



Corporation for National and Community Service

Senior Corps

Foster Grandparent Program (FGP) Application Instructions Supporting Material

2013 FCP National Performance Measures Instructions (Education and Economic Opportunity Focus Areas)

References and Authorities, Definitions, Suggestions regarding Data Collection, and Additional Notes

Additional measurement and data collection resources may be found at:

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

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Foster Grandparent Program Performance Measures Requirements

Performance Measure Category	Percent of Unduplicated Volunteers	
Agency-Wide Priority Measure Outcomes: K-12 Success and/or School Readiness	At Least 75% of unduplicated volunteers.	
Agency-Wide Outputs: K-12 Success and/or School Readiness.	No more than 25% of unduplicated volunteers.	
Complementary Measures Outputs: Child Safety, Welfare, and Health; Education; Economic Opportunity.		

Requirements Summary

- Foster Grandparent grantees must engage at least 75% of their unduplicated volunteers in work plans that result in Agency-Wide Outcomes within the Education Focus Area.
- Foster Grandparent grantees may place up to 25% of volunteers in work plans that report outputs only. These may be chosen from other Agency-Wide Priority Measures in the Education Focus Area, or Complementary Program Measures in Education and/or Economic Opportunity.
- In some cases, there will be outcomes available for the 25%, but these will be optional. For this group of up to 25% of unduplicated volunteers, FGP projects are not required to report outcomes.

Complete List of Foster Grandparent Program Measures

Note: Measures listed in bold type are Agency-Wide Priority Measures.

National Performance Measures by Focus Area			
Education			
Objective	Output	Service Activities	Outcome(s)
School Readiness	ED21. Number of children that completed participation in CNCS-supported early childhood education programs.	Assisting in classroom; Assisting in classroom-Head Start	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.
School Readiness	ED29. Number of children served in child safety, welfare, and health programs.	Comforting Children; Caring for Infants; Helping Young mothers	None.
K-12 success	ED2. Number of students that completed participation in CNCS-supported K-12 education programs.	Tutoring-Public School; Tutoring-Faith-Based School; Tutoring-Other	ED5. Number of students with improved academic performance in literacy and/or math.
			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.
			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.	School-based mentoring; Community-based mentoring	ED5. Number of students with improved academic performance in literacy and/or math.
			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.
			ED26: Number of students acquiring a GED.
Economic Opportunity			
Employment	O2: Number of economically disadvantaged individuals receiving job training and other skill development services.	Adult Basic Education; Helping with GED; Adult ESOL/ESL; Other	O10: Number of economically disadvantaged individuals placed in jobs.

Education Focus Area

Education Focus Area Overview

Grants will provide support and/or facilitate access to services and resources that contribute to improved educational outcomes for economically disadvantaged people, especially children.

Grant activities will improve:

- school readiness for economically disadvantaged young children
- educational and behavioral outcomes of elementary, middle, and high school students with special and exceptional needs
- the preparation for and prospects of success in post-secondary education institutions for economically disadvantaged students or students with special or exceptional needs.

Strategic Plan Education Objective 1: School Readiness

Applicants with volunteers who focus on improving school readiness for economically disadvantaged pre-K children or pre-K children with special and exceptional needs may select from these measures.

Early childhood programs that choose measure ED21 may select one or more measures from ED23-25.

Measure ED21	Number of children that completed participation in CNCS-supported early childhood education programs.
Definition of Key Terms	<p>Children: Children up through the age of kindergarten enrollment who are enrolled in early childhood education programs and who are economically disadvantaged children and/or have special or exceptional needs.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: At the outset of the activity, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Early childhood education program: A program in which CNCS-supported activities help pre-K students maintain enrollment in and succeed in early childhood education programs. The ‘help’ that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p>

How to Calculate Measure/Collect Data	Count of students who complete participation in the activity as indicated by above definition. Grantees must demonstrate that the children in the program come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged children and/or children with special or exceptional needs in the program.
Notes	Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. Tracking your program's retention and attrition rates is a good performance management practice.

Measure ED23	Number of children demonstrating gains in school readiness in terms of social and/or emotional development.
Definition of Key Terms	<p>Children: See definition under ED21.</p> <p>Social and emotional development: An indicator and element of school readiness that measures a child's development in one or more of the following domains: self-concept, self-control, cooperation, social relationships, and knowledge of families and communities. Each domain of social and emotional development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of social and emotional development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across multiple developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development, and age-appropriate academic skills and behavior.</p>
How to Calculate Measure/Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on social and/or emotional development.</p> <p>Accredited early childhood education programs may already have state requirements in place for assessing the social and emotional development of children to determine school readiness. For example, such a measure may be: "The number of children who often or very often exhibit positive social behaviors when interacting with their peers".</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005) http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</p>

Measure ED24	Number of children demonstrating gains in school readiness in terms of literacy skills
Definition of Key Terms	<p>Children: See definition under ED21.</p> <p>Literacy skills: An indicator and element of school readiness that measures a child’s development in one or more of the following domains: phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. Each domain of literacy skills development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of literacy skills development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.</p>
How to Calculate Measure/Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on their literacy skills.</p> <p>Accredited early childhood education programs may already have state requirements for assessing literacy skills of children to determine school readiness. For example, such a measure may be “Number of children almost always recognizing the relationships between letters and sounds at kindergarten entry”.</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)</p> <p>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</p>

Measure ED25	Number of children demonstrating gains in school readiness in terms of numeracy (math) skills.
Definition of Key Terms	<p>Children: See definition under ED21.</p> <p>Numeracy skills: An indicator and element of school readiness that measures a child’s development in one or more of the following domains: numbers and operations, geometry and special sense, and pattern and measurement. Each domain of math (numeracy) skills development has a set of specific, measurable indicators. The applicant/grantee should identify at the outset those specific domain(s) and indicator(s) of math (numeracy) skills development that (a) directly corresponds to the program intervention and (b) will be measured as defined by the particular standardized data collection instrument you choose.</p> <p>School readiness: Preparation for Kindergarten which includes multiple indicators assessed across developmental and behavioral domains including but not limited to physical well-being, health and motor development, social and emotional development, approaches to learning, language development, cognitive development and age-appropriate skills and behavior.</p>
How to Calculate Measure/ Collect Data	<p>Programs should obtain counts of the number of children demonstrating gains in school readiness based on their numeracy (math) skills.</p> <p>Accredited early childhood education programs may already have state requirements for assessing numeracy (math) skills of children to determine school readiness. For example, such a measure may be “Number of children at kindergarten entry who can count beyond 10, sequence patterns and use nonstandard units of length to compare number”.</p> <p>This suggested measure is from the National School Readiness Indicators Initiative Project (Feb 2005)</p> <p>http://www.gettingready.org/matriarch/d.asp?PageID=303&PageName2=pdfhold&p=&PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</p>

Measure ED29	Number of children served in child safety, welfare, and health programs.
Definition of Key Terms	Children: Individuals younger than 21 years of age. Child safety, welfare, and health programs: Programs that serve children with the goal of improving the children’s safety, welfare, and or health.
How to Calculate Measure/ Collect Data	Count of children who are served in programs that fit the above description.

Strategic Plan Education Objective 2: Succeeding in Kindergarten through 12th Grade
Applicants that have volunteers who focus on helping elementary and secondary school students succeed in grades K-12 may select from these measures.

Work plans that select Measure ED2, may select one or more measures from ED5, ED27, ED6, or ED26.

Measure ED2	Number of students that completed participation in CNCS-supported K-12 education programs.
Definition of Key Terms	<p>Students: Students enrolled in grades K-12 who are economically disadvantaged or who have special or exceptional needs.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: At the outset of the activity, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Education program: A program in which CNCS-supported activities help students maintain enrollment in and succeed in school (except mentoring programs). The help that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p>

How to Calculate Measure/Collect Data	<p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the children in the program come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged children and/or children with special or exceptional needs in the program.</p>
Notes	<p>Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. Tracking your program's retention and attrition rates is a good performance management practice.</p>

Work plans that select Measure ED4A may select one or more measures from ED5, ED27, ED6, or ED26.

Measure 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.
Definition of Key Terms	<p>Mentors are adults who provide CNCS-sustained support to children or youth through either community based programs or school based programs. Programs that involve peer to peer support should not be included in this measure- for those programs use Tutoring measures. For school-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year. For community-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months. Mentoring relationships are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p>Disadvantaged youth: “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (from SAA) It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p>Economically disadvantaged: eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Children: Individuals younger than 21 years of age.</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p>
How to Calculate Measure/Collect Data	Programs will count the number of qualifying mentor-mentee matches that were sustained over the course of the program. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees who remained in the group should be counted.
Notes	Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. Tracking your program’s retention and attrition rates is a good performance management practice.

Measure ED5	Number of students with improved academic performance in literacy and/or math.
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>Improved academic performance in literacy and/or math: as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized test/instrument.</p> <p>Standardized test/instrument: has been validated externally on a randomly-selected population of students.</p>

<p>How to Calculate Measure/Collect Data</p>	<p>Programs will report the number of students from ED2 or ED4A who: (1) achieved the “gain” or amount of progress that was approved at grant award, and/or (2) performed on grade level if the post-test only method is being used.</p> <p>Amount of progress required: The amount of progress required to count as “improved academic performance” must be specified in the approved grant application. If the program is using different tests for different groups of children, then different amounts of progress may be specified by test. Some tests may specify different amounts of progress based on the pre-test results.</p> <p>Standardized tests: Many standardized test instruments provide expected levels of improvement for particular starting levels. Those would be the most appropriate improvement levels for programs to select. Only programs that demonstrate they are serving below grade level students and that demonstrate a sufficient reason for not conducting a pre-test/post-test may request a “post-test only” assessment option. In these specific cases, only a post-test is required to show those previously below-grade-level students are performing at grade level after the program.</p> <p>Programs should select a standardized test that: (1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with, and acceptable to, the school where the program is providing services (different tests may be used at different schools).</p> <p>Regarding the use of state standardized tests administered by the school: State standardized tests generally should NOT be used as it is expected that they will not be sufficiently tailored to the material taught, may involve long delays before the data became available, and the child’s classroom teacher would have the primary effect on these scores. However, programs may request to use the state, standardized test but need to demonstrate that it is appropriate for their circumstances.(NOTE: These tests may not be used unless an exception has been granted.) These tests have the advantage of already being in place and having an infrastructure to support their use, and students would have taken these tests anyway. State standardized tests can only be used if they are administered at the end of the prior year and then again at the end of the current year. (This will not be the case for all grade levels.)</p> <p>Obtaining test scores from school systems: For programs not themselves administering the test, the program will need to have some form of agreement, such as an MOU (memorandum of understanding) with the school to ensure that data for the needed children can be secured. Data are needed on the group of children you are serving, but not on individual children. Requesting data in this way is not likely to violate FERPA (the Family Educational Rights and Privacy Act).</p>
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	<p>You are not likely to be able to count children who were in a different school district in the year prior to service or transfer away from the school during the school year. See the Education Focus Area Instrument Packet for a suggested method of requesting the data your program needs.</p> <p>Regarding the use of other standardized tests: The test should be administered to the students participating in the program before they begin service and again near the end of the service delivery period. Some tests suggest measuring improvement at more points during the year. Programs should follow the instructions provided by the test they have selected.</p> <p>The National Center on Response to Intervention website of the U.S. Department of Education provides some information about assessment tools (they call them progress monitoring tools) at the following site: http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm Note that these are not specifically recommended, nor are these the only instruments that programs could use but the site provides good information about how to consider which tool your program might choose.</p>
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Measure 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.
Definition of Key Terms	<p>Service learning: Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.</p> <p>Improved academic engagement: A positive and significant change in one of the following student behaviors or attitudes over the course of a school year. Measures of student behaviors include: increased attendance, increased completion of assignments including homework, increased teacher-reported participation, decreased disciplinary referrals and decreased reports of substance abuse. Measures of student attitudes include: increased interest in school, improved perspective on school climate, increased attachment to school and increased educational aspirations. (ED6 reports on the attendance characteristic separately.)</p>
How to Calculate Measure/ Collect Data	<p>Applicants and grantees should identify the measures of academic engagement that their programs most closely align with. Selection of measures should be based on whether the measures have been shown to be valid and reliable.</p> <p>Programs should collect academic engagement data from school records, teacher surveys and/or student surveys at the beginning and end of the school year. If any one of these elements shows substantial improvement, without any of the other elements worsening, the student should be counted as having demonstrated improved academic engagement.</p> <p>A survey or questionnaire should be used for grantee administration. See the CNCS Resource Center, www.nationalserviceresources.org, to search for performance measurement tools that CNCS has developed for volunteer and service programs. Determining whether a positive change in student behavior is significant may be limited by small sample sizes. Applicants and grantees are encouraged to track the average size of the increase among service-learning participants as well as the percent of students with a positive increase.</p>

Notes	Applicants and grantees may report on either ED27 or ED6, but may not report on both measures for the same student. Applicants are encouraged to select ED27, which is a more direct measure of academic engagement than ED6, but ED6 may be preferred if it is significantly easier to collect school attendance data than to obtain parental consent and administer a pre-post survey.
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Measure ED6	Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student.
Definition of Key Terms	Students: Those reported in either ED2 or ED4A. CNCS-supported program involvement: Starts on the date national service participants begin working with students and ends with the date their involvement with the students ends or the end of the grant year, whichever comes first. "Working with students" does not need to be in direct work with the students. However, the national service participant must provide direct support that makes the program possible. School attendance: NCLB approved definition. Based on the academic literature, the desired target is "attended 90% of school days." However, CNCS recognizes that some students might make huge improvements without hitting the 90% target and we want to capture that change over time.
How to Calculate Measure/Collect Data	Will need to determine total possible school days between start and end date. Then using attendance records determine the actual number of days attended/absent. School / classroom attendance logs. To assess improvement over time, programs will need to obtain data on attendance prior to the CNCS-supported activity's involvement with student.
Notes	This measure is appropriate only for programs serving students with previously demonstrated attendance problems. Program should demonstrate that students previously had poor attendance and that after attending the program, the students' attendance improved. Applicants and grantees may report on either ED27 or ED6, but may not report on both measures for the same student. Applicants are encouraged to select ED27, which is a more direct measure of academic engagement than ED6, but ED6 may be preferred if it is significantly easier to collect school attendance data than to obtain parental consent and administer a pre-post survey.

Measure ED26	Number of students acquiring a GED.
Definition of Key Terms	Students: Those reported in ED2 or ED4A.
How to Calculate Measure/Collect Data	GED completion records of individual students who participated in CNCS-supported program.

Notes	<p>This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12th graders and whose objective is promoting GED completion.</p> <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve? For example, what is the typical GED completion rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of GED completion than this group. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will acquire a GED; will the percentage you set challenge your program to reach that target?
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Economic Opportunity Focus Area

Economic Opportunity Focus Area Overview

Grants will provide support and/or facilitate access to services and resources that contribute to the improved economic well-being and security of economically disadvantaged people. Grant activities will help economically disadvantaged people to:

- have improved employability leading to increased success in becoming employed.

Strategic Plan Objective 3: Employment

If you select measure O2, you may also select outcome measure O10.

Measure O2	Number of economically disadvantaged individuals receiving job training and other skill development services.
Definition of Key Terms	<p>Economically disadvantaged individuals: Must be receiving or meet the income eligibility requirements to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance OR have a poor credit score OR are at least 60 days behind on one or more personal/family accounts.</p> <p>Job training: occupational skill training delivered in an institutional or classroom setting or skill training provided in an experiential workplace setting (may be called on-the-job training or work experience). P. 3, <u>Job Training Policy in the United States</u>, The Upjohn Institute, 2004.</p> <p>Other skill development services: these include:</p> <ul style="list-style-type: none"> • Remedial Education such as Adult Basic Education, GED Education, Adult ESL Education. • Classroom soft skills training that provides information about appropriate workplace behavior or job search skills. <p>(<u>Job Training Policy in the United States</u>, The Upjohn Institute, 2004.)</p>
How to Calculate Measure/ Collect Data	<p>Unduplicated count of individuals completing the job training or skill development service for which they enrolled.</p> <hr/> <p>Course attendance records.</p>

Measure O10	Number of economically disadvantaged individuals placed in jobs.
Definition of Key Terms	Economically disadvantaged individuals: Individuals counted for O2 Placed in jobs: individual is hired in a new job as a result of job placement services provided; individual may have been previously working in a different job or previously unemployed.
How to Calculate Measure/ Collect Data	Count of individuals receiving services in O2 who are hired into a new job. Count each individual only once even if the individual receives placement in more than one job. Suggested method is a copy of acceptance letter from employer or copy of first pay stub.