New York 21st CCLC Statewide Technical Assistance Center
Annual Performance Review (APR)
Frequently Asked Questions (FAQs)
September 2007

Note: Recent and Updated Information in Red

APR Support and Preparation

1. Q. Where can I go for help with completing my APR?

A. Refer to the Regional Student Support Services Network list below to locate the contact person for your region. Technical Assistance is also available from **Lorraine Lopez**, llopez@mhric.org or 845-255-8989 at the NY 21st CCLC Statewide Technical Assistance Center (TAC), **Learning Point**, 21stcclc@contact.learningpt.org or the **Learning Point Technical Support** (toll-free) phone number, 866-356-2711.

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(Oswego, Onondaga, Cayuga, Cortland,
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St Lawrence, Madison, Jefferson, Lewis)
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Jane Ogilivie
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Mid-West
(Steuben, Monroe, Wayne, Ontario, Genesee,
Yates, Wyoming,Seneca, Schuyler, Livingston, Chemung)
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New York City
(All New York Counties)
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2. Q. How do I get my user name and password?

A. Contact Lorraine Lopez, llopez@mhric.org or 845-235-2764; or Learning Point, 21stcclc@contact.learningpt.org or the Learning Point Technical Support (toll-free) phone number, 866-356-2711.

3. Q. What are some tips when for APR preparation?

A1. Consolidate requests for data and get all of your questions together before asking the school for information.

A2. Define roles for data collection, develop a timeline, etc. (Ciurczak & Co. has a data collection timeline checklist – contact Bill Nowak, bill@ciurczak.net for a copy.)

A3. Be sensitive to the priorities of CBOs or School Districts that have other grant obligations that need to be met.

A4. Understand that there are different interpretations and data sources: e.g. Some schools use percentages for grades while others may be letter grades.

A5. Consider your administrator or evaluator may quit, get sick, etc. and keep a good paper trail in case it needs to be reconstructed and analyzed by someone new.

Submission of APR

4. Q. When is the APR due?

A. You must submit the APR to the state by Friday, September 14, 2007.

Objectives

5. Q. Our evaluator has identified changes we should make in our program objectives. Where do we enter those changes?

A. Do not change objectives in Learning Point without prior SED approval (see question #6 below). Once you receive SED approval, click on the Grantee Profile tab; click on Objectives, and then click on Classify Objective and change your objective in the Objective Description field.

NOTE: Hold the wording of the old objective: Copy the original wording of the objective and paste it into the Grantee Profile tab>Objectives>Classify Objective>Other field at the bottom of this screen.

6. Q. Do I have to receive approval prior to making changes to my objectives?

A. Yes, send an email with your request and a brief description as to why you are asking for the change to John Soja, jsoja@mail.nysed.gov, at SED prior to making changes to your objectives (See question #5 above).

7. Q. What is operationalization?

A. Some objectives, as originally drawn up, are not very specific, or measurable. In this case it is best to "operationalize" them by developing specific and measurable indicators to tell you if the objective is being met. It is probably best to change the objective to one or more of those indicators with SED as soon as the indicators are developed and agreed upon.

8. Q. Is there much space on the APR to explain how we are fairing on our program objectives?

A. You are given only one thousand characters total for all of your objectives in the "other" section, so comment sparingly.

Activities

9. Q. Learning Point system won't accept an activity that is less than 1 hour; can activities be less than 1 hour?

A. Activities should be at least 1 hour – programs can round up to 1 hour as necessary or only enter the time in a single category to consolidate these hours. If an activity is less than 1 hour, ask if these are indeed a sustained and substantive part of your program.

10. Q. Can the screens for Regular Student Attendee and Adult Family Member be combined?

A: No.

11. Q. Is there a way to correlate Adult Family Members to the Regular Student Attendee in Youth Services?

A. Not at this time.

12. Q. Can I count some of the Adult Family Members who don't have a student in a 21st CCLC program?

A No.

13. Q. We provide jazz, ballet, and other dance styles; can I enter them as one activity, such as "Dance"?

A. Yes. You can just enter dance as one activity and in the activity description outline all the dance styles and training that made up that activity. Activities are to be reported by a larger level of detail – which would be listing activities together that are related, such as tutoring for all subject area tutoring.

14. Q. We have two sites, one on the east side of town and the other on the west side of town. One provides services to 21st CCLC students and the other does not have any 21st CCLC students. Can I count the students in attendance from the site that does not provide services to 21st CCLC students in the APR under Centers>Activities>Activity Info>Number of Participants?

A. No, you cannot count the program site where there are not any services are provided to 21st CCLC students.

15. Q. We do the same activity in all of our 11 sites; do we have to enter the activity in each of our 11 sites?

A. Yes.

16. Q. I have a question regarding Activities Information. There it says that activities by other groups not funded by 21st CCLC but attended by students should be mapped out programmatically. Does this mean that the attendance by the 21st CCLC student at this program, if on a different day than the 21st CCLC program meets,

should be counted as attendance and included in the total of "days" that brings a student up to 30 days?

A. Supplemental Educational Services (SES) and other such separately defined programs are not to be reported on in Learning Point's Profile and Performance Information Collection System (PPICS). PPICS is solely for activities and participants served by the 21CCLC programs. We do realize that some 21CCLC activities are supplemented by other sources such as district after-school funds, foundations, local business, etc. Such activities are still 21CCLC despite their funds being supplemented by other sources. Since participants are experiencing additional benefit from these programs they are to be reported on but other programs that are not part of 21CCLC directly (despite the student's other attendance or participation) are not to be included. (See question #18 for further clarification)

17. Q. If an activity is offered at the same time by 2 instructors for one hour, would we say it is offered for one hour or 2?

A. It would be counted as 1 hour. Activity hours should be counted by the ability of any 1 student to attend the programming - so if the same activity is offered at the same time but the only difference is room/teacher then a single student could only attend 1 hour.

18. Q. In 2005-2006, Learning Point added language indicating, "Center activities supported by a funding source other than 21st CCLC but were attended by 21st CCLC participants should also be reported on as well." This has caused some confusion. The following guidance applies:

A. An activity is counted when it is a sustained and integrated part of the 21st CCLC program and a student in the 21st CCLC program attends the activity, even when the activity is supported by non-21st CCLC funds. The length and integration of the activity is the key as to whether it is a sustained part of the 21st CCLC program, not who provides the service or whether or not it is supported by 21st CCLC funds.

Any such activity needs to be mapped and listed on the APR in the activities section, so activity data should be collected and analyzed in a timely fashion.

19. Q. Do I have to have to have a memorandum of understanding (MOU) or a letter of commitment from the person or organization providing an activity?

A. A grantee does not have to have a letter of commitment or MOU for an activity using non-21st funds to be counted, but it is recommended that they have some kind of documentation. However if a partner is providing the activity then a letter of commitment or MOU is needed. Activities provided by partners are different from activities offered by a public or community source to which 21st CCLC regular attendees attend.

20. Q. How do I complete activity questions regarding days per week, hours per day, and typical number of students per day when activities are offered different times during the week to different groups of students? (In the APR tab, click on Centers>Activities>Activity Information, and in the section "Amount of Time Provided", use the following examples to determine how this section is completed.)

B. Examples:

A one-hour cooking class meets five times per week, but each day a different group of students attends (by grade level or other grouping) so that each individual child only attends once per week. 100 children attend over the course of the week.

Typical Number of Days Provided per Week	5
Typical Number of Hours Provided per Day	1
Typical Number of Students per Day	20

A one-hour cooking class meets in five different sections (by grade level or other grouping) on the same day at the same time each week. A total of 100 children attend these 5 sections.

Typical Number of Days Provided per Week	1
Typical Number of Hours Provided per Day	1
Typical Number of Students per Day	100

A one-hour cooking class meets in two different sections (by grade level or other grouping) on the same day. One meets from 3:30 to 4:30. The other meets from 4:30 to 5:30. A total of 100 children attend these 2 sections.

Typical Number of Days Provided per Week	1
Typical Number of Hours Provided per Day	2
Typical Number of Students per Day	100

21. Q. Can I designate a primary and a secondary category for each activity?

A. An activity can fit a primary category and either a secondary category or an option can be chosen to state that the activity fits more than two program categories, in which case only the primary category will be identified.

Family Activity

22. Q. Can I count an activity for a parent if it does not meet the 30-day criteria?

A. There isn't a 30-day criterion for parent participation.

23. Q. Where can we report on family activities?

A. In three different areas of the APR:

Attendance – In the attendance section of the APR, a stringent national definition governs what can be reported as attendance for adult family members: "ongoing & sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill." (*Three or more times can count as sustained*)

Internal Objectives – These are set by programs in cooperation with SED and aren't bound to the national definition. Other types of family activities, such as attending isolated events and supporting the child's efforts in the program can be reported here if those activities are part of a program objective.

Activities – The activities section records activities as being attended by either students or adult family members. If adult family member is checked, a number of questions are answered for that activity and up to 1000 words can be used to describe the activity.

Note: Parents who come to a talent show can count for your objective but not for attendance in your APR unless you can build in a sustained thread of giving parents a skill, as part of a series of talent shows or other activities.

24. Q. Can these sessions count as parent attendance: A parent orientation, mid-year parent open house, and an end of the year family picnic?

A. Yes, if a credible thread of skill or knowledge building is built into the activities. (Suggestion: Call the middle one a mid-term review).

Funding

25. Q. Is there any necessary work to complete other than the APR and the FS10 for the 2006-2007 or 2007-2008 grants?

A. There are a number of forms to be completed each year. They are as follow:

*Budget modifications for the 2006-2007 program year had to be received at State Ed no later than 6/30/07. FS-10-A's for the 2007-2008 year should be sent to:

New York State Education Department
Student Support Services
Room 318M EB
89 Washington Avenue
Albany, NY 12234

Final expenditure reports (FS-10-F) for the 2006-2007 program year are due by 9/30/07. You may use the FS-10-F Short Form. This requires entry of only subtotal amounts for each of the budget codes. You do not have to provide all of the detailed expenditure information previously expected on the FS-10-F. Of course, you are expected to have this additional detail available locally for any possible future audits.

The FS-10-F Short Form or the FS-10-F traditional Form should be mailed to:

New York State Education Department
Grants Finance
Room 510W EB
Albany, NY 12234

–Proposed budgets (FS-10 Form) for the 2007-2008 program year can be submitted at any time. However, they should be submitted as soon as possible because funds cannot be released to the program until the budget has been approved by the State Education Department. They should be sent to the following address:

New York State Education Department
Grants Management Unit
Room 674 EBA
89 Washington Avenue
Albany, NY 12234

26. Q. Do in-kind donations from partners count when they contribute to providing an activity?

A. Yes, and it's good to track these contributions throughout the year. Funders always like to see their dollars leveraged.

27. Q. When should dollar estimates and donations counted?

A. Leave time to compile dollar estimates and donations. Business offices often require 30 days or more to turn around needed data, so try to get a good estimate of the time needed and time your request accordingly.

28. Q. How do I know which dollar matches to use?

A. If you are in a school district that receives federal grants requiring matches, the business office will know about the matches and can provide the details to you.

Attendance

29. Q. The Learning Point system automatically rounds attendance numbers, which throws off our totals, is the rounding on attendance going to continue in Learning Point?

A. This rounding is to protect the confidentiality of tables that ask for ethnicity, gender, LEP, Free/Reduced lunch, Special needs/disabilities, and grade level as indicated on the attendance page. Most federal data collections have all of these indicators round to protect confidentiality. PPICS keeps track of this rounding and calculates possible error rates in final reports to congress etc. The only tables that have to add up on the attendance page or the first two that count real attendance totals. These tables are also what are used for the rest of the pages in making sure that grantees are reporting an accurate number of grades, etc.

30. Q: If a student comes to program all day on Saturday for the majority of the semester and participates in three different sessions, could we count them as regular attendees, even though they may not have attended for 30 Saturdays?

A. You can only count attendance by the day, so even if a student attends three sessions on a Saturday, it is still just one day.

31. Q. We have a summer school session that elementary students attend for two weeks and middle school students attend for five weeks. Some of the same students have been attending our after school program which will fill the 30-day requirement. A few of the students from last summer may return this summer but it still gives them only 20 days, even though they attended the full summer school session. These are the questions; is it possible to indicate on the APR both summer sessions for those students who attend only in the summer?

A. The dates the APR covers are a full calendar year - from July 1 2006 to June 30 2007. If the students have not attended 30 days during that time you can't count them.

32. Q. We operate a drop in center that is closely aligned with our 21st CCLC program during the school day. Our question is whether or not to include attendance for the drop in center in reporting attendance in the APR.

A. You cannot use 21st CCLC money for activities during the school day and you cannot count those students in your attendance reporting.

33. Q. What is a regular attendee?

C. To meet the federal requirements: If a student attends a program for 30 days or more.

Grades

34. Q. How do I report state assessment on the APR?

A. <u>Elementary and middle grades assessments are reported as</u>:

Level 4 = exceed the standard (above grade level)
Level 3 = meet the standard (at grade level)
Level 2 = need extra help to meet the standard
Level 1 – serious academic deficiencies

Regents examination scores are reported as:
Level 4 = 85 and above (mastery)
Level 3 = 65-84
Level 2 = 55-64
Level 1 = below 55

35. Q. Math in our schools is divided into 10 standards and each standard gets a grade. How do I know which grade to use?

A. Use an average of the 10 grades to enter in the 1st reporting period in the fall and in the last reporting period in the spring.

36. Q. Business math is given to the students in the fall and Algebra is given to them in the spring, how can you compare the grades of two different classes?

A. If the classes are completely different, please take the option of listing these students in the section for "students who you do not have grades for" and make a note of the reason on the bottom of the page.

37. Q. In some schools grades are both numbers and letters, how do you enter the grades?

A. Assign a letter to a number or vice versa:

A=93-100%	C=73-76%
A-=90-92%	C-=70-72%
B+=87-89%	D+=67-69%
B=83-86%	D=63-66%
B-=80-82%	D-=60-62%
C+=77-79%	F=Failure

38. Q. In some schools no grades or numbers are used for grades, but an evaluating system like: Excellent, good, fair, passing but poor, and failure. How do you enter the grades in the spring and fall when you don't have numeric grades?

A. Assign a letter to the evaluating system levels to use in grade comparisons in the fall and spring: A=excellent; B=good; C=fair; D=passing but poor; F=failure

39. Q. Johnny gets 96% in week ten and 92% in week forty, is he in the following category: "Could not improve group"?

A. Yes, because he did not go down more than 5 points, and he couldn't have gone up more than 5 points.

40. Q. Who records the attendance if a student attends more than one 21st CCLC program? (Some clients who have 2 different CCLC grants in 2 different locations)

A. The student's attendance from both sites is counted at the site where the student attends more days. Don't double count the student.

State Assessments

41. Q. How do Regents tests differ from the State Assessments?

A. Regents are State Assessments but are only for high school subjects. They are administered in January, June, and August and these grade results are done relatively quickly.

Program Sites

42. Q. My site changed; do I change it in the Grantee Profile?

A. Do not change sites in Learning Point without prior SED approval. Send an email with your request and a brief description as to why you are asking for the change to John Soja, jsoja@mail.nysed.gov. Please copy Lorraine Lopez, llopez@mhric.org or 845-255-8989.

43. Q. We have three program sites but would like to provide program services to the 21st CCLC students at two sites; the number of students served would not change. How do I make this change?

A. Any change to a program site must be approved by SED. Send an email with your request and a brief description as to why you are asking for the change to John Soja, jsoja@mail.nysed.gov. Please copy Lorraine Lopez, llopez@mhric.org or 845-255-8989

44. Q. When is a summer program a separate center?

A. A real-world example occurred when three centers offered separate programming during the school year but combined their efforts at a 4th location during the summer, which also accepted students who weren't part of the 3 centers. After discussions with the NY 21st CCLC TAC it was determined that the summer program should be counted as a separate program. Circumstances vary widely so no hard and fast rules apply. When in doubt, talk with the NY 21st CCLC Statewide TAC.

Reporting Systems

45. Q. Do reporting systems like Easy Report or Youth Services automatically upload the APR data into Learning Point?

A. Not at this time.

Partners

46. Q. How do you track in-kind contributions?

A. Enter the in-kind contributions in the APR by Clicking on Partners>APR Info (for a specific partner)>enter the in-kind amount in "Estimated monetary value of contributions made by the partner during the reporting period".

47. Q. Last year I entered non-funding sources that were not 21st CCLC funds in Partners>APR Info>and I entered the amount in the "Other" box, is this correct?

A.Yes, but they should not be listed as a subcontractor unless they were receiving 21st CCLC funds.

48. Q. Is contribution the same as an in-kind donation?

A. The term contribution refers to the resources, whether they are funds, in-kind services, or materials provided for free or at reduced costs, that the partner brought to the project without compensation during the reporting period. Contributions by definition expand the domain of resources available to the project beyond the 21st CCLC grant funds relied upon to implement the program. Therefore, an in-kind donation is a contribution, but contributions include more than just in-kind donations.

49. Q. Why are some schools/program sites listed as partners?

A. A school is required to be a partner for the 21st CCLC grant when the Lead Agency is a Community Based Organizations (CBO). A Memorandum of Understanding (MOU) is completed with each partner AND partners are actively part of the team involved in the 21st CCLC planning process. A Program Site may or may not be a partner because they may or may not be involved in the planning of the 21st CCLC programs. If they are not part of the planning team and the school district just selected the site to provide 21st CCLC services, they would not be listed as a partner. However, the district would be listed as a partner in the above example. There should always be at **least** one partner listed - either a Local Education Agency (LEA) if the lead is a CBO, or a CBO if the lead is the LEA.

50. Q. Do I have to have a memorandum of understanding (MOU) for each partner?
A. Every partner should have an MOU

Teacher's Survey

51. Q. Can we submit teacher surveys completed by our Program teachers as opposed to their school day teachers?
A. You cannot use your own teachers for the surveys, but you don't have to have one from each of the students' teachers, just from one teacher for each student.

52. Q. Is the Teacher Surveys Tally Sheet a total of all of the surveys returned?
A. Yes.

53. Q. Can we put the surveys on the Internet for schools to complete?
A. Student surveys are for individual students and that raises issues of confidentiality that should be carefully worked through with legal counsel before considering using the Internet for the teacher survey.

54. Q. What are some tips to increase participation and validity?
A. Let the school know in the beginning of the year surveys need to be completed for 21st CCLC students. Identify the teacher who will fill out the form for students and give them a copy early on so they can be paying attention to the behaviors mentioned in the survey. Use the month of May for survey distribution and pick them up before on June 1st, so you don't run into "end of the year" syndrome. Have one teacher assigned by the principal to collect all of the surveys.

Staffing

55. Q. When should the staffing section be done?
A. The staffing section is an example of one that can be entered early in the process since you're likely to know final staffing numbers before grades and other data comes in. Note: You may have more staff people than positions because of turnover.

Miscellaneous

56. Q. If I enter data incorrectly and the button is gray, can I go back in to make corrections?
A. Yes, until September 14, 2007.

57. Q. When will the next RFP come out?
A. It is anticipated that the Request For Proposal (RFP) will come out in the fall/winter of 2007.

58. Q. When do we make changes to the grantee profile?

A. Changes to objectives, program sites, feeder schools, or partners need to be approved by SED and should be entered in the Grantee Profile as soon as they have been approved. To obtain approval, email the proposed change to John Soja at jsoja@mail.nysed.gov, with an explanation and await his reply.
It is best to review the grantee profile before filling out the APR each year and make sure it is up to date and reflective of the data you will be reporting on the APR.

59. Q. What happens to the APR after we complete it?

A. Approximately one year after the program year ends, Learning Point submits an annual report based on APR data to the US Department of Education. See http://www.ed.gov/programs/21stcclc/2006report.doc. Learning Point also generates state by state reports. A statewide 21st CCLC evaluator will be looking at ten programs in depth each year using APR data as part of the process.

60. Q. Are there annual APR changes?

A. There have been some changes to the APR reporting system each year, but Learning Point doesn't expect to make any significant changes for the 2006-2007 school year.

Note: Be aware of changes in the reporting process, and make sure those who work with you are aware as changes are implemented. This is not always the case with commercial software tracking vendors.