

Appendix B: PPICS CHECKLIST

What is PPICS? The Profile and Performance Information Collection System (**PPICS**) is a federal mandated, web-based data collection system for 21st Century Community Learning Center (CCLC) grantees which includes the **Grantee Profile (GP)** and the **Annual Performance Review (APR)** and is hosted by Learning Point Associates.

Information You Need to Know:

- Name of the 21st CCLC Grantee (i.e., Lead Agency vs. the center site location)
 - Learning Point Associates website address: <http://ppics.learningpt.org>
(Public information: <http://ppics.learningpt.org/ppics/public.asp>)
 - Designated PPICS contact for the Lead Agency; and for your centers, if different.
 - Learning Point User Name/s and Password/s
 - Learning Points tabs: Home/Help, Grantee Profile, APR and Reports
- Ensure PPICS contact email is correct and kept up-to-date (PPICS contact/s may change)*
Ensure that all level of staff are informed about PPICS

What is the role of the PPICS contact? To enter, update and maintain 21st CCLC quality data that is accurate and *completed by the deadline date (posted on the home page)*. Do **NOT** use the “back” arrow; use the links.

GRANTEE PROFILE

What information is needed for the GP?

- Basic Info:** Enter basic information from your grant.
- Objectives:** Enter objectives that were on your original application.
- Partners:** Enter partners/subcontractors with estimated monetary value of their contribution and how they contributed; *ensure that the Grantee is not identified as a partner.*
- Centers:** This module contains Center Info, Prior Info, and Feeder Schools/
 - This is the physical location where services are being delivered which has defined hours of operation, dedicated staff, has a position akin to a site coordinator.
 - The grantee and center might be the same entity.

Additional GP information:

- Asterisks mean that the information is required.
- Blue buttons will turn gray and will display a checkmark once GP is complete.
- Keep your GP updated with any changes; major changes (i.e., objectives, partners, centers) require SED approval.

ANNUAL PERFORMANCE REPORT

What preparation do I need to consider?

- Know what information is needed and immediately start to maintain data and records.
- Define roles for data collection and develop a timeline
- Consolidate requests for data
- Operations, Staffing and Attendance should be done first because other sections cannot be completed if these are not done.
- Grades, Teacher Surveys and Assessments are only reported for regular attendees

What information is needed for the APR?*

- Objectives:** Objectives that were entered in grantee profile are carried over here.
- Centers:** This module includes the following:
 - *Operations*
 - Only count the time you're actually providing services and programming to kids and/or adult family members.
 - Don't count administrative only time.
 - Don't duplicate time for concurrent programming.
 - *Attendance:*
 - Keep good attendance records of unduplicated count of students and adults served.
 - Regular Attendee attends 30 days during the reporting period.
 - If attendance is less than 5, system will automatically round numbers: 1 or 2 will round to zero and 3 or 4 will round to five.
 - *Staffing*
 - Count people, not positions, of your paid and volunteer staff.
 - Youth development workers: individual who (a) has a BA or higher, (b) is not someone who works as a staffer during the regular school day.
 - If staff qualifies for two categories, count only once in the category that is higher on the hierarchy.
 - *Feeder Schools*
 - Feeder schools are any public/private school that provided students to the center.
 - *Activities*
 - Include the total number of weeks provided; typical number of days per week provided; typical number of hours per day provided and number of participants.
 - Aggregated approach – report separately for school year and summer.
 - Report the maximum number of hours a single student can attend programming.

- Ensure the typical number of hours an activity was provided per week does not exceed the total number of hours per week the center was open (See Operations).
- Ensure that the typical number of hours an activity was provided per week on the APR Activities page does not exceed the total number of hours per week the center was typically open.
- *Grades*
 - Compare the students' first set of fall 2009 reading/language arts and math grades with the students' last set of spring 2010 grades for regular attendees according to the number of days attended.
 - The total of each of the four cells in the table should be equal to the number of regular attendees identified as being served by this center in the reporting period.
- *State Assessment Current Year*
 - Regents are State Assessment only for high school subjects: Obtain Math and Reading assessment scores for regular attendees.
- *Teacher Survey:* Meet with administrators or teachers early in the year to prepare.
 - Report teacher survey data for regular attendees only; one survey per student.
 - Avoid asking teachers staffing the program to complete teacher surveys.
 - For middle and high school students, survey Mathematics or English teachers.

Partners: Partners that were entered in grantee profile are carried over here.

- Any entity that is contributing to the project. They provide programming, funding, in kind goods/services, facilities, etc. and includes subcontractors.

Additional APR information:

- Use APR Exception reports to check for missing data
- SED approval is required for any major changes.

For more information:

- E-mail: Allison Anderson, aanderson@dpi.nc.gov
- Phone: 919.807.3644
- Learning Point Associates: Website: <http://ppics.learningpt.org/ppics>; E-mail: 21stccclc@contact.learningpt.org; or toll-free phone: 866-356-2711.