Transcript of Where to Start? A Primer on 21st Century Evaluation and Reporting

Amy: Good morning and welcome to today's online learning session titled Where to Start? A Primer on 21st Century Evaluation and Reporting. This is session is sponsored by the Pennsylvania Department of Education in conjunction with the Center for Schools and Communities. I'm Amy Moritz, youth development program coordinator, for the Center for Schools and Communities, and I will be the moderator for this online session.

Leslie McConnell and Yoland Yugar will present today's webinar. This session is designed to provide an introduction to 21st Century evaluation and reporting to program staff and local evaluators who are new to the 21st Century Program in Pennsylvania, and that means either new staff in an existing grant or a first-time grantee.

In this session, the 21st Century state evaluators, Leslie and Yolanda, from the Allegheny Intermediate Unit, will review evaluation and reporting expectations for the 2016-2017 reporting cycle, and they will also explain strategies grantees can use to operationalize the evaluation and reporting process internally. The presenters will discuss timelines, content and quality indicators of the various reporting elements and field questions from grantees.

At this point, I will turn the microphone over to Leslie and Yolanda.

Leslie: Good morning everyone. This is Leslie McConnell from the Allegheny Intermediate Unit. Yolanda Yugar is not going to be joining us this morning. I apologize in advance. I'm getting over bronchitis, so my voice has not fully returned, but I will certainly be about to make it through the whole presentation, I'm sure.

At this point, I just want to give you an overview of work we are, what are our role is. I've been part of this data evaluation team for the 21st Century Program since the 2015-2016 program year, so we've been doing this for a while. While some things have remained pretty consistent over the last several years there have been some recent changes. We're going to be going over some of those changes.

We do serve as a resource for grantees and their local evaluators. I just don't want folks to think that just because we're at the state level that you can't contact us with questions. You are certainly more than welcome to contact us with questions about the reporting to use us as a resource. Your local evaluators are also welcome to contact us if you have questions or you're unsure how to proceed. We are here to help. We want you to do a good job. We want you to do the right job. We want it to be accurate and consistent and that sort of thing. Some of those things we're going to be going through during this morning's session.

For those of you who I've seen some of the names in the attendee list and some of them I'm familiar with, so you may be just here to listen in and that's perfectly fine. Also, we're going to be doing a webinar on Thursday morning for more experienced grantees that will be getting into how to not only do the reporting, we'll not be spending a whole lot of time on the procedural aspect of the reporting but more of how you can use the reporting as a resource and as a benefit for you as a program as well.

We'll go ahead and move forward here. Again, I'm going to through an evaluation overview. We're going to talk about the reporting requirements and the timelines for the Federal, state, local and the QPR requirements. We're going to talk about data collection strategies and some things that you need to know as either a grantee or as a local evaluator. It's great if you have been able to include your local evaluator in this session, or you are more than welcome to share the slide content with them or the link to the recorded webinar after the fact so that they can view this information.

It's really important that you as a grantee share the information about the evaluation requirements, share the announcements and all of the resources and such with your local evaluator so that we can be sure that everybody is complying with what the requirements are and what the expectations are so that everybody's on the same page so to speak.

The timelines are going to be important both for you as a grantee and also for your evaluators, so making sure that you're maintaining regular communications with them, sharing with them any of the announcements. If you get emails from us or from PDE or even from the center related to reporting, whether that's the Federal, state, the local or the QPR reports, making sure that you share that information as applicable with your local evaluators is going to be really important.

If you go to the polls, if go to the polls control over in the navigation, if you want to go ahead and click which of the following options applies best to you that would be great. As the grantee/program staff, external local evaluator, or also the program staff and evaluator participating together at the same location. If you want to just go ahead and take a second and select which of those applies to you. We'll just leave it up for just another couple of seconds. It looks like the majority of you are grantee or program staff. Okay, great.

It looks like the majority of the folks who are participating are grantee of program staff. That's great. It's important that you understand the reporting requirements, the evaluation components, that sort of thing. Just please make sure that you do share this information with your local evaluator if they are not participating with you.

We have a second poll. How new are you to 21st Century? We have four options here. I just started, one to two year, three to five years, or I've been around for a while but I'm a data groupie. Based on some of the names that I'm showing on the attendees list I definitely see that there are some folks who have been participating for a year and who are likely to select that last option. Leave that open for just another second. Okay, great.

We kind of have a mix here of really new folks, some folks who have been around a few years, and then we do have a couple of people who have been consistently participating. We'll go ahead and move into the evaluation overview.

Just to give you an overview of what evaluation is in a more general sense, evaluation is really a process. It's easy to think about evaluation as like a compliance item, but really it's a great deal more than that. It's more than just about the task of getting your report done, but also in using the process of evaluation to improve your program which is really why we do what we do in the first place.

Some of the things that evaluation involves just in a general sense, connecting performance with an examination process. Again, it's looking at your program, looking at the implementation, what did you actually do, and then what were some of the outcomes that resulted from that. Collecting and analyzing data. Data is certainly part of it. Interpreting that data, making comparisons. When I say comparisons I mean you might compare yourself to standard, you might compare yourself to performance indicators and targets that have been set either by you as a program or by other agencies. For example, the state level, the Federal level, there are Federal performance measures.

Considering results with expectations. What I mean by that is use that in your application performance indicators whether or not you achieve those indicators as you expected. What are the implications to those findings? What do those findings mean? Why are they important? What does the result mean? That sort of thing. Then, making recommendations and plan for program improvement, so considering all of the information that you have available to you through the evaluation and reporting process who can you make your program better because really that's what evaluation is intended to do, not just for accountability purposes, not just for reporting, not just for saying that I'm done, I did this report, I submitted it, I can move on with my life, but for really looking at the program in a somewhat objective sense, more or less depending on what your role is and what you're actually looking at, but then making program improvements to better serve the students and families that you're there to serve.

The evaluation of the 21st Century program really focuses on the performance measures that are outlined in the program guide or the RFA, your application and the GPRA measures. For those that are not familiar with GPRA, G P R A stands for Government Performance and Results Act. Many programs at the Federal level have GPRA measures established, and basically, this is the information that Congress uses to make decisions about program findings, outcomes, results, that sort of thing so that they can use that information to make funding decisions and continuation decision.

What do those things focus on? Certainly, academic gains is a focus, a primary focus of the program. Other indicators includes school attendance, school behavior and discipline, behavioral benefits, social benefits, and then also looking at the implementation of the program and the kinds of activities that are being done. There may be additional things that are unique to your program. There may be other things or other data elements that you look at as a grantee. That is perfectly fine. You would encourage you and your local evaluators to identify and examine any locally pertinent data indicators or program elements that are unique or special to your particular program or population. That information can be reported in your local evaluation report.

If you're interested in reading up on the actual GPRA measures for this particular program, they are listed in the RFA for your grant. They have not changed much. We would anticipate that there will probably be some new GPRAs released at some point in the future because they have not updated any of the targets for the last couple of years. There may be some changes to this, but this is a link to where you can view the program performance information for the particular program specifically the GPRA indicator.

What do we do with this information that we collect? All of the information that you collect and report in the various sources is used for something. It doesn’t just sit on a shelf somewhere to a certain extent. The Federal information is a little bit different, and that it is that much of the information that you actually put into the Federal 21APR system, which we’ll get to in a few minutes, is actually not accessible to us at the state level currently. They have indicated that they are working on options that the state can access information from you as a grantee that you put into the Federal system, but at this time that information largely inaccessible to us. There’s no export option. The view options are very, very limited. Generally speaking, we can’t access the information that you put in the 21APR which is unfortunate because we would like to be able to get that information rather than having you share that with us in other ways.

However, we do look at all of the state information that you submit, and there are the GPRA indicators, the GPRA performance information that we are able to get out of the 21APR system. At least, we’re able to get some indication from the Federal level that we’re looking at the same results, so to speak, at the GPRA level so we know what information is being reported at the Federal level to Congress.

We use the information that you submit through these various sources. We analyze the data overall for the project, so for the whole year. We look at the state as a whole, and then we also look at it by cohort, so the different funding cycles are looked at separately and individually. For this particular round that we’re working on now which is the 15-16 year, we’re looking at cohort 6A continuation grantees, we’re looking at cohort 7 grantees and we’re also looking at cohort 8 grantees separately as individual units as well as looking at the overall program.

We also look at grantee completion of reporting components as a compliance indicator. Are there grantees who did not meet the expectation or did not submit required reports as part of the process. Then, we also look at outcomes at the grantee level. We look at all of the information, state, cohort and at the grantee level to identify where there might be challenges, where there are particular successes so that that information can be used both to provide technical assistance, some plans for training and also to highlight grantees that may be doing really great things so that perhaps the strategies that they’re using might be replicated or used in other ways.

Of course, this information is then used to provide recommendations to PDEs about Pennsylvania 21st Century Program. Again, for both evaluation design, so do we need to adjust our evaluation at the state level? Does there need to be additional training planned on particular reporting elements? Does there need to be a certain kind of technical assistance this provided? Are we seeing similar things, similar trends, similar challenges across the state? Then, we use this information to provide a summary report of findings to PDE. That happens every year.

The currently finished reports that have gone through the routing and approval process of PDE are posted on PDE's website on the 21st Century page. If you're interested in seeing any of the past couple of years of reporting of state reports you can certainly access them there and download them. There're a lot of charts and grafts, and you can use that information to reference as a comparison. If you'd like if you want to see just how an evaluation report is set up you can certainly view it for that.

Then, we produce grantee results that is provided for technical assistance, planning and training. For the last couple of years, we've provided grantees with their grantee report card which is what we call the grantee summary of information. It goes to PDE and technical assistance providers. That basically is a two-page summary of all of the outcomes, the data completion, attendance, that sort of thing for each grantee.

There were not report cards done for the 14-15 year because of the change to PSSA and data unavailability from the 21APR system after the fact. We didn't know that we weren't going to be able to access information out of the Federal system. That information was not shared at the Federal level, so we didn't have access to that information, so grantee report cards were not produced for that particular year, but we do expect them to resume moving forward.

Now we're going to get into the actual Federal reporting requirements and timelines. The Federal reporting which is the 21APR system is broken down into three reporting terms ,summer which is the entirety of your summer program, and the school year that follow. That is split in half. The first half of the school year is reported under fall, and the second half of the school year is reported under spring.

Most grantees are likely going to split their school year based split between the second and third nine-week term, or if you use semesters, the first and second semesters. If you work on trimesters or some other type of schedule or structure, you would just split your year at its midpoint. For most grantees this is probably going to be somewhere in January.

Just keep in mind that the fall is the first half of your school year, and the spring is the second half of your school year. It's always the summer and the following school year. It's not the school year, and then the following summer. In the case of the reporting the [inaudible 00:16:42] going right now, that includes summer 2016, so almost a year ago, plus the school year 16-17.

The term reporting window for summer 2016 program information is currently open. It opened back on March 16th, and it will remain open through April 7th. There's just a little bit, more than a week left, to enter the summer term information. If you did not offer a summer program in 2016 you do not have to report anything. You should leave everything blank if you did not offer a program at all.

However, if you did offer a summer 2016 program and students were served you will have to complete the Federal 21APR term reporting window by April 7th. Now we know that we have had grantees in the past that have asked about will the system reopen, the USDE does not guarantee that the system will reopen. They have shared with states that we should expect that they will not, so this will be the only opportunity to report this information at this time. In the even that they decide to reopen the system for corrections or additions we would let grantees who are incomplete know. However, we have been instructed to assume that the system will not reopen, so these windows are very important to knowing when you will enter your information into the Federal system because this will be your only opportunity to do so.

The fall 2016 program term, so that's the beginning task or the first task of the 16-17 school year, that information may be entered April 16 through July 21, 2017. This is really important to pay attention to this fall term because we have had grantees in the past experience difficulty because once the school year ends and people leave for the summer or in some cases they might take the month of July off, this is an easy deadline to miss. It's really important to get your information in early and to get complete early so that you're making sure that you're capturing that information and not missing that deadline because missing that deadline is a compliance issue. It's really important to pay attention especially to this fall deadline because for some portion of this you are likely to have fewer staff on hand to complete the report.

Again, the fall term 2016 reporting, that's the first half of the 16-17 program year or school year may be entered April 16th, so the middle part of April, through the middle of July. We will following up with grantees and sending reminders and such, but it is really important that you as a grantee get this information in so that your meet the deadline.

Spring information for the 16-17 school year, so the second half of your 16-17 school year, also cumulative school year information and we'll be talking about that in a minute may be entered August 1 through October 31, 2017. The timestamps on these are 11:59:59 Hawaii time. That ends up translating to like 5:00 a.m. more or less the following morning, but unless you're going to be getting up at 3:00 in the morning to complete your reports that day usually it's best to get it in a couple of days ahead of time, especially since if you don't you'll be hearing from us in the weeks approaching the deadline to make sure that you are aware of and are working towards the deadline completion for these particular terms. Again, spring 2017 information including the cumulative school year information may be entered August 1 through October 31, 2017. This is fairly consistent with the deadlines that we have had in the past. I believe last year's Federal reporting deadline was November 1st. We moved it back one day to October 31st to be consistent with the other deadline.

To access the 21APR system, here is the link to the 21APR website. You might want to bookmark this site for future reference. It is a secure site. PDE is responsible for assigning user accounts. There is one user account per grantee, and that person who is assigned the user account is based on the contact information form. There are ways that this happens, either the primary contact for the program is assigned the user access or the on the contact information form there is a separate spot at the bottom where you can designate another individual.

By default, it goes to the primary contact for the program. If you have specified someone else on your contact information form as your 21APR user on the contact information form that individual should be specified on that on form. That is how you get access to the system. If you are not on that form, you will not receive information about your user account. If you have a need to adjust your contact information form because of staff turnover or there has been a change in responsibilities, make sure that you update your contact information form to reflect current email addresses and names so that those user accounts can be assigned properly.

The 21APR system has strict user guidelines and users myofascial structures agree to follow the rules of behavior. It's important that you read and understand them because there are some differences from past systems. Again, the user account will go to the contact, the primary contact, or the other individual who's specified specifically for 21APR access.

When that account is created, that person will get an activation email with instructions from the 21APR system. In the event that you are expecting that email and you don't get it, make sure you check your spam or your blocked email messages as sometimes that email could get hung up since it is an automatically generated system message. Check your spam filters, check your blocked email messaging if you are expecting that email and have not gotten it.

If you still haven't gotten it and you've checked all of those places, you can contact Susan D'Annunzio at PDE and she will be able to reset your account or check to see that everything is correct on the system end. PDE is responsible for that user maintenance, so she would be able to check that or reset your account for you.

It's important to note the passwords for 21APR must be changed every 60 days. This is a Federal determination. We realize that it's not a whole lot of time, and we realize that this does pose some challenges to maintaining the user account. Unfortunately, this is not something that we can change, so we just have to figure out how we work around it. Just please keep in mind that you will have to change your password every 60 days. We recommend somehow or another safely writing that down and storing it somewhere so that you can access it, also saving the answers to your challenge questions. It's also very important because those challenge questions can help you to regain access to your account if you do forget your password.

If you cannot answer your challenge questions correctly you will be locked out of your account and your account will have to be manually reset. That takes some time to do. It requires a request to PDE, so we would encourage you to maintain your information for the 21APR system log in including your challenge question answers so that your account does not have to be reset on a regular basis.

Federal reporting content. Grantees can expect to report this kind of information in the 21APR system. Some basic grantee and center information, activities, staffing, participation which includes demographics and program attendance, and student outcomes for regular attendees. Regular attendees includes those students who attend 30 or more days over the course of the program year which is the summer and the school year. That doesn't mean 30 days in a row. That's total days over the course of the program year. If they came, they could've come 15 days during the summer and 15 or more days during the school year. That makes them a regular attendee.

For those students who are designated as regular attendees, the following student outcomes categories are required with an exception which I'll get to in a minute. Reading and math report card grades, and that's fall and spring. Their first report card, their last report card. It is not a cumulative grade. We want the first nine weeks, the last nine weeks, or their first reporting in the fall and their last reporting in the spring. Not a cumulative grade.

State assessments, so PSSA, PASA, for grades three through eight, and that's students that who have two consecutive years of data. They would have to have in this case 2014-15, 2015-16 for this last round, and then 2015-16, 2016-17 data for this upcoming reporting round which is currently going on right now. Students are gearing up to take the PSSAs and the PASA now, and the the 21st Century teach survey.

The exception to this are regular attendees who come during only the summer program, meaning they come zero days during the school year. The reason that they don't have outcomes reporting is that report card grades and teacher survey do not apply to the summer and state assessment data for Federal reporting purposes are not available yet because they reporting is happening now, so is PSSA testing. You don't have access to that information at this time, so it's not possible to report on the student outcome for the summer only regular attendee, so students who come 30 days during the summer program but attend zero days during the school year. You can just leave the outcome section blank for summer term.

The activities content reporting is a little bit different than it has been in the past. These are the topics that are options underneath the activities reporting. Enrichment includes entrepreneurship, arts and music, physical activity, community or service learning and mentoring. College and career readiness. Under character education, drug prevention, counseling, violence prevention, truancy prevention and youth leadership. Certainly, academic topics including STEM, literacy, tutoring, homework help and English language learners support.

The kind of questions that we ask about your activity include how often were these activities held, how many times per week, the average hours per session, the average number of participants per session and whether or not the activity was also college and career readiness. It looks at college and career readiness as a unit, and then also looks at whether or not other topics in these categories are also college and career readiness.

As I indicated before, a regular attendee are those students who attend 30 or more program days during the program year that's regardless of the length of the day. A summer day that might be six hours counts the same for the purposes of regular attendance as a school year day that might only be three hours. It doesn't take into account the length of the day, number of hours, anything like that. It's just whether or not they attended on a day.

In order to qualify the regular attendee you can attend all of those 30 days in the summer only, meaning you attend zero school year days, all of those 30 or more days during the school year only, meaning you attended zero summer days, or combined between the summer and the school year. You might attend 15 or 20 days during the summer, and then another 15 or 20 days in the school year to get more than 30 days for the combined program year. Within each of the terms, they would not necessarily be counted as a regular attendee for that term, but over the course of the year they would qualify as a regular attendee.

For the regular attendees, you need to be prepared to report demographics and regular attendee status by grade bands. What that means is looking at your elementary, your middle school, your high school, and being able to capture the counts of students that fall into the different reporting categories by those grade bands.

In the Federal system, outcomes will also be reported by grade bands and also by the attendance gradation. That's 30-59 days, 60-89 days or 90 plus days. Looking at the attendance over the course of the year, how many days does the student attend total, and then which of these three regular attendance categories that they fall into. That will be how you will desegregate your students for reporting in the Federal system.

Report card grades fall, fall and spring grades for reading and math from regular attending students who come during the reporting period and attend at least one day during the school year. In other words, if you have a student who came during the summer only, of course, they're not going to have report card grades entered. If you have a student who came 20 days during the summer and 10 or more days during the school year, they would need to have a report card grade reported.

Same with teacher surveys. The 21st Century teacher survey for regular attending students who attend during the reporting period and also have attended at some point during the school year. The teacher survey is typically [inaudible 00:30:39] spring close to the end of the program year, so we'll be coming up on that process here pretty [inaudible 00:30:43].

The reading and math data assessment data for the grades three through eight, PSSA and PASA. Keystone exam for 11th grade and also for grades eight through 10 are not reported as the students do not take them for accountability purposes in consecutive years. Even if the student takes the Keystone in grade eight, it can't be used for accountability purposes until they're in grade 11. Those assessments are not included in Federal and state reporting for the purposes of accountability. Again, reading and math data assessment data should only be for those students in grades three through eight who have two consecutive years of data. In many cases, your third graders probably will also not have data assessment data because they did not take the PSSA in second grade. If you have any students who were retained in third grade, so they have two years of third grade PSSA data, they can be reported.

The Federal outcomes analysis is based on half a letter grade or five percentage points. This based on the historical Federal method of determining [inaudible 00:31:52]. If a student moves half a letter grade or moves five percentage points, so for example they go from 80% to 85% that would be considered an improvement. Year to year comparison of state assessment data, again, must be consecutive years. For the most part, grades four through eight, and those students who repeated third grade. That's a comparison of their performance level in the prior year compared to their performance level in the current year.

The teacher survey, there is a standard format. It's available from the evaluation website which we'll get to. There's one survey per student. For each regularly attending student they would need their own individual survey. It must be the student's school day classroom teacher. We suggest reading, language arts or math depending on the student's needs.

This is for a couple of reasons. Number one, if you give it to a teacher where the student doesn't have need and the teacher answers does not improve for all of the different categories, then it doesn't help your program show its impact and its growth. Also, being that reading and math are the two focused areas of reporting, we would want to focus our data collection in those particular content areas as that's where services are being focused.

There are a couple of different ways this can be collected. On paper, there is a Word form that's fillable, so you can click off the checkbox. There is also a web based version that we host here at the AIU that you can have your teachers enter or you can enter your surveys yourself, or you can do a combination of any number of these methods, whatever works best for you.

More Federal reporting. The outcomes count, need to add up as appropriate. When you go into the Federal system and report that you have 15 students who had outcomes data for a report card grade, you're subsequent categories will need to add to 15 or it will not let you proceed. You need to pay attention to the numbers that you're reporting in the different categories and make sure that they add up as appropriate.

The outcomes reporting in the fall term should be left blank as the spring participation and outcomes sections will be cumulative for the school year. The fall reporting will include activities, staffing and participation for the first half of the school year. In the spring, you'll report activities and staffing for the second half of the school year, and then participation and outcomes will be cumulative for the entire school year, so fall to spring. As I indicated, summer only regular attendees would be limited to state assessment outcomes. However, those data are not available yet, so we're not expecting that anybody would have any outcomes data reported for the summer term.

We would expect that not all students are going to have state assessment data. There's a reason for that. Not all the students take the state assessment. The students who are in pre-K through second grade and most of your high school grades should not have any state assessment data or results reported in the Federal APR system. Third graders will only have results if they were retained in third grade for two years and took the PSSA in both years. There's going to be a subset of your third graders. You may not have any.

Non-PSSA [inaudible 00:35:18] Keystone exam data may not be used for Federal reporting even if the assessment is aligned to the PSSA or the Keystone exam. If you're doing any other local assessments, for example the Foursight or the Terra Nova, any of those, and a standardized or benchmark assessments that are commonly used you may not use those in the Federal system in place of a PSSA. It's only those recognized state assessments that are administered state wide. Do not use any other assessment even if it gives you similar results or similar performance levels.

State and other reports. The timelines have been pretty consistent for the last couple of years. The majority of the reports are due October 31st of each year. There're three state reporting components. The implementation survey which is basic information that most program staff will probably know off the top of their head. The student data spreadsheet which is the de-identified student data spreadsheet for regular attendees, and those students with credit recovery information and operations spreadsheet. Again, the operations spreadsheet probably most program staff will know the information off the top of their head, pretty simple.

The monitoring report is completed once per three-year grant cycle, at least once. This report is completed either by your program officer or by a contracted PDE monitor depending on what cohort you're in and when you get monitored. You may be monitored by one or the other.

Quarterly performance reports are due typically 15 days after the close of each calendar quarter. Sometimes there are adjustments in the days because of Federal holidays, new forms coming out, that sort of thing, but generally speaking the QPR is due 15 days after the close of each calendar quarter.

Your local evaluation report which is the primary responsibility of your contracted local evaluator is due October 31st of each year. Your expenditure reports are due monthly. Your equipment inventory is due October 31st of each year.

There were some state reporting changes in 2015-16 and those will continue for 16-17. Since we have some new folks, I'm not going to get into what we used to do so much, but just in mind that there have been some recent changes to the states reporting in light of the new Federal 21APR system which went into place at the end of 14-15 program year. We've had to make some adjustments to state reporting so that we continue to collect information that Pennsylvania needs for its reporting at the Federal level and also for local decision making, things that we have found useful in the past and Other things that are part of Pennsylvania's request for application program guidance that is not currently being addressed by other areas.

Again, state reporting includes the PA implementation survey, a de-identified student data spreadsheet which includes regular attendees and credit recovery students, the operations spreadsheet, and then there are some elements that should be covered only in the local evaluation report that were previously included in state reporting but are now no longer part of the formal state reporting. That includes local assessments and stakeholder feedback.

The PA implementation survey content focuses on your program design, implementation strategies and evaluation implementation. Pretty general. Like I said, most programs will know the information off the top of their head. If you're interested in what prior content has been there is still a question guide posted from the 15-16 program year you can review on our website, and we'll be sharing that link with you. They tend not to change much from year to year, so generally speaking the content will remain pretty consistent. There's only one thing that I know of right now that we'll be adding to the implementation survey, and that relates to adult and family members served.

The operations spreadsheet is center level operations for the summer and the school year. It includes information on the days, hours and weeks that were open to students. You can complete either one per grant or if you are an organization that hold grants through multiple cohorts you can submit one spreadsheet per grant or all of your centers on one spreadsheet with the different cohorts indicated, entirely up to you. Some grantees find it easier just to keep them separate, some grantees like to put them all together. That's fine. It doesn't matter. They all come to me. I'm the one who reviews them. If I have questions I will let you know. It's really just a matter of convenience on your part.

The student data spreadsheet is a de-identified student outcomes spreadsheet that is expected to include reading and math report card grades; teacher survey data; your state assessment performance categories through the four performance levels of advanced, proficient, basic and below basic for the prior year and for the current year; school attendance; school behavior and discipline; credit recovery and program attendance. However, the items of school attendance and school behavior and discipline are credit recovery apply only if those items were a part of your application. If credit recovery is not part of your program, you will not need to be reporting on credit recovery. You'll just leave that section blank.

There is a spreadsheet template that is provided that you must use so that everything is aligned. If you want to enter the information into the spreadsheet from other sources it can be copied and pasted. You can also if your system is set up to do so extract data as long as it's set up in the same way with the same fields with the same values you can certainly export them from other data systems, however, what works best for you. You can do either, but it needs to include all of the same information and in the same order so that we can assemble that information efficiently at the state level.

There is an upload to a secure Dropbox. There is a link in the form itself to assist you with accessing that upload. It bypasses the possibility that it would get trapped by an email filter or that your file would be too large to email, that sort of thing. This secure upload takes care of some of those email technicalities that often prevent the submission of spreadsheets by email.

The student data spreadsheet is due October 31st with many of the other data elements. Again, you have the option to either submit one spreadsheet per grant or all of your student on one spreadsheet for multiple grants as long as the students are identified appropriately to one grant or another.

Only regular attendees and credit recovery students are required to be on the spreadsheet. Some grantees like to include their non-regular attendees on the spreadsheet just so that they have everything in one place. That is okay. We will end up removing them from the spreadsheet before we do state analysis. However, just know that you have the option if you would prefer to keep them all together and submit it just the way there it is, that's fine, but we will be excluding the non-regular attendees before we do analysis. We don't include any non-regular attendees and non-credit recovery students in the state assessment or the state evaluation.

Students, however, that are non-regular attendees but still are credit recovery they would be captured in the credit recovery portion. They would not be included in other portions of the state assessment [inaudible 00:42:45].

The quarterly performance report as I indicated is due typically 15 days after the close of each calendar quarter. It includes implementation information and operation, grant compliance items, program attendance and budget snapshot. The QPR follows a different timeline than the other reports. The QPR follows your fiscal year which depending on your cohort may be different . Whereas, the Federal and state reporting year for the [inaudible 00:43:15] purposes is always the summer and the school year even though your fiscal year may change.

Your local evaluation reports is the primary responsibility of your local evaluator, so your contracted third party external local evaluator is responsible for completing the report. Now whether that local evaluator submits the report on your behalf by the deadline or whether they provide it to you and you submit by the deadline, that's a decision that you have to make with your local evaluator about how you want that protocol to be. Don't assume that your local evaluator is going to submit it for you on time. Make sure that you discuss with your local evaluator who will be responsible for submitting that local report, whether you want to submit that or whether your local evaluator will submit it on your behalf. You need to have that conversation. There's no requirement that it be one or the other, so you just need to make that decision locally.

Your local reports should be comprehensive. It should cover all aspects of information reported, and then perhaps additional elements that are particular or unique to your grants. All of the information, the summary of analysis, finding, interpretation, performance elements, all of those sorts of things should be covered in your local evaluation report.

What do we mean by interpretation? You're going to present your findings. You're going to shared what the results of your analysis are. The interpretation is what does that mean. Why is that important? Why is that significant? Making some value judgments about whether or not that's positive, whether or not there's room for improvement, whether you're achieving beyond what your expectations were that sort of thing.

Assessment. Again, is it positive? It is negative? To what degree? To what extent are you reaching your target? Your performance indicators that you established in your application and also your GPRA indicators that apply to the program. Are you achieving at those levels?

Then, decision making. Here are all these findings. Here is what our achievement level is. What we should we do about it? What changes should we make? What should we make sure we continue to do because it's being successful so that all of those processes can be used using your local report as a tool.

Here's just a quick checklist to see things that your evaluation report we would expect it to include. This is based on reviews of evaluation reports over the years of things that may be missing from reports. For example, an overview of the program including the time period that it covers, who produced the report, so actually naming the local evaluator in the report and indicating who is responsible for it. It should explain program operations and implementation. Does the report use appropriate analysis methods depending on the data source? Does it provide both findings and interpretations of results? Does it address your performance indicators, your progress towards or achievement of your performance indicator? Does it include recommendations for improvement? Without recommendations for improvement it's simply a report of findings, it's not an evaluation report. The evaluation part is where you take the results and you make some decisions or make some recommendations about what to do about your program moving forward.

Some data collection strategies for you. Make sure that you include a student data permission form in your sign up paperwork, especially if you are a non-school grantee. This will help facilitate your access and collection of data from student schools. If you are a grantee that is a school district, and you serve only your own students, a student data permission for may not be required. However, if you are a non-school grantee or you serve students outside of your district, for example, maybe you serve charter schools or maybe you serve nonpublic schools, those students will most definitely need a student data permission form. It's usually most efficient to just include this in the sign-up paperwork when students enroll in the program.

Also making sure that you establish a formal data sharing or collection agreement and schedule with the LEAs that you serve. Whether you are a school district that serves others or whether you are a non-school grantee that serves one of more districts, make sure that you have a formal data sharing or collection agreement and a schedule with those LEAs and keeping in mind the timelines that it takes to pull the information out of the student data system that the schools has.

It's not just two clicks of a button and you get a report that you get everything thought you need. It takes time to compile all of the data elements from the various sources that schools have them. Please keep in mind that when the reports are due at the end of October, that you're not contacting them on October 1st and saying, "I need this data for these 300 students." You don't want to be in that situation because you won't get the data. It will be very difficult to get the information in a timely fashion so that it can be prepared for all of your various reports. Have this conversations with the LEAs you serve early so everybody knows what data you need, when you need it, and how you need it so that you can appropriately, efficiently and timely complete all of the necessary reports.

Collect your data directly from the source, so that means the school or the district. Do not rely on parents or students to provide it to you. You cannot ask the teacher or ask the students to bring their report cards to you and use the information from the report cards. You need to go directly to the school and collect it from the school.

Make sure that you review your application to determine if there are any local data elements that apply to your program that are not part of the required reporting that may be beyond or in addition to the reporting elements that are part of the standard reports, so making sure that those elements are being incorporated into your local evaluation will be important as well.

Finally, plan for collecting your state assessment data later than your other data. Traditionally, most of the data elements that you're going to need are going to be available as of the end of the school year. However, because of the timeline for state assessments, typically that information the state assessment data will not be available to you until maybe at the earliest September. Keep in mind that you should probably collect everything you can at the end of the school year, and then revisit the state assessment data collection in the fall when that information becomes available.

There is an evaluation planning framework that's available for 21st Century Program. It's very similar to evaluation frameworks that we use for other programs. In fact, we have one for 21st Century that looks just like this. This is just a planning tool. It's available on the website so that you can kind of use it as a planning tool, use it an organizer. Some people like to make it difficult colors so that different responsibilities, difficult elements, are color coded so that folks know what their responsibilities are. You can use this in any way you want. This is just a freebie source that's available to you.

More data collection strategies. I know we're getting to the end here. keep in mind that your program will need to collect their information and your evaluator may be collecting separate or different information. Make sure that you're understanding which falls under your responsibility and what your evaluator is doing, and so making sure that everybody knows what everybody else is doing and responsible for.

Collect data as you go if it's appropriate for that data source. If you can collect it as you go and begin to prepare it, it will make your life easier when you go to actually prepare your analysis. Sorry about that.

As part of your [inaudible 00:50:50] process, to find out your teacher's names, the student's teacher's names so that you can appropriately collect teach survey data from them in order to make any [inaudible 00:51:01] teacher survey. The more schools and districts you serve the more time it will take to assemble and prepare the data. If you serve a lot of districts, a lot of different schools, you'll need to take that time into consideration as you plan. Finally, maintain your student information by ID if possible so that it makes it easier to link students across the various data sources.

We've already talked a little bit about teacher survey strategies. You can do it on paper, via email or online. You need to know how to access the teachers and give them advance notice.

Some things that you need to know: Grantees are responsible for the accuracy and completeness of your reports. If information comes back that appears to be inaccurate, we will follow up with you and ask you to correct it. Making sure that you're complete from the beginning will save you time in the long run so that we don't have to ask you to correct it.

If the program and evaluator are completing reports separately, for example, if you are completing the implementation survey but your local evaluator is completing your other report, make sure that everyone is using a consistent student list and your students count should be consistent across reports. We ran into challenges with this particular item most recently where student information and the implementation survey did not match information that was reported in the same data spreadsheet.

Also, keep in mind that your program year and your contract year are different. Your fiscal year and your contract year may differ by date versus the program year. The program year is always the summer and the following school year regardless of dates. Whereas, your contract dates, your fiscal year are a very specific date period. Information may be reported differently depending on which report your complete.

Here's an infographic that's available on the website. This is one for 6A and 7. I'm not going to go into the details, but you can see how the differences in the reporting year versus the fiscal year. Then, there's a one for cohort 8 as well.

It's important you be aware of data security requirements including the Family Educational Rights and Privacy Act which is commonly known as FERPA. There is a data safeguarding plan template and a student data permission form template that's available at our website. Again, formal agreements between programs and LEAs outlining data needs and timelines are very important and very helpful.

All grantees are required to have an external local evaluator, so that's somebody that is outside of your organization. They should not only produce the local evaluation report but collaborate with the grantees throughout the grant period. This is not a situation where you're just going to hand them some data, they're going to spit out a report and give it back to you. There some be some conversations back and forth throughout the year.

Some other things that you need to know: Make sure that you know what reports you will complete and what your evaluator will do for you so that everybody's clear about who's responsible for what pieces. Each cohort is reported separately. If you have cohort 7 and a cohort 8 grant, those students and those programs need to be reported on separately. For Federal reporting, centers must also be reported separately and also for the center operations spreadsheet.

Reports that will be completed this upcoming summer and fall 2017 will cover the summer 2016 program and school year 16-17. If you didn't operate from the 2016 program that's fine. We'll be taking care of that whenever we do followup to check with you to see which elements we might need to complete, which elements you don't need to complete if you didn't operate.

Some other tips. Again, have one complete data source that everyone uses for reporting so that's it consistent across the various different reports. Reporting should be as accurate and complete as possible. I think this goes without saying, but again, information needs to be consistent across the various reports because we do look at all of the different reports. If there are discrepancies, we're going to get in touch with you and ask you about them. Having that information complete when it goes in the first time is really important, especially since that information is also used at the Federal level and the state levels to make decisions about the program. It's important that that information be consistent for decision making purposes.

Make sure you plan ahead. Don't wait until a few days before the deadline to being working. You'll start getting followup emails and phone calls from us several weeks before the various deadlines. [inaudible 00:55:24] wait till the deadline passes, and then ask you about them. We're going to be sending you reminders. We're going to follow up with you individually and say, "Hey, we're just checking in. We want to make sure you're okay. Do you need anything? Do you have questions?" We'll keep in mind the deadline. This is your only opportunity. It's important just to follow these deadlines. It's important to plan ahead, try to complete you reports in advance if possible. It will make things easier for you.

As I mentioned in the beginning, evaluation reporting is not just about compliance. This really is part of a program improvement process both for you at the local level and for us at the state level.

Some resources. All of the tools and resources that I talked about this morning are available from our evaluation website for 21st Century in Pennsylvania and that's www.aiu3.net/evaluations. You can follow the link to the 21st Century page there.

We are currently in the process of reviewing all of the tools to make sure that the updates better align with anticipated Federal and state reporting structures taking into consideration challenges that we have had in the past and moving forward into the next round with the changes that we know that are coming at the Federal level and for other purposes.

Here is my contact information, my email address, my telephone. Email is usually the most efficient way to reach us in terms of getting back to you, but you're certainly more than welcome to call as well. If you have any questions at anytime, you are always welcome to contact us. We will walk you through it. We will help explain how it might apply to your particular situation. We want you to do a good job. We want the information to be accurate because not only does that help you as a grantee, but it also helps the quality of the information that we get from you as a grantee. It saves us time and makes the information that we provide to PDE much more accurate and comprehensive.

I know that we are kind of at our time here. It doesn't look like we have a whole lot of questions. What we have done in the past is take in the questions that are submitted and done an FAQ after the fact. At this point, if we have anybody who wants to ask a question, we can certainly take those at this time, or you can submit them in the chat box and we will do an FAQ later.

Amy: Thank you so much, Leslie. If you don't mind me just jumping in here. we are a few minutes [cross talk 00:57:52] eleven. What I was going to suggest is for those of you who do still have some questions, like Leslie said, you can certainly reach out to Leslie or Yolanda. They're very responsive and I know I find them to be really helpful, but you can also send your questions to your TA provider. If we get a group of questions, I think that's what we did last year, Leslie, we ended up with a whole bunch of questions, so then we just turned it into a document and we sent it back out, and I think we might've even posted that online.

I did look in the questions box. I don't see any at this point, so I'm just going to invite people to submit those questions either, again, to Leslie or to your TA provider, and then we'll all collaborate and see if we got a group of questions in which case we'll share all those responses with everyone. Does that sound okay, Leslie?

Leslie: That sounds fine. Yeah, I think that's what we did last year. We just took all the questions that came in a few days after the webinar, we turned it into an FAQ, and then we emailed it back out to all the people who participated in the webinar.

Amy: Yeah, [cross talk 00:58:56]

Leslie: You would get a direct email response back that way, and it would go through the PDE process so that we would confirm everything at the state level before it would go back out. Yeah, that would probably be the most efficient and complete way to address questions at this point.

Amy: Just as reminder, the archived recording of this webinar will be on the 21C website, and in this case it's particularly good because there may be things that you remember Leslie covering but you can't exactly remember the details. You can get back on the website, take a look, some of the charts Leslie included in there are really helpful. I know I have them printed out and hanging in my cubicle, so you may want to reference this material later.

We're going to wrap up now, so you will be getting that electronic evaluation that I mentioned. Please do take just a few minutes to fill that out for us. I just want to thank Leslie for you time, especially today because you weren't feeling 100%. We really appreciate you.

Leslie: [cross talk 00:59:55]

Amy: Yeah. Hopefully, you'll be 100% by Thursday. Thanks everyone for joining us today. This concludes today's webinar.

Leslie: Thank you everyone.