

FISCAL YEAR 2023 EDUCATION PPR CHEAT SHEET

Standard Indicators for ES.1 Basic Education, ES.2 Higher Education, and EG.6 Youth Workforce Development Programming

INDICATOR TYPE	APPLICABLE SCHOOL LEVELS					INDICATOR TITLE	REQUIRES BASELINE	DISAGGREGATE GROUPS			
	Pre - Primary	Primary	Secondary	YWFD	Higher Education			Sex	Marginalized Populations	Proficiency Levels	Other Disagg's
Learner Outcomes	—	Primary	Secondary	—	—	ES.1-1 Percentage of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading skills	Baseline	Sex	—	Proficiency Levels	—
	—	Primary	Secondary	—	—	ES.1-60 Percentage of learners targeted for USG assistance who attain a minimum grade-level proficiency in math skills	Baseline	Sex	—	Proficiency Levels	—
	—	Primary	Secondary	—	—	ES.1-47 Percentage of learners with a disability targeted for USG assistance who attain a minimum grade-level proficiency in reading	Baseline	Sex	—	Proficiency Levels	—
	—	—	—	YWFD	Higher Education	EG.6-12 Percentage of individuals with new employment following participation in USG-assisted workforce development programs	—	Sex	Marginalized Populations	—	—
	—	—	—	YWFD	Higher Education	EG.6-13 Percentage of individuals with improved soft skills following participation in USG-assisted workforce development programs	—	Sex	Marginalized Populations	—	—
	—	—	—	YWFD	Higher Education	EG.6-16 Percentage of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs	—	Sex	Marginalized Populations	—	—
Learner Counts	Pre - Primary	—	—	—	—	ES.1-53 Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance	—	Sex	Marginalized Populations	—	—
	—	Primary	—	—	—	ES.1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	—	Sex	Marginalized Populations	—	—
	—	—	Secondary	—	—	ES.1-4 Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance	—	Sex	Marginalized Populations	—	—
	—	—	—	YWFD	—	EG.6-3 Number of individuals who complete USG-assisted workforce development programs	—	Sex	Marginalized Populations	—	—
	—	—	—	—	Higher Education	ES.2-55 Number of learners reached by USG-assisted higher education interventions	—	Sex	Marginalized Populations	—	—
Learner Access	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-56 Number of learners with improved access to education through USG-assisted programs	—	Sex	Marginalized Populations	—	—
	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-46 Percentage of individuals who transition to further education or training following participation in USG-assisted programs	—	Sex	Marginalized Populations	—	—
	—	—	—	—	Higher Education	ES.2-2 Number of individuals attending higher education institutions with USG scholarship or financial assistance	—	Sex	Marginalized Populations	—	Other
	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-51 Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria	—	—	—	—	—

Indicator Type	Applicable School Levels					Indicator Title	Requires Baseline	Disaggregate Groups			
	Pre - Primary	Primary	Secondary	YWFD	Higher Education			Sex	Marginalized Populations	Proficiency Levels	Other Disagg's
Institutional Capacity	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-6 Number of educators who complete professional development activities with USG assistance	—	Sex	—	—	Other
	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance	—	Sex	—	—	Other
	—	—	—	—	Higher Education	ES.2-52 Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance	—	Sex	Marginalized Populations	—	Other
	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-10 Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance	—	—	—	—	Other
	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-14 Number of classrooms built or repaired with USG assistance	—	—	—	—	—
	—	—	—	—	Higher Education	ES.2-53 Number of physical spaces built, repaired, or refurbished for higher education with USG assistance	—	—	—	—	Other
	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-50 Number of public and private schools receiving USG assistance	—	Public & Private Schools		—	
	—	—	—	—	Higher Education	ES.2-1 Number of host country higher education institutions receiving capacity development support with USG assistance	—	Public & Private Institutions		—	
	Pre - Primary	Primary	Secondary	YWFD	Higher Education	CBLD-9 Percent of USG-assisted organizations with improved performance	—	Educational Institutions		—	
System Capacity	Pre - Primary	Primary	Secondary	YWFD	—	ES.1-59 Education system strengthened through USG-assisted policy reform	—	—	—	—	- - - - -
	—	—	—	—	Higher Education	ES.2-54 Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions	—	—	—	—	Other
	Pre - Primary	Primary	Secondary	YWFD	Higher Education	PSE-4 Value of private sector resources leveraged by the USG to support U.S. Foreign Assistance Objectives	—	Education		—	
Disaggregate Groups		Sex - Male - Female - Neither - Disaggregates not available See ADS 201sap for more information.			Marginalized Populations - With a disability - Affected by crisis or conflict - Female and affected by crisis or conflict - Experiencing marginalization These categories are <i>not</i> mutually exclusive. Report the full number for each category, regardless of overlap with other categories.		Proficiency-Level Descriptors - Below Partially Meets Minimum Proficiency - Partially Meets Minimum Proficiency - Meets Minimum Proficiency - Exceeds Minimum Proficiency - Grade level represented Proficiency levels align with the Global Proficiency Framework (GPF). "Grade level represented" is the grade of the students whose result is reported.				
Baseline Reporting		For ES.1-1 , ES.1-60 , and ES.1-47 , a baseline date and result are necessary to support aggregate reporting on change in student learning outcomes.									