Transcript of The Evolving 21st Century Evaluation

Contrell Armor: Good morning and welcome to today's online learning session titled The Evolving 21st CCLC Evaluation. This session is sponsored by the Pennsylvania Department of Education in conjunction with the Center for Schools and Communities. I'm Contrell Armor, Youth Development Program Coordinator for the Center for Schools and Communities, and I will be the moderator for this online session. 21st CCLC State Evaluator Leslie McConnell from the Allegheny Intermediate Unit will present today's webinar. This session is designed for the 21st CCLC program staff and local evaluators who are familiar with the basics of the evaluation and reporting process in Pennsylvania. Leslie will review changes to evaluation and reporting elements and expectations for federal reporting as well as strategies for implementing evaluation at the local level as part of a continuous improvement process. At this point, I would like to turn the microphone over to Leslie.

Leslie M.: Good morning everyone. In advance, I would like to apologize for my voice. I am just recovering from bronchitis and my voice has been slower to come back than it normally has. In the event that I need to cough, I may mute my line temporarily while I do so so that I'm not coughing in your ear. Hopefully, we won't have too many of those interruptions throughout this morning. What we're going to do as Contrell mentioned, we're going to talk about briefly the reporting requirements just as a refresher, talk about some of the changes, and then we're going to talk about how evaluation can be used at the local level for program improvement purposes and also to give you some background on how we use information at the state level.

We're going to hold all questions until the end. You can feel free to enter them into the questions box and if we do have time, we'll try to address them in this session, but I think what we did, what we agreed to do on Tuesday and what we have done in the past is that we will often take those questions from the questions box, develop an FAQ sheet and send it out to all participants so that everybody has access to the same consistent information about the various aspects of the program, because if one person asks, chances are pretty good someone else has the same question.

We're going to go ahead and get started. Again, so we've already talked about this, federal and state reporting changes, some challenges and issues that we're seeing at the state level, so giving you kind of a heads up of some of the things that we're seeing so that you can pay particular attention to those at the local level, how to use evaluation findings at the local level, and of course, your questions if we have time. We have a quick polling question here, we just want to get a sense of who we have on the webinar this morning, whether you're a grantee or program staff, whether you're the local evaluator or whether your program staff and evaluator are participating at the same location. We're going to bring up a poll here. If you just want to take a minute and indicate which of the three options apply to you, we'll leave this open for just a few more seconds.

Okay, looks like we have mostly program staff who are participating. I would encourage you that you share this information from today's webinar, perhaps even sharing a link to the recording with your local evaluator. It's really important that your evaluator be aware of what the various reporting elements are, especially if they're going to be responsible for actually fulfilling deadlines for you. It's going to be important that you share that information with them. Any announcements that you get from us, from PDE, relative to reporting, headlines, clarifications on reporting, that sort of thing, share that information back with your local evaluator so that they can be aware of that information.

Although your local evaluators are welcome to contact us with questions, ask for technical assistance, you know, we can certainly provide that level of support, but at the same time, we can't communicate with them directly in terms of sending out blast e-mails of announcements and such to local evaluators. It's the grantee's responsibility to share that information with their contracted local evaluator, so it's important that you know to forward that information on to them.

The first thing we're going to go through right now is federal reporting. This is particularly timely given that the 21st Century or the 21APR federal system is currently open for reporting for the summer 2016 term. The reporting will continue in that term format as it has the last two years, and that includes the summer term, the fall, and the spring. Basically, that means your summer program in its entirety and the school year split by its midpoint. The summer 2016 program information can be entered into the 21APR system from March 16 through April 7th. We have just a little bit over a week left before that information needs to be completed in the 21APR system.

Given that it's just the summer program term, this is probably not going to be a huge time investment to get that report completed but it still does need to be completed. In the event that you did not operate a summer 2016 program, for example, you weren't in operation at that time, it's not part of your contract, there was a problem, what have you, if you served no students and your centers were not open during the summer 2016 term, you do not have to report in this section in the 21APR system. It would also be really helpful if you would e-mail me and let me know that you didn't operate a program because unfortunately at this time, the 21APR system doesn't recognize a difference between did not report and did not operate a program. They are working on this functionality but it is not yet available.

If you did not operate a 2016 summer program, please send me an e-mail and let me know, otherwise you're just going to get an e-mail from me here in the next couple of days that says, “Hey, did you operate a summer program?” It'll save you some time for having to reply to that if you can just be proactive and send me that notice now. Otherwise, you can wait for my e-mail if that doesn't work for you. Again, summer 2016, 21APR due by April 7th. The fall programs, fall 2016, the first half of the ‘16, ‘17 school year may be entered in the federal 21APR system from April 16th to July 21st. You have quite a bit more time to enter the fall term information.

Just going back to the summer 2016 for one moment, and I think we'll get to it but I just want to make note, you only need to complete the staffing, activities, and participation sections. The outcome section should be left blank. Again, fall 2016 can be entered April 16th through July 21st, 2017. Also, you're only going to be completing the activities, the staffing, and the participation sections. You do not need to complete the outcome section, you should leave the outcome section blank. Spring 2017, or the second half of the ‘16, ‘17 program year or school year, and your cumulative school year information, we'll get to that in a minute, may be entered August 1st through October 31st, 2017. This deadline is consistent with years past. Last year was November 1st, we're just backing it up a day so that it's consistent with all of the other deadlines.

In order to access the 21APR system, here is the link. You may want to bookmark this link for future reference. PDE assigns the user accounts, one per grantee, based on the information in the contact information form. This user account is designated either for the primary program contact on the contact information form or the 21APR contact that's listed at the bottom of that form on the second page. Each grantee will have only one user account and it will be assigned to one of those two people if they are not the same person. When that account is created for you, you will receive an account activation e-mail from the 21APR system. It will contain instructions for actually setting up your account.

The 21APR system has strict user guidelines and users must agree to follow the rules of behavior. It's important that you read what these rules are as it indicates how your account may be used. It is an official federal system. Passwords to 21APR must be changed every 60 days. We realize that this timeline is short. This is a determination that is made at the federal level. It's important that you make note of what your password may be in a secure location so that you can access that as well as your challenge question information or answers. In the event that you cannot remember your password, there is an account reset option built into the system, but it requires that you know the answers to your challenge questions. That will help you to gain access even if you have forgotten your password. However, if you answer your challenge questions incorrectly, your account may need to be manually reset by PDE.

It is not a quick process, your account actually has to be manually deleted and all of your information put back into the system. It does take some time to do, so in the interests of time, it's in your best interest to keep note of your challenge question answers and your passwords as you go in a secure location so that in the event that you forget, you can access that information from your own records rather than have to ask to have your account reset. However, it can happen in the event that you can't gain access, and you can contact Susan D'Annunzio at PDE if you need to have your account reset as she is the only individual who has user maintenance access to the system.

Some more federal reporting changes to 21APR. As I've mentioned already, these are the four sections that are in 21APR, activities, staffing, participation, and outcomes. We've had a lot of questions recently about how do you actually get into the APR because it's not super intuitive. Basically, when you log into the system, you need to locate your center's list. It's probably going to be near the bottom of the first screen after you log in. If you have multiple centers, they'll all be listed. Next to each center should be a pink down carat or down arrow. If you click on that pink down arrow that is to the right of the name of the center, you should get an edit button and a delete button. If you click on the edit button, that will get you access to the APR and so then you can enter the activities information and move forward. Some of the screen options and buttons have changed. It's not particularly difficult, in fact it makes it a little bit easier to jump around in the different sections so don't be alarmed if it looks slightly different than it has in the past.

The activities section is broken down by these topics. There's four categories under enrichment, college and career readiness, character education, and academics, and you can read what those various topics are. Some of the information that's going to be asked about these activities is how often, how many times per week, average hours per session, average participants, and whether the activity is also college and career readiness if the primary category is not college readiness. Something to make note of is in the bottom right corner of the 21APR system, there is a help and a FAQ guides link. When you click on that link, you can access the data guide which has operational definitions for all elements that are asked for in the 21APR system. If you have a question about what does this particular item mean or what are they asking for, the first place you should check is that data guide which you can download and save locally so you don't have to access it online. It's just a handy reference in the event that you're unsure about what a particular item is asking.

Just as a refresher, participation. Regular attendee is still defined as 30 or more program days over the course of the program year. Again, that's summer and the following school year. In this case, that's summer 2016 and school year ‘16, ‘17. They could be attending 30 or more days during summer only, 30 or more days during school year only, or between the summer days and their school year days they total 30 or more. You'll need to be prepared to report demographics and regular attendee status by grade level, or by grade band, and your counts need to add up as appropriate. The system will not let you move forward if your counts do not add up.

Outcomes must also be prepared by grade band. I believe it's pre-K to five and six to 12. You'll need to be able to report that by the attendance gradations and by attendance gradations, we mean program attendance. This is for regular attendees only, 30 to 59 days, 60 to 89 days, and those students who attend the program 90 or more days. Again, your counts have to add up within the different categories and the system will not allow you to move forward without them adding up.

Cross-year state assessment results are also required for those students who have two consecutive years of PSSA and PASA. For the most part, that's going to include students in grades four through eight because students in grade three and lower will not have a prior year PSSA and at the high school level, only the 11th grade Keystone Exam may be used for accountability. Prior years or prior taking of the Keystone Exam may not be used for comparisons for federal reporting. Again, the state assessment results must be two consecutive years, and for the most part, this is going to include only grades four through eight. If you have third graders who were retained in third grade and so they have two years of third grade PSSA, that can be used as well.

There's no outcome reporting in the fall term. Spring outcomes and spring participation will be cumulative for the entire ‘16, ‘17 school year. Summer-only regular attendees normally would have outcomes required for PSSA state assessment results. However, since the data are not going to be available in time to do that, you're just going to leave the summer outcome section blank. State reporting, we're going to maintain the same state reporting expectations as we did last year. Instead of what used to be the PA grantee report, it's going to be broken down into the PA Implementation Survey, the student data spreadsheet which should include regular attendees and credit recovery students, and the operations spreadsheet by center.

Some of the elements that were previously included in the PA grantee report, such as local assessments and stakeholder feedback should only be covered in your local evaluation report if they apply to you. The Implementation Survey will cover program design and implementation strategies information and evaluation implementation. Most program staff will probably know the majority of this information off the top of their head. If you're interested in looking at last year's Implementation Survey content, the question guide is still posted on the website and I'll give you that website link here in a little bit, but it’s expected to remain the same, there's only one or two things that we're anticipating having changes to for this year, nothing drastic, nothing major, just keeping in mind that it will be pretty consistent. If you want to see what the particular content is, you can certainly reference the question guide from last year.

The operations spreadsheet is expected to be the same. Center level operations for summer and school year, days, hours, and weeks open to students, and those organizations that hold multiple grants have the option that you can either submit one spreadsheet with all centers for all grants or separate spreadsheets for each grant. It's up to you, it makes no different to us, it all comes to me, I combine them all on my end. However it makes most sense for you, some grantees like to keep it separate for their own record keeping, that's fine. If you want to submit it together, that's fine too.

The de-identified student data spreadsheet is expected to include the same outcome elements as reported in the federal system, as well as some additional elements that are particular to Pennsylvania. Reading and math report card grades fall and spring, the teacher survey data, state assessment performance categories, school attendance if it applies to your grant, school behavior and discipline if it applies to your grant, credit recovery if it applies to your grant, and program attendance. The spreadsheet template will be pretty much the same as last year. You will upload your spreadsheet to a secure server, it's going to be due October 31st with the rest of the data elements. Again, organizations that have multiple grants can submit one spreadsheet that includes all of their students for all of their grants or you can submit separate ones, it's up to you, same as the operations spreadsheet.

The only students who are required to be on this spreadsheet are those that are regular attendees and those students who are credit recovery students. Some grantees like to include in that spreadsheet all of their students including those students who have one to 29 days program attendance or they're not regular attendees. That's fine, you have the option to do that, just know that we will exclude them from state level analysis. If you want to include them just because it makes it easier and then you don't have two versions of this spreadsheet, that's fine, we'll take them out on our end, but you're only required to have the regular attendees and the credit recovery students.

Also, regular attendees should appear on the spreadsheet even if they have no outcomes data available. When you go to report in the PA Implementation Survey, your numbers of regular attendees, that total number of regular attendees reported in the implementation spreadsheet should reflect the same number of regular attendees that show up on your student data spreadsheet. Even if a student doesn't have outcomes data, and we realize that some students may not because of transience and what have you, they should still show up on the spreadsheet, just leave the rest of the cells blank.

Some challenges and issues. Grantees in the past couple of years have been reporting pretty consistent challenges related to data and evaluation. Things like the state assessment data availability timeline. Keep in mind that you're going to not have access to that information until probably September. It's important to think about that in terms of your data collection. You have the option to collect your other information earlier and then wait for that state assessment so you can just plug it in at the end. Keeping in mind that you won't have access to that information until summer at the earliest, probably more likely September, you'll need to plan in advance for that.

Classroom teachers not returning the Teacher Survey is also a challenge, and collecting data from multiple schools and districts. The more schools and districts you serve, the more time you will have involved in collecting data for your regular attendees. It's just the reality, it's something you'll need to plan for. Despite all of this discussion and planning and preparation, we still have grantees that do not have formal data sharing reflection agreements with the LEAs that they serve. It's important that you have one of these agreements in place so that it makes your life easier when it comes time to collect the data from them.

You cannot rely on parents and students to provide the data to you. It cannot be your process or your standard protocol to expect that the students will bring their report card grades to you and that that's how you're going to collect the data. You need to be collecting it directly from the school. Some other observed challenges that we've had. There are some grantees that struggle to enter their information into the state and federal reporting systems that their evaluator is not supporting them in these tasks. If that's something that you are experiencing challenges with, you may want to talk to your local evaluator about getting some additional support related to that item or contact us for some strategies that might make it easier for you.

There are also some grantees that wait until we make individual contact before they begin the state and federal reports. Keep in mind that a couple of weeks, or in the case of summer, just a few days before the deadline, we will start contacting grantees that haven't started their report. This is just a reminder, we need to make sure that you complete your reports because Pennsylvania has certain targets that it has to reach in terms of reporting completion, and that is information that goes to the federal level in terms of accountability for that information. It's important that everyone do their reports as obligated, despite the fact that it's already part of your contract and part of monitoring that your reports are completed and completed on time.

We also know that some grantees are not sharing evaluation and reporting-related information with their local evaluator. Every year, I get calls and questions from evaluators who did not know what the timeline was, who did not know what the deadline is, or what it is that they need to complete. As I said in the beginning of the webinar, please make sure you share this information with your evaluator so that they can best support you.

There is continued confusion over the program year versus the fiscal year. Keep in mind that your fiscal or your contract year only has to do with the spending of your money. It has nothing to do with the federal summative and state summative reports which are always the same, summer and the following school year. It has nothing to do with dates and it has nothing to do with when you spend your money. The only thing that your fiscal year or your contract year has to do with is that time period which you are eligible to report in.

Another major challenge that we're seeing is consistency. Everyone involved in your project should be working from the same data sources or at least a consistent student list. The total students reported by term should equal the total students reported by attendance category. This information should be consistent from the 21APR system to the Implementation Survey to the student data spreadsheet. All of these different reports should have the same total number of students as appropriate. It's important that everybody's working from the same list because we will follow up with you if there appear to be discrepancies. Again, the number of regular attendees reported in the Implementation Survey should reflect the number of regular attendees who show up in your regular attendee spreadsheet.

I've mentioned this already but it's worth mentioning again, for the pre-K through second grade, and most third graders, and grades nine, 10, and 12, these students are not expected to have state assessment data or results reported because in most cases, with the exception of third grade, they don't take the state assessments for accountability purposes. We realize that students in grades nine, 10, and 12 may take the Keystone Exam, however they are not to be used for accountability purposes, and so they should not be reported or used for progress determining purposes and reported as such.

Also, non-PSSA, non-Keystone Exam data may not be used for federal reporting even if the assessment is aligned to the PSSA or has similar reporting outcome categories. For example, we know that the 4Sight Benchmark assessment gives an advanced proficient basic and below basic proficiency category. Despite that the categories are the same, this information may not be used for federal reporting purposes or for state reporting purposes for that matter. You can certainly use them at the local level, but please do not report that information to us as if it were PSSA or Keystone Exam data.

We've also had some concerns about local evaluation reports. There are some elements that continue to seem to be missing from some reports. For example, who actually did the report? The local evaluation report is intended to be the primary responsibility of your local external evaluator. This is the evaluator that you are required to contract with for evaluation purposes. They should be the ones producing the report. They should also be identified somewhere on the report so that we know who actually did the report. Also, your local evaluation report should identify the time period covered and should not cover an incorrect time period. The time period should be summer and the school year following which is the summative reporting year. It should not follow your fiscal year or your contract year which is going to break up that period.

Also, it should be comprehensive in nature. We've noticed that not all reports are including all of the different elements. There has been a lack of comparison of performance against performance indicators as established in your grant application and in the GAPR measures. Making sure that you're looking at your progress towards your performance targets and indicators in your evaluation report. We've seen some reports that only focus on implementation. That should not be, they should be comprehensive in nature and cover both implementation and outcomes. Other reports are missing basic information. For example, number of students served. That kind of basic information should be part of your local evaluation report.

It is a tool. It should cover all aspects of information reported and perhaps any locally relevant or important information. It should cover interpretation, what does your program data actually mean. Looking at here is your finding, these are the results, but what does it mean? Making an assessment of those results, is it positive, is it negative, to what degree have we achieved our indicators? Then, some decision making, what are some recommendations that we can do to move forward and improve our program? What should we do about our results?

There are a number of data and evaluation tools and resources available on our 21st Century evaluation webpage, which is www.aiu3.net/evaluations. Click on the 21st Century link, you'll find all of the links to the various reporting systems, schools, deadlines, resources, templates, and so on on this page. We monitor and continually update this page as it becomes, as we receive changes or as we establish new information, so check back often. You may want to bookmark this page.

Some of the things that we might want to think about in terms of a checklist. Does your local evaluation report include an overview of the program? Does it identify who produced the report? Does it explain program operations and implementation? Does it use appropriate analysis methods? Does it provide both findings and interpretation of those results? Does it address program performance towards the indicators? Does it include recommendations for program improvement? The recommendations for program improvement is important and it is something that is looked at specifically as part of monitoring. Even if that's something that you may discuss with your evaluator in a review of results kind of informally or perhaps in person, those recommendations should also show up in your local evaluation report.

Grantees are responsible for the accuracy and completeness of your reports. It is not up to us to check your information and make sure that it's correct, however we do check for certain types of discrepancies, and we will get back in touch with you if there appear to be errors. We will ask you to correct them because information that we collect from you, we need to make sure that it's accurately used at the state and federal level because our reports do go to the U.S. Department of Education. We expect grantees and their local evaluators to ensure as complete and accurate information as possible. We realize that errors occur, we realize that folks, you know, may not understand fully. It's really up to you to make sure that you understand, that you ask questions. We are here to help, we are here as a resource, you can always call and ask us questions or clarifications to make sure that you understanding and reporting your information correctly.

Using evaluation at the program level. This is just an example of a continuous program improvement model. It's a cycle, it's not linear. You kind of start with identifying needs areas as part of your grant application. Then, based on those needs areas, we would expect that you would have baseline data to validate that need or on an ongoing basis prior data, prior years' data to validate whether that need continues. You would select or design an intervention to address that need. You would actually implement that intervention. The intervention influences a program, a problem, or a need. You would then collect data to determine whether there was change, use data to evaluate the program, and then use that as part of your needs assessment moving forward. It's important to think about evaluation as a process that looks at all of your different program aspects, and then designing and implementing strategies that are specifically designed to influence those particular elements that you're looking to change.

A way of thinking about this is the comprehensive needs assessment approach. This is a process that's used at the federal level with a number of programs.

That's related to kind of, we call it myth busters, because it's kind of like you bring people together, you talk about what their concerns are, what do you think the needs are, and then you collect data to validate or refute it. You might think about it in terms of, you know, what is our concern? Well, we're concerned that students are not proficient in reading. Then, we would collect data to find out whether or not that concern is valid or whether it's real. We might find that 29% of our students improved from fall to spring on reading report card grade data. We're using 21st Century as an example.

The standard or expectation that we're being measured against. The target in this case is the GPRA target. For those who aren't familiar, GPRA is Government Performance and Results Act, and what that is, there are a number of federal programs that include specific performance outcomes or specific performance targets that are used at the federal level to make determinations about a program. 21st Century has a whole set of GPRAs, there's a link to them on our webpage, you can access them there, they're also in the state evaluation report.

The last couple state evaluation reports are posted publicly on PDE's website on the 21st Century page, so if you're interested in seeing what the state evaluation looks like, as an example of a report or just as you want to know what the state level results are, you can certainly access it from those pages. It includes a breakdown of all of the GAPR indicators. That's our standard or our expectation, so it gives us something to compare to. Our what is, is where we are, our standard or our expectation is where we're supposed to be, and then that gap is the difference between the two. In this case, it's 19.5 percentage points difference in this example.

Then, in our strategies column or our what to do column, we've identified some things that we can do, some changes that we can make, some improvements that we can make to see if we can boost our current performance up to the standard or expectation. Okay, another example, students are not getting their homework done or participating in class. We might know that based on teacher survey data, about half of students have improved in both homework completion and participation based on that particular item, which is, again, a GAPR. We can see that we have a gap between our current performance of 56% and our standard or expectation of 77%, there's a difference of

21 percentage points. Then, we might establish some strategies to address that particular difference.

You can also use questions to guide your program inquiry. Things like, what do I need to know? In other words, what are my reporting requirements, what are my performance measures or indicators? What are the things that regardless of what I think about them, these are the things that I have to do? Then, in addition to that, what do you want to know? There's always things in addition to those required elements that you might want to know about your program. Thinking about those questions, what data do you have, what data do you need? How do you collect that information in order to measure those particular items? Where are you now, what is your current level, what is your baseline, what does your past performance look like? How do you know, what data evidence do you have to support that? If applicable, what standards might apply? Are there established GAPR indicators? Are there performance measures in your application? Are there other standards that apply in a more global sense? Then, what is the gap between where you are and where you're supposed to be? Then, how can you examine what you're doing if you don't already have something in place? Then, what can you do about it?

Your strategies or your implementation, your intervention so to speak, what can you do about your current program performance or do you need to do something? In the evaluation, we want to make sure that we keep doing the things that are working for us as much as we want to change or improve those things that perhaps are not working as well for us. Keeping things that are doing well is just as important as improving those elements that are not currently working as effective. The data questioning process. When you go through your evaluation, you want to look at what do your data or results actually show. These are your findings, this is at base ground level. What does the result tell us, what do the data sources tell us? Then, what do they mean? That's the interpretation part.

Okay, so, our performance on report card grades is X percent, what does that mean, how is that relevant, how is that important? Is that good, is that bad, is it what we expected to see? Those sorts of things, those are all interpretations. Are these results consistent with previous results or are they different? That can tell us a lot about whether or not we're positively influencing or perhaps negatively influencing what may be happening. If we're seeing kind of the same results year after year, that doesn't really tell us a whole lot, but if we see some dramatic changes, we might want to look at did our instruction change, did our students change?

Did something about our infrastructure or our administration change, or the structure of our program? You know, what factors may have contributed to differences from year to year. Do other data sources tell us similar information? Does it tell us something different? These are ways that we can compare our evaluation results or our findings from our program to other things in order to find out if it's consistent information or if it's not consistent information and if it's not consistent, what may be going on.

Implementation alignment, what are you currently doing to influence these results? If you're expected to be showing some sort of change, what kinds of intervention strategies are you using to influence that particular item, or are you not doing anything related to that particular item, and you need to start? Then, what other strategies can you use to improve upon prior results? This is decision making. Here's where we are, here's where we need to be, what can we do about it?

Here's an example of some 2013, ‘14 math report card grade results by regular attendee categories and the reason we're going back to 2014 or 2013, ‘14, is this is the last iteration of results that are available for 21st Century at this point because as you know ‘14, ‘15 was when the system changed for federal reporting for 21APR and we no longer have access to any grantee outcome information. We actually have very, very little outcomes information available for ‘14, ‘15 and the ‘15, ‘16 year analysis is currently underway so that's not complete yet, so ‘13, ‘14 is the latest outcomes information that's available at this point.

This graph shows us all regular attendees, and then those regular attendees broken down into the attendance gradations of 30 to 59 days, 60 to 89 days, and 90 plus days. Based on this information, what is? 28% improved, our improved percent is almost equal to our declined percent. We have a slightly higher improved percent at the 90 plus days category and the results across the categories are fairly consistent. What does this mean? It means that increased program attendance may have a slight positive influence on report card results in math for this particular population. The program may be keeping students from declining using that no change category. We realize that no change also can mean maintained from one click to another.

However, we still have a lot of students who are declining. In this particular case, more than 4,500 students declined from fall to spring. We can also say that we have a gap of 20.5 percentage points and that's based on our 28% improved compared to the 48.5% that is identified in the GAPR target. This is our interpretation portion of the examining of results. You can use this very same strategy with your own results. Based on this, we might ask, what else do I want to know? Is the prior year consistent? What about our subgroups? What do other data sources show? Are we seeing similar information across data sources or are we seeing different information? What are we already doing about this, so what kinds of interventions are we doing that's related to math outcomes? And what can you do moving forward?

The bottom line is that relevant and accurate data and staff who understand data the and how to use it, along with efficient tools and well-designed systems, and a culture of collaboration, and a commitment to continuous program improvement can lead to better implementation, which should lead to improved student outcomes. At this point, we have a couple questions, or we have a couple of minutes that we can address any questions from grantees.

Contrell Armor: Hi Leslie. I don't see any questions at this point in the box.

Leslie M.: Okay.

Contrell Armor: We had a few people sign in, some registrants, but no questions at this time.

Leslie M.: Okay, yeah. I mean, so at this point, here's our contact information. Some of the biggest things that we're seeing right now is just making sure that your information is consistent across the different reporting elements, that you're paying attention to the deadlines and not missing the deadlines, also, making sure that everybody is aware of what the expectations are, what the deadlines are, what the responsibilities are and keeping people, the communication lines open using consistent data sources and planning ahead. Planning ahead is probably your best asset in fulfilling all of these various program requirements.

21st Century has a lot of reporting. There's a lot of accountability for the program. I'm sure most of you have seen the increased attention that 21st Century has received respective to the federal funding situation, so accurate, complete, and relevant information about the program is what is going to help the program in the long run. This information, in addition to being a contractual obligation of your grant, is also really helpful at the state and federal level for decision making purposes, and also for you as information source for making improvements to your programs moving forward. It's important that you're not just delegating this to an intern or asking somebody to enter something.

That's something that we hear all the time. When we come back to you with questions, we hear all the time, “Well, I gave that to so and so. They're not really involved in our program. I guess they did it wrong.” You're responsible for that information being provided accurately, so it's important to check the information, make sure that those folks who are supporting you have an understanding of the level of importance of this information and its accuracy, and following up to make sure that everything is where it's supposed to be when it's supposed to be there, and that it makes sense.

One of the number one questions you can ask about your information is, does this make sense to me? If it doesn't, then you need to follow up with some additional questions and say, what's going on here? Is it consistent information? Did we do something differently? Did the data source change? Are other data sources telling us the same thing? Are they telling us something different? Looking at your data and actually asking questions. I know that that takes time, and it's time that some people don't have, but it's important for you as a program, as part of a continuous improvement process, make that time to sit down with your evaluator and go over your results, and think about how do you improve your program moving forward so that you can work smarter, not harder.

This process is not intended to give you extra work. This is intended to provide accountability for the program and also to give you an opportunity to objectively look at your information and make decisions to move forward. At this point, not having any questions that I-

Contrell Armor: Actually, I'm sorry Leslie, a few questions. Yes, a few questions did come in. This one is from Susan Voigt. She's asking, will the PA Implementation Survey be required to be completed in one sitting as it was last year?

Leslie M.: Yes, we have heard from grantees that actually, the process of doing Implementation Survey last year was easier than in the past. We would encourage grantees to use the question guide to prepare their information in advance so that you just have to enter your information into the Implementation Survey. We are looking for things that may not continue to be relevant. If there are things that we can cut, we will certainly cut them, but it will continue to need to be done in one sitting. All of the other elements, however, can be completed kind of as you go. Save, come back to it, that sort of thing.

Contrell Armor: All right, thank you. Another question here from Susan Voigt. She's asking, on the operations spreadsheet, if a center did not operate in a particular term, should we put zeros or leave the cells blank, for example-

Leslie M.: It doesn't matter. They could do either.

Contrell Armor: Okay.

Leslie M.: Yeah so, if a center did not operate, you can leave it blank or you can enter zeros. There's a comments column at the end. They can put in center did not operate during the summer, center did not operate during the fall, whatever. There might be a particular special circumstance related to a center. That comments column is provided for that reason. You can make those kinds of designations on the operations spreadsheet. It comes to us, we look at it. If something looks wrong, or for example, if there's information entered in the summer in the beginning part of the spreadsheet but then the summer weeks is left blank or something like that, we'll follow up with the person who submitted the spreadsheet to see if there's an issue there, if there's something, or if it was just missed, but yes, you can either leave it blank if they didn't operate or you could enter zeros. It doesn't matter.

However, for the federal system, for the 21APR federal system, if you did not operate during a particular term, leave it blank. Do not enter zeros. Do not start it. You don't even have to log in but you should let us know because we'll follow up with you and say, "Hey, we noticed your 21APR is not done for this term. Did you operate?" You don't have to do anything in the system but you do need to let us know that you didn't operate so that we can appropriately account for your center's completion status in our federal report because what happens is at the end, even though the federal system looks at empty, it considers it as not reported so we have to tell the federal system how many of our centers did not actually operate and how many of our grantees failed to report, which are two very, very different things. You can imagine how that information might be viewed differently at the federal level. It's important that we have an appropriate accounting of who operated, who did not operate, and that sort of thing.

Contrell Armor: All right, thank you, Leslie. There were no more questions. We actually did have a comment on here or a compliment should I say about your stacked bar graph, that it's very pretty and also informative and they're going to look to use that in their local evaluation report.

Leslie M.: Great, well there's lots of examples in the state evaluation report of how we look at the results, so if you want to look at your results in a similar way you can certainly use the graphs that are in the state evaluation report as a guide for how you might want to set up your own local results.

Contrell Armor: Thank you Daniel Morrow for that compliment.

Leslie M.: Thank you, Dan.

Contrell Armor: Alright, well, if there's no more questions at this time, I want to thank you all for joining us today. As a reminder, the archived recording will be available at the 21C website within one week. When you receive the electronic evaluation via e-mail, please take a couple of minutes to complete it as your feedback helps us offer professional development at its highest quality. Again, we want to thank you and thank you Leslie, and for today's webinar, everyone have a great day.

Leslie M.: Thank you very much.