

# DATA COLLECTION AND REPORTING GUIDE

(Revised 8/26/2021)



## Data Collection and Reporting Periods

Semester 1 — August 28, 2021–February 28, 2022

Semester 2 — March 1, 2022–July 29, 2022

## GRANT FOCUS

The CSUE 4-H STEM AmeriCorps Program addresses AmeriCorps’ national service priority for **Education** and provides supports and facilitates access to services and resources for economically disadvantaged youth. Our member’s STEM programming contributes to the development of 21<sup>st</sup> century workforce skills, life skills and STEM skills, increased interest and engagement in STEM, knowledge of potential STEM careers, a more positive attitude toward STEM and academics, and exposure to service learning.

## INTERVENTION

Youth will participate in a six or more-hour planned 4-H STEM program in an out-of-school time setting. The six or more hours of programming is to be intentional and planned. It does not have to be in one content area and may be in any combination of out-of-school time settings (including, but not limited to, afterschool, summer programs, day camps, overnight camps, and community partner events during evening and/or weekends). All programs/curriculum will be based on the principles of positive youth development and include: an academic standard, SET Abilities, Essential Elements, Caring adults, Experiential learning process, Inquiry-based learning, and 21<sup>st</sup> Century skills. Our target audience is economically disadvantaged youth. To ensure we are reaching this audience, program delivery sites are chosen based on AmeriCorps’ definition of economically disadvantaged with a 40% free and reduced lunch rate or higher combined with state science scores. Schools are chosen using the State statistics; other sites (community centers, libraries, etc.) are chosen if they serve the youth in those schools.

## ACCOUNTABILITY TO AMERICORPS: PERFORMANCE MEASURES

AmeriCorps uses Performance Measures to evaluate the progress that a program has made towards their goal. The Performance Measures for our program are:

**ED1.** 1,500 youth throughout the state will **start** in the 4-H STEM AmeriCorps Program.

- This is an **unduplicated** count of youth who attend for the first time a session of a planned program through our AmeriCorps program.

**ED27C.** 975 youth throughout the state will have **demonstrated improved academic engagement** (attitudes) as a result of participating in the 4-H STEM AmeriCorps Program planned programs.

- This is an **unduplicated** count of youth whose post surveys showed at least a one-point increase in attitude questions without a decrease on any question.
- The attitudes we are measuring are: 1) increased interest in school and 2) increased educational aspirations.

- This measure is tracked using a pre and post survey with the youth participating in planned programs.

**Leveraged Volunteers:** Statewide, 10 on-going (a volunteer who engages more than one time) and 65 episodic (a volunteer who engages for only one time) volunteers will be recruited, trained, and engaged in the program.

- In addition to their direct STEM program delivery, AmeriCorps members will recruit volunteers who will be used as an integral part of the program and will help the program reach our performance measure goals.

## ACCOUNTABILITY TO CSUE AND 4-H: IMPACT INDICATORS AND ES-237

### Federal ES-237 Report

The ES-237 is a report of the Cooperative Extension Service that consists of enrollment statistics for youth ages 5–18 participating in Extension youth programs and the volunteers providing service to these programs.

Every year, this report is to be completed by each county, compiled into a state report, and submitted to 4-H National Headquarters.

### CSUE 4-H Youth Development Planning and Reporting Unit (PRU) impact indicators

Members will gather information to report the impact of their service towards goals of CSU Extension. 4-H Youth Development Planning and Reporting Unit (4-H PRU) impact indicators are:

- Number of youth who: express interest and engagement in STEM, express positive attitudes towards STEM, increase knowledge of STEM content, increase knowledge of careers in STEM, develop one or more STEM Abilities, develop 21<sup>st</sup> Century Skills, and use something they learned in your program outside of 4-H.

## DATA COLLECTION

AmeriCorps Members are responsible for collecting data for reporting purposes, tracking youth attendance and completion, and retaining records of what they are reporting.

All tools for data collection can be found on the AmeriCorps Member Resources page at:

<http://www.4hstemk12.colostate.edu/ameriCorps/member-resources/>

- Attendance Tracking Tool (ED1)
- Pre-program survey (ED27C)
- Post-program survey (ED27C; 4-H Impact Indicators)
- Qualtrics links to input pre-program and post-program surveys
- Group Enrollment Form (ES-237) (for group who have not completed the pre- and post-survey)

For AmeriCorps Performance Measures, we do not need to account for all of a member’s time or all the youth contacts made, just the ones that participate in the intentional, planned 6 or more hour delivery. Members do, however, need to count all youth contacts for ES-237 reporting (from pre- and post-survey or Group Enrollment Form).

## **Attendance Tracking Tool: Attendance and Completion (ED1)**

Members must use a single attendance “book” (the Excel document “Attendance Tracking Tool” which can be found on the program website) to keep one list for the entire year encompassing all student names, attendance dates, and hours of attendance. Members record attendance data in the Attendance Tracking Tool, Full List Attendance Tab. Completion will be recorded when six or more hours are reached.

If there are multiple members serving a county or partner site, be sure to communicate with each other about your programs and compare attendance sheets to ensure no duplication of students when reporting. Members serving in the same county can choose to report together or separately and should communicate this to the program staff.

## **Pre- and Post-Program Surveys: Tracking Change in Attitude (ED27C)**

A pre-program survey is to be given to youth when they begin the program (the 6 or more-hour planned, intentional program). The post-program survey is to be given to youth at program completion (when youth has completed 6 or more hours of direct contact time in STEM programming).

An individual youth completes the post-survey only one time (when they have completed 6 or more hours). If that youth continues to participate in additional programs, they do not complete a survey again.

We do not track attendance or attitude change for youth participating in “one offs” (single session programs that are not part of an intentional 6 or more-hour program.) We also do not count youth who are not age 8-18.

### **Pre-Program Survey and Post-Program Survey Instruments**

For each program (the 6 or more-hour planned, intentional program), members utilize a pre-program survey and a post-program survey provided on the program’s website.

On the first day of a planned program, members distribute the pre-program survey. They gather the surveys and record the data for each individual using the simple attendance log and Attendance Tracking Tool.

At the conclusion of the planned program, members distribute a post-program survey. Members input the pre-program and post-program data for each youth utilizing the Qualtrics links located on the program’s website. This is the data to be used for reporting on ED27C. Program staff compiles the data which members record in Qualtrics. When there is an increase (a one point or more positive change without any decrease) in measures from the pre-program to post-program survey, it is counted as a positive change.

Pre-program and Post-program survey data is recorded in Qualtrics utilizing the links which can be found on the program’s website: <http://www.4hstemk12.colostate.edu/amicorps/member-resources/>.

### **Group Enrollment Form (ES-237)**

This form is used to gather youth participation data as a group for your planned program or six or more hours (rather than individual youth data) only when you have not administered pre- and post-surveys. Complete this form once for your planned program and submit it to the person indicated by your supervisor. The data will be entered into the county’s 4HOnline data system that accumulates all the county’s data for ES-237.

## REPORTING DATA

The attendance data collected above will be entered into the Attendance Tracking Tool and then summarized in an OnCorps (OCR) Custom Report called the Semester Summary Report. Pre-program and post-program surveys are entered into Qualtrics and analyzed by the program staff.

### **Semester Summary: Reporting Data for ED1 and Volunteers**

At the end of each Semester, members compile all attendance and volunteer mobilization numbers and submit them via the OCR Custom Report Semester Summary report. For an example of the Custom Report Semester Summary Report, please see the appendix of this document.

### **Reporting Data for 4-H Impact Indicators**

Members will track all data for the 4-H Impact Indicators (from the pre-program and post-program surveys) in Qualtrics and members will submit a copy of their Attendance Tracking Tool, electronically, to the program at the end of each semester. This data will be compiled by the program and will be shared with the member's supervisors for reporting in the CPRS system.

### **Data Quality and Accuracy**

Site supervisors hold regular meetings with their member(s) throughout the program year to address a variety of issues. During these meetings we require that supervisors speak with their member(s) about data collection and reporting and help to ensure what members are reporting is accurate. Supervisors review both the raw data (attendance sheets and pre-/post-surveys) as well as what is recorded in tracking sheets and OCR. Additionally, program staff will review members' data collection procedures and raw data during twice yearly site visits. These conversations between members and supervisors and program staff checks should help to ensure data quality and reporting accuracy.

## OTHER REQUIRED REPORTING

### **Great Stories/Analysis of Impact**

Members are required to submit a Great Story at least once per month. These are narrative stories about how their service has changed lives, families, or communities. Their great story may include comments made to them by a youth who appreciated their help, families who thanked them for assisting them, or a teacher who expressed appreciation for the program they have provided. We provide a training on crafting Great Stories at one of our monthly Member Professional Development Zoom calls. These Great Stories are submitted to our State Commission as part of our semester reporting.

### **Reflection Logs**

This is a narrative section where members can reflect on their national service and provide some insights into how their service is impacting them personally and might be influencing their future directions or career path.

Each month, members are asked to complete a reflection assignment which pairs with their Independent Learning Responses. They are also asked to complete reflections as part of their days of service.

## DATA RETENTION

Members transfer all data collected (attendance logs, pre-program and post-program surveys) into the Attendance Tracking Tool and Qualtrics. Once data is transferred into the tool/Qualtrics, members must retain all paper logs and surveys. These paper logs and surveys should be kept in a secure location in the local Extension office and should be retained for three years after the close of the three-year grant cycle. The 4-H STEM AmeriCorps program manager will alert county offices when it is safe to securely dispose of paper logs and surveys.

## TRAINING PLAN

Members will be trained on data collection and tracking as part of their orientation training and on-going monthly trainings. They will receive a copy of this Data Collection and Reporting Guide as well as the Quick Reference Guide as part of their training. Site Supervisors are also trained on data during their orientation trainings and on-going monthly trainings. Our goal is that members and supervisors are meeting regularly about data collection and reporting. At minimum, these meetings should happen before a member submits their semester summary data in OnCorps reports two times per year. Any new staff will be trained in our data collection procedures as part of their on-boarding process and any new student hourly workers will be trained by their predecessor in data collection, review, and analysis.

## Data Collection and Reporting Timeline

Semester 1 — August 28, 2021–February 28, 2022

Semester 2 — March 1, 2022–July 29, 2022

First session of a planned 6 or more-hour program

- Members take attendance using the simple attendance form; then transfer that into the Attendance Tracking Tool after the program
- Members distribute Pre-program survey; then input that into Qualtrics after the program

Every session

- Members take attendance using the simple attendance form; then transfer that into the Attendance Tracking Tool after the program
- If new students attend, members give them the pre-program survey; then input that into Qualtrics after the program

After a youth has completed the planned program (6 or more hours)

- Members distribute post-program survey, record data in the Attendance Tracking Tool and Qualtrics

At end of each planned program:

- Members complete Group Enrollment Form (if they have not administered the pre- and post-survey and this group is not operating as a chartered club)

Twice per year:

- Program staff conducts checks of member data collection and reporting, including checks of raw data and tracking sheets

Throughout the year:

- Site Supervisors meet with members and check data collection and reporting procedures for data quality and accuracy

At end of semester:

- Members complete Semester Summary OCR using data from Data Collection Sheet (Attendance Tracking Tool)
- Members email a copy of their Attendance Tracking Tool to the program staff

## Appendix

Example of Custom Report: Semester Summary Report

OCR Form: Preview (8/26/2021 6:01:21 PM)

Test Person	
ED 1: Unduplicated number of youth who STARTED your 4-H STEM AmeriCorps planned programs this trimester.	Data
ED 2: Unduplicated number of youth who COMPLETED your 4-H STEM AmeriCorps planned programs this trimester.	Data
Episodic Vounteers: Unduplicated number of episodic (one-time) volunteers that you engaged during this Trimester. (Note: if you reported a volunteer in any previous Trimester, you should not count them again.)	Data
How many hours did your episodic (one-time) volunteers serve this Trimester?	Data
Ongoing Volunteers: Unduplicated number of ongoing (recurrent) volunteers that you engaged during this Trimester. (Note: if you reported a volunteer in any previous Trimester, you should not count them again.)	Data
How many hours did your ongoing (recurrent) volunteers serve this Trimester?	Data
Please estimate how many youth you were able to serve virtually during the time of COVID-19 (between August and December 2020).	Data
Please list the strategies you used to continue to reach youth virtually this trimester. Which of these strategies was the most successful in your view?	Data
Narrative:	Data