



**Notice of Federal Funding Opportunity—Appendix B**  
**Corporation for National and Community Service**  
**Senior Corps**  
**RSVP Competition**

**RSVP National Performance Measures Instructions**  
**References and Authorities, Definitions, Suggestions regarding Data Collection, and Additional**  
**Notes**

Additional measurement and data collection resources may be found at:  
<http://www.nationalservicerresources.org/>

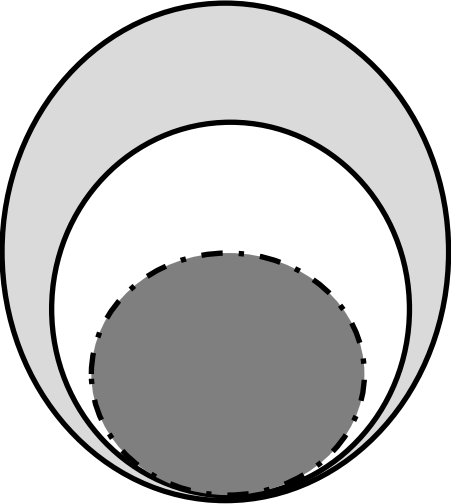
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# RSVP Performance Measure Requirements

Measured in Unduplicated Volunteers

Performance Measure Category	Percent of Volunteers	
<b>Primary Focus Area:</b> National Performance Measures outputs in <u>one</u> of the six Focus Areas	<b>At least 25%</b>	 <p><b>Additional Requirement:</b> <b>10% of Total Unduplicated Volunteers must be in workplans that result in outcomes.</b></p>
<b>Community Priorities:</b> Will report on success vs. failure to achieve self-determined targets	<b>No more than 30%</b>	
<b>Other Focus Areas &amp; Capacity Building:</b> 1. National Performance Measures outputs in any of the six Focus Areas; and/or 2. Capacity Building outputs	<b>Remainder of activity</b>	

## RSVP Performance Measure Requirements

- 25% Primary Focus Area:** RSVP programs are required to place at least 25% of their unduplicated RSVP volunteers in one of the six CNCS priority focus areas, which includes Education, Healthy Futures, Economic Opportunity, Veterans and Military Families, Environmental Stewardship, and Disaster Services.
- 30% Community Priorities.** Up to 30% of unduplicated RSVP volunteers may be placed in work plans that are created by the grantee to address community activities not captured by the CNCS focus areas.
- Other Agency-Wide Priority Measures or Complementary Program Measures.** All other remaining unduplicated RSVP volunteers may be placed in work plans in a combination of designated Agency-Wide Priority Measures or Complementary Program Measures.
- 10% Outcomes.** At least 10% of the unduplicated RSVP volunteers must be placed in work plans that result in outcomes.

## List of National Performance Measures

**Note: Agency-Wide Priority Measures are listed in bold type.**

<b>National Performance Measures by Focus Area</b>			
<b>Education</b>			
<i>Objective</i>	<i>Output</i>	<i>Service Activities</i>	<i>Outcome(s)</i>
School Readiness	<b>ED21. Number of children that completed participation in CNCS-supported early childhood education programs.</b>	Assisting in classroom; Assisting in classroom-Head Start	<b>ED23. Number of children demonstrating gains in school readiness in terms of social and/or emotional development.</b> <b>ED24. Number of children demonstrating gains in school readiness in terms of literacy skills.</b> <b>ED25. Number of children demonstrating gains in school readiness in terms of numeracy (math) skills.</b>
School Readiness	ED29. Number of children served in child safety, welfare, and health programs.	Comforting Children; Caring for Infants; Helping Young mothers	None.
K-12 success	<b>ED2. Number of students that completed participation in CNCS-supported K-12 education programs.</b>	Tutoring-Public School; Tutoring-Faith-Based School; Tutoring-Other	<b>ED5. Number of students with improved academic performance in literacy and/or math.</b> <b>ED27. Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement.</b> <b>ED6. Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student.</b> ED26: Number of students acquiring a GED.
K-12 success	<b>ED4A. Number of disadvantaged youth/mentor matches or children with special or exceptional needs/mentor matches that were sustained by the CNCS-supported program for at least the required time period.</b>	School-based mentoring; Community-based mentoring	<b>ED5. Number of students with improved academic performance in literacy and/or math.</b> <b>ED27. Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement.</b> <b>ED6. Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student.</b> ED26: Number of students acquiring a GED.

Healthy Futures			
Aging in Place	<b>H8. Number of homebound OR older adults and individuals with disabilities receiving food, transportation, or other services that allow them to live independently.</b>	Food Delivery; Transportation; Companionship; Companionship—Dept. of Veterans Affairs; Providing Financial Literacy or Housing Services; Preventing Elder Abuse	<b>H9. Number of homebound OR older adults and individuals with disabilities who reported having increased social ties/perceived social support.</b>
Aging in Place	H13. Number of caregivers of homebound OR older adults and individuals with disabilities receiving respite services.	Food Delivery; Transportation; Companionship; Companionship—Dept. of Veterans Affairs; Preventing Elder Abuse	H14. Number of caregivers of homebound OR older adults and individuals with disabilities who reported having increased social ties/perceived social support.
Obesity and Food	<b>H10. Number of individuals receiving emergency food from food banks, food pantries, or other nonprofit organizations.</b>	Food Distribution; Food Collection; Food Pantry Support	<b>H12. Number of individuals that reported increased food security of themselves and their children (household food security) as a result of CNCS-supported services.</b>
Obesity and Food	<b>H11. Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger.</b>	Developing/Maintaining Community Gardens; Educating; Providing Services	<b>H12. Number of individuals that reported increased food security of themselves and their children (household food security) as a result of CNCS-supported services.</b>
Access to Care	H2. Number of clients to whom information on health insurance, health care access and health benefits programs is delivered.	Staffing hotline; Developing materials; Distributing information; Preventing Elder Abuse	None.
Access to Care	H4. Number of clients participating in health education programs.	Training; Coaching; Leading or Assisting Bone Builders;	None.
Access to Care	H7. Number of clients receiving language translation services at clinics and in emergency rooms.	Translating	None.
Economic Opportunity			
Housing	<b>O5. Number of economically disadvantaged individuals, including homeless individuals, receiving housing services.</b>	Building homes; Repairing homes; Assisting with housing search Building or Assisting homes- Habitat for Humanity	<b>O11. Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing.</b>
Employment	O2: Number of economically disadvantaged individuals receiving job training and other skill development services.	Adult Basic Education; Helping with GED; Adult ESOL/ESL; Other	O10: Number of economically disadvantaged individuals placed in jobs.
Financial Literacy	O1. Number of economically disadvantaged individuals receiving financial literacy services.	Assisting VITA; Income Tax Tutoring; Preventing Elder Abuse; Providing Financial Literacy Education	None.

Veterans and Military Families			
Veterans & Military Families Served	<b>V1. Number of veterans that received CNCS-supported assistance.</b>	Assisting a DOL VETS Program; Support Mental Health Access; Support Legal Assistance Access, Activity supporting veterans with disabilities and older veterans; Activity supporting veterans in rural communities ; Economic Opportunity Activity that includes secure housing; Assist veterans with transportation; Assist with access to state and federal benefits; Other community-based activities that serve veterans and military families	None.
Veterans & Military Families Served	<b>V8. Number of veterans' family members that received CNCS-supported assistance.</b>	Economic Opportunity Activity; Assisting a Dept. of Veterans Affairs Program; Other community-based activities that serve veterans and military families	None.
Veterans & Military Families Served	<b>V7. Number of family members of active-duty military that received CNCS-supported assistance.</b>	Assist with access to state and federal benefits; Mentor military connected children; Economic Opportunity Activity; National Guard Volunteer Services; Other community-based activity that serve veterans and military families	None.
Veterans & Military Families Served	<b>V9. Number of military service members that received CNCS-supported assistance.</b>	Assist with access to state and federal benefits; Economic Opportunity Activity; National Guard Volunteer Services; Other community-based activity that serve veterans and military families	None.
Veterans & Military Families Served	V3. Number of veterans assisted in pursuing educational opportunities.	Coaching/Counseling; Referring to services	None.
Environmental Stewardship			
At Risk Ecosystems	<b>EN4. Number of acres of national parks, state parks, city parks, county parks, or other public and tribal lands that are improved.</b>	Plant establishment or removal; Debris (not basic trash) removal; Land Restoration; Other	None.
At Risk Ecosystems	<b>EN5. Number of miles of trails or waterways (owned/maintained by national, state, county, city or tribal governments) that are improved, and/or created.</b>	Creating Trails; Improving Trails; Improving Waterways	None.
At Risk Ecosystems	EN6. Number of tons of materials collected and recycled.	Collecting and Recycling Materials; Composting; Reusing Materials	None.

Disaster Services			
Assistance Provided	<b>D1. Number of individuals that received CNCS-supported services in disaster preparedness.</b>	Training; Creating Disaster Kits; Performing Outreach; Other	None.
Assistance Provided	<b>D2. Number of individuals that received CNCS-supported services in disaster response.</b>	Setting up Call Centers; Staffing Call Centers; Transporting Victims; Setting Up Shelter; Staffing Shelter; Providing Health/First Aid Services; Distributing Meals; Other	None.
Assistance Provided	<b>D3. Number of individuals that received CNCS-supported services in disaster recovery.</b>	Clearing Debris; Renovating Housing; Providing Housing Transition Support; Counseling; Other	None.
Assistance Provided	<b>D4. Number of individuals that received CNCS-supported services in disaster mitigation.</b>	Fire Mitigation; Tornado/Hurricane Mitigation; Other Disaster Mitigation	None.
Assistance Provided	D6. Number of RSVP volunteer service hours in disaster preparedness, mitigation, response and recovery.	Assisting with Preparation; Assisting with Mitigation; Responding; Assisting with Recovery	None.

Capacity Building National Performance Measures			
Objective	Output	Service Activities	Outcome
Capacity Building and Leverage	<b>G3-3.1. Number of community volunteers recruited by CNCS-supported organizations or National Service Participants.</b>	Recruiting Volunteers	<b>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.</b>
Capacity Building and Leverage	<b>G3-3.2. Number of community volunteers managed by CNCS-supported organizations or National Service Participants.</b>	Managing Volunteers; Training Volunteers	<b>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.</b>
Capacity Building and Leverage	G3-3.16. Dollar value of cash resources leveraged by CNCS-supported organizations or national service participants.	Garnering donations	None.
Capacity Building and Leverage	G3-3.17. Dollar value of in-kind resources leveraged by CNCS-supported organizations or national service participants.	Garnering Donations; Supporting Blood Drives; Food Collection; Food Pantry Support; Other	None.

Other Community Priorities		
Objective	Output	Outcome
Other	SC1: Grantee met their target for community priority activity. (Yes/No)	None.

# Education Focus Area

## *Education Focus Area Overview*

Grants will provide support and/or facilitate access to services and resources that contribute to improved educational outcomes for economically disadvantaged people, especially children.

Grant activities will improve:

- school readiness for economically disadvantaged young children
- educational and behavioral outcomes of elementary, middle, and high school students with special and exceptional needs
- the preparation for and prospects of success in post-secondary education institutions for economically disadvantaged students or students with special or exceptional needs.

Strategic Plan Education Objective 1: School Readiness

*Applicants with volunteers who focus on improving school readiness for economically disadvantaged pre-K children or pre-K children with special and exceptional needs may select from these measures.*

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Early childhood programs that choose measure ED21 may select one or more measures from

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



	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.
<b>How to Calculate Measure/ Collect Data</b>	Count of students who complete participation in the activity as indicated by above definition.  Grantees must demonstrate that the children in the program come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged children and/or children with special or exceptional needs in the program.
<b>Notes</b>	Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. Tracking your program’s retention and attrition rates is a good performance management practice.

<b>Measure ED23</b>	Number of children demonstrating gains in school readiness in terms of social and/or emotional development.
<b>Definition of Key Terms</b>	<b>Children:</b> See definition under ED21.  <b>Social and emotional development:</b> 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.  <b>School readiness:</b> 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.
<b>How to Calculate Measure/ Collect Data</b>	Programs should obtain counts of the number of children demonstrating gains in school readiness based on social and/or emotional development.  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) <a href="http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf">http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</a>

<b>Measure ED24</b>	Number of children demonstrating gains in school readiness in terms of literacy skills
<b>Definition of Key Terms</b>	<b>Children:</b> See definition under ED21.  <b>Literacy skills:</b> 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

	<p>indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of literacy skills development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument you choose.</p> <p><b>School readiness:</b> Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.</p>
<b>How to Calculate Measure/ Collect Data</b>	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on their literacy skills.</p> <p>Accredited early childhood education programs may already have state requirements for assessing literacy skills of children to determine school readiness. For example, such a measure may be “Number of children almost always recognizing the relationships between letters and sounds at kindergarten entry”.</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)</p> <p><a href="http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf">http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</a></p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, <a href="http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf">http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</a></p>

<b>Measure ED25</b>	Number of children demonstrating gains in school readiness in terms of numeracy (math) skills.
<b>Definition of Key Terms</b>	<p><b>Children:</b> See definition under ED21.</p> <p><b>Numeracy skills:</b> An indicator and element of school readiness that measures a child’s development in one or more of the following domains: numbers and operations, geometry and spatial sense, and pattern and measurement. Each domain of math (numeracy) skills development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of math (numeracy) skills development that (a) directly corresponds to the program intervention and (b) will be measured as defined by the particular standardized data collection instrument you choose.</p> <p><b>School readiness:</b> Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.</p>
<b>How to Calculate Measure/ Collect Data</b>	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on their numeracy (math) skills.</p> <p>Accredited early childhood education programs may already have state requirements for assessing numeracy (math) skills of children to determine school readiness. For example, such a measure may be “Number of children at kindergarten entry who can count beyond 10, sequence patterns and use nonstandard units of length to compare number”.</p>

	<p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)</p> <p><a href="http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf">http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</a></p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, <a href="http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf">http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</a></p>
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<b>Measure ED29</b>	Number of children served in child safety, welfare, and health programs.
<b>Definition of Key Terms</b>	<p><b>Children:</b> Individuals under 21 years of age.</p> <p><b>Child safety, welfare, and health programs:</b> Programs that serve children with the goal of improving the children’s safety, welfare, and or health.</p>
<b>How to Calculate Measure/ Collect Data</b>	Count of children who are served in programs that fit the above description.

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

*Applicants that have volunteers who focus on helping elementary and secondary school students succeed in grades K-12 may select from these measures.*

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Work plans that select Measure ED2, may select one or more measures from ED5, ED27, ED6,

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<b>Measure ED2</b>	Number of students that completed participation in CNCS-supported K-12 education programs.
<b>Definition of Key Terms</b>	<p><b>Students:</b> Students enrolled in grades K-12 who are economically disadvantaged or who have special or exceptional needs.</p> <p><b>Economically disadvantaged:</b> Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></p> <p><b>Special or exceptional needs:</b> Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p><b>Completed participation:</b> At the outset of the activity, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p>

	<b>Education program:</b> 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.
<b>How to Calculate Measure/Collect Data</b>	Count of students who complete participation in the activity as indicated by above definition.  Grantees must demonstrate that the children in the program come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged children and/or children with special or exceptional needs in the program.
<b>Notes</b>	Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. Tracking your program's retention and attrition rates is a good performance management practice.

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Work plans that select Measure ED4A may select one or more measures from ED5, ED27, ED6, or ED26.

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<b>Measure ED4A</b>	Number of disadvantaged youth/mentor matches or children with special or exceptional needs/mentor matches that were sustained by the CNCS-supported program for at least the required time period.
<b>Definition of Key Terms</b>	<p><b>Mentors</b> 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 <b>school-based mentorships</b>, 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 <b>community-based mentorships</b>, count mentees in those matches that are intended to be continuous, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months. <b>Mentoring relationships</b> are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p><b>Disadvantaged youth:</b> “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (from SAA) It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p><b>Economically disadvantaged:</b> eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></p> <p><b>Children:</b> Individuals younger than 21 years of age.</p> <p><b>Special or exceptional needs:</b> Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech</p>

	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.
<b>How to Calculate Measure/Collect Data</b>	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.
<b>Notes</b>	Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. Tracking your program’s retention and attrition rates is a good performance management practice.

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

	<p>being in place and having an infrastructure to support their use, and students would have taken these tests anyway. State standardized tests can only be used if they are administered at the end of the prior year and then again at the end of the current year. (This will not be the case for all grade levels.)</p> <p><b>Obtaining test scores from school systems:</b> For programs not themselves administering the test, the program will need to have some form of agreement, such as an MOU (memorandum of understanding) with the school to ensure that data for the needed children can be secured. Data are needed on the group of children you are serving, but not on individual children. Requesting data in this way is not likely to violate FERPA (the Family Educational Rights and Privacy Act).</p>
	<p>You are not likely to be able to count children who were in a different school district in the year prior to service or transfer away from the school during the school year. See the Education Focus Area Instrument Packet for a suggested method of requesting the data your program needs.</p> <p>Regarding the use of other standardized tests: The test should be administered to the students participating in the program before they begin service and again near the end of the service delivery period. Some tests suggest measuring improvement at more points during the year. Programs should follow the instructions provided by the test they have selected.</p> <p>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:  <a href="http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm">http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm</a>  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.</p>

<b>Measure ED27</b>	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.
<b>Definition of Key Terms</b>	<p><b>Service learning:</b> Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.</p> <p><b>Improved academic engagement:</b> A positive and significant change in one of the following student behaviors or attitudes over the course of a school year. Measures of student behaviors include: increased attendance, increased completion of assignments including homework, increased teacher-reported participation, decreased disciplinary referrals and decreased reports of substance abuse. Measures of student attitudes include: increased interest in school, improved perspective on school climate, increased attachment to school and increased educational aspirations. (ED6 reports on the attendance characteristic separately.)</p>

<p><b>How to Calculate Measure/Collect Data</b></p>	<p>Applicants and grantees should identify the measures of academic engagement that their programs most closely align with. Selection of measures should be based on whether the measures have been shown to be valid and reliable.</p> <p>Programs should collect academic engagement data from school records, teacher surveys and/or student surveys at the beginning and end of the school year. If any one of these elements shows substantial improvement, without any of the other elements worsening, the student should be counted as having demonstrated improved academic engagement.</p> <p>A survey or questionnaire should be used for grantee administration. See the CNCS Resource Center, <a href="http://www.nationalserviceresources.org">www.nationalserviceresources.org</a>, to search for performance measurement tools that CNCS has developed for volunteer and service programs. Determining whether a positive change in student behavior is significant may be limited by small sample sizes. Applicants and grantees are encouraged to track the average size of the increase among service-learning participants as well as the percent of students with a positive increase.</p>
<p><b>Notes</b></p>	<p>Applicants and grantees may report on either ED27 or ED6, but may not report on both measures for the same student. Applicants are encouraged to select ED27, which is a more direct measure of academic engagement than ED6, but ED6 may be preferred if it is significantly easier to collect school attendance data than to obtain parental consent and administer a pre-post survey.</p>

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

<b>Measure ED26</b>	Number of students acquiring a GED.
<b>Definition of Key Terms</b>	Students: Those reported in ED2 or ED4A.
<b>How to Calculate/ Measure/ Collect Data</b>	GED completion records of individual students who participated in CNCS-supported program.
<b>Notes</b>	<p>This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12<sup>th</sup> graders and whose objective is promoting GED completion.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> </ul>



# Healthy Futures Focus Area

## *Healthy Futures Focus Area Overview*

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

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

## Strategic Plan Healthy Futures Objective 1: Homebound Seniors and Disabled Individuals

*Applicants that have volunteers who focus on providing services to homebound seniors and disabled individuals may select among these measures.*

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If you select H8, you have the option to select H9 as an outcome.

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

	<p>not be counted. Each individual should be counted only once during the program year even though most individuals are likely to need on-going support.</p> <p>Grantees need to develop a tracking system to record the number of individuals receiving companionship services.</p>
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<b>Measure H9</b>	Number of homebound OR older adults and individuals with disabilities who reported having increased social ties/perceived social support.
<b>Definition of Key Terms</b>	<p><b>Homebound:</b> Individuals unable to leave their personal residence due to disability, injury, or age; may be a short term or long term need; for example, an individual may have a broken hip that prevents them from driving for a few months but after the injury has healed they no longer require help to live independently.</p> <p><b>Older Adults:</b> Individuals age 65 or older.</p> <p><b>Individual with a Disability:</b> An individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.</p> <p><b>Social ties/perceived social support:</b> Relationships with other people and/or the belief that these people will offer (or have offered) effective help during times of need.</p>
<b>How to Calculate Measure/Collect Data</b>	<p>At the outset of the activity the grantee should indicate the “dosage,” or how many sessions, days or hours of the service are required to influence the desired outcomes. Only count clients who received some minimum “dosage” that can be expected to have some effect in terms of reducing social isolation.</p> <p>Programs should collect data for this measure from surveys of the homebound older adults/individuals with disabilities who received companionship services or a survey of a family member or caseworker for those unable to respond to a survey themselves.</p> <p>CNCS is providing a recommended survey instrument for both the Senior Companion Program and RSVP: <u><a href="#">Senior Corps Independent Living Performance Measure Survey</a></u> CNCS is also currently considering making this instrument the mandatory independent living performance measure instrument for SCP. See the CNCS Resource Center, <u><a href="http://www.nationalserviceresources.org">www.nationalserviceresources.org</a></u>, to search for performance measurement tools that CNCS has developed for volunteer and service programs.</p>

If you select H13, you have the option to select H14 as your outcome.

<b>Measure H13</b>	Number of caregivers of homebound OR older adults and individuals with disabilities receiving respite services.
<b>Definition of Key Terms</b>	<p><b>Homebound:</b> Individuals unable to leave their personal residence due to disability, injury, or age; may be a short term or long term need; for example, an individual may have a broken hip that prevents them from driving for a few months but after the injury has healed they no longer require help to live independently.</p> <p><b>Older Adults:</b> Individuals age 65 or older.</p> <p><b>Individual with a Disability:</b> An individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.</p> <p><b>Respite Services:</b> Services that provide temporary relief from the stresses of care giving by providing short term assistance to an adult who is the primary caregiver for a person with chronic disabilities, Alzheimer’s, developmental disabilities, etc.; not all caregivers will require the same supports.</p>
<b>How to Calculate Measure/Collect Data</b>	<p>At the outset of the activity the grantee should indicate the “dosage,” or how many sessions, days or hours of the service are required to influence the desired outcomes. Only count clients who received some minimum “dosage” that can be expected to have some effect in terms of reducing social isolation.</p> <p>Count number of qualifying individuals as defined above who receive the service. Each individual should be counted only once. If two eligible individuals live at the same address, they should both be counted. If an eligible individual lives with someone else who is not eligible, the non-eligible individuals in the household should not be counted. Each individual should be counted only once during the program year even though most individuals are likely to need on-going support.</p> <p>Grantees need to develop a tracking system to record the number of individuals receiving companionship services.</p>

<b>Measure H14</b>	Number of caregivers of homebound OR older adults and individuals with disabilities who reported having increased social ties/perceived social support.
<b>Definition of Key Terms</b>	<p><b>Homebound:</b> Individuals unable to leave their personal residence due to disability, injury, or age; may be a short term or long term need; for example, an individual may have a broken hip that prevents them from driving for a few months but after the injury has healed they no longer require help to live independently.</p> <p><b>Older Adults:</b> Individuals age 65 or older.</p> <p><b>Individual with a Disability:</b> An individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.</p> <p><b>Respite Services:</b> Services that provide temporary relief from the stresses of care giving by providing short term assistance to an adult who is the primary caregiver for a person with chronic disabilities, Alzheimer’s, developmental disabilities, etc.; not all caregivers will require the same supports.</p> <p><b>Social ties/perceived social support:</b> Relationships with other people and/or the belief that these people will offer (or have offered) effective help during times of need.</p>
<b>How to Calculate Measure/Collect Data</b>	<p>At the outset of the activity the grantee should indicate the “dosage,” or how many sessions, days or hours of the service are required to influence the desired outcomes. Only count clients who received some minimum “dosage” that can be expected to have some effect in terms of reducing social isolation.</p> <p>Programs should collect data for this measure from surveys of the homebound older adults/individuals with disabilities who received companionship services or a survey of a family member or caseworker for those unable to respond to a survey themselves.</p> <p>CNCS is providing a recommended survey instrument for both the Senior Companion Program and RSVP: <u>Senior Corps Respite Performance Measure Survey</u>  CNCS is also currently considering making this instrument the mandatory respite care performance measure instrument for SCP. The CNCS Resource Center, <a href="http://www.nationalserviceresources.org">www.nationalserviceresources.org</a>, can be used to search for performance measurement tools that CNCS has developed for volunteer and service programs.</p>

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

*If your work plan focuses on providing access to food and meals, you may select among these measures.*

If you select H10, you may also select H12 as an outcome pair.

<b>Measure H10</b>	Number of individuals receiving emergency food from food banks, food pantries, or other nonprofit organizations.
<b>Definition of Key Terms</b>	<b>Emergency food:</b> “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.
<b>How to Calculate Measure/ Collect Data</b>	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.

If you select H11, you may also select H12 as an outcome pair.

<b>Measure H11</b>	Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger.
<b>Definition of Key Terms</b>	Long-term hunger: refers to the USDA’s definition of “low food security” or “very low food security” See <a href="http://www.ers.usda.gov/Briefing/FoodSecurity/labels.htm#labels">http://www.ers.usda.gov/Briefing/FoodSecurity/labels.htm#labels</a> 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.
<b>How to Calculate Measure/ Collect Data</b>	At the outset of the activity the grantee should indicate the “dosage,” or how many sessions, days or hours of the service are required to influence the desired outcomes. Only count clients who received some minimum “dosage” can be expected to have some effect in terms of alleviating hunger.  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.
<b>Other Notes</b>	Programs may not focus their services solely on providing referrals to Federal assistance programs.

<b>Measure H12</b>	Number of individuals that reported increased food security of themselves and their children (household food security) as a result of CNCS-supported services.
<b>Definition of Key Terms</b>	<b>Food security:</b> “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, <a href="http://www.ers.usda.gov/Briefing/FoodSecurity/labels.htm#labels">http://www.ers.usda.gov/Briefing/FoodSecurity/labels.htm#labels</a>
<b>How to Calculate Measure/Collect Data</b>	<p>Data collection for H12 will be based on a survey of the adult family member who received the food services. See the CNCS Resource Center, <a href="http://www.nationalserviceresources.org">www.nationalserviceresources.org</a>, to search for performance measurement tools that CNCS has developed for volunteer and service programs.</p> <p>Survey questions could be modeled after those used to assess household food security for the Department of Agriculture Food and Nutrition Service. The Household Food Security Survey is administered annually as a supplement to the Monthly Current Population Survey conducted by the U.S. Census Bureau. The questionnaire includes about conditions and behaviors known to characterize households having difficulty meeting basic food needs.</p> <p>The report on Household Food Security in the United States (2007) measures the food security status of households by determining “the number of food-insecure conditions and behaviors the household reports. Households are classified as <i>food secure</i> if they report no food insecure conditions or if they report only one or two food-insecure conditions. (Food-insecure conditions are indicated by responses of “often” or “sometimes” to questions 1-3 and 11-13, “almost every month” or “some months but not every month” to questions 5, 10, and 17, and “yes” to the other questions.) They are classified as <i>food insecure</i> if they report three or more food-insecure conditions.” The referenced question items can be found in the report: <a href="http://www.ers.usda.gov/Publications/ERR66/ERR66b.pdf">www.ers.usda.gov/Publications/ERR66/ERR66b.pdf</a></p> <p><b>Two different approaches to administering the survey could be used.</b></p> <p><b>(1) “Pre/post” questionnaire.</b> The same questionnaire would be administered to the adult family member at the beginning of the education/training program. The questionnaire would ask about the food security of the adults and children in the household. The same questionnaire would be administered three to six months after completion of the education/training.</p> <p><b>(2) Post-program questionnaire only.</b> Three to six months after completion of receiving the education/training, a questionnaire would be administered to the adult family member asking about a) the current level of food security of the adults and children in the household and b) their level of food security prior to receiving the service. The questions would address the same topics as those in the pre/post questionnaire but reworded to ask separately about current and prior food security.</p> <p>Survey responses can be analyzed to calculate the differences in the number and percent of respondents who reported being food insecure prior to receiving the service and after receiving the service. Each individual should be surveyed only once regardless of the number or type of different services (e.g., education/training, counseling) received during the year.</p>

## Strategic Plan Healthy Futures Objective 3: Increasing Access to Health Care

*If your work plan focuses on providing access to health care, you may select among these measures.*

H2 is an output measure, there are no outcome options.

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

H4 is an output measure; there are no outcome options.

<b>Measure H4</b>	Number of clients participating in health education programs.
<b>Definition of Key Terms</b>	<p><b>Health education program:</b> "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.)</p>
<b>How to Calculate/ Measure/ Collect Data</b>	<p>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).</p> <p>Grantee collects data on clients attending each session. Logs, case management systems, etc.</p>

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H7 is an output measure, there are no outcome options.

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



# Veterans and Military Families Focus Area

## *Veterans and Military Families Focus Area Overview*

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

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

## **Key Focus Area Definitions**

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

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

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

[http://www.dtic.mil/doctrine/new\\_pubs/jp1\\_02.pdf](http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf)). CNCS considers **National Guard members and reservists** and **wounded warriors** sub-groups of active duty military service members for the purposes of grant applications and performance measure reporting.

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

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

## Strategic Plan Objective 1: Veterans Served

*Work plans that focus on providing services to veterans, military service members and their families, may select among these measures.*

<b>Measure V1</b>	Number of veterans that received CNCS-supported assistance.
<b>Definition of Key Terms</b>	<p><b>Veteran:</b> “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,  <a href="http://veterans.house.gov/sites/republicans.veterans.house.gov/files/documents/Title%2038-SCRAPrint3.pdf">http://veterans.house.gov/sites/republicans.veterans.house.gov/files/documents/Title%2038-SCRAPrint3.pdf</a></p> <p><b>CNCS-supported assistance:</b> A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:</p> <ul style="list-style-type: none"> <li>• Coordinate community needs for military families during pre-deployment, deployment, and reintegration.</li> <li>• 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.</li> <li>• Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects.</li> <li>• Assist veterans with access to educational benefits and services.</li> <li>• Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials.</li> <li>• Coordinate activities with and assist State and local agencies that provide veterans with educational benefits.</li> <li>• Assist veterans with access to employment benefits and services.</li> <li>• 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.</li> <li>• Assist veterans and active-duty military to access state and federal benefits.</li> <li>• Promote efforts within a community to serve the needs of veterans and active-duty military.</li> <li>• Assist veterans to file benefits claims.</li> <li>• Mentor military children.</li> <li>• Develop mentoring relationships between veterans and economically disadvantaged students.</li> <li>• Assist veterans with transportation.</li> <li>• Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services.</li> <li>• Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing.</li> </ul> <p>Assistance cannot simply be referrals to federal services without supplementary assistance.</p>

<b>How to Calculate Measure/Collect Data</b>	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.

<b>Measure V7</b>	Number of family members of active duty military service members that received CNCS-supported assistance.
<b>Definition of Key Terms</b>	<p><b>Active duty military service member:</b> 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. <a href="http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf">http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf</a>). CNCS considers <b>National Guard members and reservists</b> and <b>wounded warriors</b> sub-groups of active duty military service members for the purposes of grant applications and performance measure reporting.</p> <p><b>Family members:</b> Immediate family members related by blood, marriage, or adoption to a current member of the U.S. armed forces including one who was deceased.</p> <p><b>CNCS-supported assistance:</b> A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:</p> <ul style="list-style-type: none"> <li>• Coordinate community needs for military families during pre-deployment, deployment, and reintegration.</li> <li>• 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.</li> <li>• Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects.</li> <li>• Assist veterans with access to educational benefits and services.</li> <li>• Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials.</li> <li>• Coordinate activities with and assist State and local agencies that provide veterans with educational benefits.</li> <li>• Assist veterans with access to employment benefits and services.</li> <li>• 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.</li> <li>• Assist veterans and active-duty military to access state and federal benefits.</li> <li>• Promote efforts within a community to serve the needs of veterans and active-duty military.</li> <li>• Assist veterans to file benefits claims.</li> <li>• Mentor military children.</li> <li>• Develop mentoring relationships between veterans and economically disadvantaged students.</li> <li>• Assist veterans with transportation.</li> <li>• Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with</li> </ul>

	<p>transportation and other supportive services.</p> <ul style="list-style-type: none"> <li>• Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing.</li> </ul> <p>Assistance cannot simply be referrals to federal services without supplementary assistance.</p>
<b>How to Calculate Measure/ Collect Data</b>	<p>Unduplicated count of family members receiving services or assistance from the CNCS-supported program. Count is based on the member of the family who is an active duty military service member. Services may be provided to the family as a group or to individual members but each family member, even if they are part of the same military family, should receive a count of “1”. Regardless of the number of times the family member returns for services or the number of different services the family member may receive from the CNCS-supported program, each family member should be counted only once per grant year.</p> <p>Services may include referrals to federally supported military services but cannot be exclusively referrals/education about those services. Services may be provided in person, on the phone, or by email.</p> <p>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.</p>

<b>Measure V8</b>	Number of veterans’ family members that received CNCS-supported assistance.
<b>Definition of Key Terms</b>	<p><b>Veteran:</b> “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,  <a href="http://veterans.house.gov/sites/republicans.veterans.house.gov/files/documents/Title%2038-SCRAPrint3.pdf">http://veterans.house.gov/sites/republicans.veterans.house.gov/files/documents/Title%2038-SCRAPrint3.pdf</a></p> <p><b>Family members:</b> 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.</p> <p><b>CNCS-supported assistance:</b> A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:</p> <ul style="list-style-type: none"> <li>• Coordinate community needs for military families during pre-deployment, deployment, and reintegration.</li> <li>• 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.</li> <li>• Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects.</li> <li>• Assist veterans with access to educational benefits and services.</li> <li>• Develop educational opportunities for veterans, including opportunities for professional certification, licensure, or other credentials.</li> <li>• Coordinate activities with and assist State and local agencies that provide veterans with educational benefits.</li> <li>• Assist veterans with access to employment benefits and services.</li> <li>• Coordinate activities with and assist agencies that serve veterans and military</li> </ul>

	<p>families with internships and fellowships that may lead to employment in the private and public sectors.</p> <ul style="list-style-type: none"> <li>• Assist veterans and active-duty military to access state and federal benefits.</li> <li>• Promote efforts within a community to serve the needs of veterans and active-duty military.</li> <li>• Assist veterans to file benefits claims.</li> <li>• Mentor military children.</li> <li>• Develop mentoring relationships between veterans and economically disadvantaged students.</li> <li>• Assist veterans with transportation.</li> <li>• Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services.</li> <li>• Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing.</li> </ul> <p>Assistance cannot simply be referrals to federal services without supplementary assistance.</p>
<p><b>How to Calculate Measure/ Collect Data</b></p>	<p>Unduplicated count of family members receiving services or assistance from the CNCS-supported program. Regardless of the number of times the family member returns for services or the number of different services the family member may receive from the CNCS-supported program, each family member should be counted only once per grant year.</p> <p>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.</p>

<p><b>Measure V9</b></p>	<p>Number of active duty military service members that received CNCS-supported assistance.</p>
<p><b>Definition of Key Terms</b></p>	<p><b>Active duty military service member:</b> 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. <a href="http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf">http://www.dtic.mil/doctrine/new_pubs/jp1_02.pdf</a>). CNCS considers <b>National Guard members and reservists</b> and <b>wounded warriors</b> sub-groups of active duty military service members for the purposes of grant applications and performance measure reporting.</p> <p><b>CNCS-supported assistance:</b> A variety of different supports that enhance the quality of life of veterans, military members, and their families, including:</p> <ul style="list-style-type: none"> <li>• Coordinate community needs for military families during pre-deployment, deployment, and reintegration.</li> <li>• 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.</li> <li>• Recruit veterans for national service and volunteer opportunities, including opportunities that utilize their military experience, such as disaster response projects.</li> <li>• Assist veterans with access to educational benefits and services.</li> <li>• Develop educational opportunities for veterans, including opportunities for</li> </ul>

	<p>professional certification, licensure, or other credentials.</p> <ul style="list-style-type: none"> <li>• Coordinate activities with and assist State and local agencies that provide veterans with educational benefits.</li> <li>• Assist veterans with access to employment benefits and services.</li> <li>• 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.</li> <li>• Assist veterans and active-duty military to access state and federal benefits.</li> <li>• Promote efforts within a community to serve the needs of veterans and active-duty military.</li> <li>• Assist veterans to file benefits claims.</li> <li>• Mentor military children.</li> <li>• Develop mentoring relationships between veterans and economically disadvantaged students.</li> <li>• Assist veterans with transportation.</li> <li>• Develop projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities with transportation and other supportive services.</li> <li>• Provide veterans with legal assistance, assistance accessing mental healthcare, and assistance accessing affordable housing.</li> </ul> <p>Assistance cannot simply be referrals to federal services without supplementary assistance.</p>
<b>How to Calculate Measure/Collect Data</b>	<p>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.</p> <p>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.</p>

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

# Environmental Stewardship Focus Area

## *Environmental Stewardship Focus Area Overview*

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

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

## Strategic Plan Objective 2: Improving Lands or Habitats

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

<b>Measure EN4</b>	Number of acres of national parks, state parks, city parks, county parks, or other public and tribal lands that are improved.
<b>Definition of Key Terms</b>	<p><b>National parks, State parks, city parks, county parks:</b> Park/recreation areas that are designated by national, state, city, or county governments (not trails or rivers; see #5).</p> <p><b>Other public lands:</b> Other publicly owned lands.</p> <p><b>Tribal lands:</b> Same meaning as imparted by the definitions of “Indian Lands” and “Indian Tribes” provided in. SEC. 101. [42 U.S.C. 12511] Definitions (<a href="http://www.americorps.gov/help/ac_sn_all/ASN_Megasearch_Site.htm">http://www.americorps.gov/help/ac_sn_all/ASN_Megasearch_Site.htm</a>)</p> <p><b>Improved:</b> Restored to reduce human impact, removed invasive species, established native plants, built riparian buffers, cleared of natural debris (such as fallen trees/limbs) and unnatural debris (such as hazardous fuel and waste). Improvements must go beyond basic trash removal.</p>
<b>How to Calculate/ Measure/ Collect Data</b>	<p>Count of number of acres that are improved. Count each acre that is improved only once during the program year. It may be necessary to improve an acre more than once, but it should be counted only once. Only count the acres that are actually improved; do not count the entire park/land area unless your project improves the entire area.</p> <p>Tracking document, survey or acknowledgement of receipt of services from entity that owns or administers the area improved.</p>

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



	<p>intervention to address the problem and restore the trail or waterway to a quality ecosystem. The evidence-base could be a governmental land management improvement plan if it addresses the targeted problem, and is preferably an identified priority in the plan, although it is preferable to also describe how the proposed intervention will return the targeted area to a quality environment and relevant evidence to support the value of the intervention. For example, while conducting seasonal maintenance may allow a grantee to report greater numbers of miles “improved”, it is less likely to be selected for funding if it does not address a compelling environmental problem, deficiency, risk or priority (ideally one that has been documented in a governmental land management improvement plan).</p> <p>Tracking document, survey or acknowledgement of receipt of services from entity that owns or administers the trail or waterways improved.</p>
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<b>Measure EN6</b>	Number of tons of materials collected and recycled.
<b>Definition of Key Terms</b>	<p>See the following link at the Environmental Protection Agency for helpful information on recycling: <a href="http://www.epa.gov/waste/consERVE/rrr/recycle.htm">http://www.epa.gov/waste/consERVE/rrr/recycle.htm</a></p> <p>1 Ton = 2,000 pounds.</p> <p><b>Collected:</b> Materials may be brought to your program or your program may collect them from places that would otherwise not benefit from free recycling programs.</p> <p><b>Recycled:</b> 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.</p>
<b>How to Calculate/ Measure/ Collect Data</b>	<p>Count of tons of materials collected AND recycled; both steps must be performed to count. Use the EPA volume translator to add up the number of pounds of materials collected and recycled: <a href="http://www.epa.gov/waste/consERVE/tools/recmeas/docs/guide_b.pdf">http://www.epa.gov/waste/consERVE/tools/recmeas/docs/guide_b.pdf</a>. Then perform the following calculation to get number of tons: # of pounds/2,000 = # of tons.</p> <p>EPA has suggested tracking methods at: <a href="http://www.epa.gov/waste/consERVE/tools/recmeas/index.htm">http://www.epa.gov/waste/consERVE/tools/recmeas/index.htm</a></p>

# Economic Opportunity Focus Area

## *Economic Opportunity Focus Area Overview*

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

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

### Strategic Plan Objective 1: Financial Literacy

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There are no outcome measures associated with output O1.

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<b>Measure O1</b>	Number of economically disadvantaged individuals receiving financial literacy services.
<b>Definition of Key Terms</b>	<p><b>Economically disadvantaged:</b> Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p><b>Individuals:</b> May be a single individual or may represent a family; may be of any age considered an “adult” in the state where services are provided.</p> <p><b>Financial literacy services:</b> Includes “financial literacy education with regard to credit management, financial institutions including banks and credit unions, and utilization of savings plans” (2009 Serve America Act).</p>
<b>How to Calculate Measure/Collect Data</b>	<p>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.</p> <p>Tracking mechanism appropriate for type of service. May be a sign-in sheet or a tracking database.</p>

### Strategic Plan Objective 2: Housing

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

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<b>Measure O5</b>	Number of economically disadvantaged individuals, including homeless individuals, receiving housing services.
<b>Definition of Key Terms</b>	<p><b>Economically disadvantaged:</b> Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p><b>Homeless:</b> 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.</p>

	<p>of Housing and Urban Development definition at <a href="http://www.hud.gov/homeless/definition.cfm">http://www.hud.gov/homeless/definition.cfm</a></p> <p><b>Individuals:</b> Each unique person who will be occupying the unit legally including adults and children but not unborn children.</p> <p><b>Housing services:</b> 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. <b>Housing development</b> 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. <b>Housing repair</b> is a more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances and removing safety hazards. <b>Service</b> requires an engagement with the individual in person, by phone, or through a web-interface. Pamphlets, brochures, or web-based information that does not involve a human interaction is not sufficient.</p>
<b>How to Calculate Measure/Collect Data</b>	<p>Count of <b>Individuals</b> as defined above benefitting from the housing service. Can only count each individual once during the program year even though it may be necessary to provide services to the individual more than once.</p> <p>Programs that are only able to count <b>Housing Units</b> should report on Measure O4 (Tier 3).</p> <p>The data should be collected using a tracking mechanism appropriate for the type of service, which may include: CNCS-supported agency’s administrative or call center records, referral logs, attendance logs or sign-in sheet, client tracking database, or other information management system.</p> <p>The client tracking database should have unique IDs (e.g. Homeless Management Information System (HMIS)).</p>

<b>Measure O11</b>	Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing.
<b>Definition of Key Terms</b>	<p><b>Economically disadvantaged:</b> Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p><b>Homeless:</b> 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 <a href="http://www.hud.gov/homeless/definition.cfm">http://www.hud.gov/homeless/definition.cfm</a></p> <p><b>Individuals:</b> Each unique person who will be occupying the unit legally including adults and children but not unborn children.</p> <p><b>Safe, healthy, affordable housing:</b> 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 <a href="http://www.hud.gov/offices/cpd/affordablehousing/">http://www.hud.gov/offices/cpd/affordablehousing/</a></p>

<b>How to Calculate Measure/Collect Data</b>	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.
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### Strategic Plan Objective 3: Employment

If you select measure O2, you may also select outcome measure O10.

<b>Measure O2</b>	Number of economically disadvantaged individuals receiving job training and other skill development services.
<b>Definition of Key Terms</b>	<p><b>Economically disadvantaged individuals:</b> Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p><b>Job training:</b> Occupational skill training delivered in an institutional or classroom setting or skill training provided in an experiential workplace setting (may be called on-the-job training or work experience). P. 3, <u>Job Training Policy in the United States</u>, The Upjohn Institute, 2004.</p> <p><b>Other skill development services:</b> These include:</p> <ul style="list-style-type: none"> <li>• Remedial Education such as Adult Basic Education, GED Education, Adult ESL Education.</li> <li>• Classroom soft skills training that provides information about appropriate workplace behavior or job search skills.</li> <li>•</li> </ul> <p>(<u>Job Training Policy in the United States</u>, The Upjohn Institute, 2004.)</p>
<b>How to Calculate Measure/Collect Data</b>	Unduplicated count of individuals completing the job training or skill development service for which they enrolled.  Course attendance records.
<b>Measure O10</b>	Number of economically disadvantaged individuals placed in jobs.
<b>Definition of Key Terms</b>	<p><b>Economically disadvantaged individuals:</b> Individuals counted for O2.</p> <p><b>Placed in jobs:</b> Individual is hired in a new job as a result of job placement services provided; individual may have been previously working in a different job or previously unemployed.</p>
<b>How to Calculate Measure/Collect Data</b>	Count of individuals receiving services in O2 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.

## Disaster Services Focus Area

## ***Disaster Services Focus Area Overview***

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

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

### **Key Focus Area Definitions**

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

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

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

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

### Strategic Plan Objective 3: Assistance Provided

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

You may select any measures that apply to your program model. (D1-D4).

<b>Measure D1</b>	Number of individuals that received CNCS-supported services in disaster preparedness.
<b>Definition of Key Terms</b>	<p><b>CNCS-supported services:</b> Could be a variety of different kinds of supports to help the individuals have a higher quality of life, but cannot only be referrals to federal services without supplementary assistance. The assistance may be delivered by phone, e-mail, or in person. It may be delivered individually or as a group.</p> <p><b>Preparedness:</b> Actions that involve a combination of planning, resources, training, exercising, and organizing to build, sustain, and improve operational capabilities. Preparedness is the process of identifying the personnel, training, and equipment needed for a wide range of potential incidents, and developing jurisdiction-specific plans for delivering capabilities when needed for an incident.</p>
<b>How to Calculate/ Measure/ Collect Data</b>	<p>Unduplicated count of individuals that received CNCS-supported services in disaster preparedness.</p> <p>The data should be collected using a tracking mechanism appropriate for the type of service, such as: CNCS-supported agency’s call center records, referral logs, sign-in sheet, client tracking database, or other information management system.</p>
<b>Measure D2</b>	Number of individuals that received CNCS-supported services in disaster response.
<b>Definition of Key Terms</b>	<p><b>CNCS-supported services:</b> Could be a variety of different kinds of supports to help the individuals have a higher quality of life, but cannot only be referrals to federal services without supplementary assistance. The assistance may be delivered by phone, e-mail, or in person. It may be delivered individually or as a group.</p> <p><b>Response:</b> Immediate actions to save lives, protect property and the environment, and meet basic human needs. Response also includes the execution of emergency plans and actions to support short-term recovery.</p>
<b>How to Calculate/ Measure/ Collect Data</b>	<p>Unduplicated count of individuals that received CNCS-supported services in disaster response.</p> <p>The data should be collected using a tracking mechanism appropriate for the type of service, such as: CNCS-supported agency’s call center records, referral logs, sign-in sheet, client tracking database, or other information management system.</p>

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

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

<b>Measure D6</b>	Number of RSVP volunteer service hours in disaster preparedness, mitigation, response, and/or recovery.
<b>Definition of Key Terms</b>	<p><b>Preparedness:</b> Actions that involve a combination of planning, resources, training, exercising, and organizing to build, sustain, and improve operational capabilities. Preparedness is the process of identifying the personnel, training, and equipment needed for a wide range of potential incidents, and developing jurisdiction-specific plans for delivering capabilities when needed for an incident.</p> <p><b>Response:</b> Immediate actions to save lives, protect property and the environment, and meet basic human needs. Response also includes the execution of emergency plans and actions to support short-term recovery.</p> <p><b>Recovery:</b> The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public-assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; post incident reporting; and development of initiatives to mitigate the effects of future incidents.</p> <p><b>Mitigation:</b> Activities providing a critical foundation in the effort to reduce the loss of life and property from natural and/or manmade disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect.</p> <p><b>Volunteer Service Hour:</b> A documented hour served by an RSVP volunteer in allowable activities.</p>
<b>How to Calculate/ Measure/ Collect Data</b>	<p>Unduplicated count of RSVP volunteer service hours in disaster preparedness, mitigation, response, and/or recovery.</p> <p>The hours must be documented with volunteer timesheets.</p>



# Capacity Building

## *Capacity Building Goal Overview*

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

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

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

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

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

## Definition of Key Terms

**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-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.

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

**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.

**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.

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

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

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

**Outputs**

If your work plan focuses on **volunteer recruitment or management** capacity building activities for CNCS-supported organizations, you may select outputs G3-3.1 or G3-3.2 as outputs. With the G3-3.1 or G3-3.2 as an output measure, you may also select G3-3.3. If your work plan focuses on other capacity building activities for CNCS-supported organizations, you may select G3-3.17 and/or G3-3.16 as outputs.

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

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

<b>Measure G3-3.3</b>	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.
<b>Definition of Key Terms</b>	<p><b>Volunteer management:</b> A series of practices that collectively maximize the capacity of volunteers to have an impact on behalf of the organization or community. Examples of volunteer management practices include but are not limited to: development of a written volunteer generation plan, formal partnerships for volunteer recruitment, establishment of a volunteer unit within the program or organization, creation of volunteer manual/training/curriculum, regular supervision and communication with volunteers, liability coverage or insurance protection for volunteers, screening and matching volunteers to jobs*, regular collection of information on volunteer involvement, written policies and job descriptions for volunteer involvement, recognition activities, such as award ceremonies, for volunteers*, annual measurement of volunteer impact, training and professional development for volunteers*, and training for paid staff in working with volunteers.</p> <p>* These practices correlate strongest to volunteer retention according to a 2004 study by the Urban Institute, “Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report.”</p> <p>Additional resources on effective volunteer management practices are available at the CNCS Resource Center:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.nationalserviceresources.org/via">http://www.nationalserviceresources.org/via</a></li> <li>• <a href="http://www.nationalserviceresources.org/ep-vol-man">http://www.nationalserviceresources.org/ep-vol-man</a></li> </ul>
<b>How to Calculate/ Measure/ Collect Data</b>	<p>Only volunteer management practices implemented specifically as a result of capacity building activities provided by the CNCS-supported organization or national service participant(s) intended to support or enhance the program delivery model may be counted.</p> <p>Count of three or more effective volunteer management practices from the examples listed in the above definition, or included in the certification standards of an accredited volunteer administration program such as the Council for Certification in Volunteer Administration or university-based program, that were implemented by the CNCS-supported organization or national service participant(s). Each practice should support at least one of eight steps or functions for effectively managing volunteers as defined in the report “Volunteering Reinvented: Human Capital Solutions for the Nonprofit Sector.”</p> <ol style="list-style-type: none"> <li>1. Market Research and Community Needs Assessments</li> <li>2. Strategic Planning to Maximize Volunteer Impact</li> <li>3. Recruiting and Marketing to Prospective Volunteers</li> <li>4. Interviewing, Screening, and Selecting Volunteers</li> <li>5. Orienting and Training Volunteers</li> <li>6. Ongoing Supervision and Management</li> <li>7. Recognition and Volunteer Development</li> <li>8. Measuring Outcomes and Evaluating the Process</li> </ol> <p><i>Source: Corporation for National and Community Service, 2007, page 4.</i>  <a href="http://www.nationalservice.gov/pdf/07_0719_volunteering_reinvented.pdf">http://www.nationalservice.gov/pdf/07_0719_volunteering_reinvented.pdf</a></p> <p>Report a separate count of volunteer management practices implemented for each of the six Focus Areas. 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</p>

	<p>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.</p> <p>See the CNCS Resource Center, <a href="http://www.nationalserviceresources.org">www.nationalserviceresources.org</a>, to search for the organizational assessment tool that CNCS recommends applicants/grantees use to measure changes in organizational capacity.</p>
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<b>Measure G3-3.16</b>	Dollar value of cash resources leveraged by CNCS-supported organizations or national service participants
<b>Definition of Key Terms</b>	<p><b>Cash resources:</b> Cash, check, or other monetary gift.</p> <p><b>Leverage:</b> To garner additional resources or assets through capacity building activities (such as funding, volunteers, in-kind support, and partnerships).</p>
<b>How to Calculate Measure/Collect Data</b>	<p>Only cash resources raised specifically as a result of capacity building activities provided by the CNCS-supported organization or assigned national service participant(s) engaged in the capacity building activity intended to support or enhance the program delivery model may be counted.</p> <p>The organization must keep administrative records or other information management systems that enable them to track and verify the origin, intent and other transactional information on commitments and contributions of cash and in-kind resources. Inclusion of cash or in-kind resources in the count is subject to IRS limitations, and should not include contributions made to specific individuals, political organizations or candidates. Adhere to the following provisions adapted from the IRS' <i>Deducting Charitable Contributions</i>, <a href="http://www.irs.gov/newsroom/article/0,,id=106990,00.html">http://www.irs.gov/newsroom/article/0,,id=106990,00.html</a>:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>Report a separate count of dollars raised for each of the six Focus Areas.</p>

<b>Other Note</b>	<p>These activities and measure primarily apply to VISTA members. AmeriCorps members may not raise funds for the organization in general. Only program-specific fundraising is allowable.</p> <p>RSVP volunteers may participate in capacity-building (i.e. fund-raising) activities involving volunteer stations and other programmatic operations. Volunteers may also participate in sponsor-related fund-raising activities that support or promote a sponsor's specific programmatic initiatives, but <u>may not</u> participate in sponsor-related fund-raising activities that only support the overall administrative operations of the sponsor itself.</p> <p>AmeriCorps State/National fundraising requirements are: AmeriCorps members may raise resources directly in support of the program's service activities. AmeriCorps members may not: (1) Raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment; (2) Write a grant application to CNCS or to any other Federal agency. 45 CFR 2520.40. An AmeriCorps member may spend no more than ten percent of his or her originally agreed-upon term of service, as reflected in the member enrollment in the National Service Trust, performing fundraising activities §2520.45.</p>
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<b>Measure G3-3.17</b>	Dollar value of in-kind resources leveraged by CNCS-supported organizations or national service participants
<b>Definition of Key Terms</b>	<p><b>In-kind resources:</b> Non-cash contributions, including donated goods or services, expert advice, equipment or property.</p> <p><b>Leverage:</b> To garner additional resources or assets through capacity building activities (such as funding, volunteers, in-kind support, and partnerships).</p>
<b>How to Calculate Measure/Collect Data</b>	<p>Only in-kind resources raised specifically as a result of capacity building activities provided by the CNCS-supported organization or assigned national service participant(s) d engaged in the capacity building activity intended to support or enhance the program delivery model may be counted.</p> <p>The organization must keep administrative records or other information management systems that enable them to track and verify the origin, intent and other transactional information on commitments and contributions of cash and in-kind resources. The estimated value of in-kind resources should be calculated following IRS guidance for determining the value of non-cash charitable contributions, including donated property, for purposes of claiming tax deductions. Inclusion of cash or in-kind resources in the count is subject to IRS limitations, and should not include contributions made to specific individuals, political organizations or candidates. Adhere to the following provisions adapted from the IRS' <i>Deducting Charitable Contributions</i>, <a href="http://www.irs.gov/newsroom/article/0,,id=106990,00.html">http://www.irs.gov/newsroom/article/0,,id=106990,00.html</a>:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p>If the <i>tangible expenses</i> of providing pro bono services or the costs associated with</p>



	<p>volunteering are paid for by the volunteer or assumed by another organization, these costs can be at least partially included in the valuation of in-kind resources contributed. Applicants/grantees should consult and conform to IRS regulations for deducting charitable contributions to determine whether to include such expenses in the value of non-cash contributions.</p> <p>Examples of tools for calculating the value of in-kind resources include but are not limited to: Goodwill Industries' Donation Value Guide (<a href="http://www.goodwill.org/get-involved/donate/taxes-and-your-donation/">http://www.goodwill.org/get-involved/donate/taxes-and-your-donation/</a>), Charity Navigator's Guide to Donating Noncash Items (<a href="http://www.charitynavigator.org/index.cfm?bay=content.view&amp;cpid=335">http://www.charitynavigator.org/index.cfm?bay=content.view&amp;cpid=335</a>), and TurboTax's free ItsDeductible product (<a href="http://turbotax.intuit.com/personal-taxes/itsdeductible/">http://turbotax.intuit.com/personal-taxes/itsdeductible/</a>).</p> <p>Report a separate count of in-kind resources leveraged for each of the six Focus Areas.</p>
<b>Other Note</b>	<p>These activities and measure primarily apply to VISTA members. AmeriCorps members may not raise funds for the organization in general. Only program-specific fundraising is allowable.</p> <p>RSVP volunteers may participate in capacity-building (i.e. fund-raising) activities involving volunteer stations and other programmatic operations. Volunteers may also participate in sponsor-related fund-raising activities that support or promote a sponsor's specific programmatic initiatives, but <u>may not</u> participate in sponsor-related fund-raising activities that only support the overall administrative operations of the sponsor itself.</p> <p>AmeriCorps State/National fundraising requirements are: AmeriCorps members may raise resources directly in support of the program's service activities. AmeriCorps members may not: (1) Raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment; (2) Write a grant application to CNCS or to any other Federal agency. 45 CFR 2520.40. An AmeriCorps member may spend no more than ten percent of his or her originally agreed-upon term of service, as reflected in the member enrollment in the National Service Trust, performing fundraising activities §2520.45.</p>

## Other Community Priorities

## **Overview**

Through the 2011-2015 Strategic Plan, CNCS seeks to strengthen its collective capacity and that of the national service network to measure performance and account for federal appropriations. Community Priority Service Activities ensure that RSVP programs can continue to engage in appropriate service activities that may not necessarily lead to other national performance measures, but do support the intent of the authorizing legislation.

Grantees will, therefore, be required to develop a work plan to show the number of unduplicated volunteers engaged in Community Priority Service Activities. They will set applicant-determined targets and report on whether or not they meet those targets. For example, Projects will set targets, such as “x number of congregate meals supported by RSVP volunteers.” At the end of each grant year, grantees will report on the performance measure through a yes/no on whether they achieved this target goal. This performance measure is designed to ensure that an activity supported by appropriated funds has a corresponding performance measure while minimizing data collection burden.

## **Definition of Key Terms**

### **Community Priority Service Activity:**

- 1) Service activity conducted by RSVP volunteers that may not necessarily lead to other national performance measures but:
  - a) provides opportunities for senior service to address unmet local and State needs;
  - b) empowers people 55 years of age or older to contribute to their communities through service, enhance the lives of those who serve and those whom they serve, and provide communities with valuable services; and
  - c) provides opportunities for people 55 years of age or older to share their knowledge, experiences, abilities, and skills for the betterment of their communities and themselves.
- 2) Community Priority Service Activities shall not include any prohibited activities.

**Applicant-Determined Community Priority Service Activity Targets:** Target goals for each Community Priority Service Activity that are identified by the program. Unlike national performance measure outputs, these targets are not reported to CNCS. Instead, grantees will report yes/no, indicating whether they have achieved the target goals for all their Community Priority Service Activities.

## **Performance Measures in Community Priorities**

### **Outputs**

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The Community Priorities work plan:

- 1) May include all activities that do not lead to other national performance measures, but that:
    - a) provide opportunities for senior service to meet unmet local and State needs;
    - b) empower people 55 years of age or older to contribute to their communities through service, enhance the lives of those who serve and those whom they serve, and provide communities with valuable services; and
    - c) provide opportunities for people 55 years of age or older to share their knowledge, experiences, abilities, and skills for the betterment of their communities and themselves.
  - 2) Must not include activities that are prohibited by statute or regulation.
- You may reflect performance through measure SC1.
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<b>Measure SC1</b>	Yes/No met all Applicant-Determined Community Priority Service Activity Targets
<b>Definition of Key Terms</b>	<p><b>Community Priority Service Activity:</b></p> <p>1) Service activity conducted by RSVP volunteers that may not necessarily lead to other national performance measures but:</p> <ul style="list-style-type: none"> <li>a) provides opportunities for senior service to meet unmet local and State needs;</li> <li>b) empowers people 55 years of age or older to contribute to their communities through service, enhance the lives of those who serve and those whom they serve, and provide communities with valuable services; and</li> <li>c) provides opportunities for people 55 years of age or older to share their knowledge, experiences, abilities, and skills for the betterment of their communities and themselves.</li> </ul> <p>2) Community Priority service activities shall not include any prohibited activities.</p> <p><b>Applicant-Determined Community Priority Service Activity Targets:</b> Target goals for Community Priority Service Activity that are identified by the program. Unlike national performance measure outputs, these targets are not reported to CNCS. Instead, grantees will report yes/no that they have achieved the target goals for all their Community Priority Service Activities.</p>