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**5D * White House Conference
on Aging**

Divider Title: _____

MEMORANDUM

TO: Eli J. Segal

THROUGH: Shirley Sagawa & Jim Scheibel

FROM: Tom Endres

RE: White House Conference on Aging Update

CORPORATION
FOR NATIONAL
 SERVICE

The White House Conference on Aging was held in Washington, D.C. May 2 -5, with close to 2500 delegates and observers participating.

One of the top ten resolutions passed by delegates to the 1995 White House Conference on Aging called for expansion of the Senior Corps Programs administered by the Corporation for National Service -- Foster Grandparents, Senior Companions, and the Retired and Senior Volunteer Program (RSVP). Senior Corps participants, along with those serving in the Corporation's AmeriCorps and Learn and Serve America Programs, enable us to achieve our mission of providing opportunities for Americans of all ages and backgrounds to help address the challenging issues facing communities across our nation.

"Acknowledging the Contribution of Older Volunteers" -- Resolution 20.1 -- calls for the reauthorization of the National and Community Service Trust Act "as a means of reaffirming the National Senior Service Corps Programs," charges the Corporation to take a leadership role in promoting volunteer service by older persons, and calls for a doubling of the Corporation's current Senior Corps Programs by the year 2000.

Passage of Resolution 20.1 was a distinguishing feature of the 1995 White House Conference on Aging. For the first time in the history of the White House Conferences on Aging, 1995 delegates overwhelmingly supported a resolution acknowledging the *resource* to society represented by America's older population. Delegates underscored the fact that older people want to be involved, and called for expanded avenues for older persons to contribute to their communities through volunteer service.

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Getting Things Done.
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

Resolution 20.1 received 1360 out of a possible 2002 votes, and was among the top ten of the 50 Resolutions approved by the delegates. (The Resolution receiving the most votes was Resolution 7.1: "Keeping Social Security Sound for Now and the Future," with 1595 votes.)

With the support of Congress, the 1995 White House Conference on Aging was held to develop resolutions that will influence our nation's aging policies over the next ten years. Delegates were selected primarily by Members of Congress and Governors, including those newly selected this past November. The Corporation welcomes the challenge presented by the White House Conference on Aging, and is exploring a variety of avenues for maximizing the opportunities presented for the further development of senior service presented by Resolution 20.1.

Success at the White House Conference on Aging was the result of an extremely effective collaboration between the Corporation and the three NSSC Directors Associations.

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**5E * Learn & Serve
K - 12**

Divider Title: _____

MEMORANDUM

TO: Eli J. Segal

THROUGH: Shirley Sagawa and Susan Stroud

FROM: Ruby Anderson



Following please find a program update on Learn and Serve School- and Community - based Programs.

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Getting Things Done.
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National Senior Service Corps

FY 1995 Grants

The Corporation's FY 1995 appropriation provides \$37,500,000 for Learn and Serve America programs for school-age youth. Under the authorizing statute, 85% of the funding, or \$31,535,000 will support school-based activities and the remaining 15%, or \$5,625,000 is earmarked for community-based programs.

- **Renewals.** For school-based renewals, approximately \$25,962,000 is reserved for State Education Agency formula allotments, Fund for the Advancement of Service Learning grants, grantmaking entities, and Indian tribes and U.S. Territories. Community-based renewals will total up to \$4,000,000. Second-year funding requests were submitted in late February and reviewed by Learn and Serve America program staff. The staff recommendations were presented to the Corporation's senior staff on May 9. Of the 104 current grantees, the Departments of Education in Arizona and the Virgin Islands are the only two programs that will not receive funding in FY 1995.
- **New Grants.** Approximately \$7,198,000 is available for new grants to school- and community-based grantmaking entities, State Commissions, Indian tribes and Territories. The grant application deadline was March 21, and the 41 applications received by the Corporation were peer reviewed April 10-12. The staff has reviewed the peer panels' quality assessments of the applications over the past several weeks and will present recommendations to the Board of Directors at the June Board meeting.

Training and Technical Assistance Grants

This spring the Corporation awarded the following eight organizations grants to provide training and technical assistance for the K-12 service-learning field:

- **Appalachia Educational Laboratory** was awarded \$28,000 to revitalize rural America by linking service-learning with the Tech Prep school reform and school-to-work initiatives, and the economic revitalization needs and efforts of rural communities.
- **Clemson University-National Dropout Prevention Center**, which serves as the Southern Regional Technical Assistance Center for the National Service Learning Cooperative, received \$100,000 to promote, demonstrate and evaluate service-learning training initiatives in the 12-state southern region.
- **National Association of Partners in Education** was awarded \$70,000 to provide public-private partnership development training for 190 service-learning coordinators. Key partners are the Body Shop franchises and Businesses for Social Responsibility.

- **National Helpers Network** received \$20,000 to develop, test and publish a curriculum guide for teachers who seek to involve adolescents in service that gets things done, brings communities together to create lasting, positive changes and nurtures productive, responsible citizens and leaders.
- **National Society for Experiential Education** received \$27,000 to develop and publish case studies organized around critical issues in strengthening long-term institutional and community support in K-12 service-learning programs.
- **National Youth Leadership Council** received \$15,169 to produce a video on whole-school integration of service-learning in the elementary grades.
- **RMC Research Corporation** was awarded \$120,000 to identify and disseminate information on exemplary school-based service-learning programs that can be incorporated as key design components of Title I projects to increase the academic achievement of educationally disadvantaged children.
- **Pennsylvania Institute for Environmental and Community Service Learning** received \$116,986 to provide multi-dimensional technical assistance services to service-learning programs by conducting a series of nine workshops and four regional conferences.

Major Conferences

In early March, the Corporation co-sponsored the National Service Learning Conference in Philadelphia, which was attended by over 1300 educators, students and community leaders from across the country. Learn and Serve America was highly visible. In addition to a videotaped message from First Lady Hillary Clinton during the National Service Fair Awards dinner, the Corporation facilitated a series of workshops presented by Learn and Serve America staff and grantees, was an exhibitor and provided tote bags and caps with the Corporation logo to conference participants. In conjunction with the conference, a half-day Learn and Serve America grantee meeting was held.

A major upcoming event scheduled for June 22-24 is the 1995 School Improvement conference sponsored jointly by the Corporation and the U.S. Department of Education. The gathering will bring together state and local policymakers and practitioners across the country to focus on school improvement strategies, including service-learning, to build and maintain community involvement, and to engage in joint planning processes which will lead to success for all students. These goals will be achieved through the development of a joint agency proclamation on school improvement, presentations by national education reform leaders, state planning and team building activities, and a national service fair showcasing the best examples of programs from across the country that are engaging in service-learning as a means of school improvement.

Program Visibility and National Identity

The Learn and Serve America and Public Affairs staff teams are working jointly to develop and implement a strategy to promote service-learning. Already in place are plans with the National Association of Secondary School Principals (NASSP) for a joint letter from Eli Segal and NASSP Executive Director Tim Dyer to 44,000 K-12 administrators and teachers, participation in the National Honor Society conference, and editorial pieces in the NASSP newsletter and their Leadership Magazine. Our visibility plan will include strategies for identifying and working with other national education and youth serving organizations.

**Learn and Serve America:
School and Community-based Programs
1995 Grant Renewals**

State	Organization Name	Year 1 Grants	Year 2 Grants
		94-95	95-96
AK	Sitka School District (LEA)	\$43,348	\$54,230
AL	Alabama Department of Education	\$325,744	\$396,939
AR	Arkansas Department of Education	\$190,513	\$236,260
AZ	Arizona Department of Education	\$263,510	\$0
CA	California Department of Education (SEA)	\$2,010,858	\$2,609,462
CA	California Department of Education (FASL)	\$130,000	\$150,000
CA	Constitutional Rights Foundation (GME)	\$75,000	\$95,000
CA	Morongo Band of Mission Indians (Planning)	\$11,000	\$30,000
CA	Summerbridge National (GME)	\$135,000	\$130,000
CO	Colorado Commission on National Service	\$185,000	\$185,000
CO	Colorado Department of Education (SEA)	\$214,278	\$274,507
CO	Colorado Department of Education (FASL)	\$200,000	\$150,000
CO	Southern Ute Indian Tribe (Planning)	\$60,000	\$80,000
CT	Connecticut Department of Education	\$188,567	\$223,207
DC	American Association for the Advancement of Science (GME)	\$240,000	\$200,000
DC	Association for Community Based Education (GME)	\$180,000	\$200,000
DC	District of Columbia Public Schools (SEA)	\$50,981	\$54,943
DE	Delaware Department of Education	\$45,563	\$53,951
FL	Florida Department of Education	\$797,912	\$999,557
GA	Georgia Department of Education	\$484,284	\$584,859
HI	Hawaii Department of Education	\$65,136	\$81,009
IA	Iowa Department of Education (SEA)	\$177,784	\$222,352
IA	Iowa Department of Education (FASL)	\$140,000	\$165,000
IL	American Red Cross (GME)	\$150,000	\$175,000
IL	Illinois State Board of Education	\$820,703	\$1,042,006
IN	Indiana Department of Education	\$354,146	\$440,871
IN	Youth Resources of SW Indiana (GME)	\$120,000	\$150,000
KS	Kansas State Board of Education (Commission)	\$78,600	\$65,000
KS	Kansas State Board of Education (SEA)	\$163,177	\$191,528
KS	Youth Volunteer Corps of America (GME)	\$200,000	\$180,000
KY	Kentucky Community Service Commission	\$160,000	\$160,000
KY	Kentucky Department of Education	\$292,265	\$377,696
LA	Louisiana Department of Education	\$415,904	\$528,861
LA	Louisiana Serve Commission	\$180,000	\$190,000
MA	Massachusetts Department of Education	\$372,104	\$442,200
MA	Massachusetts National & Community Service Commission	\$160,000	\$160,000
MA	Project Adventure (GME)	\$186,000	\$175,000
MD	Maryland Governor's Commission on Service	\$90,000	\$200,000
MD	Maryland Student Service Alliance (FASL)	\$120,398	\$170,000
MD	Maryland Student Service Alliance (SEA)	\$298,566	\$355,725
ME	Kids Consortium (GME)	\$160,000	\$155,000

**Learn and Serve America:
School and Community-based Programs
1995 Grant Renewals**

ME	Maine Department of Education	\$87,528	\$101,047
MI	Michigan Community Service Commission	\$138,000	\$180,000
MI	Michigan Department of Education	\$725,795	\$939,726
MN	Fond du Lac Reservation (Indian Tribe - Planning)	\$43,095	\$46,036
MN	Minnesota Commission on National & Community Service	\$162,000	\$160,000
MN	Minnesota Department of Education	\$282,400	\$355,892
MN	National Youth Leadership Council (GME)	\$185,000	\$175,000
MO	Camp Fire Boys and Girls (SEA)	\$159,909	\$155,000
MO	Missouri Department of Elementary & Secondary Education	\$345,619	\$432,987
MS	Mississippi Commission	\$164,000	\$160,000
MS	Mississippi Department of Education (SEA)	\$272,247	\$338,042
MS	Mississippi Department of Education (FASL)	\$155,000	\$165,000
MT	Montana Office of Public Instruction	\$66,211	\$84,265
NC	Governor's Office of Citizen Affairs (NC Commission)	\$200,000	\$150,000
NC	North Carolina Department of Public Instruction	\$429,165	\$508,830
ND	Dickinson Public School District #1 (LEA)	\$10,000	\$21,268
ND	Valley City Public Schools District #2 (LEA)	\$37,714	\$37,714
NE	Nebraska Department of Education	\$105,845	\$132,039
NH	New Hampshire Department of Education	\$61,011	\$74,747
NJ	New Jersey Department of Education	\$510,881	\$583,969
NM	New Mexico Department of Education	\$139,564	\$178,630
NM	Santa Clara Pueblo (Indian - Planning)	\$70,000	\$90,000
NV	Nevada Department of Education	\$67,473	\$87,696
NY	Center for Collaborative Education (GME)	\$170,000	\$160,000
NY	National Academy Foundation (GME)	\$196,000	\$195,000
NY	New York Department of Education	\$1,468,632	\$1,790,573
OH	Ohio Department of Education	\$759,572	\$988,230
OH	Quest International (GME)	\$160,000	\$160,000
OK	Cherokee Nation (Indian Tribe)	\$100,000	\$100,000
OK	Cherokee Nation (FASL)	\$50,000	\$50,000
OK	Oklahoma Commission	\$194,000	\$180,000
OK	Oklahoma Department of Education	\$228,917	\$290,724
OR	Oregon Department of Education	\$190,439	\$245,482
PA	Big Brothers/Big Sisters of America (GME)	\$170,000	\$160,000
PA	PennServe (GME)	\$145,000	\$155,000
PA	Pennsylvania Department of Education	\$829,116	\$1,014,762
PA	Pennsylvania Institute for Community Service-Learning	\$42,250	\$42,250
PR	Puerto Rico Department of Education (SEA)	\$489,798	\$632,332
RI	Rhode Island Commission for National & Community Service	\$95,000	\$150,000
RI	Rhode Island Department of Education	\$62,035	\$76,455
SC	South Carolina Department of Education (SEA)	\$258,549	\$317,118
SC	South Carolina Department of Education (FASL)	\$150,000	\$170,000
SD	Rapid City Area Schools (LEA)	\$55,770	\$69,644

**Learn and Serve America:
School and Community-based Programs
1995 Grant Renewals**

TN	Tennessee Commission	\$160,000	\$160,000
TN	Tennessee Department of Education	\$343,606	\$420,129
TX	Texas Education Agency	\$1,433,914	\$1,850,031
UT	Utah State Office of Education	\$135,529	\$172,783
VA	Virginia State Department of Education	\$372,971	\$446,190
VI	Virgin Islands Department of Education (Planning)	\$95,000	\$0
VT	Vermont Commission on National & Community Service	\$95,000	\$95,000
VT	Vermont Department of Education (FASL)	\$166,000	\$160,000
VT	Vermont Department of Education (SEA)	\$43,021	\$48,673
WA	Washington Commission on National Service	\$200,000	\$175,000
WA	Washington Office of Public Instruction (SEA)	\$306,296	\$398,318
WA	Washington Office of Public Instruction (FASL)	\$199,605	\$190,000
WI	Menominee Tribe (Indian Tribe - Planning)	\$74,000	\$115,000
WI	Wisconsin Department of Public Instruction	\$347,806	\$445,017
WI	Wisconsin National and Community Service Board	\$162,000	\$162,000
WV	West Virginia Department of Education (FASL)	\$257,000	\$135,000
WV	West Virginia Department of Education (SEA)	\$149,808	\$189,705
WY	Wyoming Commission for National & Community Service	\$26,400	\$27,000
WY	Wyoming Department of Education	\$35,593	\$50,481
	Total	\$25,373,425	\$29,680,948
	KEY		
	FASL = Fund for the Advancement of Service Learning		
	GME = Grantmaking Entity		
	LEA = Local Educational Agency		
	SEA = State Educational Agency		

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**5F * Learn & Serve
Higher Ed.**

Divider Title: _____

MEMORANDUM

TO: Eli J. Segal

THROUGH: Shirley Sagawa and Susan Stroud

FROM: Hugh Bailey, Acting Senior Program Officer, Learn and Serve America: Higher Education

RE: Status report of program activity

DATE: June 7, 1995



This memorandum contains information related to the *Learn and Serve America: Higher Education* program. Part I provides information on the progress of the Fiscal Year 1995 grant application review process. Part II provides information on the renewal process and the status of current Higher Education grantees. Part III describes the training and technical assistance activities that have been provided for grantees. Part IV addresses the highlights of recent staff activity.

Part I FY 1995 Grant Application Review Process

Proposals for funding from Fiscal Year 1995 were submitted April 12, 1995. Through this funding initiative the higher education program will support efforts to integrate service in the education and life experiences of students in the nation's colleges and universities. In order to do that the program has two primary funding goals:

- 1) To support high quality service-learning program that engage students in meeting community needs with demonstrable results, while enhancing students' academic civic learning, and
- 2) To support efforts to build capacity and strengthen the service infrastructure within and/or across institutions of higher education.

Through these objectives the Corporation intends to fund programs that provide quality models for the field. Funding recommendations will be based on the quality of proposed programs, as assessed against the selection criterion found in the accompanying guidelines. The Corporation is required to give preference to proposals that meet statutory priorities (e.g., how the institution will promote faculty, administration, and staff

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participation in the community service projects; and how the institution will provide service to the community through organized programs, including, where appropriate, clinical programs for students in professional schools). Additional priority will be given to applicants that:

- address one or more of the five national issue area priorities (Community policing, Victim assistance, Neighborhood/community environment, Early childhood development, and school success)
- engage one or more community colleges, historically black colleges or universities, Hispanic-serving institutions, or tribally controlled colleges in service-learning, and/or
- contribute to diversity among participants, geographic locations, or program types within the pool of funded programs.

Applicants were instructed to submit applications under one of the following three categories:

- *Individual institution of higher education or partnership.* This category is reserved for applications that propose service-learning activities in a single local area, addressing a focused set of community needs. Applications under this category may emanate from an individual college or university or from a public agency or non-profit that has partnered with an institution of higher education.
- *Consortium.* This category is reserved for applications that propose service-learning activities across a regional, statewide, or national network of member institutions. In general, consortium applicants aim to support service-learning initiatives at several institutions, usually in more than one local area. Consortium activities include awarding sub grants, providing training and technical assistance, and facilitating exchange of ideas and resources.
- *Demonstration program with AmeriCorps Members.* This category asks applicants to propose to engage students and/or community members as AmeriCorps Members. Participants who are AmeriCorps Members must commit to a part-time or full-time term of service, and upon completing a term of service, they receive an educational award. Demonstration programs must engage AmeriCorps Members in two kinds of service activities: (1) directly addressing unmet community needs, and (2) building the capacity of communities and institutions of higher education to implement high-quality service-learning.

Though the pool of funds was limited due to the Corporation's commitment to continue the funding of existing programs, 210 applications were received for an announced \$3.5 million. The chart below provides a breakdown of the proposals and submitted and aggregate funding requests.

	# of proposals	total \$ requested	avg. \$ requested
Individual institutions	183	\$16.43 million	\$89,800
Consortia	19	\$3.93 million	\$206,900
Demonstration Programs ¹	8	\$2.10 million	\$262,000
TOTAL	210	\$22.46 million	\$107,000

Proposals emanated from 41 states, plus D.C., Puerto Rico, Guam and the U.S. territory Northern Marianas Islands. Among the applicants, 61 are or include community colleges, 20 are Hispanic-serving institutions, 32 include HBCUs and 7 are tribal colleges. Also, several dozen are professional schools, including law schools, medical schools, and schools of public health.

Applicants were told that from the approximately \$3.5 million available, 25 to 35 new grant award would be made.

Review Process

The review process consists of a multi-stage process which is still in effect. The first two stages of the process involve peer reviewers. In order to achieve a diverse and representative pool of perspectives, reviewers usually fit into the broad categories of faculty member, student, community based representative or practitioner. In the first stage, proposals were mailed to reviewers' homes and given a specified number of days to complete the reading and analysis and then return the materials back to Corporation staff. For the second stage of the peer review, reviewers were brought to Washington. Instead of reading and reviewing on their own, the review occurred within a panel of three with a facilitator. The objective for the

¹ These applicants requested a total of 234 full time equivalent AmeriCorps slots.

panel structure is for the panel to reach a consensus on the quality of the proposals they are reviewing. The next stage which involves staff analysis and recommendations to senior staff and ultimately the Board of directors is not yet complete.

Attached is the revised schedule change of the review process.

Part II Renewal applicants

Renewal applications which included a Semi-annual progress report and a plan for continued funding were due and submitted on February 28, 1995.

The majority of the renewal applicants reduced their renewal budget requests by ten percent or more, as requested by the Corporation. All the renewal applications were evaluated on how well they were meeting their stated program objectives including sustainability, and the quality of their second year plans.

In general, the programs are doing well. Almost all are meeting their stated objectives -- although in some cases those objectives were vague to begin with -- and many are exceeding their goals.

However, a few issues have emerged, which may require Corporation attention. Program sustainability is one such concern. Given the difficult financial situation in the higher education community, programs are indicating that it may be difficult to secure full institutional support for program activities. Another issue which the Corporation will have to evaluate is the relative benefit of sub granting organizations over individual grants directly to colleges and universities. Those sub granting organizations with significant technical assistance and training functions or a substantive focus area do seem to be adding value to the individual program sub grants. Furthermore, sub granting organizations can narrow their grant competitions on specific focus areas to fill gaps in the field in a way that the Corporation may not be able to do.

Staff has recommended renewal funding at an aggregate level of approximately \$7 million. Funding decisions by the CEO are attached. Staff will negotiate final budget amount later this summer.

Part III Training and technical assistance

In addition to managing grant activities, program staff has instituted a training and technical assistance agenda that has provided high quality service for relatively little cost. Responding to needs determined by grantees staff has been able to deliver training and technical assistance by meeting three objectives.

- 1) To facilitate peer exchange among grantees in ways that improve program quality, enhance the leadership capacity within the grantee pool, and advance the field of service-learning
- 2) Providing high-quality training and technical assistance on elements of service-learning practice
- 3) Bringing underrepresented higher education constituents into the service-learning fold through targeted outreach, training, and technical assistance.

In order to meet these objectives the Corporation has entered into cooperative agreements with three technical assistance providers. Each provider will bring expertise and experience in its respective area to assist the corporation in its efforts. The three providers are the Cooperative Education Association, United Negro College Fund, and Vanderbilt University. Below are brief descriptions of the each provider's training and/or technical assistance activities.

Cooperative Education Association

The largest technical assistance grant that the Higher Education program has given is to The Cooperative Education Association (CEA). CEA will provide important systems that enable the Corporation to deliver training and technical assistance to its higher education grantees. These systems of cost effective, user friendly training and technical activities directly enhance grantees' service-learning programs. The activities also will provide grantees with leadership opportunities. CEA offers a wealth of experience and demonstrated success in working with higher education experiential learning programs and federal government programs.

Among the many activities that CEA coordinates are:

- Five regional conferences that focus on strategic planning toward program sustainability and will be planned in cooperation with a consultant, a regional advisory council (comprised of grantees) and Corporation staff.

- Fourteen telebriefings that are open to grantees and program partners on topics such as institutionalizing your service-learning program, integrating service-learning into the curriculum or building solid effective community partnerships.
- There are two listservs managed by CEA: one for all the grantees and one for subsets of grantees organized around particular issue areas (e.g., institution type, national priority or program type). These listservs - or electronic mail discussion groups - enable the Corporation program staff and the CEA to keep grantees up-to-date on important information.
- CEA will publish a quarterly newsletter that will serve as a vessel of cutting edge issues in service-learning, program highlights, program related information and more.
- Finally, this fall, CEA will publish a magazine focused on program sustainability. This magazine will serve as a rich resource in the field of service-learning, and will feature a number of grantees.

United Negro College Fund

The United Negro College Fund, Inc. (UNCF) provided service-learning program and proposal development assistance to private Historically Black Colleges and Universities. Through this agreement, consultants have assisted UNCF member colleges through one-on-one consultations and small group trainings.

Vanderbilt University

Under the leadership of Janet Eyler and Dwight Giles, Vanderbilt University will publish a user-friendly resource guide, Reflections on Service Resource Guide. this guide will focus on a critical element of service-learning practice, namely reflection, and it will emanate from research that uses grantees as key sources for their investigation. The guide will be disseminated to all of the learn and Serve America: Higher Education grantees and their sub grantees. Janet and Dwight are among leading researchers in the field of service-learning in higher education.

In addition to the guide, Vanderbilt will provide training and technical assistance opportunities through the delivery systems coordinated by CEA. These include: workshops on reflection practices at each of the five regional conferences; "Best Practices" bulletins on reflection for each of the four newsletters; telebriefing on reflection practices and their research; and discussions on the Internet related to reflection.

Part IV Program highlights

As we move into a second program year, staff has felt the growing need to develop a strategy to promote the Learn and Serve America program. With support from Eli and senior staff will move forward on that initiative. Currently, staff from both School-and community based and the Higher Education programs are working with Shirley and the Public Affairs division to develop a national identity plan. The board will be kept apprised of our progress.

As you probably are aware the *Learn and Serve America: Higher Education* staff is currently without a senior program officer. Staff has begun to interview candidates and hopes to have this position filled by the end of July. In the interim Hugh Bailey will continue to serve as the acting senior program officer.

LEARN AND SERVE AMERICA: HIGHER EDUCATION
Revised timeline for 1995 grant application and review process

Feb. 28:	Progress report and renewal application deadline
March 1- 20:	Staff review
April ?:	Senior staff approve renewal recommendations
April 12:	New Applications due/Log-in begins
April 14:	Mail out for stage I review (initial review is by mail)
April 21:	Renewal applicants notified
April 27:	Proposals returned by reviewers
May 1-2:	Log-in of stage I scores
May 2-7:	Staff analysis of stage I proposals and reviewer forms, identification of proposals for stage II peer review
May 8-12:	Peer review (In Washington)
May 15-June 21:	Staff review and analysis
June 22:	Recommendations forwarded to senior staff (Board Book)
June 23:	Dress rehearsal with Susan (presentation to senior staff)
June 28:	Senior staff decision meeting on 1995 awards
June 30:	Board mailing
July 6:	Board conference call on 1995 awards
July 7:	Congressional offices notified of finalists
July 10:	Applicants notified of grant awards
July 10- July 28:	Grant negotiations and revisions
July 28:	All decisions, negotiations completed
Sept. 1:	Grant award letters sent

In the *Learn and Serve America: Higher Education Program* there were 79 programs eligible for renewal in FY1995. After a rigorous analysis by program staff, recommendations were made to the CEO for final decisions. Final approval was given to 75 programs. Below is a listing of the 75 programs selected for renewal. There were two programs that were rejected. Those are also listed along with rationale (two other programs did not reapply).

Section I Programs funded

American Association of Community Colleges \$180,000	DC	Brown University/Sweaver Center for Public Service \$70,038	RI	California State University, San Marcos \$55,000	CA
Calvin College \$17,425	MI	Case Western Reserve University \$87,862	OH	Chippewa Valley Technical College \$27,450	WI
City University of New York – Brooklyn College \$150,000	NY	City University of New York – Lehman College \$60,986	NY	Colorado State University \$76,313	CO
Community Chest \$145,000	NV	Community College of Denver (Colorado Campus Compact) \$200,000	CO	East Tennessee State University \$45,000	TN
Eastern Michigan University \$43,750	MI	Fairfield University \$33,888	CT	Fairfield University Urban Health Care Center \$12,770	CT
Florida State University \$80,000	FL	GateWay Community College \$46,800	AZ	George Washington University \$95,000	DC
Gettysburg College \$20,265	PA	Glendale Community College \$102,399	CA	Golden Gate University Legal Clinics \$54,000	CA
Gonzaga University School of Law \$60,000	WA	Guilford College \$18,000	NC	Hampshire College \$67,244	MA
Harcum College \$53,140	PA	Illinois Eastern Community Colleges \$31,000	IL	Iona College \$69,534	NY
Kansas City Kansas Community College \$40,000	KS	La Salle University \$63,864	PA	Lewis and Clark College \$16,200	OR
Marymount Manhattan College \$11,765	NY	Massachusetts Department of Education \$210,584	MA	Miami-Dade Community College \$85,000	FL
Minnesota Justice Foundation \$58,233	MN	Morris Brown College \$41,800	GA	Mount St. Mary's College \$130,000	CA
New Hampshire College and University Council \$207,507	NH	Niagara University \$90,000	NY	North Central College \$65,000	IL
Northeastern University \$170,138	MA	Northern Virginia Community College \$126,100	VA	PennServe \$65,400	PA
Pew Health Professions Commission \$270,000	CA	Portland State University \$90,000	OR	Providence College \$60,560	RI

Regents of the University of California		Robert Wood Johnson Medical School		Rutgers University	
\$200,000	CA	\$75,539	NJ	\$114,500	NJ
Rutgers University		San Francisco State University		Santa Fe Community College	
\$57,600	NJ	\$175,000	CA	\$134,000	NM
Seattle University		Southern Illinois University, Carbondale		Student Action With Farmworkers	
\$13,484	WA	\$80,000	IL	\$54,500	NC
Temple University		The Trustees of Leland Stanford Jr. University		Trustees of Dartmouth College	
\$123,441	PA	\$138,600	CA	\$82,074	NH
Unity College		University of Arkansas for Medical Sciences		University of California, Berkeley	
\$49,500	ME	\$173,200	AR	\$170,000	CA
University of Iowa		University of Kentucky		University of Maryland Baltimore County	
\$91,216	IA	\$250,125	KY	\$180,000	MD
University of Montana (Montana Campus Compact)		University of Notre Dame		University of Oregon	
\$70,000	MT	\$125,893	IN	\$250,000	OR
University of Pennsylvania		University of San Diego		University of Washington	
\$51,392	PA	\$33,498	CA	\$70,000	WA
Vanderbilt University (BreakAway)		Virginia Campus Outreach Opportunity League		Voorhees College	
\$50,000	TN	\$225,000	VA	\$35,980	SC
West Virginia University		Western Washington University		Wright State University	
\$31,436	WV	\$40,000	WA	\$166,500	OH

As mentioned above, two renewal applicants did not receive renewal funding. Reasons for their rejections include: not meeting approved objectives, severe delays in established timelines, or significant dropoff in recruitment. With documented non-performance, staff decided it would be a mistake to continue to provide funding.

Section II rejected renewal applicants

Illinois State University (Illinois Campus Compact)		Northland Pioneer College	
	IL		AZ

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5G * Federal Partnerships

Divider Title: _____

June 2, 1995

MEMORANDUM

TO: Eli J. Segal

THROUGH: Shirley Sagawa

FROM: Susan Stroud, Director, Office of Federal Partnerships and
Special Programs

SUBJECT: Update on Federal Partnerships and Special Programs

This memorandum provides an update on the various projects the Office of Federal Partnerships and Special Programs is currently undertaking.

1. Administration Initiatives

The Corporation is involved with a number of Administration initiatives. OFP provides the staff work for these initiatives, which are in various stages of development.

Empowerment Zones/Enterprise Communities - The Corporation anticipates having a signature initiative in Atlanta, tentatively called *Keeping Kids Alive*. OFP staff will continue to work with other interested communities to help them incorporate national service into their EZ/EC plans.

Childhood Immunization Initiative - OFP staff are working with the Centers for Disease Control to identify opportunities for Corporation programs to play a role in the delivery of immunizations under the C.I.I. Partnerships have already been established with the states of California, Texas, Idaho and Iowa and several others are being developed.

STOP Violence Against Women Program - The Violence Against Women Act (VAWA) will award \$26 million to the states this year to help improve and expand services to women who are the victims of violent crimes. Working with the state program offices and state commissions, OFP staff is reaching out to the states to determine if there is role for Corporation programs in state plans for VAWA.

Supportive Housing Program - SHP seeks to address homelessness, ranging from outreach efforts to homeless on the streets to a full range of youth and adult services, job training and construction of permanent housing. OFP staff are presently coordinating the review of those community-based organizations that wish to incorporate an AmeriCorps program as part of the Supportive Housing effort.

2. Interagency Working Groups

Our office represents the Corporation and provides all necessary staff work for several Interagency working groups.

The Interagency Council on the Homeless is currently putting the final touches on a major policy recommendation to the President on Federal policies impacting the homeless. The Community Enterprise Board seeks to ensure that the agencies are meeting the administration's goals for the Empowerment Zone/Enterprise Community Initiative. The Interagency Veterans Policy Group helps coordinate the Administration's policy regarding veterans. The Coordinating Council on Juvenile Justice and Delinquency Prevention is currently preparing a National Action Plan for the President which will recommend steps to strengthen the juvenile justice system. The President's Crime Prevention Council coordinates the administration of crime prevention programs authorized by last year's crime bill. The Interagency Council on National Service seeks to determine how national service can be incorporated into new Administration initiatives. The Interagency Working Group on Mentoring serves as a bridge between government and private sector efforts to encourage best practices in mentoring.

3. White House Policy Liaison

Our office serves as the primary contact for the White House policy staff and seeks to weave national service into Administration initiatives, such as welfare reform, teen pregnancy prevention and community schools. OFP staff provides support for Eli Segal in his role as a member of the Domestic Policy Council. OFP also provides updates on national service to the First Lady's office and the Domestic Policy Council.

4. Cabinet Affairs/Federal Agency Liaison

Working with our public affairs staff, OFP seeks opportunities for Cabinet members to promote the concept of service. We recently staffed visits by Education Secretary Riley to a Learn and Serve site in Calvert County, MD and HHS Secretary Shalala at an immunization program in Oakland, CA. OFP staff has also worked closely with the Intergovernmental staff in compiling information and preparing testimony for Eli on the federal agency programs for his appearances before various congressional committees.

5. Other Activities

In addition to the duties enumerated above, OFP staff are also engaged in a number of other activities which are designed to educate program staff and promote the concept of national service.

Forums - OFP is putting on a series of forums in each of our issue areas in order to showcase our best programs for experts and practitioners in those fields. We are currently planning a Children's Health Forum, scheduled for June 27 and featuring the First Lady and Former Surgeon General C. Everett Koop. OFP is also working with the Learn and Serve staff and Department of Education staff on a jointly sponsored Conference on School Improvement, scheduled for June 22-24.

International - OFP staff makes presentations to delegations of foreign government officials interested in national service. OFP staff recently hosted a visit to the Corporation by a delegation of Italian Government officials who are interested in starting a national service program in Italy. The Corporation also participates in the recently established U.S./South Africa bi-national commission.

Affinity Groups - We are working to develop an ongoing dialogue between Corporation program staff and experts and policy-makers in those Cabinet agencies which address our four issue areas. Through these groups, our program staff will benefit from the insight that the agency representatives offer. Our first affinity group meeting in April, which focused on education, was a great success.

Speaker Series - Cabinet members, agency officials, and individuals with expertise in our four priority areas address Corporation staff and offer insight on how national service can best work within those areas. Some of our recent participants in the Series have included HHS Secretary Donna Shalala and Attorney General Janet Reno.

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5H * Hope VI

Divider Title: _____

MEMORANDUM

TO: Eli J. Segal
THROUGH: Jim Scheibel & Shirley Sagawa
FROM: Tim Silard
RE: Hope VI Update
DATE: June 8, 1995



Following is an update you requested regarding the Hope VI.

I. Status of Community Service Plan Approval

Of the 34 implementation sites, as of June 1, 1995 revised community service plans had been received from 19 grantees. Of those, the Corporation has approved 15 and requested additional clarification or information from 4. We have reviewed draft plans from 7 other sites and anticipate submission of final plans within 60-90 days. The remaining 8 sites have not yet submitted a community service plan.

II. Visits and Hands-on Assistance

Corporation Headquarters staff, consultants and State Program Office staff have conducted a total of 60 visits to all but two of the 34 HOPE VI sites. In a number of sites, State office staff have participated in many meetings with residents, housing authority staff, and local partners to develop quality community service plans.

III. Resource Materials

The Corporation has developed two principal publications to assist HOPE VI grantees: "Guidelines for Developing HOPE VI Implementation Plans" and "Self-Help in Public Housing: A Handbook for Developing Successful HOPE VI Community Service Programs". In production are five sets of instructional materials on community service in public housing around public safety, education, human needs, neighborhood environment, and small business development. The Corporation has also made a number of publications and materials available to HOPE VI grantees on specific topics

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Telephone 202-606-5000

Getting Things Done.
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

such as: creating intergenerational community service programs, involving youth in community policing and public safety, community service and the delivery of comprehensive health services, etc.

IV. Conferences and "Community Service Plus"

The Corporation has sponsored community service workshops at two national conferences for HOPE VI grantees sponsored by HUD. From June 21-24, all 32 grantees will participate in the Corporation's intensive, nuts-and-bolts conference designed to prepare all grantees to launch their community service programs. The June conference also focuses on what we call "Community Service Plus" -- mechanisms for leveraging HOPE VI service dollars through collaborations with the private sector, universities, and other local partners.

V. AmeriCorps*VISTA HOPE VI Leaders

The Corporation has recruited 20 AmeriCorps*VISTA Leaders to assist HOPE VI sites to develop and launch high-quality service programs. AmeriCorps*VISTA Leaders are Returned Peace Corps Volunteers or VISTA volunteers who have completed a year or more of service. These Leaders will be trained at the end of June and placed with 15 HOPE VI Grantees. In addition, Leaders will be placed with the "I Have a Dream" Foundation and National Council of the Churches of Christ.

VI. National Partnerships

- The "I Have a Dream" Foundation has targeted six HOPE VI sites interested in establishing "IHAD" chapters. IHAD raises endowment funds from private individuals to assist current 8-9 year olds to attend college if they complete high school. In addition, IHAD runs after-school and summer enrichment programs to ensure that the children will indeed graduate. In some existing sites, IHAD has doubled high school graduation rates. Residents and college students will serve with IHAD to raise private endowments and to tutor the children.

- The National Council of the Churches of Christ has raised private dollars to provide loans for very-low income Americans to start their own businesses. NCC, working with the Columbia University School of Business and the Kauffman Foundation, has targeted HOPE VI sites for loans and technical assistance to public housing residents and their neighbors interested in starting businesses, particularly as vendors to local health care providers. HOPE VI community service participants will gain skills with which they can then start their own enterprises in fields such as home-based health care.

- The Corporation is working with the Child Welfare League of America and the Bureau of Primary Health Care to provide technical assistance to HOPE VI sites around comprehensive primary health care and prevention services. HOPE VI community service participants will be trained to work with public and private health care providers to increase birth weights, counsel mothers on nutrition and early childhood development, address senior health needs, and educate their neighbors to prevent substance abuse, sexually transmitted diseases, teen pregnancy, and violence.
- The Corporation has also partnered with the Department of Justice to engage community service participants in HOPE VI sites to prevent and address youth violence, delinquency, and gang participation in their communities.

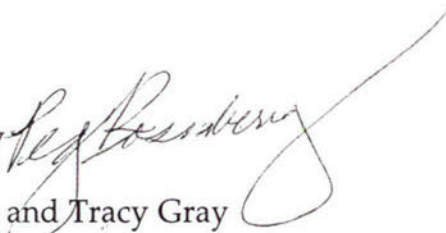
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51 * Subtitle H

Divider Title: _____

To: Eli Segal
From: Peg Rosenberry 
Through: Shirley Sagawa and Tracy Gray
Subj: Subtitle H Demonstration Program Updates

Shirley and Tracy asked that I provide information to you for the Board of Directors concerning two Subtitle H Demonstration programs we are now finalizing.

Alaska Yukon-Kuskokwim Delta Project (\$100,000). We published a Notice of Fund Availability in March for this program and received two proposals - one from the Alaska Association of Village Council Presidents and one from the Yukon-Kuskokwim Health Corporation. Both of these organizations were specifically mentioned in the legislation as one of the required partners in any grant to the region. Because their proposals were so similar we are asking them to develop a cooperative effort and resubmit a joint application. We have also asked them to work with the Environmental Protection Agency AmeriCorps program in the region which is working on very similar projects. We expect a grant award to be finalized in early August.

American Red Cross(\$1,057,685). As part of the Los Angeles earthquake Disaster supplemental appropriation we received, the Red Cross and its LA chapter are establishing an AmeriCorps emergency response program to assist in earthquake recovery, earthquake and other disaster preparedness, and rapid response to other national disasters. Through this program, the LA chapter will establish a 40-Member program divided into five teams that will respond to regional and national disasters as part of the Red Cross system. The Members will receive special training and will represent the first "team approach" to disaster response the Red Cross has been able to implement. In most cases, the Red Cross identifies individual, skilled volunteers from all over the country to serve during disasters. They come together never having worked with one another and unsure of the specific skills each brings. This AmeriCorps Rapid Response program will dispatch teams of skilled Members (e.g., mass care, communications, disaster mental health and disaster computer specialists) to at least five disasters around the United States during the coming year. They will also respond to local disasters and conduct earthquake preparedness training through California. A grant award should be finalized by June 8.

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**6 * Committee on Planning
& Evaluation**

Divider Title: _____

MEMORANDUM

TO: Board of Directors

FROM: Tom Ehrlich
Chairperson, Committee on Evaluation

RE: Evaluation Materials

Following are materials on evaluation which will be a partial focus of the Committee's Report at the Board Meeting. Please review the materials before the meeting if you have time.

We will also discuss several planning issues.

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6A * Evaluation Report

Divider Title: _____

Corporation for National Service
Office of Evaluation

Background Information and Related Materials

Table of Contents

Section	Contents
1.	Evaluation Overview
2.	Evaluation Framework Schematics
3.	Creating Annual Objectives
4.	AmeriCorps*USA: Common Evaluation Questions
5.	Report of the Evaluation Task Force
6.	Handbook for Continuous Improvement
7.	AmeriCorps data Forms
8.	Learn and Serve America: K-12 data forms
9.	Learn and Serve America: Higher Education data forms

CORPORATION FOR NATIONAL SERVICE EVALUATION OVERVIEW

The Corporation's evaluation strategy is comprised of two complimentary efforts, one at the national level and one focussed locally.

NATIONAL EVALUATIONS

The Corporation contracts for independent national evaluations that focus on the following questions¹:

- Community Impacts:
- What work was performed by programs?
 - What is the impact of that work on direct beneficiaries?
 - What are the impacts on involved institutions (e.g., sponsors, etc.)?
 - Do programs build stronger communities?
- Participant Impacts:
- Does participation increase civic responsibility?
 - Does participation increase educational attainment (e.g., HS degree/GED)?
 - Does participation increase educational opportunities (e.g., post-secondary education)?
 - Does participation enhance life skills (e.g., teamwork, problem solving)?
- Return of Investment:
- What is the return on the national investment?

The emphasis placed on these questions varies with each "product." For instance in the Learn and Serve America programs the greater emphasis is placed on the participant development questions. While equal emphasis is placed on all three sets of questions for AmeriCorps programs. The deliverables are the same for each evaluation:

Annual report:	December of each year
Final report:	June 1997

Below a brief synopsis of the national evaluations are provided:

AmeriCorps*USA and NCCC: Aguirre International from San Mateo, California has developed a three year, three tiered evaluation design. The first tier includes all programs (and all of their operating sites). The second tier includes a sample of 60 representative operating sites and 1800 Members. The third tier includes 8 of the 60 second tier sites.

- at tier one Aguirre will conduct an annual accomplishment survey of all programs.
- at tier two they will conduct three annual on-site evaluations to collect information from program staff, service recipients, host agencies and community members. They will also conduct three interviews with the sample of 1800 Members (at entry, at exit, and one-year later).
- at tier three they will conduct intensive case study evaluations that involve multiple site visits each year.

¹ Currently contracts have been awarded for both Learn and Serve America programs, AmeriCorps*USA, and AmeriCorps*NCCC. National evaluations are under design for AmeriCorps*VISTA and the Senior Corps.

Learn and Serve America, Higher Education: RAND will implement six evaluation strategies as part of their study of the Higher Education program.

- an annual accomplishment survey of program directors
- an annual survey of community agency representatives
- site visits to approximately ten grantees each year
- a longitudinal survey (through UCLA) of college faculty to determine the impacts on faculty involvement in collegiate service
- an annual survey of college freshmen (note: the UCLA Cooperative Institutional Research Program Freshman Survey will provide pre-test data, while two customized follow-up surveys will provide post-test data)

Learn and Serve America, K-12: Brandies University will implement three general evaluation strategies as part of their study of Learn and Serve America: K-12.

- a pre- and post- surveys of service learning participants and a comparison group
- an evaluation of *institutional impacts* through:
 - on-site interviews and
 - school-wide surveys of students and faculty in approximately 15 schools
- an evaluation of *community impacts* through on-site interviews and surveys of host agency representatives, service beneficiaries, and school faculty and administrators

LOCAL EVALUATIONS

At the local level, programs² are required to:

- establish and track a set of annual objectives
- establish a system for using “customer” feedback to improve program quality
- collect additional descriptive and demographic data (through forms developed by CNS)

Annual Objectives. Annual objectives describe what the program believes will be the result of a year of effort, a statement about what will change. Programs may hope to accomplish many things, but submit to the Corporation only objectives that are at the core of their mission. Up to three objectives are submitted in each of the following areas:

- community impact (covering the direct services provided to the community)
- Member/participant development
- community building or, in the case of Higher Education, institutional impacts (covering infrastructure building, partnerships, fundraising, etc.)

Every objective statements should contain the following five components:

- the program’s activities (i.e., tutoring)
- the intended result of those activities (i.e., increased reading skills)
- a method of measuring quality or impact (pre- post- reading test)
- a standard of success (average increase of one grade level)
- the number of individuals who benefit (25 at-risk youth)

² Note: while the evaluation requirements for K-12 programs fall into the general categories listed, because of the small size of their staff and their grants, the requirements are less rigorous for K-12 programs. Also, Senior Corps and AmeriCorps*VISTA programs do not yet fall under this framework.

Objectives should focus on results as much as practicable, given the constraints of time and measurability. Please see the Corporation's document "Creating Annual Objectives" for more information on setting objectives.

Using "Stakeholder" Feedback to Improve Program Quality. In addition to conducting an objectives-based evaluation, programs are required to institute procedures that provide regular feedback on program operations. To fulfill this requirement programs must:

- determine who the program's primary stakeholders are (i.e., key customers, people who must be "satisfied" in order for an organization to fulfill its mission),
- develop and implement strategies for obtaining regular feedback from them, and
- use that feedback systematically to improve quality.

Please see the Corporation's "Handbook for Continuous Improvement" for more information.

Descriptive Data and Evaluation Reporting Requirements. Finally, programs are required to provide basic descriptive information through the following forms:

- K-12 and Higher Education - Participant Summary form and Local Program Info form
- AmeriCorps - Member enrollment and exit forms and Operating Site Information form
- Senior Corps - forms currently being revised

OTHER ACTIVITIES

In addition to the above "impact" evaluations, the Corporation will also be conducting effective practice studies, policy studies, satisfaction surveys, and other evaluation work as required. A list of such studies currently underway follows:

Task Order Studies:

Westat, Incorporated	AmeriCorps*USA & *NCCC Americorps*VISTA AmeriCorps*USA	Mandated study of the importance of living allowances and educational awards Accomplishments survey Effective start-up practices study
DynCorp, Incorporated	AmeriCorps and L&SA AmeriCorps*NCCC CNS staff and sample of field	Designing mandated study of program models Designing mandated evaluation; Conducting mandated implementation study Satisfaction surveys of stakeholders
Macro, International	AmeriCorps AmeriCorps*USA & L&S:HE AmeriCorps*USA & *NCCC	Mandated study of Member demographics and service locations Continuous improvement demonstration project Mandated study of service outcomes
Other Studies: Linda Camino, PhD Linda Camino, PhD Gallup	AmeriCorps Leaders Disaster Relief Efforts	Formative Study Formative Study Opinion research

Learn and Serve America Evaluation Components

Components of Grantee Evaluations

Set Annual Objectives

- Community Service
- Participant Development
- Institutional Impacts

Continuously Improve

- Collect information about progress toward objectives
- Collect and use feedback from stakeholders to improve program quality

Cooperate with the National Evaluation

- Complete Annual Accomplishments Survey (Higher Education only)
- Complete Participant Summary form
- Complete Local Program Information form
- If selected serve as an intensive study site

Components of National Evaluation

Impact Studies

- All Higher Education programs:
- Annual Accomplishments Survey
- 15-20 select programs:
- Intensive impact studies

Program & Participant Descriptions

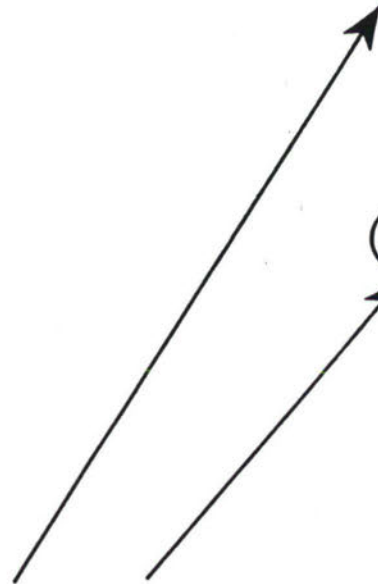
- All programs:
- Participant summary forms
 - Local program information forms

Effective Practice Studies

- Select programs only:
- Intensive studies

Disseminate Information

- To grantees
- To public, Congress, and other stakeholders



AmeriCorps *USA and NCCC Evaluation Components

Components of Local Evaluations

Set Annual Objectives

- Community Service
- Member Development
- Community Strengthening

Continuously Improve

- Collect information about progress toward objectives
- Collect and use feedback from stakeholders to improve program quality

Cooperate with the National Evaluation

- Have operating sites complete Annual Accomplishments Survey
- Have members complete enrollment and exit forms
- Have operating sites complete Operating Site Information Form
- If selected, serve as an intensive study site

Components of National Evaluation

Impact Studies

- All programs:
• Annual Accomplishments Survey
- 60 Select programs:
• Intensive impact studies

Program & Participant Descriptions

- All programs:
• Member enrollment forms
• Member exit forms
• Operating site information forms

Effective Practice Studies

- Select programs:
• Intensive studies

Policy Studies

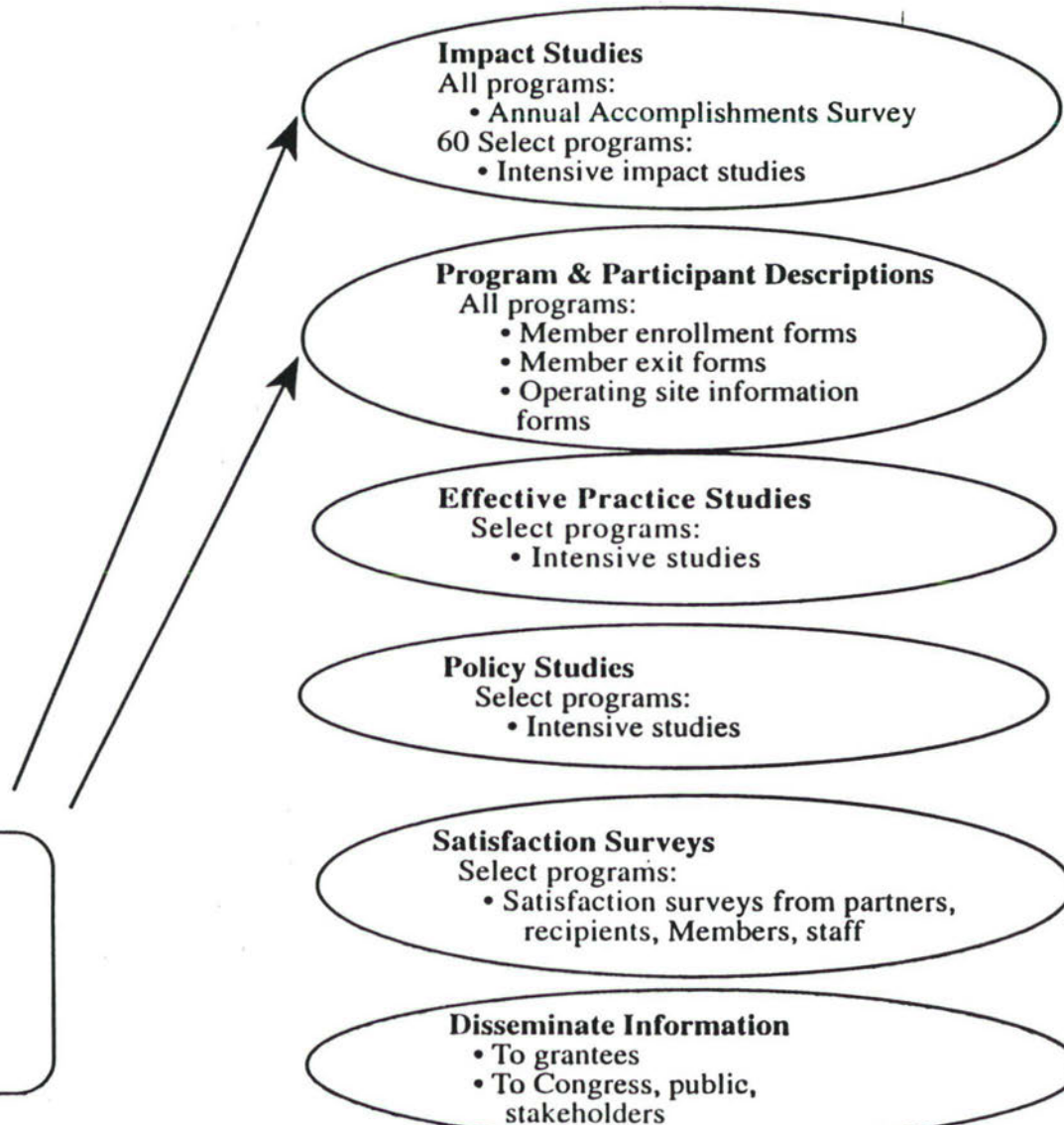
- Select programs:
• Intensive studies

Satisfaction Surveys

- Select programs:
• Satisfaction surveys from partners, recipients, Members, staff

Disseminate Information

- To grantees
- To Congress, public, stakeholders



AmeriCorps *VISTA Evaluation Components

Components of Local Evaluations

(Note: local VISTA evaluation requirements are currently under review)

Set annual project objectives

Cooperate with the National Evaluation
• Project sites complete Annual Accomplishments Survey



Components of National Evaluation

Impact Studies
All projects:
• Annual Accomplishments Survey

Program & Participant Descriptions
All project sites and Members:
• Application forms

Effective Practice Studies
Select programs:
• Intensive studies

Satisfaction Surveys
Select programs:
• Satisfaction surveys from partners, recipients, Members, staff

Disseminate Information
• To grantees
• To Congress, public, stakeholders

Senior Corps Evaluation Components

Senior Corps and Evaluation staff are currently developing a multi-year evaluation plan for the Senior Corps.

**CORPORATION FOR NATIONAL SERVICE
CREATING ANNUAL OBJECTIVES
AND OTHER EVALUATION REQUIREMENTS**

Imagine putting together an *Annual Report to "Stakeholders"* at the end of the year. In that report, among other things, you would want to concisely describe your program, list your service activities and the impacts of those activities, and detail how your organization is identifying opportunities for improvement. These three goals correspond to the primary purposes of AmeriCorps*USA evaluations - describing programs, assessing impacts, and improving quality. AmeriCorps programs will be able to fulfill these goals by adhering to the Corporation's evaluation requirements. Specifically, every AmeriCorps*USA program is required to:

- establish a mission statement
- develop a set of annual objectives and systems for tracking progress towards those objectives
- establish systems for collecting and using regular "customer" feedback to improve program quality
- complete and submit forms that provide basic operating site and Member information

In the sections that follow, each of these evaluation components will be discussed in detail, but first a word about multi-site programs. If you propose a program that includes several operating sites, please note that *an evaluation plan is required for each site*. The Corporation for National Service will require evaluation and outcome data at the operating site level. Further, we will review and approve evaluation plans at the site level. Consequently, as you review your evaluation plans, keep in mind that each of your sites must have objectives and evaluation plans as described in these guidelines and must be capable of conducting their own evaluation activities.

I. Mission Statement

The mission statement is the broadest, least specific statement of what a program hopes to accomplish. Some mission statements may be relatively concrete:

[The program] will address a critical national need by building low-income housing, upgrading/rehabilitating existing housing, and teaching participants concrete skills in professional trades.

Others may be more visionary, providing a less immediate sense of the work a program will do:

[The program] seeks to make significant changes in the livability of the communities we serve by expanding housing opportunities, strengthening neighborhood partnerships, and fostering cross-cultural understanding.

For your application, either is acceptable. We view mission statements as expressions of hope and not necessarily as definitions of outcomes to be achieved.

II. Annual Objectives

The Corporation is committed to measuring the success, or lack of success, of funded programs. To this end, programs are required to submit annual objectives for all proposed operating sites. An objective, most simply, is a statement of what your program believes will be the result of a year of effort, a statement about what will change.

It is possible to measure several types of change. Change could be defined in terms of the *process* of operating a program. Generally speaking, objectives addressing the process of operating a program are called process objectives. Here are two examples:

- To recruit 45 participants within six weeks of beginning operation.
- To hold weekly staff meetings with all youth team supervisors.

These objectives address *how* work will get done, not *what* work will get done. The ultimate goal of a program is unlikely to be the hiring its participants or the holding of meetings, although those are important processes in creating a quality program.

In contrast to process objectives are *outcome* objectives. Outcome objectives focus on the *end products* of a program:

- To produce 15 units of quality low-income housing in a year.
- To have 75% of participants complete their GED by program end.

The Corporation requires programs to establish objectives that focus on outcomes (i.e., end products or services). Consequently, your program objectives should be about ends, not means.

Of course, a spectrum of “outcomes” exist. Setting up a mentoring program leads to a decrease in drop-out rates which leads to increases in graduation rates which leads to better job histories, and so on. The trick is to establish objectives as far along the spectrum away from processes and towards outcomes as possible, given the constraint of measurability in a single year.

Just focusing on end results is not enough, however. Programs must set objectives that detail how the quality/impact of end results will be measured. Below information is provided on the five components of a complete objective statement.

Components of an Objective

For an objective to be useful, it must be specific enough to allow decision makers to determine what, if any, change occurs as the result of a program's efforts. For example, the following objective,

- To improve the reading skills of at-risk youth through tutoring.

describes a service activity and a desirable outcome, but provides no indication of how the “improvement” will be measured. An better objective would describe both the desired change and a means of determining whether the change occurred:

- To improve the reading skills of at-risk youth through tutoring, as measured by performance on the school district's reading comprehension test, to be administered before and after the program.

We now know what change is desired (better reading skills) and how the change will be measured (a comprehension test), but we still lack an important detail. How big a change in reading comprehension does the program hope to achieve? That is, would the program or Corporation staff be satisfied if the average increase in test scores was one percent? Regardless of the answer to this question, the problem is apparent. Programs and Corporation staff need to have a common standard for measuring whether an objective was achieved. Thus, we need a third revision of our objective:

- To improve the reading skills of at-risk youth through tutoring, as measured by an average increase of five percent on the school district's reading comprehension test, to be administered before and after the program.

With this objective, your program staff and the Corporation's personnel have a common expectation of "how" achievement will be measured and "how big" an achievement to expect. Setting the "how big" component of an objective requires careful consideration and expert knowledge of your service area. Programs that set overly ambitious standards may fail to meet their objectives even if they are providing high-quality services. Programs that set very low standards for success may appear incapable of achieving substantial goals, and therefore, will be unlikely to receive Corporation support.

Only one element of our objective is missing. How many service recipients will there be? Will the program tutor four students, or forty? Thus, we need one last revision for the objective to define clearly how success will be measured:

- To improve the reading skills of 25 at-risk youth through tutoring, as measured by an average increase of five percent on the school district's reading comprehension test, to be administered before and after the program.

Our sample objective now includes sufficient detail so that program staff and Corporation staff have a common standard for measuring achievement.

To summarize, each objective should include a description of:

- The services to be provided
- The expected result of the services
- A means of measuring the impact of the provided services (or the quality of the provided product)
- The standard of success the program hopes to meet
- The number of service recipients

The table on the following page provides examples of AmeriCorps objectives broken into their component elements.

**THE COMPONENTS OF OBJECTIVE STATEMENTS
CORPORATION FOR NATIONAL SERVICE**

OBJECTIVE COMPONENTS	COMMUNITY SERVICE			MEMBER DEVELOPMENT	COMMUNITY BUILDING
	Building low-income housing	Tutoring low-achieving students	Operating safety patrols in a school	Fostering an ethic of service	Creating Partnerships
The service to be provided	building houses	tutoring students	operating safety patrols	service-learning or reflection	meetings, collaborative projects, etc.
Result of the services	10 houses built	improved academic achievement of 500 students	decreased incidence of school violence	continued commitment to community	partnerships
Means of measuring the quality of the product or impact of the service	contractor judgments; housing code; owner's judgments	test scores; teacher's evaluations; retention rates; attendance rates	school records; interviews with teachers; interviews with administrators	exit survey; alumni survey; exit interviews	not applicable (method of measure is not necessary for community building objectives)
Standard of success the program hopes to meet	100% of houses pass inspection; 80% of houses are rated "of high quality"	5% rise in recipients' reading scores on district test; 25% rise in recipients' pre-post test; 75% of recipients' teachers rate them as improved.	10% decrease in reported incidence of violence in the school; 80% of teachers rate the program as significant in reducing violence	75% of participants plan to stay involved in their communities and attribute that decision to their service experience	three partnerships developed
Number of service-recipients	10 low-income families	500 students	350 students	70 participants	not applicable

Identifying the five components in an objective is easier in some cases than in others. In product-oriented programs, for example, the work to be done and the result of the work may *seem* almost indistinguishable (building houses, quality houses built). Nevertheless, it should be possible to identify each component. Corporation staff will review your objectives to determine that all five components are identified and we will ask that you submit your objectives on the attached worksheets (or those provided in the application). Some examples may help to clarify how the components might be combined to create an objective:

Example 1:

- To improve the mathematics skills of at least 25 students through peer tutoring. Service recipients' tutoring needs will be determined by a diagnostic assessment at the beginning of the program. Service Recipients will master at least 75% of their skills that require remediation, as determined by retesting on the diagnostic assessment.

1. The service to be provided is tutoring.
2. The result to be achieved is improvement in mathematics skills.
3. The method of measuring impact is a pre-test, post-test comparison.
4. The standard of success is "mastery" of 75% of the skills tutored.
5. Twenty-five students benefit from the service.

The nature of the diagnostic test and the meaning of the word "mastery" are not specified, so we would want to hear more about those elements in your proposal narrative. In general, however, the program has included in this objective all the essential elements necessary to permit a concrete discussion of program achievements.

Example 2:

- Protect our Youth will immunize 7,500 infants and children during our initial year of operation.
 1. The service to be provided is immunizing children.
 2. The result to be achieved is completing 7,500 immunizations.
 3. The method of measuring quality is not described.
 4. The standard of success is not described.
 5. Seven-thousand five-hundred children benefit from the service.

Corporation evaluation staff would want to discuss with this program's staff the absence components 3 and 4. The program operators may feel that, for this activity, components 3 and 4

are unnecessary. As evaluators, not public health experts, we would look forward to obtaining the professional judgments of both the program's staff and other public health professionals to determine if there are standards of quality or safety appropriate to such an activity. Our concern is for the quality of the objectives, not the quantity of them.

Objectives and the Three Impacts

AmeriCorps*USA programs should provide up to three objectives in each of the following areas:

- community services,
- Member development, and
- community building.

Realistically, your community service objectives will be the most detailed and outcome oriented. Member development objectives should also be framed to evaluate end-products, not processes; they should describe the measurable changes that your program plans to produce in Members. We anticipate more of a process orientation in community building objectives. For example, a community building objective may focus on the process of establishing community linkages rather than on the demonstrable results of those partnerships.

Realism

Objectives must be crafted with great care, because they will be used to infer whether your program's goals were met. Over-ambitious or unrealistic goals can produce a negative evaluation, even if the program had worthwhile accomplishments. Apply your professional experience to the objectives. Is a 50% increase in comprehension skills achievable given the amount of tutoring to be provided and the expertise of the tutors? Can escort patrols really produce a 65% decrease in street crimes?

In contrast, trivial or complacent goals may raise questions about your ability to "get things done," and will ultimately limit your potential for demonstrating accomplishments. Should a program with 50 participants be expected to accomplish more than "canvas 100 residences door-to-door to distribute information on recycling."?

Relevance

To be meaningful, objectives should be linked directly to the activities of the program. Consider your objectives carefully to determine whether you have set objectives that will give your

program an opportunity to demonstrate success. Objectives that are set too broadly, too narrowly, or off topic will hamper your effort to show results.

For example, imagine a public safety program that proposes to provide escort services to senior citizens in a neighborhood victimized by street crimes. The program expects to produce a 10% reduction in street crime in their community. There is real danger that their objective is too broad. A change in crime statistics could be affected by many forces that were not related to the activities of a senior citizen escort program. Only if the statistics employed were restricted to a specific set of crimes and collected from within the program service area could we expect that the program's activities would be reflected in any statistical change in the incidence of crime.

Another program proposes to establish a neighborhood recycling center. They set as an objective recovering 8,000 pounds of recyclable materials in a year. This objective is probably too narrow. Even if their goal is achieved, it gives little indication of the impact of the program. Is 8,000 pounds a large amount or a small amount? How have service recipients been affected? Is the community meaningfully different? If collecting 8,000 pounds of recyclables will produce a meaningful change for some service beneficiary, there should be a measurable way of demonstrating it. A measure of that change should be incorporated into the objective.

Finally, consider a program that proposed to establish the goal of improving students' reading ability and then set as an objective increasing the number of library visits by each student during the program. While an increase in the number of library visits would undoubtedly be a good thing, it will not help us to infer whether improved reading ability was achieved. The objective is off-target; we cannot infer anything about the program activity from the information obtained for the objective.

Focus on Major Components and Goals

The program objectives should reflect the *essential* goals of the program. You and your staff may hope to accomplish many things, but you should identify a small number standards by which to measure program success. Avoid setting objectives that will measure activities that are not at the core of your program's mission.

Similarly, try to distinguish between objectives that provide data that is "nice to know" and objectives that result in data that you "need to know." Given the resources available, "nice to know" is a luxury that few can afford. For example, imagine that an immunization outreach program proposes to distribute literature advertising the services of their clinic. Although the staff

may be interested to know what proportion of their distributed flyers are read, this is not an essential piece of information and is not an ideal program objective. A more critical objective would address the proportion of people being immunized who report having received the materials and the proportion who report attending the clinic because of the literature they received.

Collecting Objectives-Related Data

In order to determine whether objectives are being reached, information is needed. Every program must have in place a plan for collecting all data required to determine if objectives are being met. The Corporation does not require applicants to submit detailed data-collection plans, but we will expect programs that receive funding to have manageable, accurate systems for data collection. The nature of these plans will vary widely among different types of service providers, but you should consider carefully when, how, and by what means you will obtain the necessary information.

III. Continuous Improvement

In addition to conducting objectives-based evaluation, programs are also required to develop and implement continuous improvement systems. Through these systems, programs should seek and use regular "customer" feedback to improve program quality. Such practices can not only enhance the day-to-day productivity and quality of a program, but they be of great value in helping programs to stay on track for meeting their annual objectives. The Corporation has developed a handbook for funded programs that provides numerous strategies for incorporating continuous improvement into daily program management. The Corporation is also currently conducting a continuous improvement demonstration project at 10 sites. Many continuous improvement tools are informal and require very modest commitments of time and resources, although their yield can be substantial. Some examples include advisory panels, participant discussion groups, satisfaction surveys, structured journals, and suggestion boxes.

Summaries of your continuous improvement activities will be part of your periodic reports to the Corporation. Such summaries might focus on staff meetings, formal or informal feedback from service beneficiaries, or group discussions with participants. The summary should briefly describe the problems or opportunities raised and the performance goals established and actions taken in response to them.

IV. Descriptive Data Reporting Requirements

The National and Community Services Act, which establishes the AmeriCorps*USA program, places certain reporting requirements on us, and in turn, on funded programs. We are making every effort to keep to a minimum the amount of form completing and report writing grantees will need to do, but we will require programs submit the following:

- Information on Members (through Enrollment and Exit Forms)
- Information on operating sites (through the Operating Site Information Form)
- Information on accomplishments - primarily activities and numbers of individuals served (through an annual accomplishment survey).

In Summary

The Corporation for National Service is serious about its commitment to “getting things done.” Ensuring that programs establish meaningful and useful evaluation strategies is a critical step toward fulfilling this commitment. We hope these guidelines are of value to you and your program staff.

Applicant _____

Operating Site _____

**CORPORATION FOR NATIONAL SERVICE – AMERICORPS
COMMUNITY SERVICE OBJECTIVES**

COMPONENTS OF OBJECTIVE STATEMENTS:

1) What direct services will your Members provide?

example 1: tutoring low-achieving students

example 2: building low-income housing

objective 1:

objective 2:

objective 3:

2) What is the expected result of the services described above? (Note: each objective should include only ONE result)

example 1: improved academic achievement

example 2: 10 high-quality houses built

objective 1 (include only one result):

objective 2 (include only one result):

objective 3 (include only one result):

3) How will you measure the quality of your product or impact of your service?

example 1: test scores

example 2: housing code/inspector's judgment

objective 1:

objective 2:

objective 3:

4) By what standard will you gauge success?

example 1: 5% rise in service recipients' reading scores

example 2: 100% of houses pass inspection

objective 1:

objective 2:

objective 3:

5) How many individuals will benefit from the work your Members perform?

example 1: 500 low-achieving students

example 2: 10 low-income families

objective 1:

objective 2:

objective 3:

Applicant _____

Operating Site _____

**CORPORATION FOR NATIONAL SERVICE
MEMBER DEVELOPMENT OBJECTIVES**

COMPONENTS OF OBJECTIVE STATEMENTS:

1) What Member development activities will you provide?

example 1: critical reflection opportunities

objective 1:

objective 2:

objective 3:

2) What is the expected result of these activities?

example 1: members show continued commitment to community

objective 1 (include only one result):

objective 2 (include only one result):

objective 3 (include only one result):

3) How will you measure the impact of these activities on Members?

example 1: through surveys administered by the program

objective 1:

objective 2:

objective 3:

4) By what standard will you gauge success?

example 1: 75% of participants plan to volunteer in their communities

objective 1:

objective 2:

objective 3:

5) How many individuals will benefit from your Member development activities?

example 1: 200 participants

objective 1:

objective 2:

objective 3:

Applicant _____

Operating Site _____

**CORPORATION FOR NATIONAL SERVICE
COMMUNITY BUILDING OBJECTIVES**

COMPONENTS OF OBJECTIVE STATEMENTS:

1) What community building activities will you conduct?

example 1: recruiting additional volunteers

objective 1:

objective 2:

objective 3:

2) What is the hoped for result of the activities described above?

example 1: 1000 additional hours of volunteer service

objective 1 (include only one result):

objective 2 (include only one result):

objective 3 (include only one result):

3) How will you measure the quality or impact of these activities?

example 1: log of additional volunteer hours

objective 1:

objective 2:

objective 3:

4) By what standard will you gauge success?

example 1: 900 additional hours of volunteer service logged

objective 1:

objective 2:

objective 3:

5) How many individuals will directly benefit from the activities you engage in (if applicable)?

example 1: the 150 community residents served by the volunteers

objective 1:

objective 2:

objective 3:

AMERICORPS*USA COMMON GRANTEE EVALUATION QUESTIONS

Question 1: What are some typical objectives?

Programs were required to establish three sets of objectives: community service objectives, Member development objectives, and community building objectives.

The Corporation has not yet identified typical community service objectives. Because these objectives are tailored to local programs and the services they provide, the variety of objectives submitted is quite substantial. However, we have begun to “catalogue” and analyze common community service objectives and hope to complete this work in the in the upcoming months.

Member development objectives generally fall into five categories - objectives that relate to increased civic responsibility and an ethic of service (e.g., continued commitment to community), objectives that relate to occupational skills (e.g., medical skills, teaching skills), objectives that relate to increased life skills (e.g., teamwork skills, leadership skills), objectives that relate to increased learning (e.g., increased knowledge about social problems, GEDs, college enrollment), and objectives that relate to decreased future problems (e.g., at-risk Members who avoid trouble with the law).

Community building objectives are quite varied, but generally they have centered around building stronger partnerships, leveraging volunteers, fundraising, bringing together diverse community groups, increasing collaborations, developing advisory boards, and the like.

While the Corporation encourages programs to learn from each other, we caution against looking for “one-size-fits-all” objectives. Because it is important that they be meaningful at the local level, annual objectives should ultimately be developed and refined there.

Question 2: How can we be expected to measure the results of our programs in a single year when the changes we hope to effect takes much more time?

AmeriCorps programs should be designed to produce direct and demonstrable results. Therefore, we have asked that program objectives focus on outcomes. However, we recognize that a spectrum of outcomes exists for any set of activities. For instance, a mentoring program may lead to a decrease in drop-out rates, which leads to an increase in graduation rates, which leads to better job histories, and so on. Objectives should be established as far along the spectrum as possible away from processes and towards ultimate outcomes, given the constraints of measurability in a single year. In many case programs will need to focus on the incremental outcomes that occur as they make progress towards their ultimate outcome.

The Corporation realizes that resources are limited and we have not required objective-based evaluations to be quasi-experimental or highly rigorous in nature. While we encourage programs (or their state commissions) to sponsor more sophisticated evaluations, we only require that programs conduct evaluations which produce indicators of quality or impact. Direct causal links between programs and the change they hope to effect need not always be made. Rather, program evaluations should provide defensible data that indicate program activities played some notable part in effecting the intended change. For more information on designing objectives, please refer to the Corporation for National Service document "Creating Annual Objectives."

Question 3: In addition to setting and tracking outcome objectives, programs are also asked to engage in continuous improvement. How does continuous improvement fit with the process of measuring progress towards objectives?

From the Corporation's perspective continuous improvement efforts are distinct from evaluation work related to annual objectives. Continuous improvement efforts should be centered around "stakeholder" feedback. Programs are required to determine who their primary stakeholders are and to use regular feedback from them to improve program quality. In contrast, annual objectives are outcome-oriented goals. They describe what you hope will change as a result of your activities. Thus, annual objectives detail where you want to be at the end of the year, while continuous improvement efforts focus on the quality of your services while you are getting there.

Question 4: What do we do if we know we are not going to achieve one of our objectives?

Grantees that wish to revise annual objectives should contact their program officer at the Corporation.

Question 5: How can we ensure that our objectives, continuous improvement efforts, and the national evaluation all fit together?

Imagine putting together an *Annual Report to "Stakeholders."* What would you want to say in that report? At a minimum you would probably want to:

- (1) concisely describe your program
- (2) list your service activities and the impacts of those activities
- (3) detail opportunities for improvement and how the program plans to take advantage of them

These items correspond to the three primary goals of evaluation - describing programs, assessing impacts, and improving quality. By fulfilling the Corporation's evaluation requirements, you will also be able to achieve each of these goals. Specifically, by developing results-oriented objectives you will be able to achieve (2). By collecting and using stakeholder feedback you will be able to achieve (3). By completing the Corporation's operating site information form and ensuring that Members complete enrollment and exit forms, you will be well on your way to achieving (1). In concert, the results of your evaluation efforts should provide a comprehensive picture of your program, which you can provide to all key stakeholders, not just the Corporation.

Because the Corporation has the resources to perform more in-depth evaluations and because we must assess the impact of the overall AmeriCorps Program, we are supplementing local evaluation efforts with national evaluations that will:

- (1) describe programs using nationally aggregated figures (using our database and the forms you submit)
- (2) assess impacts through quasi-experimental studies conducted by Aguirre International in cooperation with a sample of programs
- (3) identify effective practices and lessons learned in cooperation with a sample of programs (for purposes of quality improvement).

The results of many of these studies will be shared with programs, so that you may use what we learn both to demonstrate the impacts of AmeriCorps programs in general and to improve your local operations.