Texas 21st Century Community Learning Center Tracking System
Webinar Session 1, Part 2

Doug: Right now we're targeting mid-March to get the spring term open so people can start entering all their spring term and end-of-year data.

Candace: Kathy, this is Candace, and thank you, Doug, for that. I also just want to add that a lot of what we're doing in this year is we're trying to figure how to fit all of the different timelines within our major one, which Doug said, is the federal upload to PPICS. And there is so much that goes into actually analyzing the data, making corrections, as some of you out in the field know, and getting this turned over quickly so we can then open the next session. And I do want to say that I think all of you who are able to meet that timeline, we really, really appreciate that. And I also want to thank those who have expressed your concerns to me in regards to the February 6th timeline, but I've asked everybody as well to please insure that you meet the timelines that we set, because it really affects the overall bigger picture here.

So if you're having issues meeting a timeline because of grades, or you're having a problem with your PEIMS coordinator or anything like that please do not hesitate to contact your Technical Assistance Coordinator to let them know what the issue is and possibly how we can help, how we can get in there in the school and ask for the assistance of what we need, because the bottom line the districts who have agreed to have this program have also agreed to collect the required data. And so we need to insure that is happening, and if it's not, like I said, please don't hesitate to contact your TAC to trouble shoot for you.

And one final thing that I wanted to add was in regards to the federal upload. That is a due date that we cannot have an extension, and so it's crucial that we meet our own timelines, and I want to thank you guys for doing that.

Kathy: Thank you, Candace, for that information. Also, as we look at the information, we understand that there are some obstacles in getting the data you need. We have a lot of experienced grantees online with us today, and we also have the wisdom or strategies that TEA has been able to learn about, as well as your Technical Assistance Coordinators. So TACs that are on the line, the information that you have to share, please feel free to share it in today's discussion.

What we're going to talk about, and I'd like you post, is as you're in midst of data collection, I'm going ask some of you to please write down what your biggest obstacle is, and as you're writing it please voice it out. We want to hear from you verbally also.

So let me ask Patrice if you will share with us, and Sylvia, and also if I could get Frederick. What is your biggest obstacle in getting student data?

And if you will please write your name after what you have written. And share it with us verbally, we want to hear from you also.

Okay, good, so no real obstacles, no problem getting the data. If I could get a few of you to please voice out. Just say your name, and what is an obstacle you're facing if you are facing an obstacle?

Good, we have, "Getting data from 44 schools in a timely manner." Wow! "Working with 4 different schools." "Seeing the priority of it all." "Working with 2 centers."

Candace: In reference to the time to work on it, can somebody either give us a good description of what you mean by “work on it.” Because we, in trying to understand what you guys go through out in the field, we just review and analyze it, we’re not actually collecting or working on it. So if somebody can give us an idea of what all that entails, that would really help with the big picture for us at TEA.

Kathy: Thank you, Candace. So please respond. We’re on toll phone conference so let’s use it. Please don’t be shy. “I see you all spreading a lot of information, inputting the data, during the first year of having to develop a data collection system.” Right. These are wonderful bits of information, so please contribute to the slide. This is our written record of this, but also let’s have a discussion around it.

I’m going to ask Jennifer Camareo. I see your name on my screen. I wonder, are you experiencing any obstacles in getting your data?

Jennifer: No, I’ve been inputting the students’ basic information, the ones from the fall. And now what I’m going to start doing is getting the information from their grades, their referrals, and I’ve already reached out to the people in charge of these, and they’re going to get me a report. So as soon as I get that report I’m going to start doing that. So I really haven’t had a problem in getting the data.

Kathy: Great! So who are the people you contacted, specifically? What is their role on your campus or in the whole thing?

Jennifer: In my campus it’s an alternative school, and like with the attendance I just go with a gentleman who is in charge of the attendance, and he’s going to get me that. And the other thing with the grades, they’re about to finish for the fall semester. There is another person who is in charge of that. So it's different people who are in charge of these things.

Kathy: I'm going to use you as a little case study here, an example. At what point did you start requesting this data from them?

Jennifer: About two weeks ago.

Kathy: Okay, good. And that's some key information, is the time that you start doing that. Have you already built a relationship with these people? Did you already know them before the two weeks?

Jennifer: I started working, and I got hired in October, so right after I had to come in contact with a lot of different people in order to get the program running. So yeah, I did know them.

Kathy: Great, thank you. That's key that you made the relationships early, at the onset. So I'm glad you shared that with us, because you just gave us all the tips in the world for that. And building that relationship at the onset, and requesting the data in a timely way at minimum two weeks before you have to enter it, so believe me, for those of you who are listening, we didn't set this up, or contact Jennifer before the session. So thank you, Jennifer, for sharing that information with us.

Jennifer: You're welcome.

Kathy: And great! So you have a lot of obstacles out there and I wonder, looking at this list, if the experienced grantees will look at what is presented here and share some experience they have in getting the information from others. We already heard about getting the information at the onset, and getting the relationships, and also asking weeks in advance. Experienced grantees out there on the phone, your ideas, please. And please speak up, we want to hear you too.

Guadalupe: Hello, can you hear me?

Kathy: Hi!

Guadalupe: This is Guadalupe from Donna ISD.

Kathy: Bienvenido.

Guadalupe: Yes ma'am, our problem is that the grades get reported until December, and then we get the Christmas between all of that, and then they come back in January and the staffing and teams don't have the time, really, by the time they finish it's like the end of January, and they only give me about two weeks or less to report this. I don't know, I heard you say earlier that you have the timeline. You couldn't extend that a little after that so it gives people...because of the holiday in between, do you know what I'm saying?

Kathy: Good point. Do we have any solutions for him that could help support him in this effort?

Wanda: This is Wanda with Austin ISD. I'm not sure if this will help you a lot, but I start sending our PEIMS people, and they work with our evaluation department, a list of the students with their ID numbers prior to the Christmas break. I usually try to get it to them the middle of December so that they can start working on and pulling PEIMS information for me.

Guadalupe: No, but what I have here, what we do here in Donna, we tag the students. We tag students in our computer system in the district. So PEIMS already knows who the students are. All we've got to do is an inquiry since they're being tagged, on 21st Century, and they are supposed to provide information. But the problem is the grade reporting in enough time.

Female: Depending on when you're posting grades, I know I sent Liza and Candace an email earlier this week, you may not be able to report all of your grades for the fall term, and do it in the spring.

Guadalupe: Okay, that's good.

Female: I mean Candace, is that an alternative?

Guadalupe: Is it?

Kathy: Liza, do you want to answer that? I know that you had worked with Wanda earlier in the week, and I'm not sure if you had worked with Doug on that.

Liza: Well, according to Wanda's situation, they were not going to receive their fall grades in time. And since they weren't going to have the grades in time for the fall report it was okay that they report those grades in the spring.

Wanda: Right, and it's basically just for our elementary level.

Liza: Right, because there is a computer...

Wanda: Right. We've converted to a new computer system.

Liza: And that is the exception to the rule in this situation. Whether it's an issue with the timing to get the PEIMS Coordinator ample time to get that information, that's another situation. It's not necessarily a technology issue or obstacle. So for Donna ISD, have you made the inquiry prior to since they've already tagged those students, and it's just a...

Guadalupe: Yes, we have. We do inquiries in December.

Liza: Okay, and it's just that they don't have...

Guadalupe: They don't data from all the campuses in on time to post.

Liza: All right, so it sounds like it's not necessarily a technology issue it's more of maybe an issue of maybe motivating or cajoling the PEIMS Coordinators to get that information kind of at the top of their priority to meet this requirement, because it's a federal funded program, and there are requirements for a grant. They've made a commitment to it so they have to meet those.

Guadalupe: Earlier somebody asked a question about the timeline, and what they've got, it cuts down on the amount of time we have to do this report, and it really becomes a pressing issue.

Liza: Thank you for that, Guadalupe. Some of the things that I have heard, it definitely varies from district to district and grantee to grantee. But one of the things that I heard very loudly when I first started was asking if we can open the system earlier so that way all the data can be entered up until the time of the due date is being worked on earlier. And in this case we open the fall system, we open the system in the first week of December, and we definitely took into consideration all of the time with the holidays. That's why we opened it earlier is so that type of data that could be entered was entered at that time, holding only that information that you need until the very, very end, waiting to do that as you got it. But that's one of the reasons I asked the question of what do you mean by "working on the data?" What exactly is it that you need to do to process the grades once you get them in order to enter them? And we don't necessarily have to have that conversation right now, but certainly if you would like to contact me, if a few of you would, or email me, or call me and let me know what that process is, because I don't know what that process is. Individually it's going to be different for everybody. And like I said, I've heard from different grantees that it's absolutely possible to get it done, and then that said, "No, it's going to be difficult." But we need to know what those processes are that are keeping you from getting what you need done by the due date.

Deanna: This is Deanna in Brazoria County. We have the issue of our semester doesn't end until today. So that makes it very difficult for us to get our stuff in by February 6th.

Liza: Thank you, Deanna.

Kathy: Well thank you for your input. I know all this is taken into consideration as TEA sets the timelines, and as we're working within the federal timeline. So it's kind of like trying to adjust one thing but it does affect the other. It has that impact. But that's why we use each other as resources to go over these obstacles. As you mentioned, setting up the PEIMS Coordinator. I want to go back to this because some of you have added some information, "Meet with school coordinators." It's very good, at the beginning of the grant year, to communicate timelines and meet with them regularly during the year. The district has made a commitment to that, so the commitment is there.

So thank you for that information, whoever posted that. Thank you. But some ideas for the PEIMS Coordinator is letting them know what kind of information you do need, because they can provide all of this information, student info, the scheduling, your calendar, work within your calendar, the student grades, and student performance data that shows impact, because you're using different measurements in that piece. So definitely getting back data early on.

As we move on to our next section of today's session, I want to encourage you that if you have a question post them in the Q&A, even though we're leaving this topic. Something might be pressing in your mind, please post those and we're going to try to answer them today within the session. If we do not have the answer we will investigate it.

Okay, so I want to ask you a couple of polls here. Do you have access to the Texas Education Agency Secure Environment, TEASE? Do you have access? Do you have your user name and log in? Please cast your vote.

And we're going to share some contact information. Liza Lorenzi and Doug Conover are contacts at TEA that will help you with that process if you're not sure, or if your answer is "No." I see we have 39 votes thus far. I'm going to show you the results and see where everybody is at. So it looks like the majority are "Yes" at this point. You would have access to TEASE, which is the system that has the tracking system.

So I'm going to go on to our next poll here, and please cast your vote in the next one. Do you have access to the tracking system? So there's more than one program here in Texas, so you may have reporting abilities in another project, but do you have access to the tracking system? And so when you log into TEASE do you have the 21st Century Tracking System as one of your links? Okay, cast your vote.

Okay, so we have about 40 responses. You can see there that 90% are "Yes." If you're not sure, again we'll give you Liza's contact information so we can get you to be sure and know this information.

And our next poll...I'm going to close this poll here, and we are going to go to what is your level of access within the system? Great, so as you noticed, when you log in you can see different menus, given whatever access you have. Great. So if you haven't voted I'm going to open up just so you can see what the results are so far. All right, so we'll give you a few more seconds. If you haven't cast your vote, vote now. This is a big picture to know who is online with us, and what level of access you have as we go into our next section and we look at some of the data elements that are there, and so we know what to speak to. So you might be the one person at your grantee level, or your project, or in your district that has the approval. I know TEA recommends that you have one backup person with that approval, and you may have other grantee staff that are entering some of the data as well as some of your center staff at each of the sites.

Okay, great. We're going to go ahead and close the poll now, and then we are going to give you some tracking trivia. True or false, community based organizations, non-profits, and school districts use the same method for requesting access to TEA. True or false? Get your votes in. The winner gets the lotto. And then we're going to ask Liza to explain, maybe answer this for us as we're getting our votes in. I'll give you a few more seconds.

Liza: This is a great trivia question!

Kathy: Yeah. I'm going to show you all the responses. Check it out!

Liza: This is kind of like the CNN tracking votes that they have on their television program.

Kathy: Yes, I love to watch that in the morning. All right, so has everyone had a chance to vote? It's either true or false, 50/50, that's the probability. (Laughter) Bring some math in here. Great. Wow, it's changing out. Hopefully no one has gotten online and researched the question. (Laughter) That's the part when we do a quick search.

Liza: Okay, are we ready to answer it?

Kathy: Let's go ahead and answer it, please.

Liza: The answer is false. So school districts are the only organizations essentially allowed to submit an online or electric request for TEASE access, and that's because they have a school district number for community-based organizations and non-profits. We don't have a system in place or a number, a community or school district number for them. So that's why we still require paper forms to be faxed in. And at school districts, charter schools, and ESC's that are doing the online format now.

Kathy: Great! Thank you. All right, so now we know the answer to that trivia. So Liza, do you want to go over the different levels of approval that grantees can have?

Liza: Yes. So there are three essential levels to our tracking system roles. There is the grantee approver, who does view and approve the grantee data. They cannot make any revisions or edit the data. And typically we like to have two personnel from that grantee, to basically have one serve as a backup. The grantee staff. They are able to view, add, update grantee and/or center data. And then finally center staff, who handle and view center data. So in the case of a small center, we might have one person handling all those different levels. So it's important to kind of recognize your hierarchy at your organization to see what kind of tracking system role you will require.

Kathy: Great, thank you. And so on the TEA's website here, that you see posted in the middle of your screen...and I will share this link to you so if you want to request different levels, you scroll way down and you will see, third from the bottom, 21st Century request, it's right here in the middle, for the districts, and then the request form gets faxed in by the submitter.

Candace: Kathy, this is Candace. I also just wanted to reiterate that we cannot accept paper forms from those that are supposed to be doing it through the online system. So if you click on that link please insure that you and/or your staff that you're trying to get access for...if you're a district we have to see your charter, that you are requesting access online only. And CBO's, or non-profits, you can click the link to request the form and send to us via fax.

Kathy: Great, thank you, Candace. And something that I want to kind of hit on that, because it springs into the next part of who is approving what, here is our next Tracking Trivia Question. When you first submit your request for access to the tracking system, TEA is the first one to approve this request. True or false? What do you think? Drum roll.

Candace: I'm tempted to put my phone on hold to get the music in the background for everyone as they think about the answer.

Kathy: Thank you. Well we don't hear any music. I'm going to sing for you all. I wanted to be a rock star.

Candace: We're silently laughing, Kathy.

Kathy: Thank you. (Laughter) You should see me with my electric black guitar I had at 14. Okay, great! Gosh, these are coming in. I'm going to let you all see the responses. Here is what the results are showing thus far. So when you submit it online, or you submit your request for access, is TEA the first one to approve this request? And Liza, do you want to answer this for us?

Liza: The answer is false. When you first admit access for TEA's secure environment online, your first level of approval is at the local level, and that would be for like school districts, that would be their superintendents, or for community-based or non-profit organizations that would be the head of their organization. So again, TEA is not the first line of request, it actually is at a local level. So in your attempt to get TEA's request of approval and you find that you are still pending, or your request is still pending please check with your local level submitter whether it be your superintendent or the head of your organization to insure that they have already reviewed and approved that request. So that way once it leaves their queue or inbox it finally hits TEA's or my inbox.

Kathy: Great. Thank you, Liza. So if you're wondering why the delay it may be at the district level waiting for that result.

Okay, cool! So speaking of access, and gaining access, and having accessibility, here is the west side address, and these will be posted so you don't need to write it down. But this is how you get access to the website is the website address that you see there, and that we saw moments before. And then looking at the process, that is also in our PowerPoint.

I want to talk a little bit about access, because once you get access, let's say I am a person who worked with the center for a while and now I'm gone. What do I need to do, Liza?

Liza: That’s a great question. When you need to revoke someone’s or a former employee’s access, or modify access you’re going to want to submit that request online if you, again, are a school district, an ESC, or related to the school that way. And for those who do not have a school district number, you will have to submit a form. And so again, it’s up to the submitter, whether it be a superintendent or the head of that organization to submit that revoke access request. And it’s very important because we are dealing with private student information, or personal student information that employees who don’t necessarily need access to the system, that they don’t have it. So it’s a security issue.

Kathy: Very good. Thank you.

Candace: Kathy, this is Candace.

Kathy: Yes?

Candace: I wanted to add, particularly for the Project Directors of those folks at the grantee level that make policy decisions, that I would encourage you to create a policy within your own organization regarding the 21st Century program and revoking access because you can’t submit an email to us asking to revoke access, you should be doing that, again, through your submitter. So what I would encourage you all to do is take a look at who that person is and let your staff know what the procedure is. Perhaps it could be submitting a request to the Site Coordinator, or to the Project Director via email and designating that person to make the request either through email to the submitter, because that request has to come through to us then, but we cannot accept emails from centers or grantees stating that access needs to be revoked, that has to come through the system from the submitter.

Kathy: Thank you, Candace. Good information. So again, contact TEA if you have any questions regarding revoking access within your organization or your project. We’re going to move on to the next part which is for hands-on. Hopefully you have your data with you. You can access your TEA account. If you can’t, I’m going to be demonstrating this through my system here and sharing that with you.

So I’m going to put up this slide here. The things to remember when you’re working within the system. These are just tips, tried and true, that I can attest to because I did do a back button with some of my data. And I thought, “Uh oh!” when I tried to refresh, well it was gone. So make sure that you use the menus within the system as you’re accessing it, do not hit the refresh button. Sometimes the system will open up another window for you, but don’t make it a practice for yourself to open up a window. And like my momma used to say, “Save, and save often.” But I thought she was talking about files, and forms. She was talking about money. But either way, I still use that part, and I save before thinking. So if there is a data question I have that I need to run away from my computer and get I make sure I save whatever data I have entered within that form and move on to my question and get that answered. So make sure you use these tips as we head on out to the web.

I’m going to take you to the website here, and I’m sharing with you my screen that I have out there, and I’m going to let it load within your page. This is the log in to the TEASE website. And that is TEASE that I just logged into, however within TEASE I do have the ability to go out to the site and navigate the screens here. So are you able to the site application list, Liza and Doug?

Liza: There is still a delay. We only see the opening welcome page.

Kathy: Okay.

Liza: And again, this page we see is the TEASE secure environment for TEA, and once you have that log in and password then you can choose from a list of applications. So again, back to TEASE, when you request a TEASE access, it's a two-part series. It's the account and then the application, which would be the tracking system.

Kathy: Great. And so now I have access to my little demo area in my little Brown ISD site. And we're going to look at the different levels that you have here to the site. And so depending on what level of access you have, that will determine which screen you see. So for example, what is coming up there on your screen, because I am a grantee approver and a grantee level access, I see right here my grantee profile and station. If you only have center access, so let's say here in my world I have Capella High School as one of the centers. Then if I have center access it will take me to my center that I will able to input information and then this is the level of navigation that I have. I will not see the grantee level information, but I will see the center level.

So I want you to pull up your data, your information and I'm going to show you some quick instructions on how to kind of sit with this side by side. So this is going to be about 30 minutes we are going to spend inputting some data, information, going through the different screens. If you do not have access to TEASE yet, follow along with me. But open up another browser window, if you will. Open up Internet Explorer, go into TEASE, what you see there on the page is the website address and log in and you can resize the windows next to each other.

Now if you would like for me to demonstrate this process, these tips right now, please get the checkmark and put a checkmark out onto this screen. “How do I resize?” “How do I get it side by side?”

Okay, I see some checks. I love working with Windows, so what I’m going to do is I’m going to share my desktop, the whole thing. Right now all my windows are maximized so in Windows, if you look at the middle button, that helps you resize something. So I’m going to have the tracking system open on the left, and then I can just go along the handles that show up on the sides. And if you’re going to be joining us in future sessions, Sessions 2 and 3, this is something that I’m going to be doing, a process where you have your data open, your access open, and you’re following along with us here. And then on the right side, in this area, I want you to have opened the screen for our program, for our webinar. Right now I’m not able to do that, but that’s how you minimize screens. Press the button in the middle, and you resize your screen so that it is next to the screen for the webinar.

So while I am in here then, let’s go ahead and go through the grantee profile. If you need to toggle, if it helps for you to toggle between the two, go right ahead. But we’re going to enter some data here. Now I’m going to ask Doug, Liza, or Candace if there’s any TEASE data here where we might find any errors and we might want to point out some ways to avoid that.

Liza: This is Liza with TEA. I want to let everyone know that initially I fill out the information on the grantee profile page. I enter the name, NOGA, and all the centers for that grantee. So at a minimum, there is some basis general information that is inputted by TEA. So I encourage everyone that once they receive their access to go through and enter the site or mailing address information, and award information for their center and grantee profiles, and then maintain those so that they're up to date.

Kathy: Thank you very much. You'll notice on your screen I'm putting in my information. This website, and sitting in the Corpus session with Ms. Jones, and Ms. Taylor, and Richard out in Corpus Christi, it was really awesome to hear people say, "You know what? This is really user friendly. I was afraid of this because I opened it up and I didn't know what to do, but once you're guided through it it's quite a user friendly system.

So if you will, take this minute to enter your information, put in your project description. This might be something you get from your proposal that you put in along the way. And so here is an example of one that I've highlighted on the screen. But again, something that may come from your proposal. That's why I asked for some of you to bring your proposal with you, for the information.

And also, does your school district have a website? Put that information into the system.

Liza: Kathy, I also want to add that yes, it's important to have your NOGA, or your grant application with you. And this is essentially...the tracking system is the electronic version of your NOGA and your grant application. So if you amended some of the information, such as your mailing address, or even maybe one of your grantee contacts, please keep that up to date so that way we are able to get any messages that we send out through the tracking system alert system out to everyone in a timely manner.

Kathy: Great! Thank you. Right, I know that TEA does communicate a lot of information through the system, so thank you for that point. Down here in

Funding Sources, where would we get this information? Is it additional funding sources?

Liza: That's a great question. Funding sources is all types of funding sources that affect this program. So it's not necessarily funding for the school, but the program, the after school program itself. So a lot of you will be Title 1. You will have, perhaps, even School Dropout Prevention Program funds. So it's important to note that in the section, just to kind of give us an idea of your situation. And again, that can be located in your NOGA, where you initially provided some of that information. I'm trying to find the page number so that way you can reference it.

Kathy: Great. And if you have more than one funding source all you have to do is hold the control key down and click on what's in the screen and it will let you select multiple funding sources, if that's the case.

Okay, so as you look for that information on that page, I'm going to go ahead and save my grantee profile to the system. Remember, just don't go and jump to another menu, make sure you save. And you do get a message at the top of your screen that the grantee profile was saved successfully. So always look for those indicators for that information.

I'm working at the grantee level, so that was the grantee profile. I'm going to move over to your contact information. And if you have questions as we are going through each of these areas, make sure you post them or introduce yourself, your name. So on the grantee profile, does anyone have any questions out there, if you'll just say your name and what your question is?

All right, well moving over to the contacts, and right now I don't have any contacts. Does someone have a question?

Female: We’re okay.

Kathy: Okay.

Female: Thank you.

Kathy: You’re welcome. Notice here, you can roll over some information, and if you look at contacts, I don’t have any data to roll over, but if there is contact information already there why input it again? Just go ahead and roll it over. In the roll over screen you’ll be able to select them. But if you don’t have any contacts, just click the “Add Contact” button, and then I’m going to add myself. Since I’m at the grantee level, I’m a grantee contact.

Now Liza, Candace, and Doug, how many contacts should they have at the grantee level, and who would those contacts be?

Liza: On the grantee level you want to make sure you have like a Project Director. You want to have a minimum of one person, and that’s going to be your primary contact. This information can be found, again, in your NOGA if it’s up to date, under the section where you...well, everyone has a different page number, unfortunately, because they’re not uniform. Some grants are larger than others. But there is a contact information page, and often at the beginning grantees may not have all the job positions listed, but they should have one primary contact for the grantee level, whether it be a Project Director or Coordinator position. And you’re going to want to make sure to keep that person up to date.

I want to go back briefly to the question regarding the funding information. Again, funding information can be found...it’s based on the organization, the grantee’s different funding sources. So if it was a school district applying for the grant and receiving the grant, any funds available to them as an organization. I believe I said the grantee only, or the program only, but this would be an opportunity to show other funding sources available for that grantee. So it just kind of gives us an overall picture of how large this organization is, and what kind of sustainability it may also face.

Kathy: Oh, great! So for example, if I'm running a program other than the 21st Century, let's say something about a parental involvement project, and it's funded by Title 1 funds, then that's where I would list that.

Liza: Correct.

Kathy: Okay, great.

Candace: Kathy, this is Candace, and I just wanted to comment as well on the grantee contacts question. And Doug can correct me if I'm wrong but I don't believe there is a limit as to how many grantee contacts there can be, however there can only be one primary contact. And just to kind of reiterate what Liza was saying, in your grant application, this definitely goes back to the importance of everybody involved with this grant needing to have a copy of their grant application, because that's how they'll enter and update information. But what I would like to see in the grantee contact obviously is a Project Director and anybody else who is going to be involved with the grant, for example, the Business Manager, and administrative staff, in case we can't get a hold of the Project Director or the person listed as the primary target, we'll go back into the system and look at who else they have listed there to contact if there are any pressing issues. And so I would suggest having 2, or 3, or maybe even 4. But designating that primary contact as the person who is responsible for overseeing the day to day functions of the grant. And I'll give you an example of this, if you are the school district and you have a principal listed as your primary contact who may oversee the program but doesn't get involved with the day to day, that's probably not the person that you want to have listed as your primary contact. We need, more likely, the Project Director, or the person who is responsible for entering information, or just ensuring that due dates are met. We're going to send all contact from the agency to this person, and it is their responsibility to then disseminate that information to their center level staff as well. So this needs to be the person who has day to day responsibility for managing the overall grant, and who then forwards information to their staff at the center levels. But again, I would encourage you to have more than one grantee contact listed, and this is a field that can be updated at any time, so it should be updated as well. But just pay particular attention to the primary and active box there in the left-hand corner when you're designating that primary contact. And if you have somebody that leaves and is no longer active, just uncheck the "active" box, if they are no longer involved with the grant.

Kathy: Great thank you. So what I'm going to do is save this contact as the Project Director, and I ask that if you're working side by side that you do the same, and then it gets posted there. And that's what I'd like to see, the contact list successfully saved, and you can see here it gives you a brief synopsis of the contact that you have listed. So I love the way the system does give you this information.

I'm going to look at the Partners piece. I'm going to jump over in the grantee level to the Partners. These are people who are either providing some services to you, whether you subcontracted with them or they may be providing some in-kind services.

So how do you know the difference between the two? Well, if you're paying money to them they're the subcontractor. Is there anyone out there who is subcontracting with someone, and how have you had that set up?

Liza: Kathy, I just want to add that this information, the contact information, was found in Schedule 1 of your NOGA or Grant Application, and partner information can be found under Schedule 2, which are the participating schools and/or your Memorandum of Understanding, any kind of agreement, which are also found in Schedule 2, Part 2, where you have your shared services agreements.

Kathy: Great, thank you so much for that information, Liza. What I'll do is put that information in our PowerPoint so you all can download that, and know where to look for it. I'm putting in the partners here. There are different types of partners, of course, so you may have joined forces with another community-based organization, but notice there are different types here. I'm going to select this one that I have a partnership with. And they are a subcontractor, so I am paying them some monies in order to provide some services. And notice here the subcontractor amount is $1,500, and so I'm putting in the monetary value also along the way, and also putting in what kind of services they are providing. Again, if there is more than one just hold the control key down as you're doing that. There is a place for you to select "Other," but if you select "Other" make sure you fill in this information here for the contribution description of your "Other," and then we just hit "Save" after that, "Save Partner." And so you would put this in for all your partners, whether or not you are subcontracting with them or they're providing some in-kind services.

A quick tip, I'm going to move to our PowerPoint, I think I put this information out there. There is a website that if someone is providing some in-kind hours and so on, there is a way to calculate it. There is a website that will allow you to kind of calculate what that is. So I'm going to pull that website up here to get the monetary value. You know, if you don't know what number to put to what services are provided this website will definitely guide you in that process.

I have a question out on the floor. "In-kind. Does include organizations that provide services for free, such as Girl Scouts? Does it include services that are provided by the Title 1 Program?" I think this a good question to throw out there to the whole group. Liza, Doug, or Candace, do you want to answer this? Do we have an answer for that?

Liza: I don't know if anyone is going to answer. We get this question quite often, what the definition is of "in-kind" versus "volunteer" versus and kind of paid individuals. And again, on the screen regarding staffing, which we haven't made it to that screen yet, in-kind is in reference to the number of the paid workers, regularly staffed, that were not funded directly by the 21st Century grantee. So the question that was just posed...looking here in the Q&A...

Kathy, can you repeat that question?

Kathy: Yes, I'm sorry. Does "in-kind" include organizations that supply services for free?

Liza: So based on the definition, we're talking about an organization that provides free services. And based on the definition of in-kind, which can also be found on the Staffing page, that's the number of paid workers regularly staffed where they weren't funded directly by 21st Century. You know, if someone is working for free and then someone is a paid worker, which is the definition of in-kind, then you're not talking about an in-kind, it doesn't include that.

Kathy: Great! Okay, I'm going to move over to our Partners objective. So given your objective again, this is information you would find in your proposal. These are objectives for your program at the grantee level. So at the grantee level you would put in this information. And so let's look at some of the objectives that we would put in here, as soon as the screen comes up. Notice in the Objectives menu, there is a "maintain" and "rate". And so at what point do we maintain and at what point do we rate?

So Liza, Doug, or Candace, do we rate objectives at the end of each term?

Doug: You only rate at the end of the year, in the spring term. If your grant is ending...well, most of them end in the spring term, so...we'll stick with that answer.

Kathy: Okay, great. Thank you. All right, and so I'm going to add some objectives here, and notice on this screen again, have your contract with you, your objectives description. So if this is what was in my grant, "College and workforce readiness," then I can come here and say if it's an active objective, and then I can see the objective classification. You know, will it improve student behavior, reach target participation levels, reach target participation levels in enrichment activities, retain participating students, and so on. So you click those that apply.

Now quick question, and I'm posing this out there to you all at TEA, how do you know which ones apply?

Liza: This is Liza again.

Kathy: Hi, Liza.

Liza: So in regard to objective classifications, you want to check all that apply, and you're going to use you NOGA, or your grant application to make that determination. The objectives that you initially set out and were awarded, based on your application, need to be entered there, because again, this was a competitive grant process. So if you think that some of those objectives changed and you would like to amend them, it's highly unlikely that will be allowed, again because it was a competitive process to get this grant. So you want to be cognizant of all your objectives you have in your application and input them there, and insure that they're all covered.

Kathy: Great, thank you. And so with that, I'm going to save the objective here that was in my grant. And they will eventually all be listed there, and I can show those are active. So I'm glad you bring up that point that it's what you proposed, it was competitive, so that's what you need to show as your goals and strategies that you're working towards.

I'm going to move ahead to the Center Profile. So that's the grantee level, and that's all the data that we're going to be looking at for inputting today, because the approvals and the import/export, and the report will be in upcoming sessions. So today is just looking at the basic information. If you've not entered that into the system then this is how you would do that.

Then here at the Center level, again you have your center profile, the information, so go ahead and take a moment as I'm putting some information here to do that in your system. But I want to bring notice to some things that may raise some questions. This center serves as its own feeder school. Okay, so coming from having taught in the high school level, and being in the education system for over 18 years, a feeder school, to me, means that if I have a middle school that feeds into the high school, you know those middle school students will attend that high school. The middle school is the feeder school. But in this situation, for the 21st

Century grant, the feeder school, if I'm a high school, let's say I'm Capella High School, and my students are the students from that school that attend any of the after-school program activities and events, then I would select it. If the "no other school" comes in, then I would select this option. So this center is it's own feeder school.

Are there any questions on the feeder schools? Does anyone have any questions to pose?

Doug: Kathy, this is Doug. I think regardless of whether or not there are other schools sending students to the center, that should get checked if that center is a feeder school that has its own set of students.

Kathy: Great. Thank you.

Female: I have a question.

Kathy: Yes.

Female: I'm from Houston Gateway Academies. We have our own center here, so we also send students to our other campus for sports, so we're considered a feeder school too because we keep our students, or we wouldn't be considered our own feeder school?

Doug: Is the other campus also a center under your grant?

Female: Yes.

Doug: A separate center?

Female: I don't think it's a separate center.

Female: Because we’re all together, like we’re located at one campus, and then the other one is further down, so we’re still considered a center?

Doug: All right, well feeder schools are shared between all the centers of the grant, so like your campus should be shown as a feeder school under itself as the center if students attend a different center when they’re entered they can still be shown as coming from that campus. But you can’t enter the same feeder schools under two different centers on the Feeder School screen. Because they’re shared you don’t need to. So if you’re Center 1, and you’re your own feeder school, and you’re showing a student that went to Center 2 for the sports activities, when you’re entering that student’s information you can still show the feeder school from Center 1 and that won’t be a problem.

Female: Okay.

Liza: This is Liza. I just want to add that it’s a requirement of all our grants that one school campus may not be served by more than one center. And I’ll let you digest that a little bit. But in the case of, I guess, Houston Gateway Academy, it sounds like it is a school, it is its own center, so it is allowed to send its kids to, essentially, a student’s feed into its own center. It would be unallowable if a student from Houston Gateway Academy went to, for example, another Houston 21st Century program center. Does that make sense?

Female: Yeah, that makes sense.

Liza: We have to be careful that one campus may not be served by more than one center. Then you’re kind of dividing it up so we couldn’t really track the services provided. But it's a requirement of the program that I would be very careful with that.

Female: Okay.

Ruth: Liza, this is Ruth.

Liza: Yeah.

Ruth: In their application, Center 1 has two different physical addresses for two different campuses, but it's considered in the application as one center.

Liza: Correct. It sounds like...if it's within the same vicinity, for example, if the main campus is located at the corner of a street and the stadium or baseball field is located a couple of blocks away, that stadium still belongs to that school, and so together they may have two different addresses, like to get to the stadium it has its own physical address, whereas the school has a different one, that's considered one campus.

Ruth: But if it's two different campuses...

Liza: But they're two different campuses for one center?

Ruth: But it's one center.

Liza: Okay.

Ruth: Is that all right?

Liza: And we have to refer back to the campus ID number. If it has one campus ID number...

Ruth: Yes, it has one campus ID.

Liza: ...it's one center.

Ruth: Yes, it has one campus ID number.

Liza: Okay, perfect. When we have a situation, like in Austin where there is like a charter school that has several campuses, but they all share the same campus ID number. Good point, Candace.

Ruth: Yes, thank you.

Kathy: Great, thank you for the clarification. And again, I want to welcome you to pose your questions to the online question forum as well after the session is over. Something might strike you. And also, contact your TACs and TEA.

Also, on this screen I want to make point to the frequency of some of the activities that are taking place on your site, and you're looking specifically in this center profile at prior activities. It's very key that we look at that and see what was the length of time the center was in operation before receiving the funding for the 21st Century grant. So if this is a campus that has been opened up three years ago then I would select this option, "2 to 5 years." And then looking at the activities here before this grant came about, what were the academic enrichment learning programs? How often were those taking place? And so we have a real distinction between something that happened routinely, frequently, and rarely there, and then you have these focused ones, sports, homework, and tutoring enrichment activities, and those that are specifically geared toward academic. But looking at prior operation, you have the school year and summer, is this school open in the summer as well? Some sites have summer school and have activities there. So looking at was it available, and then what was the staffing like? Did you have certified teachers at this campus, other staff with a Bachelor's degree or higher? And you may have some teacher aides, and some volunteer staff, which may include parents, or people throughout the community. So all that information is here as to what happened before the center opened.

Is there anything you want to point out, Liza, Doug, or Candace on this page? Also there is a check off here, "Center previously funded" under the Federal Discretionary Program.

Doug: Well, I think this section of the screen probably becomes less used now that we go further in time with the state program in operation. The other thing is that it can only be filled out the first term that a center is opened. So the first term of the first year that center is opened that can be filled out, and any time after that is locked down.

Kathy: Okay, great. Thank you for that information, that's very useful. So you've got a one-time chance the first time that it is opened, the first term the center is opened.

Okay, so notice again, and make sure you look at when you're saving things, look for that "Successful save" there in the top corner of your screen, on the top of the page. And you can always, if you need to create a center...this is something I learned as well. The grantees do not create the center. This information is input by TEA, given the information from your proposal. And so that's how that center information appears there.

And so then you have your Center Contacts. And so you may be a Project Director for the grantee, but at each of your centers you might have a Site

Coordinator, who again is your primary contact there. So if you want to, within your own screen, go ahead and move to that section, and it's very similar to the grantee profile, in fact you have your primary contact, and then whether that contact is an active contact or not.

Is there anything here that we want to point out, other than that? Because I think we're ready to go over to the Staff...

Mary Beth: This is Mary Beth. I missed that.

Kathy: Okay. Let me go ahead and repeat that. Your center contact information, you may have a Site Coordinator, let's say you are the Grantee Director, the Program Director. And you may have five schools, and at each of those schools you have a Site Coordinator. That would be the information here that you would provide for the Center Contact. That would be one of the possible contacts there. But there are other choices here as well. Notice again, you might have a Business Manager, or someone on staff there as the contact. But remember, you only want to list one as your primary contact, which might be your Site Coordinator.

Doug: And the importance of the primary contact at both the grantee and center level is when anybody from TEA sends an alert out by email it goes to that primary contact. It doesn't go to all the contacts that are entered under a grant or center, it can only go...

Kathy: Great. And so as you are inputting this information make sure that the email is up to date so that they do receive those notices that TEA does send out there. I'm going to go ahead and hit "Save" on this contact and then it is listed here in a new window.

But then let's look at the staffing. For staffing it's not listing the names of your staff but the type of staff that are here. So notice here at the top of your screen midway is "The number paid," "Volunteers," "In-kind," and "Paid staff turnover." So for example, as I'm heading into here, I may have at this particular center one person paid who is the Administrator/Coordinator. I may have some teachers who provide after-school tutoring services that are paid a stipend for attending. You want to mark who those are. You may have some college students who provide services, high school students. Now really key, it's unallowable to pay these students, but they may provide some volunteering. You may have some students that are part of the National Honor Society who need to do volunteer hours, that's one of the requirements. So that's a resource you could tap into, for them to provide some support within your program. You may have parents and other youth development workers, and the list goes on and on.

Are there any questions in this area as far as staffing, as far as numbers paid in each category, the number of volunteers you regularly staff that come on a regular basis?

Female: Does the staffing come under each center? Is it separate or is it total for all the centers?

Kathy: It's each center.

Female: And how do you get into that?

Kathy: Okay, at your center level there is a menu item that says "Staffing" and then "Current." And the key thing that I make not of while I'm in this system is to look where, which center I am in. So notice at the top it says, "I'm in Center 1, Capella High School' so I don't confuse myself and enter data from another center.

Elisa: I have a question.

Kathy: Yes.

Elisa: This is Elisa from (inaudible) Charter School, and I was wondering for each staff member, can they only be entered as one of those staff types? For instance, I have a staff member who is a parent and has some college, and is like a TA for our school. So do I need to choose only one of those options to enter her as or can I enter her as each one? Does that make sense?

Kathy: That makes good sense. Do you all want to answer that?

Doug: I would think you would only want to count a person as one staff type.

Elisa: Okay, thank you.

Doug: Otherwise it's going to appear like you have three people there when you really only have one.

Elisa: Right. That's why I was wondering what to do. Okay, thank you.

Kathy: What is the primary role within the center too.

Elisa: Okay, that helps, thanks.

Kathy: Okay, well as far as the data goes, that is the end of our basic data information that I was going to present today. And if there is questions that you have please post them within the Q&A area. And I want Liza to help review some of the reports. This is the General Report area.

Liza: Okay, there are options to run different reports to provide a variety of information in the system once you've entered all the data. There is a grantee level set of reports and they have brief synopsis of what each report provides under there. There is center level and student level, so in the event that you wanted to provide some basic information about your program's progress, the type of students that this program serves, and/or how much parental involvement and community-based involvement you have with your program. These reports would help you when trying to put together a presentation for your school board, or the community, or any little bit of information that would help promote the progress of the program.

There are also exception reports that are available, and these exception reports offer, basically, kind of checks and balances before you submit your data to TEA. They can be run before then to identify any kind of suspicious data you might have, or problems with students that have not been entered correctly or need to be validated. So these are really good checks and balances. Listed here we have centers with no contacts, centers with missing data, centers with suspect data, and those are all at the grantee level, only those who have grantee level access and can find that along with any centers with student errors.

Some other exception reports are activities with suspect student counts, and then the feeder schools with no students. So these are other exception reports that help identify, again, if you have some activities that have really high numbers of students participating, and your school's enrollment doesn't even meet that number, that's a really good report to run to make sure your data has integrity and makes sense, along with any feeder schools that don't have any students. If you've got a center, in other words, that has two schools feeding into it and there are no kids, then you could check it using this report. So these are just tools to help you before you submit your data to TEA.

And then finally, on the grantee reports, we've got the Year End Summary. And it's just an over-arching report that helps identify the progress and any other information you would need.

Center reports. We have students that are not PEIMS validated. This is always one that is really difficult for some grantees. So in the event that you have a lot of students uploaded and have not been validated, this report can be run. And this the title of it, by the way, these aren't just phrases out there, these phrases are actually the title of the other reports. So these are good. I would basically note these reports depending on your center or grantee level, and then run those before you submit your data.

Kathy: Great. Thank you so much, Liza, for that information. We are coming to the end of our session, and again if there are any questions that are pressing please type them in the Q&A. And what I'm going to do is save this Q&A and I will email you a copy of the Q&A from today's session so you can have it for reference. But I thank you for your time, it is now, according to my clock, 11:56. Is there a pressing question in your mind? We'll take one at this moment.

Oh, here we go. We've got one going on. And with that, as we're looking at that question being put in, there is an evaluation of today's session and upcoming webinar, and your feedback is very important. And so I will send you an email link, but I'm also going to bring up the website for the evaluation of today's session.

But here is a question. Do we input the data first and then update to this data, for example? And I'm guessing the question is do you input the data that you have, like the basic information, center, grantee, profile data, and then get all that data in and then put in the student and activity data? Is that the question we're getting at. It might be quicker if we...if you're typing that, if you could say it over the phone so we can get the...

Female: Yes, I have the question.

Kathy: Yes.

Female: Was it, for example, that you want us to enter in the data and then (inaudible) the grade levels. But if we haven't input the final grades don't worry about that until the spring report?

Candace: No, no, no. I think you would probably want to give us a call and talk to us on a case-by-case basis, regarding your issues and the due date. So I want to insure that we're not making a blanket statement regarding that. If you're having issues with the due date please call us individually so we can discuss it, and even more so, what your particular issues are, I would like for you to include your Technical Assistance Coordinator in that as well so we can come up with a solution to help you guys out.

Female: Okay.

Kathy: Great, thank you, Candace. So again, I'm going to send you an email with today's evaluation of today's session. Thank you so much for your participation in the last 2 ½ hours! We've made it through, and you are going to carpe data.

Female: I'm still on this thing, it's almost done!

Kathy: Oh, okay. (Laughter) We heard two or three replies, but I want to get somebody's last word for today's session. Would someone please give us our last word for today. You know how we had our positive thought at the beginning, what is our closing thoughts? And just say it over the phone.

Female: (Laughter) Webinars rock!

Kathy: Webinars rock! Thank you, because you rock! All right!

Female: Kathy, I've got two questions. What do you want me to do to get those answered? I probably need Doug.

Kathy: That are posted in the question board?

Female: Just get a Q&A and do them?

Kathy: Yes.

Female: Okay, they're just sort of lengthy, and I don't really know how to explain myself the best way typing.

Kathy: Okay, and that's why we're going to save these questions and send them back to the grantees, so if they posed a question they can get it answered within it. So we don't want you to leave without your question being answered, so to speak.

But cool! Knowledge is power, enter away, yeah and yike, and webinars rock. Well we'll see you next Tuesday, I mean next Wednesday, sorry.

Jessica: Excuse me.

Kathy: Yes.

Jessica: This is Jessica. I have a quick question. On the question that was posted earlier about using a benchmark, and making sure that we report all the tutoring, if we don't have the pre and post testing what do we...are we allowed to use the benchmarks or...?

Liza: The issue with the benchmarks, and the whole issue of pre and post testing, as I stated in the Q&A, is that it's a pretty hot topic that we've been trying to get clarification on here at the state in regards to the requirement. Because from what we understand, it was stated as a requirement that to do tutoring you have to do pre and post testing. And I will let you all know, as I've stated before, I do not agree with that. But we do have to have indicators of success, or some type of indicator, some progress within students attending tutoring. And so we're trying to come up with solutions on how to do that, but not make it a barrier for you guys to do tutoring, because you should be doing tutoring, you should be reporting tutoring, and I know that a lot of grantees out there are doing it, they're just not reporting it because of the pre and post testing requirement that was in place before I got here.

So if you would please...as I stated, if you're doing tutoring please report it. We're working on and will work out the details about the indicators of success or progress, but I want to say it's going to be on an individual basis, how you decide to do it. You're more than welcome to use pre and post testing if it's approved by your district, but there is a number of other issues that we're still looking at and trying to clarify in regards to the pre and post testing issue that's out there. And I know that's I've said this for a while because it's a big issue that we're trying to take everything into consideration with, but our main goal is that we do want you doing tutoring, we do want you reporting tutoring, because it's a big element of this program.

Jessica: Okay.

Liza: Okay? And if you have any specific questions please post them to the Q&A on the Texas 21 After School website, and we're going to be addressing those shortly. So please post those there.

Kathy: Great! Thank you. All right, well you all had wonderful questions today. I enjoyed our interaction.

Female: I'm in the middle...I'm finishing the web notes. I'm almost done in a few minutes.

Kathy: Okay. And you all just have a great day, y'all. Yes, I'm from Texas. And notice on your screen I am showing you the evaluation. And so this is confidential, you're not asked to put your name in it, but we do want your feedback so that we can make these sessions very useful for you. Thank you very much for your attendance today. To close out you just need to hang up your phone and exit out of the window. And I will email this to you as well as some support information at each of the levels.

Female: Can y'all hear me? This is Cathy with Cuero. Can I ask y'all a question real quick.

Kathy: Hi Cathy.

Cathy: I'm sorry to bug you, and I know it's 12:06. Two questions that we have. First of all, if I typed in for...I'm the Site Coordinator and then we have a Program Director. If I put her as my primary person on my Site

Coordinator site does that make all the emails go to her or do I need to mark...she needs to mark herself as primary on the grantee and I need to do my center as me the primary, and that way we would get all the emails?

Liza: Yeah, ideally at the site center level then the Site Coordinator should be listed as the primary.

Cathy: And then she would do her grantee, the main person, as primary.

Liza: Right.

Cathy: And that way all of us get these emails.

Liza: Absolutely.

Cathy: Okay, the second...

Liza: But I'll have you know we typically don't send the whole lot out to the site, directly to the center level.

Cathy: Okay.

Liza: We just don't have the capacity to do that.

Cathy: Okay.

Liza: But if and when we do then yes, you're (inaudible, other person speaking too) do it.

Cathy: Then we would want it that way.

Liza: Absolutely.

Cathy: Okay. The second question quickly is on the feeder schools. I have Kindergarten, I have Center 1. Some of the high schoolers at Center 4 come down, as their activity they are helping do something with my kids. Does that mean that Center 4 should have me as a feeder school with it, or vice versa, or not at all?

Liza: Are these high school students in the 21st Century Program?

Cathy: We’re including them in SHARP. Yes, they’re part of SHARP, but their portion is to come down and help my kids. So they do...like read to them, or help with projects, things like that. But that’s kind of part of their activities, is to come down and help.

Doug: Well what they’re doing is they’re sort of leading an activity, but they’re not receiving an activity. You could look at it that way.

Cathy: Okay.

Doug: The Kindergartners at Center 1 are receiving the activity there. The students would only be shown at Center 4...I mean their time in that activity is shown under Center 4, I would think.

Cathy: Okay, so we wouldn’t consider each other feeders to each other for any reason there.

Doug: No.

Cathy: Okay, so it’s just basically kind of one of their activities or whatever.

Doug: Right.

Cathy: But it has nothing to do with feeding.

Doug: Correct.

Cathy; Yeah, okay.

Doug: You’re feeding students to a school where they receive services.

Cathy: Something, and we’re not receiving, they’re just doing.

Doug: Right..

Cathy: Yeah, okay. Okay, very good. Thank you so much.

Doug: Sure.

Cathy: Okay, bye bye.

End of Session

END OF RECORDING

TRANSCRIBED BY: Karen Maxfield
April 21, 2009

This is to certify the above statement is a true transcription to the best of my ability.