



New York
21st Century Community
Learning Centers

SOARING BEYOND EXPECTATIONS

PPICS Annual Program Report (APR) for Round 6 Grantees

Thursday, May 29, 2014, 10:00AM to 11:00AM

Betsy Kenney, 21st CCLC State Coordinator

Audio is currently muted. We will begin at 10:00AM. Please use the Audio Setup Wizard (Click Tools > Audio > Audio Setup Wizard) to ensure your audio is working properly before the session begins.

This webinar is being recorded and will be posted on the 21st CCLC website. All chat, including private messages, is monitored and will be visible to moderators.

Annual Performance Report

- o PPICS Annual Performance Report (APR)
- o Must be completed by all 129 programs
- o Due September 26, 2014
- o APR User Guides are available in PDF and video at the link below and at your individual grantee account.



PPICS

PROFILE AND PERFORMANCE
INFORMATION COLLECTION SYSTEM

<http://ppics.learningpt.org/>



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Why The APR?

- Federal reporting requirement for all states managing 21st CCLC programs;
- Evaluative reports based on APR information are prepared for Congress to guide decision making, including reauthorization;
- Information is entered into PPICS, which is an online interface supported by the U.S. Department of Education;
- Secondary Analysis is completed by the NYS Statewide Evaluator and used by SED for accountability and technical assistance.

Step One: Complete the Grantee Profile

- o Initial Grantee Profile information entered by Resource Center staff
- o Review and update prior to starting APR
- o Objectives, Partners and Active Centers must reflect approved programming
- o Make sure contact information is correct!

APR: What NOT to Collect



Teacher Surveys will not be required for the 2014 APR

What To Collect: Center Operations Data

Hours of Operation:

- Report the typical number of hours the center spent actually operating programs that served participating students or adult family members. Hours spent only on administrative or planning tasks should not be counted.
- Special, non-recurring, or episodic events, field trips, or programming would not be considered to be typical attributes associated with center operation and should not be considered when reporting information associated with the typical hours and days of operation of the center nor when reporting the typical activities provided by the center.

What To Collect: Staffing Data

- Record the number of **individuals** involved in **regularly staffing** the center during the reporting period, **not** the number of positions associated with the center's operation (e.g., if you have one teaching position for the same activity that meets on different days and two teachers share the position, you would record 2 staff members).
- Enter the number of staff from each category who worked with **students** and **adult family members** participating in activities at the center.

What To Collect: Accurate Demographic Data

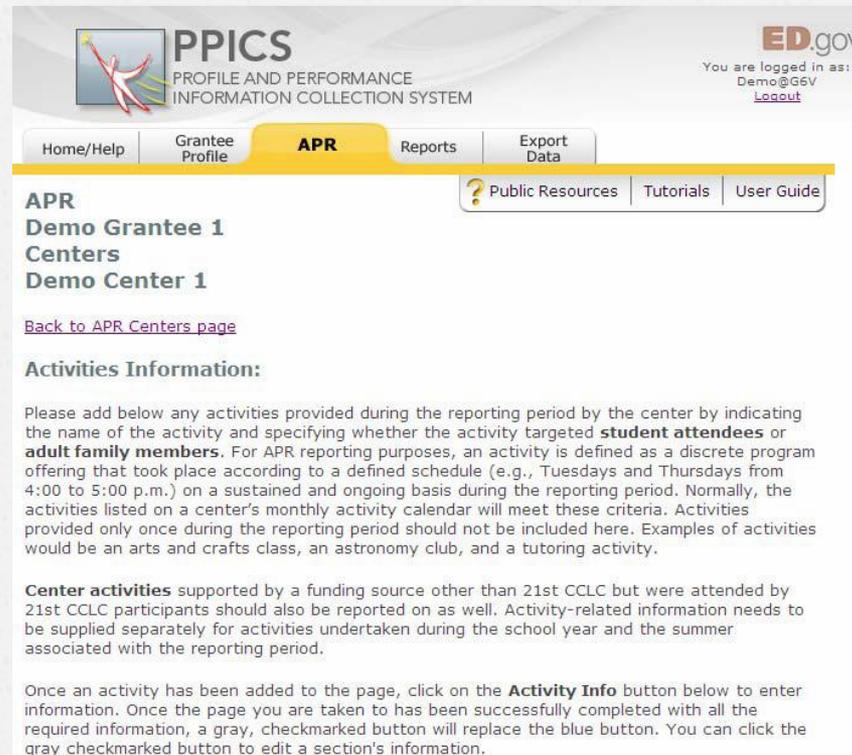
Student Characteristics:

- Limited English Proficiency
- Eligible for Free or Reduced Price Lunch
- Special Needs or Disabilities
- Gender
- Racial/Ethnic Group

What To Collect: Program Activity Data

Accurately collect at the level of an *individual* activity offered during the reporting period (e.g., if a center provided an activity called Rocketry Club for six weeks during the school year two days per week, the activity would be added to the system as an individual record, and additional information would be provided about the activity in question).

Entering Activities by Category



PPICS
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ED.gov
You are logged in as:
Demo@G6V
[Logout](#)

Home/Help | Grantee Profile | **APR** | Reports | Export Data

? Public Resources | Tutorials | User Guide

APR

Demo Grantee 1

Centers

Demo Center 1

[Back to APR Centers page](#)

Activities Information:

Please add below any activities provided during the reporting period by the center by indicating the name of the activity and specifying whether the activity targeted **student attendees** or **adult family members**. For APR reporting purposes, an activity is defined as a discrete program offering that took place according to a defined schedule (e.g., Tuesdays and Thursdays from 4:00 to 5:00 p.m.) on a sustained and ongoing basis during the reporting period. Normally, the activities listed on a center's monthly activity calendar will meet these criteria. Activities provided only once during the reporting period should not be included here. Examples of activities would be an arts and crafts class, an astronomy club, and a tutoring activity.

Center activities supported by a funding source other than 21st CCLC but were attended by 21st CCLC participants should also be reported on as well. Activity-related information needs to be supplied separately for activities undertaken during the school year and the summer associated with the reporting period.

Once an activity has been added to the page, click on the **Activity Info** button below to enter information. Once the page you are taken to has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked button to edit a section's information.

What Level of Detail to Report?

Example 1: A given center has a standing activity on its calendar called Sports that runs from 4:00 to 5:00 every Tuesday and Thursday for 21 weeks. During this 21-week period, 7 weeks are spent on baseball, 7 weeks are spent on soccer, and 7 weeks are spent on basketball. In this case, a single activity called Sports would be entered into PPICS.

Example 2: During a nine-week period baseball ran on Mondays and Wednesdays from 3:00 to 4:00, and during a 12-week period soccer ran on Tuesdays and Thursdays from 4:00 to 5:00. These should be entered as different activities, given that they were scheduled differently during the course of the week and ran for different lengths during the reporting period.

What to Collect: Student Academic Data

- o 1st and 4th quarter grades for each student who attended the program 30 days or more
- o Current year 3-8 state assessment results in Math and ELA for each student who attended the program for 30 days or more.
- o Previous year state assessment results for each student who attended the (current year) program for 30 days or more.
- o High School: May have 9th grade Math assessment scores. No sequenced scores available for ELA

Moving From Hours to Days

- o Student attendance kept by actual time in activity (Dosage)
- o Add time spent in all activities
- o Intent is to meet or exceed 90 hours
- o For APR purposes, divide the total number of hours spent by 3, to determine number of days in programming
- o Students with 30 days or more will be considered Regular Attendees

What to Collect: 1st and 4th Quarter Grades

To report on changes in grade performance for regular attendees, compare the students' first set of fall 2013 reading/language arts and math grades with the students' last set of spring 2014 grades for those participants who were regular attendees at this center during the reporting period.

Interpreting Grade Scales

- 100-point scale: a half-grade change is a decrease or increase of 5 points.
- A–F scale: a half-grade change is any decrease or increase in the letter grade (e.g., for example, A to A- is a decrease and C+ to B- is an increase).
- E-S-U (Excellent-Satisfactory-Unsatisfactory) or similar non-A–F letter-grade scale: a half-grade change is a decrease or increase from one letter grade to another; (e.g., S to E is an increase and S to U is a decrease).



What to Collect: State Assessment – Cross Year

The number of regular attendees demonstrating a change (improved, stayed the same, decreased) in their state achievement proficiency level from one year to another for both reading/language arts and math, disaggregated by the proficiency category they scored in on the **previous** year's assessment.

Cross-Year State Assessments

Math Proficiency Results - Changes in Performance	
Please Indicate The Number of Regular Attendees Who:	# of Regular Attendees
<i>Scored in the Advanced Category in the Prior Year</i>	
Witnessed <i>no change</i> in performance level on the proficiency test	<input type="text"/>
Witnessed <i>a decrease</i> in performance level on the proficiency test	<input type="text"/>
Total for <i>Advanced</i>	<input type="text"/>
<i>Scored in the Proficient Category in the Prior Year</i>	
Witnessed <i>an increase</i> in performance level on the proficiency test	<input type="text"/>
Witnessed <i>no change</i> in performance level on the proficiency test	<input type="text"/>
Witnessed <i>a decrease</i> in performance level on the proficiency test	<input type="text"/>
Total for <i>Proficient</i>	<input type="text"/>
<i>Scored in the Basic Category in the Prior Year</i>	
Witnessed <i>an increase</i> in performance level on the proficiency test	<input type="text"/>
Witnessed <i>no change</i> in performance level on the proficiency test	<input type="text"/>
Witnessed <i>a decrease</i> in performance level on the proficiency test	<input type="text"/>
Total for <i>Basic</i>	<input type="text"/>

Cross-year data, continued

<i>Scored in the Below Basic Category in the Prior Year</i>	
Witnessed <i>an increase</i> in performance level on the proficiency test	<input type="text"/>
Number of regular attendees that witnessed a <i>jump</i> from this category to the <i>Proficient</i> performance level, or above, on the proficiency test <input type="text"/>	
Witnessed <i>no change</i> in performance level on the proficiency test	<input type="text"/>
Total for <i>Below Basic</i>	<input type="text"/>
Total (Math)	<input type="text"/>

Individual Student-Level Data

Enter Individual Attendee Information

Begin entering individual student data by selecting any of the three methods described above. These methods are accessed by clicking on one of the blue, uncheckmarked buttons below. All the buttons will be checked off as complete once all the student records are completely filled out and the number of individual attendee records matches the number of regular attendees reported on the attendance page.

Note: Multiple methods can be used.

Method A: Add or modify regular attendee data using a spreadsheet.

Download Spreadsheet

Upload Spreadsheet

Method B: Add or modify one regular attendee at a time via web interface.

Enter Information Individually

Method C: Add or modify several regular attendees at a time via web interface.

Enter Information for All Attendees

Can't figure out why the page won't check off as complete, or simply want to view your progress? Check the [Completion Summary](#) for a list of all complete, incomplete, missing, and invalid Regular Attendee data.

Individual Attendee Tools

[Individual Attendee Information Data Element Capture List](#)

[Regular Attendees Instruction Guide](#)

Read the Regular Attendees Instruction Guide!



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Entering Student -Level Data

Method A: Using the attendee spreadsheet. This option allows users to download a spreadsheet in Excel format that has been Pre-populated with all the required fields that need to be completed when reporting individual regular attendee data.

	A	B	C	D	E	F	G	H	I	J	K	L	M
	Attendee ID	Grade Level Bands	Number of SY Days Attended	Number of Summer Days Attended	Grading Scale	Math Grade - Fall	Math Grade - Spring	Reading Grade - Fall	Reading Grade - Spring	Math Scoring from Previous Year	Reading Scoring from Previous Year	Math Scoring from Current Year	Reading Scoring Current Year
1													
2	702539	4th-5th	43	0	1-100	78	89	92	85	Proficient	Proficient	Basic	Proficient
3	702540	4th-5th	37	0	1-100	95	91	88	92	Proficient	Proficient	Proficient	Advanced
4	702541												
5	702542	PK-1											
6	702543	2nd-3rd											
7	702544	4th-5th											
8	702545	6th-8th											
9	702546	9th-12th											
10	702547	Unknown											

Entering Student -Level Data

Method B: *The individual-by-individual view.* This view allows users to enter or modify data via the web interface, with one record displayed at a time. This method is especially useful for those users who want to enter student data directly into the system record by record. This view also includes a search function that allows users to locate an individual record by typing in the Attendee ID.

Attendee Reference ID:

Attendee ID	Grade Level Bands	Days Attended		Grading				State Assessment			
		Number of SY Days Attended	Number of Summer Days Attended	Grading Scale	Math Grade - Fall	Math Grade - Spring	Reading Grade - Fall	Reading Grade - Spring	Math Scoring from Previous Year	Reading Scoring from Previous Year	Math Scoring from Current Year
672792	2nd-3rd	34	45	E-S-U					Proficient	Advanced	Below Basic

1 2 3 4 5 6 7 8 9 10 ...

Entering Student -Level Data

Method C: The all-attendees view. This view is similar to the individual-by individual view, except that multiple records are displayed at once. This view allows the user to directly enter or modify data for multiple student records at the same time

Attendee ID	Grade Level Bands	Days Attended		Grading				State Assessment				F Scc Cur
		Number of SY Days Attended	Number of Summer Days Attended	Grading Scale	Math Grade - Fall	Math Grade - Spring	Reading Grade - Fall	Reading Grade - Spring	Math Scoring from Previous Year	Reading Scoring from Previous Year	Math Scoring from Current Year	
702539	4th-5th	43	0	1-100	78	89	92	85	Proficient	Proficient	Basic	Prof
702540	4th-5th	37	23	1-100	95	91	88	92	Proficient	Proficient	Proficient	Adv
702541												
702542	PK-1											
702543	2nd-3rd											
702544	4th-5th											
702544	6th-8th											
702544	9th-12th											
702545	Unknown											
702546												
702547												
702548												

1 2 3 4 5 6 7 8 9 10

Save and Next Save and Return Cancel

Done

Evaluating Program Success: Beyond the APR

Conduct a Final Evaluation & prepare a summary for stakeholders:

- o Did we do what we said we were going to do? (Addresses process and fidelity)
- o Did we do things well? (Addresses quality)
- o Did we make a difference to youth and families? (Addresses outcomes and interventions)

Reminder: Important Dates

- o **May 15, 2014** - Deadline for ALL grant and grant contract budget amendments (FS-10A)
- o **June 15, 2014** - Deadline for ALL grant and grant contract Year 2 budgets (FS-10)
- o **September 26, 2014** - The Annual Performance Report (APR) must be completed by each agency
- o **September 30, 2014** - Final fiscal reports and submission of the FS-10L Long form will be required.



Questions?



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THANK YOU

A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things you think are important. You may adopt all of the policies you please, but how they are carried out depends on him. He will assume control of your cities, states and nations. He is going to move in and take over your churches, schools, universities and corporations...The fate of humanity is in his hands.

~Abraham Lincoln



Contact Information

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This webinar will be archived at:

<http://www.p12.nysed.gov/sss/21stCCLC/>

