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# Attachment F: Performance Measure Worksheets

Attach at least one performance measure worksheet in each area to the application.

For the 2019-2022 grant cycle, each subgrantee is required to create one performance measure with outcomes in each of the areas listed below for a total of three performance measures which will be tracked and evaluated each year of the three-year funding cycle:

1. Worksheet I: Academic Progress Outcomes
2. Worksheet II: School Support Outcomes
3. Worksheet III: Collaboration Outcomes

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. These performance measures are directly connected to the National Ten Standards and Indicators of Quality for McKinney-Vento Programs.

For more information on developing these Performance Measures, refer to the Performance Measure Development Guide, which includes guidelines, tips, and examples in each of the three areas. The guide can be found at: [www.cde.state.co.us/dropoutprevention/homeless\_index](http://www.cde.state.co.us/dropoutprevention/homeless_index).

For the full list of national standards and indicators, refer to the “Standards and Indicators of Quality McKinney-Vento Programs” document found at [www.cde.state.co.us/dropoutprevention/homeless\_index](http://www.cde.state.co.us/dropoutprevention/homeless_index).

**Worksheet I: Academic Progress Outcomes**

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| **Academic Progress Outcomes:** McKinney-Vento subgrant funding may be used to improve academic outcomes for homeless children and youth either through direct academic interventions or to facilitate connections with LEA/BOCES academic supports.1. Direct Academic Interventions: Describe the direct academic interventions supported through McKinney-Vento subgrant funding. Provide baseline data and set outcome targets for year one, two, and three. Measures to track progress include:
	* Elementary: DIBELS, Galileo, NWEA’s MAP, Colorado Measures of Academic Success (CMAS), other growth or proficiency assessments.
	* Middle School: AIMSweb, Galileo, Colorado Measures of Academic Success (CMAS), other growth or proficiency assessments.
	* High School: Galileo, GPA, course completions, credit recovery successfully completed, progress toward credit attainment (can include completing competitive-based programs, internships and apprenticeships), report card comparison (baseline to year-end), Colorado Measures of Academic Success (CMAS), graduation rate, other growth or proficiency assessments.

**OR**1. Connections with LEA/BOCES academic supports: Describe your process for connecting homeless students with the appropriate academic supports needed. Provide baseline data and set outcome targets for years one, two, and three.

For direct academic interventions, include a description of how homeless students’ initial academic standing will be assessed. |
| **Creating Performance Measures** | **Title** |
| 1. Identify the anticipated **results** and how it compares to the baseline measure.
 |  |
| 1. Describe how the results will be achieved (i.e., how will funds be used).
 |  |
| 1. What data and instruments will be used to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used.
 |  |
| 1. What **targets** are expected to be met during each of the next three years of the grant period?
 |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is the **performance measure**.
 |  |
| 1. List the National Quality Standard and Indicators connected to this performance measure and state the relationship.
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**Worksheet II: School Support Outcomes**

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| **School Support Outcomes:** Demonstrate how homeless students have immediate educational access, increased school stability and/or access to LEA/BOCES non-academic support programs (academic specific support programs should be included under academic progress outcomes). Outcomes could address increased success in identification, enrollment, school stability, and participation in specialized and comparable services. Preschool specific outcomes or outcomes specific to unaccompanied homeless youth can be a part of this section. Measurement of the outcomes should focus on impact of this work. |
| **Creating Performance Measures** | **Title** |
| 1. Identify the anticipated **results** and how it compares to the baseline measure.
 |  |
| 1. Describe how the results will be achieved (i.e., how will funds be used).
 |  |
| 1. What data and instruments will be used to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used.
 |  |
| 1. What **targets** are expected to be met during each of the next three years of the grant period?
 |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is the **performance measure**.
 |  |
| 1. List the National Quality Standard and Indicators connected to this performance measure and state the relationship.
 |  |

**Worksheet III: Collaboration Outcomes**

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| **Collaboration Outcomes:** Develop meaningful collaboration opportunities to increase resources, referrals, and partnerships to meet the complex needs of students who are homeless. Demonstrate in years one, two, and three how planned, targeted collaborative efforts will increase or leverage resources leading to successful outcomes for homeless students and their families.Collaborations could be internal or external to the LEA/BOCES and may include parent involvement and engagement activities. Measurement of the outcomes should focus on impact and/or value of the collaboration. |
| **Creating Performance Measures** | **Title** |
| 1. Identify the anticipated **results** and how it compares to the baseline measure.
 |  |
| 1. Describe how the results will be achieved (i.e., how will funds be used).
 |  |
| 1. What data and instruments will be used to measure the results? Please see PM Development Guide for guidelines and provide a rationale if alternative measures are used
 |  |
| 1. What **targets** are expected to be met during each of the next three years of the grant period?
 |  |
| 1. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is the **performance measure**.
 |  |
| 1. List the National Quality Standard and Indicators connected to this performance measure and state the relationship.
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