

COLLECTING AND REPORTING SERVICE DATA



2010-2011

Keystone SMILES AmeriCorps

Collecting and reporting data is an essential part of the AmeriCorps experience. Data helps evaluate the efficacy of service, communicate the impact of member efforts, generate resources for our communities, and satisfy program requirements.

Collecting and Reporting Service Data

KEYSTONE SMILES AMERICORPS

ORGANIZATIONAL TARGETS

As an organization, Keystone SMILES hopes to accomplish the following:

- ★ **TUTOR:** - Members will provide tutoring to students, primary in grades K-8, who have been identified as by teachers, parents, school administrators as academically deficient in a target subject area. Services will be provided in a one-one-on or small group setting, at least 3 times a week for 20 minutes, in before, during and after school sessions hosted by school districts and community agencies. Student's academic performance will be evaluated using a student progress report, completed by each student's teacher, twice during the year.
- ★ **MENTOR:** - Members will provide social and behavioral enrichment activities such as teambuilding, mentoring, and study skills instruction to students, primarily from grades 4 through 10, who have been identified by teachers, parents, school administrators, and / or the juvenile justice system as being in danger of failing, or being suspended , expelled, or adjudicated. Services will be provided 2-5 times a week for at least 30 minutes in before, during and after school sessions hosted by school districts and community agencies. Social and behavioral performance will be evaluated via a social and behavior skills rubric which targets teamwork/cooperation, listening and communication skills, responsibility, motivation/attitude, and study habits and is completed twice a year by members.
- ★ **RECRUIT VOLUNTEERS:** - Over the course of the program year, AmeriCorps members will recruit 5,000 volunteers and service-learning participants by spending approximately 2 hours per week making phone calls and personal contact. By contributing at least 25,000 hours of service to Keystone SMILES programming, volunteers and service learning participants will multiply the impact of identified objectives. Volunteer rosters and service-learning project reports will document participation and hours served.

AMERICORPS MEMBERS, THEREFORE, ARE REQUIRED TO TRACK AND SUBMIT STATISTICS REGARDING EACH OF THESE OBJECTIVE AREAS. USING THE MONTHLY REPORT FORM, MEMBERS TRACK MANY OF THESE ACTIVITIES. IN ADDITION, MEMBERS WILL SUBMIT A MID TERM AND FINAL REPORT TO SUBSTANTIATE MONTHLY REPORT STATISTICS.

MEMBER TARGETS

- ★ **Tutor or Mentor Students:**
 - To accomplish both social/behavioral and academic goals, **each member** should serve a minimum of 40 students and
 - Evaluate all students using Student Progress Reports or Social/Behavioral Rubrics

- **ACADEMIC TARGETS (Tutoring)**
 - Student served for academic reasons should be evaluated using Keystone SMILES' Student Progress Report
 - 77% of students evaluated should demonstrate an increase of at least 1 grade level in his/her target subject area
 - 70% of students evaluated should be promoted to the next grade
- **SOCIAL BEHAVIORAL TARGETS (Mentoring)**
 - Students served for social/behavioral reasons should be evaluated using Keystone SMILES Social/Behavioral Rubric.
 - 65 % of students evaluated should demonstrate an increase of 1 level (on a 5-point scale) in at 3 of 5 levels identified
- ★ **Recruit Volunteers:** *Each member should recruit and engage a minimum of 35 Volunteers or Service-Learning Students and Generate a minimum of 175 volunteer service hours per member (Approximately 5 hours per volunteer/service-learning student)*

MONTHLY REPORT

REPORTING STUDENTS SERVED

- **How Many NEW students did you tutor?**
 - Each month, please record the total number of new students tutored for the first time in the given month. Once a student is reported “new” for the first time, please do not report that student again in the program year. To prevent duplication, each student is only counted during the first month they are served, and should therefore, only be report once, during that month.
 - Please note the total column should help you keep track of the total number of students you have reported for the year.
 - Use the “Students Served Data Collection Tool” to help you keep track of individual students by recording each student you serve in the log and noting the date you report them as “new” on your monthly in the first column.
- **How many baseline student progress did you complete?**
- **How many final student progress did you complete?**
 - Each student a member tutors should be evaluated twice. When a a student begins to receive tutoring services, the member should complete the left side of the Student Progress Report, called the baseline. Upon the completion of tutoring, the member should complete the right side of the Student Progress Report, called the final.
 - Please report the number of these evaluations you complete each month by responding to these questions.
 - Please note the total column should help you keep track of the total number of evaluations you have reported for the year.
 - Use the “Students Served Data Collection Tool” to help you keep track of individual student evaluations by recording each student you serve in the log and noting the date you complete their evaluations in the appropriate column.
 - For more information on how to complete the student progress report, see EVALUATING AND REPORTING STUDENT PROGRESS.

- **How many students gained a grade level in their target subject area?**
- **How many students were promoted or graduated?**
 - Once a student has both a baseline and a final evaluation, compare the baseline grade level to the final grade level to determine whether the student has gained a grade level. In addition, indicate whether the student has been promoted or has graduated.
 - Report the number of students meeting these targets each month by responding to the appropriate questions.
 - Please note the total column should help you keep track of the total number of student targets you have reported for the year.
 - Use the “Students Served Data Collection Tool” to help you keep track of individual student targets by recording each student you serve in the log and noting the whether or not they meet the corresponding targets in the appropriate column.
- **How Many NEW students did you mentor?**
 - Each month, please record the total number of new students mentored for the first time in the given month. Once a student is reported “new” for the first time, please do not report that student again in the program year. To prevent duplication, each student is only counted during the first month they are served, and should therefore, only be report once, during that month.
 - Please note the total column should help you keep track of the total number of students you have reported for the year.
 - Use the “Students Served Data Collection Tool” to help you keep track of individual students by recording each student you serve in the log and noting the date you report them as “new” on your monthly in the first column.
- **How many baseline rubrics did you complete?**
- **How many final rubrics did you complete?**
 - Each student a member mentors should be evaluated twice. When a student begins to receive mentoring services, the member should complete the left side of the Rubric, called the baseline. Upon the completion of mentoring, the member should complete the right side of the Rubric, called the final.
 - Please report the number of rubrics you complete each month by responding to these questions.
 - Please note the total column should help you keep track of the total number of rubrics you have reported for the year.
 - Use the “Students Served Data Collection Tool” to help you keep track of individual student evaluations by recording each student you serve in the log and noting the date you complete their evaluations in the appropriate column.
 - For more information on how to complete the rubric, see EVALUATING AND REPORTING STUDENT PROGRESS.
- **How many students gained at least one level in 3 of 5 Rubric topic areas?**
 - Once a student has both a baseline and a final rubric, compare the baseline responses to the final responses to determine whether the student has at least one level in 3 of the 5 topic areas. Report the number of students meeting this targets each month by responding to the appropriate question.

- Please note the total column should help you keep track of the total number of student targets you have reported for the year.
- Use the “Students Served Data Collection Tool” to help you keep track of individual student targets by recording each student you serve in the log and noting the whether or not they meet the corresponding targets in the appropriate column.

REPORTING VOLUNTEERISM AND SERVICE LEARNING

- **How many NEW volunteers or service learning students did you recruit?**
 - The number of new volunteers includes all volunteers serving in programs coordinated by AmeriCorps Members. For example, if your service involves coordination of a parent-tutoring program, all parent tutors who volunteer their time would be counted in this number. In addition, volunteers can include students who engage in service through service-learning projects. This **DOES NOT INCLUDE** you or your fellow members. Just like students, please record the total number of new volunteers who served for the first time in the month indicated by the report. Once a volunteer is reported “new” for the first time, please do not report that student again in the program year, even if the volunteer returns for subsequent service or projects. To prevent duplication, each volunteer is only counted during the first month they serve, and should therefore, only be report once, during that month.
 - Please note the total column should help you keep track of the total number of volunteers you have reported for the year.
 - Use the “Volunteers and Service-Learning Data Collection Tool” to help you keep track of this item by recording each volunteer you utilize in the log and noting the date you report them as “new” on in the first column.
- **College Students? Baby Boomers? Disadvantaged Children or Youth?**
 - Of the new volunteers you report each month, do any fall into the categories indicated? If so, record the number of each in the appropriate box. These number should never exceed the number of new volunteers you are reporting.
 - Use the “Volunteers and Service-Learning Data Collection Tool” to help you keep track of this item by indicating in the given columns if an individual volunteer fall into the appropriate category.
- **How many total hours of service did those volunteers and students contribute?**
 - The number of volunteer hours should be the sum of **all** volunteer hours. For example, if 6 volunteers spent 6 hours each in volunteering, the number recorded here would be 36. Unlike, reporting students and volunteers, hours should be an aggregate of all hours contributed in a given month – by both new volunteers, and volunteers who are returning to do further service.
 - Please note the total column should help you keep track of the total number of volunteer hours you have reported for the year.
 - Use the “Volunteers and Service-Learning Data Collection Tool” to help you keep track of this item by recoding the number of hours each volunteer serves and the dates the service occurs in the columns to the right.

- **Please tell a "great story" about your service this month. Limit your response to a maximum of 250 words. Responses may be forwarded to PennSERVE or the Corporation for National and Community Service, so please prepare stories with their perspective in mind.**
 - These stories are use to communicate to partners, Host Sites, and AmeriCorps State and National office what is happening in members' service. Please include statistics such as number of participants, hours, etc. whenever possible. In addition, please use the Host Site name to give the story a setting.

EVALUATING AND REPORTING STUDENT PROGRESS

Members of the Keystone SMILES AmeriCorps Program will provide direct, daily service to students in 2 areas:

- Social Behavioral Support or MENTORING
- Academic Support or TUTORING.

Members should evaluate students served using one of the methods detailed below. Members who provide both types of service may choose to evaluate some students using both tools. These students should be reported in both mentoring and tutoring columns on the monthly report and the STUDENTS SERVED DATA COLLECTION TOOL.

Evaluating and Reporting Student's Social / Behavioral Progress (MENTORING)

Note: Students evaluated using this method should be those to whom you provide enrichment activities such as teambuilding, mentoring, study skills instruction, or homework monitoring.

1. To track the progress of the students served, members will need to use the Social / Behavior Skills Rubric provided in this packet. This form should be copied, as needed, for use with multiple students. Members may complete this form.
2. You will complete this rubric for each student two times in the academic year or summer. Please use the same sheet for each assessment. For your baseline report, complete the left side of the rubric as soon as feasible following the commencement of mentoring services.
3. Retain the original so you may add your final assessment scores.
4. Submit copies of all completed rubrics with your MID TERM DATA REPORT in January.
5. Upon the completion of mentoring services, complete the right side of the rubric.
6. Compare the baseline and final rubrics to answer the target question.
7. Submit all original rubrics with your FINAL DATA REPORT at the end of your term.

Evaluating and Reporting Student's Academic Progress (TUTORING)

Note: Students evaluated using this method should be whom you tutor at least 3 times a week for 20 minutes.

1. To track the progress of the students tutored, members will need to use the Progress Report provided in this packet. This form should be copied, as needed, for use with multiple students. Members may complete this form.
2. You will complete the Progress Report for each student two times in the academic year or summer. Please use the same sheet for each assessment. For your baseline report, complete the left side of the Progress Report as soon as feasible following the commencement of mentoring services.
3. Retain the original so you may add your final assessment scores.
4. Submit copies of all completed Progress Reports with your MID TERM DATA REPORT in January.
5. Upon the completion of tutoring services, complete the right side of the Progress Report.
6. Compare the baseline and final grade level to answer the intermediate target question.
7. Indicate whether the student was promoted or graduated.
8. Submit all original Progress Reports with your FINAL DATA REPORT at the end of your term.

MID TERM AND FINAL REPORTS

Mid Term Report

To complete your Mid Term report, submit the following by January 5th:

- Monthly Report Form
- Printed copies of Student Served and Volunteer Data Collection Tools
- Copies of Student Progress Reports and Rubrics

Final Report

To complete your Final report, submit the following by the end of your term:

- Monthly Report Form
- Printed copies of Student Served and Volunteer Data Collection Tools
- All Original Student Progress Reports and Rubrics