# CNCS Performance Measures Instructions

## AmeriCorps State and National

## 2017

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# Tips for Using This Document

This version of the Performance Measures Instructions has been modified with additional resources to assist applicants in their review of performance measures. In addition to the Selection Rules and the instruction grids, the following have been added:

- A "Review Notes" section has been added to some grids. This section contains reminders of requirements specific to that performance measure. These requirements will result in clarification if it is not evident that they are met in the performance measure. This section is not all-inclusive, and applicants must still review the instruction grid and make sure that all definitions and requirements are met in the performance measure.
- A "FAQs" section has been added to some grids. This section is not inclusive of all 2017 FAQs and is for convenience only. Applicants should continue to refer to the full FAQs for answers to performance measure questions.
- Review notes have been added to the beginning of some Focus Area sections. These notes are not specific to any one performance measure.
- A chart explaining the major performance measure fields and how to complete them, with sample text, is provided for each focus area. Applicants should not copy these examples verbatim but should use them as a guide when entering their performance measures into the application.
- Appendix A explains MSY and member allocations. It is critical that applicants understand how to enter these allocations accurately.
- Appendix B contains the Performance Measures Checklist which is used by reviewers to assess performance measures. Checklist items that were specific to one performance measure have been removed from the checklist and added to the Review Notes. Applicants should use the PM checklist to ensure they do not miss important items as this will result in clarification. As always, the checklist does not include all potential performance measure problems, only the most common.

## AmeriCorps State and National Performance Measures Requirements

All applications must include at least one aligned performance measure (output and outcome) that corresponds to the proposed primary intervention. CNCS values the quality of performance measures over the quantity of performance measures. All information requested in the National Performance Measure Instructions must be included in the text of the performance measures in the performance measures module, and it must be evident in in this text that all definitions and requirements outlined in the National Performance Measures Instructions and FAQs are met. Should an applicant choose to provide duplicate information about performance measures in the narrative, this information will also need to be in the performance measures module.

# AmeriCorps State and National Performance Measures Selection Rules

These selection rules specify required output/outcome pairings for priority and complementary performance measures. All applicants must follow these selection rules. Please see the NOFO for additional information about application requirements.

**Disaster Services**

| Type of Measure | Selection Rule | | Strategic Plan Objective |
|---|---|---|---|
| | **Output** | **Outcome** | |
| Priority | D1 | Applicant Determined Outcome | Assistance Provided |
| Priority | D2 | Applicant Determined Outcome | Assistance Provided |
| Priority | D3 | Applicant Determined Outcome | Assistance Provided |
| Priority | D4 | Applicant Determined Outcome | Assistance Provided |

**Economic Opportunity**

| Type of Measure | Selection Rule | | Strategic Plan Objective |
|---|---|---|---|
| | **Output** | **Outcome** | |
| Priority | O5 | O11 | Housing |
| Complementary | O1 | O9 | Financial Literacy |
| Complementary | O4 | Applicant Determined Outcome | Housing |
| Complementary | O2 | Applicant Determined Outcome | Employment |
| Complementary | O3 | O10 | Employment |
| Complementary* | O12 | O15 | Find Opportunity |
| Complementary* | O13 | O16 | Find Opportunity |
| Complementary* | O14 | O17 | Find Opportunity |

*Applicants using these measures must also select a priority or complementary measure applicant-determined measure to reflect the community impact of the program

**Education**

| Type of Measure | Selection Rule | | Strategic Plan Objective |
|---|---|---|---|
| | Output | Outcome | |
| Priority | ED20 and ED21 | ED23, ED24, and/or ED25 | School Readiness |
| Priority | ED1 and ED2 | ED5, ED27A, and/or ED27B | K-12 Success |
| Priority | ED3A and ED4A | ED5, ED27A, and/or ED27B | K-12 Success |
| Complementary | ED1 and ED2 | ED9, ED10, ED26, and/or ED30 | K-12 Success |
| Complementary | ED3A and ED4A | ED9, ED10, ED26, and/or ED30 | K-12 Success |
| Complementary | ED31 and ED32 | ED11 | Post-HS Education Support |
| Complementary* | ED12 and ED13 | ED14 and ED17 (ED18 and ED19 are optional) | Teacher Corps |

*Teacher Corps programs must also select a priority or complementary measure or applicant-determined measure to reflect the community impact of the program

**Environmental Stewardship**

| Type of Measure | Selection Rule | | Strategic Plan Objective |
|---|---|---|---|
| | Output | Outcome | |
| Priority | EN4 | EN4.1 | At-Risk Ecosystems |
| Priority | EN5 | EN5.1 | At-Risk Ecosystems |
| Complementary | EN1 | EN1.1 | Energy Efficiency |
| Complementary | EN2 | EN2.1 | Green Jobs |
| Complementary | EN3 | EN3.1 and/or EN3.2 | Awareness & Stewardship |
| Complementary | EN6 | EN6.1 | At-Risk Ecosystems |

**Healthy Futures**

| Type of Measure | Selection Rule | | Strategic Plan Objective |
|---|---|---|---|
| | **Output** | **Outcome** | |
| Priority | H8 | H9 | Aging in Place |
| Priority | H10 and/or H11 | H12 | Obesity & Food |
| Complementary | H1 | Applicant-Determined Outcome | Access to Care |
| Complementary | H2 | Applicant-Determined Outcome | Access to Care |
| Complementary | H3 | Applicant-Determined Outcome | Access to Care |
| Complementary | H4 | Applicant-Determined Outcome | Access to Care |
| Complementary | H5 | Applicant-Determined Outcome | Obesity & Food |
| Complementary | H6 | Applicant-Determined Outcome | Obesity & Food |
| Complementary | H7 | Applicant-Determined Outcome | Obesity & Food |

**Veterans and Military Families**

| Type of Measure | Selection Rule | | Strategic Plan Objective |
|---|---|---|---|
| | Output | Outcome | |
| Priority | V1 | Applicant-Determined Outcome | Veterans & Families Served |
| Priority | V2 | Applicant-Determined Outcome | Access & Attract |
| Priority | V7 | Applicant-Determined Outcome | Veterans & Families Served |
| Priority | V8 | Applicant-Determined Outcome | Veterans & Families Served |
| Priority | V9 | Applicant-Determined Outcome | Veterans & Families Served |
| Priority | V10 | Applicant-Determined Outcome | Access & Attract |
| Complementary | V3 | Applicant-Determined Outcome | Veterans & Families Served |
| Complementary | V4 | Applicant-Determined Outcome | Veterans & Families Served |
| Complementary | V6 | Applicant-Determined Outcome | Veterans & Families Served |

**Capacity Building**

| Type of Measure | Selection Rule | | Strategic Plan Objective |
|---|---|---|---|
| | Output | Outcome | |
| Priority | G3-3.1 and/or G3-3.2 | G3-3.3 | Capacity Building & Leverage |
| Complementary | G3-3.4, G3-3.5, G3-3.6, G3-3.7 and/or G3-3.8 | G3-3.9, G3-3.10, G3-3.11, G3-3.12, G3-3.13, G3-3.14, G3-3.15, G3-3.16, and/or G3-3.17 (End outcomes G3-3.18 and G3-3.19 are optional) | Capacity Building & Leverage |

# DISASTER SERVICES

**Review Notes**

- Grantees whose program model does not intentionally reach individuals affected by disasters, but who serve these individuals during the program year will be able to report on this activity in the GPR demographics. They do not have to opt into disaster measures at the time of application, unless disaster service activities are a significant part of their program design
.
- Stating that "Members are ready to serve" does not qualify an applicant to select disaster measures.

- In determining the acceptability of applicant-determined outcomes in Disaster Services, consider how the change in attitude, behavior, knowledge, or condition will be measured and/or verified, what level of change is necessary to be counted, and how this change will be consistently reported.

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| **Measure D1** | Number of individuals that received CNCS-supported services in disaster preparedness. |
| **Definition of Key Terms** | **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.<br>**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. |
| **How to Calculate/ Measure/ Collect Data** | Unduplicated count of individuals that received CNCS-supported services in disaster preparedness.<br><br>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. |

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| **Measure D2** | Number of individuals that received CNCS-supported services in disaster response. |
| **Definition of Key Terms** | **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.<br>**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. |
| **How to Calculate/ Measure/ Collect Data** | Unduplicated count of individuals that received CNCS-supported services in disaster response.<br><br>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. |

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| **Measure D3** | Number of individuals that received CNCS-supported services in disaster recovery. |
| **Definition of Key Terms** | **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.<br>**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. |
| **How to Calculate/ Measure/ Collect Data** | Unduplicated count of individuals that received CNCS-supported services in disaster recovery.<br><br>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. |

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| **Measure D4** | Number of individuals that received CNCS-supported services in disaster mitigation. |
| **Definition of Key Terms** | **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.<br>**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. |
| **How to Calculate/ Measure/ Collect Data** | Unduplicated count of individuals that received CNCS-supported services in disaster mitigation<br><br>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. |

Performance Measure Example:

| Field | What Should Be Entered Here | Example |
|---|---|---|
| Title | Enter a short, descriptive title for your performance measure. Different aligned performance measures should have different titles so that they can be easily referenced. | Disaster Preparedness Education |
| Problem Statement | Briefly describe the problem your program will address with this performance measure. Your description should provide just enough context that the program's theory of change will be evident without referencing the application narrative or logic model. Also address any definitions from the Performance Measures Instructions that are relevant to the aligned measure as a whole, e.g. definition of "economically disadvantaged." | A community need survey conducted last year indicates that residents in communities our state that are at-risk of disaster lack basic knowledge of disaster preparedness. |
| Selected Interventions | Select only the interventions that contribute to the outcomes of this aligned performance measure. For applicant-determined interventions, enter a one or two word description of the intervention. | Training |
| Description of Interventions | Describe the design and dosage of the interventions | Ten full-time AmeriCorps members will deliver disaster preparedness training to |

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| | you have selected. | youth and community residents, focusing on developing individual and family preparedness for home fires, tornadoes, earthquakes and flooding. Members will focus activities on those communities identified to be most at-risk for disaster and will deliver presentations to an average of 300 individuals per month for 10 months. |
| Output | Either select National Performance Measure output(s) or enter your own output title. If entering an applicant-determined output, it should be clear what the output is counting. | Number of individuals that received CNCS-supported services in disaster preparedness. |
| Select Method | Select the data collection method you will use to measure the output. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Attendance log, tracking system |
| Instrument Description | In this text field you must provide the dosage that is necessary to be counted in the output, the name of the instrument you will use to measure the output, a clear description of what the instrument will measure, and an explanation of how you will ensure that beneficiaries are not double counted. Also | Individuals sign an attendance log at member presentations. Program staff enters participant information into our internal tracking system, which can identify and consolidate duplicate entries and ensure that individuals are not counted more than once. |

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| | describe how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable.<br><br>Note: If your output measures participation, describe the minimum dosage necessary to be considered a participant. If your output measures completion, describe the dosage necessary to be counted as having completed the program. | |
| Target # | The number of beneficiaries described in the output title. Targets must be numbers, not percents. | 30,000 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Individuals |
| Outcome Title | Either select National Performance Measure outcome(s) or enter your own outcome title. If entering an applicant- | Number of individuals with increased knowledge of disaster preparedness |

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| | determined outcome, it should clearly state a measurable change in knowledge, attitude, behavior or condition. | |
| Select Method | Select the data collection method you will use to measure the outcome. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Pre-Post Test |
| Instrument Description | In this text field you must provide the name of the instrument you will use to measure the outcome, a clear description of what the instrument will measure and how the construct to be measured is defined, the timeline for administering the instrument and the level of improvement that is necessary to be counted as having improved. Also provide details about the reliability and validity of the instrument, and how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable. | Members will administer a pre- and post-test that measures knowledge of key disaster preparedness topics, using survey questions developed and validated on the national PublicReadiness Index. An increase in knowledge of 30% or more will be considered sufficient for a participant to be considered as having increased knowledge. Pre- and post-tests will be administered to all beneficiaries. Results from the pre-post test will be entered into our internal tracking system, which allows us to track the number of interventions any individual has received. |
| Target # | The number of beneficiaries described in the outcome title. Targets must be numbers, not percents. | 20,000 |

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| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Individuals |

# ECONOMIC OPPORTUNITY

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|---|---|
| **Measure O1** | Number of economically disadvantaged individuals receiving financial literacy services. |
| **Definition of Key Terms** | **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.<br><br>**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<br><br>**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). |
| **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. |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.) |

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| **FAQs** | ***E1. Can our members be considered economically disadvantaged members who will receive financial literacy services?***<br><br>Economically disadvantaged National Service Participants (i.e. AmeriCorps members) are defined in the National Performance Measure Instructions for performance measure O12 (http://www.nationalservice.gov/documents/main-menu/2014/2015-performance-measures-instructions) as follows:<br><br>**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.<br><br>However, the economically disadvantaged individuals counted under performance measure O1 and O9 as receiving financial literacy services should be service recipients/beneficiaries, not National Service Participants. AmeriCorps members may be counted under measures O12-O17. |

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| **Measure O2** | Number of economically disadvantaged individuals receiving job training and other skill development services. |
| **Definition of**<br><br>**Key Terms** | **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.<br><br>**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, Job Training Policy in the United States, The Upjohn Institute, 2004. Includes job training that results in obtaining a state or union certification in a skilled trade.<br><br>**Other skill development services:** these include:<br><br>• Remedial Education such as Adult Basic Education, GED Education, Adult ESL Education.<br>• Classroom soft skills training that provides information about appropriate workplace behavior or job search skills.<br>(Job Training Policy in the United States, The Upjohn Institute, 2004.) |
| **How to Calculate Measure/**<br><br>**Collect Data** | Unduplicated count of individuals completing the job training or skill development service for which they enrolled.<br><br>Course attendance records. |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.) |

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| **Measure O3** | Number of economically disadvantaged individuals receiving job placement services. |
| **Definition of Key Terms** | **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.<br><br>**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. |
| **How to Calculate Measure/** | Unduplicated count of individuals completing the job placement services for which they enrolled. |
| **Collect Data:** | Course attendance records. |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.) |

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| **Measure O4** | Number of housing units developed, repaired, or otherwise made available for low-income individuals, families or people with disabilities. |
| **Definition of**<br><br>**Key Terms** | **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.<br><br>**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.<br><br>**Repair:** A more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances and removing safety hazards..<br><br>**Otherwise made available:** Activities that make available through improved access 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.<br><br>**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.<br><br>**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.<br><br>**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. |
| **How to Calculate Measure/**<br><br>**Collect Data** | 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.<br><br>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.<br><br>Programs that are able to count **Individuals** placed in the housing units they develop, repair or make available should report on Measure O5. |
| | Inspection report, certificate of occupancy, or other verification from an external agency that the work was completed. |

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| **Measure O5** | Number of economically disadvantaged individuals, including homeless individuals, receiving housing services. |
| **Definition of Key Terms** | **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.<br><br>**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<br><br>**Individuals:** Each unique person who will be occupying the unit legally including adults and children but not unborn children.<br><br>**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. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>Programs that are only able to count Housing Units should report on Measure O4. |
| | 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.<br><br>The client tracking database should have unique IDs (e.g. Homeless Management Information System (HMIS). |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.) |

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| **Measure O9** | Number of economically disadvantaged individuals with improved financial knowledge. |
| **Definition of**<br><br>**Key Terms** | **Disadvantaged individuals:** those counted as participating in O1.<br><br>**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. |
| **How to Calculate Measure/** | 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. |
| **Collect Data** | Must conduct a pre-test/post-test to determine amount of knowledge gained. |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.) |
| **FAQs** | ***E2. Can our members be considered economically disadvantaged members who will receive financial literacy services?***<br><br>Economically disadvantaged National Service Participants (i.e. AmeriCorps members) are defined in the National Performance Measure Instructions for performance measure O12 (http://www.nationalservice.gov/documents/main-menu/2014/2015-performance-measures-instructions) as follows:<br><br>**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.<br><br>However, the economically disadvantaged individuals counted under performance measure O1 and O9 as receiving financial literacy services should be service recipients/beneficiaries, not National Service Participants. AmeriCorps members may be counted under measures O12-O17. |

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| **Measure O10** | Number of economically disadvantaged individuals placed in jobs. |
| **Definition of**<br><br>**Key Terms** | **Economically disadvantaged individuals**: Individuals counted for O3<br><br>**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. |
| **How to Calculate Measure/**<br><br>**Collect Data** | 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. |
| | Suggested method is a copy of acceptance letter from employer or copy of first pay stub. |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.) |

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| **Measure O11** | Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing. |
| **Definition of**<br><br>**Key Terms** | **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.<br><br>**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<br><br>**Individuals:** Each unique person who will be occupying the unit legally including adults and children but not unborn children.<br><br>**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/ |
| **How to**<br><br>**Calculate Measure/**<br><br>**Collect Data** | 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.<br><br>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. |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.) |

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| **Measure O12** | Number of economically disadvantaged National Service Participants who are unemployed prior to their term of service. |
| **Definition of**<br><br>**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.<br><br>**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.<br><br>**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/**<br><br>**Collect Data** | Count of economically disadvantaged National Service Participants who are unemployed prior to their term of service according to above definition.<br><br>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** | 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.<br><br>The program should collect the data at the time the National Service Participant begins service.<br><br>What were you doing most of last month?<br>❑ Working at a regular job<br>❑ Serving in the military / reserves<br>❑ Working sporadically<br>❑ Looking for work<br>❑ Other _____ |

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| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Member development measures (O12, O13, O14, O15, O16, O17) must have a 30-day timeline, not the previously acceptable 90-day timeline.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change.<br><br>Applicants selecting this measure must also select a performance measure that reflects the community impact of the program from any focus area. |
| **FAQs** | ***E3. eGrants won't let me enter MSYs and slots for member development National Performance Measures. Is this a glitch?***<br><br>No, this is not a glitch. We do not collect data on MSYs and slots for the member development National Performance Measures. |

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| **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**<br><br>**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.<br><br>**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/**<br><br>**Collect Data** | 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.<br><br>The program should collect the data at the time the National Service Participant begins service.<br><br>Have you obtained your GED/diploma?<br><br>❑ Yes<br>❑ No<br>❑ Not sure. Explain. _____ |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Member development measures (O12, O13, O14, O15, O16, O17) must have a 30-day timeline, not the previously acceptable 90-day timeline.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change.<br><br>Applicants selecting this measure must also select a performance measure that reflects the community impact of the program from any focus area. |

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| **FAQs** | ***E4. eGrants won't let me enter MSYs and slots for member development National Performance Measures. Is this a glitch?***<br><br>No, this is not a glitch. We do not collect data on MSYs and slots for the member development National Performance Measures. |

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| **Measure O14** | Number of economically disadvantaged 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**<br><br>**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.<br><br>**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).<br><br>**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/**<br><br>**Collect Data** | 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.<br><br>The program should collect the data at the time the National Service Participant begins service.<br><br>Have you obtained your GED/diploma?<br><br>❑ Yes<br>❑ No<br>❑ Not sure. Explain. _____<br><br>Have you completed a college degree?<br>❑ Yes<br>❑ No<br>❑ Not sure. Explain. _____ |

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| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Member development measures (O12, O13, O14, O15, O16, O17) must have a 30-day timeline, not the previously acceptable 90-day timeline.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change.<br><br>Applicants selecting this measure must also select a performance measure that reflects the community impact of the program from any focus area. |
| **FAQs** | ***E5. eGrants won't let me enter MSYs and slots for member development National Performance Measures. Is this a glitch?***<br><br>No, this is not a glitch. We do not collect data on MSYs and slots for the member development National Performance Measures. |

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| **Measure O15** | Number of economically disadvantaged National Service Participants that secure employment during their term of service or within thirty days after finishing the program |
| **Definition of**<br><br>**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, or 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.<br><br>**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<br><br>**Securing employment** refers to paid, regular employment or serving in the military/national guard within the past week.<br><br>The span of time for which a member will be counted under this measure includes enrollment to 30 days after a member leaves service. |
| **How to Calculate Measure/**<br><br>**Collect Data** | 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.<br><br>Count of individuals in O12 who are hired into a job during the term of service or within 30 days after finishing the program. Count each individual only once even if the individual receives placement in more than one job.<br><br>❑ |
| | Suggested: Copy of acceptance letter from employer or copy of first pay stub. |

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| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Member development measures (O12, O13, O14, O15, O16, O17) must have a 30-day timeline, not the previously acceptable 90-day timeline.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change.<br><br>Applicants selecting this measure must also select a performance measure that reflects the community impact of the program from any focus area. |
| **FAQs** | ***E6. eGrants won't let me enter MSYs and slots for member development National Performance Measures. Is this a glitch?***<br><br>No, this is not a glitch. We do not collect data on MSYs and slots for the member development National Performance Measures. |

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| **Measure O16** | Number of economically disadvantaged National Service Participants that obtain a GED/diploma while serving in a CNCS program or within 30 days after finishing the program. |
| **Definition of**<br><br>**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 Education Trust, or who are dismissed, will not be counted.<br><br>.<br><br>The span of time for which a member will be counted under **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. This measure includes enrollment to 30 days after a member leaves service. |
| **How to**<br><br>**Calculate Measure/**<br><br>**Collect Data** | Of the members counted in O13, count of how many obtained a GED/diploma either during their term of service or within 30 days after the term of service ends.<br><br>Have you obtained your GED/diploma since [enter date of enrollment]?<br><br>❑ Yes<br>❑ No<br>Have you obtained your GED/diploma since leaving the program?<br><br>❑ Yes<br>❑ No |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Member development measures (O12, O13, O14, O15, O16, O17) must have a 30-day timeline, not the previously acceptable 90-day timeline.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change.<br><br>Applicants selecting this measure must also select a performance measure that reflects the community impact of the program from any focus area. |

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| **FAQs** | ***E7. eGrants won't let me enter MSYs and slots for member development National Performance Measures. Is this a glitch?***<br><br>No, this is not a glitch. We do not collect data on MSYs and slots for the member development National Performance Measures. |

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| **Measure O17** | Number of economically disadvantaged members that register for a college course during the term of service or within 30 days after finishing a CNCS-supported program |
| **Definition of**<br><br>**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.<br><br>**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).<br><br>**Register for a college course**: may have registered or enrolled in course during term of service or within 30 days after term of service ends. If student registered during the term of service, the student did not drop out and did not take an "incomplete."<br><br>**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/**<br><br>**Collect Data** | Of the members counted in O14, count of how many registered for a college course as defined above during the term of service or within 30 days after a member leaves service.<br><br>Have you registered for a college course while in the program or since leaving the program?<br>❑ Yes<br>❑ No<br><br>If yes, does this course contribute toward a recognized college degree or educational credential?<br>❑ Yes<br>❑ No |

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| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Member development measures (O12, O13, O14, O15, O16, O17) must have a 30-day timeline, not the previously acceptable 90-day timeline.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change.<br><br>Applicants selecting this measure must also select a performance measure that reflects the community impact of the program from any focus area. |
| **FAQs** | ***E8. eGrants won't let me enter MSYs and slots for member development National Performance Measures. Is this a glitch?***<br><br>No, this is not a glitch. We do not collect data on MSYs and slots for the member development National Performance Measures. |

Performance Measure Example:

| Field | What Should Be Entered Here | Example |
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| Title | Enter a short, descriptive title for your performance measure. Different aligned performance measures should have different titles so that they can be easily referenced. | Improving Homes |
| Problem Statement | Briefly describe the problem your program will address with this performance measure. Your description should provide just enough context that the program's theory of change will be evident without referencing the application narrative or logic model. Also address any definitions from the Performance Measures Instructions that are relevant to the aligned measure as a whole, e.g. definition of "economically disadvantaged." | Ten percent of the housing stock in the rural areas of our state is classified as unhealthy or unsafe. The Adequate Housing for All AmeriCorps Program rebuilds or repairs severely distressed houses in a large rural area. The program will request information about the annual income of program beneficiaries, and only beneficiaries that meet the income eligibility requirements to receive TANF, Food Stamps (SNAP), Medicaid, SCHIP, and/or Section 8 housing assistance will be counted. |
| Selected Interventions | Select only the interventions that contribute to the outcomes of this aligned performance measure. For applicant-determined interventions, enter a one or two word description of the intervention. | Home Repair |

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| Description of Interventions | Describe the design and dosage of the interventions you have selected. | Fifteen full-time AmeriCorps members, all of whom were unemployed prior to their service terms, repair severely distressed houses in a large rural area. Members receive extensive training in home rehabilitation techniques including roofing, plumbing, wiring and/or foundation repair. They work together in teams to identify homes in the area that are currently classified by inspectors as unhealthy or unsafe, then conduct the necessary building repair activity. |
| Output | Either select National Performance Measure output(s) or enter your own output title. If entering an applicant-determined output, it should be clear what the output is counting. | Number of economically disadvantaged individuals, including homeless individuals, receiving housing services. |
| Select Method | Select the data collection method you will use to measure the output. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Other |
| Instrument Description | In this text field you must provide the dosage that is necessary to be counted in the output, the name of the instrument you will use to measure the output, a clear description of what the | The program will record the number of economically disadvantaged indviduals who reside in homes that are rebuilt and/or repaired by AmeriCorps members. Only beneficiaries that meet the |

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| | instrument will measure, and an explanation of how you will ensure that beneficiaries are not double counted. Also describe how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable.<br><br>Note: If your output measures participation, describe the minimum dosage necessary to be considered a participant. If your output measures completion, describe the dosage necessary to be counted as having completed the program. | income eligibility requirements to receive TANF, Food Stamps (SNAP), Medicaid, SCHIP, and/or Section 8 housing assistance will be counted. |
| Target # | The number of beneficiaries described in the output title. Targets must be numbers, not percents. | 180 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Economically disadvantaged individuals |
| Outcome Title | Either select National | Number of economically |

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| | Performance Measure outcome(s) or enter your own outcome title. If entering an applicant-determined outcome, it should clearly state a measurable change in knowledge, attitude, behavior or condition. | disadvantaged individuals, including homeless individuals, transitioned into safe, affordable housing. |
| Select Method | Select the data collection method you will use to measure the outcome. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Other |
| Instrument Description | In this text field you must provide the name of the instrument you will use to measure the outcome, a clear description of what the instrument will measure and how the construct to be measured is defined, the timeline for administering the instrument and the level of improvement that is necessary to be counted as having improved. Also provide details about the reliability and validity of the instrument, and how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable. | When the repairs are completed, home inspections will be performed by a certified inspector to ensure that the completed home is safe and healthy. The residents of each household will also be asked what percentage of their household income will be considered affordable: Housing that costs 30% or less of the total household income will be considered affordable. All economically disadvantaged individuals who reside in rebuilt/repaired homes that pass inspection and meet the definition of “affordable” will be counted under this measure. |

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| Target # | The number of beneficiaries described in the outcome title. Targets must be numbers, not percents. | 180 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Economically disadvantaged individuals |

# EDUCATION

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| **Measure ED1** | Number of economically disadvantaged students or students with special/exceptional needs who start in a CNCS-supported education program. |
| **Definition of Key Terms** | **Students**: Individuals younger than 21 years of age who are enrolled or eligible for enrollment in grades K-12<br>**Economically disadvantaged**: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.<br>**Students with special or exceptional needs:** Students 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. Students 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.<br>**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.<br>**Enrolled in a school where the majority of students are eligible for free or reduced lunch: Grantees using this option to document economic disadvantage 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, or explain an outreach strategy to increase the proportions of economically disadvantaged students in the program.**<br><br>**Start in**: students enrolled in the education program at the beginning of the program. Counts may be updated if the number of participants increases. |
| **How to Calculate Measure/ Collect Data** | Unduplicated count of students who enroll in the program. Students may or may not complete the program. |

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| **FAQs** | ***May programs opting into National Performance Measures in Education use a school or LEA's participation in the Community Eligibility Provision (http://www.fns.usda.gov/sites/default/files/cn/SP16-2015os.pdf) to determine economic disadvantage for student beneficiaries?***<br><br>Yes. The following definition of "Economically Disadvantaged" may be used as an alternative to the existing definitions in the National Performance Measure Instructions under performance measures ED1, ED2, ED3A, ED4A, ED20, and/or ED21: "Students enrolled in schools that are participating in the Community Eligibility Provision (CEP)." |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>ED1/ED2 and ED3A/ED4A are not used in the same aligned PM.<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED2** | Number of economically disadvantaged students or students with special/exceptional needs that completed participation in CNCS-supported K-12 education programs. |

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| **Definition of Key Terms** | **Students**: Individuals younger than 21 years of age who are enrolled or eligible for enrollment in grades K-12<br>**Economically disadvantaged**: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.<br>**Students with special or exceptional needs:** Students 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. Students 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.<br>**Completed participation**: In the approved grant application, 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.<br>**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.<br>**Enrolled in a school where the majority of students are eligible for free or reduced lunch:** Grantees using this option to document economic disadvantage 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, or explain an outreach strategy to increase the proportions of economically disadvantaged students in the program. |
| **How to Calculate Measure/ Collect Data** | Unduplicated count of students who complete participation in the activity as indicated by above definition. |

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| **FAQs** | ***May programs opting into National Performance Measures in Education use a school or LEA's participation in the Community Eligibility Provision (http://www.fns.usda.gov/sites/default/files/cn/SP16-2015os.pdf) to determine economic disadvantage for student beneficiaries?***<br><br>Yes. The following definition of "Economically Disadvantaged" may be used as an alternative to the existing definitions in the National Performance Measure Instructions under performance measures ED1, ED2, ED3A, ED4A, ED20, and/or ED21: "Students enrolled in schools that are participating in the Community Eligibility Provision (CEP)." |
| **Review Notes** | Completion must be defined for education outputs measuring completion. (ED2, ED4A, ED21, ED32). Note: Dosage and completion are not necessarily the same. The applicant must specify the minimum dosage necessary to be counted as having completed the program, which may or may not be the same dosage specified in the intervention description.<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>ED1/ED2 and ED3A/ED4A are not used in the same aligned PM.<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED3A** | Number of disadvantaged youth/mentor matches or youth with special or exceptional needs/mentor matches that are commenced by the CNCS-supported education program. |
| **Definition of Key Terms** | **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 11 months. **Mentoring relationships** are ideally one mentor per child, but could be small group with a ratio of no more than 1:3<br><br>**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. |

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| | **Economically disadvantaged**:<br>Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may be defined as receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance<br><br>**Enrolled in a school where the majority of students are eligible for free or reduced lunch:** Grantees using this option to document economic disadvantage 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, or explain an outreach strategy to increase the proportions of economically disadvantaged students in the program.<br><br>**School-Based Mentoring**: Mentoring that occurs on a school campus, either during the school day or before/after the traditional school day. Students are usually referred to school-based mentoring programs by teachers, counselors or other school staff.<br><br>**Community-based mentoring:** Mentoring that occurs at a site other than a school campus, at a time other than during the traditional school day.<br><br>**Youth:** Individuals younger than 21 years of age.<br><br>**Youth with special or exceptional needs:** Youth 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. Youth who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and youth in need of protective intervention in their homes. |
| **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. |
| **FAQs** | ***May programs opting into National Performance Measures in Education use a school or LEA's participation in the Community Eligibility Provision (http://www.fns.usda.gov/sites/default/files/cn/SP16-2015os.pdf) to determine economic disadvantage for student beneficiaries?***<br><br>Yes. The following definition of "Economically Disadvantaged" may be used as an alternative to the existing definitions in the National Performance Measure Instructions under performance measures ED1, ED2, ED3A, ED4A, ED20, and/or |

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| | ED21: "Students enrolled in schools that are participating in the Community Eligibility Provision (CEP)." |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>ED1/ED2 and ED3A/ED4A are not used in the same aligned PM.<br><br>The mentoring intervention must be selected for ED3A/ED4A, and no other interventions are selected for ED3A/ED4A. Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A.<br><br>The mentoring dosage meets the dosage requirements described in the Performance Measure Instructions for ED3A/ED4A. |

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| **Measure ED4A** | Number of disadvantaged youth/mentor matches or youth 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** | **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 11 months. **Mentoring relationships** are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.<br><br>**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.<br><br>**Economically disadvantaged**:<br>Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.<br><br>**Enrolled in a school where the majority of students are eligible for free or reduced lunch:** Grantees using this option to document economic disadvantage 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, or explain an outreach strategy to increase the proportions of economically disadvantaged students in the program.<br><br>**School-Based Mentoring**: Mentoring that occurs on a school campus, either during the school day or before/after the traditional school day. Students are usually referred to school-based mentoring programs by teachers, counselors or other school staff.<br><br>**Community-based mentoring:** Mentoring that occurs at a site other than a school campus, at a time other than during the traditional school day. |

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| | **Youth:** Individuals younger than 21 years of age.<br><br>**Youth with special or exceptional needs:** Youth 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. Youth who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and youth in need of protective intervention in their homes. |
| **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. |
| **FAQs** | ***May programs opting into National Performance Measures in Education use a school or LEA's participation in the Community Eligibility Provision (http://www.fns.usda.gov/sites/default/files/cn/SP16-2015os.pdf) to determine economic disadvantage for student beneficiaries?***<br><br>Yes. The following definition of "Economically Disadvantaged" may be used as an alternative to the existing definitions in the National Performance Measure Instructions under performance measures ED1, ED2, ED3A, ED4A, ED20, and/or ED21: "Students enrolled in schools that are participating in the Community Eligibility Provision (CEP)." |
| **Review Notes** | Completion must be defined for education outputs measuring completion. (ED2, ED4A, ED21, ED32). Note: Dosage and completion are not necessarily the same. The applicant must specify the minimum dosage necessary to be counted as having completed the program, which may or may not be the same dosage specified in the intervention description.<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>ED1/ED2 and ED3A/ED4A are not used in the same aligned PM.<br><br>The mentoring intervention must be selected for ED3A/ED4A, and no other interventions are selected for ED3A/ED4A. Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A.<br><br>The mentoring dosage meets the dosage requirements described in the Performance Measure Instructions for ED3A/ED4A. |

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| **Measure ED5** | Number of students with improved academic performance in literacy and/or math. |
| **Definition of Key Terms** | **Students:** Those reported in either ED2 or ED4A.<br>**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.<br>**Literacy:** includes English, language arts, and/or reading<br>**Standardized test/instrument:** has been validated externally on a randomly-selected population of students. |
| **How to Calculate Measure/ Collect Data** | Programs will report the number of students from ED2 or ED4A who:<br>(1) achieved the "gain" or amount of progress that was approved at grant award, and/or (2) performed on or above grade level if the post-test only method is being used.<br><br>Amount of progress required:<br>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. Grantees/applicants should clearly justify in the approved grant application why the specified amount of progress is significant.<br><br>Standardized tests:<br>It is expected that most programs will use a standardized pre- and post-test to demonstrate improved academic performance. Only programs that demonstrate they are serving exclusively below grade level students and that provide a compelling reason why it is not feasible for them to conduct a pre-test/post-test may select the "Standardized post-test only" option. In these specific cases, the post-test must show the number of previously below-grade-level students that are performing at or above grade level after the program.<br><br>Programs must select a standardized test that:<br>(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).<br><br>Pre-tests should be administered to the students participating in the program before they begin participation 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.<br><br>State standardized tests should generally not be used by most programs as it is expected that they will not be sufficiently tailored to the material taught by national service participants, may involve long delays before the data become 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. For all programs that propose to use the state standardized test, including Teacher Corps programs, please provide a justification that |

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| | explains how the test is sufficiently tailored to the material taught, how the timeline for obtaining test data will meet national service reporting requirements, and why gains in the test are likely to be attributable, in part or in whole, to the efforts of national service participants. |
| | Obtaining test scores from school systems:<br>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 or LEA (local education agency), 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).<br><br>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:<br>http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm<br>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. |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A.<br><br>It must be clear that the proposed standardized test for ED5 and/or ED30 meets the definition in the Performance Measure Instructions.<br><br>If the state standardized test is proposed to measure ED5 and/or ED30, a justification must be provided as directed in the Performance Measure Instructions. (Note: Request must be approved by CNCS.)<br><br>If the applicant is measuring multiple subjects under ED5 and/or ED30, it must be clear whether/how much students must improve in reading, math or both subjects in order to be counted. |
| **FAQs** | ***E9. In order to measure ED5, which is the number of students with improved academic performance in literacy and/or math, may we propose to use state assessments because they are consistently available and are aligned with our goals of building student proficiency in ELA and math and helping schools to improve on the outcomes that are most meaningful to them? [Updated 11/12/14]***<br><br>Programs may request to use the state standardized test but need to demonstrate that it is appropriate for their circumstances. For all programs that propose to use the state standardized test, including Teacher Corps programs, please provide a justification that explains how the test is sufficiently tailored to the material taught, how the timeline for obtaining test data will meet national service reporting requirements, and why gains in the test are likely to be attributable, in part or in whole, to the efforts of national service participants.<br><br>***E10. Does the ED5 measure apply to adult education?*** |

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| | Education measures are for K-12 and in some cases post-secondary education, not adult education. Adult education is addressed by Economic Opportunity measures. |

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| **Measure ED9** | Number of students graduating from high school on time with a diploma. |
| **Definition of Key Terms** | **Students**: Those reported in ED1, ED2, ED3A or ED4A.<br>**On Time**: Within four years of starting 9th grade. |
| **How to Calculate Measure/ Collect Data** | School/district graduation 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 12th graders and whose objective is promoting high school graduation. Programs should consider the number of students served who would be eligible to graduate (i.e., the number of 12th grade students served) each year when setting performance measure targets.<br>· 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.<br>· 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? |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED10** | Number of students entering post-secondary institutions. |
| **Definition of Key Terms** | **Students**: those reported in ED1, ED2, ED3A or ED4A.<br>**Post-secondary institutions** may include two-year and four-year colleges<br>**Entering**: means matriculating as a full-time or part-time student. |
| **How to Calculate Measure/ Collect Data** | Registration records that confirm student enrollments 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. Programs should consider the number of students served who would be eligible to apply to post-secondary institutions (e.g., the number of 12th grade students served) each year when setting performance measure targets.<br>• 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.<br>• 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? |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED11** | Number of students earning a post-secondary degree. |
| **Definition of Key Terms** | **Students**: those reported in ED31 or ED32.<br>**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 work with students in college to help them succeed. Programs may only select this measure if they are able to collect data during the one-year grant period. Programs should consider the number of students served who would be eligible to earn a post-secondary degree (i.e., the number of students served who are close to completing graduation requirements) each year when setting performance measure targets.<br>• Can you develop a reasonable baseline or "comparison" group? For example, of the students you plan to serve, what proportion of those who enter a degree program typically complete a post-secondary degree? This would be your comparison group or the group who do not receive your service.<br>• 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. |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED12** | Number of CNCS-supported National Service Participants who begin serving as teachers through a Teacher Corps program. |
| **Definition of Key Terms** | **Teachers**: individuals 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 serving as teachers. |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |
| **FAQs** | ***E11. What programs can select the Teacher Corps Measures in the Education Focus Area?***<br><br>The Teacher Corps measures are intended to be used by AmeriCorps programs where the AmeriCorps members serve as the primary teacher in a classroom setting during their terms of service. The AmeriCorps members may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.<br><br>***E12. Can Teacher Corps programs opt into non-Teacher Corps outcomes, such as ED5, ED27A or ED27B?***<br><br>Yes, Teacher Corps programs are required to select a National Performance Measure that reflects the community impact of the program. |

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| **Measure ED13** | Number of CNCS-supported National Service Participants who completed serving as teachers through a Teacher Corps program. |
| **Definition of Key Terms** | **Teachers**: individuals responsible for leading one or more classes of students in grades K-12. |
| **How to Calculate Measure/ Collect Data** | Report the number of CNCS-supported National Service Participants counted in ED12 who successfully complete their terms of service in the Teacher Corps program. |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |
| **FAQs** | ***E13. What programs can select the Teacher Corps Measures in the Education Focus Area?***<br><br>The Teacher Corps measures are intended to be used by AmeriCorps programs where the AmeriCorps members serve as the primary teacher in a classroom setting during their terms of service. The AmeriCorps members may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.<br><br>***E14. Can Teacher Corps programs opt into non-Teacher Corps outcomes, such as ED5, ED27A or ED27B?***<br><br>Yes, Teacher Corps programs are required to select a National Performance Measure that reflects the community impact of the program. |

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| **Measure ED14** | Number of CNCS-supported National Service Participants teaching in high need schools during their term of service. |
| **Definition of Key Terms** | **CNCS-supported National Service Participants:** those reported in ED13.<br>**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 |
| **How to Calculate Measure/ Collect Data** | Report the number of CNCS-supported National Service Participants who teach in high need schools during their Teacher Corps service terms. |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |
| **FAQs** | ***E15. What programs can select the Teacher Corps Measures in the Education Focus Area?***<br><br>The Teacher Corps measures are intended to be used by AmeriCorps programs where the AmeriCorps members serve as the primary teacher in a classroom setting during their terms of service. The AmeriCorps members may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.<br><br>***E16. Can Teacher Corps programs opt into non-Teacher Corps outcomes, such as ED5, ED27A or ED27B?***<br><br>Yes, Teacher Corps programs are required to select a National Performance Measure that reflects the community impact of the program.<br><br>***E17. Does ED14 measure individuals teaching during the term of service, or after the term of service?***<br><br>ED14 measures the number of individuals teaching during the term of service. |

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| **Measure ED17** | Number of CNCS-supported National Service Participants remaining in the education field after their term of service. |
| **Definition of Key Terms** | **CNCS-supported National Service Participants:** those reported in ED13.<br>**Remaining in the education field:** classroom teachers, school support staff, school administration, district administration policy, education non-profits, state, local or federal government positions in the field of education or other positions whose primary objective is to facilitate learning among K-12 students.<br>**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 |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |
| **FAQs** | ***E18. What programs can select the Teacher Corps Measures in the Education Focus Area?***<br><br>The Teacher Corps measures are intended to be used by AmeriCorps programs where the AmeriCorps members serve as the primary teacher in a classroom setting during their terms of service. The AmeriCorps members may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.<br><br>***E19. Can Teacher Corps programs opt into non-Teacher Corps outcomes, such as ED5, ED27A or ED27B?***<br><br>Yes, Teacher Corps programs are required to select a National Performance Measure that reflects the community impact of the program. |

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| **Measure ED18** | Number of CNCS-supported National Service Participants who have had a positive impact on student learning as determined by observation-based assessments of teacher performance. |
| **Definition of Key Terms** | **CNCS-supported National Service Participants:** those reported 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. Assessments should be completed by school principals, master teachers, or other education professionals. |
| **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 |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |
| **FAQs** | ***E20. What programs can select the Teacher Corps Measures in the Education Focus Area?***<br><br>The Teacher Corps measures are intended to be used by AmeriCorps programs where the AmeriCorps members serve as the primary teacher in a classroom setting during their terms of service. The AmeriCorps members may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.<br><br>***E21. Can Teacher Corps programs opt into non-Teacher Corps outcomes, such as ED5, ED27A or ED27B?***<br><br>Yes, Teacher Corps programs are required to select a National Performance Measure that reflects the community impact of the program. |

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| **Measure ED19** | Number of CNCS-supported National Service Participants receiving certification to teach in schools after their term of service. |
| **Definition of Key Terms** | **CNCS-supported National Service Participants:** those reported in ED13.<br>**Receiving certification**: according to NCLB standard.<br>**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 members; program administrative records |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10).<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |
| **FAQs** | ***E22. What programs can select the Teacher Corps Measures in the Education Focus Area?***<br><br>The Teacher Corps measures are intended to be used by AmeriCorps programs where the AmeriCorps members serve as the primary teacher in a classroom setting during their terms of service. The AmeriCorps members may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.<br><br>***E23. Can Teacher Corps programs opt into non-Teacher Corps outcomes, such as ED5, ED27A or ED27B?***<br><br>Yes, Teacher Corps programs are required to select a National Performance Measure that reflects the community impact of the program. |

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| **Measure ED20:** | Number of economically disadvantaged children or children with special or exceptional needs who start in a CNCS-supported early childhood education program. |
| **Definition of Key Terms** | **Children:** Children younger than the age of kindergarten enrollment.<br>**Economically disadvantaged**: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements at the family level to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.<br>**Children with 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.<br>**Early childhood education program**: A program in which CNCS-supported activities help pre-K children maintain enrollment in and succeed in early childhood education. The 'help' that grantees provide does not need to be in direct service to the children. However, the CNCS-supported activities must provide direct support that makes the program possible.<br>**Start in:** children enrolled in the early childhood education program at the beginning of the program. Counts may be updated if the number of participants increases.<br>**Enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch:** Grantees using this option to document economic disadvantage must demonstrate that the sites/early childhood centers they will engage already have a population in which the largest percentage of children in the center come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged children served by the CNCS-sponsored program. |
| **How to Calculate/ Measure/ Collect Data:** | Count of children who enroll in the program. Children may or may not complete the program. Each child should be counted only once during the program. |
| **FAQs** | ***May programs opting into National Performance Measures in Education use a school or LEA's participation in the Community Eligibility Provision (http://www.fns.usda.gov/sites/default/files/cn/SP16-2015os.pdf) to determine economic disadvantage for student beneficiaries?***<br><br>Yes. The following definition of "Economically Disadvantaged" may be used as an alternative to the existing definitions in the National Performance Measure Instructions under performance measures ED1, ED2, ED3A, ED4A, ED20, and/or ED21: "Students enrolled in schools that are participating in the Community Eligibility |

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| | Provision (CEP).” |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED21** | Number of economically disadvantaged children or children with special or exceptional needs that completed participation in CNCS-supported early childhood education programs. |
| **Definition of Key Terms** | **Children:** Children younger than the age of kindergarten enrollment.<br>**Economically disadvantaged**: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm. If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements at the family level to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.<br>**Children with 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.<br><br>**Completed participation**: In the approved grant application, 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 children 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.<br>**Early childhood education program**: A program in which CNCS-supported activities help pre-K children maintain enrollment in and succeed in early childhood education. The 'help' that grantees provide does not need to be in direct service to the children. However, the CNCS-supported activities must provide direct support that makes the program possible.<br>**Enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch:** Grantees using this option to document economic disadvantage must demonstrate that the sites/early childhood centers they will engage already have a population in which the largest percentage of children in the center come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged children served by the CNCS-sponsored program. |
| **How to Calculate Measure/ Collect Data** | Count of children who complete participation in the activity as indicated by above definition. |

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| **FAQs** | ***May programs opting into National Performance Measures in Education use a school or LEA's participation in the Community Eligibility Provision (http://www.fns.usda.gov/sites/default/files/cn/SP16-2015os.pdf) to determine economic disadvantage for student beneficiaries?***<br><br>Yes. The following definition of "Economically Disadvantaged" may be used as an alternative to the existing definitions in the National Performance Measure Instructions under performance measures ED1, ED2, ED3A, ED4A, ED20, and/or ED21: "Students enrolled in schools that are participating in the Community Eligibility Provision (CEP)." |
| **Review Notes** | Completion must be defined for education outputs measuring completion. (ED2, ED4A, ED21, ED32). Note: Dosage and completion are not necessarily the same. The applicant must specify the minimum dosage necessary to be counted as having completed the program, which may or may not be the same dosage specified in the intervention description.<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED23** | Number of children demonstrating gains in school readiness in terms of social and/or emotional development. |
| **Definition of Key Terms** | **Children:** Those counted under ED21.<br>**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.<br>**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. |
| **How to Calculate Measure/ Collect Data** | Programs should obtain counts of the number of children demonstrating gains in school readiness based on social and/or emotional development. For AmeriCorps State and National Only: Data should be collected at the beginning and end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.<br><br>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:<br>"The number of children who often or very often exhibit positive social behaviors when interacting with their peers".<br>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)<br>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED24** | Number of children demonstrating gains in school readiness in terms of literacy skills |
| **Definition of Key Terms** | **Children:** Those counted under ED21.<br>**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.<br>**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. |
| **How to Calculate Measure/ Collect Data** | Programs should obtain counts of the number of children demonstrating gains in school readiness based on their literacy skills. For AmeriCorps State and National Only: Data should be collected at the beginning nd end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.<br><br>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".<br>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)<br>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf<br><br>There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade.<br><br>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 |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED25** | Number of children demonstrating gains in school readiness in terms of numeracy (math) skills. |
| **Definition of Key Terms** | **Children:** Those counted under ED21.<br>**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 special 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.<br>**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. |
| **How to Calculate Measure/ Collect Data** | Programs should obtain counts of the number of children demonstrating gains in school readiness based on their numeracy (math) skills. For AmeriCorps State and National Only: Data should be collected at the beginning and end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.<br><br>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".<br>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)<br>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf<br><br>There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade.<br><br>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 |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **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 12th graders or youth who are disconnected from school and whose objective is promoting GED completion.<br>• 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.<br>• 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? |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED27A** | 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 (attitudes). |
| **Definition of Key Terms** | **Students:** Those reported in either ED2 or ED4A.<br>**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.<br>**Improved academic engagement**: A positive and significant change in one of the following student attitudes over a specified period of time.. Measures of student attitudes include: increased interest in school, improved perspective on school climate, increased attachment to school and increased educational aspirations. |
| **How to Calculate Measure/ Collect Data** | Applicants and grantees should identify the aspect(s) of academic engagement that their programs most closely align with. The measure(s) of student attitudes that the program intends to address must be specified in the approved grant application.<br><br>Programs should collect academic engagement data from school records, teacher surveys and/or student surveys at the beginning and end of the program. If the measure(s) of student attitudes specified in the approved grant application show improvement, the student should be counted as having demonstrated academic engagement. For programs that aim to address more than one measure of student attitudes, a student should only be counted as having demonstrated improved academic engagement if at least one of these elements shows improvement without any of the other elements worsening.<br><br>A survey or questionnaire may be used for grantee administration. See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for performance measurement tools that CNCS has developed for volunteer and service programs. Selection of tools should be based on whether the tools have been shown to be valid and reliable.<br>Determining whether a positive change in student attitudes is significant may be limited by small sample sizes. Applicants and grantees are encouraged to track the average size of the increase among participants as well as the number of students with a positive increase. |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A.<br><br>For ED27A or ED27B, the applicant must specify which dimension(s) of academic engagement described in the Performance Measure Instructions will be measured. |
| **FAQs** | ***E24. Can summer programs select the ED27A or ED27B performance measures?***<br><br>Summer programs may opt into the ED27A or ED27B measure and consider the definition of over the school year to be interpreted as over the course of the summer program. |

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| **Measure ED27B** | 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 (behaviors). |
| **Definition of Key Terms** | **Students:** Those reported in either ED2 or ED4A.<br>**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.<br>**Improved academic engagement**: A positive and significant change in one of the following student behaviors over a specified period of time. Measures of student behaviors include increased attendance, increased completion of assignments including homework, increased teacher-reported participation, decreased disciplinary referrals, decreased suspensions, decreased arrest and gang involvement, and decreased reports of substance abuse. |
| **How to Calculate Measure/ Collect Data** | Applicants and grantees should identify the aspect(s) of academic engagement that their programs most closely align with. The measure(s) of student behaviors that the program intends to address must be specified in the approved grant application.<br><br>Programs should collect academic engagement data from school records or teacher surveys at the beginning and end of the program. If the measure(s) of student behaviors specified in the approved grant application show improvement, the student should be counted as having demonstrated academic engagement. For programs that aim to address more than one measure of student behaviors, a student should only be counted as having demonstrated improved academic engagement if at least one of these elements shows improvement without any of the other elements worsening.<br><br>A survey or questionnaire may be used for grantee administration. See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for performance measurement tools that CNCS has developed for volunteer and service programs. Selection of tools should be based on whether the tools have been shown to be valid and reliable.<br><br>Determining whether a positive change in student behaviors is significant may be limited by small sample sizes. Applicants and grantees are encouraged to track the average size of the increase among participants as well as the number of students with a positive increase.Programs measuring decreased disciplinary referrals or suspensions must demonstrate that these decreases are not the result of changes in school policies. |
| **PO Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A.<br><br>For ED27A or ED27B, the applicant must specify which dimension(s) of academic engagement described in the Performance Measure Instructions will be measured. |

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| **FAQs** | ***E25. Can summer programs select the ED27A or ED27B performance measures?***<br><br>Summer programs may opt into the ED27A or ED27B measure and consider the definition of over the school year to be interpreted as over the course of the summer program. |

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| **Measure ED30** | Number of students with improved academic performance in core academic subjects other than literacy or math. |
| **Definition of Key Terms** | Students: Those reported in either ED2 or ED4A.<br><br>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 test/instrument.<br><br>Core academic subjects other than literacy or math: Science, foreign languages, civics and government, economics, arts, history, and geography (see Title IX of the Elementary and Secondary Education Act). Subjects other than mathematics that are considered STEM disciplines, including science, technology, engineering, and computer science, may also be included under this measure.<br><br>Standardized test/instrument: has been validated externally on a randomly-selected population of students. |
| **How to Calculate Measure/ Collect Data** | Programs will report the number of students from ED2 or ED4A who:<br>(1) achieved the "gain" or amount of progress that was approved at grant award, and/or<br>(2) performed on or above grade level if the post-test only method is being used.<br><br>Amount of progress required:<br>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. Grantees/applicants should clearly justify in the approved grant application why the specified amount of progress is significant.<br><br>Standardized tests:<br>It is expected that most programs will use a standardized pre- and post-test to demonstrate improved academic performance. Only programs that demonstrate they are serving exclusively below grade level students and that provide a compelling reason why it is not feasible for them to conduct a pre-test/post-test may select the "Standardized post-test only" option. In these specific cases, the post-test must show the number of previously below-grade-level students that are performing at or above grade level after the program.<br><br>Programs must select a standardized test that:<br>(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).<br><br>Pre-tests should be administered to the students participating in the program before they begin participation 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. |

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| | State standardized tests should generally not be used by most programs as it is expected that they will not be sufficiently tailored to the material taught by national service participants, may involve long delays before the data become 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. For all programs that propose to use the state standardized test, including Teacher Corps programs, please provide a justification that explains how the test is sufficiently tailored to the material taught, how the timeline for obtaining test data will meet national service reporting requirements, and why gains in the test are likely to be attributable, in part or in whole, to the efforts of national service participants. |
| | Obtaining test scores from school systems:<br>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 or LEA (local education agency), 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).<br><br>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:<br>http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm<br>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. |
| **Review Notes** | Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A.<br><br>It must be clear that the proposed standardized test for ED5 and/or ED30 meets the definition in the Performance Measure Instructions.<br><br>If the state standardized test is proposed to measure ED5 and/or ED30, a justification must provided as directed in the Performance Measure Instructions. (Note: Request must be approved by CNCS.)<br><br>If the applicant is measuring multiple subjects under ED5 and/or ED30, it must be clear whether/how much students must improve in reading, math or both subjects in order to be counted. |

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| **Measure ED31** | Number of economically disadvantaged post-secondary students or post-secondary students with special or exceptional needs who start in a CNCS-supported education program. |
| **Definition of Key Terms** | **Students**: Individuals enrolled in post-secondary education institutions.<br><br>**Economically disadvantaged**: eligible for Pell grant or receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance<br><br>**Students with special or exceptional needs:** Students 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. Students 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.<br><br>**Education program**: A program in which CNCS-supported activities help students maintain enrollment in and succeed in post-secondary education. 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.<br><br>**Post-secondary education institutions:** 2-year and 4-year colleges and universities, graduate or professional schools, and career and technical education institutions.<br><br>**Start in**: students enrolled in the education program at the beginning of the program. Counts may be updated if the number of participants increases. |
| **How to Calculate Measure/ Collect Data** | Unduplicated 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. |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

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| **Measure ED32** | Number of economically disadvantaged post-secondary students or post-secondary students with special or exceptional needs that completed participation in CNCS-supported education programs. |
| **Definition of Key Terms** | **Students:** Individuals enrolled in post-secondary education<br><br>**Economically disadvantaged**: eligible for Pell grant or receiving or meet the income eligibility requirements to receive (either individually or at a family level): TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance<br><br>**Students with special or exceptional needs:** Students 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. Students 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.<br><br>**Education program**: A program in which CNCS-supported activities help students maintain enrollment in and succeed in post-secondary education. 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.<br><br>**Post-secondary education institutions:** 2-year and 4-year colleges and universities, graduate or professional schools, and career and technical education institutions.<br><br>**Completed participation:** In the approved grant application, 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. |
| **How to Calculate Measure/ Collect Data** | Unduplicated count of students who complete participation in the activity as indicated by above definition. |

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| **Review Notes** | Completion must be defined for education outputs measuring completion. (ED2, ED4A, ED21, ED32). Note: Dosage and completion are not necessarily the same. The applicant must specify the minimum dosage necessary to be counted as having completed the program, which may or may not be the same dosage specified in the intervention description.<br><br>Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)<br><br>Mentoring may not be selected as an intervention in any education measures other than ED3A/ED4A. |

Performance Measure Example:

| Field | What Should Be Entered Here | Example |
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| Title | Enter a short, descriptive title for your performance measure. Different aligned performance measures should have different titles so that they can be easily referenced. | Helping Students Improve in Math |
| Problem Statement | Briefly describe the problem your program will address with this performance measure. Your description should provide just enough context that the program's theory of change will be evident without referencing the application narrative or logic model. Also address any definitions from the Performance Measures Instructions that are relevant to the aligned measure as a whole, e.g. definition of "economically disadvantaged." | Students in District ABC lag fifteen percentage points behind the state average for 8th grade math proficiency. The purpose of the EduCorps program is to provide tutoring services that improve middle school students' academic achievement in mathematics. All schools served by the program have a majority of students who are eligible for free or reduced lunch. |
| Selected Interventions | Select only the interventions that contribute to the outcomes of this aligned performance measure. For applicant-determined interventions, enter a one or two word description of the intervention. | Tutoring: One-on-one<br><br>Tutoring: Small group |
| Description of Interventions | Describe the design and dosage of the interventions | The EduCorps Program has six half-time AmeriCorps |

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| | you have selected. | members leading one-on-one and small group tutoring programs for middle-school students. Members typically meet with groups of 1-3 students after school each day for about an hour, using mathematics enrichment materials that complement the normal classroom curriculum. |
| Output | Either select National Performance Measure output(s) or enter your own output title. If entering an applicant-determined output, it should be clear what the output is counting. | Number of students who start in a CNCS-supported education program. |
| Select Method | Select the data collection method you will use to measure the output. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Attendance Log |
| Instrument Description | In this text field you must provide the dosage that is necessary to be counted in the output, the name of the instrument you will use to measure the output, a clear description of what the instrument will measure, and an explanation of how you will ensure that beneficiaries are not double counted. Also describe how the instrument is sufficient to meet the data | Participation output: Members will record in the program's secure database the name and ID number of each student who enrolls in the tutoring program. The list of names/IDs will be checked to ensure that no student is counted twice.<br><br>Completion output: Members will record in the |

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| | collection requirements outlined in the Performance Measures Instructions, if applicable.<br><br>Note: If your output measures participation, describe the minimum dosage necessary to be considered a participant. If your output measures completion, describe the dosage necessary to be counted as having completed the program. | program's secure database the number of tutoring sessions completed and the total number of hours of attendance for each student. Students who have received at least 40 hours of tutoring over the course of the school year will be counted as having completed the program. |
| Target # | The number of beneficiaries described in the output title. Targets must be numbers, not percents. | 100 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Students |
| Outcome Title | Either select National Performance Measure outcome(s) or enter your own outcome title. If entering an applicant-determined outcome, it should clearly state a measurable change in knowledge, attitude, | Number of students with improved academic performance in literacy and/or math |

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| | behavior or condition. | |
| Select Method | Select the data collection method you will use to measure the outcome. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Standardized Pre-Post Test |
| Instrument Description | In this text field you must provide the name of the instrument you will use to measure the outcome, a clear description of what the instrument will measure and how the construct to be measured is defined, the timeline for administering the instrument and the level of improvement that is necessary to be counted as having improved. Also provide details about the reliability and validity of the instrument, and how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable. | When students enroll in the tutoring program at the beginning of the school year, they will take a standardized, district-approved pre-test in mathematics (insert name of actual test here) that aligns with the material being taught and is appropriate for the grade level and that has demonstrated reliability and validity for the population of middle school students served. The same test will be administered to students at the end of the school year. Scores will be recorded in the program's secure database. Students who increase their scores in mathematics by at least 1.2 grade levels over the course of their participation in the tutoring program will be counted under this measure. |
| Target # | The number of beneficiaries described in the outcome title. Targets must be numbers, not percents. | 85 |

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| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Students |

# ENVIRONMENTAL STEWARDSHIP

**Review Notes**

**Common Issues and Points to Consider**

1. Programs need to use the same beneficiaries for outputs and outcomes (in most aligned measures). If they are counting acres of improved public lands in EN4 or miles in EN5, the outcome needs to be in acres (or miles) as well. Applicants should not be measuring the project sponsor's satisfaction or approval of their work but rather the condition of the land after their work.
2. EN3 – environmental education of individuals – falls under Objective 3 – Awareness and Stewardship with an "other" intervention. Environmental education activities must entail real engagement of the individual with a specific education goal in mind – not just outreach, tabling at events or distributing pamphlets. The applicant should define what level of engagement (time of interaction) constitutes a countable event, e.g., a minimum of 15-20 minutes. Presentations to large audiences are acceptable. If measuring a change in knowledge, the preferred outcome would be a pre- and post-test, although getting test returns can be challenging so targets should be set accordingly. Sampling plans must be approved.
3. EN6 – recycling – includes composting, reuse, deconstruction and take back programs.

**Glossary of Terms and Acronyms**

**Weatherization**: The process of installing technology into a building to reduce its energy consumption such as insulation, double-pane windows, caulking, etc. It also often refers to the federal Department of Energy program that provides funds to states to weatherize homes of low-income individuals.

**BTUs or MMBTUs**: British Thermal Units (or millions of) – a typical way to measure heat energy consumption.

**KWh**: Kilowatt hours, a measure of electricity consumption

**Deconstruction**: the removal of materials from a building in a manner and intent to reuse them in the construction of another building

**Public Lands or waterways**: Owned by national, state, county, city or tribal government. A land trust or other nonprofit can qualify if it is designated (e.g., agreement with a government entity) as “public use.”

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| **Measure EN1** | Number of housing units of low-income households and public structures weatherized or retrofitted to improve energy efficiency. |
| **Definition of Key Terms** | **Housing Unit**: single family home, mobile home, apartment unit, each side of duplex would count as 1.<br>**Low income**: 200% of poverty or the updated level as found at: http://www.waptac.org/<br>**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/<br>**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.<br>**Retrofit:** An energy conservation measure applied to an existing building or the action of improving the thermal performance or maintenance of a building.<br>**Structures**: Shelters, such as homeless shelters or emergency shelters operated by nonprofit or public organizations; government-owned buildings. Each structure would count as 1.<br>**Improve energy efficiency**: Physical improvements to housing or building structures that improve energy-efficiency compared to standard new units built to local building code or the unit's existing energy efficiency, respectively. |
| **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** | 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.<br><br>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) |

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| **FAQs** | ***E61. The definition of structures in EN1 includes government owned buildings, but it looks like EN1.1 talks only about households. If the program is retrofitting government owned buildings, can they not use this aligned measure? [Added 1/11/15]***<br><br>Yes, if they are counting government buildings in EN1 they would include government buildings in EN1.1. |

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| **Measure EN1.1** | Number of weatherized or retrofitted low-income households with reduced energy consumption or reduced energy costs. |
| **How to Calculate/ Measure/ Collect Data** | Survey from a member of the household or building owner that documents reduced energy consumption or reduced energy costs.<br>Grantees can use an industry-accepted computer model (such as those available from the US Department of Energy) that estimates energy consumption reductions of at least 15% based on the weatherization or retrofits installed. |
| **FAQs** | ***E62. The definition of structures in EN1 includes government owned buildings, but it looks like EN1.1 talks only about households. If the program is retrofitting government owned buildings, can they not use this aligned measure? [Added 1/11/15]***<br><br>Yes, if they are counting government buildings in EN1 they would include government buildings in EN1.1. |

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| **Measure EN2** | Number of AmeriCorps members trained and/or certified for green jobs including the conducting of energy audits. |
| **Definition of Key Terms** | **Green Jobs**: Jobs that contribute substantially to preserving or restoring environmental quality. Specifically, but not exclusively, this includes jobs that help to protect ecosystems and biodiversity; reduce energy, materials, and water consumption through high efficiency strategies; de-carbonize the economy; and minimize or altogether avoid generation of all forms of waste and pollution. [Green Jobs: Towards decent work in a sustainable, low-carbon world (September 2008), United Nations Environmental Programme.]<br>**Trained:** The program should result in the AmeriCorps member having acquired job skills that match the industry accepted skills for a designated green job.<br>**Certified:** The trained AmeriCorps member has received an industry-accepted certification that qualifies them for a green job.<br>**Energy Audit:** See U.S. Dept. of Energy information for suggested definition http://www.waptac.org/ |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10). |

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| **Measure EN2.1** | Number of trained AmeriCorps members placed in green jobs. |
| **Definition of Key Terms** | **Placed in jobs:** An AmeriCorps member is hired in a green job as a result of job skills training and/or certification provided; the AmeriCorps member may have been previously working in a different job or previously unemployed. |
| **How to Calculate Measure/ Collect Data** | Count of individuals receiving services in EN2.1 who secure employment in a green job during their term of service or within thirty days after finishing the program. Count each individual only once even if the individual receives placement in more than one job. |
| | Suggested method is a copy of acceptance letter from employer or copy of first pay stub. |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10). |

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| **Measure EN3** | Number of individuals receiving education or training in environmental stewardship and/or environmentally-conscious practices. |
| **Definition of Key Terms** | **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.<br>**Environmental Stewardship and/or environmentally conscious practices:** Organized efforts to teach about how natural environments function and, particularly, how human beings can manage their behavior and ecosystems in order to live sustainably. Grantees are encouraged to utilize service learning when possible. Environmental topics should relate to real conditions in the community being served. |
| **How to Calculate/ Measure/ Collect Data** | Count of each individual participating in the educational event or training. Some individuals may attend multiple events or trainings but they should only be counted once. If providing the training through classroom curriculum, count the individuals present not just those enrolled. If providing the training through a school assembly presentation, get the best estimate from school officials of the number in attendance.<br><br>The educational events or training should be in response to a specifically identified need in the community to either increase knowledge or to change behavior. |
| | Sign-in or attendance sheets from education/training sessions when possible. Tracking needs to enable unduplicated count when possible. |

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| **Measure EN3.1** | Number of individuals with an increase in knowledge of environmental stewardship and/or environmentally-conscious practices. |
| **Definition of Key Terms** | **Increase in knowledge:** Participants gain environmental information and/or understanding that they did not have prior to participating in the event/training. The outcome should align with the intended change of the output/activity as defined by the community need. Educational activities may be targeted to adults or youth. |
| **How to Calculate/ Measure/ Collect Data** | Grantees are encouraged to utilize pre- and post-tests to assess a change in the actual knowledge of the participants (not the individual's opinion of their level of knowledge). A mixture of basic knowledge and more challenging questions can be asked so that members of an audience with a wide range of initial level of knowledge are more likely to demonstrate an increase in correct answers from the pre- to the post-test. In developing targets, grantees should take into account that the projected number of returned post-surveys or tests is unlikely to be 100% of the educated population. Grantees can use a random sample or stratified random sample with CNCS approval of the sampling plan. In this case, results can be applied to the entire population. |

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| **Measure EN3.2** | Number of individuals reporting a change in behavior or the intent to change behavior within one year in order to better protect the environment and/or reduce energy consumption as a result of the educational event or training they received. |
| **Definition of Key Terms** | **Change in behavior or Intent to change behavior:** Individuals state practices that they do now or plan to do that are encouraged or recommended by the training or educational event which are different than the practices they had prior to the training. |
| **How to Calculate/ Measure/ Collect Data** | Grantees should utilize surveys to assess a change in (or intent to change) behavior of the participants. It is preferable to assess an actual change in behavior at some point after the educational event or training to determine if the change has actually occurred. However, assessments are expected to occur within the grant year. In developing targets, grantees should take into account that the projected number of returned post-surveys is unlikely to be 100% of the educated population. Grantees can use a random sample or stratified random sample with CNCS approval of the sampling plan. In this case, results can be applied to the entire population.<br><br>Studies have shown that the process of publicly committing to make a change in behavior increases the chances that the change will occur. (http://www.toolsofchange.com/en/tools-of-change/obtaining-a-commitment/) |

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| **Measure EN4** | Number of acres of national parks, state parks, city parks, county parks, or other public and tribal lands that are treated. |
| **Definition of Key Terms** | **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)<br>**Other public lands:** Other publicly owned lands; land owned by nonprofits for public use or the public good (such as land conservancies): and public easements.<br>**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)<br>**Treated:** National service members and/or program volunteers removed invasive species, planted native plants, built riparian buffers, cleared of natural debris (such as fallen trees/limbs, hazardous fuel) and unnatural debris (such as disaster debris and improperly disposed waste). Treatment must go beyond basic trash removal. |
| **How to Calculate/ Measure/ Collect Data** | Count of number of acres that are treated for the intent of improvement. Count each acre that is treated only once during the program year. It may be necessary to treat an acre more than once, but it should be counted only once. Only count the acres that are actually treated; do not count the entire park/land area unless your project treats the entire area. |
| | Tracking document, survey or acknowledgement of receipt of services from entity that owns or administers the area improved.<br><br>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 enhance the land or habitat to a higher-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 higher-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). |

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| **Measure EN4.1** | 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** | **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)<br>**Other public lands:** Other publicly owned lands; land owned by nonprofits for public use or the public good (such as land conservancies); and public easements.<br>**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)<br>**Improved**: Renovated to reduce human impact or the negative impact of natural disasters or invasive species, restored native plants and habitat, reduced erosion, protected watersheds, reduced wildfire risk, upgraded or repaired outdoor recreation facilities or signage, increased public safe access, protected flora and fauna. Improvement should be consistent with an accepted natural resource restoration, maintenance or improvement plan. |
| **How to Calculate/ Measure/ Collect Data** | Count of number of acres that are assessed by the managing entity/land manager as having been improved to an acceptable level as defined by the sponsoring agency or land manager in accordance with their natural resource plan. 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. It is possible that the number of acres assessed by the land manager as having been improved in accordance with their natural resource plan is less than the total number of acres treated. |
| | Tracking document or survey stating the number of acres actually improved and a statement that the impact of this intervention will contribute to the return of the targeted area to a quality environment from entity that owns or administers the area improved.<br><br>CNCS encourages applicants and grantees to perform service with the greatest impact or the highest priority versus deferring to only 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 enhance the land or habitat to a higher 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). |

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| **Measure EN5** | Number of miles of trails or waterways (owned/maintained by national, state, county, city or tribal governments; nonprofits when for public use or the public good; and public easements) that are treated and/or constructed. |
| **Definition of Key Terms** | **Trails:** For walking, running, biking, horses or other forms of recreation.<br>**Waterways:** Includes rivers, lakes and other bodies of water on or abutting public land.<br>**Treated:** Removed invasive species, planted native plants, built riparian buffers, improved tread/corridor of existing trail or made changes to increase the trail lifespan, removed unsafe trail structures, repaired damage caused by visitor use, made changes to increase accessibility, cleared of natural debris (such as fallen trees/limbs and hazardous fuel) and unnatural debris (such as disaster debris and improperly disposed waste). Treatments must go beyond basic trash removal.<br>**Constructed:** Making new trails available by 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. |
| **How to Calculate/ Measure/ Collect Data** | 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 (treatment) to address the problem that will lead to the improvement or restoration of the trail or waterway to a higher quality ecosystem. The prescribed treatment/intervention could be a governmental land management improvement plan if it addresses the targeted problem, and is preferably an identified priority in the plan. For example, 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.<br><br>Sum of number of miles of trails and/or waterways that are treated, and/or constructed. Count each mile only once during the program year. Count the area treated on/in the trail/waterway and immediately next to the trail/waterway. It may be necessary to treat the same mile of trail/waterway more than once but include in count only once. If, for example, the program or project is to repair a trail, then the whole width of the trail that is being repaired 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.<br><br>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 safe and useable status or enhance the waterway to a higher-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.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 "treated", it is less likely to be selected for funding if it does not address a compelling environmental problem, deficiency, risk or priority. |
| | Tracking document, survey or acknowledgement of receipt of services from entity that owns or administers the trail or waterways improved. |

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| **Measure EN5.1** | Number of miles of trails or waterways (owned/maintained by national, state, county, city or tribal governments; nonprofits such as land conservancies when the land is for public use or the public good; and public easements) that are improved, and/or put into use. |
| **Definition of Key Terms** | **Trails:** For walking, running, biking, horses or other forms of recreation.<br>**Waterways:** Includes rivers, lakes and other bodies of water on or abutting public land.<br>**Improved:** Restored to reduce human impact, reduced the impact of natural disasters, removed invasive species, restored native plants and habitat, protected watersheds, created new trail, increased safe condition of useable trails, increased accessibility, protected flora and fauna. Improvement should be consistent with an accepted natural resource restoration, maintenance or improvement plan.<br>**Put into use:** Established safe and useable trails or waterways. |
| **How to Calculate/ Measure/ Collect Data** | Sum of number of miles of trails and/or waterways that are assessed by the managing entity/land manager as having been improved to an acceptable level as defined by the sponsoring agency or land manager in accordance with their natural resource plan. Count each mile only once during the program year. It is possible that the number of acres assessed by the land manager as having been improved in accordance with their natural resource plan is less than the total number of miles treated.<br><br>The improvement should be the acceptable level of implementation of the prescribed intervention to address a certain deficiency or serious environmental risk that is well documented. The evidence-base could be a governmental land management improvement plan if it addresses the targeted problem, and it is preferable to describe how the proposed intervention will contribute to the return the targeted area to a quality environment. 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). |
| | Tracking document or survey from entity that owns or administers the trail or waterways improved. |

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| **Measure EN6** | Number of tons of materials collected. |
| **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<br>**1 Ton** = 2,000 pounds.<br>**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. |
| **How to Calculate/ Measure/ Collect Data** | Count of tons of materials collected. Use the EPA volume translator to add up the number of pounds of materials collected: 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 |

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| **Measure EN6.1** | Number of tons of materials recycled. |
| **Definition of Key Terms** | **Recycled:** The collected materials will be reused in some form and not disposed of. 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. The program needs to verify that there are contracts for the sale or transfer of materials to a processor for reuse or an end user. |
| **How to Calculate/ Measure/ Collect Data** | Count of tons of materials recycled. Use the EPA volume translator to add up the number of pounds of materials 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. |

Performance Measure Example:

| Field | What Should Be Entered Here | Example |
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| Title | Enter a short, descriptive title for your performance measure. Different aligned performance measures should have different titles so that they can be easily referenced. | Improving Public Lands |
| Problem Statement | Briefly describe the problem your program will address with this performance measure. Your description should provide just enough context that the program's theory of change will be evident without referencing the application narrative or logic model. Also address any definitions from the Performance Measures Instructions that are relevant to the aligned measure as a whole, e.g. definition of "economically disadvantaged." | Public lands in Beautiful National Park require improvements to wildlife habitat and to reduce the risk of wildfires. |
| Selected Interventions | Select only the interventions that contribute to the outcomes of this aligned performance measure. For applicant-determined interventions, enter a one or two word description of the intervention. | Invasive species removal<br><br>Other |
| Description of Interventions | Describe the design and dosage of the interventions | 18 half-time AmeriCorps members working in a full-time capacity will restore |

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| | you have selected. | high priority areas on federal lands through agreements with the National Park Service, US Forest Service and other government agencies. The purpose of the program is to improve federal lands and the existence of wildlife habitat and reduce the risk of wildfires. Members will remove invasive species, conduct fuels reduction to reduce the risk of wildfire or plant new native species. |
| Output | Either select National Performance Measure output(s) or enter your own output title. If entering an applicant-determined output, it should be clear what the output is counting. | Number of acres of national parks, state parks, city parks, county parks, or other public and tribal lands treated. |
| Select Method | Select the data collection method you will use to measure the output. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Project reports provided by the host |
| Instrument Description | In this text field you must provide the dosage that is necessary to be counted in the output, the name of the instrument you will use to measure the output, a clear description of what the instrument will measure, and an explanation of how you | For each of their ten projects, the program will secure a report from the host site specifying the number of acres that are treated to remove invasive species, conduct fuels reduction (to reduce the risk of wildfire) or plant new native species. |

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| | will ensure that beneficiaries are not double counted. Also describe how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable.<br><br>Note: If your output measures participation, describe the minimum dosage necessary to be considered a participant. If your output measures completion, describe the dosage necessary to be counted as having completed the program. | |
| Target # | The number of beneficiaries described in the output title. Targets must be numbers, not percents. | 150 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Acres |
| Outcome Title | Either select National Performance Measure outcome(s) or enter your | Number of acres of national parks, state parks, city parks county parks, or other public |

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| | own outcome title. If entering an applicant-determined outcome, it should clearly state a measurable change in knowledge, attitude, behavior or condition. | and tribal lands that are improved. |
| Select Method | Select the data collection method you will use to measure the outcome. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Survey |
| Instrument Description | In this text field you must provide the name of the instrument you will use to measure the outcome, a clear description of what the instrument will measure and how the construct to be measured is defined, the timeline for administering the instrument and the level of improvement that is necessary to be counted as having improved. Also provide details about the reliability and validity of the instrument, and how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable. | Members will send a survey to project hosts/sponsors after the project has been completed and ask them to use their professional knowledge to rate the condition of the treated land compared to its initial condition and the prescribed treatment to improve it on a scale of one to five. For nine of the ten projects, the rating will be 4 (improved) or 5 (greatly improved). |
| Target # | The number of beneficiaries described in the outcome title. Targets must be | 130 |

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| | numbers, not percents. | |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Acres |

# HEALTHY FUTURES

**Review Notes**

1) Two measures related to emergency food assistance and long-term hunger that used to be in Economic Opportunity are now in Healthy Futures (H10 and H11). Programs may not focus their services solely on providing referrals to Federal assistance programs. Applicants are required to demonstrate non-duplication of count.
2) Pay careful attention to how "emergency food" is defined. Emergency food assistance is not meant to designate routine help in meeting a family's needs.

**Glossary of Terms and Acronyms**

**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.

**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.

**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.

**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.

**Older Adults**: Individuals age 65 or older.

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| **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** | **Uninsured:** An individual lacks insurance coverage. (This definition is consistent with the National Health Information Survey (NHIS).<br>**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.<br>**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.<br>**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.<br>**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).<br>**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. |
| **How to Calculate Measure/ Collect Data** | Count unduplicated new individuals who actually use the preventive and primary health care services and programs, as a result of the grantee's activities. |
| | Grantee records that are follow-up data on clients referred to health care services and programs. Requires grantee to follow-up with client. |
| **Review Notes** | Individuals counted in National Performance Measures must meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.) |

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| **Measure H2** | Number of clients to whom information on health insurance, health care access and health benefits programs is delivered. |
| **Definition of Key Terms** | **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.<br>**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. |
| **How to Calculate Measure/ Collect Data** | The information may be delivered using methods such as individual-level interactions, group-level interactions, hotlines, clearinghouses, etc.<br>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. |
| | Grantee reports and logs of interactions with clients. |

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| **Measure H3** | Number of clients enrolled in health insurance, health services, and health benefits programs. |
| **Definition of Key Terms** | **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.<br><br>**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. |
| **How to Calculate Measure/ Collect Data** | 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. |
| | Grantee records or data (application and follow-up) on client enrollment and health insurance status. |

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| **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. *Health Promotion Planning: An Educational and Ecological Approach*, 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. |

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| **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.<br>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. |
| **FAQs** | ***E26. Can summer programs select the H5 performance measure?***<br><br>The H5 output could apply to summer programming, provided the programming meets the criterion of being in addition to regular activities that would have been provided by the school or camp during the summer term. This interpretation is the same as ED27A and ED27B above. |

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| **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.<br><br>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. |

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| **Measure H7** | Number of clients receiving language translation services at clinics and in emergency rooms. |
| **Definition of Key Terms** | **Clinic: A**ny 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.<br>**Emergency rooms: L**ocated in hospitals or care facilities and handle cases that require immediate attention.<br>**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. |
| **How to Calculate Measure/ Collect Data** | 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. |
| | Grantee collects data on clients who received translation services at clinics or emergency rooms. Logs, case management systems, etc. |

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| **Measure H8** | Number of older adults or individuals with disabilities receiving food, transportation, or other services that allow them to live independently. |
| **Definition of Key Terms** | **Older Adults:** Individuals age 65 or older.<br>**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.<br>**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.<br>**Live independently**: Individuals live in a private residence (house, apartment, mobile home, etc.) rather than in a nursing home or group home. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>Grantees need to develop a tracking system to record the number of individuals receiving companionship services. |

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| **Measure H9** | Number of older adults or individuals with disabilities who reported having increased social ties/perceived social support. |
| **Definition of Key Terms** | **Older Adults:** Individuals age 65 or older.<br>**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.<br>**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. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>Programs should collect data for this measure from surveys of the 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.<br><br>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. 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.<br>HRS http://hrsonline.isr.umich.edu/index.php<br><br>See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for performance measurement tools that CNCS has developed for volunteer and service programs. |

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| **Measure H10** | 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.<br><br>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. |

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| **Measure H11** | Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger. |
| **Definition of Key Terms** | **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<br>**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. |
| **How to Calculate Measure/ Collect Data** | 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 alleviating hunger.<br><br>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.<br><br>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.<br><br>Grantee client tracking database or tracking forms or logs of interactions with clients. |
| **Other Notes** | Programs may not focus their services solely on providing referrals to Federal assistance programs. |

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| **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** | Data collection for H12 will be based on a survey of the adult family member who received the food services. See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for performance measurement tools that CNCS has developed for volunteer and service programs.<br><br>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.<br><br>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 *food secure* 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 *food insecure* 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<br><br>**Two different approaches to administering the survey could be used.**<br>**(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.<br>**(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.<br><br>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. |

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| **FAQs** | ***E27. Can summer programs select the H12 performance measure? [Updated 11/20/14]***<br><br>The H12 outcome measure is specifically about long-term food security, so it would not apply to summer programs that are filling a summer gap. Filling a summer gap would not translate to increased food security a few months out. If you are a summer program working on this issue, you can create and enter your own applicant-determined measure.<br><br>***E28. Is H12 limited only to education activities?***<br><br>H12 is not limited to activities that are educational in nature. |

Performance Measure Example:

| Field | What Should Be Entered Here | Example |
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| Title | Enter a short, descriptive title for your performance measure. Different aligned performance measures should have different titles so that they can be easily referenced. | Food Assistance |
| Problem Statement | Briefly describe the problem your program will address with this performance measure. Your description should provide just enough context that the program's theory of change will be evident without referencing the application narrative or logic model. Also address any definitions from the Performance Measures Instructions that are relevant to the aligned measure as a whole, e.g. definition of "economically disadvantaged." | 10 percent of families in our community report experiencing food insecurity within the past 12 months due to emergencies. |
| Selected Interventions | Select only the interventions that contribute to the outcomes of this aligned performance measure. For applicant-determined interventions, enter a one or two word description of the intervention. | Emergency Food Distribution |
| Description of Interventions | Describe the design and dosage of the interventions | Four 300-hour members in the Food Depot Nutrition Program provide support |

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| | you have selected. | services and case management with the local food bank. |
| Output | Either select National Performance Measure output(s) or enter your own output title. If entering an applicant-determined output, it should be clear what the output is counting. | Number of individuals receiving emergency food from food banks/other organizations |
| Select Method | Select the data collection method you will use to measure the output. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Client Database, Tracking Form |
| Instrument Description | In this text field you must provide the dosage that is necessary to be counted in the output, the name of the instrument you will use to measure the output, a clear description of what the instrument will measure, and an explanation of how you will ensure that beneficiaries are not double counted. Also describe how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable. | Client database maintained via quarterly reports submitted by the ABC Food Depot's partner agencies are documented through quarterly reports submitted to the ABC Food Depot and stored in order to be able to track aggregate numbers reached. Tracking form is used for ABC Food Depot food pantry to track food donations as well as lbs of food distributed to individuals in need. The client database and tracking form will only count individuals for whom the distributed food is intended, the first time they are served. During the quarterly report |

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| | Note: If your output measures participation, describe the minimum dosage necessary to be considered a participant. If your output measures completion, describe the dosage necessary to be counted as having completed the program. | review we will ensure that beneficiaries are only counted once. The client database and tracking form will distinguish individuals visiting the food banks for routine help vs. individuals with true emergency food assistance needs, such as their house burning down, a natural disaster, etc. |
| Target # | The number of beneficiaries described in the output title. Targets must be numbers, not percents. | 1,000 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Individuals |
| Outcome Title | Either select National Performance Measure outcome(s) or enter your own outcome title. If entering an applicant-determined outcome, it should clearly state a measurable change in knowledge, attitude, behavior or condition. | Number of individuals that reported increased food security |
| Select Method | Select the data collection method you will use to measure the outcome. If the National Performance | Standardized Pre-Post Test |

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| | Measure(s) you have selected require a specific instrument, you must select that instrument. | |
| Instrument Description | In this text field you must provide the name of the instrument you will use to measure the outcome, a clear description of what the instrument will measure and how the construct to be measured is defined, the timeline for administering the instrument and the level of improvement that is necessary to be counted as having improved. Also provide details about the reliability and validity of the instrument, and how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable. | The standardized pre-post test will be distributed to individuals receiving community meals and other wrap-around services. The test will include questions from the USDA's Household Food Security Survey. Individuals will be classified as "food secure" if they report two or fewer food insecure conditions. Additionally, it will assess increase in knowledge of where to access needed food assistance services, support services to end long-term hunger, participation in food assistance programs such as SNAP, use and benefit of referral services to end hunger. The post-test will occur 3 to 6 months after the first one. Individuals must visit ABC Food Depot or one of its partner agencies to receive a meal and/or other education session about wrap-around services at least twice in order to be counted. |
| Target # | The number of beneficiaries described in the outcome title. Targets must be numbers, not percents. | 700 |
| Unit of Measure | The unit of measure specified | Individuals |

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| | in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | |

# VETERANS AND MILITARY FAMILIES

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| **Measure V1** | Number of veterans that received CNCS-supported assistance. |
| **Definition of Key Terms** | **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<br><br>**CNCS-supported assistance:** A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:<br>• Coordinate community needs for military families during pre-deployment, deployment, and reintegration.<br>• 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.<br>• Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects.<br>• Assist veterans with access to educational benefits and services.<br>• Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials.<br>• Coordinate activities with and assist State and local agencies that provide veterans with educational benefits.<br>• Assist veterans with access to employment benefits and services.<br>• 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.<br>• Assist veterans and active-duty military to access state and federal benefits.<br>• Promote efforts within a community to serve the needs of veterans and active-duty military.<br>• Assist veterans to file benefits claims.<br>• Mentor military children.<br>• Develop mentoring relationships between veterans and economically disadvantaged students.<br>• Assist veterans with transportation.<br>• Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services.<br>• Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing.<br><br>Assistance cannot simply be referrals to federal services without supplementary assistance. |

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| **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. |

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| **Measure V2** | Number of veterans engaged in service opportunities as a National Service Participant or volunteer |
| **Definition of Key Terms** | **Veterans**: See definition under V1.<br>**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.<br>**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. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>Aligned outcome may focus on benefits to the veterans, benefits to the population they are serving, or both. |
| | 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. |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10). |

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| **Measure V3** | Number of veterans assisted in pursuing educational opportunities. |
| **Definition of Key Terms** | **Veterans**: See definition under V1.<br>**Assisted in**: Does not include educational counseling or referrals; service must result in enrollment of veteran in an educational program.<br>**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/weamspub/buildSearchInstitutionCriteria.do |
| **How to Calculate Measure/ Collect Data** | 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. |
| | Proof of school enrollment and grantee service tracking documents. |

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| **Measure V4** | Number of veterans assisted in receiving professional certification, licensure, or credentials. |
| **Definition of Key Terms** | **Veterans**: see definition under V1.<br>**Assisted in**: Helping the veteran stay in school, earn passing grades, and achieve the certification, licensure, credentials, or degree.<br>**Receiving professional certification, licensure, credentials**: licensing board, degree granting authority, credentialing organization, etc. certifies that the veteran has successfully completed their educational program. |
| **How to Calculate Measure/ Collect Data** | 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. |
| | Official copy of educational attainment (transcript, diploma, etc.) and grantee service tracking documents. |

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| **Measure V6** | Number of housing units developed, repaired, or otherwise made available for veterans. |
| **Definition of Key Terms** | **Veterans**: See definition under V1.<br>**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.<br>**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.<br>**Repair:** A more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances.<br>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.<br>**Otherwise made available:** Activities that make available through improved access a housing unit that is in the housing stock and likely to remain habitable. |
| **How to Calculate Measure/ Collect Data** | 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. |
| | Inspection report, certificate of occupancy, or other verification from an external agency that the work was completed. |

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| **Measure V7** | Number of family members of active duty military service members that received CNCS-supported assistance. |
| **Definition of Key Terms** | **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.<br><br>**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.<br><br>**CNCS-supported assistance:** A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:<br>• Coordinate community needs for military families during pre-deployment, deployment, and reintegration.<br>• 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.<br>• Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects.<br>• Assist veterans with access to educational benefits and services.<br>• Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials.<br>• Coordinate activities with and assist State and local agencies that provide veterans with educational benefits.<br>• Assist veterans with access to employment benefits and services.<br>• 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.<br>• Assist veterans and active-duty military to access state and federal benefits.<br>• Promote efforts within a community to serve the needs of veterans and active-duty military.<br>• Assist veterans to file benefits claims.<br>• Mentor military children.<br>• Develop mentoring relationships between veterans and economically disadvantaged students.<br>• Assist veterans with transportation.<br>• Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services. |

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| | • Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing.<br><br>Assistance cannot simply be referrals to federal services without supplementary assistance. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc. |

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| **Measure V8** | Number of veterans' family members that received CNCS-supported assistance. |
| **Definition of Key Terms** | **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<br><br>**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.<br>CNCS-supported assistance: could be a variety of different supports to help the veterans' family members have a higher quality of life, but cannot simply 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.<br><br>**CNCS-supported assistance:** A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:<br>• Coordinate community needs for military families during pre-deployment, deployment, and reintegration.<br>• 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.<br>• Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects.<br>• Assist veterans with access to educational benefits and services.<br>• Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials.<br>• Coordinate activities with and assist State and local agencies that provide veterans with educational benefits.<br>• Assist veterans with access to employment benefits and services.<br>• 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.<br>• Assist veterans and active-duty military to access state and federal benefits.<br>• Promote efforts within a community to serve the needs of veterans and active-duty military.<br>• Assist veterans to file benefits claims.<br>• Mentor military children.<br>• Develop mentoring relationships between veterans and economically disadvantaged students.<br>• Assist veterans with transportation.<br>• Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services.<br>• Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing. |

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| | Assistance cannot simply be referrals to federal services without supplementary assistance. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc. |

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| **Measure V9** | Number of active duty military service members that received CNCS-supported assistance. |
| **Definition of Key Terms** | **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.<br><br>**CNCS-supported assistance:** A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:<br>• Coordinate community needs for military families during pre-deployment, deployment, and reintegration.<br>• 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.<br>• Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects.<br>• Assist veterans with access to educational benefits and services.<br>• Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials.<br>• Coordinate activities with and assist State and local agencies that provide veterans with educational benefits.<br>• Assist veterans with access to employment benefits and services.<br>• 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.<br>• Assist veterans and active-duty military to access state and federal benefits.<br>• Promote efforts within a community to serve the needs of veterans and active-duty military.<br>• Assist veterans to file benefits claims.<br>• Mentor military children.<br>• Develop mentoring relationships between veterans and economically disadvantaged students.<br>• Assist veterans with transportation.<br>• Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services.<br>• Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing.<br><br>Assistance cannot simply be referrals to federal services without supplementary |

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| | assistance. |
| **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.<br><br>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc. |

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| **Measure V10** | Number of military family members engaged in service opportunities as a National Service Participant or volunteer |
| **Definition of Key Terms** | **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.<br>**Active duty military service member**: See definition under V7.<br>**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.<br>**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. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>Aligned outcome may focus on benefits to the military family member, benefits to the population they are serving, or both. |
| | 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. |
| **Review Notes** | MSYs must be zero for Teacher Corps (ED12, ED13, ED14, ED17, ED18, ED19) and Member Development (O12, O13, O14, O15, O16, O17) performance measures and any other performance measures that measure member outcomes rather than beneficiary outcomes (EN2, EN2.1, V2, V10). |

Performance Measure Example:

| Field | What Should Be Entered Here | Example |
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| Title | Enter a short, descriptive title for your performance measure. Different aligned performance measures should have different titles so that they can be easily referenced. | Veteran Volunteers |
| Problem Statement | Briefly describe the problem your program will address with this performance measure. Your description should provide just enough context that the program's theory of change will be evident without referencing the application narrative or logic model. Also address any definitions from the Performance Measures Instructions that are relevant to the aligned measure as a whole, e.g. definition of "economically disadvantaged." | More than half of all veterans struggle to re-engage with their communities after service. The Veterans Still Serve AmeriCorps Program helps recently returned veterans successfully re-engage with their communities through national and community service. |
| Selected Interventions | Select only the interventions that contribute to the outcomes of this aligned performance measure. For applicant-determined interventions, enter a one or two word description of the intervention. | Volunteer activity |
| Description of Interventions | Describe the design and dosage of the interventions | The Veterans Still Serve AmeriCorps program has 20 AmeriCorps members placed |

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| | you have selected. | in teams of 2-4 to involve local veterans in volunteer opportunities and to train veterans as volunteer and project leaders. Approximately 70% of the AmeriCorps members are veterans themselves. Members partner with local veteran serving organizations to identify projects and veteran volunteers. |
| Output | Either select National Performance Measure output(s) or enter your own output title. If entering an applicant-determined output, it should be clear what the output is counting. | Number of veterans engaged in service opportunities as National Service Participants or volunteers. |
| Select Method | Select the data collection method you will use to measure the output. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Activity Log |
| Instrument Description | In this text field you must provide the dosage that is necessary to be counted in the output, the name of the instrument you will use to measure the output, a clear description of what the instrument will measure, and an explanation of how you will ensure that beneficiaries are not double counted. Also describe how the instrument | Activity logs will be kept for each service opportunity and veteran volunteers will be asked to sign in and note the time. After the completion of a service event, veteran volunteers will be asked to sign out and note the time again. A veteran will be counted under this measure if he/she spends a total of 4 hours or more engaged in |

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| | is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable.<br><br>Note: If your output measures participation, describe the minimum dosage necessary to be considered a participant. If your output measures completion, describe the dosage necessary to be counted as having completed the program. | volunteer service through one or more service opportunities.<br><br>Upon signing in at their first service event, veteran volunteers are assigned a unique identifier that is used for any subsequent volunteer activities so that no individual is counted more than once over the course of the year, and so that total volunteer hours can be tracked.<br><br>Note: All AmeriCorps members that are veterans and complete a minimum of 4 hours of service through the program will also be counted under this measure. The number of hours served by veteran AmeriCorps members will be documented via member time sheets. |
| Target # | The number of beneficiaries described in the output title. Targets must be numbers, not percents. | 514 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the | Veterans |

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| | unit of measure should describe the population you intend to count (children, miles, etc.) | |
| Outcome Title | Either select National Performance Measure outcome(s) or enter your own outcome title. If entering an applicant-determined outcome, it should clearly state a measurable change in knowledge, attitude, behavior or condition. | Number of veterans who report an increased sense of connection to their community |
| Select Method | Select the data collection method you will use to measure the outcome. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Pre-Post Survey |
| Instrument Description | In this text field you must provide the name of the instrument you will use to measure the outcome, a clear description of what the instrument will measure and how the construct to be measured is defined, the timeline for administering the instrument and the level of improvement that is necessary to be counted as having improved. Also provide details about the reliability and validity of the instrument, and how the instrument is sufficient to | Before engaging in their first service opportunity, volunteers and AmeriCorps members who are veterans will complete a brief 7-question pre-survey assessing (on a five-point scale) the level of connection they feel to their community. After completing a minimum of 4 hours of service, veteran volunteers and AmeriCorps members will complete the survey again. Veterans whose post-surveys indicate an increase of one or more points on at least 5 of the 7 |

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| | meet the data collection requirements outlined in the Performance Measures Instructions, if applicable. | survey questions will be counted under this measure. |
| Target # | The number of beneficiaries described in the outcome title. Targets must be numbers, not percents. | 310 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | Veterans |

# CAPACITY BUILDING

**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 National Service Knowledge Network, https://www.nationalserviceresources.gov/. 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 National Service Knowledge Network: 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 measures 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. These 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.

**Review Notes**

- Unlike Goal 1 measures, the aligned capacity building measures in many cases may not have the same units of measure. (e.g., the output may measure the number of volunteers and the aligned outcome may measure the number of organizations.)
- Intermediate outcomes are organized by changes in:
    - Efficiency and Effectiveness (G3-3.3, G3-3.9 – G3-3.12)
    - Scale/Reach (G3-3.13 – G3-3.15)
    - Leverage (G3-3.16 - G3-3.17)
- End outcomes are optional for all capacity building applicants (G3-3.18, G3-3.19, and Goal 1 outcomes are examples of optional end outcomes)

Common Issues and Points to Consider

- Any one of the below disqualifies the activity from capacity building:
    - Direct service
    - Only builds a stronger organization (i.e. activities that support the administration or operations of the organization)
    - Increased capacity only during the member service term

- Because capacity building measures are agency-wide, some of the activities may be prohibited or limited by AmeriCorps State and National requirements:
- Fundraising that is more than 10% of a member's term (per Sec. 2520.45) and/or is unallowable (per Sec. 2520.40)
- Duplicates or displaces staff or volunteers or supplants other funding
- Violates prohibited activities (indirectly or directly)
- Note the warnings on G3-3.1, G3-3.2, G3-3.7, G3-3.8, G3-3.12, G3-3.16, and G3-3.17.
- Effective volunteer management practices are defined in the "How to Calculate Measure/Collect Data" section of the detailed description of G3-3.1 and G3-3.2, in the Performance Measures Instructions.
- Applicants that are federated networks with chapters and not stand alone 501(c)(3) organizations, would report one (1) as the number of organizations receiving capacity building services from national service participants. This is relevant for G3-3.4.
- Though an applicant may feel that capacity building (particularly volunteer management) is an integral part of the program design, the organization may not intend to or be able to track capacity building outcomes. In this case, the applicant should not opt into capacity building measures. Remember, they will have the opportunity to report the number of volunteers as a demographic.

# Agency-Wide Priority Measures

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

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| **Measure G3-3.1** | Number of community volunteers recruited by CNCS-supported organizations or national service participants |
| **Definition of Key Terms** | **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."<br>**Recruited:** Enlisted or enrolled as a direct result of an intentional effort to do so. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>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.<br><br>Report a separate count of community volunteers recruited for each of the six Focus Areas. |

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| **Other Note** | 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. |
| **Review Notes** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change. |

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| **Measure G3-3.2** | Number of community volunteers managed by CNCS-supported organizations or national service participants |
| **Definition of Key Terms** | **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."<br>**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. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>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.<br><br>Report a separate count of community volunteers managed for each of the six Focus Areas. |
| **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. |

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| **Review Notes** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change. |

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| **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 |
| **Definition of Key Terms** | **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.<br><br>* 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."<br><br>Additional resources on effective volunteer management practices are available at the National Service Knowledge Network:<br>• http://www.nationalserviceresources.org/via<br>• http://www.nationalserviceresources.org/ep-vol-man |
| **How to Calculate/ Measure/ Collect Data** | 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.<br><br>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."<br><br>1. Market Research and Community Needs Assessments<br>2. Strategic Planning to Maximize Volunteer Impact<br>3. Recruiting and Marketing to Prospective Volunteers |

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| | 4. Interviewing, Screening, and Selecting Volunteers<br>5. Orienting and Training Volunteers<br>6. Ongoing Supervision and Management<br>7. Recognition and Volunteer Development<br>8. Measuring Outcomes and Evaluating the Process<br>*Source: Corporation for National and Community Service, 2007, page 4.*<br>*http://www.nationalservice.gov/pdf/07_0719_volunteering_reinvented.pdf*<br><br>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.<br><br>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.<br><br>See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for the organizational assessment tool that CNCS recommends applicants/grantees use to measure changes in organizational capacity. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions.<br><br>Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) should only be present if these activities are the primary focus of the program or a significant component of the program's theory of change. |

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| **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. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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** | **Staff:** Paid or unpaid employees of the CNCS-supported organization. National Service Participants are NOT considered staff members of the CNCS-supported organization.<br>**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."<br>**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. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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. |

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| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>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:<br><br>1. Describe the makeup and history of the community to provide a context within which to collect data on its current concerns.<br>2. Describe what matters to people in the community.<br>3. Describe what matters to key stakeholders.<br>4. (For each candidate problem/goal) Describe the evidence indicating whether the problem/goal should be a priority issue.<br>5. Describe the barriers and resources for addressing the identified issue(s).<br>6. (Based on the assessment) Select and state the priority issue (or issues) to be addressed by the group.<br><br>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 |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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** | **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 *Other Note* below).<br>**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."<br>**Recruited:** Enlisted or enrolled as a direct result of an intentional effort to do so. |

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| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>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.<br>• Pro bono services are professional services that are donated that someone, or another business or organization would normally have to pay the donor for.<br>• Volunteer services come from individuals that would not normally charge for their time and skills they donate.<br><br>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. |

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| **Other Note** | 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:<br><br>(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:<br><br>(1) Attempting to influence legislation;<br>(2) Organizing or engaging in protests, petitions, boycotts, or strikes;<br>(3) Assisting, promoting, or deterring union organizing;<br>(4) Impairing existing contracts for services or collective bargaining agreements;<br>(5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;<br>(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;<br>(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;<br>(8) Providing a direct benefit to—<br>(i) A business organized for profit;<br>(ii) A labor union;<br>(iii) A partisan political organization;<br>(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<br>(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;<br>(9) Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive;<br>(10) Providing abortion services or referrals for receipt of such services; and<br>(11) Such other activities as CNCS may prohibit.<br><br>(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. |

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| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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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** | **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 *Other Note* below).<br>**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."<br>**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. |

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| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>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.<br>• Pro bono services are professional services that are donated that someone, or another business or organization would normally have to pay the donor for.<br>• Volunteer services come from individuals that would not normally charge for their time and skills they donate.<br><br>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. |

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| **Other Note** | 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:<br><br>(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:<br><br>(1) Attempting to influence legislation;<br>(2) Organizing or engaging in protests, petitions, boycotts, or strikes;<br>(3) Assisting, promoting, or deterring union organizing;<br>(4) Impairing existing contracts for services or collective bargaining agreements;<br>(5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;<br>(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;<br>(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;<br>(8) Providing a direct benefit to—<br>(i) A business organized for profit;<br>(ii) A labor union;<br>(iii) A partisan political organization;<br>(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<br>(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;<br>(9) Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive;<br>(10) Providing abortion services or referrals for receipt of such services; and<br>(11) Such other activities as CNCS may prohibit.<br><br>(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. |

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| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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** | 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.<br><br>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.<br><br>See National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for the organizational assessment tool that CNCS recommends applicants/grantees use to measure changes in organizational capacity. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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** | 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.<br><br>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.<br><br>See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for the organizational assessment tool that CNCS recommends for measuring changes in organizational capacity. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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** | **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.<br>**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. |
| **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. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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** | **Monitor progress:** Having a systematic process for collecting data and tracking outputs and outcomes related to goals and recommendations identified in the assessment.<br>**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. |

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| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>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.<br><br>See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for the organizational assessment tool that CNCS recommends for measuring changes in organizational capacity. |
| **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. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **Measure 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 |
| **Definition of Key Terms** | **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. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data.<br><br>See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for the organizational assessment tool that CNCS recommends for measuring changes in organizational capacity.<br><br>Report a separate count of activities and program outputs for each of the six Focus Areas. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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** | 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.<br><br>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.<br><br>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.<br><br>Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data.<br><br>See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for the organizational assessment tool that CNCS recommends for measuring changes in organizational capacity.<br><br>Report a separate count of service requests for each of the six Focus Areas. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **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** | 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.<br><br>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.<br><br>Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data.<br><br>See the National Service Knowledge Network, https://www.nationalserviceresources.gov/, to search for the organizational assessment tool that CNCS recommends applicants/grantees use to measure changes in organizational capacity.<br><br>Report a separate count of services for each of the six Focus Areas. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **Measure G3-3.16** | Dollar value of cash resources leveraged by CNCS-supported organizations or national service participants |
| **Definition of Key Terms** | **Cash resources:** Cash, check, or other monetary gift.<br>**Leverage:** To garner additional resources or assets through capacity building activities (such as funding, volunteers, in-kind support, and partnerships). |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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' *Deducting Charitable Contributions*, http://www.irs.gov/newsroom/article/0,,id=106990,00.html:<br>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.<br><br>Report a separate count of dollars raised for each of the six Focus Areas. |
| **Other Note** | These activities and measure primarily apply to VISTA members.<br><br>***For AmeriCorps State & National:*** 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. |

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| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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| **Measure G3-3.17** | Dollar value of in-kind resources leveraged by CNCS-supported organizations or national service participants |
| **Definition of Key Terms** | **In-kind resources:** Non-cash contributions, including donated goods or services, expert advice, equipment or property.<br>**Leverage:** To garner additional resources or assets through capacity building activities (such as funding, volunteers, in-kind support, and partnerships). |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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' *Deducting Charitable Contributions*, http://www.irs.gov/newsroom/article/0,,id=106990,00.html:<br>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.<br>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.<br>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.<br><br>If the *tangible expenses* 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.<br><br>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), |

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| | and TurboTax's free ItsDeductible product (http://turbotax.intuit.com/personal-taxes/itsdeductible/).<br><br>Report a separate count of in-kind resources raised for each of the six Focus Areas. |
| **Other Note** | These activities and measure primarily apply to VISTA members.<br><br>***For AmeriCorps State & National:*** 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. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

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|---|---|
| **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** | 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.<br><br>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.<br><br>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. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

| | |
|---|---|
| **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** | **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.<br>**Underserved populations:** Populations or groups that are specifically identified by the program as in need of program services or that currently receive inadequate service. |
| **How to Calculate Measure/ Collect Data** | 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.<br><br>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.<br><br>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.<br><br>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. |
| **PO Review Note** | Capacity Building interventions must meet the CNCS definition of capacity-building in the Performance Measure Instructions. |

Performance Measure Example:

| Field | What Should Be Entered Here | Example |
|---|---|---|
| Title | Enter a short, descriptive title for your performance measure. Different aligned performance measures should have different titles so that they can be easily referenced. | Capacity Building |
| Problem Statement | Briefly describe the problem your program will address with this performance measure. Your description should provide just enough context that the program's theory of change will be evident without referencing the application narrative or logic model. Also address any definitions from the Performance Measures Instructions that are relevant to the aligned measure as a whole, e.g. definition of "economically disadvantaged." | Small, community-based organizations in the rural community of Small Town lack staff capacity to effectively recruit and manage volunteers. |
| Selected Interventions | Select only the interventions that contribute to the outcomes of this aligned performance measure. For applicant-determined interventions, enter a one or two word description of the intervention. | Volunteer Management |
| Description of Interventions | Describe the design and dosage of the interventions | Full-time members recruit and manage volunteers at nonprofits in the areas of |

| | | |
|---|---|---|
| | you have selected. | Education, Environmental Stewardship, and Economic Opportunity. Each member will manage an average of 5 volunteers. Members also implement effective volunteer management practices that can be sustained after their terms of service. |
| Output | Either select National Performance Measure output(s) or enter your own output title. If entering an applicant-determined output, it should be clear what the output is counting. | Number of community volunteers managed by CNCS-supported organizations or national service participants. |
| Select Method | Select the data collection method you will use to measure the output. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Volunteer Management System |
| Instrument Description | In this text field you must provide the dosage that is necessary to be counted in the output, the name of the instrument you will use to measure the output, a clear description of what the instrument will measure, and an explanation of how you will ensure that beneficiaries are not double counted. Also describe how the instrument is sufficient to meet the data collection requirements | Members will track the number of volunteers they directly manage using an online Volunteer Management System. Each volunteer will be tracked by name and unique identifier to ensure that each individual will be counted only once. In addition, members will record information in the system about each volunteer including relevant |

| | | |
|---|---|---|
| | outlined in the Performance Measures Instructions, if applicable.<br><br>Note: If your output measures participation, describe the minimum dosage necessary to be considered a participant. If your output measures completion, describe the dosage necessary to be counted as having completed the program. | demographic information (e.g., age, address, and education), person managing the volunteer, status of orientation/training, and volunteer assignment. Each volunteer's dates and hours of service will be tracked according to type of programming (i.e., Environmental Stewardship, Education or Economic Opportunity). Individuals must tutor/mentor for at least six one-hour sessions to be counted as a managed volunteer for Education or Economic Opportunity; volunteers serving with Environmental Stewardship programs will serve during at least two service projects in order to be counted as a managed volunteer. Each member will manage an average of 5 volunteers; volunteers managed by program staff, volunteer leaders, or other national service programs will be tracked and reported separately from the efforts of the AmeriCorps members. |
| Target # | The number of beneficiaries described in the output title. Targets must be numbers, not percents. | 50 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates | Volunteers |

| | | |
|---|---|---|
| | for National Performance Measures. For applicant-determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | |
| Outcome Title | Either select National Performance Measure outcome(s) or enter your own outcome title. If entering an applicant-determined outcome, it should clearly state a measurable change in knowledge, attitude, behavior or condition. | 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. |
| Data Collection Method | Select the data collection method you will use to measure the outcome. If the National Performance Measure(s) you have selected require a specific instrument, you must select that instrument. | Pre/Post Organizational Assessment Tool |
| Instrument Description | In this text field you must provide the name of the instrument you will use to measure the outcome, a clear description of what the instrument will measure and how the construct to be measured is defined, the timeline for administering the instrument and the level of improvement that is necessary to be counted as having improved. Also provide details about the | The program will use a pre-post organizational assessment tool that includes questions related to the organization's volunteer management practices, including a written volunteer generation plan and formal partnerships for recruitment; screening and matching volunteers to assignments; recognition events for volunteers; written descriptions of volunteer |

| | | |
|---|---|---|
| | reliability and validity of the instrument, and how the instrument is sufficient to meet the data collection requirements outlined in the Performance Measures Instructions, if applicable. | assignments; written volunteer policies; and training/orientation curriculum. The AmeriCorps program staff will administer the assessment to the appropriate staff member(s) at each site. The assessment will be administered before the member provides capacity building services; the same assessment will be administered at the end of the member's term of service. In order to be counted for this outcome, an organization must implement at least three of the effective volunteer management practices as a result of the AmeriCorps members' activities. Volunteer management practices will be designated by the main focus area Environmental Stewardship, Education or Economic Opportunity. The relevant contributing member activities will be listed for each volunteer management practice. |
| Target | The number of beneficiaries described in the outcome title. Targets must be numbers, not percents. | 8 |
| Unit of Measure | The unit of measure specified in the output title. The unit of measure auto-populates for National Performance Measures. For applicant- | Organizations |

| | | |
|---|---|---|
| | determined measures, the unit of measure should describe the population you intend to count (children, miles, etc.) | |

# Appendix A: Understanding MSY and Member Allocations in the AmeriCorps State and National Application

**How to Calculate MSY and Member Allocations**

In the performance measure module, applicants enter the total share of program resources (MSYs and members) that will be directed to each objective.1 Member and MSY allocations entered in the application are understood to be the program's best estimate of how member time will be allocated to various program objectives.

The charts below show how a sample program could calculate its MSY allocations for different member types and different percentages of member time spent per objective. In this example, the program has a total of 135 members. All members spend some time contributing to the K-12 Success objective. Only the program's 105 full-time and half-time members contribute to the School Readiness objective.

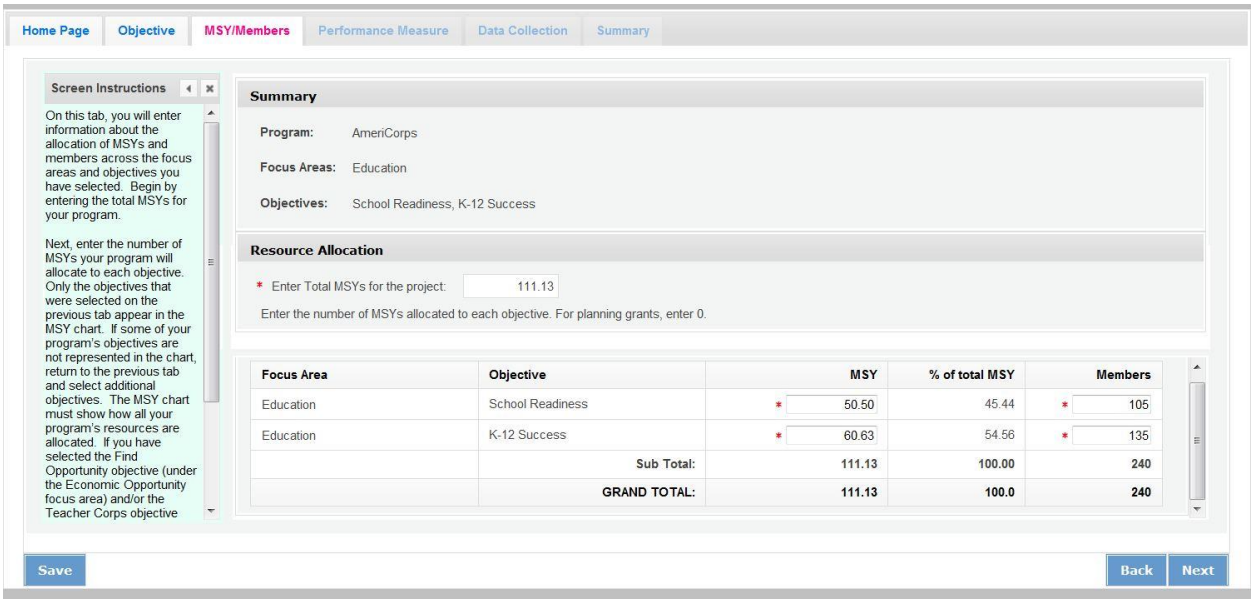
| Objective #1: K12 Success | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Type of Member** | **MSY Multiplier for Type** | **X** | **Number of Members for Type** | **X** | **% of Member Time for Objective** | **=** | **MSY Allocation** |
| FT | 1 | X | 100 | X | .50 | = | 50 |
| HT | .5 | X | 5 | X | .80 | = | 2 |
| RHT | .3809524 | X | 10 | X | 1.00 | = | 3.81 |
| QT | .26455027 | X | 10 | X | 1.00 | = | 2.65 |
| MT | .21164022 | X | 10 | X | 1.00 | = | 2.17 |
| | | **Total Members** | **135** | | | **Total MSYs** | **60.63** |

1 Objectives are objectives of the CNCS strategic plan. Activity that does not contribute to a strategic plan objective is categorized as "Other."

| Objective #2: School Readiness | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Type of Member** | **MSY Multiplier for Type** | **X** | **Number of Members for Type** | **X** | **% of Member Time for Objective** | **=** | **MSY Allocation** |
| FT | 1 | X | 100 | X | .50 | = | 50 MSY |
| HT | .5 | X | 5 | X | .20 | = | .5 MSY |
| RHT | .3809524 | X | 0 | X | 0 | = | |
| QT | .26455027 | X | 0 | X | 0 | = | |
| MT | .21164022 | X | 0 | X | 0 | = | |
| | **Total Members** | | **105** | | **Total MSYs** | | **50.5** |

**How It Looks on the MSY Tab**

The program enters the total number of MSYs and members for each objective on the MSY/Members tab of the performance measures module. The system automatically calculates the percentage of MSYs allocated to each objective.




Note: Programs that select the Find Opportunity objective (Economic Opportunity Focus Area) or the Teacher Corps objective (Education Focus Area) must enter 0 MSYs for these objectives and allocate

their MSYs to other objectives. This is because the MSY allocations are designed to show how programs' resources are allocated to activities that benefit the community. The Find Opportunity and Teacher Corps objectives are focused on benefits to members.

**How It Looks in the 424 PDF**

Table 1 and its corresponding pie chart show the total number of MSYs by Focus Area. Since both the K-12 Success and School Readiness objectives are in the Education Focus Area, Table 1 shows 100% of MSYs in Education.

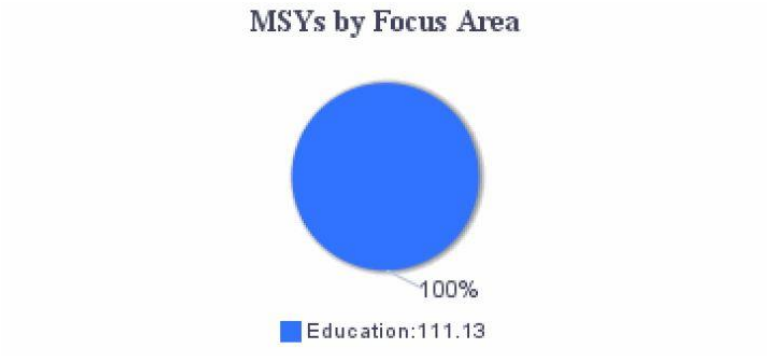



Table1: MSYs by Focus Areas

| Focus Area | % MSYs |
|---|---|
| Education | 100% |

Table 4 in the PDF report shows the number of MSYs and members allocated to each objective, as seen on the MSY/Members tab:

Table4: No of MSY and Members by Objective

| Objectives | No of MSYs | No of Members |
|---|---|---|
| K–12 Success | 60.63 | 135 |
| School Readiness | 50.50 | 105 |
| **Total** | **111.13** | **240** |

Note that the total number of members does not accurately reflect the number of slots the program is requesting since some members are performing service in both objectives. The total number of MSYs does, however, reflect the total number of MSYs requested by the program.

Table 2 and its corresponding pie chart show the same MSY information expressed as percentages of the total MSYs:

Table2: MSYs by Objectives

| Objectives | %MSYs |
|---|---|
| K–12 Success | 55% |
| School Readiness | 45% |

**How To Assign MSYs to Performance Measures**

When a program creates an aligned performance measure, it must indicate how many MSYs and how many members will contribute to the outcomes of the aligned measure. Based on the MSY allocations already entered for the sample program, the program may allocate no more than 60.63 MSYs to K-12 Success performance measures, and no more than 50.5 MSYs to School Readiness performance measures. However, programs are not required to measure all of their activities, so it is possible that not all of these MSYs will be allocated to performance measures.

Our sample program has three performance measures, one for the K-12 Success objective and two for the School Readiness objective.

| Objective #1: K-12 Success | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Intervention** | **Aligned Performance Measure** | **Percent of K-12 Success Time Spent on Achieving PM Outcomes** | **X** | **Total MSYs in Objective** | **=** | **MSYs Allocated to Performance Measure** | **Percent of Total MSYs** |
| Mentoring | ED3A, ED4A, ED27A | .75 | X | 60.63 | = | 45.47 | 41% |
| Parent Engagement | No performance measure. | .25 | X | 60.63 | | NA | 14% |

| Objective #2: School Readiness | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Intervention** | **Aligned Performance Measure** | **Percent of K-12 Success Time Spent on Achieving PM Outcomes** | **X** | **Total MSYs in Objective** | **=** | **MSYs Allocated to Performance Measure** | **Percent of Total MSYs** |
| Tutoring 1:1 | ED20, ED21, ED23 | .75 | X | 50.5 | = | 37.88 | 34% |
| Parent Engagement | Applicant-Determined Measure | .25 | X | 50.5 | = | 12.62 | 11% |

Note: Any aligned performance measure that has member outcomes rather than beneficiary outcomes should have an MSY allocation of 0 members since MSY allocations are designed to show how programs' resources are allocated to achieving beneficiary outcomes.

**How It Looks in the 424 PDF**

Table 3 and its corresponding pie chart in the 424 PDF report shows the percentage of MSYs allocated to National Performance Measures, applicant-determined performance measures, or to no performance measures. As seen in the table above, the program has two National Performance Measures (ED3A/4A/27A and ED20/21/23), accounting for 75% of total MSYs. The program has one applicant-determined measure, and a small percentage of program activity is not being measured.

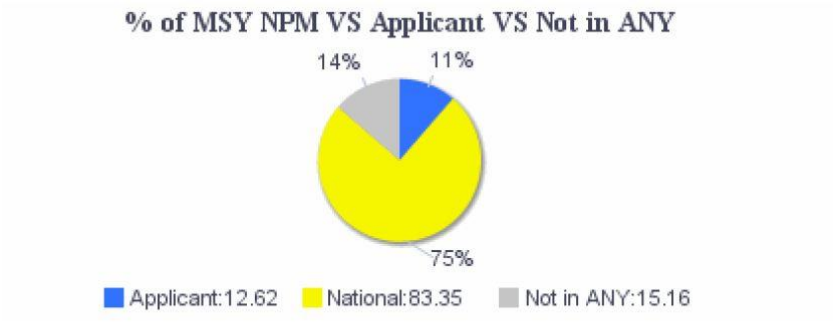



Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

| % MSYs | NPM | Applicant | Not in ANY |
|---|---|---|---|
| | 75% | 11% | 14% |

CNCS requires all applicants to have one aligned performance measure for the primary intervention. Applicants may have additional aligned measures provided that they measure significant programmatic activities. There is no expectation that 100% of program activity would be allocated to National Performance Measures, or to any performance measures at all.

# Appendix B: Performance Measures Checklist

This checklist is used to assess performance measures during the review process. Items on the checklist are common problems that require clarification. The checklist is not a comprehensive list of all performance measure items that may require clarification. Refer to the Performance Measure Instructions and FAQs for full requirements.

**Note: In this version of the PM Instructions, items pertaining to specific performance measures have been moved to the Reviewer Notes Section for those performance measures. Assess the following items for ALL performance measures unless otherwise noted:**

| **Alignment with Narrative/TOC** |
|---|
| Focus areas, objectives, interventions, outputs and outcomes are consistent with the application narrative, logic model and theory of change. |
| **Interventions** |
| The interventions selected contribute directly to the outputs and outcomes. |
| Interventions are not repeated in multiple aligned performance measures. |
| **Dosage** |
| The dosage (frequency, intensity, duration of intervention) is described and is sufficient to achieve outcomes. |
| **Resource Allocation** |
| MSY and member allocation charts are consistent with the member activities/time spent on member activities described in the application narrative. |
| MSY allocations for performance measures are reasonable. (If it is clear that not all interventions are being measured, then 100% of MSYs should not be allocated to performance measures. CNCS expects an accurate estimate of MSYs that will lead to performance measure outcomes and does not require applicants to measure 100% of program activity or to allocate a certain percentage of activity to National Performance Measures.) |
| **Selection Rules/Performance Measure Instructions** |
| Unless the applicant is a continuation, no retired measures (e.g., measures marked deleted or not appearing in the 2015 Performance Measures Instructions) have been selected. |
| The applicant has at least 1 aligned performance measure for the primary intervention. |
| National Performance Measures conform to selection rules, definitions and data collection requirements specified in the Performance Measure Instructions. (Compliance with definitions and data collection requirements must be clearly explained in the performance measure text boxes or |

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| must be clarified.) |
| It is clear that beneficiaries are not double-counted in an aligned performance measure. |
| National Performance Measures count beneficiaries, not AmeriCorps members, unless the measure specifies that national service participants are to be counted. |
| The population counted in each National Performance Measure is the population specified in the Performance Measure Instructions. |
| Applicant is not using applicant-determined member development or volunteer generation measures that are the same or similar to National Performance Measures or Grantee Progress Report demographic indicators (e.g., number of volunteers.) |
| **Alignment & Quality** |
| Applicant-determined outputs and outcomes are aligned correctly. |
| Outputs and outcomes clearly identify what is counted. |
| Each output or outcome counts only one thing (except certain National Performance Measures). |
| Outcomes clearly identify a change in knowledge, attitude, behavior or condition. (Counts that do not measure a change are outputs and must be labeled as such.) |
| Outcomes clearly specify the level of improvement necessary to be counted as "improved" and it is clear why this level of improvement is significant for the beneficiary population served. |
| Outcomes count individual level gains, not average gains for the population served. |
| Outcomes measure meaningful/significant changes and are aligned with the applicant's theory of change. (Note: Outcomes that do not measure significant changes in knowledge, attitude, behavior or condition should be revised. If the applicant is not able to propose a meaningful outcome, the aligned performance measure should be removed. CNCS prefers that applicants measure a small number of meaningful outcomes rather than a large number of outputs paired with insignificant outcomes.) |
| Outcomes can be measured during a single grant year. |
| **Data Collection/Instruments** |
| Data collection methods are appropriate. |
| Instruments are likely to yield high quality data. |
| The instrument, and what it measures, is clearly described. |
| If the Performance Measure Instructions specify the instrument to be used, the applicant is using that |

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| instrument (e.g., pre/post test). |
| The instrument measures the change specified in the outcome. (For example, if the outcome is a change in knowledge, the proposed instrument measures a change in knowledge, not a change in attitude.) |
| Output instruments are sufficient to count all beneficiaries served and to ensure that individuals are not double-counted. |
| Outcome instruments will be administered to all beneficiaries receiving the intervention or completing the program. (Note, competitive grantees may propose a sampling plan for CNCS approval if this is not the case. Formula grantees are not permitted to sample.) |
| **Pre/Post Test (PO Note: Skip this section if the applicant is not using a pre/post test.)** |
| If using a pre/post test to measure knowledge gains from training activities, it is clear how the pre/post test is connected to the learning objectives of the training. |
| The timeline for administering the pre/post test is clear. |
| If a pre/post test is required by the Performance Measure Instructions, the instrument described is a pre/post test. |
| The applicant can successfully match pre-test data with post-test data at the individual level. The same instrument must be used for the pre-test and the post-test. |
| **Targets** |
| Target values appear ambitious but realistic/It is clear how targets were set. |
| Outcome targets are smaller than output targets, with some exceptions (i.e., capacity-building National Performance Measures). Note: In some cases it may be appropriate for the outcome target to be equal to the output target. |
| The output and outcome targets are reasonably proportional. Note: What constitutes reasonably proportional may depend on what is being counted, how and when. |
| **Unit of Measure** |
| The unit of measure is not AmeriCorps members except in National Performance Measures that count national service participants. |
| The unit of measure is consistent for all outputs or outcomes in the PM unless otherwise specified in the Performance Measure Instructions. |
| The unit of measure is not hours. |
| The unit of measure is a number, not a percent. |

| **Sampling (PO Note: If the applicant does not propose sampling, skip this section.)** |
| --- |
| If sampling is proposed, the targets represent the total for the population being served, not just the sample. (Note: Formula grantees are not permitted to sample.) |
| If sampling is proposed, the sampling plan is forwarded to CNCS for consideration. (Note: Formula grantees are not permitted to sample.) |
| **Misc.** |
| The applicant has not opted into National Performance Measures but has the potential to do so. (In this case, clarify why the applicant has not opted into National Performance Measures and, if applicable, direct them to select appropriate National Performance Measures.) |
| The applicant has not created applicant-determined measures that are identical to National Performance Measures. (Note: This is a common problem that occurs when applicants have not selected the correct objective. Applicants must review the selection rules and choose the correct objectives or the corresponding performance measures will not be available for selection. Applicant-determined measures are recognizable by the labels OUTPT or OUTCM, followed by numbers. Any applications containing these labels are NOT National Performance Measures, even if the applicant has labeled them with the number of a national measure.) |