.
Definition of Key Terms	<p>Students: Students enrolled in grades K-12 in schools with a majority of economically disadvantaged students and/or a majority of children with special or exceptional needs.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: At the outset of the activity, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Education program: A program in which CNCS-supported activities help students maintain enrollment in and succeed in school (except mentoring programs). The help that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p>
How to Calculate Measure/Collect Data	<p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged students and/or students with special or exceptional needs in the program.</p> <p>The data should be available from agency records, either the applicant's own records or it may obtain this data through a data sharing partnership with the school</p>

Notes	Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported education programs. The optional enrollment measure (ED1), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program's retention and attrition rates is a good performance management practice.
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Mentoring programs must select Measure ED4A, and then at least one measure from ED5, ED27 or ED6.

Measure ED4A	Number of disadvantaged youth/mentor matches or children with special or exceptional needs/mentor matches that were sustained by the CNCS-supported program for at least the required time period.
Definition of Key Terms	<p>Mentors are adults who provide CNCS-sustained support to children or youth through either community based programs or school based programs. Programs that involve peer to peer support should not be included in this measure- for those programs use Tutoring measures. For school-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year. For community-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months. Mentoring relationships are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p>Disadvantaged youth: “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (from SAA) It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p>Economically disadvantaged: eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Children: Individuals younger than 21 years of age.</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p>
How to Calculate Measure/Collect Data	Programs will count the number of qualifying mentor-mentee matches that were sustained over the course of the program. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees who remained in the group should be counted.
Notes	Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported mentoring programs. The optional enrollment measure (ED3A), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program’s retention and attrition rates is a good performance management practice.

Measure ED5	Number of students with improved academic performance in literacy and/or math.
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>Improved academic performance in literacy and/or math: as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized test/instrument.</p> <p>Standardized test/instrument: has been validated externally on a randomly-selected population of students.</p>
How to Calculate Measure/Collect Data	<p>Programs will report the number of students from ED2 or ED4A who:</p> <p>(1) achieved the “gain” or amount of progress that was approved at grant award, and/or</p> <p>(2) performed on grade level if the post-test only method is being used.</p> <p>Amount of progress required:</p> <p>The amount of progress required to count as “improved academic performance” must be specified in the approved grant application. If the program is using different tests for different groups of children, then different amounts of progress may be specified by test. Some tests may specify different amounts of progress based on the pre-test results.</p> <p>Standardized tests:</p> <p>Many standardized test instruments provide expected levels of improvement for particular starting levels. Those would be the most appropriate improvement levels for programs to select. Only programs that demonstrate they are serving below grade level students and that demonstrate a sufficient reason for not conducting a pre-test/post-test may request a “post-test only” assessment option. In these specific cases, only a post-test is required to show those previously below-grade-level students are performing at grade level after the program.</p> <p>Programs should select a standardized test that:</p> <p>(1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with, and acceptable to, the school where the program is providing services (different tests may be used at different schools).</p>

Regarding the use of state standardized tests administered by the school:
State standardized tests generally should NOT be used as it is expected that they will not be sufficiently tailored to the material taught, may involve long delays before the data became available, and the child's classroom teacher would have the primary effect on these scores. However, programs may request to use the state, standardized test but need to demonstrate that it is appropriate for their circumstances.(NOTE: These tests may not be used unless an exception has been granted.) These tests have the advantage of already being in place and having an infrastructure to support their use, and students would have taken these tests anyway. State standardized tests can only be used if they are administered at the end of the prior year and then again at the end of the current year. (This will not be the case for all grade levels.)

Obtaining test scores from school systems:
For programs not themselves administering the test, the program will need to have some form of agreement, such as an MOU (memorandum of understanding) with the school to ensure that data for the needed children can be secured. Data are needed on the group of children you are serving, but not on individual children. Requesting data in this way is not likely to violate FERPA (the Family Educational Rights and Privacy Act).

You are not likely to be able to count children who were in a different school district in the year prior to service or transfer away from the school during the school year. See the Education Focus Area Instrument Packet for a suggested method of requesting the data your program needs.

Regarding the use of other standardized tests: The test should be administered to the students participating in the program before they begin service and again near the end of the service delivery period. Some tests suggest measuring improvement at more points during the year. Programs should follow the instructions provided by the test they have selected.

The National Center on Response to Intervention website of the U.S. Department of Education provides some information about assessment tools (they call them progress monitoring tools) at the following site:

<http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm>

Note that these are not specifically recommended, nor are these the only instruments that programs could use but the site provides good information about how to consider which tool your program might choose.

Measure ED27	Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement.
Definition of Key Terms	<p>Service learning: Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.</p> <p>Improved academic engagement: A positive and significant change in one of the following student behaviors or attitudes over the course of a school year. Measures of student behaviors include: increased attendance, increased completion of assignments including homework, increased teacher-reported participation, decreased disciplinary referrals and decreased reports of substance abuse. Measures of student attitudes include: increased interest in school, improved perspective on school climate, increased attachment to school and increased educational aspirations. (ED6 reports on the attendance characteristic separately and ED7 [Tier 3 measure] reports on the disciplinary referrals separately.)</p>
How to Calculate Measure/Collect Data	<p>Applicants and grantees should identify the measures of academic engagement that their programs most closely align with. Selection of measures should be based on whether the measures have been shown to be valid and reliable.</p> <p>Programs should collect academic engagement data from school records, teacher surveys and/or student surveys at the beginning and end of the school year. If any one of these elements shows substantial improvement, without any of the other elements worsening, the student should be counted as having demonstrated improved academic engagement.</p> <p>A survey or questionnaire should be used for grantee administration. See the CNCS Resource Center, www.nationalserviceresources.org, to search for performance measurement tools that CNCS has developed for volunteer and service programs.</p> <p>Determining whether a positive change in student behavior is significant may be limited by small sample sizes. Applicants and grantees are encouraged to track the average size of the increase among service-learning participants as well as the percent of students with a positive increase.</p>
Additional Notes	Applicants and grantees may report on either ED27 or ED6 but not both measures to ensure an unduplicated count. Applicants are encouraged to select ED27, which is a more direct measure of academic engagement than ED6, but ED6 may be preferred if it is significantly easier to collect school attendance data than to obtain parental consent and administer a pre-post survey.

Measure ED6	Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student.
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>CNCS-supported program involvement: Starts on the date national service participants begin working with students and ends with the date their involvement with the students ends or the end of the grant year, whichever comes first. "Working with students" does not need to be in direct work with the students. However, the national service participant must provide direct support that makes the program possible.</p> <p>School attendance: NCLB approved definition. Based on the academic literature, the desired target is "attended 90% of school days." However, CNCS recognizes that some students might make huge improvements without hitting the 90% target and we want to capture that change over time.</p>
How to Calculate Measure/Collect Data	<p>Will need to determine total possible school days between start and end date. Then using attendance records determine the actual number of days attended/absent.</p> <p>School / classroom attendance logs. To assess improvement over time, programs will need to obtain data on attendance prior to the CNCS-supported activity's involvement with student.</p>
Additional Notes	<p>This measure is appropriate only for programs serving students with previously demonstrated attendance problems. Program should demonstrate that students previously had poor attendance and that after attending the program, the students' attendance improved.</p> <p>Applicants and grantees may report on either ED27 or ED6 but not both measures to ensure an unduplicated count. Applicants are encouraged to select ED27, which is a more direct measure of academic engagement than ED6, but ED6 may be preferred if it is significantly easier to collect school attendance data than to obtain parental consent and administer a pre-post survey.</p>

Tier 3 Complementary Program Measures

Tutoring and Other Education Programs

Tutoring programs must select Measures ED1 and/or ED2, and then at least one measure from ED7-ED11 or ED26.

Measure ED1	Number of students who start in a CNCS-supported education program.
Definition of Key Terms	<p>Education program: National Service Participants help students maintain enrollment in and succeed in school (mentoring programs use ED3A). The help that National Service Participants provide does not need to be in direct service to the students. However, the National Service Participants must provide direct support that makes the program possible.</p> <p>Elementary and secondary school students: students enrolled in grades K-12.</p> <p>Start in: students enrolled in the education program at the beginning of the program. Counts may be updated if the number of participants increases.</p>
How to Calculate Measure/Collect Data	Count of students who enroll in the program. Students may or may not complete the program. Each student should be counted only once during the program.

Measure ED2*	Number of students that completed participation in CNCS-supported K-12 education programs.
Definition of Key Terms	<p>Students: Students enrolled in grades K-12 in schools with a majority of economically disadvantaged students and/or a majority of children with special or exceptional needs.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: At the outset of the activity, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Education program: A program in which CNCS-supported activities help students maintain enrollment in and succeed in school (except mentoring programs). The help that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p>
How to Calculate Measure/Collect Data	<p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged students and/or students with special or exceptional needs in the program.</p> <p>The data should be available from agency records, either the applicant's own records or it may obtain this data through a data sharing partnership with the school</p>
Notes	Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported education programs. The optional enrollment measure (ED1), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program's retention and attrition rates is a good performance management practice.

**** Measure ED2 is repeated here because it can also serve as the output for Tier 3 outcomes.***

Mentoring Programs

Mentoring programs must select Measures ED3A and/or ED4A, and then at least one measure from ED7-ED11 or ED26.

Measure ED3A	Number of disadvantaged youth/mentor matches that are commenced by the CNCS-supported education program.
Definition of Key Terms	<p>Mentors are adults who provide support to children or youth through either community-based or school-based programs:</p> <p>School-based: A continuous match, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year.</p> <p>Community-based: A continuous match, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months.</p> <p>Mentoring relationships are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p>Disadvantaged youth: “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (From SAA). It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p>Economically disadvantaged: eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p>
How to Calculate Measure/Collect Data:	Programs will count the number of qualifying mentor-mentee matches that are initiated over the course of the program year. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees in the group should be counted.

Measure ED4A*	Number of disadvantaged youth/mentor matches that were sustained by the CNCS-supported program for at least the required time period.
Definition of Key Terms	<p>Mentors are adults who provide CNCS-sustained support to children or youth through either community based programs or school based programs. Programs that involve peer to peer support should not be included in this measure- for those programs use Tutoring measures. For school-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year. For community-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months. Mentoring relationships are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p>Disadvantaged youth: “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (from SAA) It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p>Economically disadvantaged: eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p>
How to Calculate Measure/Collect Data	Programs will count the number of qualifying mentor-mentee matches that were sustained over the course of the program. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees who remained in the group should be counted.
Notes	Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported mentoring programs. The optional enrollment measure (ED3A), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program’s retention and attrition rates is a good performance management practice.

* Measure ED4A is repeated here because it can also serve as the output for Tier 3 outcomes.

Measure ED7	Number of students with no or decreased disciplinary referrals and suspensions over the course of the CNCS-supported program's involvement.
Additional Notes	This measure is appropriate only for programs serving students with previously demonstrated disciplinary or suspension problems. The program should demonstrate that students previously had disciplinary or suspension problems and that after attending the program, they had fewer disciplinary referrals and suspensions.

Measure ED8	Number of youth with decreased substance abuse, arrest, or gang involvement.
Definitions	<p>Youth: Those reported in ED1, ED2, ED3A or ED4A.</p> <p>Gang involvement: May mean associating with gang members or participating in gang activities.</p> <p>Substance abuse: May mean use of alcohol, tobacco, or other drugs, including abuse of prescription drugs.</p> <p>Arrest: Means an action by a police officer that is called "arrest" by that law enforcement agency regardless of whether the arrest results in a conviction.</p>
How to Calculate Measure/ Collect Data	<p>Measure gets at the instances of substance abuse, arrest, or gang involvement before and after the CNCS-supported program.</p> <p>Either official police records or pre-program and post-program surveys; Pre-program survey should refer to at least prior year. If surveys are used, they need to be validated instruments. As this information is highly sensitive, the survey process is also very important.</p>
Additional Notes:	This measure is appropriate only for programs serving students with previously demonstrated substance abuse, arrest, or gang involvement problems. The program should demonstrate that students have had at least one of these problems in the past and that after attending the program, they experienced a decline in that problem.

Measure ED9	Number of students graduating from high school on time with a diploma.
Definition of Key Terms	<p>Students: Those reported in ED1, ED2, ED3A or ED4A.</p> <p>On Time: Within four years.</p>
How to Calculate Measure/ Collect Data	School/district promotion and graduation records of individual students who participated in CNCS-supported program.

Notes	<p>This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12th graders and whose objective is promoting high school graduation.</p> <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve? For example, what is the typical high school graduation rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of high school graduation than this group. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will graduate from high school; will the percentage you set challenge your program to reach that target?
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Measure ED10	Number of students entering post-secondary institutions.
Definition of Key Terms	<p>Students: those reported in ED1, ED2, ED3A or ED4A. Post-secondary institutions may include two-year and four-year colleges Entering: means matriculating as a full-time or part-time student.</p>
How to Calculate Measure/ Collect Data	Registration records that confirm student enrollments or self-report on follow up surveys.
Notes	<p>This performance indicator is best suited for CNCS-supported programs that focus on preparing high school students for college.</p> <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve who enter post-secondary institutions? Or, what is the typical post-secondary school enrollment rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of post-secondary school enrollment than this group. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will enter a post-secondary institution; will the percentage you set challenge your program to reach that target?

Measure ED11	Number of students earning a post-secondary degree.
Definition of Key Terms	Students: those reported in ED1, ED2, ED3A or ED4A. Degree: may include an associate degree from an accredited academic program or an occupational or vocational program; a bachelor’s degree (ex., BA, AB, BS); a master’s degree (ex.: MA, MS, MEng, MEd, MSW); a professional school degree (ex.: MD, DDS, DVM); or a doctorate degree (ex.: PhD, EdD).
How to Calculate Measure/Collect Data	Registration records that confirm degree was earned or self report on follow up surveys.
Notes	This performance indicator is best suited for CNCS-supported programs that focus on preparing high school students for college or programs that work with students in college to help them succeed. <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group? For example, of the students you plan to serve, what proportion of those who graduate from high school typically complete a post-secondary degree? This would be your comparison group or the group who do not receive your service. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will earn a post-secondary degree; will the percentage you set challenge your program to reach that target? Remember that the target you set would need to be higher than what occurs already in the comparison group so that you can show the difference that your program is making.

Measure ED26	Number of students acquiring a GED.
Definition of Key Terms	Students: Those reported in ED1, ED2, ED3A or ED4A.
How to Calculate/Measure/Collect Data	GED completion records of individual students who participated in CNCS-supported program.
Notes	This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12 th graders and whose objective is promoting GED completion. <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve? For example, what is the typical GED completion rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of GED completion than this group. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will acquire a GED; will the percentage you set challenge your program to reach that target?

Teacher Corps

These measures are intended to be used by CNCS-supported programs where the National Service Participants serve as the primary teacher in a classroom setting during their placements. The National Service Participants may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.

- Applicants and grantees providing a Teacher Corps Program must use Measures ED1 and/or ED2, Measures ED12-ED14 AND Measure ED17.
- Measures ED15, ED18 and ED19 are optional.

Measure ED12	Number of CNCS-supported National Service Participants who begin serving as teachers through a Teacher Corps program.
Definition of Key Terms	Teacher: Is responsible for leading one or more classes of students in grades K-12.
How to Calculate Measure/Collect Data	Teacher Corps programs will identify the number of CNCS-supported National Service Participants who are working as teachers.

Measure ED13	Number of CNCS-supported National Service Participants who completed serving as teachers through a Teacher Corps program.
Definition of Key Terms	Number of CNCS-supported National Service Participants identified in D12 who completed their term of service.
How to Calculate Measure/Collect Data	Teacher Corps programs will identify the number of CNCS-supported National Service Participants who complete the Teacher Corps program.

Measure ED14	Number of individuals teaching in high need schools.
Definition of Key Terms	Individuals: Teachers counted in ED13. High need: Any school that meets the definitions outlined in the Race to the Top Notice of Funding Opportunity (CFDA #:84.395A) for High Poverty School or Persistently Low Achieving School. http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf

Measure ED17	Number of teachers remaining in the education field, but not teaching in a school (school support staff, school administration, district administration policy, education nonprofits, etc.) after their term of service.
Definition of Key Terms	Teachers: CNCS-supported teachers counted in ED13 Not teaching in a school: school support staff, school administration, district administration policy, education non-profits, etc. After Term of Service: refers to the school year after the term of service ends.
How to Calculate Measure/Collect Data	Follow-up survey of Teacher Corps members; program administrative records

Measures ED15, ED18 and ED19 are optional

Measure ED15	Number of students in CNCS-supported teacher classrooms with improved academic performance.
Definition of Key Terms	Students: The students completing the school year who are enrolled in the classes taught by teachers counted in ED13 and who are counted in ED2. Improved academic performance: as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized instrument. Many standardized test instruments provide expected levels of improvement for particular starting points. Those would be the most appropriate improvement levels for programs to select. Programs may request a post-test only assessment option that would count as “improved” only those students who perform at grade level on the post-test. Only those programs that demonstrate they are serving below grade level students and that demonstrate a sufficient reason for not conducting a pre-test/post-test may request this option. Standardized test/instrument: has been validated externally on a randomly-selected population of students; may be a state, standardized test or other standardized test.

<p>How to Calculate Measure/Collect Data</p>	<p>Programs will report the number of students from ED2 who: (1) achieve the “gain” or amount of progress that was approved at grant award, and/or (2) perform on grade level if the post-test only method is being used.</p> <p>Amount of progress required: The amount of progress required to count as “improved academic performance” must be specified in the approved grant application. If the program is using different tests for different groups of children, then different amounts of progress may be specified by test. Some tests may specify different amounts of progress based on the pre-test results.</p> <p>Programs should select a standardized test that: (1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with and acceptable to the school where the program is providing services (different tests may be used at different schools).</p> <p>Regarding the use of state standardized tests administered by the school: These tests have the advantage of already being in place and having an infrastructure to support their use, and of course students would have taken these tests anyway. State standardized tests can only be used if they are administered near the end of the prior year and then again near the end of the current year (this will not be the case for all grade levels). Programs may request a post-test only assessment option that would count as “improved” only those students who perform at grade level on the post-test. Only those programs that demonstrate they are serving below grade level students and that demonstrate a sufficient reason for not conducting a pre-test/post-test may request this option.</p> <p>Obtaining test scores from school systems: For programs not themselves administering the test, the program will need to have some form of agreement, such as an MOU (memorandum of understanding) with the school to ensure that data for the needed children can be secured. Data are needed on the group of children you are serving, but not on individual children. Requesting data in this way does not violate FERPA (the Family Educational Rights and Privacy Act).</p> <p>These data have the disadvantage that you will not be able to count children who were in a different school district in the year prior to service or transfer away from the school during the school year unless the two school systems are within the same state and efforts are made to match pre-service scores in one district with post-service scores in another. See the Resource Packet for a suggested method of requesting the data you need.</p> <p>Regarding the use of other standardized tests: The test should be administered to the students participating in the program before they begin service and again near the end of the service delivery period. Some tests suggest measuring improvement at more points during the year. Programs should follow the instructions provided by the test they have selected.</p>
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Measure ED18	Number of teachers who have had a positive impact on student learning as determined by observation-based assessments of teacher performance.
Definition of Key Terms	Teachers: CNCS-supported teachers counted in ED13.
How to Calculate Measure/ Collect Data	Consistent with Race to the Top, this measure can be used as an optional supplement to academic achievement for assessing teacher effectiveness.
Other Notes	Race to the Top suggests an observation-based assessment approach to supplement student performance. http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf

Measure ED19	Number of individuals receiving certification to teach in schools after their term of service.
Definition of Key Terms	Receiving certification: according to NCLB standard.
How to Calculate Measure/ Collect Data	Follow-up survey of Teacher Corps members; program administrative records

Early Childhood Education Programs

- Early Childhood programs must choose measures ED20 and ED21 and then ED22.

Measure ED20:	Number of children who start in an CNCS-supported early childhood education program.
Definition of Key Terms	<p>Education program: CNCS-supported National Service Participants help pre-K students maintain enrollment in and succeed in early childhood education programs. The help that CNCS-supported National Service Participants provide does not need to be in direct service to the students. However, the CNCS-supported National Service Participants must provide direct support that makes the program possible.</p> <p>Start in: students enrolled in the early childhood education program at the beginning of the program. Counts may be updated if the number of participants increases.</p>
How to Calculate/ Measure/ Collect Data:	Count of students who enroll in the program. Students may or may not complete the program. Each student should be counted only once during the program.

Measure ED21*	Number of children that completed participation in CNCS-supported early childhood education programs.
Definition of Key Terms	<p>Children: Children up through the age of kindergarten enrollment who are enrolled in early childhood education programs with a majority of economically disadvantaged children and/or a majority of children with special or exceptional needs.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: At the outset of the activity, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Early childhood education program: A program in which CNCS-supported activities help pre-K students maintain enrollment in and succeed in early childhood education programs. The ‘help’ that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p>
How to Calculate Measure/Collect Data	<p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/programs they will engage already have a participant population in which the largest percentage of children in the program come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged children and/or children with special or exceptional needs in the program.</p>
Notes	Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. The optional enrollment measure (ED20), combined with this measure, will indicate how many children drop out/are retained by these programs. Tracking your program’s retention and attrition rates is a good performance management practice.

* Measure ED21 is repeated here because it can also serve as the output for Tier 3 outcomes.

Measure ED22	Number of children accessing high quality early childhood education programs.
Definition of Key Terms	<p>High quality: Early childhood education programs with all four of the following characteristics--</p> <ul style="list-style-type: none"> • Teacher & Assistant teacher qualifications • Class size limits • Appropriate teacher to child ratios • Learning and development occurs across all domains with programs that address children’s physical well-being and motor development, social/emotional development, approaches towards learning, language development and cognition. <p>Access: By “accessing” we are referring to children enrolled in high quality early childhood education programs as opposed to children to whom such programs are available.</p>
How to Calculate Measure/ Collect Data	<p>Count of students from ED21 who are enrolled in an CNCS-supported early childhood education program that is either a high quality program or is conducted through or in addition to a high quality early childhood education program. Programs providing services or supplementary instruction to children in early childhood education programs that are not high quality according to the definition above, should not select this measure.</p> <p><u>Citations that may be helpful on “high quality” early education programs include:</u> The State of Preschool, 2009, National Institute for Early Education Research, www.nieer.org Prepared for Kindergarten: What does readiness mean? D. Ackerman and W.S. Barnett, www.nieer.org Head Start Impact Study, Final Report, January 2010, US Dept. of Health and Human Services, Administration on Children and Families Head Start Family and Child Experiences Survey (FACES) 1997-2010 http://www.acf.hhs.gov/programs/opre/hs/faces/ A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, http://www.childtrends.org/Files/Child Trends-2010_06_18_ECH_SchoolReadiness.pdf. (Teacher/child ratios) Research Reviews on Child-staff Ratios and Group Size, http://nccic.acf.hhs.gov/poptopics/ratios-size-reviews.html.</p>



Notice of Federal Funding Opportunity Addendum

Corporation for National and Community Service
AmeriCorps State and National Grants FY 2013

**2013 National Performance Measures Instructions (Environmental Stewardship Focus Area)
Definitions, Suggestions regarding Data Collection, and Additional Notes**

Additional measurement and data collection resources may be found at:

<http://www.nationalservicerresources.org/national-performance-measures/home>

Table of Contents

Focus Area Overview	2
Environmental Stewardship Focus Area.....	2
Tier 2 Priority Performance Measures	3
Strategic Plan Objective 2: Improving Lands or Habitats	3
Tier 3 Complementary Program Measures	5

Focus Area Overview

Environmental Stewardship Focus Area

Grants will provide direct services that contribute to increased energy and water efficiency, renewable energy use, or improving at-risk ecosystems, and support increased citizen behavioral change leading to increased efficiency, renewable energy use, and ecosystem improvements particularly for economically disadvantaged households and economically disadvantaged communities. Grant activities will:

- decrease energy and water consumption;
- improve at-risk ecosystems;
- increase behavioral changes that lead directly to decreased energy and water consumption or improve at-risk ecosystems; and
- increase green training opportunities that may lead to decreased energy and water consumption or improve at-risk ecosystems.

Aligned Outcome Measures

AmeriCorps programs are required to have at least one outcome measure aligned with each output measure they select. The opt-in rules (in blue boxes before the measures) provide guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures. The rules also denote any constraints that may apply to reporting of performance measurement data to CNCS.

Tier 2 Priority Performance Measures

Strategic Plan Objective 2: Improving Lands or Habitats

If your program model focuses on improving lands or habitats, you MUST select among these measures.

You may select EN4 and/or EN5. You must also develop your own aligned outcome measure for EN4 and/or EN5.

Measure EN4	Number of acres of national parks, state parks, city parks, county parks, or other public and tribal lands that are improved.
Definition of Key Terms	<p>National parks, State parks, city parks, county parks: Park/recreation areas that are designated by national, state, city, or county governments (not trails or rivers; see #5)</p> <p>Other public lands: Other publicly owned lands</p> <p>Tribal lands: Same meaning as imparted by the definitions of “Indian Lands” and “Indian Tribes” provided in. SEC. 101. [42 U.S.C. 12511] Definitions (http://www.americorps.gov/help/ac_sn_all/ASN_Megasearch_Site.htm)</p> <p>Improved: Restored to reduce human impact, removed invasive species, established native plants, built riparian buffers, cleared of natural debris (such as fallen trees/limbs) and unnatural debris (such as hazardous fuel and waste). Improvements must go beyond basic trash removal.</p>
How to Calculate/ Measure/ Collect Data	<p>Count of number of acres that are improved. Count each acre that is improved only once during the program year. It may be necessary to improve an acre more than once, but it should be counted only once. Only count the acres that are actually improved; do not count the entire park/land area unless your project improves the entire area.</p> <p>Tracking document, survey or acknowledgement of receipt of services from entity that owns or administers the area improved.</p> <p>CNCS encourages applicants and grantees to perform service with the greatest impact versus providing minimal impact to the highest number of acres. The applicant or grantee should identify a certain deficiency or serious environmental risk or describe a compelling problem that is well documented and propose an evidence-based intervention to address the problem and restore the land or habitat to a quality ecosystem. The evidence-base could be a governmental land management improvement plan if it addresses the targeted problem, and is preferably an identified priority in the plan, although it is preferable to also describe how the proposed intervention will return the targeted area to a quality environment and relevant evidence to support the value of the intervention. For example, while conducting seasonal maintenance may allow a grantee to report greater numbers of acres “improved”, it is less likely to be selected for funding if it does not address a compelling environmental problem, deficiency, risk or priority (ideally one that has been documented in a governmental land management improvement plan).</p>

Measure EN5	Number of miles of trails or waterways (owned/maintained by national, state, county, city or tribal governments) that are improved, and/or created.
Definition of Key Terms	<p>Trails: For walking, running, biking, or horses.</p> <p>Waterways: Includes rivers, lakes and other bodies of water used for swimming, boating, fishing, or other forms of water-based recreation.</p> <p>Improved: Restored to reduce human impact, removed invasive species, established native plants, built riparian buffers, cleared of natural debris (such as fallen trees/limbs) and unnatural debris (such as hazardous fuel and waste). Improvements must go beyond basic trash removal.</p> <p>Created: Implementing safety measures, making handicapped accessible, or environmental protection measures such as boardwalks, grading, trail-blazing, converting a railroad bed to a trail, etc. that make trails newly available.</p>
How to Calculate/ Measure/ Collect Data	<p>Sum of number of miles of trails and/or waterways that are improved, and/or created. Count each mile only once during the program year. Count the area improved on/in the trail/waterway and immediately next to the trail/waterway. It may be necessary to improve the same mile of trail/waterway more than once but include in count only once. If, for example, the program or project is to improve a trail, then the whole width of the trail that is being improved can be counted, not just the width of the fencing. If the lack of a trail has led to damage in the area, then the area of that restoration/repair work would count too.</p> <p>If you measure your work in feet and not miles, you may convert square feet into square miles. 1 square foot = 0.0000000358700643 square miles.</p> <p>As a general rule of thumb, adhere to the resource management standards for riparian work specified by USDA’s Natural Conservation Practice Standard “Riparian Herbaceous Cover”: http://www.nrcs.usda.gov/technical/Standards/nhcp.html. Additional Criteria to Maintain or Improve Water Quality and Quantity: Minimum width shall be increased to 2.5 times the stream width (based on the horizontal distance between bank-full elevations) or 35 feet for water bodies.</p> <p>CNCS encourages applicants and grantees to perform service with the greatest impact versus providing minimal impact to the highest number of miles. The applicant or grantee should identify a certain deficiency or serious environmental risk or describe a compelling problem that is well documented and propose an evidence-based intervention to address the problem and restore the trail or waterway to a quality ecosystem. The evidence-base could be a governmental land management improvement plan if it addresses the targeted problem, and is preferably an identified priority in the plan, although it is preferable to also describe how the proposed intervention will return the targeted area to a quality environment and relevant evidence to support the value of the intervention. For example, while conducting seasonal maintenance may allow a grantee to report greater numbers of miles “improved”, it is less likely to be selected for funding if it does not address a compelling environmental problem, deficiency, risk or priority (ideally one that has been documented in a governmental land management improvement plan).</p> <p>Tracking document, survey or acknowledgement of receipt of services from entity that owns or administers the trail or waterways improved.</p>

Tier 3 Complementary Program Measures

Applicants and grantees must select at least one of the measures (EN1, EN2, EN3, or EN6) that matches their program model.

- Applicants and grantees selecting EN1, EN2, EN3, or EN6 must also develop their own aligned outcome measure.

Measure EN1	Number of housing units of low-income households and structures weatherized or retrofitted to significantly improve energy efficiency.
Definition of Key Terms	<p>Housing Unit: single family home, mobile home, apartment unit, each side of duplex would count as 1.</p> <p>Low income: 200% of poverty or the updated level as found at: http://www.waptac.org/</p> <p>Weatherization/retrofitted: See the U.S. Department of Energy. Helpful information can be found at the following links: http://www.waptac.org/ or http://www.energysavers.gov/</p> <p>Weatherization: Modifying a building to reduce energy consumption and costs and optimize energy efficiency. Whole-house weatherization includes the installation of modern energy-saving heating and cooling equipment and looks at how the house performs as a system.</p> <p>Retrofit: An energy conservation measure applied to an existing building or the action of improving the thermal performance or maintenance of a building.</p> <p>Structures: Shelters, such as homeless shelters or emergency shelters operated by nonprofit or public organizations; each structure would count as 1.</p> <p>Significantly improve energy efficiency: Physical improvements to housing or building structures that improve energy-efficiency by greater than 15% compared to standard new units built to local building code or the unit’s existing energy efficiency, respectively.</p>
How to Calculate/ Measure/ Collect Data	Count only those units/structures where the work was fully completed as evidenced by a Certificate of Occupancy; where not required, get a written statement from resident or owner or some other certification of completion.
Additional Notes	<p>U.S. Department of Energy has training programs, definitions, and tools to assist in these efforts. Your program is not required to exactly match the way that DOE provides weatherization but we encourage you to create programs that reflect “the spirit of” the DOE programs.</p> <p>Many energy- and green-rating programs require energy reductions that meet or exceed the 15% energy reduction in this measure. For example, ENERGY STAR (ENERGY STAR-Qualified New Homes: http://www.energystar.gov/index.cfm?c=new_homes.nh_features and Home Performance with ENERGY STAR for existing homes: http://www.energystar.gov/index.cfm?fuseaction=hpwes_profiles.showSplash), LEED for Homes (http://www.usgbc.org/DisplayPage.aspx?CMSPageID=2135), the NAHB National Green Building Program (http://www.nahbgreen.org) and other energy and green building programs’ certifications provide measures for the level of efficiency that qualify towards the above 15% grouping.</p>

Measure EN2	Number of low-income households home and public building energy audits conducted.
Definition of Key Terms	<p>Home: single family home, mobile home, apartment unit, each side of duplex would count as 1.</p> <p>Public building: buildings owned by public entities and used to serve the public; might include public schools, local/state/national government buildings.</p> <p>Energy Audit: See U.S. Dept. of Energy information for suggested definition http://www.waptac.org/</p> <p>Low income: 200% of poverty or the updated level as found at: http://www.waptac.org/</p>
How to Calculate Measure/Collect Data	<p>U.S. Dept. of Energy provides some tracking tools at: http://www.waptac.org/Technical-Tools/Energy-Audits.aspx</p> <p>May create own tracking mechanism.</p>
Other Notes	This may be the first step toward weatherization. It is an activity recommended by the DOE to determine what weatherization/energy improvement strategies would be best suited for each home/structure. Your program is not required to exactly match the way that DOE provides energy audits but we encourage you to create programs that reflect “the spirit of” the DOE programs.

Measure EN3	Number of individuals receiving education or training in energy-efficient and environmentally-conscious practices, including but not limited to sustainable energy and other natural resources, and sustainable agriculture.
Definition of Key Terms	<p>Education or Training: May be one-time or an on-going series; cannot just be distribution of pamphlets or information available on a web-site; should have learning objectives; may be in person or through a web-based interface.</p> <p>Energy-efficient and environmentally conscious practices: U.S. Dept. of Energy has some suggested materials at http://energizedlearning.lbl.gov/</p>
How to Calculate/Measure/Collect Data	<p>Count of each individual participating in the training. Some individuals may attend multiple trainings but they should only be counted once. If providing the training through classroom training, count the individuals present not just those enrolled. If providing the training through a school assembly, get the best estimate from school officials of the number in attendance.</p> <p>Sign-in or attendance sheets from education/training sessions when possible. Tracking needs to enable unduplicated count when possible.</p>

Measure EN6	Number of tons of materials collected and recycled.
Definition of Key Terms	See the following link at the Environmental Protection Agency for helpful information on recycling: http://www.epa.gov/waste/consERVE/rrr/recycle.htm 1 Ton = 2,000 pounds. Collected: Materials may be brought to your program or your program may collect them from places that would otherwise not benefit from free recycling programs. Recycled: Your program may deliver them to a reputable recycling site or may recycle the materials directly; recycling includes a variety of techniques including composting, re-using, and take back programs in addition to programs typically called recycling.
How to Calculate/ Measure/ Collect Data	Count of tons of materials collected AND recycled; both steps must be performed to count. Use the EPA volume translator to add up the number of pounds of materials collected and recycled: http://www.epa.gov/waste/consERVE/tools/recmeas/docs/guide_b.pdf . Then perform the following calculation to get number of tons: # of pounds/2,000 = # of tons. EPA has suggested tracking methods at: http://www.epa.gov/waste/consERVE/tools/recmeas/index.htm

NOTE: EN7 on reduced energy usage intentionally deleted due to data collection challenges



Notice of Federal Funding Opportunity Addendum

Corporation for National and Community Service
AmeriCorps State and National Grants FY 2013

**2013 National Performance Measures Instructions (Healthy Futures Focus Area)
Definitions, Suggestions regarding Data Collection, and Additional Notes**

Additional measurement and data collection resources may be found at:

<http://www.nationalservicerresources.org/national-performance-measures/home>

Table of Contents

Focus Area Overview	2
Healthy Futures Focus Area.....	2
Tier 2 Priority Performance Measures	3
Strategic Plan Objective 1: Homebound Seniors and Disabled Individuals.....	3
Strategic Plan Objective 2: Reducing Childhood Obesity and Increasing Access to Nutritious Food	5
Tier 3 Complementary Program Measures	8

Focus Area Overview

Healthy Futures Focus Area

Grants will meet health needs within communities including access to care, aging in place, and addressing childhood obesity. Grant activities will:

- increase seniors' ability to remain in their own homes with the same or improved quality of life for as long as possible;
- increase physical activity and improve nutrition in youth with the purpose of reducing childhood obesity and increasing access to nutritious food, and
- improve access to primary and preventive health care for communities served by CNCS-supported programs (access to health care).

Aligned Outcome Measures

AmeriCorps programs are required to have at least one outcome measure aligned with each output measure they select. The opt-in rules (in blue boxes before the measures) provide guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures. The rules also denote any constraints that may apply to reporting of performance measurement data to CNCS.

Tier 2 Priority Performance Measures

Strategic Plan Objective 1: Homebound Seniors and Disabled Individuals

If your program model focuses on providing services to homebound seniors and disabled individuals, you MUST select among these measures.

If you select H8 you must also select H9 as an aligned outcome measure.

Measure H8	Number of homebound OR older adults and individuals with disabilities receiving food, transportation, or other services that allow them to live independently.
Definition of Key Terms	<p>Homebound: Individuals unable to leave their personal residence due to disability, injury, or age; may be a short term or long term need; for example, an individual may have a broken hip that prevents them from driving for a few months but after the injury has healed they no longer require help to live independently.</p> <p>Older Adults: Individuals age 65 or older.</p> <p>Individual with a Disability: An individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.</p> <p>Receiving food, transportation, or other services: Individual should receive the supports needed to maintain independent living; not all individuals will require the same supports; may include food deliveries, legal and medical services, nutrition information, transportation, etc.</p> <p>Live independently: Individuals live in a private residence (house, apartment, mobile home, etc.) rather than in an assisted living facility, nursing home, or group home.</p>
How to Calculate Measure/Collect Data	<p>At the outset of the activity the grantee should indicate the “dosage,” or how many sessions, days or hours of the service are required to influence the desired outcomes. Only count clients who received some minimum “dosage” that can be expected to have some effect in terms of reducing social isolation.</p> <p>Count number of qualifying individuals as defined above who receive the service. Each individual should be counted only once. If two eligible individuals live at the same address, they should both be counted. If an eligible individual lives with someone else who is not eligible, the non-eligible individuals in the household should not be counted. Each individual should be counted only once during the program year even though most individuals are likely to need on-going support.</p> <p>Grantees need to develop a tracking system to record the number of individuals receiving companionship services.</p>

Measure H9	Number of homebound OR older adults and individuals with disabilities who reported having increased social ties/perceived social support.
Definition of Key Terms	<p>Homebound: Individuals unable to leave their personal residence due to disability, injury, or age; may be a short term or long term need; for example, an individual may have a broken hip that prevents them from driving for a few months but after the injury has healed they no longer require help to live independently.</p> <p>Older Adults: Individuals age 65 or older.</p> <p>Individual with a Disability: An individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.</p> <p>Social ties/perceived social support: Relationships with other people and/or the belief that these people will offer (or have offered) effective help during times of need.</p>
How to Calculate Measure/Collect Data	<p>At the outset of the activity the grantee should indicate the “dosage,” or how many sessions, days or hours of the service are required to influence the desired outcomes. Only count clients who received some minimum “dosage” that can be expected to have some effect in terms of reducing social isolation.</p> <p>Programs should collect data for this measure from surveys of the homebound older adults/individuals with disabilities who received companionship services or a survey of a family member or caseworker for those unable to respond to a survey themselves. Grantees are encouraged to use the University of Michigan’s Health and Retirement Study Survey which is available free of charge. The link to the resource is listed below.</p> <p>The University of Michigan Health and Retirement Study (HRS) surveys more than 22,000 Americans over the age of 50 every two years. Supported by the National Institute on Aging (NIA U01AG009740) and the Social Security Administration, the HRS is a large-scale longitudinal project that studies the labor force participation and health transitions that individuals undergo toward the end of their work lives and in the years that follow. Health and Retirement Study data products are available without cost to researchers and analysts; certain Conditions of Use apply. Registration is required in order to download files.</p> <p>HRS http://hrsonline.isr.umich.edu/index.php</p> <p>See the CNCS Resource Center, www.nationalserviceresources.org, to search for performance measurement tools that CNCS has developed for volunteer and service programs.</p>

Strategic Plan Objective 2: Reducing Childhood Obesity and Increasing Access to Nutritious Food

If your program model focuses on providing access to food and meals, you MUST select among these measures.

If you select H10 (formerly O6) and/or H11 (formerly O7), you must also select H12 as an aligned outcome measure.

Measure H10 (formerly O6)	Number of individuals receiving emergency food from food banks, food pantries, or other nonprofit organizations.
Definition of Key Terms	Emergency food: “Emergency” food assistance is not meant to designate routine help in meeting a family’s needs. The emergency may be experienced by the family personally, such as their house burning down, or it may be experienced by the community more broadly, such as a natural disaster.
How to Calculate Measure/Collect Data	Count of unduplicated individuals for whom the distributed food is intended. Should only be counted the first time they are served. All members of a family should be counted. For example, if the food is given to an individual to bring home to a family of “4” including the individual, then the count is “4” rather than “1”. Client tracking database or tracking form.

Measure H11 (formerly O7)	Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger.
Definition of Key Terms	<p>Long-term hunger: refers to the USDA’s definition of “low food security” or “very low food security” See http://www.ers.usda.gov/Briefing/FoodSecurity/labels.htm#labels</p> <p>Support, services, education, or referrals: helps qualifying individuals access food, provides nutritional services, education and life skills to alleviate the food insecurity experienced by the individual/family. May include community garden programs.</p>
How to Calculate Measure/Collect Data	<p>At the outset of the activity the grantee should indicate the “dosage,” or how many sessions, days or hours of the service are required to influence the desired outcomes. Only count clients who received some minimum “dosage” can be expected to have some effect in terms of alleviating hunger.</p> <p>Service requires an engagement with the individual in person, by phone, or through a web-interface. Pamphlets, brochures, or web-based information that does not involve a human interaction is not sufficient.</p> <p>Count of unduplicated individuals receiving the support, services, education or referrals as a result of the grantee’s activities. If more than one method of delivery is used (e.g., a group-level interaction followed by an individual-level interaction), count the individual only once. Only count individuals directly engaged in the service.</p> <p>Grantee client tracking database or tracking forms or logs of interactions with clients.</p>
Other Notes	Programs may not focus their services solely on providing referrals to Federal assistance programs.

Measure H12	Number of individuals that reported increased food security of themselves and their children (household food security) as a result of CNCS-supported services.
Definition of Key Terms	Food security: “Access at all times to enough food for an active, healthy life for all household members. Food security includes at a minimum: (1) the ready availability of nutritionally adequate and safe foods, and (2) an assured ability to acquire acceptable foods in socially acceptable ways (e.g., without resorting to emergency food supplies, scavenging, stealing, or other coping strategies).” USDA, http://www.ers.usda.gov/Briefing/FoodSecurity/labels.htm#labels
How to Calculate Measure/Collect Data	<p>Data collection for H12 will be based on a survey of the adult family member who received the food services. See the CNCS Resource Center, www.nationalserviceresources.org, to search for performance measurement tools that CNCS has developed for volunteer and service programs.</p> <p>Survey questions could be modeled after those used to assess household food security for the Department of Agriculture Food and Nutrition Service. The Household Food Security Survey is administered annually as a supplement to the Monthly Current Population Survey conducted by the U.S. Census Bureau. The questionnaire includes about conditions and behaviors known to characterize households having difficulty meeting basic food needs.</p> <p>The report on Household Food Security in the United States (2007) measures the food security status of households by determining “the number of food-insecure conditions and behaviors the household reports. Households are classified as <i>food secure</i> if they report no food insecure conditions or if they report only one or two food-insecure conditions. (Food-insecure conditions are indicated by responses of “often” or “sometimes” to questions 1-3 and 11-13, “almost every month” or “some months but not every month” to questions 5, 10, and 17, and “yes” to the other questions.) They are classified as <i>food insecure</i> if they report three or more food-insecure conditions.” The referenced question items can be found in the report: www.ers.usda.gov/Publications/ERR66/ERR66b.pdf</p> <p>Two different approaches to administering the survey could be used.</p> <p>(1) “Pre/post” questionnaire. The same questionnaire would be administered to the adult family member at the beginning of the education/training program. The questionnaire would ask about the food security of the adults and children in the household. The same questionnaire would be administered three to six months after completion of the education/training.</p> <p>(2) Post-program questionnaire only. Three to six months after completion of receiving the education/training, a questionnaire would be administered to the adult family member asking about a) the current level of food security of the adults and children in the household and b) their level of food security prior to receiving the service. The questions would address the same topics as those in the pre/post questionnaire but reworded to ask separately about current and prior food security.</p> <p>Survey responses can be analyzed to calculate the differences in the number and percent of respondents who reported being food insecure prior to receiving the service and after receiving the service. Each individual should be surveyed only once regardless of the number or type of different services (e.g., education/training, counseling) received during the year.</p>

Tier 3 Complementary Program Measures

- Applicants and grantees must select at least one of the measures (H1-H7) that matches their program model.
- Applicants and grantees must develop their own aligned outcome measures.

Measure H1	Number of individuals who are uninsured, economically disadvantaged, medically underserved, or living in rural areas utilizing preventive and primary health care services and programs.
Definition of Key Terms	<p>Uninsured: An individual lacks insurance coverage. (This definition is consistent with the National Health Information Survey (NHIS).</p> <p>Economically disadvantaged: Meet income eligibility criteria for Medicaid or SCHIP in the state where the individual/family accessing services resides; do not have to meet other eligibility criteria.</p> <p>Medically underserved: An individual who lives in a medically underserved area or is a member of a medically underserved population, as defined by HHS. HHS makes these designations to identify areas and population groups with a shortage of primary care health services. The criteria for these designations include indicators of health status, ability to pay for and access to health services, and availability of health professionals. (per the Public Health Service Act, 42 U.S.C. 254b(b)(3)). Programs may also provide justification for other medically underserved populations.</p> <p>Healthcare services: Accessible, comprehensive, continuous, and coordinated care to preserve health and prevent, treat or manage disease or infirmity, provided and consistently available in the context of family and community.</p> <p>Preventive health care services: Preventive health behavior is "any activity undertaken by an individual who (believed to be) healthy for the purpose of preventing or detecting illness in an asymptomatic state" (Kasl and Cobb 1966, p.246).</p> <p>Primary health care: The concept of primary health care was defined by the World Health Organization in 1978 as both a level of health service delivery and an approach to health care practice. Primary care, as the provision of essential health care, is the basis of a health care system. This is in contrast to secondary health care, which is consultative, short term, and disease oriented for the purpose of assisting the primary care practitioner.</p>
How to Calculate Measure/Collect Data	<p>Count unduplicated new individuals who actually use the preventive and primary health care services and programs, as a result of the grantee's activities.</p> <p>Grantee records that are follow-up data on clients referred to health care services and programs. Requires grantee to follow-up with client.</p>

Measure H2	Number of clients to whom information on health insurance, health care access and health benefits programs is delivered.
Definition of Key Terms	<p>Health insurance: Risk arrangement that assures financial coverage for a defined range of health care services, known as benefits, only if these are required. Coverage is offered to an individual or group in exchange for regular payments (premiums paid regardless of use of benefits) by a licensed third party (not a health care provider) or entity, usually an insurance company or government agency that pays for medical services but does not receive or provide health care services.</p> <p>Preventive health care services: Preventive health behavior is "any activity undertaken by an individual who is (believed to be) healthy for the purpose of preventing or detecting illness in an asymptomatic state" (Kasl and Cobb 1966, p.246). In the context of healthcare services this may include the provision of a range of activities such as immunizations, family planning, and health/wellness education. More broadly this includes individuals engaging in lifestyle changes (e.g., nutrition, exercise) to help mitigate risk of disease.</p>
How to Calculate Measure/Collect Data	<p>The information may be delivered using methods such as individual-level interactions, group-level interactions, hotlines, clearinghouses, etc.</p> <p>Count unduplicated new individuals who are provided with information, as a result of the grantee's activities. If more than one method of delivery is used (e.g., a group-level interaction followed by an individual-level interaction), count the client only once.</p> <p>Grantee reports and logs of interactions with clients.</p>

Measure H3	Number of clients enrolled in health insurance, health services, and health benefits programs.
Definition of Key Terms	<p>Enrolled: Newly enrolled as a result of grantee activities. Clients may or may not have existing health insurance, or previous use of health services and health benefits programs.</p> <p>Health insurance: Risk arrangement that assures financial coverage for a defined range of health care services, known as benefits, only if these are required. Coverage is offered to an individual or group in exchange for regular payments (premiums paid regardless of use of benefits) by a licensed third party (not a health care provider) or entity, usually an insurance company or government agency that pays for medical services but does not receive or provide health care services.</p>
How to Calculate Measure/Collect Data	<p>The new unduplicated clients that were ultimately enrolled in a health insurance, health services, or health benefits program. Count each client only once. For example, enrolling a client in health insurance and then enrolling that same client in a health service would count as one client.</p> <p>Grantee records or data (application and follow-up) on client enrollment and health insurance status.</p>

Measure H4	Number of clients participating in health education programs.
Definition of Key Terms	Health education program: “Any planned combination of learning experiences designed to predispose, enable, and reinforce voluntary behavior conducive to health in individuals, groups or communities.” (Green, LW and Kreuter, MW. <i>Health Promotion Planning: An Educational and Ecological Approach</i> , 3rd ed. Mountain View, CA: Mayfield Publishing Company; 1999.) An educational process by which the public health system conveys information to the community regarding community health status, health care needs, positive health behaviors and health care policy issues. (National Public Health Performance Standards Project.)
How to Calculate/ Measure/ Collect Data	Count unduplicated new clients who participate in the grantee’s health education program. If the health education program has multiple sessions, topics, etc., count the client once. Do not count clients by number of sessions. For example, if a health education program meets once a month for one year, and has 12 participants who complete, then only report 12 (not 144). Grantee collects data on clients attending each session. Logs, case management systems, etc.

Measure H5	Number of children and youth engaged in in-school or afterschool physical education activities with the purpose of reducing childhood obesity.
Definition of Key Terms	Children and youth must be enrolled in elementary, middle, or high school programs within a public, charter, private, or home-school arrangement. Physical education activities must be in addition to regular activities that would have been provided by the school or afterschool program (cannot supplant existing activities). One goal of the physical activity should be to reduce or prevent childhood obesity.
How to Calculate/ Measure/ Collect Data	Count of the number of children actively participating in the activities. Not just the number enrolled or even the number attending, but rather the number who engage in the activities. Count each child only once.

Measure H6	Number of children and youth receiving nutrition education with the purpose of reducing childhood obesity.
Definition of Key Terms	Children and youth must be enrolled in elementary, middle, or high school programs within a public, charter, private, or home-school arrangement. Nutrition education must be in addition to what they would have regularly received as part of planned school curriculum or afterschool activity (cannot supplant existing activities). The education should be appropriate to the grade level.
How to Calculate/ Measure/ Collect Data	Count of the number of children attending the nutrition education sessions. If delivered to a classroom, count the number of children in attendance that day (not the enrollment of children in the classroom). Every effort should be made to count each child only once. If the nutrition education program includes multiple topics or sessions, count each child once.

Measure H7	Number of clients receiving language translation services at clinics and in emergency rooms.
Definition of Key Terms	<p>Clinic: Any medical facility or establishment where medical services are provided, and where more than one medical specialty is practiced. This may include public health clinics, hospitals, etc.</p> <p>Emergency rooms: Located in hospitals or care facilities and handle cases that require immediate attention.</p> <p>Translation: Includes both written and verbal, interpretive services to help patients not fluent in English writing and/or speaking better communicate their medical needs and understand their medical instructions.</p>
How to Calculate Measure/Collect Data	<p>Count unduplicated new clients who receive the language translation services. If an encounter involves more than one person (e.g., family members), count each individual separately.</p> <p>Grantee collects data on clients who received translation services at clinics or emergency rooms. Logs, case management systems, etc.</p>



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Corporation for National and Community Service
AmeriCorps State and National Grants FY 2013

**2013 National Performance Measures Instructions (Veterans and Military Families Focus Area)
Definitions, Suggestions regarding Data Collection, and Additional Notes**

Additional measurement and data collection resources may be found at:
<http://www.nationalservicerresources.org/national-performance-measures/home>

Table of Contents

Focus Area Overview	2
Veterans and Military Families Focus Area	2
Key Focus Area Definitions.....	2
Tier 1 Priority Performance Measures	3
Strategic Plan Objective 1: Veterans Served	3
Strategic Plan Objective 2: Veterans Engaged in Service	10
Tier 3 Complementary Program Measures	12

Focus Area Overview

Veterans and Military Families Focus Area

Grants will positively impact the quality of life of veterans and improve military family strength. Grant activities will increase:

- the number of veterans and military service members and their families served by CNCS-supported programs and
- the number of veterans and military family members engaged in service provision through CNCS-supported programs.

Aligned Outcome Measures

AmeriCorps programs are required to have at least one outcome measure aligned with each output measure they select. The opt-in rules (in blue boxes before the measures) provide guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures. The rules also denote any constraints that may apply to reporting of performance measurement data to CNCS.

Key Focus Area Definitions

Veteran: “A person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable.” section 101 of title 38,23 United States Code,

<http://veterans.house.gov/sites/republicans.veterans.house.gov/files/documents/Title%2038-SCRAPrint3.pdf>

Active duty military service member: “Full-time duty in the active military service of the United States, including the United States Army, the United States Navy, the United States Air Force, the United States Marine Corps, and the United States Coast Guard. This includes members of the Reserve Component serving on active duty or full-time training duty, but does not include full-time National Guard duty.” (Department of Defense Dictionary of Military and Associated Terms, As Amended Through 15 May 2011.

http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf). CNCS considers **National Guard members and reservists** and **wounded warriors** sub-groups of active duty military service members for the purposes of grant applications and performance measure reporting.

Veteran family: Immediate family members related by blood, marriage, or adoption to a veteran of the U.S. armed forces, including one who is deceased.

Military family: Immediate family members related by blood, marriage, or adoption to a current member of the U.S. armed forces, including one who is deceased.

Tier 1 Priority Performance Measures

Strategic Plan Objective 1: Veterans Served

If your program model focuses on providing services to veterans, military service members and their families, you MUST select among these measures.

You must select at least one measure that applies to your program model. For each measure you choose below, you must develop your own aligned outcome measure.

Measure V1	Number of veterans that received CNCS-supported assistance.
Definition of Key Terms	<p>Veteran: “a person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable.” section 101 of title 38,23 United States Code, http://veterans.house.gov/sites/republicans.veterans.house.gov/files/documents/Title%2038-SCRAPrint3.pdf</p> <p>CNCS-supported assistance: A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:</p> <ul style="list-style-type: none"> • Coordinate community needs for military families during pre-deployment, deployment, and reintegration. • Promote community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member’s return home. • Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects. • Assist veterans with access to educational benefits and services. • Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials. • Coordinate activities with and assist State and local agencies that provide veterans with educational benefits. • Assist veterans with access to employment benefits and services. • Coordinate activities with and assist agencies that serve veterans and military families with internships and fellowships that may lead to employment in the private and public sectors. • Assist veterans and active-duty military to access state and federal benefits. • Promote efforts within a community to serve the needs of veterans and active-duty military. • Assist veterans to file benefits claims. • Mentor military children. • Develop mentoring relationships between veterans and economically disadvantaged students. • Assist veterans with transportation. • Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services. • Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing. <p>Assistance cannot simply be referrals to federal services without supplementary assistance.</p>

How to Calculate Measure/Collect Data	Unduplicated count of veterans receiving services or assistance from the CNCS-supported program. Regardless of the number of times the veteran returns for services or the number of different services the veteran may receive from the CNCS-supported program, each veteran should be counted only once per grant year.
	Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.

Measure V7	Number of family members of active duty military service members that received CNCS-supported assistance.
Definition of Key Terms	<p>Active duty military service member: The term “active duty” means “Full-time duty in the active military service of the United States, including the United States Army, the United States Navy, the United States Air Force, the United States Marine Corps, and the United States Coast Guard. This includes members of the Reserve Component serving on active duty or full-time training duty, but does not include full-time National Guard duty.” (Department of Defense Dictionary of Military and Associated Terms, As Amended Through 15 May 2011. http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf). CNCS considers National Guard members and reservists and wounded warriors sub-groups of active duty military service members for the purposes of grant applications and performance measure reporting.</p> <p>Family members: Immediate family members related by blood, marriage, or adoption to a current member of the U.S. armed forces including one who was deceased.</p> <p>CNCS-supported assistance: A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:</p> <ul style="list-style-type: none"> • Coordinate community needs for military families during pre-deployment, deployment, and reintegration. • Promote community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member’s return home. • Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects. • Assist veterans with access to educational benefits and services. • Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials. • Coordinate activities with and assist State and local agencies that provide veterans with educational benefits. • Assist veterans with access to employment benefits and services. • Coordinate activities with and assist agencies that serve veterans and military families with internships and fellowships that may lead to employment in the private and public sectors. • Assist veterans and active-duty military to access state and federal benefits. • Promote efforts within a community to serve the needs of veterans and active-duty military. • Assist veterans to file benefits claims. • Mentor military children. • Develop mentoring relationships between veterans and economically disadvantaged students. • Assist veterans with transportation. • Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services. • Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing. <p>Assistance cannot simply be referrals to federal services without supplementary assistance.</p>

<p>How to Calculate Measure/Collect Data</p>	<p>Unduplicated count of family members receiving services or assistance from the CNCS-supported program. Count is based on the member of the family who is an active duty military service member. Services may be provided to the family as a group or to individual members but each family member, even if they are part of the same military family, should receive a count of “1”. Regardless of the number of times the family member returns for services or the number of different services the family member may receive from the CNCS-supported program, each family member should be counted only once per grant year.</p> <p>Services may include referrals to federally supported military services but cannot be exclusively referrals/education about those services. Services may be provided in person, on the phone, or by email.</p> <p>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.</p>
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Measure V8	Number of veterans' family members that received CNCS-supported assistance.
Definition of Key Terms	<p>Veteran: “a person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable.” section 101 of title 38,23 United States Code, http://veterans.house.gov/sites/republicans.veterans.house.gov/files/documents/Title%2038-SCRAPrint3.pdf</p> <p>Family members: Immediate family members related by blood, marriage, or adoption to a veteran of the U.S. armed forces, including one who is deceased.</p> <p>CNCS-supported assistance: A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:</p> <ul style="list-style-type: none"> • Coordinate community needs for military families during pre-deployment, deployment, and reintegration. • Promote community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member’s return home. • Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects. • Assist veterans with access to educational benefits and services. • Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials. • Coordinate activities with and assist State and local agencies that provide veterans with educational benefits. • Assist veterans with access to employment benefits and services. • Coordinate activities with and assist agencies that serve veterans and military families with internships and fellowships that may lead to employment in the private and public sectors. • Assist veterans and active-duty military to access state and federal benefits. • Promote efforts within a community to serve the needs of veterans and active-duty military. • Assist veterans to file benefits claims. • Mentor military children. • Develop mentoring relationships between veterans and economically disadvantaged students. • Assist veterans with transportation. • Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services. • Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing. <p>Assistance cannot simply be referrals to federal services without supplementary assistance.</p>
How to Calculate Measure/Collect Data	<p>Unduplicated count of family members receiving services or assistance from the CNCS-supported program. Regardless of the number of times the family member returns for services or the number of different services the family member may receive from the CNCS-supported program, each family member should be counted only once per grant year.</p> <p>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.</p>

Measure V9	Number of active duty military service members that received CNCS-supported assistance.
Definition of Key Terms	<p>Active duty military service member: The term “active duty” means “Full-time duty in the active military service of the United States, including the United States Army, the United States Navy, the United States Air Force, the United States Marine Corps, and the United States Coast Guard. This includes members of the Reserve Component serving on active duty or full-time training duty, but does not include full-time National Guard duty.” (Department of Defense Dictionary of Military and Associated Terms, As Amended Through 15 May 2011. http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf). CNCS considers National Guard members and reservists and wounded warriors sub-groups of active duty military service members for the purposes of grant applications and performance measure reporting.</p> <p>CNCS-supported assistance: A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:</p> <ul style="list-style-type: none"> • Coordinate community needs for military families during pre-deployment, deployment, and reintegration. • Promote community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member’s return home. • Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects. • Assist veterans with access to educational benefits and services. • Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials. • Coordinate activities with and assist State and local agencies that provide veterans with educational benefits. • Assist veterans with access to employment benefits and services. • Coordinate activities with and assist agencies that serve veterans and military families with internships and fellowships that may lead to employment in the private and public sectors. • Assist veterans and active-duty military to access state and federal benefits. • Promote efforts within a community to serve the needs of veterans and active-duty military. • Assist veterans to file benefits claims. • Mentor military children. • Develop mentoring relationships between veterans and economically disadvantaged students. • Assist veterans with transportation. • Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services. • Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing. <p>Assistance cannot simply be referrals to federal services without supplementary assistance.</p>

How to Calculate Measure/Collect Data	Unduplicated count of active duty military service members receiving services or assistance from the CNCS-supported program. Regardless of the number of times the military service member returns for services or the number of different services the military service member may receive from the CNCS-supported program, each military service member should be counted only once per grant year. Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.
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Strategic Plan Objective 2: Veterans Engaged in Service

If your program model focuses on engaging veterans and military family members in service, you MUST select among these measures.

You must select at least one measure that applies to your program model. For each measure you choose below, you must develop your own aligned outcome measure.

Measure V2	Number of veterans engaged in service opportunities as a National Service Participant or volunteer
Definition of Key Terms	<p>Veterans: See definition under V1.</p> <p>Engaged in: Not simply enrolled or signed up to participate; program should set a minimum level at start of year for what “engaged in” means and then count based on that level.</p> <p>Service opportunities: Helping others through actions including but not limited to: disaster services assistance; education services (including tutoring and mentoring); environmental stewardship and conservation; independent living; housing, financial services or employment assistance (including training and/or job placement services); and access to health care services (mental health and/or family supports). The assistance may be provided to other veterans, people within the military community or external to it.</p>
How to Calculate Measure/ Collect Data	<p>Unduplicated count of veterans (who are either National Service Participants or are recruited as volunteers) participating in service opportunities either directly sponsored by the CNCS-supported project or for which the CNCS-supported project acted as a direct connection between the veteran and the service opportunity. Regardless of how many times the veteran participates or in how many different service opportunities, each veteran should only be counted once. It is suggested that service hours be tracked as well.</p> <p>Aligned outcome may focus on benefits to the veterans, benefits to the population they are serving, or both.</p> <p>If the veteran is engaged in a CNCS-sponsored opportunity, s/he should sign in on a tracking sheet. If it is an opportunity to serve through another organization, proof of service may be documented by a letter from the organization indicating the veteran’s level of service or a tracking sheet from that organization.</p>

Measure V10	Number of military family members engaged in service opportunities as a National Service Participant or volunteer
Definition of Key Terms	<p>Military family members: Immediate family members related by blood, marriage, or adoption to a current member of the U.S. armed forces including one who was deceased.</p> <p>Active duty military service member: See definition under V7.</p> <p>Engaged in: Not simply enrolled or signed up to participate; program should set a minimum level at start of year for what “engaged in” means and then count based on that level.</p> <p>Service opportunities: Helping others through actions including but not limited to: disaster services assistance; education services (including tutoring and mentoring); environmental stewardship and conservation; independent living; housing, financial services or employment assistance (including training and/or job placement services); and access to health care services (mental health and/or family supports). The assistance may be provided to veterans, other people within the military community or external to it.</p>
How to Calculate Measure/Collect Data	<p>Unduplicated count of military family members (who are either National Service Participants or are recruited as volunteers) participating in service opportunities either directly sponsored by the CNCS-supported project or for which the CNCS-supported project acted as a direct connection between the military family member and the service opportunity. Regardless of how many times the military family member participates or in how many different service opportunities, each military family member should only be counted once. It is suggested that service hours be tracked as well.</p> <p>Aligned outcome may focus on benefits to the military family member, benefits to the population they are serving, or both.</p> <p>If the military family member is engaged in a CNCS-sponsored opportunity, s/he should sign in on a tracking sheet. If it is an opportunity to serve through another organization, proof of service may be documented by a letter from the organization indicating the military family member’s level of service or a tracking sheet from that organization.</p>

Tier 3 Complementary Program Measures

- Applicants and grantees may select at least one of the measures (V3, V4 or V6) that matches their program model.
- Applicants and grantees must develop their own aligned outcome measures.

Measure V3	Number of veterans assisted in pursuing educational opportunities.
Definition of Key Terms	<p>Veterans: See definition under V1.</p> <p>Assisted in: Does not include educational counseling or referrals; service must result in enrollment of veteran in an educational program.</p> <p>Pursuing educational opportunities: Enrollment in GED, post-secondary programs, proprietary schools, certification programs (including on-line educational opportunities) as indicated in the GI Bill http://www.gibill.va.gov/GI_Bill_info/programs.htm#IHL and at institutions approved by the Dept. of Veterans Affairs http://inquiry.vba.va.gov/weampub/buildSearchInstitutionCriteria.do</p>
How to Calculate Measure/Collect Data	<p>Unduplicated count of veterans (beneficiaries of service, not members) enrolling in an approved educational program. It may be necessary to assist the same veteran more than once but each individual should be counted only once during the program year.</p> <p>Proof of school enrollment and grantee service tracking documents.</p>

Measure V4	Number of veterans assisted in receiving professional certification, licensure, or credentials.
Definition of Key Terms	<p>Veterans: see definition under V1.</p> <p>Assisted in: Helping the veteran stay in school, earn passing grades, and achieve the certification, licensure, credentials, or degree.</p> <p>Receiving professional certification, licensure, credentials: licensing board, degree granting authority, credentialing organization, etc. certifies that the veteran has successfully completed their educational program.</p>
How to Calculate Measure/Collect Data	<p>Unduplicated count of veterans (beneficiaries of service, not members) successfully completing their educational program. A single veteran may complete more than one educational program during the year but each individual should be counted only once during the program year.</p> <p>Official copy of educational attainment (transcript, diploma, etc.) and grantee service tracking documents.</p>

Measure V6	Number of housing units developed, repaired, or otherwise made available for veterans.
Definition of Key Terms	<p>Veterans: See definition under V1.</p> <p>Housing unit: A single-family home (including a mobile home if permanently placed), an apartment, or a room in a group home for people with disabilities.</p> <p>Develop: Build new or substantially rehabilitate a unit was uninhabitable or soon would have become so. Involves replacing major systems such as the roof, the plumbing, the wiring, the foundation, or elevating the unit as required by a flood plain standard.</p> <p>Repair: A more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances.</p> <p>Can use dollar cut-off to distinguish “developed” from “repaired” (e.g., 30K/unit) or can distinguish by whether major systems are replaced. Dollar cut-off would require valuing volunteer labor, distinguishing between skilled trades and other workers.</p> <p>Otherwise made available: Activities that make available <u>through improved access</u> a housing unit that is in the housing stock and likely to remain habitable.</p>
How to Calculate Measure/Collect Data	<p>Unduplicated count of housing units developed, repaired, or otherwise made available as defined here for veterans. This count indicates that the work has been completed to make the units available but they may or may not have been occupied.</p> <p>Inspection report, certificate of occupancy, or other verification from an external agency that the work was completed.</p>