

How to Use Your After-School Program Data for Long-Term Funding and Sustainability

“Being able to have evidence to show the effectiveness of your program is good for any after-school program.”

- Ben Hinkle-Wszalek



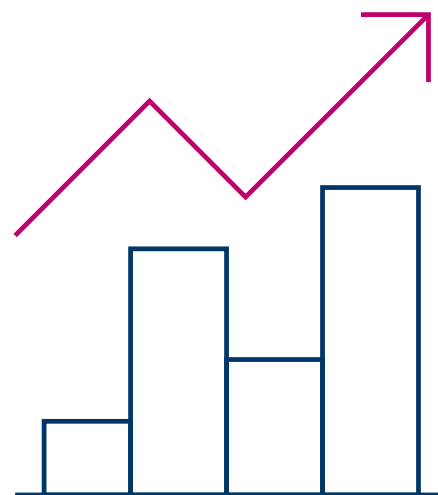
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Compliance Reporting for Federally Funded After-School Programs

To operate after-school programs that receive federal education grants, such as 21CCLC, they must meet specific standards. The main compliance report is the Annual Performance Report (APR) for the 21st Century-funded programs. There are four categories that programs must report on:

- Activities
- Staffing
- Participation
- Outcomes



Activities

There's a list of 14 activity categories that the U.S. Department of Education wants to confirm programs are offering. For instance, are you offering STEM? Are you offering literacy or cultural programs? Programs must also report on the total number of hours offered and how many distinct students were served in those types of activities.

AfterSchool21 can help with tracking an after-school program's activities over the course of the year.

Staffing

For the staffing, there's a list of staff types, such as:

- Administrators
- School day teachers
- College students

The U.S. Department of Education also needs to know how many volunteer and paid staff were working at each one of the after-school sites.

Participation

The participation section focuses on how many students were served in each grade level for a specified amount of time:

- Less than 15 hours
- 15-44 hours
- 45-89 hours
- 90-179 hours
- 180-269 hours
- 270 or more hours

Tracking the buckets that students fall into can be difficult unless you have a standardized system. The categorization of students breakdown even further into specific segments such as how many students were served by ethnicity, sex, special education status, economically disadvantaged status, and limited English proficiency.

Having student-level demographic information available is vital for parsing out or aggregating how many students were served of each type.

Outcomes

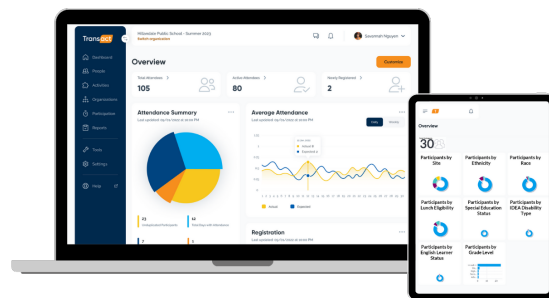
The outcomes data is one of the significant changes that was put in place for 2022. When the first reporting window opens in October, after-school programs will report on students served in 2022.

After-school programs must gather all the data on state assessment scores for math and reading assessments. Basically, comparing how did students perform in 2021 to how they performed in 2122 to see if participating in the after-school program impacted those test scores from the previous year to the current year. Same thing with:

- Unweighted grade point averages
- In-school suspension counts
- Day school attendance rates

There's also a component called engagement in learning, which is data collected via a teacher survey. So, the day school teacher that's working with the children completes the survey that says the student's engagement in learning has improved since the beginning of the year.

Essentially, the U.S. Department wants to see metrics like the count of students that showed improvement in their unweighted grade point average from last year to this year who were served for less than 15 hours, 15 to 44 hours, 45 to 89, and so on.



The Importance of a Data Collection System

If you don't have a data collection system, you will be dealing with five different sets of outcome data plus the attendance data. This causes issues when trying to merge that all together to figure out which student should be counted in which areas.

Prior to using our software, new users of our system reported that something that took them weeks to complete, they can now generate by simply clicking a button that generates the report for them. If they're inputting all their attendance information into AS21 over the course of the year, they can create reports instantaneously.