



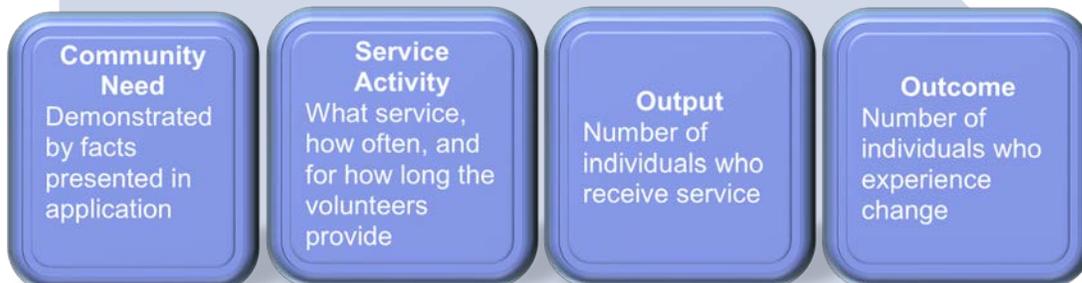
Foster Grandparent Program

Work Plan Scenario

Jane's community has noticed a problem. Children are not learning their traditional language and often do not have an opportunity to put their language skills to use. Many elementary school children are identified every year by their teachers as needing extra help. Teachers notice that those who are not paying attention in class have language skills that are below average. Teachers provide instruction, but often cannot spare enough time to give children that struggle the extra one-on-one help that they need. Jane, a community leader, has spoken with tribal leaders and has found out that many elders are looking for ways to pass on traditional language and customs. Jane would like to invite elders into classrooms to pass on their knowledge while providing children with the extra support they need to succeed in school.

How might Jane turn this into a work plan? What is missing?

Building Blocks of a Work Plan





Community Need

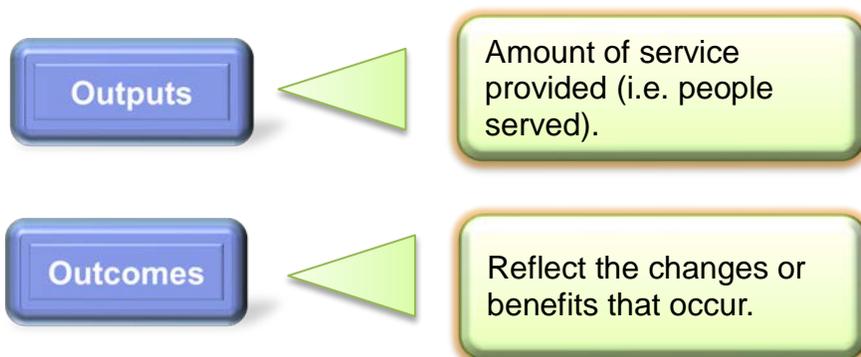
This is the priority community issue or problem that the Senior Corps volunteers' service activities will address. The need should be measurable and include a reliable source to establish the compelling nature of the need. Use detail and evidence to support the need identified and do not assume the reader knows your community.

Complete the table below on behalf of Jane:

What is the problem you want to address?	
What will happen if the problem is not addressed?	
How can Foster Grandparent volunteers help?	
What is the desired result?	

A desired result, or what you hope to achieve with the project, is the outcome you expect. CNCS asks that all projects select from a menu of outcomes to allow us to tell the story of National Service nationally while still providing flexibility locally. Project requirements vary.

Outputs and outcomes are paired because the output tells us how much service is required to reach the outcome.



Complete List of Foster Grandparent Program Measures

Place from 75% – 100% of your unduplicated volunteers in one or more of these measures

Objective	Output		Outcomes
K-12 Success	ED2. Number of students that completed participation in CNCS-supported K-12 education programs. (Pair with ED5, ED27, or ED6)		ED5. Number of students with improved academic performance in literacy and/or math.
K-12 Success	ED4A. Number of disadvantaged youth/mentor matches or children with special or exceptional needs/mentor matches that were sustained by the CNCS-supported program for at least the required time period. (Pair with ED5, ED27, or ED6)		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. ED6. Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student.
School Readiness	ED21. Number of children that completed participation in CNCS-supported early childhood education programs. (Pair with ED23, ED24, or ED25)		ED23. Number of children demonstrating gains in school readiness in terms of social and/or emotional development. ED24. Number of children demonstrating gains in school readiness in terms of literacy skills. ED25. Number of children demonstrating gains in school readiness in terms of numeracy (math) skills.



Place from 0% – 25% of your unduplicated volunteers in one or more of these measures

Objective	Output		Outcome (Optional)
K-12 Success	ED2. Number of students that completed participation in CNCS-supported K-12 education programs.	→	ED26. Number of students acquiring a GED.
K-12 Success	ED4A. Number of disadvantaged youth/mentor matches or children with special or exceptional needs/mentor matches that were sustained by the CNCS-supported program for at least the required time period.	→	ED26. Number of students acquiring a GED.
School Readiness	ED21. Number of children that completed participation in CNCS-supported early childhood education programs.		N/A
School Readiness	ED29. Number of children served in child safety, welfare, and health programs.		N/A
Employment (Econ Opp)	O2. Number of economically disadvantaged individuals receiving job training and other skill development services.	→	O.10 Number of economically disadvantaged individuals placed in jobs.

Which measures fit Jane's community? Which output/outcome pair would Jane select? Why?

Why might Jane select other measures?



Ideas for YOUR application

What is the problem you want to address?

What will happen if the problem is not addressed?

How can Foster Grandparent volunteers help?

What is the desired result?

Which output(s) and outcome(s) might you select? Why?



Scenario Continued

Jane has identified 5 public elementary schools and 25 elders that would like to participate in the Foster Grandparent Program (FGP). She has spoken with teachers and elders and she has reviewed possible FGP work plan outcomes. Teachers have suggested that they would like elders to work one-on-one in the classroom and have identified 50 children that need help staying engaged in lessons throughout the day. Jane anticipates having one volunteer assigned to one child for 3 hours a day, 4 days a week. Volunteers will serve 6 hours a day with two children (3 hours each), for an average of 24 hours a week. Jane has selected outcome ED27 - improved academic engagement.

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					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	
		Tutoring—Faith-Based School							
		Tutoring - Other							
Total number of unduplicated volunteers in Output/Outcome pair: _____									
Percentage of total unduplicated volunteers in Output/Outcome pair: _____									

FGP Performance Measures Work Plan Worksheet

- Number of Unduplicated Volunteers:** This is the proposed number of volunteers who will be performing each service activity. Each volunteer can only be counted once when assigned to a service activity. The volunteer should be counted in the area where he/she will make the most impact- in terms of the type of service or in terms of the scope of service, such as the most number of hours served.



- **Total Number of Volunteers:** The total number of volunteers engaged in the activities, if you were to assign all of them according to each activity, will be entered in this section. In this way, volunteers **can** be counted more than once- for example, if the same volunteer does two different types of activities such as mentoring AND tutoring, you can account for all assignments in this field.



Scenario Continued

Many elders have indicated that they would like to serve for 20-25 hours a week. Jane has read current articles on school engagement and believes that students who receive one-on-one attention 3-5 times a week for at least 16 weeks will show improvement in their academic engagement. She works with teachers to develop an assignment plan or care plan for each child that outlines specific ways in which elders can help. They may refocus attention when necessary and may encourage their child to participate in classroom activities using traditional language.

Which service activity might Jane select?

One school's principal asks Jane if the Foster Grandparent volunteers can teach students traditional music and dance so the students can perform at a community festival.

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

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.

Complete the table below on behalf of Jane:

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?	
What will the volunteers do with the beneficiaries?	
How often will the volunteers provide the service?	
For how long will the volunteers provide the service?	
Where will the service take place?	



Scenario Continued

At the end of the program year, Jane knows that she will need to show the impact that the volunteers have had on the children. She will need to collect data from the schools where Foster Grandparents serve to know the number of students that complete participation in the CNCS-supported program (the output) and to determine the number of those students that show increased academic engagement (the outcome).

When selecting her output/outcome pair, Jane reads the full description of each measure in the FGP Performance Measures Instructions and finds corresponding descriptions on how to collect data. When discussing the program with the school administrators to sign MOUs, many share that they are able to share attendance data. She also knows that she will set up care plans for each volunteer and child at the beginning of the year and that students will be evaluated at the end of the school year.

What instrument might Jane use to collect output data? What might she use to collect outcome data? What else may she need to consider?

Instrument Description – Output	
<ul style="list-style-type: none"> Pick from the list, then write the Description 	
What is the name of the instrument?	
Who will collect the data?	
From whom will it be collected?	
When will it be collected?	

Instrument Description - Outcome	
<ul style="list-style-type: none"> Pick from the list, then write the Description 	
What is the name of the instrument?	
Who will collect the data?	
From whom will it be collected?	
When will it be collected?	



Scenario Continued

Jane has also developed relationships with 4 local Head Start Centers. She has identified 10 volunteers that would like to serve with pre-Kindergarten aged children. Five (5) of those volunteers would like to serve some days with pre-K children and other days with the elementary school children. She reviews the range of Performance Measures available for the Foster Grandparent Program and finds an output and a choice of three outcomes that may fit under the School Readiness objective.

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

Scenario Continued

In order to accommodate the 5 volunteers that would like to serve in both work plans, Jane will need to assign each volunteer as an 'unduplicated volunteer' in only one of the two work plans.

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

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

Scenario Continued

Let's review how Jane might determine which volunteers to count as 'unduplicated' in each of her work plans using the list of volunteer names on the next page. *Each volunteer may only be counted once. If you see someone's name appear more than once, cross it out where you see it a second time.*

When finished complete the following:

K-12 Success

School Readiness

Number of Unduplicated Volunteers: _____

Number of Unduplicated Volunteers: _____

Total Number of Volunteers: _____

Total Number of Volunteers: _____



<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	



Ideas for YOUR application	
<p>Do you have potential volunteer stations in mind (schools, Head Start Centers, after-school programs, etc.)? Can you estimate how many stations and children you might serve?</p>	
<p>Do you have an idea about where you might recruit potential volunteers? Can you estimate how many volunteers you may want to support?</p>	
<p>Which output(s) and outcome(s) are you thinking of selecting for your work plans?</p>	
<p>What service activities do you have in mind? Do they correspond to the outcome(s) you might select?</p>	
Community Need to be Addressed	
<p>What is the problem you want to address?</p>	



What will happen if the problem is not addressed?	
How can Foster Grandparent volunteers help?	
What is the desired result?	

Ideas For YOUR Application

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?	
What will the volunteers do with the beneficiaries?	
How often will the volunteers provide the service?	
For how long will the volunteers provide the service?	
Where will the service take place?	



Instrument Description – Output	
<ul style="list-style-type: none"> Pick from the list, then write the Description 	
What is the name of the instrument?	
Who will collect the data?	
From whom will it be collected?	
When will it be collected?	

Instrument Description - Outcome	
<ul style="list-style-type: none"> Pick from the list, then write the Description 	
What is the name of the instrument?	
Who will collect the data?	
From whom will it be collected?	
When will it be collected?	