



***Notice of Federal Funding Opportunity Addendum***

Corporation for National and Community Service  
AmeriCorps State and National Grants FY 2013

**2013 National Performance Measures Instructions (Education Focus Area)**

**Definitions, Suggestions regarding Data Collection, and Additional Notes**

Additional measurement and data collection resources may be found at:

<http://www.nationalservicerresources.org/national-performance-measures/home>

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## **Focus Area Overview**

### **Education Focus Area**

Grants will provide support and/or facilitate access to services and resources that contribute to improved educational outcomes for economically disadvantaged people, especially children. CNCS is particularly interested in program designs that support youth engagement strategies and service-learning as strategies to achieve high educational outcomes. Grant activities will improve:

- school readiness for economically disadvantaged young children,
- educational and behavioral outcomes of students in low-achieving elementary, middle, and high schools, and
- the preparation for and prospects of success in post-secondary education institutions for economically disadvantaged students.

### **Aligned Outcome Measures**

AmeriCorps programs are required to have at least one outcome measure aligned with each output measure they select. The opt-in rules (in blue boxes before the measures) provide guidance to applicants by indicating the required or recommended pairing, or alignment, of output and outcome measures. The rules also denote any constraints that may apply to reporting of performance measurement data to CNCS.

## Tier 1/Tier 2 Priority Performance Measures

**Note:** Programs that serve in schools that received awards under the School Improvement Grants (SIG) program and are implementing one of the SIG school intervention models and/or Priority Schools identified by a State educational agency (SEA) that has received approval from the Department of Education of its request for Elementary and Secondary Education Act (ESEA) flexibility will be considered Tier 1. Programs that serve in other schools will be considered Tier 2.

### Strategic Plan Objective 1: School Readiness

**If your program model focuses on improving school readiness for economically disadvantaged pre-K children, you MUST select among these measures.**

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Early childhood programs must choose measure ED21 and then at least one measure from ED23-25.

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| <b>Measure ED21</b>            | Number of children that completed participation in CNCS-supported early childhood education programs.   |
| <b>Definition of Key Terms</b> | <p><b>Children:</b> Children up through the age of kindergarten enrollment who are enrolled in early childhood education programs with a majority of economically disadvantaged children and/or a majority of children with special or exceptional needs.</p> <p><b>Economically disadvantaged:</b> 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: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></p> <p><b>Special or exceptional needs:</b> 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><b>Completed participation:</b> 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><b>Early childhood education program:</b> 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> |

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| <b>How to Calculate Measure/ Collect Data</b> | <p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/programs they will engage already have a participant population in which the largest percentage of 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> |
| <b>Notes</b>                                  | <p>Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. The optional enrollment measure (ED20), combined with this measure, will indicate how many children drop out/are retained by these programs. Tracking your program's retention and attrition rates is a good performance management practice.</p>  |

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| <b>Measure ED23</b>                           | <p>Number of children demonstrating gains in school readiness in terms of social and/or emotional development.</p>   |
| <b>Definition of Key Terms</b>                | <p><b>Children:</b> See definition under ED21.</p> <p><b>Social and emotional development:</b> 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><b>School readiness:</b> 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> |
| <b>How to Calculate Measure/ Collect Data</b> | <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:<br/>         "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)<br/> <a href="http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf">http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</a></p>  |

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| <b>Measure ED24</b>                          | Number of children demonstrating gains in school readiness in terms of literacy skills   |
| <b>Definition of Key Terms</b>               | <p><b>Children:</b> See definition under ED21.</p> <p><b>Literacy skills:</b> 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><b>School readiness:</b> 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>   |
| <b>How to Calculate Measure/Collect Data</b> | <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 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><a href="http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf">http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</a></p> <p>There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade.</p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, <a href="http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf">http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</a></p> |

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| <b>Measure ED25</b>                           | Number of children demonstrating gains in school readiness in terms of numeracy (math) skills.   |
| <b>Definition of Key Terms</b>                | <p><b>Children:</b> See definition under ED21.</p> <p><b>Numeracy skills:</b> 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 spatial 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><b>School readiness:</b> 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>   |
| <b>How to Calculate Measure/ Collect Data</b> | <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 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><a href="http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf">http://www.gettingready.org/matriarch/d.asp?PageID=303&amp;PageName2=pdfhold&amp;p=&amp;PageName=Getting+Ready+%2D+Executive+Summary%282%29%2Epdf</a></p> <p>There is a fairly short list of pre-K assessments that are recognized as measuring the skills needed for kindergarten-first grade.</p> <p>A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, <a href="http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf">http://www.childtrends.org/Files//Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf</a></p> |

## ***Strategic Plan Objective 2: Succeeding in Kindergarten through 12th Grade***

***If your program model focuses on services to help elementary and secondary school students succeed in grades K-12, you MUST select among these measures.***

Tutoring and other education programs must select Measure ED2, and then at least one measure from ED5, ED27 or ED6.

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| <b>Measure ED2</b>                           | Number of students that completed participation in CNCS-supported K-12 education programs.  |
| <b>Definition of Key Terms</b>               | <p><b>Students:</b> Students enrolled in grades K-12 in schools with a majority of economically disadvantaged students and/or a majority of children with special or exceptional needs.</p> <p><b>Economically disadvantaged:</b> 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: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></p> <p><b>Special or exceptional needs:</b> 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><b>Completed participation:</b> 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><b>Education program:</b> 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> |
| <b>How to Calculate Measure/Collect Data</b> | <p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged students and/or students with special or exceptional needs in the program.</p> <p>The data should be available from agency records, either the applicant's own records or it may obtain this data through a data sharing partnership with the school</p>  |

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| <b>Notes</b> | Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported education programs. The optional enrollment measure (ED1), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program's retention and attrition rates is a good performance management practice. |
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Mentoring programs must select Measure ED4A, and then at least one measure from ED5, ED27 or ED6.

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| <b>Measure ED4A</b>                          | 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.  |
| <b>Definition of Key Terms</b>               | <p><b>Mentors</b> 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 <b>school-based mentorships</b>, 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 <b>community-based mentorships</b>, 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. <b>Mentoring relationships</b> are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p><b>Disadvantaged youth:</b> “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><b>Economically disadvantaged:</b> 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: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></p> <p><b>Children:</b> Individuals younger than 21 years of age.</p> <p><b>Special or exceptional needs:</b> 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> |
| <b>How to Calculate Measure/Collect Data</b> | 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.  |
| <b>Notes</b>                                 | Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported mentoring programs. The optional enrollment measure (ED3A), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program’s retention and attrition rates is a good performance management practice.   |

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| <b>Measure ED5</b>                           | Number of students with improved academic performance in literacy and/or math.  |
| <b>Definition of Key Terms</b>               | <p><b>Students:</b> Those reported in either ED2 or ED4A.</p> <p><b>Improved academic performance in literacy and/or math:</b> 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><b>Standardized test/instrument:</b> has been validated externally on a randomly-selected population of students.</p>   |
| <b>How to Calculate Measure/Collect Data</b> | <p>Programs will report the number of students from ED2 or ED4A who:</p> <p>(1) achieved the “gain” or amount of progress that was approved at grant award, and/or</p> <p>(2) performed on grade level if the post-test only method is being used.</p> <p>Amount of progress required:</p> <p>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:</p> <p>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:</p> <p>(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> |

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.)

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).

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.

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.

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.

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| <b>Measure ED27</b>                           | 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.   |
| <b>Definition of Key Terms</b>                | <p><b>Service learning:</b> 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><b>Improved academic engagement:</b> 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 and ED7 [Tier 3 measure] reports on the disciplinary referrals separately.)</p>  |
| <b>How to Calculate Measure/ Collect Data</b> | <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, <a href="http://www.nationalserviceresources.org">www.nationalserviceresources.org</a>, to search for performance measurement tools that CNCS has developed for volunteer and service programs.</p> <p>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> |
| <b>Additional Notes</b>                       | Applicants and grantees may report on either ED27 or ED6 but not both measures to ensure an unduplicated count. 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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| <b>Measure ED6</b>                           | Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student.   |
| <b>Definition of Key Terms</b>               | <p><b>Students:</b> Those reported in either ED2 or ED4A.</p> <p><b>CNCS-supported program involvement:</b> 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.</p> <p><b>School attendance:</b> 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.</p> |
| <b>How to Calculate Measure/Collect Data</b> | <p>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.</p> <p>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.</p>   |
| <b>Additional Notes</b>                      | <p>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.</p> <p>Applicants and grantees may report on either ED27 or ED6 but not both measures to ensure an unduplicated count. 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.</p>   |

## Tier 3 Complementary Program Measures

### *Tutoring and Other Education Programs*

Tutoring programs must select Measures ED1 and/or ED2, and then at least one measure from ED7-ED11 or ED26.

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| <b>Measure ED1</b>                           | Number of students who start in a CNCS-supported education program.  |
| <b>Definition of Key Terms</b>               | <p><b>Education program:</b> National Service Participants help students maintain enrollment in and succeed in school (mentoring programs use ED3A). The help that National Service Participants provide does not need to be in direct service to the students. However, the National Service Participants must provide direct support that makes the program possible.</p> <p><b>Elementary and secondary school students:</b> students enrolled in grades K-12.</p> <p><b>Start in:</b> students enrolled in the education program at the beginning of the program. Counts may be updated if the number of participants increases.</p> |
| <b>How to Calculate Measure/Collect Data</b> | Count of students who enroll in the program. Students may or may not complete the program. Each student should be counted only once during the program.  |

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| <b>Measure ED2*</b>                           | Number of students that completed participation in CNCS-supported K-12 education programs.  |
| <b>Definition of Key Terms</b>                | <p><b>Students:</b> Students enrolled in grades K-12 in schools with a majority of economically disadvantaged students and/or a majority of children with special or exceptional needs.</p> <p><b>Economically disadvantaged:</b> 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: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></p> <p><b>Special or exceptional needs:</b> 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><b>Completed participation:</b> 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><b>Education program:</b> 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> |
| <b>How to Calculate Measure/ Collect Data</b> | <p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged students and/or students with special or exceptional needs in the program.</p> <p>The data should be available from agency records, either the applicant's own records or it may obtain this data through a data sharing partnership with the school</p>  |
| <b>Notes</b>                                  | Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported education programs. The optional enrollment measure (ED1), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program's retention and attrition rates is a good performance management practice.  |

***\* Measure ED2 is repeated here because it can also serve as the output for Tier 3 outcomes.***

## Mentoring Programs

Mentoring programs must select Measures ED3A and/or ED4A, and then at least one measure from ED7-ED11 or ED26.

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| <b>Measure ED3A</b>                           | Number of disadvantaged youth/mentor matches that are commenced by the CNCS-supported education program.   |
| <b>Definition of Key Terms</b>                | <p><b>Mentors</b> are adults who provide support to children or youth through either community-based or school-based programs:</p> <p><b>School-based:</b> A continuous match, 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.</p> <p><b>Community-based:</b> A continuous match, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months.</p> <p><b>Mentoring relationships</b> are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p><b>Disadvantaged youth:</b> “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><b>Economically disadvantaged:</b> 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: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></p> |
| <b>How to Calculate Measure/Collect Data:</b> | Programs will count the number of qualifying mentor-mentee matches that are initiated over the course of the program year. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees in the group should be counted.  |

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| <b>Measure ED4A*</b>                         | Number of disadvantaged youth/mentor matches that were sustained by the CNCS-supported program for at least the required time period.   |
| <b>Definition of Key Terms</b>               | <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: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></p> |
| <b>How to Calculate Measure/Collect Data</b> | 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.  |
| <b>Notes</b>                                 | Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported mentoring programs. The optional enrollment measure (ED3A), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program’s retention and attrition rates is a good performance management practice.   |

\* Measure ED4A is repeated here because it can also serve as the output for Tier 3 outcomes.

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| <b>Measure ED7</b>      | Number of students with no or decreased disciplinary referrals and suspensions over the course of the CNCS-supported program's involvement.   |
| <b>Additional Notes</b> | This measure is appropriate only for programs serving students with previously demonstrated disciplinary or suspension problems. The program should demonstrate that students previously had disciplinary or suspension problems and that after attending the program, they had fewer disciplinary referrals and suspensions. |

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| <b>Measure ED8</b>                            | Number of youth with decreased substance abuse, arrest, or gang involvement.  |
| <b>Definitions</b>                            | <p><b>Youth:</b> Those reported in ED1, ED2, ED3A or ED4A.</p> <p><b>Gang involvement:</b> May mean associating with gang members or participating in gang activities.</p> <p><b>Substance abuse:</b> May mean use of alcohol, tobacco, or other drugs, including abuse of prescription drugs.</p> <p><b>Arrest:</b> Means an action by a police officer that is called "arrest" by that law enforcement agency regardless of whether the arrest results in a conviction.</p> |
| <b>How to Calculate Measure/ Collect Data</b> | <p>Measure gets at the instances of substance abuse, arrest, or gang involvement before and after the CNCS-supported program.</p> <p>Either official police records or pre-program and post-program surveys; Pre-program survey should refer to at least prior year. If surveys are used, they need to be validated instruments. As this information is highly sensitive, the survey process is also very important.</p>  |
| <b>Additional Notes:</b>                      | This measure is appropriate only for programs serving students with previously demonstrated substance abuse, arrest, or gang involvement problems. The program should demonstrate that students have had at least one of these problems in the past and that after attending the program, they experienced a decline in that problem.   |

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| <b>Measure ED9</b>                            | Number of students graduating from high school on time with a diploma.  |
| <b>Definition of Key Terms</b>                | <p><b>Students:</b> Those reported in ED1, ED2, ED3A or ED4A.</p> <p><b>On Time:</b> Within four years.</p>         |
| <b>How to Calculate Measure/ Collect Data</b> | School/district promotion and graduation records of individual students who participated in CNCS-supported program. |

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| <b>Notes</b> | <p>This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12<sup>th</sup> graders and whose objective is promoting high school graduation.</p> <ul style="list-style-type: none"> <li>• Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve? For example, what is the typical high school graduation 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 high school graduation than this group.</li> <li>• 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 graduate from high school; will the percentage you set challenge your program to reach that target?</li> </ul> |
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| <b>Measure ED10</b>                           | Number of students entering post-secondary institutions.   |
| <b>Definition of Key Terms</b>                | <p><b>Students:</b> those reported in ED1, ED2, ED3A or ED4A.<br/> <b>Post-secondary institutions</b> may include two-year and four-year colleges<br/> <b>Entering:</b> means matriculating as a full-time or part-time student.</p>   |
| <b>How to Calculate Measure/ Collect Data</b> | Registration records that confirm student enrollments or self-report on follow up surveys.   |
| <b>Notes</b>                                  | <p>This performance indicator is best suited for CNCS-supported programs that focus on preparing high school students for college.</p> <ul style="list-style-type: none"> <li>• Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve who enter post-secondary institutions? Or, what is the typical post-secondary school enrollment 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 post-secondary school enrollment than this group.</li> <li>• 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 enter a post-secondary institution; will the percentage you set challenge your program to reach that target?</li> </ul> |

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| <b>Measure ED11</b>                          | Number of students earning a post-secondary degree.   |
| <b>Definition of Key Terms</b>               | <b>Students:</b> those reported in ED1, ED2, ED3A or ED4A.<br><b>Degree:</b> may include an associate degree from an accredited academic program or an occupational or vocational program; a bachelor’s degree (ex., BA, AB, BS); a master’s degree (ex.: MA, MS, MEng, MEd, MSW); a professional school degree (ex.: MD, DDS, DVM); or a doctorate degree (ex.: PhD, EdD).   |
| <b>How to Calculate Measure/Collect Data</b> | Registration records that confirm degree was earned or self report on follow up surveys.  |
| <b>Notes</b>                                 | This performance indicator is best suited for CNCS-supported programs that focus on preparing high school students for college or programs that work with students in college to help them succeed. <ul style="list-style-type: none"> <li>• Can you develop a reasonable baseline or “comparison” group? For example, of the students you plan to serve, what proportion of those who graduate from high school typically complete a post-secondary degree? This would be your comparison group or the group who do not receive your service.</li> <li>• 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 earn a post-secondary degree; will the percentage you set challenge your program to reach that target? Remember that the target you set would need to be higher than what occurs already in the comparison group so that you can show the difference that your program is making.</li> </ul> |

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| <b>Measure ED26</b>                          | Number of students acquiring a GED.   |
| <b>Definition of Key Terms</b>               | <b>Students:</b> Those reported in ED1, ED2, ED3A or ED4A.  |
| <b>How to Calculate/Measure/Collect Data</b> | GED completion records of individual students who participated in CNCS-supported program.   |
| <b>Notes</b>                                 | This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12 <sup>th</sup> graders and whose objective is promoting GED completion. <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> </ul> |

## Teacher Corps

*These measures are intended to be used by CNCS-supported programs where the National Service Participants serve as the primary teacher in a classroom setting during their placements. The National Service Participants may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.*

- Applicants and grantees providing a Teacher Corps Program must use Measures ED1 and/or ED2, Measures ED12-ED14 AND Measure ED17.
- Measures ED15, ED18 and ED19 are optional.

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| <b>Measure ED12</b>                           | Number of CNCS-supported National Service Participants who begin serving as teachers through a Teacher Corps program.        |
| <b>Definition of Key Terms</b>                | <b>Teacher:</b> Is responsible for leading one or more classes of students in grades K-12.                                   |
| <b>How to Calculate Measure/ Collect Data</b> | Teacher Corps programs will identify the number of CNCS-supported National Service Participants who are working as teachers. |

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| <b>Measure ED13</b>                           | Number of CNCS-supported National Service Participants who completed serving as teachers through a Teacher Corps program.               |
| <b>Definition of Key Terms</b>                | Number of CNCS-supported National Service Participants identified in D12 who completed their term of service.                           |
| <b>How to Calculate Measure/ Collect Data</b> | Teacher Corps programs will identify the number of CNCS-supported National Service Participants who complete the Teacher Corps program. |

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| <b>Measure ED14</b>            | Number of individuals teaching in high need schools.  |
| <b>Definition of Key Terms</b> | <b>Individuals:</b> Teachers counted in ED13.<br><b>High need:</b> Any school that meets the definitions outlined in the Race to the Top Notice of Funding Opportunity (CFDA #:84.395A) for High Poverty School or Persistently Low Achieving School. <a href="http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf">http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf</a> |

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| <b>Measure ED17</b>                          | Number of teachers remaining in the education field, but not teaching in a school (school support staff, school administration, district administration policy, education nonprofits, etc.) after their term of service.   |
| <b>Definition of Key Terms</b>               | <b>Teachers:</b> CNCS-supported teachers counted in ED13<br><b>Not teaching in a school:</b> school support staff, school administration, district administration policy, education non-profits, etc.<br><b>After Term of Service:</b> refers to the school year after the term of service ends. |
| <b>How to Calculate Measure/Collect Data</b> | Follow-up survey of Teacher Corps members; program administrative records  |

**Measures ED15, ED18 and ED19 are optional**

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| <b>Measure ED15</b>            | Number of students in CNCS-supported teacher classrooms with improved academic performance.  |
| <b>Definition of Key Terms</b> | <b>Students:</b> The students completing the school year who are enrolled in the classes taught by teachers counted in ED13 and who are counted in ED2.<br><b>Improved academic performance:</b> as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized instrument. Many standardized test instruments provide expected levels of improvement for particular starting points. Those would be the most appropriate improvement levels for programs to select. Programs may request a post-test only assessment option that would count as “improved” only those students who perform at grade level on the post-test. Only those 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 this option.<br><b>Standardized test/instrument:</b> has been validated externally on a randomly-selected population of students; may be a state, standardized test or other standardized test. |

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| <p><b>How to Calculate Measure/Collect Data</b></p> | <p><b>Programs will report the number of students from ED2 who:</b><br/> (1) achieve the “gain” or amount of progress that was approved at grant award, and/or<br/> (2) perform on grade level if the post-test only method is being used.</p> <p><b>Amount of progress required:</b><br/> 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><b>Programs should select a standardized test that:</b><br/> (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><b>Regarding the use of state standardized tests administered by the school:</b> These tests have the advantage of already being in place and having an infrastructure to support their use, and of course students would have taken these tests anyway. State standardized tests can only be used if they are administered near the end of the prior year and then again near the end of the current year (this will not be the case for all grade levels). Programs may request a post-test only assessment option that would count as “improved” only those students who perform at grade level on the post-test. Only those 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 this option.</p> <p><b>Obtaining test scores from school systems:</b><br/> 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 does not violate FERPA (the Family Educational Rights and Privacy Act).</p> <p>These data have the disadvantage that you will not 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 unless the two school systems are within the same state and efforts are made to match pre-service scores in one district with post-service scores in another. See the Resource Packet for a suggested method of requesting the data you need.</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> |
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| <b>Measure ED18</b>                           | Number of teachers who have had a positive impact on student learning as determined by observation-based assessments of teacher performance.   |
| <b>Definition of Key Terms</b>                | <b>Teachers:</b> CNCS-supported teachers counted in ED13.  |
| <b>How to Calculate Measure/ Collect Data</b> | Consistent with Race to the Top, this measure can be used as an optional supplement to academic achievement for assessing teacher effectiveness.   |
| <b>Other Notes</b>                            | Race to the Top suggests an observation-based assessment approach to supplement student performance. <a href="http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf">http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf</a> |

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| <b>Measure ED19</b>                           | Number of individuals receiving certification to teach in schools after their term of service. |
| <b>Definition of Key Terms</b>                | Receiving certification: according to NCLB standard.   |
| <b>How to Calculate Measure/ Collect Data</b> | Follow-up survey of Teacher Corps members; program administrative records                      |

## ***Early Childhood Education Programs***

- Early Childhood programs must choose measures ED20 and ED21 and then ED22.

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| <b>Measure ED20:</b>                            | Number of children who start in an CNCS-supported early childhood education program.  |
| <b>Definition of Key Terms</b>                  | <p><b>Education program:</b> CNCS-supported National Service Participants help pre-K students maintain enrollment in and succeed in early childhood education programs. The help that CNCS-supported National Service Participants provide does not need to be in direct service to the students. However, the CNCS-supported National Service Participants must provide direct support that makes the program possible.</p> <p><b>Start in:</b> students enrolled in the early childhood education program at the beginning of the program. Counts may be updated if the number of participants increases.</p> |
| <b>How to Calculate/ Measure/ Collect Data:</b> | Count of students who enroll in the program. Students may or may not complete the program. Each student should be counted only once during the program.   |

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| <b>Measure ED21*</b>                          | Number of children that completed participation in CNCS-supported early childhood education programs.  |
| <b>Definition of Key Terms</b>                | <p>Children: Children up through the age of kindergarten enrollment who are enrolled in early childhood education programs with a majority of economically disadvantaged children and/or a majority of children with 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: <a href="http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm">http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</a></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> |
| <b>How to Calculate Measure/ Collect Data</b> | <p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/programs they will engage already have a participant population in which the largest percentage of 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>   |
| <b>Notes</b>                                  | Applicants and grantees are encouraged to also track the number of children that enroll in early childhood education programs. The optional enrollment measure (ED20), combined with this measure, will indicate how many children drop out/are retained by these programs. Tracking your program’s retention and attrition rates is a good performance management practice.   |

\* Measure ED21 is repeated here because it can also serve as the output for Tier 3 outcomes.

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| <b>Measure ED22</b>                           | Number of children accessing high quality early childhood education programs.   |
| <b>Definition of Key Terms</b>                | <p><b>High quality:</b> Early childhood education programs with all four of the following characteristics--</p> <ul style="list-style-type: none"> <li>• Teacher &amp; Assistant teacher qualifications</li> <li>• Class size limits</li> <li>• Appropriate teacher to child ratios</li> <li>• Learning and development occurs across all domains with programs that address children’s physical well-being and motor development, social/emotional development, approaches towards learning, language development and cognition.</li> </ul> <p><b>Access:</b> By “accessing” we are referring to children enrolled in high quality early childhood education programs as opposed to children to whom such programs are available.</p>  |
| <b>How to Calculate Measure/ Collect Data</b> | <p>Count of students from ED21 who are enrolled in an CNCS-supported early childhood education program that is either a high quality program or is conducted through or in addition to a high quality early childhood education program. Programs providing services or supplementary instruction to children in early childhood education programs that are not high quality according to the definition above, should not select this measure.</p> <p><u>Citations that may be helpful on “high quality” early education programs include:</u><br/> The State of Preschool, 2009, National Institute for Early Education Research, <a href="http://www.nieer.org">www.nieer.org</a><br/> Prepared for Kindergarten: What does readiness mean? D. Ackerman and W.S. Barnett, <a href="http://www.nieer.org">www.nieer.org</a><br/> Head Start Impact Study, Final Report, January 2010, US Dept. of Health and Human Services, Administration on Children and Families<br/> Head Start Family and Child Experiences Survey (FACES) 1997-2010<br/> <a href="http://www.acf.hhs.gov/programs/opre/hs/faces/">http://www.acf.hhs.gov/programs/opre/hs/faces/</a><br/> A Review of School Readiness Factors in the States: Early Learning Guidelines and Assessments, <a href="http://www.childtrends.org/Files/Child Trends-2010_06_18_ECH_SchoolReadiness.pdf">http://www.childtrends.org/Files/Child Trends-2010_06_18_ECH_SchoolReadiness.pdf</a>.<br/> (Teacher/child ratios) Research Reviews on Child-staff Ratios and Group Size, <a href="http://nccic.acf.hhs.gov/poptopics/ratios-size-reviews.html">http://nccic.acf.hhs.gov/poptopics/ratios-size-reviews.html</a>.</p> |