

DATA MANAGEMENT HANDBOOK



New York State Education Department
21ST CENTURY COMMUNITY LEARNING CENTERS

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Purpose

The purpose of the Data Management Handbook is to give Data Managers, Local Evaluators, Program Directors, and other relevant staff the information and tools they need to address sufficiently the data management and quality control efforts that are essential for successful 21st Century Community Learning Center (21st CCLC) grants. **Subgrantees can view the previous [Guidance for the Data Manager Role](#) on the NYS 21st CCLC website and the Technical Assistance Resource Center Website (TARCs).** There are several different models through which the Data Manager role can be established (such as assigning the role to an existing Local Evaluator or another internal program staff), and certain tasks and functions that are expected for the Data Manager's as specified in the RFP and Guidance; however, it is up to program leadership to delineate the details of how these required tasks and functions are implemented and fulfilled.

Administration of the EZReports System:

One of the core aspects needed for effective data management within the 21st CCLC program is effective Administration of the EZReports system. On page 22 [of the 21st CCLC RFP](#):

Subgrantees are required to enter program participation data, by student, by participation hour, regularly throughout the program year, as often as daily and no less frequently than monthly. This data must be entered by program staff into a state-level data collection and reporting system. The current contractor for this system is Thomaskelly Software Associates and the data system is called EZReports. All subgrantees will be trained on the use of the system soon after the awards are made. The participation data for the program year will be reviewed by NYSED and the statewide evaluator by July 15 annually to ascertain whether the program met its participation target for the year, which ends on June 30. A student must attend the program for a minimum of 15 hours in the program year to be considered a participant.

It is the responsibility of the Data Manager to learn how to administrate the EZReports system for their grant, effectively do so, and turnkey knowledge to relevant staff using EZReports to continue quality data entry, management, and facilitate reporting. Many roles and functions of EZReports may not fall under the purview of the Data Manager, but working knowledge of EZReports is integral to quality data management that the understanding of the system is paramount even though the Data Manager may not use some functions in their regular role.

Administrative Roles and Permissions:

The administration of the EZReports system involves managing various aspects of the system to ensure 21st CCLC grant expectations are met. Assigning specific roles and responsibilities to different staff in relation to the grant is the first step towards meeting the goal and is determined by program leadership within the parameters established by the RFP. Different individuals or staff positions are then assigned different levels of access and permissions for use of the system, consistent with the needs of their roles and responsibilities. For example, depending on their roles and responsibilities, users can be assigned to have access at the site level or at the grantee-wide level. It is program leadership's responsibility to determine appropriate permissions and access, but the Data Manager's responsibility is to ensure that these assignments are implemented in the system.

Different types of users and their levels include the following¹:

- **Grantee Admin** – The primary user(s) who have the ability to create user accounts within the EZReports System and have full access to all sites and functions in their project. The Grantee Admin can create and manage user accounts, assign roles and approve permissions, configure system settings, generate reports, control access levels, and determine what functions and data each type of user can view. Permissions for each of the following can be set up by the **Grantee Admin**.
- **Grantee User** – These users have permissions and roles that will be primarily set by the Grantee Admin. Depending on the permission levels granted, the Grantee user can have near similar access to all aspects of the grant, at both the grant and site level.
 - **Data Manager** – Although not an official technical role within EZReports, it is strongly recommended that the DM be assigned as a Grantee User, with full access to the necessary permissions needed for data management and quality control.
- **Site Admin** - is responsible for overseeing the day-to-day operations on site. These users can register, enroll, and take attendance for students attending the program. They can also create activities, sessions, and run site-specific reports. Site Admins are often Site Coordinators who manage day to day site functions.
- **Site User** - may have a specific role within the system, such as data entry or running reports. These users can register, enroll, and take attendance for students attending the program. They can also create activities and sessions.
- **Grantee Evaluator** - These individuals are contracted by the 21st CCLC program to perform evaluative functions for the 21st CCLC program. They may have limited access to specific sections or data within the system based on their role and responsibilities. Due to the wide-ranging nature of the local evaluator’s work, it is recommended that the local evaluator have access to all information associated with the program in EZReports.
 - If the Evaluator is also the Data Manager it is strongly recommended that the Evaluator/DM be assigned as a Grantee User, with full access to the necessary permissions needed for data management and quality control.

Creating Users and Editing Permissions: Administrators can create user accounts within the EZReports System and assign roles and permissions to the specific user. This process allows them to control access levels and determine what functions and data each user can view. The Department strongly recommends that the Program Directors assign Data Managers and evaluators the adequate permissions necessary to perform their functions. Limiting permissions of Data Managers and evaluators within EZReports can impede quality control and data management. Training videos and user guides for this topic can be found on the EZReports portal by clicking “Support.”

Overview of Site Level and Grantee Level:

The EZReports system can be used to enter, manage, and report data at the site, grantee and state levels.

¹ EZReports also includes state-level roles that are assigned to staff from NYSED, the two Resource Centers, and the State Evaluator.

State Level: The state level encompasses the entire state and can access all 21st CCLC grants at the grantee or site level. The state level users can produce statewide reports and provide technical assistance and guidance when needed to grantees.

Grantee Level: The grantee level encompasses the entire 21st CCLC grant within the grant's project number. This allows the user to have access to all program sites to generate comprehensive reports and monitor program performance.

Site Level: The site level refers to individual, physical program sites or locations where the 21st CCLC grant program is operating. At the site level, EZReports data is specific to each site including attendance, program activities, professional development, student information, staff & stakeholders, site level reports, and teacher surveys.

Sites, Schools, and Students in EZReports:

Sites:

Sites are where the program happens. In the physical sense and in EZReports. Sites contain a variety of functions that are important to quality data management. For accurate data collection, EZReports should reflect what is happening on the ground. Sites contain a variety of functions that are important to quality data management. Sites are where:

- students are registered
- activities are created
- students are enrolled in activities
- site-based staff are created and assigned
- attendance is taken
- Teacher Surveys are Administered (see pg 18),

If a site is being added to the program via modification, the school must be created by the TARC as grantees will not have the ability to do so.

Schools in EZReports:

Schools in EZReports are linked to sites. The schools act like feeder schools that show the flow of students into a 21st CCLC site. Some sites are also schools, thus they are linked intuitively when a site is created. Other sites, like a community center, may have multiple schools feeding students into that site and will need a linkage between the school and the site within EZReports. Linkages for Sites and Schools can be seen and altered at the Grantee Admin and following this path: Sites > Programs > School Year or Summer. Training videos are available on EZReports for this topic. If a school is being added to the program via modification, the school must be created by the TARC as grantees will not have the ability to do so.

Students

Participating students are linked to their home schools that they attend during the regular school day. This linkage is made during student registration. Home school linkages need to be maintained to ensure accurate and up to date data including:

- Principal Contact Information, and
- Teacher information;
- Demographics

Training videos are available on EZReports for this topic.

Activities

Programs will need to create activities within EZReports that are reflective of their schedule. For instance, if a program is providing Academic Enrichment to students from 3pm to 4pm, this activity must be created in EZReports. For how to create an activity, refer to the [Starter Guide for EZReports](#) or the Support material in EZReports.

When creating an activity in EZReports, the creator will have to choose one of 14 categories. If an activity does not clearly fit into one of the 14 categories, select the activity type that most closely fits. For a full list of Activity categories, please refer to the [Activity and Focus Categories resource](#).

Programs often find that some activities do not fit well into any single required category, or that choosing just a single category does not sufficiently describe the activity. Programs can use focus categories to provide a more accurate description of the activity. Although the focus category is not reported to 21 annual performance report (21APR), it is reported for Statewide Evaluation, program management, and assessing local objectives. Only the 'Activity Category' listed in EZReports will be reported to 21APR. Programs will have the option to pick 2 focus categories

Sometimes an activity category can be hard to select. For example, Culinary can be a variety of categories like STEM, Healthy and Active Lifestyle, and Cultural Programs. In situations like these, select the category that fits the most and use the focus area percentages to illustrate the other focuses of the activity.

Special Events and Holidays

Specific guidance pertaining to special events and holidays can be found in the [Starters Guide to EZReports](#).

Staffing:

Assigning staff within the EZReports System involves associating individuals with specific roles and responsibilities in relation to the grant program. Not every staff member in the program will need an EZReports account. Assigning staff shows which staff are working with which activity and session and allows the program manage staffing within EZReports. Once staff are assigned to their appropriate activities/sessions, they can be tracked and modified in reflection to what's happening on the ground. Specific staffing information can also be tracked within EZReports such as professional development, fingerprinting, and professional qualifications.

Staff and users differ in that users *have access to EZReports*, whereas staff assigned, such as an activity teacher or teacher's aide, do not necessarily need EZReports access to complete their work. However, these staff must still be created and assigned to activities and sessions they are associated with. The assigned staff are the staff that run or implement the activity within that session. Having accurately assigned staff helps Grantee and Site admins to monitor staff who are assigned to particular sessions and activities. Training materials are available on EZReports for this topic and on the [Starters Guide to EZReports](#).

When setting up staff within EZReports to be reported out, the staff will be categorized by these staff types below. Creators of the staff must align them to the most accurate description of the newly added staff in EZReports. Please note that at least one staff must be assigned to an activity. It is the Data Manager's responsibility to ensure that the accurate number of staff are in the activity and accurately categorized. The Data Manager is also responsible for keeping email addresses of staff current, especially

for positions engaging in data collection and with NYSED communications such as a Project Director and Site Coordinator.

Administrators	Individuals who have a primary oversight capacity of the staff and functions of the center.
College Students	Individuals currently enrolled in a post-secondary institution.
Community Members	Individuals from the community at large.
High School Students	Individuals currently enrolled in a secondary institution. High school students reported as staff CANNOT also be counted as 21st CCLC participants.
Parents	Individuals who are the parents or guardians of students enrolled in the 21st CCLC program at the center.
School Day Teachers	For centers located within a school, these are individuals whose primary role is as a teacher within the school district or at a feeder school.
Other Non-Teaching School Staff	Individuals whose primary role is to provide services or activities such as security, custodial, clerical, athletic social work, nursing, or transportation within the school district or at a feeder school.
Subcontracted Staff	Individuals who enter into a formal contract to provide services to the center. They are often referred to as “vendors,” and may provide specialized activities.
Other	Individuals who are not identifiable with any category above.

Staffing in 21APR:

Data Managers are responsible for ensuring the people who work for the program are accurately represented within EZReports. This includes the people who work, in either a paid or volunteer capacity, in the center in direct support and administration of the program and those who provided support for any activity for any amount of time during the school year or summer. These staff are reported from EZReports to 21APR and included in the federal reporting. Accurate listings of staff and volunteers are important for quality data management and should be updated and assured regularly. *If a local evaluator is also a Data Manager, the Data Manager/Local Evaluator should not be reported as staff in EZReports.*

Student Attendance:

Student attendance within 21st CCLC is tracked in EZReports. Programs and Data Managers must keep consistent and accurate attendance in EZReports so accurate attendance can be reported to both NYSED and the USDOE. A minimum of 15 total hours of attendance is a criterion that NYSED uses to determine whether a student should be counted towards the program’s enrollment target, which can affect funding. Target Enrollments can be viewed [here](#). Accurate attendance records are also essential for estimating program impact, as defined at the State level and in some cases at the program level.

Programs are strongly encouraged to Enter program participation and activity data for Fall 2023 into EZReports by December 31, 2023. The deadline for attendance submission into EZReports for the whole is June 30th of every program year (July 1st – June 30th).

Attendance in EZReports

Programs take attendance in EZreports at the Site Level of their grant. Attendance can only be taken when an activity and a session for that activity is created, and students must be enrolled within that activity before the attendance of that student can be taken. To view training materials associated with attendance taking in EZReports, go to the Support tab within EZReports and/or view the [Starters Guide to EZReports](#)

It is the Data Manager’s responsibility to become familiar with the method of attendance taking and manage the quality of the data regarding student attendance. Should there be errors or discrepancies, the Data Manager should notify responsible staff of the missing attendance. Program Directors may choose to give Data Managers this responsibility. If attendance was already submitted and certified for that month, programs can request to have attendance unlocked within EZReports.

Students and Demographic Data

Students:

The student is the most important piece to data management and to the program. With that importance in mind, the Data Manager must keep accurate demographic data associated with the students and that they are accurate and can be used for their program’s needs. When a student is created, the creator will be prompted to fill in a variety of fields, such as:

- Name: first, last, middle if available
- State (NYSSIS) and Local ID#
- Demographic data:
 - Primary language
 - Grade
 - Gender
 - Address
 - Phone
 - Zip
 - Ethnicity, race
 - Free/reduced lunch eligibility
 - Special needs status
 - LEP status

It is the Data Manager’s responsibility to ensure that these data points are accurate as they are crucial to federal, state and program-level reporting. Training videos and user guides for this topic can be found on the EZReports portal by clicking “Support.” Further clarification on required demographic data can be viewed in [Summary of Requirements for Documenting Participant Demographic and Outcome Data in EZReports](#).

The NYSSIS ID

The NYSSIS ID is what connects the student to the NYSED SIRS database (pg 15) and allows NYSED to acquire data needed for federal and state reporting. *Pending a NYSSIS ID, students who do not have a NYSSIS ID at the time of registration, a placeholder ID may be used instead. However, the placeholder ID ***must*** be replaced by the official ID as soon as one is assigned. The required format for a placeholder*

ID is **008nnnxxxx**, where 8nnn is the 4-digit grant number, and xxxx is a program created, 4-digit number to uniquely identify each student. Data Managers and program staff will need to track students who have placeholder IDs. Useful information about NYSSIS ID's can be found [here](#).

OSIS IDs (NYC only):

The OSIS ID is what connects the student to New York City's **OSIS** database (pg 15). NYSED is then able to link the OSIS ID to the State NYSSIS ID to acquire data needed for federal and state reporting. *Students who do not have an OSIS ID at the time of registration, may use a placeholder ID instead. However, the placeholder ID *must* be replaced by the official ID as soon as one is assigned. The required format for a placeholder ID is **08nnnxxxx**, where 8nnn is the 4-digit grant number, and xxxx is a program created, 4-digit number to uniquely identify each **student**.* Data Managers and program staff will need to track students who have placeholder IDs.

Grade Level:

The grade level of students is assigned when the participants are registered in EZReports. EZReports automatically increases grade levels of students when the system rolls into a new year. The grades portion of 21APR will be uploaded by EZReports to report this portion of participation.

Please note: If a student did not advance to the next grade, their grade will need to be edited to their actual grade, and if they transferred to a new school (middle to high) that student will need to be transferred to that school in EZReports.

Race/Ethnicity:

Government Performance and Results Act (GPRA) follows the U.S Department of Education guidelines for demographic reporting. Below are the Race/Ethnicity choices available for GPRA reporting. These categories are represented in EZReports and the [NYSED Standard Enrollment form](#).

American Indian or Alaska Native	Native Hawaiian or Pacific Islander
Asian	White
Black or African American	Data not provided
Hispanic or Latino	

Sex/Gender:

GPRA follows the Department of Education guidelines for demographic reporting. Below are the Sex/Gender choices available for GPRA reporting. These categories are represented in EZReports and the [NYSED Standard Enrollment form](#). See gender/sex categories below:

Male
Female
Not reported in Male or Female
Data Not Provided

Please note: Programs can use a fillable answer for their enrollment form when asking for Gender. When selecting the gender of the student in EZReports, the user should select the most accurate descriptor.

Population Specifics:

EZReports/GPRA measures will also request demographic data pertaining to the below categories. If the NYSSIS Student ID is inputted in EZReports, NYSED will be able to use the ID to gather the below demographic data with the exception of “Family Members of Participants Served.” Family Members must be tracked via EZReports and the adult services provided by the program.

Students who are English Learners
Students who are economically disadvantaged
Student with disabilities
Family members of participants served

Uploading Students in EZReports

Uploading students can be an incredibly efficient method of registering students within EZReports and is something the Data Managers and Program Directors should consider having their program do when registering a large amount of students.

- Specific step by steps can be located in the EZReports training portal where video training and user guides can be located and can be viewed in the [Starters Guide to EZReports](#).

Gathering Data from Partnering Local Education Agencies (LEAs)

To meet the GPRA requirements for the 21st CCLC program (Title IV Part B), NYSED requires that all participating school districts, whether the lead agency or the partner(s) of a lead agency, provide access to certain student-level data, also referred to as personally identifiable information or PII, for the federally required APRs. Programs and school districts can refer to the [November 21, 2022 Data Sharing Letter](#) referring to the data sharing requirements needed for 21st CCLC programs. Programs are encouraged to share this letter with their districts when prompted. This letter can be shared with school districts and leadership to inform them of the data reporting requirements necessary for 21st CCLC grants. Failure of the districts to provide the associated data within the partnership may result in forfeiture of the program and grant serving the associated school(s). If the program is having difficulty acquiring this data, please notify NYSED at emsc21stcclc@nysed.gov.

Examples of student level data needed from LEAs:

- Name, Date of Birth, ID, (used for measuring GPRA 1, 3, 4)
- Grades (used for measure 2)
- Teachers Surveys (used for measure 5)
- Demographics

Clarification of Required vs. Optional Demographics: Certain demographic information is needed from the LEA to identify the students in SIRS. This includes the student ID number, name, date of birth, home school name and BEDS code, and grade level. Other demographic information that the program may require for program management, and/or to assess local objectives and outcomes, must be obtained from the LEA, as SIRS data will not be available until after the program year. Note that any demographic data entered by the program during the program year will be overwritten by the SIRS data upload. Therefore, if you collect demographic data for your

local objectives, SED highly recommends backing up any of this data that you want to keep before the SIRS upload (which generally occurs in the fall following each program year). Further clarification on required demographic data can be viewed in [Summary of Requirements for Documenting Participant Demographic and Outcome Data in EZReports](#).

Partnership Agreements

A Partnership agreement for District programs will need to include the district representative and a representative of the school building(s) that are participating. Partnership agreements for CBOs will also have to include the CBO in those partnership agreements as well. In this agreement, the district/school(s) must outline the specific responsibilities pertaining to the 21st CCLC program and data collection. The [partnership agreement template](#) highlights the basic responsibilities for schools in terms of data sharing and collection.

It is highly recommended that Program Directors and Data Managers create strong connections with partnering school districts' data personnel and leadership to facilitate accessibility to required data for 21st CCLC. Program Directors and Data Managers will also need to communicate regularly to ensure data related responsibilities are being met and that relevant staff and tasks are being supported. Program Directors and Data Managers, within a district, can request access or connect with district staff with access to [The NYSED Business Portal](#). Public schools NOT in NYC should contact their District office. The District Office should have one or more staff members with a NYSED Application Business Portal account allowing them access to the NYSSIS web application.

Enrollment Forms:

Enrollment forms are documents or online forms that participants are required to fill out when joining the program. These forms capture important information about the participants, such as their personal details, contact information, and consent to the collection and use of their data.

NYSED released an [enrollment form memo](#) detailing what the purpose of the enrollment form is and what is required within the form. In short, each program's enrollment form *must include* all elements and fields within the [NYSED Standard Enrollment form](#). These elements include:

- Student name, DOB, demographic data
- Contacts
- School Day Teachers
- Necessary health information, and
- Data Consent

However, the enrollment form is not limited to the elements and fields in the NYSED Standard Enrollment Form and relevant information to the program can be added, but not removed from the form.

The Data Manager must review their program's enrollment form to determine all the necessary fields and elements are included to ensure accurate data collection. The enrollment form should be considered the single point of access for students enrolling in the program as all data relevant to the student is captured here.

Data Quality Monitoring and Activity Logging

Data Managers need to conduct regular quality monitoring of all data entered into the EZReports system. This process involves checking completeness as well as validity and accuracy of data. These three types of checks are interdependent, and can be summarized as follows:

- **Validity:** Are all records entered in the correct format and using the correct values? For example, all school BEDS codes should be 12 digits. GPA should be reported on a continuous scale ranging from 0.00 to 4.00.
- **Accuracy:** Does each data point contain the correct value for that case?
- **Completeness:** Are valid and accurate records entered for all applicable cases? Note that records should not be considered complete unless they are valid and accurate.

Quality monitoring includes running the APR *Data Checks* report in EZReports, but it is important to note that this function only represents one piece of the process, as it only addresses completeness of data required for APRs, but does not check accuracy. Data quality monitoring must also address completeness, validity, and accuracy of all other EZReports data.

- **Data Check reports in EZReports**

The *Data Check* functions generate status reports for completeness of data needed for the Federal APRs. There are two types of *Data Checks*: one indicates completeness of activity, staffing, and participation data; the second shows completeness of outcome data. Wherever there is incomplete data, both reports show “errors” which indicate that there is no data available to report for the APR, and “warnings”, which indicate that only partial data is available. These Data Checks can be accessed under “21APR Reports” in the “Reports” tab.

Where warnings are indicated, the Grantee Admin (or users given the appropriate permission) can “approve exceptions” so that the missing data will not prevent EZReports from generating the APR. However, exceptions should only be approved under the following conditions:

- For **activity participation**, exceptions may be approved for scheduled days when there was no attendance, but only after confirming that there really was no attendance (as opposed to cases where the program simply has not yet entered the attendance data). If there was 0 attendance, an exception can be approved, or the day can be deleted from the schedule. However, exceptions for activity attendance errors cannot be approved if there was no one enrolled. *Note however that programs should still maintain records of how many days and hours were offered, as this information is relevant to federal requirements, and may be needed to address local objectives.*
- For **missing demographics**, an exception may be approved if the data is only needed for the APR, since official data will be obtained later from NYSED’s SIRS office for this purpose. However, programs should still maintain records of any student demographics that they need for program management and/or to address local objectives (see *IMPORTANT EXCEPTION*, below).
- For **missing outcome data**, exceptions for missing GPA data must *not* be approved except for cases where the data not required (see [GPA guidelines](#) for more information). Non-responses on the teacher surveys can be approved after the deadline of the administered survey.

IMPORTANT EXCEPTION: Because of State 2d laws governing sharing of confidential information, program staff will not have access to any of the above data obtained from SIRS. If programs need access

to such data for purposes other than APR reporting (e.g assessing local objectives), they must enter these records themselves. These expectations are further clarified in NYSED’s Policy Brief about maintaining data records. Detailed information about data sharing requirements is provided in the [11/21/2022 Data Sharing memorandum](#) from NYSED.

The two types of embedded EZReports APR *Data Check* reports are described further below.

Data Check for Activities, Staffing, and Participation

This Data Check should be run periodically throughout the year so that the Data Manager can stay on top of ongoing data entry. It provides a status report of completeness of the following elements:

- Activity: number of hours that each defined activity convened
- Staffing: identification of individuals assigned to all required staff positions, including
 - Administrators
 - college students
 - high school students
 - community members
 - other non-teaching school staff
 - parents
 - subcontracted staff
 - school day teachers
- Participation: reporting shows the status of each of the following:
 - Total attendance for each defined activity, by day
 - Availability of demographics of all participating students, including Race, Ethnicity, ESL/LEP, Free/reduced Lunch, and Special Needs

Data Check for GPRA Outcome Indicators

This Data Check provides a status report of completeness of the five required GPRA outcome indicators listed below. The report should be run in sufficient time before the end of the school year to ensure completion of Teacher Surveys, and before September to ensure completion of GPA Calculators. All SIRS data will be obtained and uploaded by NYSED.

Metric	How obtained	Timing
Growth on State ELA and mathematics assessments	SIRS data upload	ca. 8/31
Growth in GPA	GPA Calculator uploads	Due 8/31
Improvement in school day attendance	SIRS data upload	ca. 8/31
Improvement in behavior (in-school suspensions)	SIRS data upload	ca. 8/31
Engagement in learning	Teacher Surveys	Due 6/30

- **Additional data verification in EZReports**

In addition to the EZReports Data Check functions, Data Managers are also responsible for ensuring the completeness, validity and accuracy of all other student, staff and program data entered into EZReports. For all programs, this includes but is not limited to: name, date of birth, student ID (NYSSIS State ID for Rest of State programs, or OSIS Student ID for NYC programs), student’s regular home school name and BEDS code, grade level, regular school teacher; staff roles, activity assignments and demographics; activity and session information, schedule and staffing; and provider information[if it’s being used].

Note that for some programs, this responsibility might *also* include data such as student demographics or school day attendance, which would normally be obtained from SIRS, if it is needed for program management, assessing local objectives, or other purposes other than completing APRs.

The [EZReports Data Verification Guidelines](#) provides useful procedures for identifying and summarizing completeness, validity and accuracy of some essential student data points that can help the Data Manager locate where corrections are needed. This document shows how data quality can be monitored using Excel formulas and functions; however, it is intended only as an example – many other applications can be used to accomplish the same thing. In addition, it is far from exhaustive: it provides methods for reviewing only a select number of data types. Additional data verification guidelines may be provided in the future. Your Resource Center Data Specialist can provide more information on data quality indicators and how to perform data validation checks.

- **Keeping an activity log**

Data Managers may wish to keep an activity log to track these procedural checks, as well as any TA requested and received, so programs can maintain accurate records of quality monitoring efforts. For example, such a log can help the Data Manager keep track of how recently the completeness of certain data points was last checked, who checked them, and what if any follow-up was required. A sample activity log can be found [HERE](#).

Data Check and Data Entry Errors

To be able to adequately Data Check and identify data entry errors, Data Managers will need to understand how to use EZReports and how it functions. This can be done by watching the training videos or reviewing the user guides on the EZReports support section and reviewing the [Starters Guide to EZReports](#).

Specific areas the Data Manager is responsible to check:

- Student identifiers; demographics (as needed), including backup of data which will be overwritten when the SIRS data is uploaded (pg 8).
- Attendance – Sign in/out Attendance needs to be accurate and up to date for all sessions in all sites. The monthly attendance needs to be submitted when completed.
- Staffing – Staff needs to be added on the grantee and site level. Staff needs to be kept up to date for all sites and sessions. Staff contact needs to be up to date.
- Activity/Categories – Activities and Sessions - how to create, manage, and properly define the activities and sessions for program sites and making sure that they align (categorically) with currently approve schedule. The activity category that the activity is labeled is the category that is reported to 21APR. Please note that selecting “Other” as the descriptor for this field will result in none of the attendance for that activity being included in the APR summaries.
- Focus Categories – Focus categories are State-defined categories listed in EZReports to sufficiently describe an activity that doesn’t fit well into the categories required for APR. The data manager needs to ensure the focus categories are an accurate representation of what is occurring in the activity.

- Outcomes – Teacher Surveys and GPA - Conducting the yearly teacher surveys for the program by managing the School day teachers, sending out the surveys/reminders (see pg 18), and ensuring student’s grades are converted to GPA using the GPA Calculators, and that the completed calculators are uploaded to Measurement Incorporated (MI) secure upload. See page 17 for instructions.
- Scheduling alignment with RFP or approved schedule - The Data Manager should make sure the activities schedule aligns with what the RFP states and what was approved by NYSED. Discrepancies within scheduling may be considered a compliancy issue.
- The Data Manager and the Program Director should keep regular communications to make sure the data being entered into EZR is accurate, up-to-date, and to also to notify:
 - When there are data errors.
 - When data elements have not been entered (lacking attendance, lack of staffing, etc.), and
 - Periodically to inform program leadership of program data related elements

The Data Manager should also have regular communication with site coordinators who may be taking attendance on the day-to-day occurrence so that no attendance is missed and it is recorded for each student accurately. This also applies to each site's schedule and staffing.

Analyzing Data for Quality Control:

Data Managers can assist in data analysis for program leadership in finding gaps in data, such as attendance, activities, and staffing. Data managers can use multiple methods to view important micro and macro level information about their program to identify missing data, such as:

- Reviewing Grantee/Site Admin Dashboard
- Reviewing Student Hours in the Students page (Site Level > Registration > Students)
- Generating Relevant Reports (see pg 19)
- Data Checks (see pg 13)

For sufficient quality control of the program’s data, the Data Manager will need to be familiar with the program, its schedule, and typical trends. Understanding the program on the ground can help data managers spot irregularities and missing data. Data managers should consult relevant program staff if they identify missing data or irregularities to determine if these data gaps are truthful or unreported data.

Data Managers can support users in generating and analyzing reports within the EZReports System, and provide technical assistance, guidance, data management, and quality control of the data. Technical Assistance Resource Centers can assist Data Managers and users in understanding and utilizing the system's reporting capabilities to extract meaningful information and insights.

SIRS, GPRA Outcomes, and New York State 21st CCLC

The [New York State Education Department’s Student Information Repository System \(SIRS\)](#) provides a single source of standardized individual student records. These confidential records are used to improve student performance and to meet State and federal reporting and accountability requirements.

The New York State Student Identification System (NYSSIS) is a key element of SIRS. NYSED developed this program to assign a stable, unique student identifier to every student reported in the SIRS. These include all prekindergarten through grade 12 public school students, participants in an approved High School Equivalency (HSE) program in New York State, and religious and independent (nonpublic) school students whose standardized New York State assessment data are reported through SIRS. Unique identifiers enhance student data reporting, improve data quality, and ensure that students can be identified longitudinally as they transfer between Lead Education Agencies (LEA). In the SIRS, each student record is uniquely identified with a 10-digit NYSSIS number assigned when the student first enters a State public school, public agency, child-care institution that operates a school, or participating religious and independent (nonpublic) school.

GPRAs and Data Manager Responsibilities

Congress established a set of measures via the GPRA in 1993 to improve government performance management. GPRA measures are required outcomes that are reported to Congress once a year. The U.S. Department of Education (USED) analyzes this data to report on the GPRAs measures to Congress in the Annual Performance Report (APR). In New York, the 21st CCLC, GPRAs are measured by improvements in; New York State Assessment, Grade Point Average, School Day Attendance, In School Suspensions, and Student Engagement in Learning. Data will be collected during the school year and subsequently reported to Congress during the Fall and Spring semesters of the following year. 21st CCLC programs are required to report on the GPRA indicators about the impact of the program to the federal government as follows:

- GPRA Measure 1: Academic Achievement on State Assessments
- GPRA Measure 2: Grade Point Average (GPA)
- GPRA Measure 3: School Day Attendance
- GPRA Measure 4: Behavior
- GPRA Measure 5: Engagement in Learning

How does 21st CCLC use SIRS for GPRA data?

The New York State Education Department uses students' SIRS data to report aggregate **GPRA Measures**. Data Managers are responsible for ensuring all necessary data is available for the appropriate GPRA Outcome Measure to be reported. The following measures are reported from SIRS and will need a student ID to complete:

- GPRA Measure 1: Academic Achievement on State Assessments
- GPRA Measure 3: School Day Attendance
- GPRA Measure 4: Behavior

These GPRA measures will be uploaded and reported by NYSED. After this upload, this data in EZReports will not be viewable, and it is strongly recommended to download all relevant data prior to this upload. The upload will usually happen in the Fall Semester after the July 15th attendance cutoff date.

The Data Manager and subgrantee responsible for ensuring the quality of the below GPRA measures directly. Further instructions and guidance for these measures are below.

- GPRA Measure 1: Academic Achievement on State Assessments
- GPRA Measure 5: Engagement in Learning

GPRM Measures and Outcome Chart:

Below is a chart detailing the GPRM Measure Indicators, Grade Levels relevant to the indicators and what and how the data will be collected.

GPRM Measures	GPRM Indicators	Grade Levels	How Indicator is Measured in NYS	Where Data are Obtained
GPRM Measure 1: Academic Achievement on State Assessments	<p>Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.</p> <p>Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.</p>	4-8	<p>Student Growth Percentile (SGP) on the NYS English Language Arts Assessment meets or exceeds the 50th percentile</p> <p>SGP on the NYS Mathematics Assessment meets or exceeds the 50th percentile</p>	SGPs obtained from SIRS
GPRM Measure 2: Grade Point Average (GPA)	Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.	7-8/10-12	Improved GPA as calculated from report card grades following NYSED-established State-wide formula	<p>Report card grades obtained from student's home school or district;</p> <p>GPA's calculated from report card grades by 21C staff using GPA Calculators</p>
GPRM Measure 3: School Day Attendance	Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.	1-12	Average daily school-day attendance (ADA)	Student level ADAs obtained from SIRS

GPR Measure 4: Behavior	Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who had in-school suspensions in the previous school year and experienced a decrease in in-school suspensions during the current school year.	1-12	Numbers of in-school suspensions	In-school suspensions obtained from SIRS
GPR Measure 5: Engagement in Learning	Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	1-5	Improvement in Engagement in Learning as reported by classroom teacher on the spring Teacher Survey, where students “already meeting expectations” in fall are included with the count of those who improved	Engagement ratings obtained from teacher surveys administered through EZReports

GPR Measure #5: Engagement in Learning via Teacher Surveys

This GPR measure is measured by Teacher Surveys administered to school day teachers via EZReports. The process involves:

- Acquiring School Day Teacher Email Addresses
- Inputting them into EZReports
- Administering the NYSED prepared survey to teachers who served students grade 1-5.

A detailed sample [Timeline and Summary of Activities](#) can be found on the Resource Center’s website as well as training videos located on the EZReports Support tab.

The Elementary Student Count Linked with School Teachers is a useful report to identify eligible students of missing School Teacher contacts. This report can be found at the Grantee level under all reports.

School Day Teachers:

School Day Teachers are important for programs serving grades 1-5. If the Data Manager manages data for programs that serve grades 1-5, the Data Manager must ensure that School Day teachers that serves program participants during the school day are inputted into EZReports and properly linked to the students that teacher serves.

For more information on how to link School Day Teachers to their students, please visit EZReports > Support > Training Videos > Teacher Survey Support.

GPR Measure #1: Grade Point Average (GPA)

This GPR measure is reported by the sub grantee and uploaded to a secure File Transfer Protocol (FTP) maintained by the Statewide Evaluator, Measurement Incorporated (MI). The process begins with getting the grades from the school/district for the students who participated in the 21st CCLC program who are in grades 7-8 and 10-12. Not every district uses the same set of grading scales, so a GPA calculator was developed to crosswalk all the possible grade variations into a single GPA structure. A detailed guide on the technical process for cross-walking and uploading the GPA can be located in the links below, along with the GPA calculators.

- [Instructions for Computing GPA Equivalents Using the GPA Calculations](#)
- [Instructions for Uploading GPA Calculator Files](#)
- [GPA Calculator Scales](#)

Generating User Reports:

Programs can generate a variety of reports within the EZReports System. These reports provide valuable insights and information about program activities, outcomes, and participant data, and can be used to create an external database of selected records. These report functions can be accessed in the left sided panel within EZReports under "Reports."

1. My Reports: Save Your Favorite/Custom Reports: The EZReports System allows users to save their favorite or custom reports for quick, easy access and assist users in creating personalized reports tailored to their specific needs and preferences. These reports can include selected data points, visualizations, and filters.
2. All Reports: The EZReports System provides a comprehensive range of pre-defined reports that cover various aspects of the program. These reports offer insights into attendance, participant demographics, program outcomes, and other relevant metrics.
3. Report Wizard: The Report Wizard feature assists users in generating custom reports. The Report Wizard empowers users to create reports specific to their evaluation and monitoring needs. Custom reports contain a variety of fields and inputs that can be combined to make your preferred report. These reports can also be saved for future use by clicking the "Save Report" button after making the button.

For training videos and user guides associated with creating Reports, please refer to the EZReports Support.

4. APR Reports:

The EZReports System includes specialized reports designed specifically for APR. These reports provide a comprehensive overview of program performance, outcomes, and compliance with grant requirements. They ensure the accuracy and completeness of the data included in the APR reports.

Useful Reports:

Users may run custom reports using the “Report Wizard”, or use any of the off-the-shelf reports under the “All Reports” tab. These reports may include metrics related to attendance, participant progress, program activities, and budget utilization. The reports help users interpret data and extract actionable insights to enhance program effectiveness.

Below are some Resource Center identified useful reports that have helped subgrants in the past:

Summary by Session: This report displays the enrollment and attendance of the regular sessions scheduled within the specified date range.

Missing Attendance Days by Session: This report displays the count and percentage of missing attendance days for each session of a site.

Elementary Student Count Linked with Day School Teachers: This report provides the number of students who have been linked with day schoolteachers for emailing teacher surveys.

Which Report NYSED Will Use to Determine Overall Attendance and Budget Reductions:

NYSED determines overall attendance for grant programs through a statewide grant report that is not available to sub grantees. The Participants by Site report in EZReports is what grants can use to determine their overall attendance by adding the sites together. As a reminder, a participant will not be considered eligible for credit until that participant has 15 hours or more of programming.

- Please note, if the program has participants who go between sites, the Regular Participants by Site report may show duplicates of those students and thus be counted twice. For a more accurate count, be mindful of participants who go to multiple sites.

Maintenance and Updates

Data Managers must be aware of all deadlines associated with their scope of work as it related to their 21CCLC program. These deadlines can be viewed on the [21st CCLC Program Activity Timeline](#) and on the [NYSED 21st CCLC Program Website](#). The Data Manager needs to coordinate with program leadership to ensure timely execution of tasks and work alignment with other facets of the program. It is *strongly recommended* that Program Directors and Data Managers schedule time periodically to review data elements of the program and upcoming tasks.

Accurate contact information for all staff

Data Managers are responsible for ensuring accurate contact information of all staff relevant to 21CCLC in EZReports and/or in separate documentation. Continuous maintenance of key staff contact information is critical for a smooth transition and that the appropriate staff members in the program are able to be identified by the TARCs, NYSED, the State Evaluator, and/or relevant program partners. Some key staff contact information include:

- Program Director
- Site Coordinator (s)
- Fiscal Contact
- Local Evaluator (s)
- Data Manager (s) (You!)

**please note all key staff contacts must be entered into EZReports. This includes the fiscal contact, data managers, and educational liaisons. Any time there is a change in contact information for these key staff members, the Data Manager must update their files and notify the TARCs and NYSED of the change.*

Customization in EZReports

The New York State Education Department is allotted a certain amount of customization hours every year for the purpose of customizing EZReports based on the Department's request. The Department can utilize these hours to make changes to platforms specific to New York State if deemed possible and/or reasonable. To offer transparency to programs, please refer to the [EZReports Customization List Summary](#) for past customizations.

As Round 8 progresses NYSED and TARCs will make customization requests if needed for a variety of reasons. Some of these customizations will affect EZReports users and who can benefit from these modifications. Any customizations added that are relevant to the program users will be communicated to programs and Data Managers.

Advisory Board Meetings

Although not required, the Department strongly recommends that the Data Manager, with authority conferred by the Program Director, establish a "standing update" opportunity at the quarterly Advisory Board Meeting (this is suggested in the sample [Advisory Board template](#) and prompts the Data Manager to provide a progress update about data entry activities such as an internal process check for availability/presence of data supplied on schedule by site-based staff).

Accessing Support

If a user needs additional training or support when using EZReports, they can access EZReports Support. Support functions within EZReports can be accessed in the top right corner of the EZReports screen next to the profile name. After clicking "Support," a user can access the following:

- User Guide – offers a step by step visual guide that can be viewed online and printed
- FAQs – Frequently Asked Questions from the field. Some of these questions are New York specific.
- Training Videos – Training videos developed on specific topics and functions within EZReports.
- Support Tickets – Support tickets in EZReports can be created by clicking the "Create New Support Ticket" button.

Resource Centers:

The grant's respective Technical Assistance Resource Centers are valuable tools to offer assistance with EZReports and providing clarification and guidance concerning data. The TARCS offer individualized, person to person support. If you and your program staff need more advanced support regarding EZReports you can reach out your Data Specialists at the the respective TARCs listed below:

- **New York City Technical Assistance Resource Center (NYC TARC)**
The New York City Department of Education serves as the NYC Technical Assistance Resource Center, providing services to all NYC based subgrantees.
 - If you would like to request any Technical Assistance from the NYC TARC team, please email us directly at TARCNYC@schools.nyc.gov.

- **Rest of State Technical Assistance Resource Center (RoS TARC)** Binghamton University Community Schools serves the RoS TARC, serving subgrantees outside of New York City, in the rest of state regions.
 - *If you would like to request any Technical Assistance (TA) from the ROS TARC team, via visit or call, please complete the [Technical Assistance Request form](#).*
 - Email support: ny21cclc@binghamton.edu *In the subject line, please include your project number, agency name, and a brief description of the email.*

Continuous Learning

Data Managers are expected to equip themselves with the technical knowledge to perform the tasks listed above. The role involves handling complex processes with precision and coordinating effectively with other system users/information providers to be successful. Data Managers need to bolster their communication and organizational skills to complement the technical components.

Technical Training

- Data Managers are expected to complete the **foundational EZReports training modules**, which can be accessed in the EZReports “Support” tab.
- Data Managers are expected to participate in additional, **targeted training sessions** – live or recorded – when new guidance is released. This content will be offered by the Resource Centers and by the EZReports developer, Thomas Kelly Software Associates. Look for email announcements from the Resources Centers, check the 21CCLC website, and/or reach out to the RC Data Specialist to inquire about upcoming trainings.

Training Team Members

- Organizations will have multiple staff members responsible for data collection and data entry. The Data Manager is the technical expert responsible for the accuracy and quality of the program’s data; therefore, the Data Manager role incorporates **educating all team members** – “system users” – on how to use proper data entry procedures, and then monitoring these inputs. **Program Directors are responsible for clarifying these expectations and supervising staff members’ adherence to the data entry procedures and schedules.*
- Data Managers can follow this **process to onboard staff members** who will be system users:
 - (1) **Send an email** with attached instructions to the site-based staff, coordinator/staff supervisor and copy the program director. Sample subject line: “Data Instructions for All Staff (required by 21CCLC grant).”
 - (2) **Write a brief memo** in the body of the email describing the importance of timely attendance and other forms of data in the program’s ability to operate in compliance with state and federal regulations. Specify that it is the Data Manager’s role to maintain the EZReports system, ensuring the accuracy and quality of the data for the whole program; and in order to fulfill this duty for the program, the Data Manager needs each colleague to carefully read and follow the attached instructions.

- (3) **Attach this turnkey train-the-user tip sheet [Starters Guide to EZReports](#):** This is a concise set of instructions describing key, site-level data entry practices any user can learn and apply. It was developed by the state based on insights shared by experienced Data Managers.

Peer Learning Opportunities:

- Data Managers are encouraged to participate in peer learning opportunities with colleagues in the statewide 21CCLC program network. Data Managers, including local evaluators serving in this role, convene to discuss common challenges, then **share expertise and tips**. Look for announcements from the TARCs about upcoming data-focused forums and workshops co-led by network members.

Extended Resources for Professional Development & Process Improvement:

Data Managers are strongly encouraged to access the **professional learning sessions and resources** focused on data management offered by these NYS 21CCLC program partners:

- Network for Youth Success (NYS)> [<https://networkforyouthsuccess.org/professional-development/>]
- Y4Y from the US Department of Education> [<https://y4y.ed.gov/>]
- The NYS 21st CCLC Resource Centers maintain and update a Q&A document collected and answered through Statewide trainings and individualized technical assistance. This Q&A can be found on the [Starters for Guide to EZReports](#). Q&As can also be viewed in the EZReports Support tab.