



Foster Grandparent Program – Answer Guide

Work Plan Scenario

How might Jane turn this into a work plan?

A problem has been identified – children are not paying attention in school and are not learning traditional language. Foster Grandparents, providing one-on-one attention, may contribute to solving this problem by passing on their knowledge while providing children with the extra support they need to succeed in school. This information can be expanded upon and used to answer the questions posed below that are taken from the application instructions.

What is missing?

Details and evidence to support the need have not been presented. Evidence can include recent articles or studies that support the claim that students receiving extra help pay better attention in class and are more likely to succeed in school. An indicator of success can be language learning. Jane should include statistics to substantiate the need. These statistics can include student homework completion rates (as documented by teachers), school-wide surveys of traditional language and culture knowledge, etc.

In addition, the community is not well described.

| Community Need to be Addressed | |
|---|---|
| What is the problem you want to address? | Teachers report that 25% of students fail to submit homework on a regular basis; a school-wide survey in 2014 showed that only 15% of students speak their traditional language |

Community Need



| | |
|--|---|
| What will happen if the problem is not addressed? | Students will not succeed in school; traditional language may be lost |
| How can Foster Grandparent volunteers help? | Foster Grandparents can provide one-on-one help to students that need extra support as identified by teachers; they can refocus attention and help pass on language and cultural traditions. |
| What is the desired result? | The desired result is the outcome. Students demonstrate improved academic engagement, which can be shown by increased rates of homework submission; students learn language and cultural traditions |

Performance Measures

Which measures fit Jane's community?

As the scenario discusses elementary schools, measures in K-12 Success appears to fit best. Applicants should review the Performance Measures Instructions for CNCS guidance on each measure. When selecting an output/outcome pair, applicants should consider the desired result in their community and their ability to collect the data required.

Which output/outcome pair would Jane select?

Output ED2. Number of students that completed participation in CNCS-supported K-12 education programs.

Outcome ED27. Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service-learning, who demonstrated improved academic engagement.

Why?

Answers may vary. The scenario specifically discusses the fact that students do not pay attention in class, therefore, output ED2/outcome ED27 – improved academic engagement best fits this scenario.

Why might Jane select other measures?

If the community need is stated differently, other output/outcome pairs may be appropriate.



FGP Performance Measures Work Plan Worksheet

| Community Need: | | | | | | | | | |
|---|-------------------------------------|---|------------------------------|-----------------------|-------------------------|---------------|---|--|----------------|
| Output | Output Instrument | Service Activity (each selected will generate a separate work plan) | # of Unduplicated Volunteers | # of Total Volunteers | # of Volunteer Stations | Output Target | Outcome | Outcome Instrument | Outcome Target |
| ED2. Number of students that completed participation in CNCS-supported K-12 education programs http://www.nationalserviceresources.org/npm/ed2 | Attendance Log; Activity Log; Other | Tutoring—Public Schools | 25 | 25 | 5 | 50 | ED27. Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service-learning, who demonstrated improved academic engagement | School Records; Teacher Pre/Post Survey; Student Pre/Post Survey | 37 |
| | | Tutoring—Faith-Based School | | | | | | | |
| | | Tutoring - Other | | | | | | | |
| | | | | | | | | | |
| Total number of unduplicated volunteers in Output/Outcome pair: <u> 25 </u> | | | | | | | | | |
| Percentage of total unduplicated volunteers in Output/Outcome pair: <u> 100 </u> | | | | | | | | | |

Jane should double-check her work plan and ensure that she has logically connected the four main elements (community need, service activity, output, and outcome) to each other and that output and outcome target numbers are appropriate for the total number of volunteers assigned to each work plan.



Scenario Continued

Which service activity might Jane select?

Tutoring-Public Schools

Is this an appropriate activity for Foster Grandparent volunteers? If so, how could this be connected to performance measures?

Foster Grandparents should engage in person-to-person supportive relationships. They should not be responsible for large groups of children. They can tutor and/or mentor children a variety of ways or subject matter.

Service Activity Description

The Service Activity Description should explain what the Senior Corps volunteers are doing in a way that shows how they will achieve an output and outcome.

| Service Activity Description | |
|---|---|
| <ul style="list-style-type: none"> Pick from the service activity list, then write the description | |
| Who are the beneficiaries or who receives the service? | The 50 identified elementary school children |
| What will the volunteers do with the beneficiaries? | They may refocus attention when necessary and may encourage their child to participate in classroom activities using traditional language |
| How often will the volunteers provide the service? | Each child will be paired with a FGP volunteer for 3-5 times a week for 2-3 hours each time |
| For how long will the volunteers provide the service? | for at least 16 weeks |
| Where will the service take place? | In the classroom |



Scenario Continued

What instrument might Jane use to collect output data?

Jane may choose to use Attendance Logs as schools have noted that they can share this information.

What might she use to collect outcome data?

Jane may choose to use a Teacher Pre/Post Survey as she will be working with teachers at the beginning of the year to arrange assignments and knows that student progress is evaluated at the end of the year.

What else may she need to consider?

Student information can be sensitive. She may need to consider the type of information schools can share. She should also consider how she will manage the data once collected. The tools she uses may also depend upon other reporting needs, like those of her organization.

Instrument Description – Output

- Pick from the list, then write the Description

| | |
|--|--|
| What is the name of the instrument? | Student attendance logs – if they have a more specific name, it should be identified |
| Who will collect the data? | Jane |
| From whom will it be collected? | Teachers |
| When will it be collected? | Jane will collect the data mid-year and again at the end of the year |

Instrument Description - Outcome

- Pick from the list, then write the Description

| | |
|--|--|
| What is the name of the instrument? | Teacher Pre/Post Survey – this should be identified and named. Projects can modify or use examples from the National Service Knowledge Network |
| Who will collect the data? | Jane |
| From whom will it be collected? | Teachers |
| When will it be collected? | At the beginning and end of the year |



Scenario Continued

What should Jane do next to develop a work plan for School Readiness?

She will need to decide which output/outcome pair to use. She should review the Performance Measures Instructions to get a complete understanding of each possible outcome. She should consider what the community need is in relation to the outcome; what kind of data she can collect from the schools she will work with; what the teachers and the volunteers hope to do and accomplish; and other factors that may be important to the community and the project. She should then walk through the same process to develop a School Readiness work plan as she did to develop the K-12 Success work plan.

Scenario Continued

What should Jane consider when deciding in which work plan to place her unduplicated volunteers?

She may consider a number of factors including but not limited to:

- How frequently volunteers serve under each work plan (i.e. where they have the most impact)
- The makeup of her work plans – she should prioritize work plans that have outcomes
- How she wants to present the program in the community

Can she still count the contributions of the volunteers that are not placed on the work plan as ‘unduplicated’?

Yes. She should track their contributions and include them in the count of ‘Total Volunteers’ on the work plan.

Scenario Continued

Answers will vary. For the sake of completing the scenario, a result based on prioritizing K-12 Success is presented below.

K-12 Success

School Readiness

Number of Unduplicated Volunteers: 25

Number of Unduplicated Volunteers: 5

Total Number of Volunteers: 25

Total Number of Volunteers: 10



| <u>K-12 Success</u> | <u>School Readiness</u> |
|---------------------|-------------------------|
| Archie | Annie |
| Annie | Claire |
| Barbara | Diane |
| Cecile | Gail |
| Claude | Harold |
| Craig | Jan |
| Edith | Rebecca |
| Gail | Seymour |
| Harold | Shirley |
| Hector | Steven |
| Helen | |
| Ian | |
| Jan | |
| Javier | |
| Joe | |
| Judith | |
| Leslie | |
| Louie | |
| Marcus | |
| Marie | |
| Margaret | |
| Shirley | |
| Stella | |
| Tomas | |
| Vincent | |