

## **Texas 21<sup>st</sup> Century Community Learning Center Tracking System Webinar Session 1, Part 1**

Hi! Good afternoon. Welcome to Session #1 at the 21<sup>st</sup> Century Community Learning Center's tracking system. And I want you to start off with thinking about what is your positive thought for today's session.

So with that in mind, this is the first session of a four part series where you're going to learn the most critical things you want to know about the 21<sup>st</sup> Century Community Learning Center Tracking System. So just so you know, this session is being recorded, and it's going to be accessible via the 21<sup>st</sup> Century website. And if at any point you have any technical issues during today's session, I want you to take note of Kimberly Brewster's number. So this is if you're attending a live session, and for any of our live session her phone number is 210-558-4133, and I'd like for you to also be mindful to please put your phones on mute if you're joining this live for the teleconference, and do not use full feature. And so this information is also important if you're watching us via archive, because if you do plan on joining us later in the live session then you'll be so aware of these items coming up.

And so let me add all around our live session here, check out all the cool checkmarks that are showing us where everyone is joining us from around the state. So we have quite a number of everyone joining us from south Texas, west Texas, we even have one from up there in Lubbock. So if you're watching us archive, notice the bottom of your screen when you watch a live session, and you're joining us live, you can select the checkmark and check off some things, and it's really interactive. So I hope that you plan on joining us live eventually.

Okay, well let's look at who our partners are today. And any second we'll go to the next slide. Here we go! And here is our positive thoughts that others have shared with us online. Thank you for sharing with us by typing this in. "It's a new year, it's a new 21<sup>st</sup>

Century experience.” “Way cool! Here we are together, anything is possible with technology.” So yes, the webinars definitely bring us together.

Here are our TEA partners who have joined us online, it Candace Ferguson at the top there, she’s our TEA State Coordinator and Manager of the 21<sup>st</sup> Century, Liza Lorenzi, who is also with TEA, she’s a Program Specialist, and many of you have contacted her with some questions answered in regards to any of the data elements as well as programmatic questions. And we also have Doug Conover, who is from TEA, and he’s in a lot of the development on the back end as far as the system, the tracking system. So he’s our Systems Analysis. So welcome everyone from TEA joining us online, and then we also have our TACs. Our TACs are so powerful and have been doing a lot of work with you out there. So we have Eileen, Willa Mae Taylor, Ruth Becker, Frances Jones, Margaret Cain, Jean Dickerson, and Shawnya Dean. So thank you ladies, for all the hard work that you put into supporting the sites and centers and grantees across the state. And welcome to all of you grantees, yes, 21<sup>st</sup> Century grantees totally rock! And thank you for the hard work that you put in day to day.

With you today you should have your basic program information, whether it be your contact information, partner information, staffing data, the center information you have, so we’re going to be looking at profiles for the grantees, and centers. And also, if you will, most importantly have with you your log in information for the TEASE account, for the 21<sup>st</sup> Century Tracking System.

And my name is Kathy Brown, I’m with Edvance Research, and I’m the Instructional Designer and your facilitator of all these sessions that are happening via the web.

So welcome, everyone, there is my email address, [KBrown@EdvanceResearch.com](mailto:KBrown@EdvanceResearch.com), if you have any questions, need any support, and the phone number is 210-316-8266. I want to remind you that this is the first session of a four-part webinar series. The next session is January 21<sup>st</sup>, everything you need about activities and student data, January 29<sup>th</sup>, Program

Information, and this is mostly looking at the information that we see under the miscellaneous items, and then we're also looking at the reports and the approvals.

So what reports should you run to help you ensure the data integrity? And also, what is the process for approving that data? And so approvals happen mostly at the grantee level, so if you're a grantee with those permission rights then you want to make sure you join in. And later on towards the end of the month of February, in fact that's the last Friday, February 27<sup>th</sup>, you will notice that we're looking ahead! So what do you need to know for spring? Wow!

I emailed those of you who registered for the session the agenda, and I'm loading up here the file that has what our objectives are and what's our agenda for today. So looking at objectives for today, we're going to first gain access, and fluency with the 21<sup>st</sup> Century Tracking System, the user interface, get you really familiar with that, and looking at how the data requirements from the federal government relate to what TEA is collecting, and how that affects you, and the timeline for that. And it's very important, clean data, accurate data is very important. So looking at what are the requirements of each level. It's really important: integrating reporting, timelines within your own program, requesting the necessary data from external sources. A lot of resources within your district, or if you are a community based organization, what types of contacts do you need to make.

Also awareness about the four different types of reports within the system. What are they, and what are some common ones that are usually run and looked at. And just to find the terminology and gaining awareness of what support you have out there with you.

The first part we're looking at is we are going to go back to the PowerPoint, and I want to show you, thinking of those objectives, which ones are most relevant to you today? Which ones just totally speak to you, do you want to find out about? Let's see what other folks across the state are saying. Using the checkmarks in the live session, this is what everyone selected, the big picture of data requirements, how to integrate in the

reporting timeline, accessing the system, and also being aware of reports. It looks like everything is very important, so we're going to cover all this in the session today.

So here is our interaction today. When you join us live we have a focused session agenda. We want to make sure that we keep this to 2 ½ hours, because we know your time is very important, but we also have interactive polls. So we will be posting those polls, so think about where you are in reference to the answers of the polls. And we also, as we are talking or sharing information, say our names first through the teleconference, as well as any Q&A. When you join a site there is a Q&A section that you can type in your question and TEA is on the line with us to answer those questions.

So right now think of where you are. Which picture best portrays where you are around the data and the 21<sup>st</sup> Century Tracking System, (a) you have so got it, (b) I'm confused, and (c) I completely do not know, we need your help. So take a second to think about that for yourself.

It's really important to gauge yourself like, "Where am I? What am I doing?" and see what your knowledge growth is throughout these sessions. It's really important for that, so knowing where we are now, hopefully at the end it won't be at that point, but write a statement for each of the following, just what are your thoughts. What do you think the purpose is of the data? Why do we collect all this data? And what is the 21<sup>st</sup> Century Project Goal? Thinking of the global wide and national; think of the national level, state level, what is the overall project goal? What is one? And what is an expectation from TEA regarding the data and the 21<sup>st</sup> Century Tracking System? What do they expect from you as a grantee or at the center level? So take a second to write that down for yourself.

So thinking of, and if you want to pause it go right ahead, keep finishing your thoughts, but let's see what others have thought about the purpose. We have some responses here. "To track data for compliance for state and federal." Yes. "Track student

success.” Most definitely. And “It serves as an evaluation of the success of our program.” So all three of these responses are right on the mark.

Let’s look at some other ideas, some other purposes relating to this idea. Key elements of reporting progress. You know, without the data we cannot get the funding, and we cannot show that we’re getting any progress, or are meeting are having any impact on student achievement. So this is very, very important.

I’m going to bring up a poll for you to think about. We’ve already had some others watch us live and input into this. Tracking trivia: What is PPICS the acronym for? Peter Piper Incurred Cost Support? Profile and Performance Information Collection System? Performance Progress Indicators Central System? Promoting Parent, Individual and Community Support? So what do you think PPICS stands for, and is it something that you probably never heard of? So if you chose the Profile and Performance Information Collection System, you’re right. That’s what PPICS stands for. Awesome!

So what does that mean in this whole rigmarole of things? Well if we look at this next poll, PPIC is the tracking system used at the national level. The U.S. Department of Ed uses PPICS as their database. Here, in Texas, we have the TEA secure environment, which has the 21<sup>st</sup> Century Tracking System within it among many other programs that are run across the state. So the tracking system is just one of many applications or databases within the state system. But PPICS is the national level.

So thinking about that, here is some tracking trivia. How much money was awarded last year in total funding of all existing cycles? ALL! This isn’t just Cycle 5, but those remaining cycles that needed funds in order to be in their next year of implementation. Is it \$24 million, \$1,800,000, \$94 million, or \$1 billion? Pick one. Well, if you chose \$24 million, that is the amount that was provided to Cycle 5 funding, however, in order to fund Cycle 4, Cycle 3, Cycle 2, it took \$94 million in order to do that. So that’s a big chunk of change, and a huge commitment from the federal government to our students here in Texas.

And so what does data do? It helps bring that funding here for us, because if we show we're having impact, and there is a relationship we can get the funding that you need in order to run the programs that your students need.

What are some other reasons? Well, it demonstrates how we meet the federal requirements, and it's a system that we have in the state of Texas. Texas is one of 16 states that has kind of like an interim system. The tracking system is a way for us to ensure accuracy across each of the grantees, and TEA does go through each and every grantee's data religiously with data forms to compare data and look for inconsistencies. They contact you if they find anything that brings up a little red flag. And sometimes some of these issues are just dealing with a data entry issue. We want to make sure the data is clean and accurate. Other states don't have that opportunity in order to do that. Data from the grantee is entered directly into the federal system.

Now you also may be familiar with Learning Point Associates is the organization or the company that the U.S. Department of Ed subcontracted with in order to do the reports and to manage the PPIC System. So with that, federal requirements impact what data TEA collects. So as their system changes it has an impact on our system. Of course it does! And it does change, so there is the information about PPICS, and background information already given to you.

Within the Profile and Performance Information Collection System (say that 10 times really fast) we are compared nationally. So how is Texas doing compared to North Carolina, or to Oregon, or Wyoming, or New Mexico? We are compared nationally. And you'll see that Learning Point Associates, on their website, on the PPICS website, has this data available to you.

Also, this allows TEA with the oversight to know what grantees are meeting the requirements and doing what they said they were going to do, and what grantees need support, and need some direction, and help and assistance. If there are things that are not

working within your grantee, TEA does offer a lot of support through your Technical Assistance Coordinators, through Edvance Research, and through TEA. And the reports and data integrity are very, very important for us to look at. And student local data provides us the insight to see if what we're doing after school with the student is having impact on their student achievement, because academic excellence is one of the goals.

So think of the goals that you wrote down from before and about the overall program. What is a Texas 21<sup>st</sup> Century Program objective? So here we have a couple listed, thank you for sharing and putting it up here on the board. "To provide academic enrichment programs for low performing schools." "Raise academic achievement." Again, great responses!

Now there are some overarching goals that just make sure we're all on the same page. The overarching goal is that all students will graduate prepared for post secondary education and/or the workforce. So they're ready to go to college, or they're ready to join a workforce in a way that they are meeting all of their needs. Today's workforce needs students to graduate and be collaborative workers. So if they're working individually on projects and not learning how to collaborate, and share, and do research, and use a variety of tools in order to communicate their solutions to great problems in their world, then we're not really getting them ready for the workforce. So the after-school environment helps. It is the extension of the day that will help provide that.

Program objectives are to improve academics, and improve attendance. If they're excited about the school day and the extended day, they're going to be there. Improve behavior, improve promotion rates, and improve graduation rates. Great! So not only are we concerned about them graduating, but of course, in order for that to happen, we want students to be on grade level. 9<sup>th</sup> graders move on to 10<sup>th</sup>, be successful. 10<sup>th</sup> graders move on to 11<sup>th</sup>. So these are very, very key strategies or key objectives, and the activities that you do, everything that you arrange in your program are strategies in order to align with these objectives. So whatever is happening at your center, at your grantee level, how

you've planned the activities across centers, and collaborated with that, that together will help meet these program objectives. Very awesome!

So what does TEA expect of you? Well looking at what others have written here it says, "I will stay up to date on my reporting and give accurate data." Yes! "To report accurate information to the feds." Definitely! That's some of the expectations.

Let's look at a full scope of others. Academic excellence for our kids. That is the bottom line. So what we're providing them is enriching their learning. Of course accuracy, consistently reporting the data, and consistent data. So what is it? "Carpe diem," well here we're doing "carpe data," you know. (Laughter) Just take it by the horns and that moment of data, because that data at that moment is very important, whether you're having a parent/student/teacher night, and the parents come and there may be some evaluation data, a survey that you have them take, there may be information as far as the numbers of parents and siblings that came, take every opportunity to get data and get that data in, and consistently. It's being reported on an ongoing basis. When the system opens don't wait a week or two before it closes in order to put your data in. Grab that chance to put the data in so it's in, and then grantee directors and at the grantee level can see an overview of all your center data, and insure that there is consistency across that for ongoing evaluation. You should always look at the data and evaluate and see where you're at. I know some sites get together on a weekly, and even a monthly basis and compare the data using the reports to see the activities that have taken place, and kind of compare against each other where they are at in meeting their center's goals as well as the grantee goals.

And TEA does review this data, like I said before. You have Technical Assistance Coordinators that provide you the support you need on an ongoing basis, they're just a phone call and an email away. And then data integrity at all levels.

I want to show you a quote that Candace Ferguson shared with me that she heard at one session. "Unfortunately, the system of data collecting and evaluation is easily

manipulated. I received only 1/3 of the information from the 21<sup>st</sup> Century sites. The rest of the so-called answers I fabricated in order to insure our grant money was not halted.” And that’s a grantee that had said that. And I bring this up only to bring up a couple of points. You know, yeah, data can always be manipulated, data can always be made up. However, that’s not the expectation from TEA, nor of this project, and nor to benefit you and your role. You want to show that you’re having impact with whatever program you develop, and you don’t know until you are implementing your program whether or not it is going to have an impact. So if you find that it’s not having an impact and the data on your end is showing that, then that gives you an opportunity! Think of, “When things don’t work out there is always an opportunity,” like my momma used to say. And make it an opportunity to try new and different things within your project, within the objectives, and within what you said you were going to do within your proposal. You can try new things and show that you can have impact with that change. And you have the data so you can manipulate the data from the beginning, and then you changed some things within your program and you can’t show that those changes have that impact. Looking at the data you can’t show that across grantees across the state! So take that opportunity when the data isn’t showing you the growth you want as an opportunity to change and get the help you need so that it is there.

So why is the data important? Think of why the data is important. Well, it reflects the good work that you are all doing. We want to show and we want to celebrate that. It helps identify areas of improvement, measures what is happening. So what is happening at your center? And across centers it’s a way to compare, and it helps you build the outreach and the sustainability. One thing about this grant, in reading the RFA, and across cycles is that sustainability also is dependent on data. You need that good, clean data to show that impact and build the partnerships that you need to go on beyond the life of this funding. Ongoing evaluation, reporting to stakeholders in your community, the parents, school board members, the principals, the administration, and the requirements that are linked to implementation. So you’re meeting the requirements there in order to show that you are implementing the program.

So here are some of your thoughts in addition to what was posted on the previous slide, and I just want to make a quick note out there that these slides are available through the 21<sup>st</sup> Century website, and that website is at [www.texas21afterschool.org](http://www.texas21afterschool.org), and if you go to the training link there you will see that it's right there, all these files are listed, the objectives, the slides, and you'll find a lot of resources there too. So I highly encourage you to get out there to the website.

So let's see what others are saying here. "Tell us where we are and what we need to address." That's right. "Assure and document the impact of our program; without data we can't make improvements; without data we really have no idea whether or not we have accomplished what we said we were going to do; data helps us with communication; and data definitely impacts funding." Very good! So carpe data, I hear that loud and clear across the sites here.

Okay, so your thoughts. How do you use the data? Some folks put out there, "Identify students who may need extra assistance. This is really great at a student level. You definitely want to head towards that academic excellence, and that is looking at which students need help, and of course evaluate overall effectiveness." Thank you for all putting that out there.

So how do you use the data? A lot of you do presentations with it, take it into Excel, are able to make graphs and charts to make your arguments and show your progress. Some validate their programs for community outreach, present it to stakeholders and to grant partners.

And so with that information, let's do a quick progress check. Now, as far as the overall background, the expectations, the goals, and even at the big picture, which picture best portrays you, where you are around the data? And this isn't necessarily around you imputing the data, but as far as the background knowledge and having a big picture about the data. Alright, did you move from B to A, or maybe C to B? I'm a big picture kind of girl, so I'm going to show you this training visual here that I like to use so that you see

your role in creating academic excellence for your students. And at the heart of all this is of course student achievement. And so your role is very, very important. You know, sometimes you put in the data, and we don't really know where it went, who it went to, what's been done with it. So this shows you that at the grantee level your accurate and consistent data, the ongoing evaluating, and why do we evaluate for quality assurance of the data as well as the program? And once that moves into the system, you've put that data into the system, your Technical Assistance Coordinators have been actually looking at the data and helping you identify areas that you might want to re-look at the data for your project, for your program, maybe some inconsistencies. So the TAC is very keen in assuring again that data integrity, doing the evaluating and quality assurance. So once you've been inputting that data, then you approve it, it goes on to TEA, or TEA does a statewide evaluation ensuring data integrity again, making sure that centers and grantees are meeting the objectives and doing a data analysis.

Now TEA is also on a very tight timeline as well from the U.S. Department of Ed. So these opening and closing dates aren't just at random, they are within a bigger and larger timeline that is set by the U.S. Department of Ed. And so here, once that data from this level at TEA, the 21<sup>st</sup> Century Tracking System, it goes to U.S. Department of Ed where they look at the performance measures and the funding, because if we're not meeting those requirements then that definitely impacts our funding. And then also the data analysis across states, within the state, the Learning Point Associates do a data analysis, and they also do the data reporting. And so this information impacts the funding and what comes back to grantees.

But I also want to point out one other thing that is so key. As a grantee, from year to year you're applying for the funding back for each of the cycles. And so if you're meeting your requirements this gives you some information, but if you're a new grantee, or you're looking for new funding, this helps identify which programs across the United States are working. Right here! This information is very key, and you want to look at that, because you're looking for proven and effective strategies, activities and programs. So you can use that as a basis for submitting another proposal or looking for other

funding. Maybe there are other fundings that you're going to try to leverage funding and help build the assisting abilities. So this gives you some of that research piece that helps you write a new grant and get the extra funding that you need.

Let's look at the other side here, the different types of data. You have your programmatic data, where you have your objectives, profiles, operations, funding sources, contacts and surveys. And again, this is available on the 21<sup>st</sup> Century website. So just kind of look at this and take some notes for yourself. As partners, you're looking for in-kind support, subcontractors, and any information about the outreach that you're making, and then strategies. What activities are you doing? What communication have you set up? What are your feeder schools? What student information are you collecting, as well as the family? How are you involving siblings, and parents, and adults into your activities? And then at each center you have your profile, the staffing, contacts, adjunct sites, certification, and surveys. So these are the four strands of major data that you will be seeing as you work within your tracking system. So cool! So much data, carpe data!

So take a few minutes for yourself to reflect on the content. How does any of this information impact your program, and what new knowledge have you gained? Maybe it was about the PPICS, and maybe it's that your role is actually really, really big within this larger system.

So at the Archive Section here, I'm going to keep going so we don't take 5 minutes of airtime, but if you need to pause this slideshow go right ahead, just hit pause on your viewing. But we're going to move on to our timeline. I want to make sure that you know that fall term data is due Friday, February 6<sup>th</sup>. If there are any issues meeting that then make sure you call TEA. Contact them if there are any data issues that you are having. Communication is best.

So you know that there is the summer, fall, and spring timeline, but also within our timelines it's really, really important that you realize that TEA's timeline is December, so their December timeline for the year is the first week of December. The

time that they start looking at the data and start actually getting their data ready is in August. So from August through the first of December they're working on meeting the U.S. Department of Education's guidelines and requirements. So, we are going onto the next part of this section where Doug is talking about the timeline and Candace joins us live. So thank you for watching part 1 of session 1.

**End of Session 1, Part 1**