

Building Quality in Afterschool



Collecting Data for PPICS

APR 2010-2011

Agenda

- System functionality overview
- Required data elements
- Tools for data collection
- Data collection timeline
- Milestone due dates for 2011 APR



What is PPICS and how does it work?

ppics.learningpt.org/ppics

The screenshot displays the PPICS website interface. At the top, there is the ED.gov logo and the U.S. Department of Education name with the tagline "Promoting educational excellence for all Americans". A search bar is located on the right side of the header. Below the header, the main title reads "21st CCLC Profile and Performance Information Collection System". To the left of this title is a logo for "7th Century Community Learning Centers" with the tagline "Reaching Beyond Expectations". To the right, it says "You are logged in as: demons4J" with a "Logout" link. A navigation bar contains buttons for "Home/Help", "Grantee Profile", "APR" (which is highlighted), "Reports", and "Export Data". Below the navigation bar, the page title is "Annual Performance Report (APR) Main Page". There is a link for "APR Instructions". The main content area is titled "Demonstration Grantee" and contains a paragraph of instructions: "Click any of the blue, unchecked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information. You can delegate the responsibility of completing the APR Center section to a center by going to the APR Centers section. You can do this by clicking on the **Centers** button." Below this text, there is a red "APR Due Date: / /" label. A form box contains the text "Demonstration Grantee" and three buttons: "Objectives", "Centers", and "Partners". At the bottom of the form, there is a checkbox labeled "I want to certify the APR data for my centers."

The APR is a responsibility of each grantee

- Ensure you can log in
- Become familiar with the system now
- Use sample data collection pages, user guides and tutorials
- Tip sheets posted to:
portal.learningpt.org/isbe21cclc/public
- Ask for assistance
- Plan now to make sure you enter the APR when due
- Funding can be frozen if APR is not completed
- Don't forget summer 2010

Remember...

- A big part of program effectiveness is the ability to continually improve—it *doesn't* mean absolute, complete, total, immediate success.
- We're not looking for data that show a startlingly rosy picture—that's unrealistic.
- We need *accurate* data.
- Accurate data enable quality critical analysis—analysis that highlights program strengths and reveals areas where the program can be improved.
- With accurate, complete data, ED can make a strong case for the continuation of the program, and provide *you* with the tools you need to succeed.



What data is collected in the APR

- Operations
- Staffing
- Attendance
- Feeder Schools
- Activities
- State Assessment
Current Year
- Objectives
- Partners

- **Grades**
 - 30-59 days
 - 60-89 days
 - 90+ days
- **Teacher Survey**
 - 30-59 days
 - 60-89 days
 - 90+ days
- **Grantee Profile
(current overview)**

Have a plan

- PPICS is separate from your local evaluation
- Have a plan for each and every data element
- Know the requirements for all data elements
- Make data collection a continuous process
- Create systems that ensure 100% completion and 100% accuracy
- IIR/Penny Billman assistance with impact data

June – August 2010

**Before beginning the
2010-2011 School year**

**PPICS Data Collection
Planning**

- **Create a team to work on PPICS completion that includes administrative and program staff**
- **Define roles for each team member**
- **Ensure that staff understand PPICS requirements and functionality**
- **Create data collection systems that will collect information in the manner required for PPICS. Examples include:**
 - **Attendance system for daily program attendance and activity attendance**
 - **Spreadsheets to compile demographics, grades, state assessments, etc.**
 - **Hard copy record keeping system for activity descriptions, staff timesheets, etc.**
 - **Enrollment forms that collect necessary demographic data and parent sign off for to record student information**
- **Plan timelines and procedures for completing data collection throughout the year**
 - **Make sure that these meet the milestone completion dates listed below**
- **Establish a leadership role to oversee that all data collection is taking place on time and is complete**

August - September 2010

**At the start of the
2010-2011 School year**

**Establish Relationships
with the school building**

- **Meet with school administrators to explain what data is needed from the school building and how this data will be used to benefit program participants**
- **Work with administrators to create a plan for collecting this information including**
 - **A data contact person at the school**
 - **Timelines for collecting data**
 - **Best methods for administering teacher surveys**
 - **What support administration can provide for the data collection**
- **Document what agreements are reached and provide the school a copy for their records which includes a timeline**
- **Program staff should introduce themselves to the school data collection contact and maintain regular communication with the school building throughout the year**

September 2010-
October 2011

At the start of the
2010-2011 School year

**Enrollment
Teacher Survey
Notification**

- **Collect necessary demographic data from enrollment forms and confirm parent sign offs**
- **Provide the school a copy of the enrollment list**
- **Enter demographic information into your central data collection system (spreadsheets, database, program files)**
- **Populate attendance system with students names**
- **File activity plans for the year**
- **Provide program staff with system for recording attendance, activities, and other program information and create deadlines for when this information should be provided to program management (on a weekly or monthly basis)**
- **Make sure that the staff member in charge of teacher survey collection understands the correct method of administering these surveys**
- **Record the homeroom teacher (or math/LA teacher for High School) for each student**
- **Provide a copy of the teacher survey to each of these teachers and explain the importance of this tool (only one teacher survey for reach regular attendee is necessary for PPICS)**
- **Ask teachers to think about student behavior throughout the year and indicate when you will be administering the final teacher survey (sometime in the spring of 2011)**

<p>End of First Quarter</p> <p>Review all first quarter data collection</p> <p>Collect Grades Data</p>	<ul style="list-style-type: none">• Ensure that data collection systems are working for staff and make any necessary changes• Ensure that all first quarter program data on operations, staffing, feeder schools, activity, attendance, and all other PPICS sections is compiled and documented in the program's main office• Connect with school data contact to collect first quarter student grades in Language Arts and Math
<p>End of Second Quarter</p> <p>Review all first semester data collection</p> <p>Attendance Updates</p>	<ul style="list-style-type: none">• Ensure that data collection systems are still working and make any necessary changes• Ensure that all first semester information about program operations, staffing, feeder schools, activity, attendance, and all other PPICS sections is compiled and documented in the program's main office• Update the school throughout the first semester with any new students that join the program
<p>End of Third Quarter</p> <p>Review all third quarter data collection</p>	<ul style="list-style-type: none">• Ensure that data collection systems are still working and make any necessary changes• Ensure that all third quarter information about program operations, staffing, feeder schools, activity, attendance, and all other PPICS sections is compiled and documented in the program's main office• Make sure that all program activity, attendance, staffing, or operations changes are recorded throughout the year

<p>Fourth Quarter</p> <p>Review all data for missing elements</p> <p>Collect remaining components</p> <p>Collect final students grades</p> <p>Administer the teacher survey</p>	<ul style="list-style-type: none"> • Review all data collection for the year at this time. Make plans to fill in any missing data before the school year ends and staff leave for the summer. • Check in with your school building data contact to review your method for collecting final student grades and state assessments when they become available. • Sometime in April administer the teacher survey • Ensure that 100% of teacher surveys are returned • Meet with any teachers who have missing surveys • End of fourth quarter collect final grades data for math and language arts
<p>End of School Year 2011</p> <p>Review all data for missing elements</p>	<ul style="list-style-type: none"> • Meet with data collection team • Have team members review collected data for accuracy and completion • Compile attendance for the year and identify regular attendees • Compile grades, teacher surveys, and state assessments for all regular attendees

2011 Milestones

**Thursday June 30, 2011
Milestone 1**

Update Grantee Profile

**Friday July 29, 2011
Milestone 2**

Teacher Surveys

**Wednesday August 31, 2011
Milestone 3**

**Operations
Staffing
Activities
Feeder Schools
Attendance
Grades**

**Friday October 28, 2011
Milestone 4**

**Objectives
Partners
State Assessment
Final APR Certification**

Follow the tip sheets!

Here's an Example

Section 1: Basic Info

- _____ Are my Year Award Amounts up-to-date?
- _____ Is the contact person correct
- _____ Have I checked all the current funding sources

Section 3: Partners

- _____ Have I added my new partners?
- _____ Did I **inactivate** partners who used to be part of the
- _____ Have I updated how each partner
- _____ Have I checked off each partner

Section 4: Centers

- _____ Have I added any new centers?
- _____ Have I closed any centers?

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