

Completing the Annual Report Form

For Site Coordinators and Program Directors

Celeste Sturdevant Reed, Ph.D.

*Research Specialist, Community Evaluation and Research Center
University Outreach and Engagement*

Laura V. Bates, M.A.

*Research Assistant, Community Evaluation and Research Center
University Outreach and Engagement*

Laurie Van Egeren, Ph.D.

*Director, Community Evaluation and Research Center
University Outreach and Engagement*

21st CCLC Michigan Evaluation Team



Who's this session for?

- Program managers
- Site coordinators
- Other staff who need to understand, improve and communicate things about the program

Who's the session NOT for?

- D Grantees (not until next summer, unless you want to see what the ARF is like)



What You Should Know at the End...

- What the ARF is and how is it used— for you, for MDE
- What administrators said last year
- 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
- 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

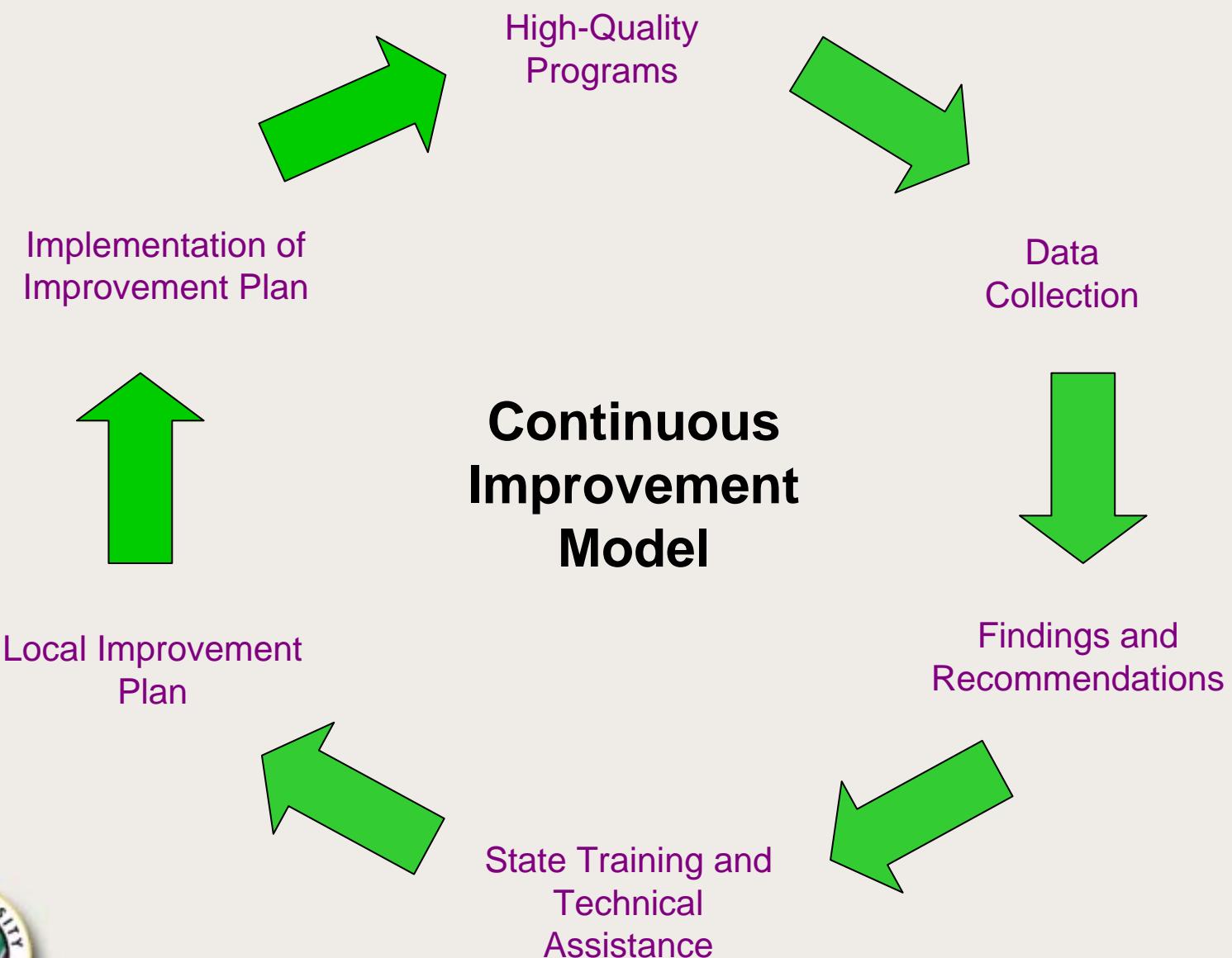
- **Grantees:**
 - Examine the processes and outcomes of their program
 - Identify areas of strength and ways to improve their programs
 - Get better returns on community investment and greater sustainability
- **MDE:**
 - Learns more about the individual programs
 - Identifies strategies for success
 - 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!
- So it's to learn about individual programs, but not for the purpose of cutting funding; so please be honest about the challenges you meet in your program.
- Where are the high stakes?
 - Get the data in
 - Get good-quality data
 - Then we can use it for reporting and learning *and* it will be meaningful for you





When will the ARF come out? Two rounds

Round	Who	Opened	Due
1	All sites with all data submitted by July 15	Labor Day week	October 15
2	All sites with data submitted after July 15	Late October (probably)	Dec 1 (probably)

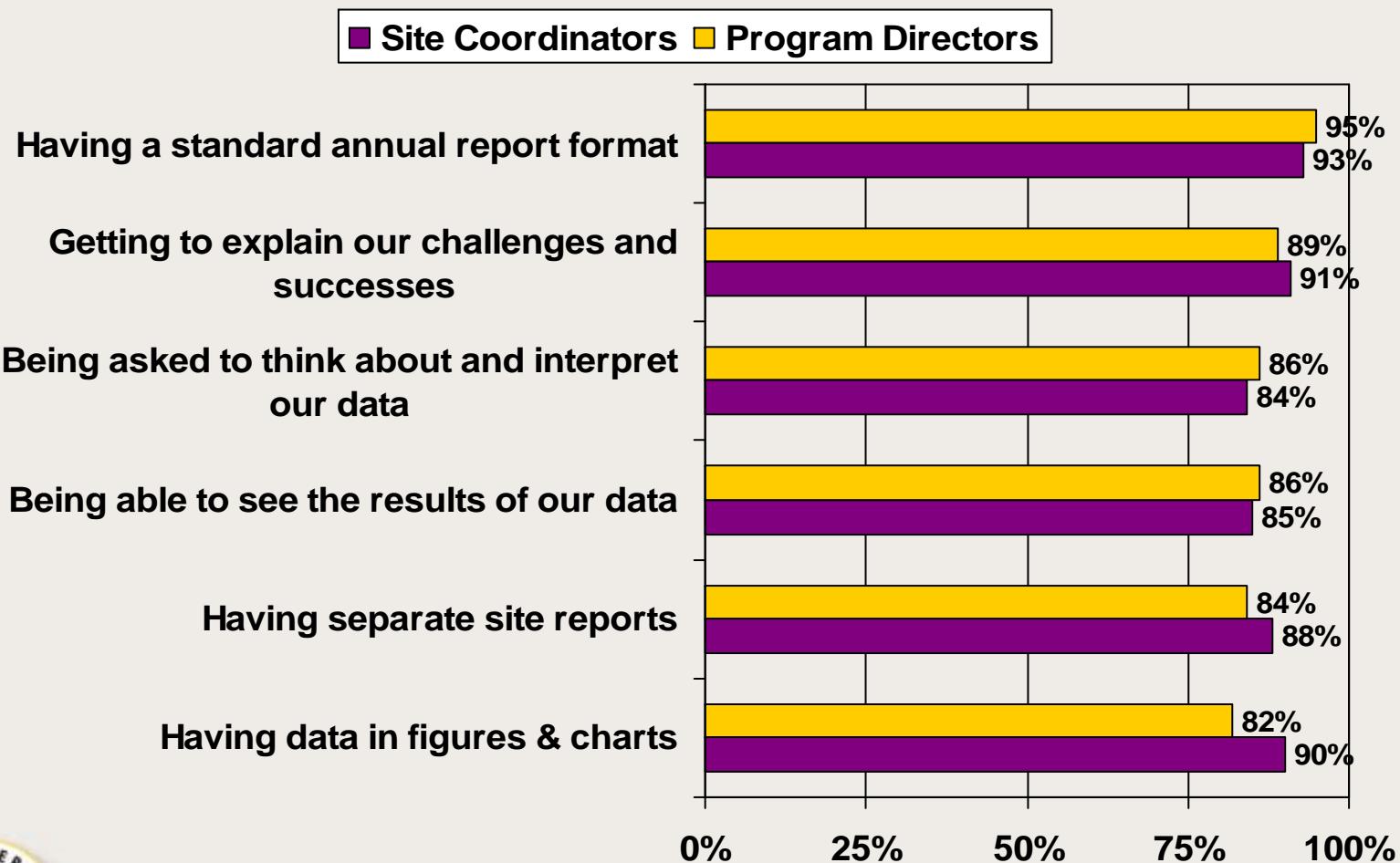


Where does the data in the ARF come from?

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 did administrators say last year about what was useful about the ARF?

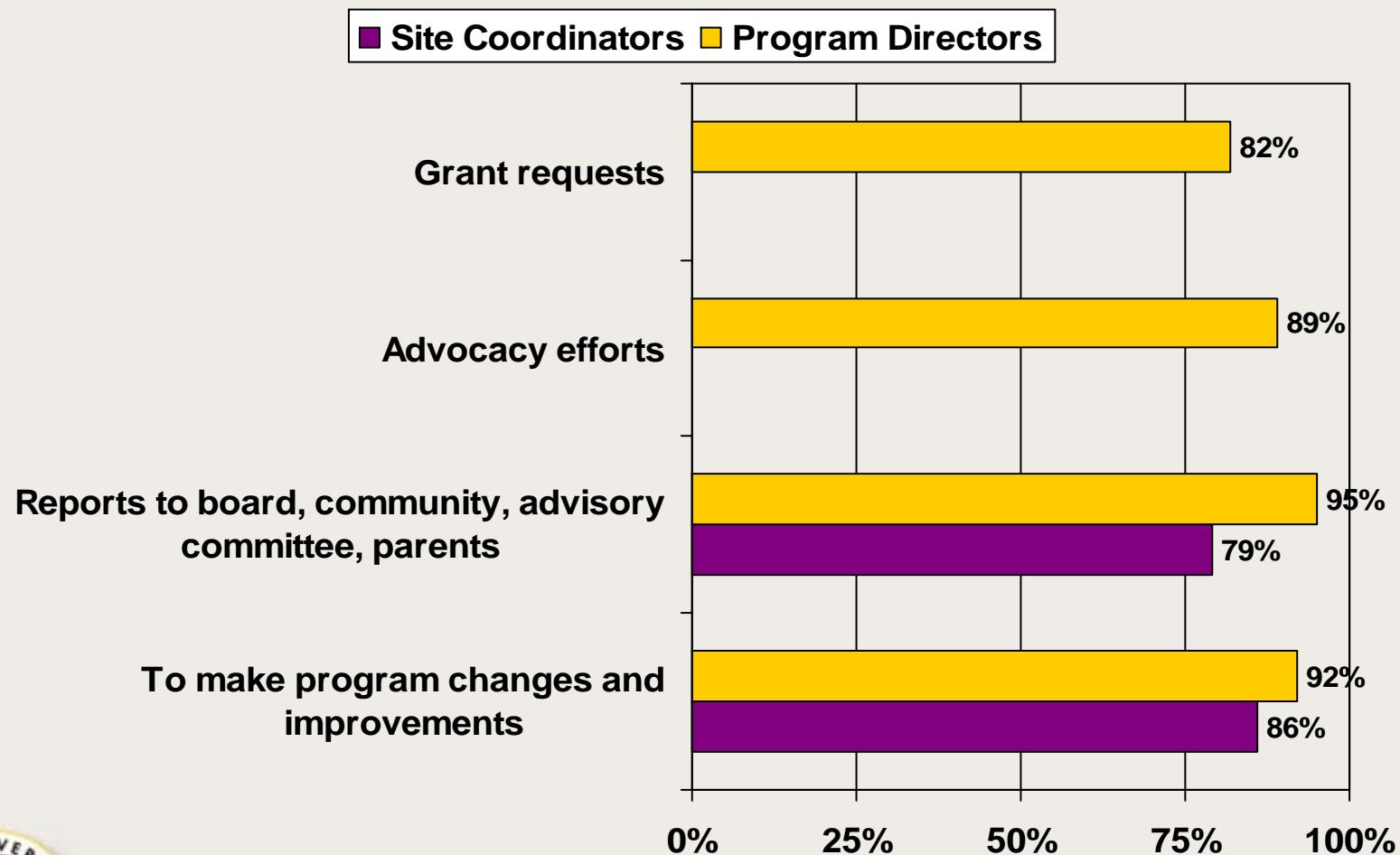


What else was useful?

- “The MDE Report targets a lot of areas that needed to be addressed.”
- “Being new, it helped me see what was happening at each individual site.”
- “Allowing several staff members to review the information and have input and provide feedback.”
- “It brought to my attention that not all of the information that needs to be in EZ reports is making it in there.”
- “To share the results of the program with the district and the community.”



How do administrators say they will use the ARF?

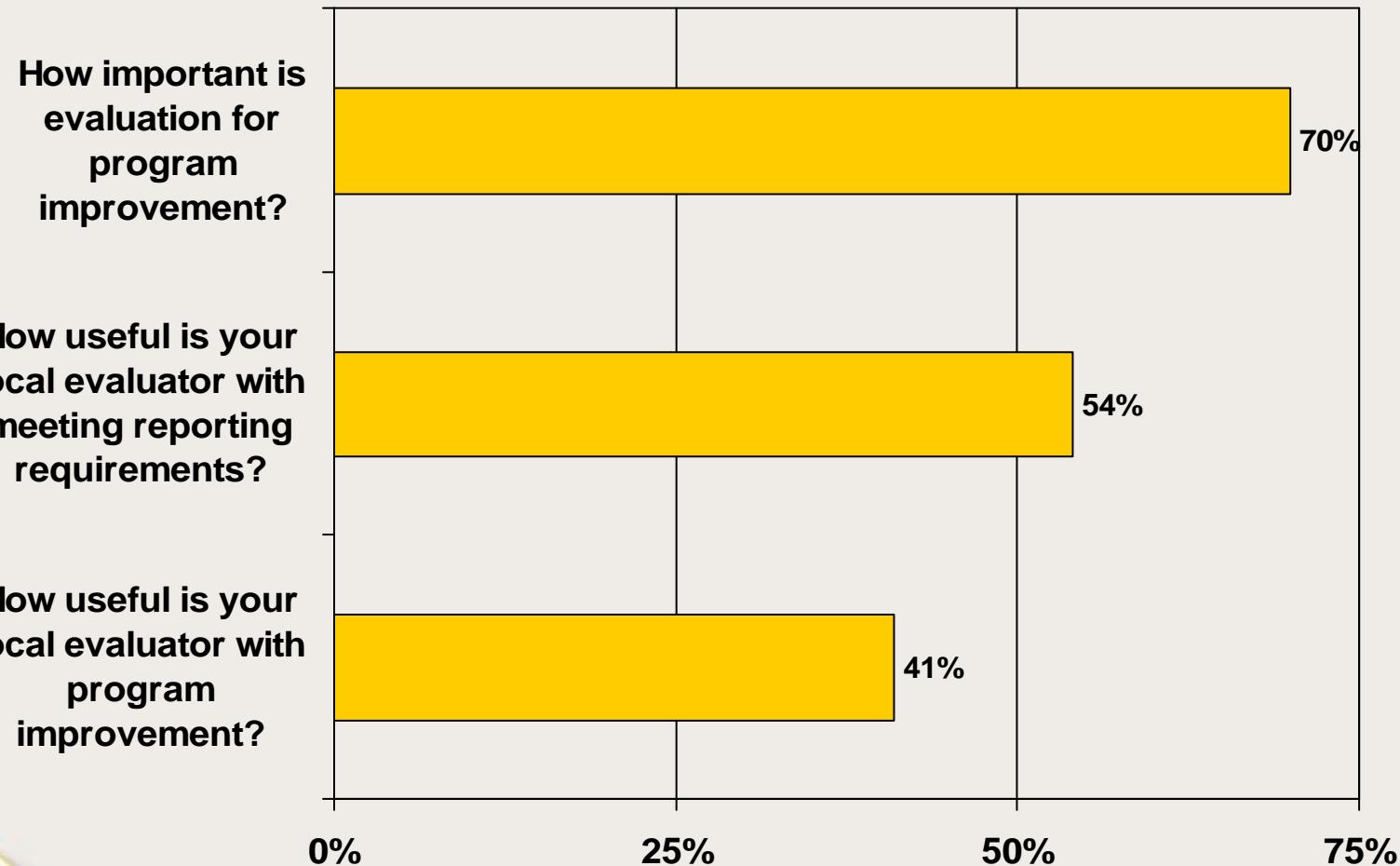


What got in the way of the ARF being useful?

- **Missing data:** “A lot of our data was missing;” “Our school’s data was missing;” “Grades weren’t entered in time;” etc. *This was a common problem last year. If data is not submitted, or not enough is submitted, we can’t give you the results.*
- **Redundant:** “We use the data from our evaluator.”
- **Lack of staff input:** “Turnover in staff meant that reporting wasn’t consistent among our sites.”
- **Timeliness:** “Our evaluator gave us our report earlier; this was somewhat dated for us;” “Needs to come out earlier.” *Absolutely.*



What do Program Directors say about evaluation and local evaluators?



Local Evaluation and the ARF

- The ARF is not meant to replace your local evaluators
- It's a tool you can 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 on have explicit guidelines for local evaluators related to program improvement based on your feedback



How many people helped prepare the ARF last year?

- **Grantee level:**
 - 41% by one person
 - 24% by two people
 - 16% by three people
- **Site level:**
 - 24% by one person (usually the site coordinator)
 - 32% by two people
 - 23% by three people



What's this year's ARF look like?

- Comments last year:
 - “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 with what we hope are clearer questions and more data results for you



Two Forms

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



The 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? _____”
- Your understanding of the data results and their implications:
 - “How did students’ perceptions 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 of staff interaction most needed to be improved? _____”
 - “What specific things will you do to improve your staff-student interaction over the next year? _____”



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.*



Samples of disguised learning answers...

- “The best strategy at this school for embedded academic enrichment was using Video/Audio Production. This strategy was successful because it involved reading, writing and critical thinking in a fun way.”
- “The annual Broadway productions increase reading skills, projection skills, fluency skills, social skills. The drama really enhances the language arts development of our students.”
- “A program last year, MAGIC, is offered by one of our science teachers. He has a way in which he has students involved in fun projects that require math, science and logic skills, seemingly without the students realizing that their “fun” is really work.”



Comparing answers from last year...

Question: “Given the data, what changes do you plan to make to improve your academic activities?”

- “I feel the academic sessions are strong, yet we still have room to increase the substance in our academics...” *Of course we can always improve; what is it that we want to do? How will we do it?*
- “Our program would keep the staff to student ratios approximately 1:10.” *This is not doing something to improve the activities.*
- “We will work to improve these offerings by increasing site coordinators’ connection between regular school day curriculum and after school activities.”
- “We plan to recruit high school, college and intern students to assist with academic activities; we plan to also get more parents and mentors involved in our program so students can get more 1 on 1 in our academic activities.”



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



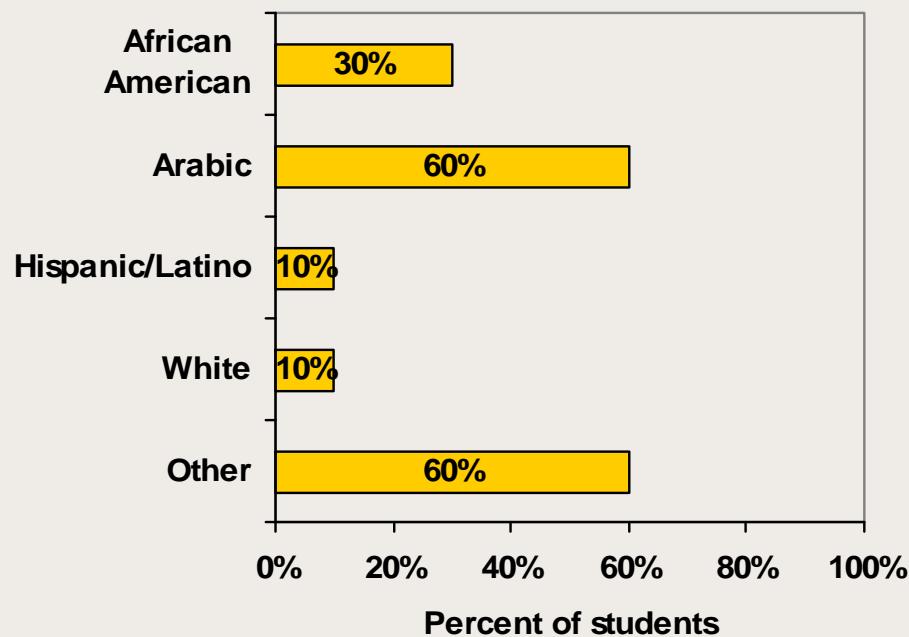
Types of Charts in the ARF

- 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

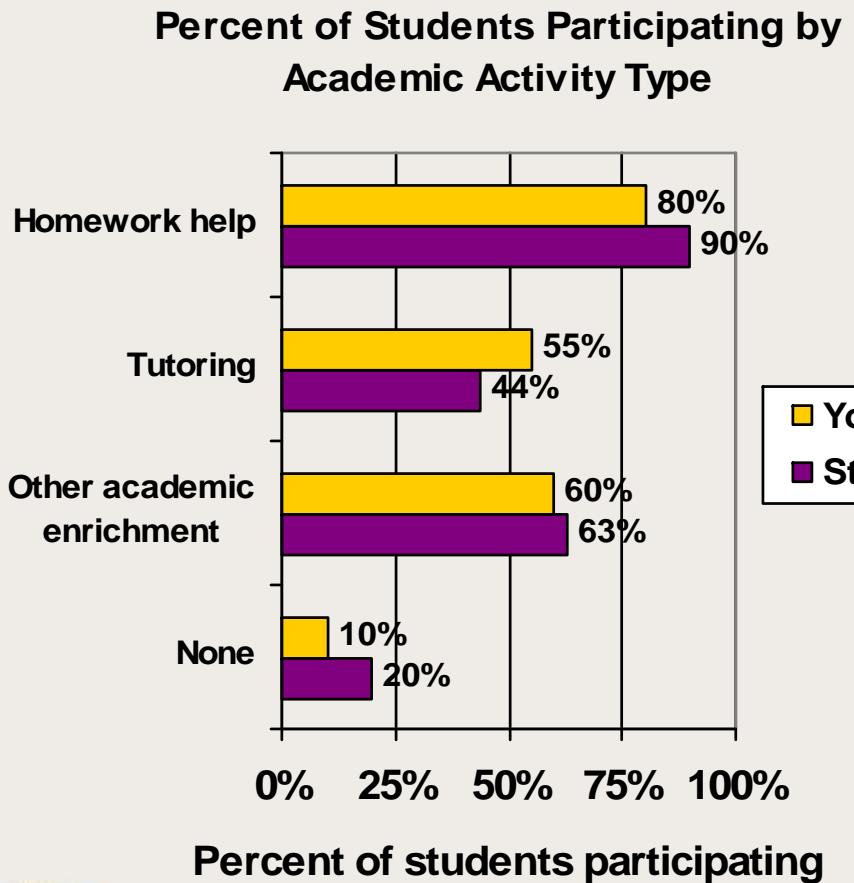
Percent of Students From Each Racial/Ethnic Group Who Attended at Least 30 Days



- 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...

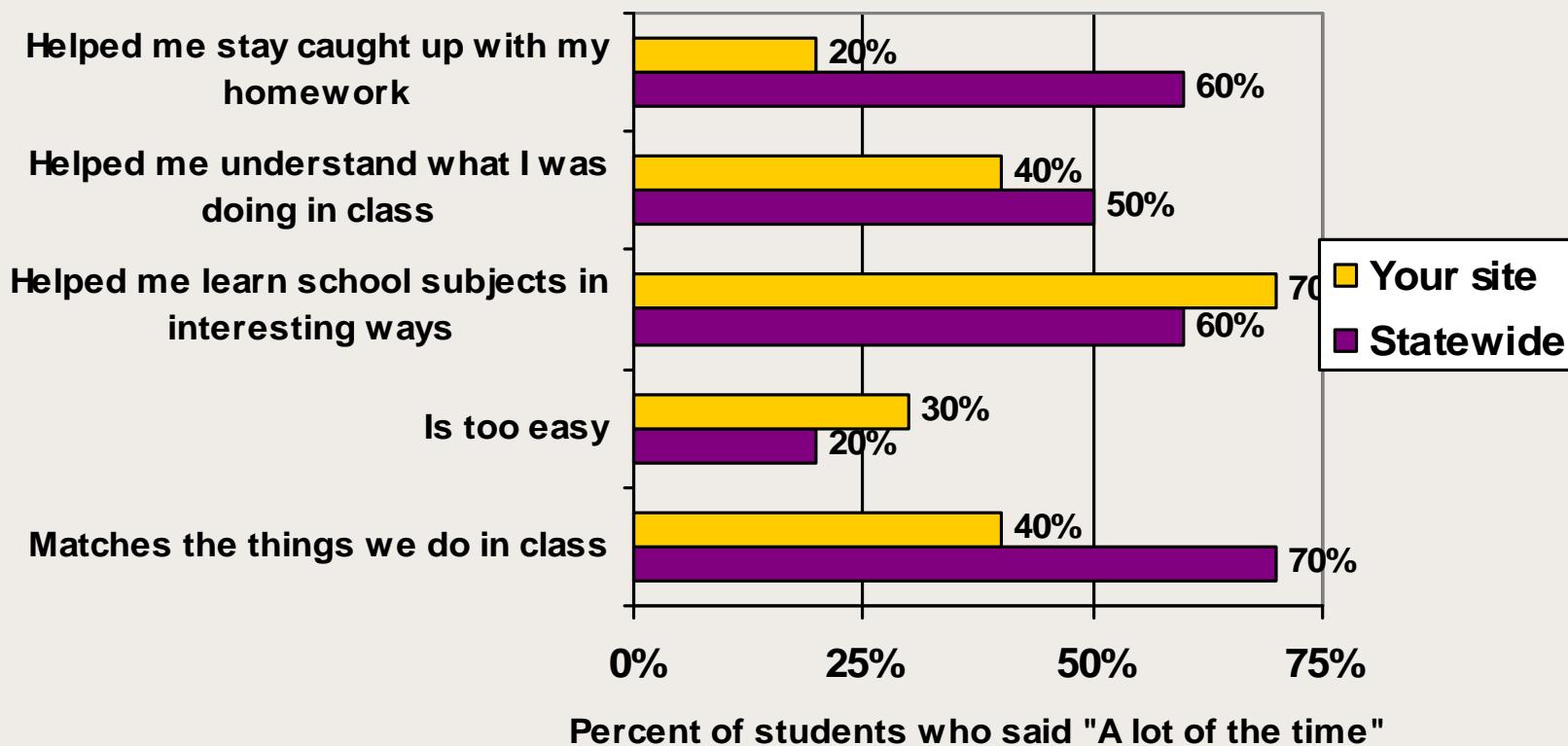


- Students in your program with students in the school
- Regulars (at least 30 days attendance) with non-regulars
- Survey answers from your site with answers across the state
- Your site with your program and state average
- Staff ratios for different types of activities

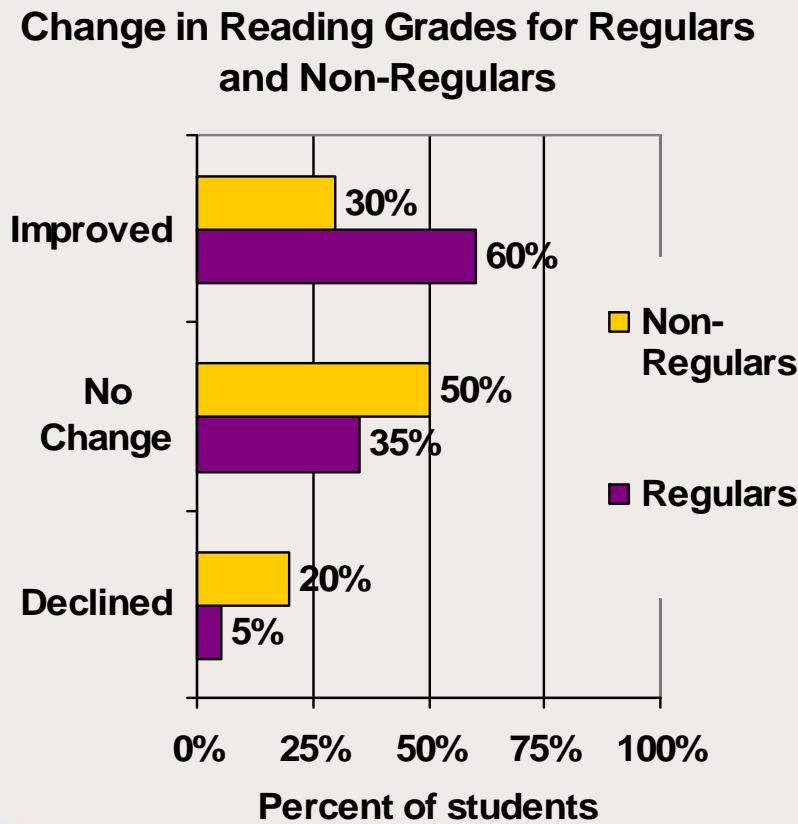


All survey data has state data for comparison

Student Perceptions of Academics—4th-12th grade



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

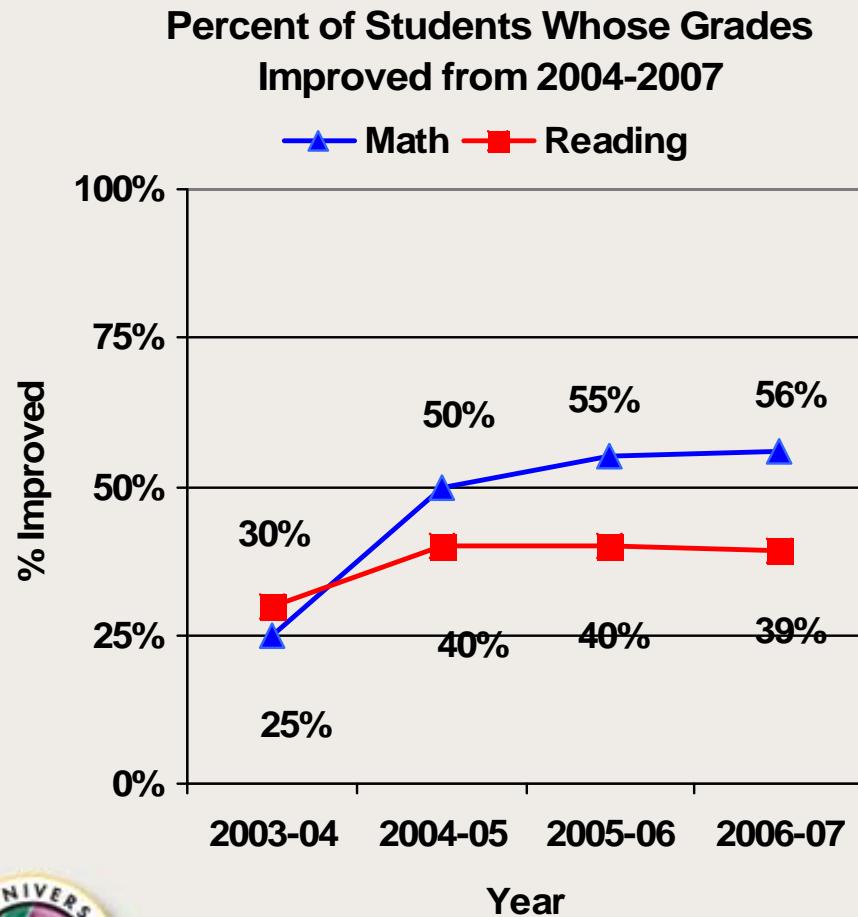


What's a Trend Line?

- 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% 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
- **High Scope 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: Monica Jones monicaj@highscope.org
- Licensing, changing sites, money: MDE (Lorraine Thoreson and John Taylor): 517-373-8483



Contact Information

University Outreach and Engagement

Michigan State University
Kellogg Center, Garden Level
East Lansing, MI 48824-1022
Phone: (517) 353-8977
Fax: (517) 432-9541
E-mail: ezhelp@msu.edu
Web site: outreach.msu.edu/cerc/21cclc.asp

