

## Maine National Service Program Director Core Competencies and Indicator Rubric

These core competencies provide Corporation for National and Community Service-funded programs and prospective applicant organizations with an overview of the competencies needed by a grant’s lead staff for effective national service program management. A competency is a combination of knowledge, skills and abilities that are required to perform a task. Competencies described here are all important and interrelated; however, they are developed over time through training and experience which is reflected in the Novice through Exemplary continuum for each one. Managing a high impact, high quality program and grant effectively requires proficiencies in all of the core competencies.

Competency	Description
<b>Program Management</b> pp. 2-3	Program directors working with national and community service programs and projects will possess the ability to develop and maintain high quality fiscal and organizational management systems and practices compliant with federal laws and regulations, AmeriCorps requirements, Maine state laws, and (when applicable) the policies and procedures of Volunteer Maine.
<b>Program Evaluation</b> p. 4	Program directors working with national and community service programs and projects will possess the ability to define and revise performance results, output and outcome indicators, develop and utilize appropriate data collection instruments, and analyze data for reporting on the performance of their programs and projects.
<b>Resource Development</b> p. 5	Program directors working with national and community service programs and projects will possess the ability to develop financial and non-financial support including, but not limited to, creating a sustainability plan, identifying potential sources of funds, developing proposals, and presenting requests for assistance.
<b>Community Engagement &amp; Strengthening</b> p. 6	Program directors working with national and community service programs and projects will possess the ability to work with individuals and organizations to identify community needs, leverage community assets, and position their program or project as a catalyst for community strengthening.
<b>Public Policy</b> pp. 7-8	Program directors responsible for national and community service programs or projects will be knowledgeable about the federal and state legislation, regulations, and policy that affects and their programs, and have relationships with policy makers that foster an understanding of the connections between the value of service and public policy.
<b>Leadership</b> pp. 9-10	Program directors working with national and community service programs and projects will invest their personal integrity and assets to advance individual, program, community, and National Service goals.
<b>Professional Development</b> p. 11	Program directors working with national and community service programs and projects will have a professional development plan that includes participation in skill and knowledge-building opportunities to promote personal and professional growth. Opportunities will be related to issues that impact their program, broader community needs, evolving national priorities, and the competencies outlined in this document.

*The Maine Commission for Community Service is firmly committed to providing access, equal opportunity, and reasonable accommodation in programs, activities, and materials.*

## Maine National Service Program Director Core Competencies and Indicator Rubric

<p><b>Program Management</b> <i>Program directors working with national and community service programs and projects will possess the ability to develop and maintain sound fiscal and organizational management systems and practices compliant with federal laws and regulations, Corporation for National and Community Service (AmeriCorps) requirements, Maine state laws, and (when applicable) the policies and procedures of the Maine Commission for Community Service.</i></p>				
QUALITY INDICATOR	PHASE III (Exemplary)	PHASE II (Strong)	PHASE I (Emerging)	NOVICE/NEW
<b>Fiscal Management</b>	Effectively manages program expenditures with financial officer, as applicable; forecasts budget requirements to sustain program operations.	Effectively manages program expenditures with financial officer, as applicable.	Develops an understanding of budget principles and financial reporting requirements.	Limited knowledge of fiscal policies and/or program budget.
<b>Programmatic Record Keeping</b>	Annually reviews and modifies record keeping process to adhere to AmeriCorps and Volunteer Maine policies and procedures.	Implement record keeping plan to maintain 100% compliance.	Creates a system for collecting, organizing, and retaining records.	Limited knowledge of record keeping and retention policies.
<b>Appropriate Program Activities</b>	Monitors all program activities to ensure they are consistent with the approved grant application and adhere to AmeriCorps provisions and regulations and Volunteer Maine policies and procedures.	Identifies area(s) of possible non-compliance and develops procedures to address these issues and ensure compliance.	Thoroughly understands approved grant application, AmeriCorps provisions and regulations, and Volunteer Maine policies and procedures.	Limited knowledge of approved grant application, AmeriCorps provisions and regulations, and Volunteer Maine policies & procedures.
<b>Participant/Member Recruitment, Development, &amp; Retention</b>	Utilizes effective strategies for recruiting and selecting appropriate participants/members; provides members with a complete understanding of national service and their specific service assignment through initial orientation and ongoing support and training.	Effectively implements plan for participant/member recruitment, development, and retention.	Identifies effective strategies and develops a plan for participant/member recruitment, development, and retention.	Limited knowledge of strategies pertaining to participant/member recruitment, development, and retention.
<b>Site Recruitment and Development (if applicable)</b>	Provides consistent communication, ongoing training, and continuous guidance and support to program sites; annually reviews portfolio of sites to ensure program is meeting the most critical community needs.	Implements a strategy to monitor sites and provide continuous guidance and support.	Educates sites regarding program goals, approved participant/member activities, AmeriCorps provisions and regulations, and Volunteer Maine policies and procedures.	Limited knowledge of strategies pertaining to site recruitment, selection, and development.

## Maine National Service Program Director Core Competencies and Indicator Rubric

<p><b>Team Development</b></p>	<p>Effectively integrates teambuilding strategies into program training activities to foster team cohesiveness; anticipates and addresses the stages of member development (forming, storming, norming, performing).</p>	<p>Effectively implements teambuilding strategies to foster team cohesiveness; appropriately responds to issues as they arise.</p>	<p>Recognizes team dynamics and emerging patterns of behavior; explores facilitation of activities to foster team cohesiveness.</p>	<p>Limited recognition of team dynamics; reactive.</p>
<p><b>Effective Practices for High Quality Service Program</b></p>	<p>Identifies and adopts or adapts effective practices from related fields; evaluates relationship between quality service and local practices; and shares all with others.</p>	<p>Applies effective practices from the field and begins development, assessment, and documentation of own effective practices.</p>	<p>Explores and identifies effective practices from the field and considers how these practices might be applied to programming.</p>	<p>Limited knowledge of effective practices and how to document and apply them.</p>

## Maine National Service Program Director Core Competencies and Indicator Rubric

<b>Program Evaluation</b>	<i>Program directors working with national and community service programs and projects will have the ability to define and revise performance results, output and outcome indicators, develop and utilize appropriate data collection instruments, and analyze data for reporting on the performance of their programs and projects.</i>			
<b>QUALITY INDICATOR</b>	<b>PHASE III (Exemplary)</b>	<b>PHASE II (Strong)</b>	<b>PHASE I (Emerging)</b>	<b>NOVICE/NEW</b>
<b>Performance measurement</b>	Thorough understanding of outputs, intermediate outcomes, and end outcomes; integrates a comprehensive timeline and strategies for gathering data and analyzing results in conjunction with other organizational evaluation efforts.	Thorough understanding of outputs, intermediate outcomes, and end outcomes; implements components of a comprehensive timeline; gathers data and analyzes results.	Explores strategies for evaluation; has developed outputs, intermediate outcomes, and end outcomes to measure program impact; develops a comprehensive timeline to gather data and analyze results.	Limited knowledge of performance measurement
<b>Appropriate data collection instruments</b>	Effectively utilizes a variety of validated instruments and methods that successfully measure program impact; annually reviews instruments and strategies to determine effectiveness.	Effectively utilizes a variety of validated instruments and methods that successfully measure program impact.	Identifies instruments and strategies for measuring program data.	Limited knowledge of data collection instruments and methodology
<b>Program Improvement</b>	Successfully utilizes feedback and evaluation information to inform overall program improvement and innovation; systems and activities are modified accordingly.	Integrates feedback and evaluation information to inform overall program improvement and innovation.	Explores strategies for collecting feedback and program input; identifies a timeline for implementing strategies.	Limited knowledge of feedback and evaluation information for program improvement.
<b>Dissemination of impact data</b>	Effectively communicates relevant data with identified stakeholders through a variety of methods; obtains feedback/input from stakeholders to inform improvements in evaluation and future dissemination efforts.	Effectively communicates relevant data with identified stakeholders through a variety of methods (i.e., annual report, newsletters, social media outlets, press releases, etc.)	Identifies stakeholders and the relevant data appropriate for each audience (i.e., funders, elected officials, community members, etc.).	Limited knowledge of the connection between evaluation and the importance of sharing program impacts with stakeholders.

## Maine National Service Program Director Core Competencies and Indicator Rubric

<b>Resource Development</b>	<i>Program directors working with national and community service programs and projects will possess the ability to develop financial and non-financial support including, but not limited to, creating a sustainability plan, identifying potential sources of funds, developing proposals, and presenting requests for assistance.</i>			
<b>QUALITY INDICATOR</b>	<b>PHASE III (Exemplary)</b>	<b>PHASE II (Strong)</b>	<b>PHASE I (Emerging)</b>	<b>NOVICE/NEW</b>
<b>Sustainability plan</b>	Successful integration of the sustainability plan with defined systems in place.	Implements a well-defined sustainability plan that is realistic and attainable within the timeframe outlined by the plan.	Defines basic elements that sustain a program, including financial resources, programmatic resources, stakeholder support, and integrated policies and procedures.	Limited knowledge of the need for a sustainability plan.
<b>Financial Resource Identification</b>	Successfully leverages diversified funding.	Actively pursues financial resources other than AmeriCorps funds and host-site fees.	Identifies potential funding sources and develops a plan for requesting funds.	Limited knowledge of fund development practices.
<b>Programmatic Resource Identification</b>	Successfully secures and utilizes a variety of programmatic resources necessary for effective programming.	Identifies sources for obtaining and actively pursues programmatic resources necessary for effective programming.	Identifies the programmatic resources necessary for effective programming.	Limited knowledge of programmatic resources (i.e., curriculum, training materials, program supplies, facilities, expertise, etc.).
<b>Partnership building and collaboration</b>	Successfully maintains relationships that are consistent and mutually beneficial.	Develops partnerships that foster mutual benefits.	Identifies potential partners and defines goals for collaborations.	Limited knowledge of the value of partnerships and collaboration.
<b>Public Relations/ Communications Strategy</b>	Successfully utilizes a variety of communications strategies to increase public awareness and knowledge resulting in community support.	Implements communications strategy, including outreach presentations, social/ traditional media, and stakeholder education.	Identifies target audiences, develops appropriate messaging (branding), and creates a communications strategy.	Lack of knowledge of marketing and public relations principles.

## Maine National Service Program Director Core Competencies and Indicator Rubric

<b>Community Engagement &amp; Strengthening</b>		<i>Program directors working with national and community service programs and projects will possess the ability to work with individuals and organizations to identify community needs, leverage community assets, and position their program or project as a catalyst for community strengthening.</i>		
<b>QUALITY INDICATOR</b>	<b>PHASE III (Exemplary)</b>	<b>PHASE II (Strong)</b>	<b>PHASE I (Emerging)</b>	<b>NOVICE/NEW</b>
<b>Community Needs Assessment</b>	Consistently gathers relevant data from multiple sources and acts as a subject matter expert for others.	Conducts needs assessment on an annual basis, reviews data/results, and identifies trends.	Explores needs assessment strategies and identifies appropriate methods for different audiences.	Limited knowledge of needs assessment strategies and changing community issues.
<b>Community Assets</b>	Successfully identifies and leverages community assets to strengthen programming and community connections; shares best practices with community organizations; documents and shares asset development process with national service network.	Successfully identifies and leverages community assets to strengthen programming and community connections	Explores strategies for identifying and leveraging community assets; identifies and implements strategies.	Limited knowledge of how to identify and leverage community assets.
<b>Outreach and Collaboration</b>	Established collaborations that provide mutual benefits resulting in the achievement of common goals in a community; viewed as a key resource by other organizations and community leaders.	Continues ongoing outreach and maintains existing collaborations; successfully utilizes collaborations to position their program.	Begins to do outreach and make connections in the community; joins existing networks and establishes relationships to position their program.	Limited knowledge of outreach and collaboration strategies; unaware of how to position program as a key resource.

## Maine National Service Program Director Core Competencies and Indicator Rubric

<p><b>Public Policy</b> <i>Program directors responsible for national and community service programs or projects will be knowledgeable about the federal and state legislation, regulations, and policy that affects and their programs, and have relationships with policy makers that foster an understanding of the connections between the value of service and public policy.</i></p>				
QUALITY INDICATOR	PHASE III (Exemplary)	PHASE II (Strong)	PHASE I (Emerging)	NOVICE/NEW
<b>Public policy<sup>1</sup></b>	Participates in forums or networks through which policy information is shared; monitors publications and internet sites where public policy notices or discussions appear; shares relevant information with local, state, or regional networks concerned with national service and volunteerism.	Actively seeks information about public policy that could impact service and volunteer efforts; strives to understand process for making public policy and the role of public input or comment; identifies tactics for monitoring additions or changes to relevant public policy.	Identifies and explores existing as well as proposed public policy that impacts service and volunteer efforts; strives to understand public policy implications for own program.	Limited knowledge of laws, regulations, policies that impact National Service and/or volunteer programs or activities.
<b>Relationships with public officials and policy makers</b>	Has a schedule and plan for semi-annual contact with municipal leaders, state legislators or Members of Congress to exchange information about community needs and the role of volunteer programs in meeting the needs; routinely engages elected public officials (or staffers) in program events and projects to increase understanding of service as a community problem-solving strategy; provides elected public officials with impact reports that help them articulate volunteer program goals and accomplishments.	Annually contacts municipal leaders, state legislators or Members of Congress; invites elected public officials (or staffers) to attend program events and projects; explains to elected public officials the program goals and how those relate to community needs or issues.	Identifies the relevant municipal leaders, state legislators or Members of Congress and what their priority issues or concerns are; explores opportunities to invite elected public officials (or staffers) to attend program events and projects; identifies process for issuing the invitation and host organization protocols for doing so;	Limited knowledge of who municipal leaders, state legislators or Members of Congress are; does not invite elected public officials (or staffers) to attend program events and projects; not able to connect the purpose of the volunteer effort with the interests of public officials.

<sup>1</sup> Public policy can be generally defined as a system of laws, regulatory measures, courses of action, and funding priorities concerning a given topic promulgated by a governmental entity or its representatives.

## Maine National Service Program Director Core Competencies and Indicator Rubric

<p><b>Impact data</b></p>	<p>Successfully integrates and actively maintains a stakeholder education plan that incorporates the dissemination of impact data; utilizes core educational messages to cultivate champions and increase knowledge about the program; shares best practices with the national service network.</p>	<p>Implements a stakeholder education plan that incorporates the dissemination of impact data; develops core educational messages to cultivate champions and increase knowledge about the program.</p>	<p>Explores the process and begins to develop a stakeholder education plan that incorporates the dissemination of impact data.</p>	<p>Limited knowledge of how to educate stakeholders and the process for disseminating impact data.</p>
<p><b>Community program champions or spokespeople</b></p>	<p>Expands and develops the cadre of champions/spokespeople who communicate the impact and importance of national service and volunteerism; incorporates their participation in all key program events; enlists their assistance in attracting new partnerships, champions and resources.</p>	<p>Maintains and supports a cadre of champions/spokespeople who communicate the impact and importance of national service and volunteerism; incorporates their participation in many key program events.</p>	<p>Identifies potential champions/spokespeople to communicate the impact and importance of national service and volunteerism; describes roles for program champions/spokespeople; engages them in public activities on limited basis (e.g., testimonials, endorsements).</p>	<p>Limited knowledge of the value, purpose, effective roles, and development strategies for community champions or spokespeople.</p>



## Maine National Service Program Director Core Competencies and Indicator Rubric

<b>Leadership</b>				
<i>Program directors working with national and community service programs and projects will invest their personal integrity and assets to advance individual, program, community, and National Service goals.</i>				
<b>QUALITY INDICATOR</b>	<b>PHASE III (Exemplary)</b>	<b>PHASE II (Strong)</b>	<b>PHASE I (Emerging)</b>	<b>NOVICE/NEW</b>
<b>Articulates and commits to the vision for national service and volunteerism; connects the vision to community goals</b>	Understands the context of the program within the larger community; articulates the role of program and volunteerism in addressing community needs; thinks strategically about leveraging assets to benefit community and to create sustainability; advocates for the project or volunteerism in various community settings	Recognizes and connects with resources and relationships needed for project success; anticipates obstacles to project success; adapts the project to reflect changing goals within the community's vision	Integrates the priorities of the community into the work of the program; plans and implements program activities/ tasks within the context of the community vision; incorporates principles of cultural diversity into planning and operations	Knows how program contributes to the vision and goals of the community; is aware of the local community, political and cultural context in which the program exists; uses the community's vision of the future to connect the program with that vision; knows the elements of strategic planning
<b>Partner, collaborate, work with others and facilitate work groups</b>	Makes presentations and conducts training at meetings and conferences; establishes strategic alliances within the larger community; demonstrates leadership within the field of National Service and volunteerism; uses appropriate political processes to achieve project or National Service goals	Develops a network of peers in the community; participates in ad hoc and formal coalitions; takes a leadership role in community-based work groups	Takes responsibility and follow through with requests, promises, opportunities; runs groups, teams, and meetings; participates as a resource in working with others; shares leadership and resources	Knows the principles of group dynamics; understands the principles of adult learning; knows the basics of meeting management
<b>Empowers others</b>	Open to working in collaboration with others; builds coalitions and partnerships based on knowledge and experience within the community; articulates the value of working with others for mutual community benefit; actively engages people from different cultures and those with disabilities in volunteering and National Service	Analyzes goals and objectives in collaboration with community partners; demonstrates flexibility in ability to adjust and meet multiple needs and priorities; acknowledges and incorporates assets of others; provides reasonable accommodations for those with disabilities; adapts program to incorporate cultural diversity and people with disabilities	Values the assets and perspective of community members; articulates mutual expectations of program or goal; builds relationships with other people; creates an inclusive environment for people with disabilities that reflects cultural competency	Recognizes the difference between empowering and abdicating power; provides coaching and support while holding others responsible for results; able to assert personal experience and point of view; knows the definitions and implications of disability and cultural competency

## Maine National Service Program Director Core Competencies and Indicator Rubric

<p><b>Convert Needs into Objectives and Action Plans</b></p>	<p>Articulates connections, opportunities, and advantages for internal and external partners and program participants</p>	<p>Collects, aggregates, and analyzes program related data; adjusts objectives, action plans, and processes to reflect the results of data analysis; implements revised program based on data analysis</p>	<p>Develops a work plan (e.g. activity, how accomplished, time line, who's responsible); identifies indicators and creates instruments to provide relevant process and outcome data; implements the program objectives and action plans</p>	<p>Knows basic principles of logic models for measuring outcomes; knows how to develop performance measures</p>
--	---	--	---	---

## Maine National Service Program Director Core Competencies and Indicator Rubric

<b>Professional Development</b>	<i>Program directors working with national and community service programs and projects will have a professional development plan that includes participation in skill and knowledge-building opportunities to promote personal and professional growth. Opportunities will be related to issues that impact their program, broader community needs, evolving national priorities, and the competencies outlined in this document.</i>			
<b>QUALITY INDICATOR</b>	<b>PHASE III (Exemplary)</b>	<b>PHASE II (Strong)</b>	<b>PHASE I (Emerging)</b>	<b>NOVICE/NEW</b>
<b>Personal and Professional Development Plan</b>	Attends and leads trainings and researches best practices aligned with professional development plan; effectively transfers skills to others; reviews plan annually to determine necessary revisions.	Attends trainings and researches best practices aligned with professional development plan; seeks, accepts, and utilizes feedback for growth and improvement.	Explores resources and training opportunities to build skill set; develops a professional development plan (goals for learning, timeline, etc.); asks for assistance as needed.	Limited knowledge of own personal and professional development needs and how to develop a plan to address needs.
<b>Knowledge of National Service</b>	Comprehensive knowledge of national service (i.e., provisions, regulations, program models, streams of service, etc.); consistently applies knowledge to strengthen programming.	Comprehensive knowledge of national service (i.e., provisions, regulations, program models, streams of service, etc.);	Explores national service (i.e., provisions, regulations, program models, streams of service, etc.) and identifies future training needs.	Limited knowledge of national service (i.e., provisions, regulations, program models, streams of service, etc.).
<b>Mentor and Coach</b>	Effectively provides support and guidance to site supervisors, program staff and peers; evaluates these strategies for continuous growth and improvement.	Utilizes coaching strategies to provide support and guidance to site supervisors, program staff, and peers.	Explores coaching strategies and skills, and considers how they might be applied in their relationship with site supervisors, program staff, and peers.	Limited knowledge of coaching strategies and skills, and the resulting benefits