

**Education**

Type of Measure	Selection Rule		Strategic Plan Objective
	Output	Outcome	
Priority	ED20 and ED21	ED23, ED24, and/or ED25	School Readiness
Priority	ED1 and ED2	ED5, ED27A, and/or ED27B	K-12 Success
Priority	ED3A and ED4A	ED5, ED27A, and/or ED27B	K-12 Success
Complementary	ED1 and ED2	ED9, ED10, ED26, and/or ED30	K-12 Success
Complementary	ED3A and ED4A	ED9, ED10, ED26, and/or ED30	K-12 Success
Complementary	ED31 and ED32	ED11	Post-HS Education Support
Complementary*	ED12 and ED13	ED14 and ED17 (ED18 and ED19 are optional)	Teacher Corps

\*Teacher Corps programs must also select a priority or complementary measure to reflect the community impact of the program

<b>Measure ED19</b>	Number of CNCS-supported National Service Participants receiving certification to teach in schools after their term of service.
<b>Definition of Key Terms</b>	<b>CNCS-supported National Service Participants:</b> those reported in ED13. <b>Receiving certification:</b> according to NCLB standard. <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 members, program administrative records

<b>Measure ED20:</b>	Number of economically disadvantaged children or children with special or exceptional needs who start in a CNCS-supported early childhood education program.
<b>Definition of Key Terms</b>	<b>Children:</b> Children younger than the age of kindergarten enrollment. <b>Economically disadvantaged:</b> Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in an early childhood education center where the majority of children are eligible for free or reduced 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> . If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as receiving or meet the income eligibility requirements at the family level to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance. <b>Children with 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. <b>Early childhood education program:</b> A program in which CNCS-supported activities help pre-K children maintain enrollment in and succeed in early childhood education. The 'help' that grantees provide does not need to be in direct service to the children. However, the CNCS-supported activities must provide direct support that makes the program possible. <b>Start in:</b> children enrolled in the early childhood education program at the beginning of the program. Counts may be updated if the number of participants increases. <b>Enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch:</b> Grantees using this option to document economic disadvantage must demonstrate that the sites/early childhood centers they will engage already have a population in which the largest percentage of children in the center come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged children served by the CNCS-sponsored program.
<b>How to Calculate/ Measure/ Collect Data:</b>	Count of children who enroll in the program. Children may or may not complete the program. Each child should be counted only once during the program.

<b>Measure ED21</b>	Number of economically disadvantaged children or children with special or exceptional needs that completed participation in CNCS-supported early childhood education programs.
<b>Definition of Key Terms</b>	<p><b>Children:</b> Children younger than the age of kindergarten enrollment.</p> <p><b>Economically disadvantaged:</b> Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in an early childhood education center where the majority of children are eligible for free or reduced 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>. <u>If data about free/reduced lunch eligibility is not available, economically disadvantaged may alternatively be defined as</u> receiving or meet the income eligibility requirements at the family level to receive: TANF, Food Stamps (SNAP), Medicaid, SCHIP, Section 8 housing assistance.</p> <p><b>Children with 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> In the approved grant application, 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 children 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 children maintain enrollment in and succeed in early childhood education. The ‘help’ that grantees provide does not need to be in direct service to the children. However, the CNCS-supported activities must provide direct support that makes the program possible.</p> <p><b>Enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch:</b> Grantees using this option to document economic disadvantage must demonstrate that the sites/early childhood centers they will engage already have a population in which the largest percentage of children in the center come from economically disadvantaged backgrounds, or explain an outreach strategy to increase the proportions of economically disadvantaged children served by the CNCS-sponsored program.</p>
<b>How to Calculate Measure/ Collect Data</b>	Count of children who complete participation in the activity as indicated by above definition.
<b>Notes</b>	

<b>Measure ED23</b>	Number of children demonstrating gains in school readiness in terms of social and/or emotional development.
<b>Definition of Key Terms</b>	<p><b>Children:</b> Those counted 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. For AmeriCorps State and National Only: Data should be collected at the beginning and end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.</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)  <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>

<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> Those counted 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. For AmeriCorps State and National Only: Data should be collected at the beginning and end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.</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>

<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> Those counted 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 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><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. For AmeriCorps State and National Only: Data should be collected at the beginning and end of the intervention via a pre-post assessment that has been shown to be valid and reliable for the purposes for which it will be used and the populations that will be assessed.</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”. 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>