CNCS Performance Measures Instructions

AmeriCorps State and National

2016

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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 service activity. 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 NOFO 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 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 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

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. **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. 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.

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. **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. 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.

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. **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. 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.

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. **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 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.

ECONOMIC OPPORTUNITY

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. **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 **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.

Measure O2	Number of economically disadvantaged individuals receiving job training and other skill development 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. **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. **Other skill development services:** these include: • Remedial Education such as Adult Basic Education, GED Education, Adult ESL Education. • Classroom soft skills training that provides information about appropriate workplace behavior or job search skills. (Job Training Policy in the United States, The Upjohn Institute, 2004.)
How to Calculate Measure/ **Collect Data**	Unduplicated count of individuals completing the job training or skill development service for which they enrolled. Course attendance records.

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. **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.

Measure O4	Number of housing units developed, repaired, or otherwise made available for low-income individuals, families or people with disabilities.
Definition of **Key Terms**	**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. **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. **Repair:** A more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances and removing safety hazards.. **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. **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. **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. **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/ **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. 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. 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.

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. **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 **Individuals:** Each unique person who will be occupying the unit legally including adults and children but not unborn children. **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. 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. The client tracking database should have unique IDs (e.g. Homeless Management Information System (HMIS).

Measure O9	Number of economically disadvantaged individuals with improved financial knowledge.
Definition of Key Terms	**Disadvantaged individuals:** those counted as participating in O1. **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.

Measure O10	Number of economically disadvantaged individuals placed in jobs.
Definition of **Key Terms**	**Economically disadvantaged individuals**: Individuals counted for O3 **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/ **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.

Measure O11	Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing.
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. **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 **Individuals:** Each unique person who will be occupying the unit legally including adults and children but not unborn children. **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 **Calculate Measure/** **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. 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.

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

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

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 **Key Terms**	This measure is a **count of individuals** who are entered into CNCS' National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the National Service Trust, or who are dismissed, will not be counted. **College**, as defined for this performance measure, refers to any postsecondary higher education institution. Therefore, it includes colleges, universities, and technical and vocational schools (definition of college per US Census). **Economically disadvantaged National Service Participants**: Current National Service Participants who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance
How to Calculate Measure/ **Collect Data**	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. The program should collect the data at the time the National Service Participant begins service. Have you obtained your GED/diploma? ❑ Yes ❑ No ❑ Not sure. Explain. _____ Have you completed a college degree? ❑ Yes ❑ No ❑ Not sure. Explain. _____

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 **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. **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 **Securing employment** refers to paid, regular employment or serving in the military/national guard within the past week. 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/ **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. 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. ❑
	Suggested: Copy of acceptance letter from employer or copy of first pay stub.

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 **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. . 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 **Calculate Measure/** **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. Have you obtained your GED/diploma since [enter date of enrollment]? ❑ Yes ❑ No Have you obtained your GED/diploma since leaving the program? ❑ Yes ❑ No

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 **Key Terms**	This measure is a **count of individuals** who are entered into CNCS' National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the National Service Trust, or who are dismissed, will not be counted. **College**, as defined for this performance measure, refers to any postsecondary higher education institution. Therefore, it includes colleges, universities, and technical and vocational schools (definition of college per US Census). **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." **Economically disadvantaged National Service Participants**: Current National Service Participants who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance
How to Calculate Measure/ **Collect Data**	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. Have you registered for a college course while in the program or since leaving the program? ❑ Yes ❑ No If yes, does this course contribute toward a recognized college degree or educational credential? ❑ Yes ❑ No

EDUCATION

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 **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. **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. **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. **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.** **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.

Measure ED2	Number of economically disadvantaged students or students with special/exceptional needs that completed participation in CNCS-supported K-12 education programs.
Definition of Key Terms	**Students**: Individuals younger than 21 years of age who are enrolled or eligible for enrollment in grades K-12 **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. **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. **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. **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. **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.
Notes	

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 **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. **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 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 **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. **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. **Community-based mentoring:** Mentoring that occurs at a site other than a school campus, at a time other than during the traditional school day. **Youth:** Individuals younger than 21 years of age.

	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.

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. **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. **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. **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. **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. **Community-based mentoring:** Mentoring that occurs at a site other than a school campus, at a time other than during the traditional school day.

	Youth: Individuals younger than 21 years of age. **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.
Notes	

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. **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. **Literacy:** includes English, language arts, and/or reading **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: (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. Amount of progress required: The amount of progress required to count as "improved academic performance" must be specified in the approved grant application. If the program is using different tests for different groups of children, then different amounts of progress may be specified by test. Grantees/applicants should clearly justify in the approved grant application why the specified amount of progress is significant. Standardized tests: 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. Programs must select a standardized test that: (1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with, and acceptable to, the school where the program is providing services (different tests may be used at different schools). 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. 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: 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). The National Center on Response to Intervention website of the U.S. Department of Education provides some information about assessment tools (they call them progress monitoring tools) at the following site: http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm Note that these are not specifically recommended, nor are these the only instruments that programs could use but the site provides good information about how to consider which tool your program might choose.

Measure 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. **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. · Can you develop a reasonable baseline or "comparison" group consisting of the population you plan to serve? For example, what is the typical high school graduation rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of high school graduation than this group. · Will you be able to set a "reach" target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will graduate from high school; will the percentage you set challenge your program to reach that target?

Measure ED10	Number of students entering post-secondary institutions.
Definition of Key Terms	**Students**: those reported in ED1, ED2, ED3A or ED4A. **Post-secondary institutions** may include two-year and four-year colleges **Entering**: means matriculating as a full-time or part-time student.
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. • Can you develop a reasonable baseline or "comparison" group consisting of the population you plan to serve who enter post-secondary institutions? Or, what is the typical post-secondary school enrollment rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of post-secondary school enrollment than this group. • Will you be able to set a "reach" target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will enter a post-secondary institution; will the percentage you set challenge your program to reach that target?

Measure ED11	Number of students earning a post-secondary degree.
Definition of Key Terms	**Students**: those reported in ED31 or ED32. **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. • 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. • Will you be able to set a "reach" target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will earn a post-secondary degree; will the percentage you set challenge your program to reach that target? Remember that the target you set would need to be higher than what occurs already in the comparison group so that you can show the difference that your program is making.

Measure 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.

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.

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. **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.

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. **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. **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

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

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. **Receiving certification**: according to NCLB standard. **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

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. **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. **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. **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. **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. **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.

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. **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. **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. **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. **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. **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.
Notes	

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. **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. **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. Accredited early childhood education programs may already have state requirements in place for assessing the social and emotional development of children to determine school readiness. For example, such a measure may be: "The number of children who often or very often exhibit positive social behaviors when interacting with their peers". This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005) http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf

Measure ED24	Number of children demonstrating gains in school readiness in terms of literacy skills
Definition of Key Terms	**Children:** Those counted under ED21. **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. **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. 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". This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005) http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade. 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

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. **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. **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. 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". This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005) http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade. 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

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. • Can you develop a reasonable baseline or "comparison" group consisting of the population you plan to serve? For example, what is the typical GED completion rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of GED completion than this group. • Will you be able to set a "reach" target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will acquire a GED; will the percentage you set challenge your program to reach that target?

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. **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. **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. 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. 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. 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.
Additional Notes	.

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. **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. **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. 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. 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. 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.
Additional Notes	

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. 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. 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. 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: (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. Amount of progress required: The amount of progress required to count as "improved academic performance" must be specified in the approved grant application. If the program is using different tests for different groups of children, then different amounts of progress may be specified by test. Grantees/applicants should clearly justify in the approved grant application why the specified amount of progress is significant. Standardized tests: 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. Programs must select a standardized test that: (1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with, and acceptable to, the school where the program is providing services (different tests may be used at different schools). 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.

	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: 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). The National Center on Response to Intervention website of the U.S. Department of Education provides some information about assessment tools (they call them progress monitoring tools) at the following site: http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm Note that these are not specifically recommended, nor are these the only instruments that programs could use but the site provides good information about how to consider which tool your program might choose.

Measure 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. **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 **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. **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. **Post-secondary education institutions:** 2-year and 4-year colleges and universities, graduate or professional schools, and career and technical education institutions. **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.

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 **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 **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. **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. **Post-secondary education institutions:** 2-year and 4-year colleges and universities, graduate or professional schools, and career and technical education institutions. **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.
Notes	

ENVIRONMENTAL STEWARDSHIP

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. **Low income**: 200% of poverty or the updated level as found at: http://www.waptac.org/ **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/ **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. **Retrofit:** An energy conservation measure applied to an existing building or the action of improving the thermal performance or maintenance of a building. **Structures**: Shelters, such as homeless shelters or emergency shelters operated by nonprofit or public organizations; government-owned buildings. Each structure would count as 1. **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. 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)

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. 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.

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.] **Trained:** The program should result in the AmeriCorps member having acquired job skills that match the industry accepted skills for a designated green job. **Certified:** The trained AmeriCorps member has received an industry-accepted certification that qualifies them for a green job. **Energy Audit:** See U.S. Dept. of Energy information for suggested definition http://www.waptac.org/

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.

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. **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. 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.

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.

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. 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/)

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) **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. **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) **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. 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).

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) **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. **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) **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. 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).

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. **Waterways:** Includes rivers, lakes and other bodies of water on or abutting public land. **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. **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. 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. 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.

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. **Waterways:** Includes rivers, lakes and other bodies of water on or abutting public land. **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. **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. 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.

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 **1 Ton** = 2,000 pounds. **Collected**: Materials may be brought to your program or your program may collect them from places that would otherwise not benefit from free recycling programs.
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

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.

HEALTHY FUTURES

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). **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. **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. **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. **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). **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.

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. **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. 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.

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. **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.

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.

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

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

Measure H7	Number of clients receiving language translation services at clinics and in emergency rooms.
Definition of Key Terms	**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. **Emergency rooms: L**ocated in hospitals or care facilities and handle cases that require immediate attention. **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.

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. **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. **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. **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. 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. Grantees need to develop a tracking system to record the number of individuals receiving companionship services.

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. **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. **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. 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. 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. HRS http://hrsonline.isr.umich.edu/index.php 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.

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. All members of a family should be counted. For example, if the food is given to an individual to bring home to a family of "4" including the individual, then the count is "4" rather than "1".
	Client tracking database or tracking form.

Measure H11	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 **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. 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. 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. 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.

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. 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. 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 **Two different approaches to administering the survey could be used.** **(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. **(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. 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.

VETERANS AND MILITARY FAMILIES

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 **CNCS-supported assistance:** A variety of different supports that enhance the quality of life of veterans, military members, and their families, including: • Coordinate community needs for military families during pre-deployment, deployment, and reintegration. • Promote community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member's return home. • Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects. • Assist veterans with access to educational benefits and services. • Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials. • Coordinate activities with and assist State and local agencies that provide veterans with educational benefits. • Assist veterans with access to employment benefits and services. • Coordinate activities with and assist agencies that serve veterans and military families with internships and fellowships that may lead to employment in the private and public sectors. • Assist veterans and active-duty military to access state and federal benefits. • Promote efforts within a community to serve the needs of veterans and active-duty military. • Assist veterans to file benefits claims. • Mentor military children. • Develop mentoring relationships between veterans and economically disadvantaged students. • Assist veterans with transportation. • Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services. • Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing. Assistance cannot simply be referrals to federal services without supplementary assistance.

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

Measure V2	Number of veterans engaged in service opportunities as a National Service Participant or volunteer
Definition of Key Terms	**Veterans**: See definition under V1. **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. **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. 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.

Measure V3	Number of veterans assisted in pursuing educational opportunities.
Definition of Key Terms	**Veterans**: See definition under V1. **Assisted in**: Does not include educational counseling or referrals; service must result in enrollment of veteran in an educational program. **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.

Measure V4	Number of veterans assisted in receiving professional certification, licensure, or credentials.
Definition of Key Terms	**Veterans**: see definition under V1. **Assisted in**: Helping the veteran stay in school, earn passing grades, and achieve the certification, licensure, credentials, or degree. **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.

Measure V6	Number of housing units developed, repaired, or otherwise made available for veterans.
Definition of Key Terms	**Veterans**: See definition under V1. **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. **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. **Repair:** A more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances. 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. **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.

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. **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. **CNCS-supported assistance:** A variety of different supports that enhance the quality of life of veterans, military members, and their families, including: • Coordinate community needs for military families during pre-deployment, deployment, and reintegration. • Promote community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member’s return home. • Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects. • Assist veterans with access to educational benefits and services. • Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials. • Coordinate activities with and assist State and local agencies that provide veterans with educational benefits. • Assist veterans with access to employment benefits and services. • Coordinate activities with and assist agencies that serve veterans and military families with internships and fellowships that may lead to employment in the private and public sectors. • Assist veterans and active-duty military to access state and federal benefits. • Promote efforts within a community to serve the needs of veterans and active-duty military. • Assist veterans to file benefits claims. • Mentor military children. • Develop mentoring relationships between veterans and economically disadvantaged students. • Assist veterans with transportation. • Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services.

	• Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing. 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. 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. Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.

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 **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. 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. **CNCS-supported assistance:** A variety of different supports that enhance the quality of life of veterans, military members, and their families, including: • Coordinate community needs for military families during pre-deployment, deployment, and reintegration. • Promote community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member's return home. • Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects. • Assist veterans with access to educational benefits and services. • Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials. • Coordinate activities with and assist State and local agencies that provide veterans with educational benefits. • Assist veterans with access to employment benefits and services. • Coordinate activities with and assist agencies that serve veterans and military families with internships and fellowships that may lead to employment in the private and public sectors. • Assist veterans and active-duty military to access state and federal benefits. • Promote efforts within a community to serve the needs of veterans and active-duty military. • Assist veterans to file benefits claims. • Mentor military children. • Develop mentoring relationships between veterans and economically disadvantaged students. • Assist veterans with transportation. • Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services. • Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing.

	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. Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.

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. **CNCS-supported assistance:** A variety of different supports that enhance the quality of life of veterans, military members, and their families, including: • Coordinate community needs for military families during pre-deployment, deployment, and reintegration. • Promote community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member’s return home. • Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects. • Assist veterans with access to educational benefits and services. • Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials. • Coordinate activities with and assist State and local agencies that provide veterans with educational benefits. • Assist veterans with access to employment benefits and services. • Coordinate activities with and assist agencies that serve veterans and military families with internships and fellowships that may lead to employment in the private and public sectors. • Assist veterans and active-duty military to access state and federal benefits. • Promote efforts within a community to serve the needs of veterans and active-duty military. • Assist veterans to file benefits claims. • Mentor military children. • Develop mentoring relationships between veterans and economically disadvantaged students. • Assist veterans with transportation. • Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services. • Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing. Assistance cannot simply be referrals to federal services without supplementary

	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. Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.

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. **Active duty military service member**: See definition under V7. **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. **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. 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.

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.

Agency-Wide Priority Measures

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

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." **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. 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. 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. Report a separate count of community volunteers recruited for each of the six Focus Areas.

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.

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." **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. 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. 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. 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.

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. * 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." Additional resources on effective volunteer management practices are available at the National Service Knowledge Network: • http://www.nationalserviceresources.org/via • 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. 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." 1. Market Research and Community Needs Assessments 2. Strategic Planning to Maximize Volunteer Impact 3. Recruiting and Marketing to Prospective Volunteers

	4. Interviewing, Screening, and Selecting Volunteers 5. Orienting and Training Volunteers 6. Ongoing Supervision and Management 7. Recognition and Volunteer Development 8. Measuring Outcomes and Evaluating the Process *Source: Corporation for National and Community Service, 2007, page 4.* *http://www.nationalservice.gov/pdf/07_0719_volunteering_reinvented.pdf* Report a separate count of volunteer management practices implemented for each of the six Focus Areas. If the volunteer management practices do not fall solely within one focus area, for example the NSP manages volunteers for that organization's housing program and health program, applicants should report this count under the focus area in which it operates its primary program. Organizations must use a pre-post organizational assessment tool that measures capacity in the area of volunteer management, and that includes questions related to the organization's volunteer management practices. Intermediary applicants/grantees should ensure that their sub-grantees and/or host sites use the same tool. The pre-assessment should be administered before capacity building services are provided, and the post-assessment should be done at the end of the term of service of the national service participant engaged in the capacity building activity. Organizations should follow the guidance of the assessment tool they select with respect to which individual(s) at the organization respond to the assessment and other protocol for administering the tool. Alternatively, the applicant/grantee may choose to use a volunteer management tracking log or system to collect these data. See the 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.

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

Measure G3-3.5	Number of staff and community volunteers that received training (of one or more types) as a result of capacity building services provided by CNCS-supported organizations or national service participants
Definition of Key Terms	**Staff:** Paid or unpaid employees of the CNCS-supported organization. National Service Participants are NOT considered staff members of the CNCS-supported organization. **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." **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. 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.

Measure G3-3.6	Number of organizations that completed a community assessment identifying goals and recommendations with the assistance of CNCS-supported organizations or national service participants
Definition of Key Terms	**Community Assessment:** Involves comprehensive information gathering, analysis and documentation to understand a community's concerns, effectively characterize its needs and respond with appropriate interventions. Discovering those things that matter to the community, what issues the community feels are most important to address, and what resources are available to bring about change may be accomplished through interviews with community members, and by conducting listening sessions, public forums, and other place-based research, resulting in an assessment (or profile) of the community that helps identify and prioritize critical issues and plan future interventions.

How to Calculate Measure/ Collect Data	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. 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. 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: 1. Describe the makeup and history of the community to provide a context within which to collect data on its current concerns. 2. Describe what matters to people in the community. 3. Describe what matters to key stakeholders. 4. (For each candidate problem/goal) Describe the evidence indicating whether the problem/goal should be a priority issue. 5. Describe the barriers and resources for addressing the identified issue(s). 6. (Based on the assessment) Select and state the priority issue (or issues) to be addressed by the group. 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

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). **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." **Recruited:** Enlisted or enrolled as a direct result of an intentional effort to do so.

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. 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. 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. • Pro bono services are professional services that are donated that someone, or another business or organization would normally have to pay the donor for. • Volunteer services come from individuals that would not normally charge for their time and skills they donate. 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.

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: (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: (1) Attempting to influence legislation; (2) Organizing or engaging in protests, petitions, boycotts, or strikes; (3) Assisting, promoting, or deterring union organizing; (4) Impairing existing contracts for services or collective bargaining agreements; (5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office; (6) Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials; (7) Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization; (8) Providing a direct benefit to— (i) A business organized for profit; (ii) A labor union; (iii) A partisan political organization; (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and (v) An organization engaged in the religious activities described in paragraph (g) of this section, unless Corporation assistance is not used to support those religious activities; (9) Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive; (10) Providing abortion services or referrals for receipt of such services; and (11) Such other activities as CNCS may prohibit. (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.

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). **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." **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	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. 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. 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. • Pro bono services are professional services that are donated that someone, or another business or organization would normally have to pay the donor for. • Volunteer services come from individuals that would not normally charge for their time and skills they donate. 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.

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: (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: (1) Attempting to influence legislation; (2) Organizing or engaging in protests, petitions, boycotts, or strikes; (3) Assisting, promoting, or deterring union organizing; (4) Impairing existing contracts for services or collective bargaining agreements; (5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office; (6) Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials; (7) Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization; (8) Providing a direct benefit to— (i) A business organized for profit; (ii) A labor union; (iii) A partisan political organization; (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and (v) An organization engaged in the religious activities described in paragraph (g) of this section, unless Corporation assistance is not used to support those religious activities; (9) Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive; (10) Providing abortion services or referrals for receipt of such services; and (11) Such other activities as CNCS may prohibit. (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.

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. 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. 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.

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. 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. 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.

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. **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.

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. **Community Assessment:** Involves comprehensive information gathering, analysis and documentation to understand a community's concerns, effectively characterize its needs and respond with appropriate interventions. Discovering those things that matter to the community, what issues the community feels are most important to address, and what resources are available to bring about change may be accomplished through interviews with community members, and by conducting listening sessions, public forums, and other place-based research, resulting in an assessment (or profile) of the community that helps identify and prioritize critical issues and plan future interventions.

How to Calculate Measure/ Collect Data	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. 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. 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. 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.

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. 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. Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data. 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. Report a separate count of activities and program outputs for each of the six Focus Areas.

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. 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. 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. Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data. 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. Report a separate count of service requests for each of the six Focus Areas.

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. 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. Alternatively, the applicant/grantee may choose to use a sample service request and program delivery tracking log to collect these data. 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. Report a separate count of services for each of the six Focus Areas.

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. **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. 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: 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. 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. ***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.

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. **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. 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: 3. If the applicant/grantee receives a benefit because of the contribution such as merchandise, tickets to a ball game or other goods and services, then only the amount that exceeds the fair market value of the benefit received can be included in the calculated value. 4. Donations of stock or other non-cash property are usually valued at the fair market value of the property. Clothing and household items must generally be in good used condition or better to be deductible. Special rules apply to vehicle donations. 5. Fair market value is generally the price at which property would change hands between a willing buyer and a willing seller, neither having to buy or sell, and both having reasonable knowledge of all the relevant facts. 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. 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),

	and TurboTax's free ItsDeductible product (http://turbotax.intuit.com/personal-taxes/itsdeductible/). 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. ***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.

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. 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. 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.

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. **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. 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. 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. 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.

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**

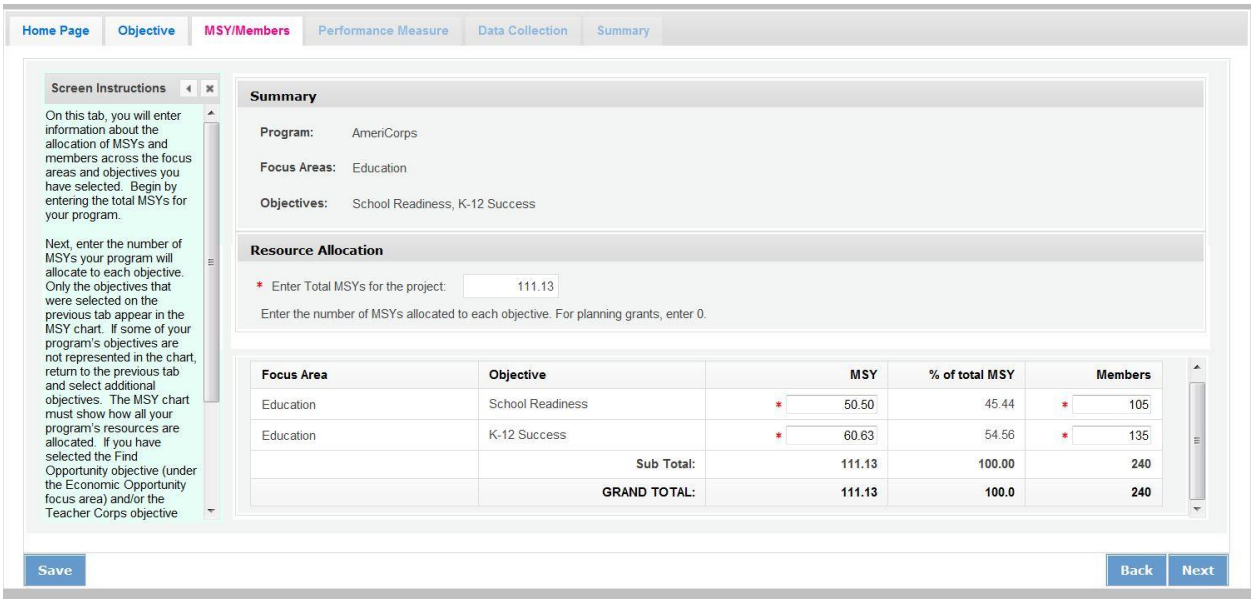
Objective #2: School Readiness

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

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.

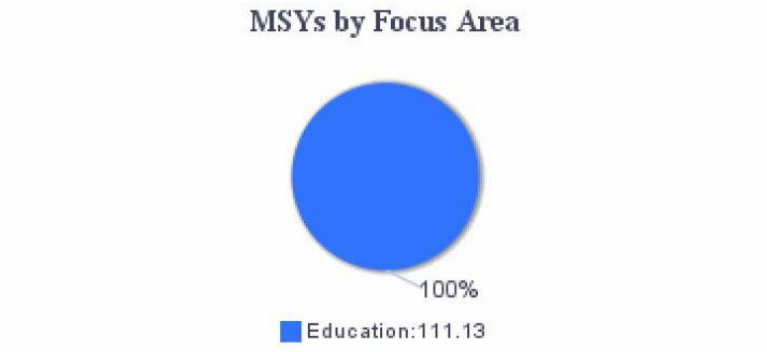


Table1: MSYs by Focus Areas

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:

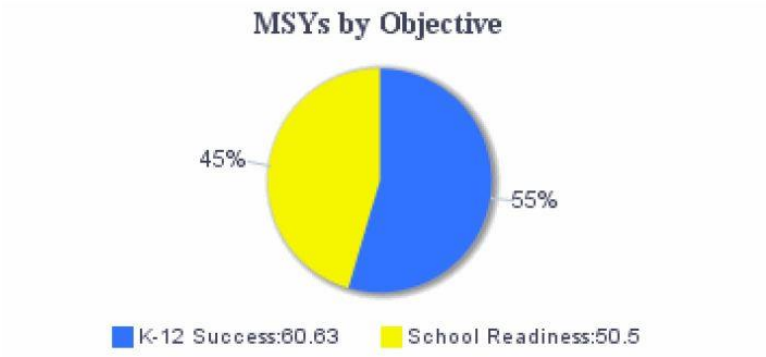


Table2: MSYs by Objectives

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,	.75	X	60.63	=	45.47	41%

	ED27A						
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.

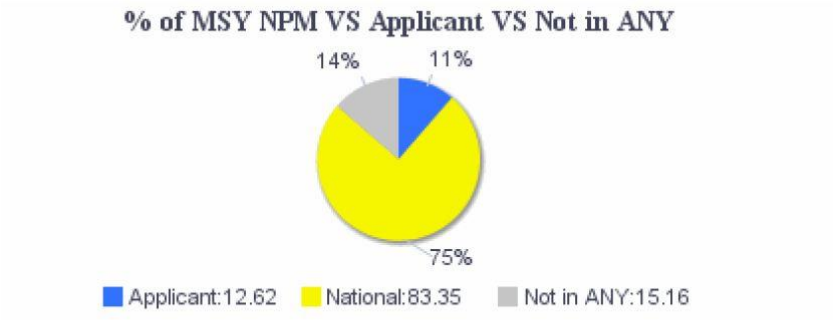


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% 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 NOFO FAQs for full requirements.

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.)
MSYs are 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).
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 must be clarified.)
Individuals counted in National Performance Measures meet definition of "economically disadvantaged" in the Performance Measure Instructions. (Note: Definitions are different for different performance measures.)
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.
Capacity Building interventions meet the CNCS definition of capacity-building in the Performance Measure Instructions.
Member development measures (O12, O13, O14, O15, O16, O17) have a 30-day timeline, not the previously acceptable 90-day timeline.
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.)

Member development measures (O12, O13, O14, O15, O16, O17) or volunteer generation measures (G3-3.1, G3-3.2, G3-3.3) are only present if these activities are the proimary focus of the program or a significant component of the program's theory of change.

Education Selection Rules/Performance Measure Instructions

Completion is 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.

ED1/ED2 and ED3A/ED4A are not used in the same aligned PM.
The mentoring intervention is selected for ED3A/ED4A, and no other interventions are selected for ED3A/ED4A. Mentoring is not selected as an intervention in any education measures other than ED3A/ED4A.

The mentoring dosage meets the dosage requirements described in the Performance Measure Instructions for ED3A/ED4A.

It is clear that the proposed standardized test for ED5 and/or ED30 meets the definition in the Performance Measure Instructions.
If the state standardized test is proposed to measure ED5 and/or ED30, a justification is provided as directed in the Performance Measure Instructions. (Note: Request must be approved by CNCS.)

If the applicant is measuring multiple subjects under ED5 and/or ED30, it is clear whether/how much students must improve in reading, math or both subjects in order to be counted.

For ED27A or ED27B, the applicant specifies which dimension(s) of academic engagement described in the Performance Measure Instructions will be measured.
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 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
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

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.)