

## 2011 National Performance Measures:

### Background Information -References and Authorities, Definitions, Suggestions regarding Data Collection, and Additional Notes

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

#### EDUCATION FOCUS AREA

Grants in the Education Focus Area will include programs that seek to contribute to the number of students who graduate from high school and college or university. In order to achieve that goal, the Corporation seeks to increase its investment in national service programs that improve academic outcomes for young children, youth, and young adults, particularly those in the lowest-performing schools.

Specifically, the Corporation seeks research- and evidence-based programs that help children and youth prepare for school; perform at grade-level; graduate from high school ready for college, work, and life; and succeed in college and university through academic engagement and civic participation.

- **Tutoring programs must select Measures ED1, and ED2, and then at least one measure from ED5-ED11 or ED26.**
- **Mentoring programs must select Measures ED3A, ED4A, and then at least one measure from ED5-ED11 or ED26.**
- **Teacher Corps must select Measures ED1 and ED2 and Measures ED12-ED 14 and Measures ED16-ED17. Measures ED 15, ED 18 and ED 19 are optional Teacher Corps measures.**
- **Early Childhood programs must choose measures ED20 and ED21 and then at least one measure from ED22-25.**
- **Education programs other than the above must choose measures ED1, ED2, and then at least one measure from ED5-ED11 or ED26.**

<b>Measure ED 1:</b>	<b>Number of students who start in an AmeriCorps education program.</b>
<b>References/ Authority:</b>	SAA Indicator: (i) Tutoring, or providing other academic support to elementary school and secondary school students.
<b>Definition of Key Terms</b>	<p><b>Education program:</b> AmeriCorps members help students maintain enrollment in and succeed in school (mentoring programs use ED3A and ED4A). The help that AmeriCorps members provide does not need to be in direct service to the students. However, the AmeriCorps members must provide direct support that makes the program possible.</p> <p><b>Elementary and secondary school students:</b> students enrolled in grades K-12.</p> <p><b>Start in:</b> students enrolled in the education program at the beginning of the program year. Counts may be updated if the number of participants increases.</p>

<b>How to Calculate Measure/ Collect Data:</b>	Count of students who enroll in the program. Students may or may not complete the program. Each student should be counted only once during the program year.
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<b>Measure ED 2:</b>	<b>Number of students who complete participation in an AmeriCorps education program.</b>
<b>References/ Authority:</b>	SAA Indicator: (i) Tutoring, or providing other academic support to elementary school and secondary school students.
<b>Definition of Key Terms</b>	<p><b>Education program:</b> AmeriCorps members help students maintain enrollment in and succeed in school (except mentoring or Teacher Corps programs). The help that AmeriCorps members provide does not need to be in direct service to the students. However, the AmeriCorps members must provide direct support that makes the program possible.</p> <p><b>Elementary and secondary school students:</b> Students enrolled in grades K-12.</p> <p><b>Complete participation:</b> At the outset of the activity, the program should indicate how many days or hours are 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 year. This number will be used as the denominator for selected measures and therefore the amount of attendance should be enough to influence the results.</p>
<b>How to Calculate Measure/ Collect Data:</b>	Count of students from Measure 1 who complete participation in the activity as indicated by above definition.
<b>Notes:</b>	This is the primary measure CNCS will use to establish how many students are participating in education programs other than mentoring, early childhood programs or Teacher Corps. Measure 1 and Measure 2 together will indicate how many students drop out/are retained by these programs.

<b>Measure ED 3A:</b>	<b>Number of disadvantaged youth/mentor matches that are commenced by the AmeriCorps program.</b>
<b>References/ Authority:</b>	SAA Indicator: (iii) Mentoring students, including adult or peer mentoring.
<b>Definition of Key Terms</b>	<p><b>Mentors</b> are adults who provide support to children or youth through either community based programs or school based programs:</p> <p><b>School-Based:</b> A continuous match, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year.</p> <p><b>Community-Based:</b> A continuous match, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months.</p> <p><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)</p> <p><b>Economic Disadvantage:</b> eligible for free (at or below 130% of poverty) or reduced</p>

	(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>
<b>How to Calculate Measure/ Collect Data:</b>	Programs will count the number of qualifying mentor-mentee matches that are initiated over the course of the program year. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees in the group should be counted.

<b>Measure ED 4A:</b>	<b>Number of disadvantaged youth/mentor matches that were sustained by the AmeriCorps program for at least the required time period.</b>
<b>References/ Authority:</b>	SAA Indicator: (iii) Mentoring students, including adult or peer mentoring.
<b>Definition of Key Terms</b>	<p><b>Mentors</b> are adults who provide support to children or youth through either community based programs or school based programs:</p> <p><b>School-Based:</b> A continuous match, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year.</p> <p><b>Community-Based:</b> A continuous match, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months.</p> <p><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.” SAA</p> <p><b>Economic Disadvantage:</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>
<b>How to Calculate Measure/ Collect Data:</b>	Programs will count the number of qualifying mentor-mentee matches that are sustained over the course of the program year. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees in the group should be counted.
<b>Notes:</b>	This is the primary measure CNCS will use to establish how many students are participating in mentoring programs. Measures ED3A and ED4A are intended to be used together to indicate the retention/drop out rate. 2010 Measures ED3 and ED4 have been retired for new applicants.

- Applicants providing an Education Program (except Teacher Corps and Early Childhood) must choose at least one measure from Measures ED5-ED11 or ED26. Choose a measure that aligns with your program design.
- Teacher Corps programs skip to Teacher Corps section.
- Early Childhood programs skip to Early Childhood section.

<b>Measure ED 5:</b>	<b>Number of students with improved academic performance, including on-time course completion.</b>
<b>References/ Authority:</b>	SAA Indicator: (ii) Student academic achievement.

<p><b>Definition of Key Terms</b></p>	<p><b>Students:</b> Those reported in either Measure ED2 or Measure ED4A.</p> <p><b>Improved academic performance:</b> as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized instrument. Many standardized test instruments provide expected levels of improvement for particular starting points. Those would be the most appropriate improvement levels for programs to select. Programs may request a post-test only assessment option that would count as “improved” only those students who perform at grade level on the post-test. Only those programs that demonstrate they are serving below grade level students and that demonstrate a sufficient reason for not conducting a pre-test/post-test may request this option.</p> <p>Standardized test/instrument: has been validated externally on a randomly-selected population of students. State standardized tests generally should NOT be used for non-Teacher Corps Programs as it is expected that the child’s classroom teacher would have the primary effect on these scores. Programs may request to use the state, standardized test but need to demonstrate that it is appropriate for their circumstances.</p> <p>The National Center on Response to Intervention web-site 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></p> <p>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>
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<p><b>How to Calculate Measure/ Collect Data:</b></p>	<p><b>Programs will report the number of students from Measure ED2 or Measure ED4A who:</b></p> <p>(1) achieve the “gain” or amount of progress that was approved at grant award, and/or  (2) perform on grade level if the post-test only method is being used.</p> <p><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>Programs should select a standardized test that:</b></p> <p>(1) measures the types of student skills/knowledge the program is trying to improve through its efforts,  (2) is appropriate for the grade level,  (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with and acceptable to the school where the program is providing services (different tests may be used at different schools).</p> <p><b>Regarding the use of state standardized tests administered by the school:</b> <i>(NOTE: These tests are not likely to be appropriate for tutoring programs and may not be used unless an exception has been granted.)</i> These tests have the advantage of already being in place and having an infrastructure to support their use, and of course students would have taken these tests anyway. State standardized tests can only be used if they are administered 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 does not 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 Resource Packet for a suggested method of requesting the data your program needs.</p> <p><b>Regarding the use of other standardized tests:</b> 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><b>Other Notes:</b></p>	<ul style="list-style-type: none"> <li>• At this time we are piloting a measure of academic achievement for literacy and math only.</li> </ul>

<p><b>Measure ED 6:</b></p>	<p><b>Number of youth who have improved their school attendance over the course of the AmeriCorps program’s involvement with the student.</b></p>
<p><b>References/ Authority:</b></p>	<p>SAA Indicator: (i) Student engagement, including student attendance and student behavior.</p>

<b>Definition of Key Terms</b>	<p><b>Youth:</b> Those reported in either Measure ED2 or Measure ED4A.</p> <p><b>AmeriCorps Program Involvement:</b> Starts on the date AmeriCorps members begin working with students and ends with the date their involvement with the students ends or the end of the contract year, whichever comes first. “Working with the students” does not need to be in direct work with the students. However, the AmeriCorps members must provide direct support that makes the program possible.</p> <p><b>Attended:</b> NCLB approved definition. Based on the academic literature, the desired target is “attended 90% of school days.” However, CNCS recognizes that some students might make huge improvements without hitting the 90% target and we want to capture that change over time.</p>
<b>How to Calculate Measure/ Collect Data:</b>	<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.</p> <p>School / classroom attendance logs. To get at improvement over time programs will need to obtain data on attendance prior to AmeriCorps program’s involvement with student.</p>
<b>Additional Notes:</b>	<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>

<b>Measure ED 7:</b>	<b>Number of students with no or decreased disciplinary referrals and suspensions over the course of the AmeriCorps program’s involvement.</b>
<b>References/ Authority:</b>	SAA Indicator: (i) Student engagement, including student attendance and student behavior.
<b>Definition of Key Terms</b>	<p><b>Students:</b> Those reported in either Measure ED2 or Measure ED4A.</p> <p><b>AmeriCorps Program Involvement:</b> Starts on the date AmeriCorps members begin working with students and ends with the date their involvement ends or the end of the contract year -- whichever comes first. “Working with the students” does not need to be in direct work with the students. However, the AmeriCorps members must provide direct support that makes the program possible. <b>Disciplinary Referral:</b> Serious disciplinary actions may include referrals to the principal’s office, referrals to alternative schools or programs, referrals to the juvenile justice system, in-school or out-of-school suspensions, or expulsions. <b>Suspension:</b> All disciplinary actions that result in the student being excluded from class.</p>
<b>How to Calculate Measure/ Collect Data:</b>	<p>Compare number of disciplinary referrals and suspensions between the start and end date of the AmeriCorps members’ involvement against the baseline for each student.</p> <p>School / classroom disciplinary records.</p>
<b>Additional Notes:</b>	<p>This measure is appropriate only for programs serving students with previously demonstrated disciplinary or suspension problems. The Program should demonstrate that students previously had disciplinary or suspension problems and that after attending the program, they had fewer disciplinary referrals and suspensions.</p>

<b>Measure ED 8:</b>	<b>Number of youth with decreased substance abuse, arrest, or gang involvement.</b>
<b>References/ Authority:</b>	SAA Indicator: (i) Student engagement, including student attendance and student behavior.

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

<b>Measure ED 9:</b>	<b>Number of students graduating from high school on time with a diploma.</b>
<b>References/ Authority:</b>	SAA Indicator: (iii) Secondary school graduation rates.
<b>Definition of Key Terms</b>	<p><b>Students:</b> Those reported in either Measure ED2 or Measure ED4A.</p> <p><b>On Time:</b> Within four years.</p>
<b>How to Calculate Measure/ Collect Data:</b>	School/district promotion and graduation records of individual students who participated in AmeriCorps program.
<b>Notes:</b>	<p>This performance indicator is best suited for AmeriCorps programs that primarily serve 11<sup>th</sup> and 12<sup>th</sup> graders and whose objective is promoting high school graduation.</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 high school graduation rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of high school graduation than this group.</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 graduate from high school; will the percentage you set challenge your program to reach that target?</li> </ul>

<b>Measure ED 10:</b>	<b>Number of students entering post-secondary institutions.</b>
<b>References/ Authority:</b>	SAA Indicator: (iv) Rate of college enrollment and continued college enrollment for recipients of a high school diploma.

<b>Definition of Key Terms</b>	<b>Students:</b> those reported in either Measure ED2 or Measure ED4A. <b>Post-secondary institutions</b> may include two-year and four-year colleges <b>Entering:</b> means matriculating as a full-time or part-time student.
<b>How to Calculate Measure/ Collect Data:</b>	Either Measure ED2 or Measure ED4A is the denominator. Registration records that confirm student enrollments or self report on follow up surveys.
<b>Notes:</b>	This performance indicator is best suited for AmeriCorps programs that focus on preparing high school students for college. <ul style="list-style-type: none"> <li>• Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve who enter post-secondary institutions? Or, what is the typical post-secondary school enrollment rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of post-secondary school enrollment than this group.</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 enter a post-secondary institution; will the percentage you set challenge your program to reach that target?</li> </ul>

<b>Measure ED 11:</b>	<b>Number of students earning a post-secondary degree.</b>
<b>References/ Authority:</b>	SAA Indicator: (iv) Rate of college enrollment and continued college enrollment for recipients of a high school diploma.
<b>Definition of Key Terms</b>	<b>Students:</b> those reported in either Measure ED2 or Measure ED4A. <b>Degree:</b> may include an associate degree from an accredited academic program or an occupational or vocational program; a bachelor’s degree (ex., BA, AB, BS); a master’s degree (ex.: MA, MS, MEng, MEd, MSW); a professional school degree (ex.: MD, DDS, DVM); or a doctorate degree (ex.: PhD, EdD).
<b>How to Calculate Measure/ Collect Data:</b>	Either Measure ED2 or Measure ED4A is the denominator. Registration records that confirm degree was earned or self report on follow up surveys.
<b>Notes:</b>	This performance indicator is best suited for AmeriCorps programs that focus on preparing high school students for college or programs that work with students in college to help them succeed. <ul style="list-style-type: none"> <li>• Can you develop a reasonable baseline or “comparison” group? For example, of the students you plan to serve, what proportion of those who graduate from high school typically complete a post-secondary degree? This would be your comparison group or the group who do not receive your service.</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 earn a post-secondary degree; will the percentage you set challenge your program to reach that target? Remember that the target you set would need to be higher than what occurs already in the comparison group so that you can show the difference that your program is making.</li> </ul>

**Teacher Corps Measures**

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

- Applicants providing a Teacher Corps Program must use Measures ED1 and ED2, Measures ED12-ED 14 AND Measures ED16 - ED17.
- Measures ED 15, ED18 and ED19 are optional.

<b>Measure ED 12:</b>	<b>Number of AmeriCorps members who begin serving as teachers through a Teacher Corps program.</b>
<b>References/ Authority:</b>	SAA Indicator: (vi) Any additional local indicator (applicable to a particular recipient and on which an improvement in performance is needed) relating to improving education for students, that is approved by the Corporation or a State Commission
<b>Definition of Key Terms</b>	<b>Teacher:</b> Is responsible for leading one or more classes of students in grades K-12.
<b>How to Calculate Measure/ Collect Data:</b>	Teacher Corps programs will identify the number of AmeriCorps members who are working as teachers.

<b>Measure ED 13:</b>	<b>Number of AmeriCorps members who completed serving as teachers through a Teacher Corps program.</b>
<b>References/ Authority:</b>	SAA Indicator: (vi) Any additional local indicator (applicable to a particular recipient and on which an improvement in performance is needed) relating to improving education for students, that is approved by the Corporation or a State Commission.
<b>Definition of Key Terms</b>	Number of AmeriCorps members identified in Measure ED12 who completed their term of service.
<b>How to Calculate Measure/ Collect Data:</b>	Teacher Corps programs will identify the number of AmeriCorps members who complete the Teacher Corps program. The Corporation will verify with Trust Data.

<b>Measure ED 14:</b>	<b>Number of individuals teaching in high need schools.</b>
<b>References/ Authority:</b>	SAA Indicator: (vi) Any additional local indicator (applicable to a particular recipient and on which an improvement in performance is needed) relating to improving education for students, that is approved by the Corporation or a State Commission.
<b>Definition of Key Terms</b>	<b>Individuals:</b> Teachers counted in Measure ED13. <b>High need:</b> Any school that meets the definitions outlined in the Race to the Top Notice of Funding Opportunity (CFDA #:84.395A) for High Poverty School or Persistently Low Achieving School. <a href="http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf">http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf</a>

**ED 15 is Optional**

<b>Measure ED 15:</b>	<b>Number of students in AmeriCorps teacher classrooms with improved academic performance.</b>
<b>References/ Authority:</b>	SAA Indicator: (ii) Student academic achievement.
<b>Definition of Key Terms</b>	<p><b>Students:</b> The students completing the school year who are enrolled in the classes taught by teachers counted in Measure ED13 and who are counted in Measure ED2.</p> <p><b>Improved academic performance:</b> as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized instrument. Many standardized test instruments provide expected levels of improvement for particular starting points. Those would be the most appropriate improvement levels for programs to select. Programs may request a post-test only assessment option that would count as “improved” only those students who perform at grade level on the post-test. Only those programs that demonstrate they are serving below grade level students and that demonstrate a sufficient reason for not conducting a pre-test/post-test may request this option.</p> <p><b>Standardized test/instrument:</b> has been validated externally on a randomly-selected population of students; may be a state, standardized test or other standardized test.</p>

<p><b>How to Calculate Measure/ Collect Data:</b></p>	<p><b>Programs will report the number of students from Measure ED2 who:</b>  (1) achieve the “gain” or amount of progress that was approved at grant award, and/or  (2) perform on grade level if the post-test only method is being used.</p> <p><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>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> These tests have the advantage of already being in place and having an infrastructure to support their use, and of course students would have taken these tests anyway. State standardized tests can only be used if they are administered near the end of the prior year and then again near the end of the current year (this will not be the case for all grade levels). Programs may request a post-test only assessment option that would count as “improved” only those students who perform at grade level on the post-test. Only those programs that demonstrate they are serving below grade level students and that demonstrate a sufficient reason for not conducting a pre-test/post-test may request this option.</p> <p><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 does not violate FERPA (the Family Educational Rights and Privacy Act).</p> <p>These data have the disadvantage that you will not be able to count children who were in a different school district in the year prior to service or transfer away from the school during the school year unless the two school systems are within the same state and efforts are made to match pre-service scores in one district with post-service scores in another. See the Resource Packet for a suggested method of requesting the data you need.</p> <p>Regarding the use of other standardized tests: The test should be administered to the students participating in the program before they begin service and again near the end of the service delivery period. Some tests suggest measuring improvement at more points during the year. Programs should follow the instructions provided by the test they have selected.</p>
<p><b>Other Notes:</b></p>	<ul style="list-style-type: none"> <li>• At this time we are piloting a measure of academic achievement for literacy and math only.</li> </ul>

<b>Measure ED 16:</b>	<b>Number of individuals teaching in schools in the year after term of service.</b>
<b>References/ Authority:</b>	SAA Indicator: (vi) Any additional local indicator (applicable to a particular recipient and on which an improvement in performance is needed) relating to improving education for students, that is approved by the Corporation or a State Commission.
<b>Definition of Key Terms</b>	<b>Individuals:</b> AmeriCorps teachers counted in Measure ED 13. <b>Teaching:</b> Having primary responsibility for at least one classroom of children in grades K-12. <b>After Term of Service:</b> Refers to the school year after the term of service ends.
<b>How to Calculate Measure/ Collect Data:</b>	Follow-up survey of Teacher Corps members; program administrative records.

<b>Measure ED 17:</b>	<b>Number of teachers remaining in the education field, but not teaching in a school (school support staff, school administration, district administration policy, education nonprofits, etc.) after their term of service.</b>
<b>References/ Authority:</b>	SAA Indicator: (vi) Any additional local indicator (applicable to a particular recipient and on which an improvement in performance is needed) relating to improving education for students, that is approved by the Corporation or a State Commission.
<b>Definition of Key Terms</b>	<b>Teachers:</b> AmeriCorps teachers counted in Measure ED13 <b>Not teaching in a school:</b> school support staff, school administration, district administration policy, education non-profits, etc. <b>After Term of Service:</b> refers to the school year after the term of service ends.
<b>How to Calculate Measure/ Collect Data:</b>	Follow-up survey of Teacher Corps members; program administrative records

**Measures ED18 and ED19 are optional.**

<b>Measure ED 18:</b>	<b>Number of teachers who have had a positive impact on student learning as determined by observation-based assessments of teacher performance.</b>
<b>References/ Authority:</b>	SAA Indicator: (ii) Student academic achievement.
<b>Definition of Key Terms</b>	<b>Teachers:</b> AmeriCorps teachers counted in Measure ED13.
<b>How to Calculate Measure/ Collect Data:</b>	Consistent with Race to the Top, this measure can be used as an optional supplement to academic achievement for assessing teacher effectiveness.
<b>Other Notes:</b>	Race to the Top suggests an observation-based assessment approach to supplement student performance. <a href="http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf">http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf</a>

<b>Measure ED 19:</b>	<b>Number of individuals receiving certification to teach in schools after their term of service.</b>
<b>References/ Authority:</b>	SAA Indicator: (vi) Any additional local indicator (applicable to a particular recipient and on which an improvement in performance is needed) relating to improving education for students, that is approved by the Corporation or a State Commission.
<b>Definition of Key Terms</b>	Receiving certification: according to NCLB standard.
<b>How to Calculate Measure/ Collect Data:</b>	Follow-up survey of Teacher Corps members; program administrative records

**Early Childhood programs must choose measures ED20 and ED21 and then at least one measure from ED22-25.**

<b>Measure ED 20:</b>	<b>Number of children who start in an AmeriCorps early childhood education program.</b>
<b>Definition of Key Terms</b>	<b>Education program:</b> AmeriCorps members help pre-K students maintain enrollment in and succeed in early childhood education programs. The help that AmeriCorps members provide does not need to be in direct service to the students. However, the AmeriCorps members must provide direct support that makes the program possible. <b>Start in:</b> students enrolled in the early childhood education program at the beginning of the program year. Counts may be updated if the number of participants increases.
<b>How to Calculate/Measure/Collect Data:</b>	Count of students who enroll in the program. Students may or may not complete the program. Each student should be counted only once during the program year.

<b>Measure ED 21:</b>	<b>Number of children who complete participation in an AmeriCorps early childhood education program.</b>
<b>Definition of Key Terms</b>	<b>Education program:</b> AmeriCorps members help pre-K students maintain enrollment in and succeed in early childhood education programs. The 'help' that AmeriCorps members provide does not need to be in direct service to the students. However, the AmeriCorps members must provide direct support that makes the program possible. <b>Complete participation:</b> At the outset of the activity, the program should indicate how many days or hours are 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 year. This number will be used as the denominator for selected measures and therefore the amount of attendance should be enough to influence the results.
<b>How to Calculate Measure/ Collect Data:</b>	Count of students from Measure 20 who complete participation in the activity as indicated by above definition.
<b>Notes:</b>	This is a primary measure CNCS will use to establish how many children are participating in early childhood education programs. Measure 20 and Measure 21 together will indicate how many children drop out/are retained by these programs.

<b>Measure ED 22:</b>	<b>Number of children accessing high quality early childhood education programs</b>
<b>References/ Authority:</b>	<p>The State of Preschool, 2009, National Institute for Early Education Research, <a href="http://www.nieer.org">www.nieer.org</a></p> <p>Prepared for Kindergarten: What does readiness mean? Debra Ackerman and W. Steven Barnett, <a href="http://www.nieer.org">www.nieer.org</a></p> <p>Head Start Impact Study, Final Report, January 2010, US Dept of Health and Human Services, Administration on Children and Families</p> <p>Head Start Family and Child Experiences Survey (FACES) 1997-2010 <a href="http://www.acf.hhs.gov/programs/opre/hs/faces/">http://www.acf.hhs.gov/programs/opre/hs/faces/</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>Definition of Key Terms</b>	<p><b>High quality:</b> Early childhood education programs with all four of the following characteristics--</p> <ul style="list-style-type: none"> <li>• Teacher &amp; Assistant teacher qualifications</li> <li>• Class size limits</li> <li>• Appropriate teacher to child ratios</li> <li>• Learning and development occurs across all domains with programs that address children’s physical well-being and motor development, social/emotional development, approaches towards learning, language development and cognition.</li> </ul> <p><b>Access:</b> By “accessing” we are referring to children enrolled in high quality early childhood education programs as opposed to children to whom such programs are available.</p>
<b>How to Calculate Measure/Collect Data</b>	Count of students from Measure 21 who are enrolled in an AmeriCorps early childhood education program that is either a high quality program or is conducted through or in addition to a high quality early childhood education program. Programs providing services or supplementary instruction to children in early childhood education programs that are not high quality according to the definition above, should not select this measure.

<b>Measure ED 23</b>	<b>Number of children demonstrating gains in school readiness in terms of social and emotional development.</b>
<b>References/ Authority:</b>	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> .
<b>Definition of Key Terms</b>	<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> <p><b>Social and emotional development:</b> this particular school readiness indicator is the focus for Measure 23</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 social and emotional development.</p> <p>Accredited early childhood education programs may already have state requirements in place for assessing the social and emotional development of children to determine school readiness. For example, such a measure may be:  “‘The number of children who often or very often exhibit positive social behaviors when interacting with their peers”.</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)  <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>
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<b>Measure ED 24</b>	<b>Number of children demonstrating gains in school readiness in terms of literacy skills</b>
<b>References/ Authority:</b>	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> .
<b>Definition of Key Terms</b>	<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> <p><b>Literacy skills:</b> this particular school readiness indicator is the focus for Measure 24</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 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)  <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>

<b>Measure ED 25</b>	<b>Number of children demonstrating gains in school readiness in terms of numeracy (math) skills</b>
<b>References/ Authority:</b>	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> .
<b>Definition of Key Terms</b>	<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> <p><b>Numeracy skills:</b> this particular school readiness indicator is the focus for Measure 25.</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 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)  <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>
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<b>Measure ED 26:</b>	<b>Number of students acquiring a GED.</b>
<b>References/ Authority:</b>	SAA Indicator: (iii) Secondary school graduation rates.
<b>Definition of Key Terms</b>	<b>Students:</b> Those reported in either Measure ED2 or Measure ED4A.
<b>How to Calculate Measure/ Collect Data:</b>	GED completion records of individual students who participated in AmeriCorps program.
<b>Notes:</b>	<p>This performance indicator is best suited for AmeriCorps programs that primarily serve 11<sup>th</sup> 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

Grants in the Healthy Futures Focus Area will meet health needs within communities including access to care, aging in place, and addressing childhood obesity. Access to care is broadly defined and may include health insurance, culturally appropriate health care interventions, transportation, language translation, access to disease and disability prevention, health promotion initiatives, health literacy and efforts to address health disparities. Grants may support older adults, homebound individuals and disabled individuals with activities such as food delivery, transportation or other services that allow them to live independently, including evidence-based programs supported by other partner agencies such as the U. S. Departments of Health and Human Services and Veterans Affairs. The Corporation seeks to fund programs that target risk factors for childhood obesity, including poor nutrition and physical inactivity, and that reflect the recommendations of the National Prevention Council and the White House Task Force on Childhood Obesity.

- Applicants must select at least one of the measures (H1-H8) that matches their program model.
- Applicants must develop their own aligned outcome measures.

<b>Measure H1:</b>	<b>Number of individuals who are uninsured, economically disadvantaged, medically underserved, or living in rural areas utilizing preventive and primary health care services and programs.</b>
<b>References/ Authority:</b>	SAA indicator: (i) Access to health services among economically disadvantaged individuals and individuals who are members of medically underserved populations.  SAA activity: (ii) Assisting individuals in obtaining access to health services, including oral health services, for themselves or their children.  SAA activity: (iii) Educating economically disadvantaged individuals and individuals who are members of medically underserved populations about, and engaging individuals described in this clause in, initiatives regarding navigating the health services system and regarding disease prevention and health promotion, with a particular focus on common health conditions, chronic diseases, and conditions, for which disease prevention and health promotion measures exist and for which socioeconomic, geographic, and racial and ethnic health disparities exist.

<b>Definition of Key Terms</b>	<p><b>Uninsured:</b> An individual lacks insurance coverage. (This definition is consistent with the National Health Information Survey (NHIS).</p> <p><b>Economically disadvantaged individuals:</b> Meet income eligibility criteria for Medicaid or SCHIP in the state where the individual/family accessing services resides; do not have to meet other eligibility criteria.</p> <p><b>Medically underserved:</b> An individual who lives in a medically underserved area, as defined by HHS, or is a member of a medically underserved population. The term ‘medically underserved population’ has the meaning given that term in section 330(b)(3) of the Public Health Service Act (42 U.S.C. 254b(b)(3)). Programs may also provide justification for other medically underserved populations.</p> <p><b>Healthcare services:</b> Accessible, comprehensive, continuous, and coordinated care to preserve health and prevent, treat or manage disease or infirmity, provided and consistently available in the context of family and community.</p> <p><b>Preventive health care services:</b> Preventive health behavior is "any activity undertaken by an individual who (believed to be) healthy for the purpose of preventing or detecting illness in an asymptomatic state" (Kasl and Cobb 1966, p.246).</p> <p><b>Primary health care:</b> The concept of primary health care was defined by the World Health Organization in 1978 as both a level of health service delivery and an approach to health care practice. Primary care, as the provision of essential health care, is the basis of a health care system. This is in contrast to secondary health care, which is consultative, short term, and disease oriented for the purpose of assisting the primary care practitioner.</p>
<b>How to Measure/Collect Data:</b>	<p>Count unduplicated new individuals who actually use the preventive and primary health care services and programs, as a result of the grantee’s activities.</p> <p>Grantee records that are follow-up data on clients referred to health care services and programs. Requires grantee to follow-up with client.</p>

<b>Measure H2:</b>	<b>Number of clients to whom information on health insurance, health care access and health benefits programs is delivered.</b>
<b>References/Authority:</b>	<p>SAA indicator: (ii) Access to health services for uninsured individuals, including such individuals who are economically disadvantaged children.</p> <p>SAA activity: (ii) Assisting individuals in obtaining access to health services, including oral health services, for themselves or their children.</p> <p>SAA activity: (i) Assisting economically disadvantaged individuals in navigating the health services system.</p> <p>SAA activity: (iii) Educating economically disadvantaged individuals and individuals who are members of medically underserved populations about, and engaging individuals described in this clause in, initiatives regarding navigating the health services system and regarding disease prevention and health promotion, with a particular focus on common health conditions, chronic diseases, and conditions, for which disease prevention and health promotion measures exist and for which socioeconomic, geographic, and racial and ethnic health disparities exist.</p>

<b>Definition of Key Terms</b>	<p>The information may be delivered using methods such as individual-level interactions, group-level interactions, hotlines, clearinghouses, etc.</p> <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 Measure/Collect Data:</b>	<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>

<b>Measure H3:</b>	<b>Number of clients enrolled in health insurance, health services, and health benefits programs.</b>
<b>References/Authority:</b>	<p>SAA indicator: (i) Access to health services among economically disadvantaged individuals and individuals who are members of medically underserved populations.</p> <p>SAA indicator: (ii) Access to health services for uninsured individuals, including such individuals who are economically disadvantaged children;</p> <p>SAA activity: (i) Assisting economically disadvantaged individuals in navigating the health services system;</p> <p>SAA activity: (ii) Assisting individuals in obtaining access to health services, including oral health services, for themselves or their children;</p> <p>SAA activity: (iii) Educating economically disadvantaged individuals and individuals who are members of medically underserved populations about, and engaging individuals described in this clause in, initiatives regarding navigating the health services system and regarding disease prevention and health promotion, with a particular focus on common health conditions, chronic diseases, and conditions, for which disease prevention and health promotion measures exist and for which socioeconomic, geographic, and racial and ethnic health disparities exist.</p>

<b>Definition of Key Terms</b>	<p>Enrolled would mean newly enrolled, as a result of grantee activities. Clients may or may not have existing health insurance, or previous use of health services and health benefits programs.</p> <p><b>Health insurance:</b> is 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>
<b>How to Measure/ Collect Data:</b>	<p>The new unduplicated clients that were ultimately enrolled in a health insurance, health services, or health benefits program. Count each client only once. For example, enrolling a client in health insurance and then enrolling that same client in a health service would count as one client.</p> <p>Grantee records or data (application and follow-up) on client enrollment and health insurance status.</p>

<b>Measure H4:</b>	<b>Number of clients participating in health education programs.</b>
<b>References/Authority:</b>	<p>SAA indicator: (iii) Participation, among economically disadvantaged individuals and individuals who are members of medically underserved populations, in disease prevention and health promotion initiatives, particularly those with a focus on addressing common health conditions, addressing chronic diseases, and decreasing health disparities.</p> <p>SAA indicator: (iv) Literacy of patients regarding health</p> <p>SAA activity: (ii) Assisting individuals in obtaining access to health services, including oral health services, for themselves or their children;</p> <p>SAA activities: (vii) Assisting in health promotion interventions that improve health status, and helping people adopt and maintain healthy lifestyles and habits to improve health status;</p> <p>SAA activity: (iii) Educating economically disadvantaged individuals and individuals who are members of medically underserved populations about, and engaging individuals described in this clause in, initiatives regarding navigating the health services system and regarding disease prevention and health promotion, with a particular focus on common health conditions, chronic diseases, and conditions, for which disease prevention and health promotion measures exist and for which socioeconomic, geographic, and racial and ethnic health disparities exist.</p>
<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. <i>Health Promotion Planning: An Educational and Ecological Approach</i>, 3rd ed. Mountain View, CA: Mayfield Publishing Company; 1999.) An educational process by which the public health system conveys information to the community regarding community health status, health care needs, positive health behaviors and health care policy issues. (National Public Health Performance Standards Project.)</p>

<b>How to Measure/Collect Data:</b>	Count unduplicated new clients who participate in the grantee's health education program. If the health education program has multiple sessions, topics, etc., count the client once. Do not count clients by number of sessions. For example, if a health education program meets once a month for one year, and has 12 participants who complete, then only report 12 (not 144).
	Grantee collects data on clients attending each session. Logs, case management systems, etc.

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

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

<b>Measure H7:</b>	<b>Number of clients receiving language translation services at clinics and in emergency rooms.</b>
<b>References/Authority:</b>	SAA activity: (v) Providing translation services at clinics and in emergency rooms to improve health services.  SAA activity: (ii) Assisting individuals in obtaining access to health services, including oral health services, for themselves or their children;

<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 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>

<b>Measure H8:</b>	<b>Number of homebound OR older adults and individuals with disabilities receiving food, transportation, or other services that allow them to live independently.</b>
<b>References/Authority:</b>	SAA Indicator: (ix) Addressing issues faced by home-bound citizens, such as needs for food deliveries, legal and medical services, nutrition information, and transportation.
<b>Definition of Key Terms</b>	<p><b>Homebound: Individuals unable to leave their personal residence due to disability, injury, or age; may be a short term or long term need; for example, an individual may have a broken hip that prevents them from driving for a few months but after the injury has healed they no longer require help to live independently.</b></p> <p><b>Older Adults: Individuals age 65 or older.</b></p> <p><b>Person 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, even though no impairment in fact exists.</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> <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>
<b>How to Measure/Collect Data:</b>	<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>Project Star information kits created for Senior Corps provide some information about how to track services.</p>

**OPPORTUNITY FOCUS AREA**

Grants in the Opportunity Focus Area will meet the needs of economically vulnerable Americans, their families and their communities. Opportunity programs may include activities that assist individuals and families that are homeless or at risk of homelessness; provide financial literacy training and tools designed to improve financial security; and expand employment possibilities. Opportunity programs include those that engage economically vulnerable Americans as AmeriCorps members leading to positive employment and/or educational outcomes. The Corporation will also support programs undertake community-based strategies to redevelop local areas that are struggling with under-investment and other barriers to economic opportunity.

**Applicant must select at least one measure (O1-O7) that matches their program model. (See measures O12-O17 if primary focus of program is on member development.)**

- **If selecting Measure O1, must also select Measure O9.**
- **If selecting Measure O3, must also select Measure O10.**
- **If selecting Measure O5, must also select Measure O11.**
- **If selecting Measures O2, O4, O6, or O7, applicants must develop their own aligned measure.**

<b>Measure O1:</b> (must also select Measure O9)	<b>Number of economically disadvantaged individuals receiving financial literacy services.</b>
<b>References/Authority:</b>	SAA activity: (i) Providing financial literacy education to economically disadvantaged individuals, including financial literacy education with regard to credit management, financial institutions including banks and credit unions, and utilization of savings plans.
<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> “financial literacy education with regard to credit management, financial institutions including banks and credit unions, and utilization of savings plans” SAA.</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>
<b>Measure O2:</b>	<b>Number of economically disadvantaged individuals receiving job training and other skill development services.</b>

<b>References/Authority:</b>	SAA indicator: (iii) The number of economically disadvantaged individuals with access to job training and other skill enhancement.  SAA activity: Facilitating enrollment in and completion of job training for economically disadvantaged individuals.
<b>Definition of Key Terms</b>	<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. <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. <b>Other skill development services:</b> these include: <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> </ul> <u>Job Training Policy in the United States</u> , The Upjohn Institute, 2004.
<b>How to Calculate Measure/ Collect Data:</b>	Unduplicated count of individuals completing the job training or skill development service for which they have signed up.  Suggested method is course attendance records.

<b>Measure O3:</b> (must also select Measure O10)	<b>Number of economically disadvantaged individuals receiving job placement services.</b>
<b>References/Authority:</b>	SAA activity: (vii) Assisting economically disadvantaged individuals in obtaining access to job placement assistance.
<b>Definition of Key Terms</b>	<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. <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. <b>Other skill development services:</b> these include: <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> </ul> P. 3, <u>Job Training Policy in the United States</u> , The Upjohn Institute, 2004.

<b>How to Calculate Measure/ Collect Data:</b>	Unduplicated count of individuals completing the job placement services for which they have signed up.
	Course attendance records.

<b>Measure O4:</b>	<b>Number of housing units developed, repaired, or otherwise made available for low-income individuals, families or people with disabilities.</b>
<b>References/Authority:</b>	SAA indicator: (ii) The number of housing units built or improved for economically disadvantaged individuals or low-income families.  SAA activity: (ii) Assisting in the construction, rehabilitation, or preservation of housing units, including energy efficient homes, for economically disadvantaged individuals.
<b>Definition of Key Terms</b>	<b>Housing unit:</b> A single-family home (including a mobile home if permanently placed), an apartment, or a room in a group home for people with disabilities. <b>Developed:</b> “Develop” means build new or substantially rehabilitate (the alternative to rehabilitation is that the unit was uninhabitable or soon would have become so). Involves replacing major systems such as the roof, the plumbing, the wiring, the foundation, or elevating the unit as required by a flood plain standard. <b>Repaired:</b> “Repair” is a more modest level of physical work on the unit, such as weatherizing, painting, replacing appliances. Can use dollar cut-off to distinguish “developed” from “repaired” (e.g., 30K/unit) or can distinguish by whether major systems are replaced. Dollar cut-off would require valuing volunteer labor, distinguishing between skilled trades and other workers. <b>Otherwise made available:</b> Activities that make available <u>through improved access</u> a housing unit that is in the housing stock and likely to remain habitable. For example, assistance in searching for the unit, a rent subsidy that makes the unit affordable to the individual or family. <b>Individuals and families:</b> same as census definition of “household.” <b>People with disabilities:</b> Subset of individuals and families that meets a definition related to inability to live independently without support (could use HUD definition). Separate mention in this measure may not be needed, but could leave it in and count units for people with disabilities separately to acknowledge emphasis on this population. <b>Low-income:</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.
<b>How to Calculate Measure/ Collect Data:</b>	Unduplicated count of <b>Housing Units</b> developed, repaired, or otherwise made available as defined here for low income individuals, families or persons with disabilities. This count indicates that the work has been completed to make the units available but they may or may not have been occupied.
	Inspection report, certificate of occupancy, or other verification from an external agency that the work was completed.

<b>Measure O5:</b> (must also select Measure O11)	<b>Number of economically disadvantaged individuals, including homeless individuals, receiving housing placement services.</b>
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<b>References/Authority:</b>	SAA activity: (iii) Assisting economically disadvantaged individuals, including homeless individuals, in finding placement in and maintaining 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> Use current HUD definition, which limits homeless people to people who spend the night in a place not intended for human habitation, in an emergency shelter, or in a transitional housing facility. Very difficult to distinguish other people “at risk” of homelessness from poor people in general.</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 placement 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. Service requires an engagement with the individual in person, by phone, or through a web-interface. Pamphlets, brochures, or web-based information that does not involve a human interaction is not sufficient.</p>
<b>How to Calculate Measure/ Collect Data:</b>	<p>Count of individuals as defined above benefitting from the housing placement 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>Client tracking database or tracking form.</p>

<b>Measure O6:</b>	<b>Number of individuals receiving emergency food from food banks, food pantries, or other nonprofit organizations.</b>
<b>References/Authority:</b>	<p>SAA Indicator: (viii) Carrying out a program that seeks to eliminate hunger in low-income communities and rural areas through service in projects –</p> <ul style="list-style-type: none"> <li>(I) involving food banks, food pantries, and nonprofit organizations that provide food during emergencies</li> <li>(II) seeking to address the long-term causes of hunger through education and the delivery of appropriate services</li> <li>(III) providing training in basic health, nutrition, and life skills necessary to alleviate hunger in communities and rural areas; or assisting individuals in obtaining information about federally supported nutrition programs</li> </ul>
<b>Definition of Key Terms</b>	Note that this measure is about “emergency” assistance which 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 Measure/ Collect Data:</b>	<p>Count of individuals for whom the distributed food is intended. Should only be counted the first time they are served.</p> <p>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” than the count is “4” rather than “1”.</p> <p>Client tracking database or tracking form.</p>

**Please note: Measure O8 has been intentionally deleted**

<b>Measure O7:</b>	<b>Number of individuals receiving support, services, education and/or referrals to alleviate long-term hunger.</b>
<b>References/Authority:</b>	SAA Indicator: (viii) Carrying out a program that seeks to eliminate hunger in low-income communities and rural areas through service in projects – <ul style="list-style-type: none"> <li>(I) involving food banks, food pantries, and nonprofit organizations that provide food during emergencies</li> <li>(II) seeking to address the long-term causes of hunger through education and the delivery of appropriate services</li> <li>(III) providing training in basic health, nutrition, and life skills necessary to alleviate hunger in communities and rural areas; or assisting individuals in obtaining information about federally supported nutrition programs</li> </ul>
<b>Definition of Key Terms</b>	<b>Long-term hunger:</b> 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> <b>Support, services, education, or referrals:</b> helps qualifying individuals access food, provides nutritional services, education and life skills to alleviate the food insecurity experienced by the individual/family. 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.
<b>How to Measure/Collect Data:</b>	Count of individuals receiving the support, services, education and/or referrals. Each individual should be counted only once regardless of the number of different services received during the year. Only count individuals directly engaged in the service.
<b>Other Notes:</b>	Programs may not focus their services solely on providing referrals to Federal assistance programs.

**Applicants selecting Measure O1 must also select Measure O9.**

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

**Applicants selecting Measure O3 must also select Measure O10.**

<b>Measure O10:</b>	<b>Number of economically disadvantaged individuals placed in jobs.</b>
<b>References/Authority:</b>	SAA activity: (vii) Assisting economically disadvantaged individuals in obtaining access to job placement assistance.

<b>Definition of Key Terms</b>	<b>Economically disadvantaged individuals:</b> Individuals counted for Measure O3 <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.
<b>How to Calculate Measure/ Collect Data:</b>	This is the numerator for Measure O3. Count of individuals receiving services in Measure O3 who are hired into a new job. Count each individual only once even if the individual receives placement in more than one job. Suggested method is a copy of acceptance letter from employer or copy of first pay stub.

**Applicants selecting Measure O5 must also select Measure O11.**

<b>Measure O11:</b>	<b>Number of economically disadvantaged individuals, including homeless individuals, transitioned into safe, healthy, affordable housing.</b>
<b>References/Authority:</b>	SAA activity: (iii) Assisting economically disadvantaged individuals, including homeless individuals, in finding placement in and maintaining housing.
<b>Definition of Key Terms</b>	<b>Homeless:</b> People who spend the night in a place not intended for human habitation, in an emergency shelter, or in a transitional housing facility. See Dept. of Housing and Urban Development definition <a href="http://www.hud.gov/homeless/definition.cfm">http://www.hud.gov/homeless/definition.cfm</a> <b>Individuals:</b> All persons in a family except unborn children. <b>Affordable housing:</b> Evidence of affordability can be demonstrated in permanence. If individual or family cannot afford the rent and is evicted for non-payment or has to move to avoid eviction, the unit is not permanent. Affordability is defined in two ways, either of which may be appropriate for this purpose. 1) The unit costs not more than a percentage of the household's actual income (the standard rule is 30 percent, but the Housing Choice Voucher program provides precedent for going to 40 percent), or 2) the housing unit costs no more than 9 percent of the local area median income (that is, 30 percent of an income at 30 percent of the local AMI, which on national average is the poverty level). <b>Safe, healthy housing:</b> The housing unit passes an inspection standard related to immediate health and safety (not durability). The Housing Quality Standards used for the Housing Choice Voucher and many other housing programs would work, but self-certification by the grantee probably is good enough.
<b>How to Calculate Measure/ Collect Data:</b>	Count of Individuals. Each unique person who will be occupying the unit legally including adults and children but not unborn children. Proof of residence such as lease or mortgage.

***Opportunity Measures Related to Creating Greater Opportunity for AmeriCorps Members***

Applicants should only select these measures if part of their approved program design is a focus on helping economically disadvantaged members complete their high school education, attend college, and/or obtain employment.

**Applicants must select at least one of the measures (O12-O14) that matches their program model and then the accompanying measure (O15-O17).**

- **If selecting Measure O12, then applicant must also select Measure O15.**
- **If selecting Measure O13, then applicant must also select Measure O16.**
- **If selecting Measure O14, then applicant must also select Measure O17.**

<b>Measure O12:</b> (must also select O15)	<b>Number of economically disadvantaged AmeriCorps members who are unemployed prior to their term of service.</b>
<b>References/Authority:</b>	SAA activity: (vii) Assisting economically disadvantaged individuals in obtaining access to job placement assistance.  This complies with the Corporation’s goal of: “Building character and creating career and educational opportunities through the volunteer experience.” Source: Corporation website: <a href="http://www.nationalservice.gov/about/role_impact/what_we_do.asp">http://www.nationalservice.gov/about/role_impact/what_we_do.asp</a>
<b>Definition of Key Terms</b>	This measure is a <b>count of individuals</b> who are entered into the Corporation’s National Service Trust database, who complete their term of service, earn an education award, or leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the trust, or who are dismissed, will not be counted. <b>Economically disadvantaged AmeriCorps members:</b> Current AmeriCorps members who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance. <b>Unemployed:</b> do not have paid, regular employment or were not serving in the military/national guard within the month prior to beginning their AmeriCorps term of service.
<b>How to Calculate Measure/ Collect Data:</b>	Count of economically disadvantaged AmeriCorps members who are unemployed prior to their term of service according to above definition.  Suggested: Self-report of AmeriCorps member at beginning of term of service. Program will have to wait until end of term of service to determine if the member should be counted here. Would only be counted if: (1) meet the count of individuals as define above and (2) have not been admitted for another term of service.

<b>Additional Notes:</b>	<p>If the applicant’s goal is to help the AmeriCorps members obtain employment during their term of service that may result in the AmeriCorps members leaving service early, they should ensure that the program has approved design that includes exit for “compelling personal circumstances” as specified in 45 CFR §2522.230.</p> <p>The program should collect the data at the time the AmeriCorps member begins service. In the future CNCS may be able to collect through the portal instead.</p> <p>What were you doing most of last month?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working at a regular job</li> <li><input type="checkbox"/> Serving in the military / reserves</li> <li><input type="checkbox"/> Working sporadically</li> <li><input type="checkbox"/> Looking for work</li> <li><input type="checkbox"/> Other _____</li> </ul>
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<b>Measure O13:</b> (must also select O16)	<b>Number of economically disadvantaged AmeriCorps members who have not obtained their high school diploma or equivalent prior to the start of their term of service.</b>
<b>References/Authority:</b>	<p>SAA indicator: (iii) The number of economically disadvantaged individuals with access to job training and other skill enhancement.</p> <p>This complies with the Corporation’s goal of: “Building character and creating career and educational opportunities through the volunteer experience.”</p> <p>Source: Corporation website: <a href="http://www.nationalservice.gov/about/role_impact/what_we_do.asp">http://www.nationalservice.gov/about/role_impact/what_we_do.asp</a></p>
<b>Definition of Key Terms</b>	<p>This measure is a <b>count of individuals</b> who are entered into the Corporation’s National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the trust, or who are dismissed, will not be counted.</p> <p><b>Economically disadvantaged AmeriCorps members:</b> Current AmeriCorps members who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p>
<b>How to Calculate Measure/ Collect Data:</b>	<p>Program will have to wait until end of term of service to determine if the member should be counted here. Would only be counted if member meets the count of individuals as defined above.</p> <p>The program should collect the data at the time the AmeriCorps member begins service. In the future CNCS may be able to collect through the portal instead.</p> <p>Have you obtained your GED/diploma?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Not sure. Explain. _____</li> </ul>
<b>Other Notes:</b>	

<b>Measure O14:</b> (must also select O17)	<b>Number of AmeriCorps members who have their high school diploma or equivalent but have not completed a college degree prior to their term of service.</b>
<b>References/Authority:</b>	SAA indicator: (iv) Rate of college enrollment and continued college enrollment for recipients of a high school diploma.  This complies with the Corporation's goal of: "Building character and creating career and educational opportunities through the volunteer experience." Source: Corporation website: <a href="http://www.nationalservice.gov/about/role_impact/what_we_do.asp">http://www.nationalservice.gov/about/role_impact/what_we_do.asp</a>
<b>Definition of Key Terms</b>	This measure is a <b>count of individuals</b> who are entered into the Corporation's National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the trust, or who are dismissed, will not be counted. <b>College</b> , as defined for this performance measure, refers to any postsecondary higher education institution. Therefore, it includes colleges, universities, and technical and vocational schools (definition of college per US Census).
<b>How to Calculate Measure/ Collect Data:</b>	Program will have to wait until end of term of service to determine if the member should be counted here. Would only be counted if member meets the count of individuals as defined above.  The program should collect the data at the time the AmeriCorps member begins service. In the future CNCS may be able to collect through the portal instead.  Have you obtained your GED/diploma? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure. Explain. _____  Have you completed a college degree? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure. Explain. _____

**Applicants selecting Measure O12 must also select Measure O15.**

<b>Measure O15:</b>	<b>Number of economically disadvantaged AmeriCorps members that secure employment during their term of service or within one year after finishing AmeriCorps.</b>
<b>References/Authority:</b>	SAA activity: (vii) Assisting economically disadvantaged individuals in obtaining access to job placement assistance  This complies with the Corporation's goal of: "Building character and creating career and educational opportunities through the volunteer experience." Source: Corporation website: <a href="http://www.nationalservice.gov/about/role_impact/what_we_do.asp">http://www.nationalservice.gov/about/role_impact/what_we_do.asp</a>

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

**Applicants selecting Measure O13 must also select Measure O16.**

<b>Measure O16</b>	<b>Number of members that obtain a GED/diploma while serving in AmeriCorps or within one year after finishing AmeriCorps.</b>
<b>References/Authority:</b>	<p>SAA indicator: (iii) The number of economically disadvantaged individuals with access to job training and other skill enhancement.</p> <p>This complies with the Corporation’s goal of: “Building character and creating career and educational opportunities through the volunteer experience.”</p> <p>Source: Corporation website:  <a href="http://www.nationalservice.gov/about/role_impact/what_we_do.asp">http://www.nationalservice.gov/about/role_impact/what_we_do.asp</a></p>

<b>Definition of Key Terms</b>	<p>This measure is a <b>count of individuals</b> who are entered into the Corporation’s education trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the trust, or who are dismissed, will not be counted.</p> <p><b>Economically disadvantaged AmeriCorps members:</b> Current AmeriCorps members who are receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p> <p>The span of time for which a member will be counted under this measure includes enrollment to 12 months after a member leaves service or within the subsequent cycle for the alumni survey. This enables the measure to include members who obtain their GED/diploma while enrolled in the program.</p>
<b>How to Calculate Measure/ Collect Data:</b>	<p>Of the members counted in Measure O13, count of how many obtained a GED/diploma either during their term of service or within 12 months after the term of service ends.</p> <p>CNCS plans to ask through an Alumni survey in the future. For now the program should collect the data. See the resource packet for this measure for tips on how to do that:</p> <p>Have you obtained your GED/diploma since [enter date of enrollment]?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Have you obtained your GED/diploma since leaving the [AmeriCorps] program?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

**Applicants selecting Measure O14 must also select Measure O17.**

<b>Measure O17</b>	<b>Number of members that complete a college course within one year after finishing AmeriCorps.</b>
<b>References/Authority:</b>	<p>SAA indicator: (iv) Rate of college enrollment and continued college enrollment for recipients of a high school diploma.</p> <p>This complies with the Corporation’s goal of: “Building character and creating career and educational opportunities through the volunteer experience.”</p> <p>Source: Corporation website: <a href="http://www.nationalservice.gov/about/role_impact/what_we_do.asp">http://www.nationalservice.gov/about/role_impact/what_we_do.asp</a></p>

<p><b>Definition of Key Terms</b></p>	<p>This measure is a <b>count of individuals</b> who are entered into the Corporation’s National Service Trust database, who complete their term of service, earn an education award, <u>or</u> leave service due to compelling circumstances (see 45 CFR §2522.200). Individuals who are not enrolled in the trust, or who are dismissed, will not be counted.</p> <p><b>College</b>, as defined for this performance measure, refers to any postsecondary higher education institution. Therefore, it includes colleges, universities, and technical and vocational schools (definition of college per US Census).</p> <p><b>Complete a college course:</b> may have enrolled in course during term of service and completed after term of service ends or may enroll and complete after term of service ends; may or may not pass course but did not drop out and did not take an “incomplete”; course schedule would indicate that course has finished by the time measure has been taken</p> <p><b>Within one year</b> refers to 12 months after a member leaves service, or within the subsequent cycle for the alumni survey.</p>
<p><b>How to Calculate Measure/ Collect Data:</b></p>	<p>Of the members counted in Measure O14, count of how many complete a college course as defined above within 12 months after a member leaves service.</p> <hr/> <p>CNCS plans to ask through an Alumni survey in the future. For now the program should collect the data.</p> <p>Have you obtained your completed a college course since leaving the [AmeriCorps] program?</p> <p style="padding-left: 40px;"> <input type="checkbox"/> Yes  <input type="checkbox"/> No </p> <p>If yes, does this course contribute toward a recognized college degree or educational credential?</p> <p style="padding-left: 40px;"> <input type="checkbox"/> Yes  <input type="checkbox"/> No </p>

## ENVIRONMENTAL STEWARDSHIP FOCUS AREA

Grants in the Environmental Stewardship Focus Area will include programs that protect human health and the health of ecosystems by conserving natural resources and restoring the nation’s air, water, and land. Environmental Stewardship programs may include activities that encourage organizations and individuals to use energy efficiently and utilize cost-effective renewable energy technologies; minimize waste disposal; restore watersheds and aquatic ecosystems; improve at-risk public use lands; restore critical wildlife habitat; increase soil stabilization and quality; mitigate the environmental consequences of disasters; and promote environmental sustainability.

Applicants must select at least one of the measures (EN1-EN6) that matches their program model.

- Applicants selecting EN1 must also select EN7.
- Applicants selecting EN2, EN3, EN4, EN5, or EN6 must also develop their own aligned measure.

<b>Measure EN1:</b> (must also select EN7)	<b>Number of housing units of low-income households and structures weatherized or retrofitted to significantly improve energy efficiency and reduce carbon emissions.</b>
<b>References/Authority:</b>	SAA indicator: (i) The number of housing units of low-income households weatherized or retro-fitted to significantly improve energy efficiency and reduce carbon emissions.
<b>Definition of Key Terms</b>	<p><b>Weatherization/retrofitted:</b> See the U.S. Department of Energy. Helpful information can be found at the following links:  <a href="http://www.waptac.org/">http://www.waptac.org/</a> or <a href="http://www.energysavers.gov/">http://www.energysavers.gov/</a></p> <p><b>Weatherization</b> –Modifying a building to reduce energy consumption and costs and optimize energy efficiency. Whole-house weatherization includes the installation of modern energy-saving heating and cooling equipment and looks at how the house performs as a system.</p> <p><b>Retrofit</b> - An energy conservation measure applied to an existing building or the action of improving the thermal performance or maintenance of a building.</p> <p><b>Housing Unit:</b> single family home, mobile home, apartment unit, each side of duplex would count as 1.</p> <p><b>Structures:</b> Shelters, such as homeless shelters or emergency shelters operated by nonprofit or public organizations; each structure would count as 1.</p> <p><b>Low income:</b> 200% of poverty or the updated level as found at:  <a href="http://www.waptac.org/">http://www.waptac.org/</a></p>
<b>How to Calculate Measure/ Collect Data:</b>	Count only those units/structures where the work was fully completed as evidenced by a Certificate of Occupancy; where not required, get a written statement from resident or owner or some other certification of completion.
<b>Additional Notes:</b>	U.S. Department of Energy has training programs, definitions, and tools to assist in these efforts. Your program is not required to exactly match the way that DOE provides weatherization but we encourage you to create programs that reflect “the spirit of” the DOE programs.

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

<b>Measure EN3:</b>	<b>Number of students and youth receiving education or training in energy-efficient and environmentally-conscious practices, including but not limited to sustainable energy and other natural resources, and sustainable agriculture.</b>
<b>References/Authority:</b>	SAA indicator: (iii) the number of students and youth receiving education or training in energy-efficient and environmentally conscious practices.
<b>Definition of Key Terms</b>	<b>Students and youth:</b> People under the age of 25 or those enrolled in educational institutions, including post-secondary institutions. <b>Education or Training:</b> May be one-time or an on-going series; cannot just be distribution of pamphlets or information available on a web-site; should have learning objectives; may be in person or through a web-based interface. <b>Energy-efficient and environmentally conscious practices:</b> U.S. Dept. of Energy has some suggested materials at <a href="http://energizedlearning.lbl.gov/">http://energizedlearning.lbl.gov/</a>
<b>How to Calculate Measure/ Collect Data:</b>	Count of each individual student/youth participating in the training. Some students/youth may attend multiple trainings but they should only be counted once. If providing the training through the classroom training, count the students/youth present not just those enrolled. If providing the training through a school assembly, get the best estimate from school officials of the number in attendance. Sign-in or attendance sheets from education/training sessions when possible. Tracking needs to enable unduplicated count when possible.

<b>Measure EN4:</b>	<b>Number of acres of national parks, state parks, city parks, county parks, or other public lands and tribal communities that are cleaned or improved.</b>
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<b>References/Authority:</b>	<p>SAA indicator: (iv) (I) The number of acres of national parks, State parks, city parks, county parks, or other public lands, that are cleaned or improved</p> <p>SAA activity: (vii) Renewing and rehabilitating national and State parks and forests, city parks, county parks and other public lands, and trails owned and maintained by the Federal Government or a State, including planting trees, carrying out reforestation, carrying out forest health restoration measures, carrying out erosion control measures, fire hazard reduction measures, and rehabilitation and maintenance of historic sites and structures through the national park system, and providing trail enhancements, rehabilitation, and repairs.</p>
<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 communities:</b> Same meaning as imparted by the definitions of “Indian Lands” and “Indian Tribes” provided in. <b>SEC. 101. [42 U.S.C. 12511] Definitions</b> (<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>Cleaned:</b> Cleared of unnatural debris such as litter, hazardous waste, etc.</p> <p><b>Improved:</b> Cleared of natural debris (such as fallen trees/limbs), made safer, etc.</p>
<b>How to Calculate Measure/ Collect Data:</b>	<p>Count of number of acres that are either cleaned or improved. Count each acre that is either cleaned or improved only once during the program year. It may be necessary to both clean and improve the same acre, but it counts only once. It may be necessary to clean an acre more than once, but it should be counted only once. Only count the acres that are actually cleaned/improved; do not count the entire park/land area unless your project cleans/improves the entire area.</p> <p>Tracking document or thank you note from entity that owns the area cleaned/improved.</p>

<b>Measure EN5:</b>	<b>Number of miles of trails or rivers</b> (owned/maintained by national, state, county, city governments or tribal communities) <b>that are cleaned, improved, and/or created.</b>
<b>References/Authority:</b>	SAA indicator: (iv)(II) The number of acres of forest preserves, or miles of trails or rivers, owned or maintained by the Federal Government or a State, that are cleaned or improved.
<b>Definition of Key Terms</b>	<p><b>Trails:</b> For walking, running, biking, or horses.</p> <p><b>Rivers:</b> For swimming, boating, fishing, or other forms of water-based recreation.</p> <p><b>Cleaned:</b> Cleared of unnatural debris such as litter, hazardous waste, etc.</p> <p><b>Improved:</b> Cleared of natural debris (such as fallen trees/limbs), made safer, etc.</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>Count of miles of trails or rivers that are cleaned, improved, and/or created. Count each mile only once during the program year. Count the area on/in the trail/river and immediately next to the trail/river. It may be necessary to clean or improve the same mile of trail/river more than once but include in count only once.</p> <p>Tracking documents and/or acknowledgement of receipt of services.</p>

<b>Measure EN6:</b>	<b>Number of tons of materials collected and recycled.</b>
<b>References/Authority:</b>	SAA activity: (vi) Assisting in the development of local recycling programs.

<b>Definition of Key Terms</b>	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>  <b>1 Ton</b> = 2,000 pounds. <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. <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.
<b>How to Calculate Measure/ Collect Data:</b>	Count of tons of materials collected <b>AND</b> 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. 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>

**Applicants selecting Measure EN1 must also select Measure EN7.**

<b>Measure EN7:</b>	<b>Annual energy usage reduction for housing units and structures from weatherizing and retrofitting (in units).</b>
<b>Rationale:</b>	SAA indicator: (ii) annual energy costs (to determine savings in those costs) at facilities where participants have provided service.
<b>Definition of Key Terms</b>	<b>Weatherization</b> –Modifying a building to reduce energy consumption and costs and optimize energy efficiency. Whole-house weatherization includes the installation of modern energy-saving heating and cooling equipment and looks at how the house performs as a system.  <b>Retrofit</b> - An energy conservation measure applied to an existing building or the action of improving the thermal performance or maintenance of a building.  More information about energy-saving strategies can be found at: <a href="http://www.energysavers.gov/">http://www.energysavers.gov/</a>
<b>How to Calculate Measure/ Collect Data:</b>	Numerator for Measure EN1.  Report expected MMBTUs (Million British Thermal Units) saved based on the calculations of the database that you select. Some energy saved will be in kilowatt hours; convert those to BTUs before reporting.  (1) Convert all energy saved into BTUs (British Thermal Units) Information for converting from kilowatt hours to BTUs can be found at: <a href="http://www.uwsp.edu/cnr/wcee/keep/Mod1/WhatIs/energyresourcetables.htm">http://www.uwsp.edu/cnr/wcee/keep/Mod1/WhatIs/energyresourcetables.htm</a> 1 kilowatt hour = 3,413 BTUs (2) Convert all BTUs into MMBTUs 1 MMBTU = 1,000,000 BTUs

Select an energy audit/weatherization software tool that calculates expected energy saved based on the changes that you make to the home/structure. The software tool should take into account things like geographic location and degree days as well as features of the structure.

The U.S. Department of Energy recommends use of a software tool rather than use of energy bills because we cannot be sure that the changes on the energy bills are strictly a result of the changes made to the home/structure. The resident may have changed their behavior or the weather could have been different.

While you are not required to use either of these software tools, there are two available for free from the U.S. Department of Energy:

(1) The **Home Energy Saver™** (HES) for homeowners and renter, and **Home Energy Saver pro** (HESpro) for building professionals, empowers users to save money and help the earth by reducing energy use in homes. HESpro currently has limited functionality, but will be changing a great deal in the coming months. HES recommends energy-saving upgrades that are appropriate to the home and make sense for the home's climate and local energy prices. HES computes a home's energy use on-line based on models and data developed at the U.S. Department of Energy's Lawrence Berkeley National Laboratory. All end uses (heating, cooling, water heating, major appliances, small appliances, and lighting) are included. HES generates a list of energy-saving upgrade recommendations for the user's consideration.

(2) **Weatherization Assistant** is an energy audit software tool developed for the DOE Weatherization Assistance Program by the Oak Ridge National Laboratory. The Weatherization Assistant contains the **National Energy Audit Tool (NEAT)** for site-built single-family houses and the **Manufactured Home Energy Audit (MHEA)** for mobile homes. In addition, Version 8 of the Weatherization Assistant provides expanded optional capabilities that are useful in implementing and administering weatherization programs, including agency-related contact information, client data intake, recording of health and safety issues, recording of diagnostic measurements, work orders, status tracking, simplified cost accounting, inventory control, report generation, site mapping, and digital photo storage.

Weatherization Assistant is free software that can be downloaded from this site:

<http://www.waptac.org/>.

**VETERANS AND MILITARY FAMILIES FOCUS AREA**

Grants in the Veterans and Military Families Focus Area will meet the needs of veterans and family members of active duty and deployed military personnel. Veterans and Military Families programs may include activities in the areas of health, education and economic opportunity, including the elimination of veteran homelessness, educational programs for children in military families, and economic opportunities for military spouses and veterans. The Corporation is also interested in supporting programs that target disadvantaged, homeless, or formerly homeless veterans and programs that align with the efforts of the U.S Departments of Housing and Urban Development, Veterans Affairs, Labor, Defense, and the U.S. Interagency Council on Homelessness.

**Applicants must select at least one measure (V1-V7) that matches their program model. Applicants must develop their own aligned measures.**

<b>Measure V1:</b>	<b>Number of veterans receiving services and assistance, including veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities.</b>
<b>References/Authority:</b>	SAA indicator: (vii) The number of projects designed to meet identifiable public needs of veterans, especially veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities.  SAA activity: (vi) Developing projects to assist veterans with disabilities, veterans who are unemployed, older veterans, and veterans in rural communities, including assisting veterans described in this clause with transportation.

<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/documents/title38.pdf">http://veterans.house.gov/documents/title38.pdf</a></p> <p><b>Veterans with disabilities:</b> “an individual who has served on active duty in the armed forces, has been separated therefrom under honorable conditions, and has established the present existence of a service-connected disability or is receiving compensation, disability retirement benefits, or pension because of a public statute administered by the Department of Veterans Affairs or a military department.” 5 USC Sec. 2108 Paragraph (2), <a href="http://law2.house.gov/uscode/cgi/fastweb.exe?getdoc+uscview+t05t08+175+1++'5%20USC%20Sec">http://law2.house.gov/uscode/cgi/fastweb.exe?getdoc+uscview+t05t08+175+1++'5%20USC%20Sec</a></p> <p><b>Veterans who are unemployed:</b> “certified by the designated local agency as—(I) having been discharged or released from active duty in the Armed Forces at any time during the 5-year period ending on the hiring date, and (II) being in receipt of unemployment compensation under State or Federal law for not less than 4 weeks during the 1-year period ending on the hiring date.” SEC. 1221 (a) (14) (b) of H.R. 1 American Recovery and Reinvestment Act of 2009, <a href="http://thomas.loc.gov/cgi-bin/query/F?c111:8:./temp/~c111n8Ueat:e703556">http://thomas.loc.gov/cgi-bin/query/F?c111:8:./temp/~c111n8Ueat:e703556</a>:</p> <p><b>Older veterans:</b> age 65 or older, 2001 National Survey of Veterans (NSV): Final Report, <a href="http://www1.va.gov/vetdata/docs/NSV%20Final%20Report.pdf">http://www1.va.gov/vetdata/docs/NSV%20Final%20Report.pdf</a></p> <p><b>Veterans in rural communities:</b> veterans who reside in communities NOT designated by the U.S. Census Bureau as urban (See <a href="http://www.census.gov/geo/www/ua/uapltab.pdf">http://www.census.gov/geo/www/ua/uapltab.pdf</a>)</p> <p><b>Receiving services and assistance:</b> could be a variety of different kinds of supports to help the veterans have a higher quality of life, but cannot simply be referrals to federal services; may be delivered by phone, e-mail, or in person; may be delivered individually or as a group.</p>
<b>How to Calculate Measure/ Collect Data:</b>	<p>Unduplicated count of veterans receiving services or assistance from the AmeriCorps Program. Regardless of the number of times the veteran returns for services or the number of different services the veteran may receive from the AmeriCorps program, each veteran should be counted only once per contract year.</p> <p>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.</p>

<b>Measure V2:</b>	<b>Number of veterans engaged in service opportunities (other than mentoring economically disadvantaged students).</b>
<b>References/Authority:</b>	<p>SAA indicator: (iv) The number of veterans engaged in service opportunities.</p> <p>SAA activity: (ii) Recruiting veterans, particularly returning veterans, into service opportunities, including opportunities that utilize their military experience.</p>
<b>Definition of Key Terms</b>	<p><b>Veterans:</b> See definition under Measure V1.</p> <p><b>Engaged in:</b> Not simply enrolled or signed up to participate; program should set a minimum level at start of year for what “engaged in” means and then count based on that level.</p> <p><b>Service opportunities:</b> Helping others through actions other than mentoring economically disadvantaged students; may be other veterans, people within the military community or external to it</p>

<b>How to Calculate Measure/ Collect Data:</b>	<p>Unduplicated count of veterans (who are either members or are recruited as volunteers) participating in service opportunities either directly sponsored by the AmeriCorps project or for which the AmeriCorps project acted as a direct connection between the veteran and the service opportunity. Regardless of how many times the veteran participates or in how many different service opportunities, each veteran should only be counted once. It is suggested that service hours be tracked as well.</p> <p>Aligned outcome may focus on benefits to the veterans, benefits to the population they are serving, or both.</p> <p>If an AmeriCorps-sponsored opportunity, veteran should sign in on a tracking sheet. If an opportunity to serve through another organization, a letter from the organization indicating the veteran's level of service or a tracking sheet from that organization.</p>
<b>Other Notes:</b>	There is another indicator specific to mentoring.

<b>Measure V3:</b>	<b>Number of veterans assisted in pursuing educational opportunities.</b>
<b>References/Authority:</b>	<p>SAA indicator: (ii) The number of veterans who pursue educational opportunities.</p> <p>SAA activity: (iii) Assisting veterans in developing their educational opportunities (including opportunities for professional certification, licensure, or credentials), coordinating activities with and assisting State and local agencies administering veterans education benefits, and coordinating activities with and assisting entities administering veterans programs with internships and fellowships that could lead to employment in the private and public sectors.</p>
<b>Definition of Key Terms</b>	<p><b>Veterans:</b> See definition under Measure VI.</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><b>Pursuing educational opportunities:</b> 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>

<b>Measure V4:</b>	<b>Number of veterans assisted in receiving professional certification, licensure, or credentials.</b>
<b>References/Authority:</b>	SAA indicator: (iii) the number of veterans receiving professional certification, licensure, or credentials.

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

<b>Measure V5:</b>	<b>Number of veterans engaged in mentoring relationships with economically disadvantaged students.</b>
<b>References/Authority:</b>	<p>SAA indicator: (vi) the number of economically disadvantaged students engaged in mentoring relationships with veterans.</p> <p>SAA activity: (v) Assisting veterans in developing mentoring relationships with economically disadvantaged students.</p>
<b>Definition of Key Terms</b>	<p><b>Veterans:</b> see definition under Measure V1.</p> <p><b>Mentors:</b> adults who provide support to children or youth through either community based programs or school based programs:  <u>In school based programs</u>, mentors provide support to children for at least one hour/once a week over nine months.  <u>In community based programs</u>, mentors provide support to children for an average of four hours a month over a twelve month period.</p> <p><b>Mentoring relationships:</b> ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p><b>Economically disadvantaged students:</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>
<b>How to Calculate Measure/ Collect Data:</b>	<p>Unduplicated count of veterans (who are either members or are recruited as volunteers) participating in the above defined activity that was either sponsored by this AmeriCorps program or directly facilitated by this AmeriCorps program.</p> <p>Aligned outcome may focus on benefits to the veterans, benefits to the population they are serving, or both.</p> <p>Sign-in sheet provided by AmeriCorps program.</p>

<b>Measure V6:</b>	<b>Number of housing units developed, repaired, or otherwise made available for veterans.</b>
<b>References/Authority:</b>	SAA indicator: (i) The number of housing units created for veterans.

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

<b>Measure V7:</b>	<b>Number of military families receiving services and assistance.</b>
<b>References/Authority:</b>	<p>SAA indicator: (v) The number of military families assisted by organizations while a family member is deployed and upon that family member’s return home.</p> <p>SAA activity: (i) Promoting community-based efforts to meet the unique needs of military families while a family member is deployed and upon that family member’s return.</p>
<b>Definition of Key Terms</b>	<p><b>Active Duty Military Member:</b> The term “active duty” means—(A) full-time duty in the Armed Forces, other than active duty for training; (B) full-time duty (other than for training purposes) as a commissioned officer of the Regular or Reserve Corps of the Public Health Service (i) on or after July 29, 1945, or (ii) before that date under circumstances affording entitlement to “full military benefits” or (iii) at any time, for the purposes of chapter 13 of this title; (C) full-time duty as a commissioned officer of the National Oceanic and Atmospheric Administration or its predecessor organization the Coast and Geodetic Survey (i) on or after July 29, 1945, or (ii) before that date (I) while on transfer to one of the Armed Forces, or (II) while, in time of war or national emergency declared by the President, assigned to duty on a project for one of the Armed Forces in an area determined by the Secretary of Defense to be of immediate military hazard, or (III) in the Philippine Islands on December 7, 1941, and continuously in such islands thereafter, or (iii) at any time, for the purposes of chapter 13 of this title; (D) service as a cadet at the United States Military, Air Force, or Coast Guard Academy, or as a midshipman at the United States Naval Academy; and (E) authorized travel to or from such duty or service. <b>7 CH. 1—GENERAL Sec. 101, <a href="http://veterans.house.gov/documents/title38.pdf">http://veterans.house.gov/documents/title38.pdf</a></b></p> <p><b>Military family:</b> Related by blood, marriage, or adoption to a current member of the U.S. armed forces including one who was deceased within the previous year.</p>

<b>How to Calculate Measure/ Collect Data:</b>	<p>Count is based on the member of the family who is an Active Duty Military Member. Services may be provided to the family as a group or to individual members but if they are all part of the same military family then the count is “1”. Services may include referrals to federally supported military services but cannot be exclusively referrals/education about those services. Services may be provided in person, on the phone, or by email.</p> <p>Requires a tracking system appropriate to the service. Sign-in sheet, database tracking system, etc.</p>
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**October 25, 2010**