MICHIGAN STATE UNIVERSITY

Completing the Annual Report Form

For Program Directors and Site Coordinators

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21st CCLC Michigan Evaluation Team

August 14, 2008

Who's this session for?

- Program managers
- Site coordinators
- Other staff who need to understand, improve and communicate things about the program
- **But not Cohort E Grantees & Sites**

What You Should Know at the End…

- What the ARF is and how is it used–for you, for MDE
- Effective ways to complete the form
- What the charts will look like this year and how to understand them

What is the Annual Report Form (ARF)?

- Online annual reporting process
- We analyze the data you've submitted for the year and present it to you in a standard format
- You comment on the data, outline the specific changes you plan to make, and answer some additional questions
- Fulfills your annual report requirements (outside of financial accounting)

The ARF has two primary purposes

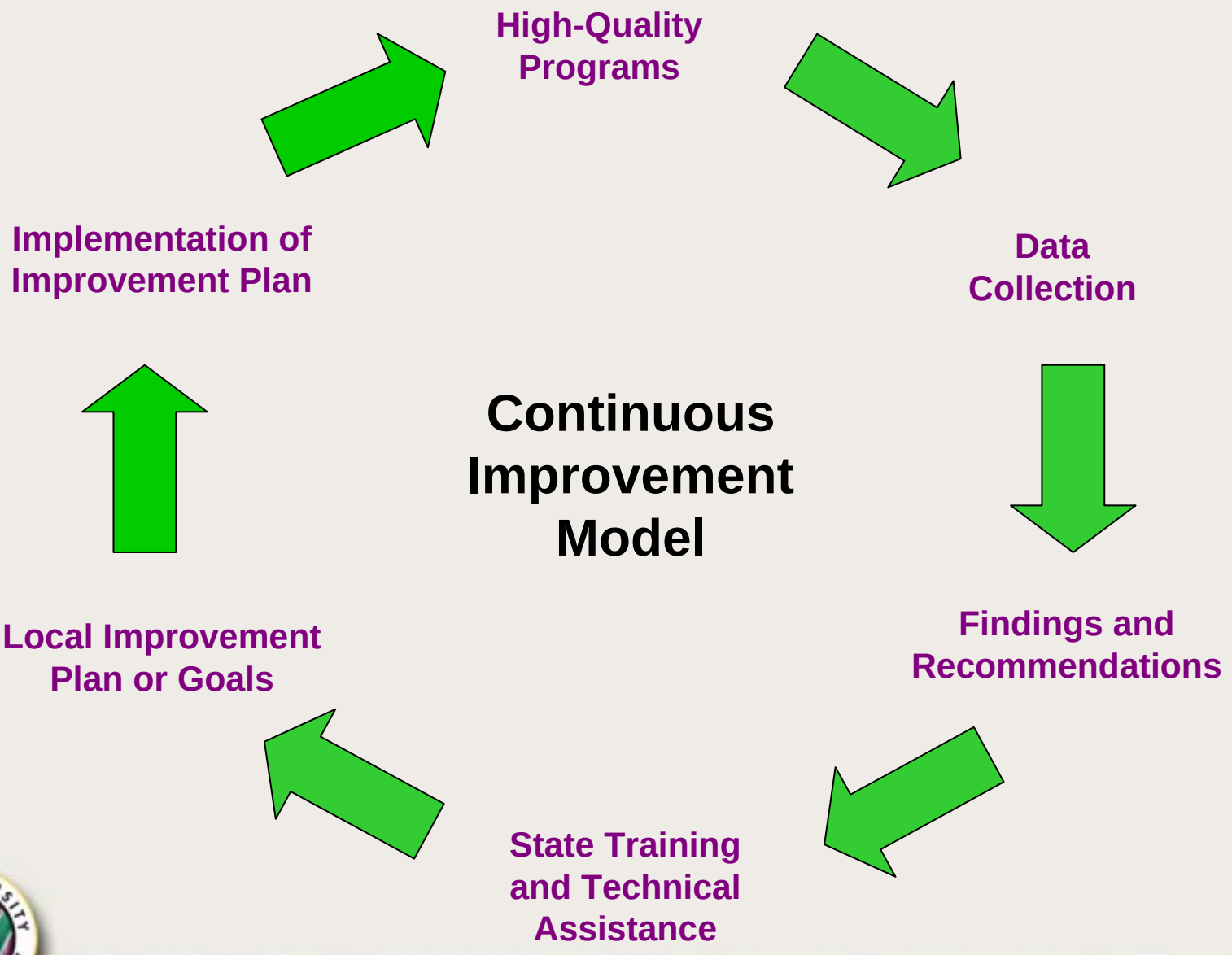
- **Grantees:**
  - Examine the processes and outcomes of their program
  - Identify areas of strength and ways to improve their programs
  - Get better returns on community investment and greater sustainability
- **MDE:**
  - Learns more about the individual programs
  - Identifies strategies for success
  - Targets areas for technical assistance

High-Stakes vs. Low-Stakes Evaluation

- High-stakes evaluation = if your outcomes are poor, you lose your funding
- **This is not that kind of an evaluation!**
- Low-stakes evaluation = learning about individual programs for the purpose of making improvements
- **This is a low stakes evaluation!**

Are there High-Stakes elements in a Low- Stakes report?

- **Yes!!!**
  - Getting (enough) data in to let us to give back a comprehensive picture of your program
  - Giving high-quality/accurate responses


Continuous Improvement Model
High-Quality Programs
Data Collection
Findings and Recommendations
State Training and Technical Assistance
Local Improvement Plan or Goals
Implementation of Improvement Plan

Local Evaluation and the ARF

- The ARF is not meant to replace your local evaluators
- It's a tool you should use *with* your local evaluators
- Frees some resources so that:
  - Your evaluator can work with you on program improvement (if it's in the contract)
  - If you want, you can collect other data that helps you answer specific questions
- Cohorts D & E have explicit guidelines for local evaluators related to program improvement based on your feedback

When will the ARF come out? It will be available in Two Rounds

Round	Who	Open	Due
1	All sites with all data submitted by July 15	October 1 (approx)	Nov 1 (1 month after received)
2	All sites with data submitted after July 15 (including those with linking files)	November 15 (approx)	Dec 15 (1 month after received)

Two Forms

- Grantee Form
  - One per organization, except for Detroit and Grand Rapids, where there is one per *liaison organization*
  - Short, with no data charts
- Site Form
  - One per site
  - Extensive data charts presented for your review
  - To compare across sites, you or your local evaluator may want to put the results for the different sites in one table

Where does the data in the ARF come from?

Data	What is it?	About?
EZreports	Web-based tracking system	All students in all sessions; activities; staff; providers
Student surveys	Perceptions of program and learning	Students attending as of February
Parent surveys	Perceptions of program	Parents of students attending as of February
Teacher surveys	Ratings of student change	Teachers of regular students
Staff surveys	Beliefs, practices, support (on-line)	Staff, including vendor staff
YPQA	Self assessment	One per site
School outcomes	Grades, MEAP	All students

What's this year's ARF look like?

- Comments on the 06-07 ARF:
  - "The ARF is user-friendly."
  - "Give us a standard format from year to year!"
  - "Some questions were confusing, made it hard to answer."
- So, it's both like last year's form, but:
  - Has some items deleted that we agreed were redundant and/or hard to understand
  - Used the same words on the grantee & site ARFs when we asked about the same things
  - Has some new items

The Types of Questions

- Check boxes:
  - "Do you provide specific training on cultural sensitivity to your staff? ☐ Yes ☐ No"
- Progress since last year:
  - "You indicated you were going to make the following changes to improve retention: (*last year's response*). What progress did you make on implementing those changes?_____"
- Open-ended questions
  - " What is the one most successful strategy you used to …"

The Types of Questions (cont.)

- Your understanding of the data results and their implications:
  - How did students' at your site compare to the state as a whole?

    ☐ Better ☐ Worse ☐ The same
  - Are these results acceptable to you?

    ☐ Yes ☐ No
  - From your students' perspective, what aspects most needed to be improved?_____
  - What specific things will you do to improve your [specific item] over the next year?_____

1. Changes in the check boxes

- This year we hope to add “skip” patterns to the yes/no questions that asked for additional information.
- For example, if you answered “*yes*,” to the item **Did you have specific target populations?** the skip will take you directly to the list of possible target populations. But if you answered “*no*” to that question the skip would automatically take you to the next question.

Here's what happened this year with the race & ethnicity item for the "Target Populations" question.

(If you did target) Race/Ethnicity of students targeted	1.3.4 Do you target students of a certain race or ethnicity?		TOTAL
	YES	NO	
African American	56	18	
American Indian	32	10	
Arab	22	9	
Asian	33	8	
Hispanic/Latino	39	13	
White	45	19	
% of Total	**72%**	**28%**	**100%**

2. Progress since last year

- **Cohorts C & DA** (Cohort A grantees re-funded in Cohort D) will have information to use to answer *"progress since last year"* questions.
- **Cohort D** will not have that information because their 1st year of operation was 2007-2008.
- **Cohort E** won't get a 2007-2008 ARF because they start in the 2008-2009 school year.
- And, while they won't have progress to report, **Cohort B** will need to do the ARF to complete the requirements for their grants which have just ended.

Examples for “What progress have you made?”

Not very informative responses:

- Unfortunately, not a lot.
- Satisfactory
- 80% progress

What is the question asking? (“What progress…?)

- A congratulation letter was sent to the parents and students on being accepted into the program. Flyers were sent out.
- We notified the parents by mail that their child hadn't attended the program. We went to the students to inform that they were enrolled and hadn't attended the program yet. Notified teachers that students were signed up and ask them to encourage them to attend.

What are the answers to “What progress…?

- Implementing the changes enabled the maximum number of students to be enrolled.
- Recruitment for 6th and 7th grade was successful.
- The middle school closed and reconstituted into an elementary school, therefore the changes were not implemented.

Actually, we'd really like a little more detail…

- Flyers were sent out and a congratulation letter was sent to the parents and students on being accepted into the program.

With the result that

- Recruitment for 6th and 7th grade was successful.

Recapping “Progress” Responses

- (Briefly) Tell what actions were taken

AND

- What the results of those actions were

And remember… it is highly UNLIKELY that every site will need the same type of improvement…

3. Open-ended Items

A new section last year in the Site ARF was the request to *explain* missing data

- This was used at the very beginning of the Site ARF for response rates on student demographics, surveys, and school outcomes (grades, MEAP scores, suspensions and attendance)

- **What are other meanings for "explain"?**
  - Give details
  - Describe

Let's look at an example where the answers to this "Please explain" request have been sorted into 3 groups, each representing a different approach taken in the 2006-2007 Site ARFs.

What about these answers?

Group 1

- All (student) surveys were not returned.
- Data was not completed in this area.
- The parents did not return the surveys.
- Some of the teachers surveyed did not complete the information

How about these answers?

Group 2

- Perhaps the EZ Reporter did not accurately complete the report.
- Students may have left before survey was given, or left for the day.
- It is possible many parent surveys were not returned because they were sent home through students.
- All surveys were not returned because teachers may have forgotten to complete them.

And now these? Group 3

- The race data was missing in error. All students who participated in our program were African-American.
- Most students at the high school didn't participate in the after school program the entire year because they participated in other activities including sports. At the time surveys were distributed, there were approximately 45-50 students attending the program.
- Many of our parents do not speak English and the Spanish forms came late. Communication with our school and the parents tends to be poor in general.
- Our response was 32% for reading and math grades. It was difficult to get the information from the school. The new principal was not as supportive as the principal from previous school years.

Recapping "Explain Missing Data" Reponses

- **Don't repeat the result (we already know it)**
- **Don't tell what you *think happened*; instead, tell what you *know* happened**
- **Do give descriptions and/or details**

What do informative answers look like?

- **Strategy Success Story:** What is the one most successful strategy you used to embed academic enrichment in activities that were not specifically academically oriented (not homework help and tutoring)?
  - *Embedding academic enrichment (or disguised learning) in non-academic activities usually involves having a project that naturally includes math, reading, science, etc.*
  - *For example, rather than teaching the skill directly, a math-related cooking activity might involve quadrupling a cookie recipe and halving a brownie recipe.*
  - *Students working in groups to do this can build on what they already know about fractions by discussing the problems in their own words.*

Are these examples of disguised learning answers?

- ***73 sites or 39% didn't give examples.***

- We try to make our program fun and successful by utilizing disguised learning and center rotation within our academic and enrichment courses.
- Certified teachers, working with the teachers during the school day to help our students in the afterschool program.
- Students who are not so outgoing get the opportunity to experience the one on one attention in a small setting. They feel less stress asking questions.

What about these?

- We allow students to use the computer lab to complete homework or to study. This gives them the technology exposure they need while completing other work.
- We offered chess in nearly every block because students enjoyed it and research has shown that chess strengthens math and analytical skills.
- We encourage students to reflect on inspirational quotes. I receive them via e-mail from Foundation For a Better Life every day. They are all quotes from famous people, for instance Mother Theresa or Albert Einstein. They talk about positive attitude.

Easy-to-implement curriculum- and game-based embedding approaches

- We use the Lego Curriculum, which students build sculptures, automobiles, robots, and various other objects. This curriculum incorporates math and science skills.
- This site used board games such as Monopoly, Yahtzee, Shut the Box and even unique card games to learn concepts such as money value, arithmetic, reading and writing.
- We offered the Read & Connect program through our collaboration with the Public Museum. Our students could touch, read about and do an activity that related to a specific artifact.
- Students play math war with playing cards using addition, subtraction, division, and multiplication.

But sites also developed many interesting and helpful approaches for embedding/disguising academics.

Here are just a few.

Cooking and Nutrition-related approaches

- Cooking class students often adjusted recipes to accommodate the number of students in class.
- We made ice cream in a bag with the students. The students were responsible for reading the recipe and measuring their own ingredients. If they did not follow the steps in order, they did not have good ice cream.

Reading & Language Arts approaches

- In the Boys Read activity, boys were taught how to develop a cartoon character and apply it to a cartoon that they developed themselves.
- The students participate in poetry/drama enrichment class. In this class they compose original works and enact them. They are learning the writer's craft and enjoying it! Learning about voice, point of view, proof reading, brainstorming, editing, and sharing.
- ELA enrichment is embedded in our Music Production class. Students are required to write, write and rewrite their lyrics to the music. Students are also involved in creating the music, melodies, hooks, and arranging all the music. Students begin to work harder at writing to ensure an opportunity to be on the final song that goes on the compact disc.

Using Sports to teach math & science

- The teacher that does bowling is great. He has the students doing adding and subtracting without using paper. He is good having the students do Math problems as a team.
- Another bowling example: The students had to keep their score, and everyone else in their lane, find the total and the average. They also had to figure out who came in 1st, 2nd and 3rd for the entire group.
- We have a weightlifting class where the students basically think they are coming for weightlifting, however they are having a science and math lesson each time as they calculate BMI, heart rates, learn about the muscle groups they are using on each machine, etc.

Math & Science-related activities

- Students had the opportunity to enroll in a class called "Amusement Park Creations". It was a geometry-based math class that was disguised through the art of creating amusement park rides. Students were only allowed to use materials that were specifically shaped as rectangles, circles, triangles, squares and lines. They easily understood formulas and other theorems after they created the rides.
- Students visited a lot of local ponds and lakes and did water tests as well as checked on the development of wildlife in those areas. The students did not seem to think it was "science" but more of a fun trip to the pond.

A Complex Project

- Youth Corps students built a 560 foot long ADA-rated boardwalk through a swamp. Students had to learn how to determine how much materials were needed to complete the boardwalk, they learned about angles and how to read/reach a level. The students learned about the ecology of the biome they were working in as well as the importance of watershed and good stewardship.

And another Complex Project

- The Iditarod activity is in its third year. Each student is given a separate team. Daily we follow each Iditarod team through rivers and mountains; as their driver wins the students win something as well. Sportsmanship, taking care of animals and checkpoints are a few of the items we discuss. This incorporates social studies, social skills; math skills are developed by tracking and graphing distance traveled. Science is also incorporated by sunrise, sunset, and temperatures. Language Arts (writing) is also incorporated as the students are required to submit an essay (from the driver's perspective).

Recapping "Success Stories" Responses

- (Almost) Everyone should have a success story [disguised learning, opportunity for decision-making]
- Target the example to the question asked (that is, don't give an example of the program's success when asked for a disguised learning example)
- Describe it well (so you can see your example up here next year!)

3. UNDERSTANDING THE DATA

A: Comparison of your site with the state

- We thought we would simplify the responses by asking providing you with categories this year: *better, the same, worse*
- What we found when we looked at the response options
  - These worked well when the data were generally the consistent
  - These did not work well when the responses were all over the map
  - Sites had different interpretations for *better, the same and worse*

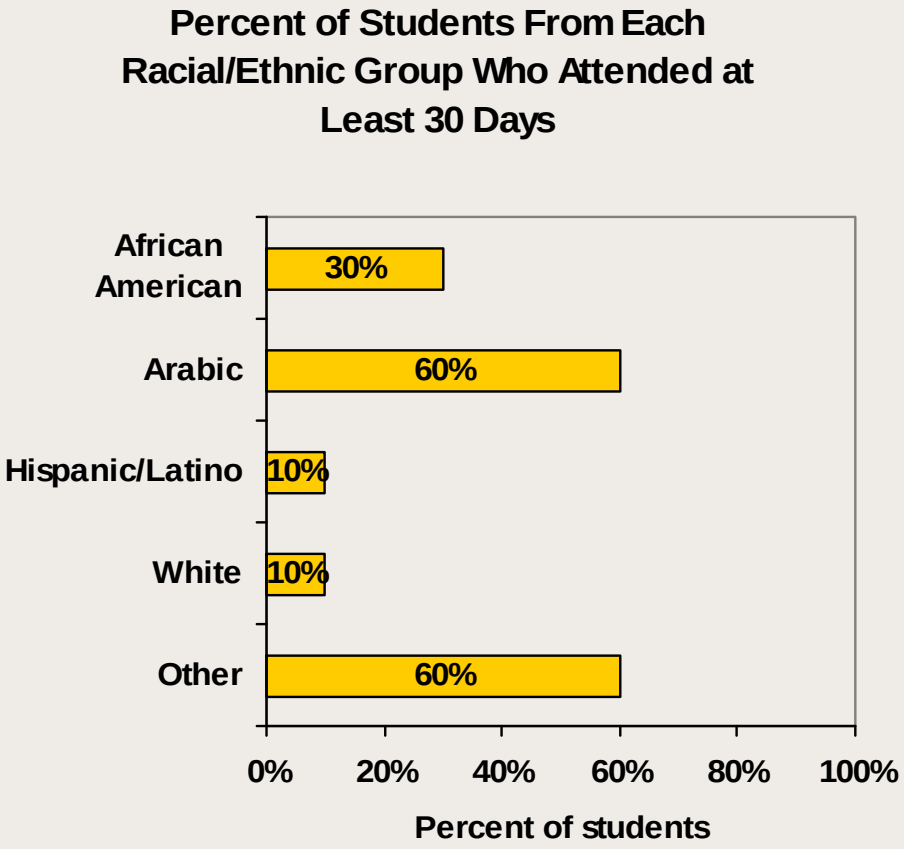
So what will change for the data comparisons in the 2007-2008 ARF?

- There will be guidance for what is *better, the same,* and *worse (how big a difference makes a difference)*
- Some of the charts will be changed to make comparisons easier
- The short-hand *better, the same & worse* will be deleted from several places; you'll just be invited to tell us what your data say

Types of Charts in the ARF

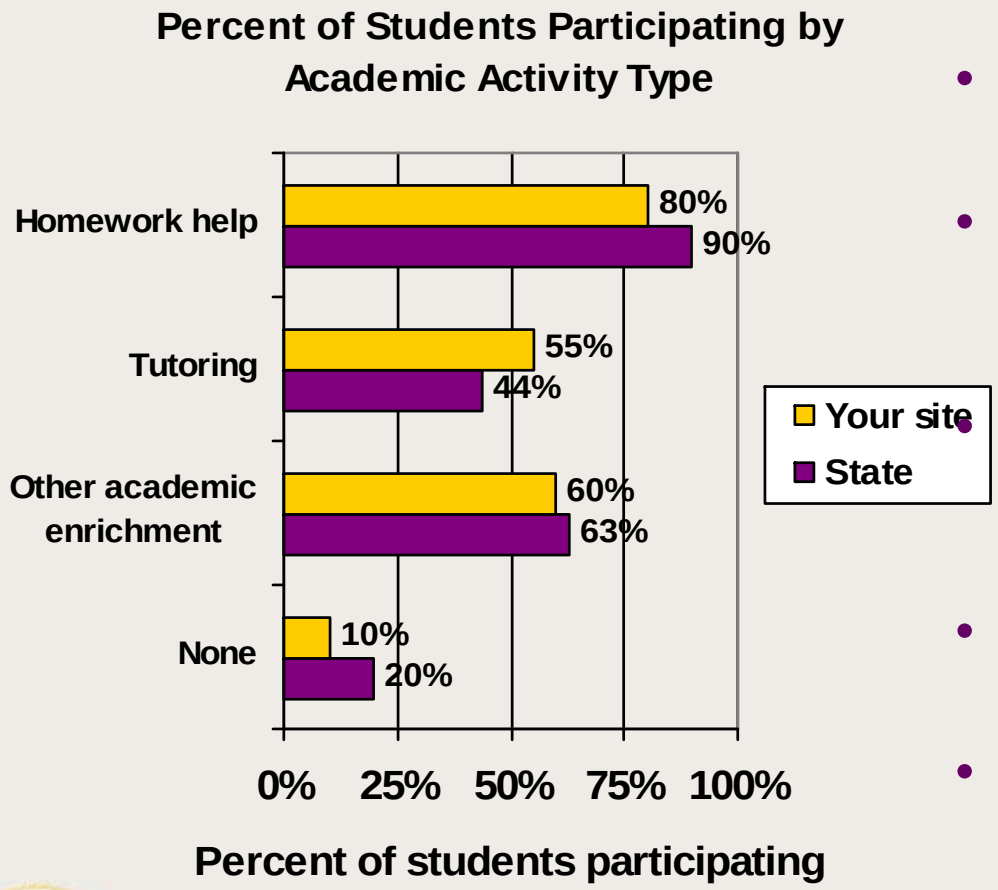
- Simple Bar Charts
  - Compare different groups on some factor
- Paired Bar Charts
  - Compare your program with some other group (students, staff)
  - Compare regular to nonregular attenders
- Trend lines
  - Show progress of your program from year to year

Simple Bar Charts



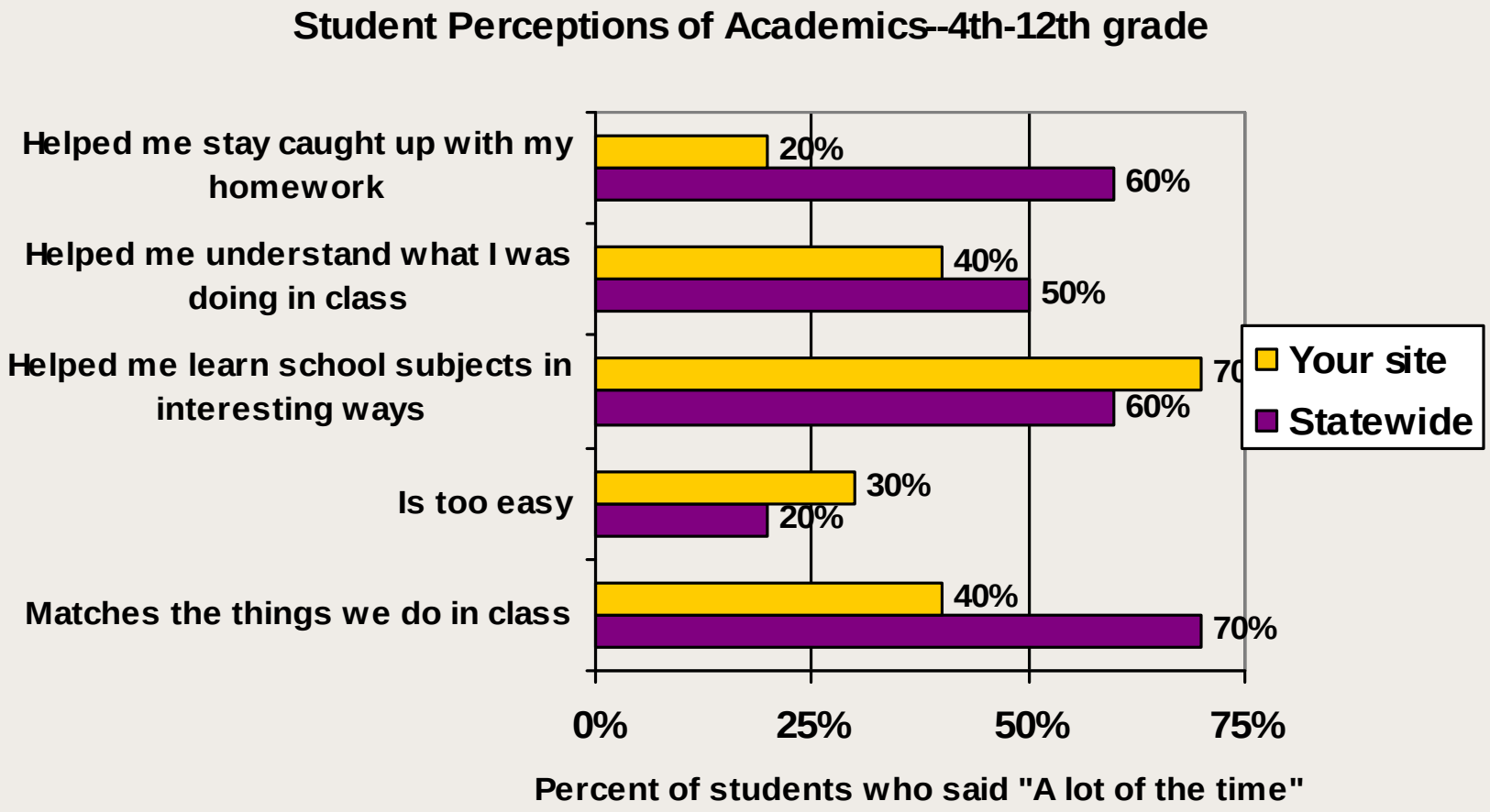
- Used to compare students in different groups
  - % of students from different ethnic groups who attended regularly
  - % of students academically at-risk in different ways (low reading or math grades, didn't pass reading or math MEAP)

Bar charts can pair bars to compare data for…

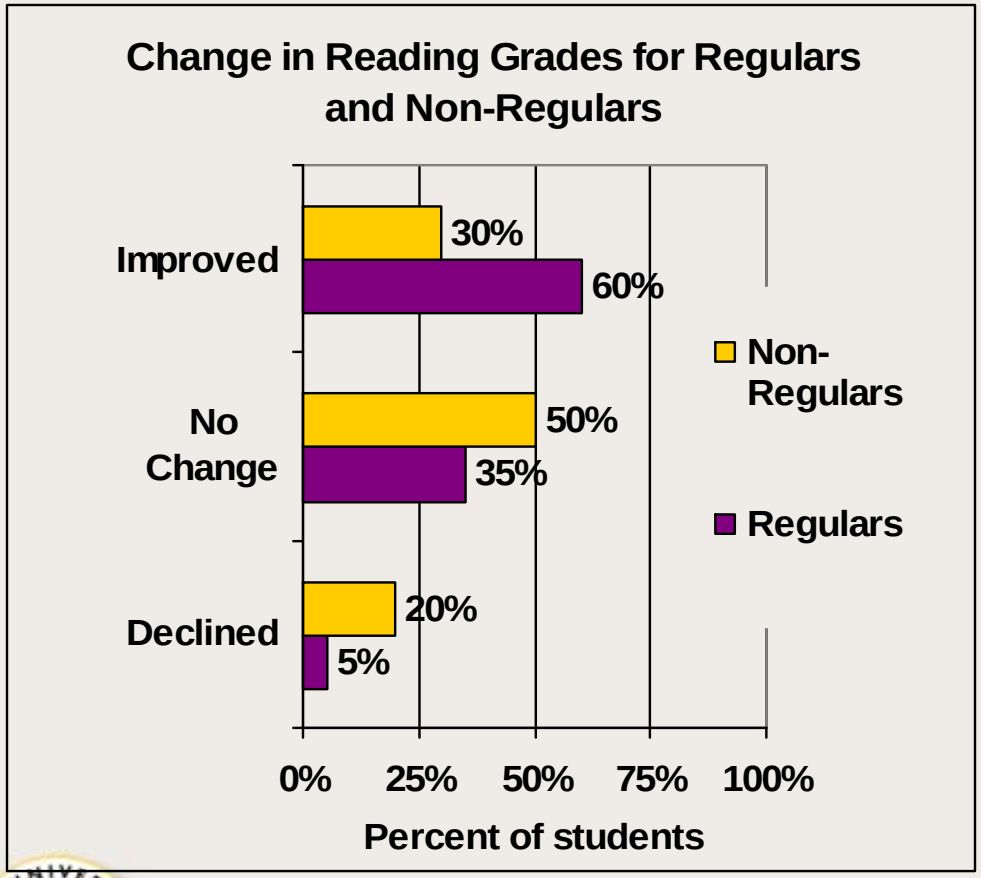


- Students in your program with students in the school
- Regulars (at least 30 days attendance) with non-regulars
- Survey answers from your site with answers across the state
- Your site with your program and state average
- Staff ratios for different types of activities

All survey data has state data for comparison



Comparing regular with nonregular attenders: The possible impact of your program



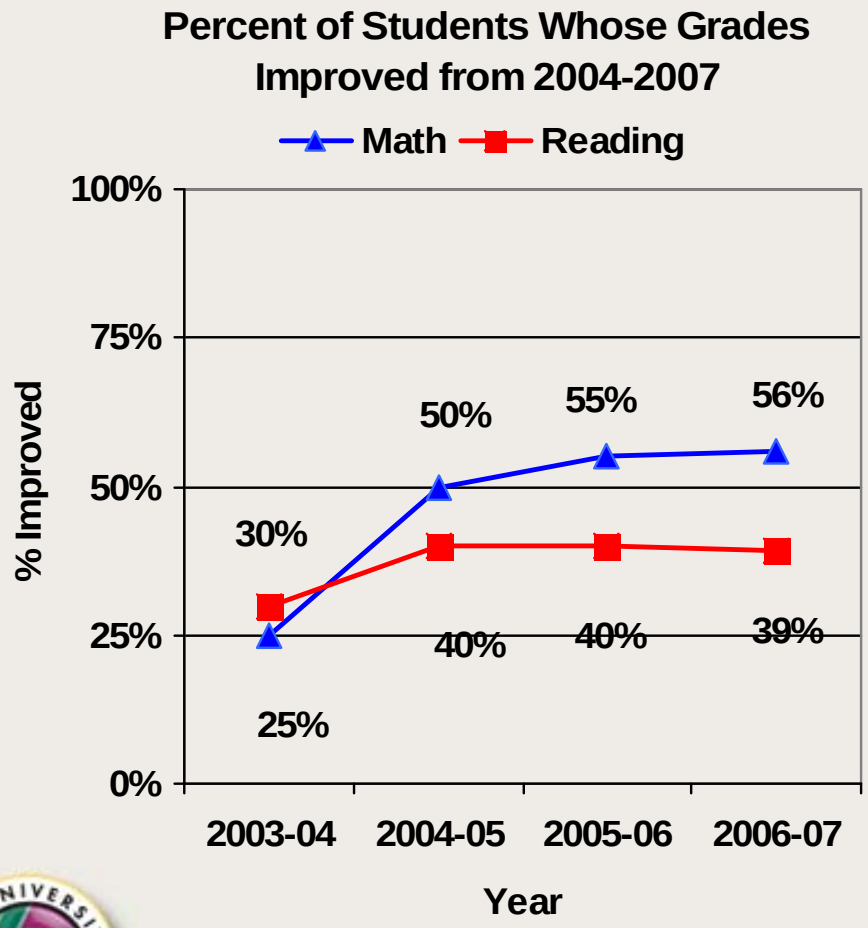
If your program might have had an impact on grades:

- **More** students in the "regular" group than in the "less regular" group should show improved grades.
- **Fewer** students in the "regular" group than in the "less regular" group should show "no change" in grades
- **Fewer** students in the "regular" group than in the "less regular" group should show a decline in grades

What's a Trend Line?

- It's a picture of *change* in a given outcome or factor **over time**
  - A line going up (from left to right) signifies an **increase** over time
  - A line going down (from left to right) signifies a **decrease** over time
- Changes in several outcomes can be shown on the same chart using multiple trend lines

Example of a Trend Line: Improvement in Student Grades



- Federal target for grades is 47.5% of students improve
- Are reading grades improving?
- Are math grades improving?
- Is the program meeting federal targets?

Who are the partners in the evaluation process?

- **MDE:** Guidance and compliance
- **MSU evaluators:** Data collection, technical support, and feedback to MDE and grantees
- **Center for Youth Program Quality consultants:** YPQA training, materials, and technical assistance
- **Your local evaluator:** Program improvement facilitation, support for required data collection, additional local evaluation data (if desired), feedback to you
- **YOU**: Submit data, collect local evaluation data (if desired), use reports from local evaluator and state to improve programming and build sustainability

Support

- Evaluation phone help line: 517-432-0061
- Email support: ezhelp@msu.edu
- Evaluation Toolkit and Timeline
- Website (including reports, survey instruments, toolkit): outreach.msu.edu/cerc/21cclc.asp
- YPQA: Erica Curry (erica@cypq.org) and Samantha Sugar (samantha@cypq.org)
- Licensing, changing sites, money: MDE (Lorraine Thoreson and John Taylor): 517-373-8483

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