

Performance Measure Development Guide for 21st CCLC Grant Applicants



Performance Measure Overview

For the 21st Century Community Learning Centers (CCLC) Cohort IX grant cycle, each applicant will develop one performance measure with quantifiable outcomes in each of the four areas listed below:

- 1) Core Academics
- 2) Essential Skills/Educational Enrichment
- 3) Attendance
- 4) Family Engagement

For all funded grantees, these performance measures will be tracked and evaluated each year of the initial three-year funding period. Making progress on each of the four performance measures will affect a grantee meeting exemplar criteria for renewability for years four and five of the 21st CCLC grant.

Developing Performance Measures

The first step for creating performance measures for your 21st CCLC grant is to define what you want the 21st CCLC program to accomplish, or in other words, the outcomes you wish to achieve with 21st CCLC grant funding. Here are some considerations when developing outcomes for your grant's Performance Measures:

1. Outcomes should focus on the target population of students and families for the activities/programs that are being provided.
2. Avoid writing process-based outcomes that focus solely on the effort. For example, writing a performance measure with an outcome that states "conduct three trainings for families on college readiness" does not capture how students and families are better served through the trainings. Instead, this performance measure could state "based on the three provided trainings for families on college readiness, family members who attended the training will report via survey they have an increased awareness of how to best prepare their student for college".
3. Apply the "X to Y by Z" format. In this format, "X" is the baseline, "Y" is the desired outcome, and "Z" is the time allotted to complete the goal. This format can be followed in a simple sentence that aligns with the SMART goal framework that is required for the 21st CCLC grant.
4. Baseline data is essential to help you assess and develop realistic outcomes and to ensure that you are able to capture your efforts in year one. An example of baseline data that is often included in performance measures is pre-surveys given to students when they first start attending 21st CCLC programming at the beginning of the school year.
5. Include percentages and numbers to provide a full context when stating your performance measure, both for baseline data and the desired outcome.
6. Assess what measures, tools, data, and data systems are already being used/collected by your organization, which will minimize the burden of measurement and data collection on those who will be administering the 21st CCLC grant.
7. Measures in outcomes should be flexible enough, and data tools should be administered often enough and within a timeframe that would allow for the detection of change in the target population identified. For instance, is the measurement appropriate for a one-year outcome, an annual outcome, or an outcome for all three grant years?
8. Assess if the timeframe for collecting and analyzing data align with reporting requirements for the 21st CCLC grant. A measurement that does not provide year-end results until six months after the end of the school year may not be helpful or appropriate to gauge year-to-year progress, nor would it provide enough time to incorporate continuous learning in your program implementation from year to year.
9. Test your outcomes by asking "so what?". Performance measures should be written in a way that will assess and showcase the overall impact that the 21st CCLC activities have on each of the four areas of your program.

**Remember:**

- ✓ A trap many grantees fall into when identifying outcomes is to describe what they have done (i.e., the activities or programs they carried out) rather than the impact of these activities.
- ✓ The same outcomes will be measured in years one through three. The process of including baseline data ensures that it is possible to measure these outcomes and allows for evaluation of the outcomes for all three years of funding. Be sure to develop specific targets that can be measured annually and without undue burden.
- ✓ As you become familiar with outcomes, remember that you are not going to measure very many. You will want to pick a couple that are the most directly connected to the assistance you are providing and the impact that you want to achieve.
- ✓ Begin with the outcomes first. It is important to decide what you want to achieve in the way of impacts before you define what and how much of your programs and services will be necessary to accomplish them.
- ✓ Applicants may wish to create additional performance measures for their own local program evaluation needs but these extra measures will not be required for submission with annual progress reports.
- ✓ Grantees will be required to submit an annual end-of-year report on the progress they have made on their specific performance measures and validate their responses with available data (including relevant percentages and numbers).

Writing Performance Measures as SMART Goals

Each of the four performance measures needs to be written using the SMART goal framework. A performance measure should be...

Specific (and Strategic)

Linked to position summary, departmental goals/mission, and/or overall goals and strategic plans.

- Questions to answer: “Who will achieve the change (e.g., participants)?” and “What will your program do (e.g., activities)?”

Measurable

The success toward meeting the performance measure can be measured.

- Questions to answer: “How will this change be measured?” and “How will I know when it is accomplished?”

Attainable

Performance measures are realistic, can be achieved in a specific amount of time, and are reasonable.

- Question to answer: “How much change can you realistically expect?”

Relevant (Outcome-Oriented)

The performance measures are aligned with current tasks and projects and focus in on **one** defined area; include the expected outcome.

- Question to answer: “What will change due to the program/activities (e.g., behavior, attendance, attitude, etc.)?”

Time-Based

The performance measures have a clearly defined timeframe including a target or deadline date.

- Question to consider: “When will the change take place?”



Performance Measures Worksheets

Use the tables below to create your performance measures in each of the four areas: 1) Core Academics, 2) Essential Skills/Educational Enrichment, 3) Attendance, and 4) Family Engagement. The top row of each table states the overall objective of the performance measure area. The first few questions in the table are designed to help you formulate the measurements and outcomes for each performance measure. Your response to the last question in each table, which combines all of the components written in the previous questions, will represent your finalized performance measure.

<p>Core Academics: To help students meet the challenging State academic standards, 21st CCLC programs will provide academic activities in and mathematics and science (e.g., tutoring, STEM activities, credit recovery).</p>	
1. Identify the result you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
<p>3. What data and instruments will you use to measure the results? Approved methods for measuring progress on core academic performance measures include the following:</p> <ul style="list-style-type: none"> a. Student academic records of grades or GPA; b. Formal assessments (e.g., NAEP Science, CogAT: The Cognitive Abilities Test, ACCESS (WIDA) c. Credit recovered and/or attained in the areas of math and science during OST hours. <p>Note: Other possible methods not listed above must be approved by CDE staff.</p>	
<p>4. What are the targets that you expect to meet during each of the next three years of the grant period?</p> <p>Note: Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis, and should set annual benchmarks for the grant period.</p> <p>Baseline for 2021Application: Benchmark FY2021-22: Benchmark FY2022-23: Benchmark FY2023-24:</p>	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure .	

Example of Core Academic Performance Measure: By 2023-24, {insert percentage} of regular student attendees will demonstrate growth in {math and/or science} proficiency by {insert percentage} from {insert timeline such as fall to spring} as measured by {insert indicator/instrument such as CogAt or NAEP Science}.

Essential Skills/Educational Enrichment: To reinforce and complement the regular academic program, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, career exploration, competency-based learning. Please select at least one skill from the below list of Essential Skills Required in the Colorado Academic



<p>Standards:</p> <ul style="list-style-type: none"> • creativity skills • innovation skills • critical-thinking skills • problem-solving skills • communication skills • collaboration skills • social and cultural awareness • civic engagement • initiative and self-direction • flexibility; • productivity and accountability • character and leadership <p>For more information, please visit : http://www.cde.state.co.us/standardsandinstruction/essentialskills-pdf</p>	
1. What specific essential skill(s) or 5 core competency will you address? How does this related to your demonstration of need section. (BONUS POINTS SECTION)	
2. Identify the result you expect to achieve and how it compares to baseline measures.	
3. Describe how you will achieve this result (i.e., how the funding will be used).	
<p>4. What data and instruments will you use to measure the results? Approved methods for measuring improvement in essential skills/educational enrichment skills include the following:</p> <ul style="list-style-type: none"> a. Self-report surveys (student, parent/guardian, school teacher, program staff); b. Systematic observations (parent/guardian, school teacher, program staff); c. Interviews or focus groups (student, parent/guardian, school teacher, program staff); and d. Formal portfolios or competency assessments (e.g., rubric) <p>Note: Other possible methods not listed above must be approved by CDE staff.</p>	
<p>5. What are the targets that you expect to meet during each of the next three years of the grant period?</p> <p>Note: Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis, and should set annual benchmarks for the grant period.</p> <p>Baseline for 2021 Application: Benchmark FY2021-22: Benchmark FY2022-23: Benchmark FY2023-24:</p>	
6. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure .	

Example of Essential Skills/Educational Enrichment:

- By 2023-24, {percentage} of regular attendees will improve their {insert skills such as *critical thinking and problem solving skills*} by at least {insert level of increase expected such as *one rating score from novice to*



advanced beginner) from {insert measurement timeline such as from *pre to post*} as measured by {insert indicator such as *teacher observation rubric*}.

- By 2023-24, {percentage} of regular attendees show a significant ($p < .05$) improvement in essential skills such as {insert skills such as *creativity and innovation skills*} as measured by {insert indicator such as a *post reflective student survey*} at {insert measurement timeline such as *end-of-year*}.

<p>Attendance: To increase school attendance, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing school-day attendance rates of students to attend a program 30 days or more. This performance measure can include activities proven to increase school attendance.</p>	
1. Identify the result you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
<p>3. What data and instruments will you use to measure the results? Approved methods for measuring progress in school attendance include the following:</p> <ul style="list-style-type: none"> a. School teacher surveys; and b. School attendance records (e.g., Baseline to year-end school attendance comparison to themselves, comparison to peers). <p>Note: Other possible methods not listed above must be approved by CDE staff.</p>	
<p>4. What are the targets that you expect to meet during each of the next three years of the grant period?</p> <p>Note: Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis, and should set annual benchmarks for the grant period.</p> <p>Baseline for 2021 Application: Benchmark FY2021-22: Benchmark FY2022-23: Benchmark FY2023-24:</p>	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure.	

Example of Attendance Performance Measure:

- By 2023-24, {percentage} of regular attendees who have a high attendance rate of {percentage} or more will maintain the same level or improve in their rate of attendance as measured by {include indicator such as *teacher surveys*} from {include timeline such as *baseline to end-of-year*}.



<p>Family Engagement: To increase active and meaningful engagement in their children’s education, the 21st CCLC program will provide services, programs, and activities for families of students served by community learning centers (e.g., including opportunities for literacy and related educational development). This performance measure can include Parent/Family Activities that provide educational opportunities for parents and families to reengage in their students’ education. Parent/Family activities include ESL, Parenting classes, Culturally Responsive activities, and engaging parents/families in student outcomes.</p>	
1. Identify the result you expect to achieve and how it compares to baseline measures.	
2. Describe how you will achieve this result (i.e., how the funding will be used).	
<p>3. What data and instruments will you use to measure the results? Approved methods for measuring progress in family engagement include the following:</p> <ul style="list-style-type: none"> a. Completion of specialized program (e.g., ESL, High School Equivalency Prep, College Prep) b. Self-report parent/guardian survey on delivered program c. Parent/guardian interviews or focus groups on delivered programs d. School records/reporting of Parent’s/guardian’s participation in school day activities e. Community partner records/reporting on parent/guardian follow-up on referrals to services <p>Note: Other possible methods not listed above must be approved by CDE staff.</p>	
<p>4. What are the targets that you expect to meet during each of the next three years of the grant period?</p> <p>Note: Targets should be set to measure an aggregate of the three-year grant period. Subgrantees will assess progress toward meeting the targets on an annual basis, and should set annual benchmarks for the grant period.</p> <p>Baseline for 2021 Application: Benchmark FY2021-22: Benchmark FY2022-23: Benchmark FY2023-24:</p>	
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure .	

Example of Family Engagement Performance Measure:

- By 2023-24, {percentage} of parents/caregivers who attended a specialized program (e.g., parenting classes, college preparation class) will increase {insert outcome such as *their capacity to support their student’s learning*} as measured by {insert indicator such as *a structured interviews*} at {insert measurement timeline such as *the end-of-year*}.
- By 2023-24, {percentage} of parents will rate the program {insert outcome such as *meeting the Family, School, and Community Partnering standards*} as measured by {insert indicator such as *a post reflective survey*} at {insert measurement timeline such as *the end of the program*}.