



APR

ANNUAL PERFORMANCE REPORT

Arizona's 21st COLO APR Data Collection Template & Guidance

Term Reporting for: Spring 2021



21ST CENTURY
COMMUNITY
LEARNING
CENTERS

2020

2021



What is the purpose of the APR and why is it required?

All 21st CCLC grantees are required to complete annual reporting for the US Education Department (ED).

- This includes grantees that are in year 5 of their grant. Each site must report for all 5 years of the grant, even if they have concluded offering services.

This data is used to report to the U.S Congress on services and outcomes of funding approved by Congress each year.

The program year for annual reporting includes the summer before the academic year and the academic year. See the illustration below:

Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Summer		Fall					Spring				

The APR has 3 terms to enter data. Only data for the specified time period can be entered for each of these terms.

The windows for the 20-21 program year can be found in the table below, with deadlines repeated on the [Required Reporting Dates](#) table, also available at this link: <http://www.azed.gov/21stcclc/required-reporting/>.

<u>21st CCLC Reporting Terms</u>	<u>APR Data Due to Evaluation Specialist Kim Logan at kim.logan@azed.gov</u>	<u>Dates* for Activities & Staffing Data</u>	<u>Dates* for Participation Data**</u>	<u>Outcomes and Partnerships Reported?</u>
<i>Summer 2020</i>	September 25, 2020	May 26-July 31, 2020	May 26-July 31, 2020	No
<i>Fall 2020</i>	February 19, 2021	August 1-December 31, 2020	May 26-December 31, 2020	No
<i>Spring 2021</i>	June 16, 2021	January 1-May 31, 2021	May 26, 2020-May 31, 2021	Yes

*Dates for Activities and Participation should be reflective of when a program’s term started. Each school has a different calendar based on their school day calendar and those dates should supersede the above dates.

**If the site accurately reports all student attendance into AzEDS via each site’s Student Information System, then Participation data to be calculated and reported by ADE 21st CCLC. See Guidance on website on uploading this



attendance at <http://www.azed.gov/21stcclc/required-reporting/> under Student Attendance in SIS FAQs.

DATA COLLECTION METHODS



There is a lot of data to collect, is there a way to collect it all in one place and then transfer to this APR Data Form?

Remember that each 21st CCLC site must enter data individually, so it is important to collect all data *per site*.

21st CCLC grantees can collect data needed to complete the Annual Performance Report (APR) on the *optional tool*: [APR Data Collection Worksheet](#).

Guidance on completing the optional APR Data Collection Worksheet

- Columns A-F enable grantees to keep track of which student's data is entered on each line.
- Remaining Columns collect required data in the federal APR.
- Note: Additional columns may be added to collect additional program information as desired, such as student attendance by class, or student transportation information.

SUBMITTING THE DATA

Once complete for the term, submit the [21st CCLC APR Data Collection Template and Guidance](#) form to the Evaluation Specialist for 21st CCLC at Kim.Logan@azed.gov and cc your assigned 21st CCLC Education Program Specialist.

NOTE: This form is set up as a fillable PDF. Some entries allow the user to enter information and others ask the user to select from options in a drop-down. This is done purposefully and is crucial to the submission of accurate data at your site.

- Therefore, we CANNOT ACCEPT HANDWRITTEN submissions of this form.
- If you have any issues completing this form, please contact Kim Logan.

APR Data Collection Tool

GETTING STARTED



What information should be included in the Grantee Overview and Centers section?

The Grantee Overview and Centers sections include basic contact information for the grantee. This information will remain mostly the same throughout the cycle, with the exceptions of the Contact Person(s) and partner section. Often, the person responsible for the entry of this data changes over the course of the 5 year grant, so ensure the most current contact is always included in this form should we need to follow up with questions. The partner list should be updated each year of the grant, as often partners are very different from year to year.

Grantee Overview

GRANTEE CONTACT INFORMATION

1. Grantee Name? (LEA/grant recipient/fiscal agent) _____
2. Contact Person Name? _____
3. Phone Number? _____
4. Email? _____

GRANTEE LOCATION- LEA's Main Office

1. Address? _____
2. City? _____
3. State? _____
4. Zip? _____

Centers

CENTER INFORMATION- Location of 21st CCLC Services

1. What is the Center's Name? _____
2. Center's Cycle? _____
3. Center's Address? _____
4. Center's City? _____
5. Center's State? _____
6. Center's Zip? _____

PARTNERS

For the Spring Report, enter both the partnerships that the program had from the whole program year- summer through spring- and the estimated value of each partnership.

Why do we need a Community Partner?



Remember, each center is federally required to list at least one external partner that is *outside or different from the fiscal agent*.

Note: The *fiscal agent* is the entity responsible for receiving and managing grant funds.

In most cases, the fiscal agent is the LEA/district; therefore, *the LEA and its funded programs cannot be considered a partner*.

E.g. Title I funds can be leveraged internally to supplement 21st CCLC services, but can't be counted as an external partner for this grant.

This list should include community partnerships that happened during any of the three terms- Summer, Fall, or Spring- in the program year.

Additionally, the U.S. Dept. of Education has asked us to prove that sites are working towards sustainability, so this list will also double as part of the documentation towards that goal. A comprehensive list of partners provides another way to highlight the uniqueness of the site and to impress Congress, as it emphasizes the supports we utilize that aren't paid for out of the 21st CCLC funding they authorize.



How can I estimate the value of a partnership?

ADE also collects the value of 21st CCLC partnerships as part of our efforts to address sustainability. Some partnerships will have a monetary value already attached- the \$500 donation from a partner is worth \$500. However, some partnerships are volunteer hours and some donations are in kind, so the value needs to be calculated. To calculate in kind donations, estimate the money the grant would have had to spend to provide the same goods. This can usually be determined through a quick search on the internet. For volunteers, the Independent Sector website offers a calculator to determine the economic impact of a volunteer, updating regularly throughout the year to reflect the current independent sector rate <https://independentsector.org/value-of-volunteer-time-2018/>

Ex: A college student who volunteers to teach art 1 hour, 2 days a week for 20 weeks would cost the grant \$1,088.00 at the rate of \$27.20 (current rate on 8-26-20).



Do Paid Partnerships Count?

After getting updated guidance from the federal office, we are expanding our understanding of partnerships for this reporting.

The short answer: *Yes, paid partnerships count*, as long as there is value outside what was paid. See the examples below for more.

Example 1: A site may have a partnership with the City Parks and Rec. City Parks and Rec provides PE and healthy choices classes with two staff members 2 days a week for 2 hours for the whole year, 27 weeks. For this partnership, the grant contributes \$1,000. If you had to pay for these services, the cost in your district for these positions would be \$15/hour. These classes would cost \$3,240 (2 staff x 2 days x 2 hours x \$15 per hour x 27 weeks = \$3,240). Therefore, the value of this paid partnership is more than the amount paid of \$1,000. In the list, you'd put the value as \$2,240 and check the box that this partnership is partially paid with 21st CCLC grant funds.

Example 2: A site pays \$5,000 per year to work with a parent education program for their family engagement activities. The parent education program provides 4 staff members for 3 hours for 12 nights per year (3 nights per grade level). Without knowing how much the staff are paid, the Independent Sector rate for volunteers of \$25.43 is the best choice to use for the hourly rate in the calculation. $\$25.43 \times 4 \text{ staff members} \times 3 \text{ hours} \times 12 \text{ nights} = \$3,661.92$. The parent education program also provides books and materials for all parents, at the cost of \$6 per parent for up to 400 adult family members. $400 \text{ adult family members} \times \$6 = \$2,400$. $\$2,400 + 3,661.92 = \$6,061.92$. Therefore, the value of this paid partnership is more than the amount paid of \$1,000. In the list, you'd put the value as \$1,061.92 and check the box that this partnership is partially paid with 21st CCLC grant funds.

COVID-19 Related Reporting



NEW Reporting Requirement for 20-21

With the ongoing pandemic affecting 21st CCLC programs all over the country, the U.S. Department of Education (USDOE) is trying to find the best way to tell the 21st CCLC story to Congress by capturing the changes that took place due to the pandemic. Therefore, the USDOE has asked that each program write a brief narrative to capture how the school closures may have impacted the program.

This narrative will be added for **each term reported**, so focus on what the program looked like during the term and what challenges and successes made the term stand out.

Question: How has COVID-19 affected your programs this term?

Example answer 1:

COVID-19 meant that our program was completely distance learning this summer. Some of our classes were able to take place virtually while others focused around projects that students and families took home to complete because they did not have reliable internet access due to the rural nature of our community. It also meant that we could not reach some of our most vulnerable students, resulting in lower than usual numbers of participants. Our target population grew as more students struggled academically and socially so we focused our efforts on serving as many students as we could in a variety of ways. One area we are proud of is our family engagement outreach during this summer term. Summer is not always a time our families associate with school but our community was able to support families and provide more family engagement services than ever before during a summer term.

Example answer 2:

Our school was able to open the school in a hybrid model of in person and virtual learning this term, with students attending alternating weeks of the term. This model was most difficult on our target populations who rely on school and 21st CCLC programs for safe spaces afterschool and snacks/meals at the beginning and end of each day. Therefore, we tried to run our 21st CCLC program to fill in those gaps for our students by providing additional support when students were struggling with the transition. Transportation for the program was a factor, with some families having to forgo participation in 21st CCLC in-person activities because of the need for a consistent routine. Although we have some technology difficulties, with many families being sent home with Chromebooks they did not initially know how to use or without WIFI access, we actually ended up serving 20% more families than we had during non-COVID times due to the fluctuating needs of our campus. We were able to support families in learning how to use the technology their students rely on during their at-home weeks and could address additional barriers our students had to learning during the school day with more targeted time afterschool. Without this grant, our students, families, and school would have struggled even more.

Activities



What information should be entered on the Activities page?

In this section, document all the different activities for students that took place during the *reporting period*. The site is *not* required to offer each type of activity. These categories are reported based on the Government Performance Results Modernization Act (GPRA) of 2010 for the United States Department of Education.

Each class offered in your program should be added to the Activity section **ONLY ONCE**. Each class should be categorized into the activity that most closely aligns to the *primary objective* of the class.

Exception: *College and Career Readiness*. The APR asks if each activity is also College and Career Readiness, as this is a focus of interest now.

- Remember the purpose of the 21st CCLC grant- it is likely that all/nearly all the activities offered will benefit students as they look toward their future college and/or career paths
- If a class has the primary objective of another activity, but also provides College and Career Readiness, then first add the class to the primary activity's box, then select that it is ALSO a College and Career Readiness activity.
- If the class' primary objective is College and Career Readiness, then it should be categorized at the bottom under the College and Career Readiness activity.

Choosing an Activity Category



All of the classes offered incorporate multiple avenues of learning- this is the nature of the 21st CCLC grant. Each class is chosen with purpose to align to one or more of your program objectives, but frequently emphasis is placed more on one objective than another.

An example: If you offer a cooking class whose primary objective is to teach students Reading skills in a project based learning environment, this class should be listed under *Literacy* in 21APR. However, if the primary objective is to teach students about diverse cultures through the use of food, the class should be listed under *Community/Service Learning*.

Multiple classes may fit into one activity category. Combine these classes into the category parameters in the APR. Provide the average details for the classes that fit into each category.

How Does Arizona Define Average?



In Arizona, we ask sites to describe what typical program offerings look like at your 21st CCLC program- paint the picture for the reviewers. This means we are looking for an average length that each type of class/activity is offered and an average number of participants receiving that type of offering- a snapshot of a typical offerings in your program.

An example: If you have one 45 minute math class with 9 students on Monday, one 1 hour long robotics class with 14 on Wednesday, and one 2 hour gardening class with 19 on Thursday, you would enter all of these classes under the STEM category. On any given day in your program, you would expect STEM to take place for 1 hour 15 mins and would see about 14 students participating.

Your entry for these classes would look as follows:

STEM

1. How often? ***More than once a week***
 - a. Times a month (if monthly)?
 - b. Times a week (if weekly)? **3**
2. Average hours per session? **1-2 hours**
3. Average participants? **11-20**
4. Is STEM also College and Career Readiness? **yes**

Note: Enter information for a.) *Times a month* or b.) *Times a week*, as applies to the classes offered under the activity category.

ACADEMICS

★ Arizona wants to know briefly about your Math only classes.

Enter under Math those classes that contribute to the development of mathematics skills *only*.

Math

1. How many classes offered during this term focused on *only* Math? _____



STEM

Enter any classes that contributed to the development of science, technology, engineering, or mathematics skills, including any combined STEM classes.



Math: Federally, all classes/activities that focus primarily on Math go under STEM; in addition to traditional STEM classes, add the math classes you offer that align to your approved math objective(s) under the STEM category, including the classes indicated in the calculation above.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is STEM also College and Career Readiness? _____

Remember, the Arizona 21st CCLC definition of College and Career Readiness for this report is as follows: Did this activity support the students in their future college and/or career goals? Most classes, by nature of the goals of the grant, are a yes.

Literacy

Enter under literacy those activities that contribute to the development of reading skills and to the enjoyment of reading.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Literacy also College and Career Readiness? _____

Did this activity support students in their future college/career

Tutoring

Enter under tutoring those activities that provide focused tutoring in subjects other than math or literacy.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Tutoring also College and Career Readiness? _____

Did this activity support students in their future college/career

Homework Help

Enter under Homework Help those activities that provide direct support in the completion of homework assigned during the day.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Homework Help also College and Career Readiness? _____

Did this activity support students in their future college/career

English Language Learners Support

Enter under English Language Learners Support those activities that provide direct support to students classified as English language learner.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is English Language Learners Support also College and Career Readiness? _____

Did this activity support students in their future college/career

ENRICHMENT

Entrepreneurship

Enter under Entrepreneurship those activities that contribute to the understanding of small business practices and business ownership.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Entrepreneurship also College and Career Readiness? _____

Did this activity support students in their future college/career

Arts & Music

Enter under Arts & Music those activities that engage students in the creation of art and music and that cultivate an appreciation of art and music.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Arts & Music also College and Career Readiness? _____

Did this activity support students in their future college/career

Physical Activity

Enter under Physical Activity those activities that engage students in a physical activity and cultivate the appreciation of an active lifestyle.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Physical Activity also College and Career Readiness? _____

Did this activity support students in their future college/career

Community/Service Learning

Enter under Community/Service Learning those activities that engage the students in an opportunity that benefits the community outside the center.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Community/Service Learning also College and Career Readiness? _____

Did this activity support students in their future college/career

Mentoring

Enter under Mentoring those activities that engaged the student with a role model.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Mentoring also College and Career Readiness? _____




Did this activity support students in their future college/career

CHARACTER EDUCATION

Drug Prevention

Enter under Drug Prevention those activities that provide information about the dangers of drug use.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Drug Prevention also College and Career Readiness? _____



Did this activity support students in their future college/career

Counseling Programs

Enter under Counseling Programs those activities that provide socio-emotional counseling services.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Are Counseling Programs also College and Career Readiness? _____



Did this activity support students in their future college/career

Violence Prevention

Enter under Violence Prevention those activities that promote peaceful conflict resolution.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Violence Prevention also College and Career Readiness? _____

Did this activity support students in their future college/career

Truancy Prevention

Enter under Truancy Prevention those activities that promote school attendance.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Truancy Prevention also College and Career Readiness? _____

Did this activity support students in their future college/career

Youth Leadership

Activity that promotes the active engagement of leadership roles.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Truancy Prevention also College and Career Readiness? _____

Did this activity support students in their future college/career



COLLEGE AND CAREER READINESS

College and Career Readiness

Enter under College and Career Readiness those activities that prepare students to enroll and succeed in a credit bearing course at a postsecondary institution or a high-quality certificate program with a career pathway to future advancement.

1. How often? _____
 - a. Times a month (if monthly)? _____
 - b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____

Staffing

In this section, you will capture all of the individuals who assisted with your 21st CCLC program during the term indicated.

Remember to include your volunteers! It is important to include everyone who staffed your program for your own records and to have information to use when engaging stakeholders. Including all of your volunteers is also another tool you have to impress Congress because it highlights the supports you utilize that aren't paid for out of the 21st CCLC grant they authorize.

Note: If a person who works in your program was paid for *by another source* (tax credit, Title I, Migrant Funds, etc.), list them as *volunteer* in this section. They are counted as part of this 21st CCLC report, even if they were funded through some other source.

If a person fits into more than one category, choose the category highest in the list.

An example: a person is a Parent and also a Community Member, enter them into the Parent category because it is above Community Member on the list.

1. How many Administrators?*

*Individuals (Principals/site administrators/site coordinators) who have a primary oversight capacity of the staff and functions of the center.

- a. Number of Paid? _____
- b. Number of Volunteer? _____

2. How many School Day Teachers?*

*These are individuals who work or are certified/qualified to work as a teacher in the state of Arizona.

- a. Number of Paid? _____
- b. Number of Volunteer? _____

3. How many Other Non-Teaching School Staff?*

*Individuals whose primary role is to provide services or activities such as security, custodial, clerical, athletic, or transportation within the school district or feeder school.

- a. Number of Paid? _____
- b. Number of Volunteer? _____

4. How many Subcontracted Staff?*

*Individuals who enter into a formal contract to provide services to the center. Often referred to as "vendors". May provide specialized activities.

- a. Number of Paid? _____
- b. Number of Volunteer? _____



5. How many Parents?*

*Individuals who are the parents or guardians of student participants enrolled in the 21st CCLC program at the center.

- a. Number of Paid? _____
- b. Number of Volunteer? _____

6. How many College Students?*

*Individuals currently enrolled in a post-secondary institution.

- a. Number of Paid? _____
- b. Number of Volunteer? _____

7. How many Community Members?*

*Individuals from the community at large.

- a. Number of Paid? _____
- b. Number of Volunteer? _____

8. How many High School Students?*

*Individuals currently enrolled in a secondary institution. High school students reported as staff CANNOT also be counted as 21st CCLC participants, as participants are those students receiving services in your 21st CCLC program.

- a. Number of Paid? _____
- b. Number of Volunteer? _____

9. How many Other?*

*Individuals who are not identifiable with any category above.

- a. Number of Paid? _____
- b. Number of Volunteer? _____



Family Engagement

FAMILY MEMBERS AND FAMILY ENGAGEMENT

Adult Family Members



The purpose of family engagement in the 21st CCLC grant is to meaningfully engage adult family members in helping their children succeed academically.

Family members reported in the participation section of the APR must be adult family members (or other adults serving in that role) of a student participant of the 21st CCLC program at the site. Adult family members may be parents, grandparents, foster parents, guardians, etc. who participate in order to engage in their students' learning and achievement goals.

Note: Calculate the number of adults who meet the above criteria and who participated in one or more events during the participant reporting window to report in 21APR.

How many adult family members of the **PreK-5th Grade** students in your 21st CCLC program participated in your Family Engagement offerings? _____

How many adult family members of the **6th-12th Grade** students in your 21st CCLC program participated in your Family Engagement offerings? _____



Confirm that all student attendance is **COMPLETE** and **ACCURATE** in the AzEDS Portal via Support Programs Reports CCLC20 and then move into the Outcomes section on pg. 25

Participation



Confirm all student attendance has been submitted to ADE via Student Information System.
Move to pg 25 for Required Outcome Reporting.

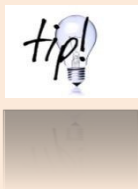


What information is collected to report Participants?

Data is collected and reported for ALL students who attended the program one or more days in the reporting period.

Jun	Jul										
Summer											
Jun	Jul	Aug	Sept	Oct	Nov	Dec					
Fall											
Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Spring											

Data Collection Tips



In this section, you will be asked to enter participation in groups by grade bands: PreK-5th and 6th-12th. You will report all participation data for PreK-5th and then will repeat process for 6th-12th.

Note: Summer participation should list students in their grade level for the following academic year.



GRADE LEVEL (Not required since entering attendance into SIS.)

1. How many students attended your site's 21st CCLC program for one or more days in each of the following grade levels?
 - a. How many Pre-kindergarten? _____

- b. How many Kindergarten? _____
- c. How many 1st Grade? _____
- d. How many 2nd Grade? _____
- e. How many 3rd Grade? _____
- f. How many 4th Grade? _____
- g. How many 5th Grade? _____
- h. How many 6th Grade? _____
- i. How many 7th Grade? _____
- j. How many 8th Grade? _____
- k. How many 9th Grade? _____
- l. How many 10th Grade? _____
- m. How many 11th Grade? _____
- n. How many 12th Grade? _____

Total PreK-5th Grade: _____

Total 6th-12th Grade: _____

****Going forward, all participants must add up to the exact totals reference above for the students attending your 21st CCLC program.****

Enter data for Pre-K through 5th Grade students below:

 **DAYS** (Not required since entering attendance into SIS.)

2. Pre-K – 5th Grade

- a. How many <30 days? _____
- b. How many 30-59 days? _____
- c. How many 60-89 days? _____
- d. How many 90 or more days? _____

Total this Section: _____

Total PreK-5th Grade: _____



 **RACE/ETHNICITY** (Not required since entering attendance into SIS.)

3. Pre-K – 5th Grade

- a. How many American Indian or Alaska Native students? _____
- b. How many Asian? _____
- c. How many Black or African American? _____
- d. How many Hispanic or Latino? _____
- e. How many Native Hawaiian or Pacific Islander? _____
- f. How many White? _____
- g. How many Two or More Races? _____
- h. How many Data not provided? _____

Total this Section: _____

Total PreK-5th Grade: _____

–



 **SEX** (Not required since entering attendance into SIS.)

4. Pre-K – 5th Grade

- a. Male _____
- b. Female _____
- c. Data Not Provided _____

Total this Section: _____

Total PreK-5th Grade: _____



 **POPULATION SPECIFICS** (Not required since entering attendance into SIS.)

5. Enter the number of Pre-K – 5th Grade students who were in each of the following categories:

- a. Students with limited English Language Proficiency _____
- b. Students who are eligible for free or reduced price lunch _____
- c. Students with special needs _____

Enter data for 6th-12th grade students below.

 **DAYS** (Not required since entering attendance into SIS.)

1. 6th-12th Grade
 - a. How many <30 days? _____
 - b. How many 30-59 days? _____
 - c. How many 60-89 days? _____
 - d. How many 90 or more days? _____Total this Section: _____
Total 6th-12th Grade: _____



 **RACE/ETHNICITY** (Not required since entering attendance into SIS.)

2. 6th-12th Grade
 - a. How many American Indian or Alaska Native students? _____
 - b. How many Asian? _____
 - c. How many Black or African American? _____
 - d. How many Hispanic or Latino? _____
 - e. How many Native Hawaiian or Pacific Islander? _____
 - f. How many White? _____
 - g. How many Two or More Races? _____
 - h. How many Data not provided? _____Total this Section: _____
Total 6th-12th Grade: _____





SEX (Not required since entering attendance into SIS.)

- 3. 6th-12th Grade
 - a. Male _____
 - b. Female _____
 - c. Data not provided _____
 - Total this Section: _____
 - Total 6th-12th Grade: _____



POPULATION SPECIFICS (Not required since entering attendance into SIS.)

- 4. Enter the number of 6th-12th Grade students who were in each of the following categories:
 - a. Students with limited English Language Proficiency _____
 - b. Students who are eligible for free or reduced price lunch _____
 - c. Students with special needs _____

Outcomes

Regular attendee numbers in this Outcomes section should align to the student attendance numbers reported in the AzEDS Portal under the CCLC20 report in the Support Programs drop down menu.



CHECK THESE NUMBERS PRIOR TO SUBMITTING THE OUTCOMES SECTION TO ENSURE ALIGNMENT.



How are Outcomes reported?

Outcomes are only reported in the Spring reporting window.

Outcomes are reported by participation band: 30-59, 60-89, 90+ days of attendance.

- Data should be collected in a way that is easy to aggregate for each group of students by their days of attendance in your 21st CCLC program for reporting in the spring term.

Outcomes are reported for Teacher Report Survey and for Improvement in Grades. Guidance for each Outcome can be found under their respective sections.

Students who attended 30-59 days	Students who attended 60-89 days	Students who attended 90+ days
Teacher Report Surveys	Teacher Report Surveys	Teacher Report Surveys
Improvement in Grades	Improvement in Grades	Improvement in Grades

TEACHER REPORTED SURVEY

Administration of the Teacher Reported Survey is a required element of the APR. Teacher Reported Surveys must be administered toward the end of the school year or once the student withdraws from the program.

Report on responses to two questions under the Teacher Reported Survey for each regularly attendee. Did the student:

- Improve in homework completion AND class participation?*
- Improve in classroom behavior?*

Each LEA may administer the survey in the mode they prefer. A sample survey can be found on

ADE's 21st CCLC Required Reporting page of the website under Annual Performance Report (APR) or below under Tips: "Gathering Surveys."

Teacher Selection:

For every student identified as a regular attendee (participated 30 days or more), select one of his or her regular school day teachers to complete the teacher survey.

- For elementary school students, the teacher should be the regular classroom teacher.
- For middle and high school students, a Mathematics or English/Language Arts teacher should be surveyed.

Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff.

There should be one teacher survey filled out for every student identified as a regular attendee.

Gathering Surveys

Since grantees will be compiling data from a large number of Teacher Reported Surveys, some program sites save time by creating a survey asking the questions above in an online system such as Google docs which has the capability of collecting responses into a spreadsheet for easy tallying of responses. Otherwise, a sample survey in word has been created for you: [Sample Paper Teacher Survey](#).

Note: For students who withdraw during the school year, it is a good idea to have a teacher of theirs complete the survey right away, while the student is still fresh in their minds. If you wait until the end of the year for students who withdrew a long time prior, teachers may have a difficult time completing the surveys.



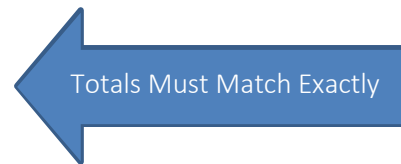
Filling in the Survey Responses: PreK-5th Grade

In AzEDS, you reported ____ regular participants in Pre-K – 5th Grade at your center.

1. How many teacher reports were distributed for Pre-K – 5th Grade? _____
2. How many teacher reports were returned for Pre-K – 5th Grade? _____
3. Of these____, how many are for participants who attended 30-59 days? _____
4. Of these ____, how many are for participants who attended 60-89 days? _____
5. Of these ____, how many are for participants who attended 90 or more days? _____

Total this Section: _____

Total Surveys Returned: _____



30-59 Days

6. For these ____ participants, how many teachers reported improvement in HOMEWORK COMPLETION AND CLASS PARTICIPATION? _____
7. For these ____ participants, how many teachers reported improvement in STUDENT BEHAVIOR? _____

60-89 Days

8. For these ____ participants, how many teachers reported improvement in HOMEWORK COMPLETION AND CLASS PARTICIPATION? _____
9. For these ____ participants, how many teachers reported improvement in STUDENT BEHAVIOR? _____

90 or more Days

10. For these ____ participants, how many teachers reported improvement in HOMEWORK COMPLETION AND CLASS PARTICIPATION? _____
11. For these ____ participants, how many teachers reported improvement in STUDENT BEHAVIOR? _____

Filling in the Survey Responses: 6th-12th Grade

In AzEDS, you reported ___regular participants in 6th-12th Grade at your center.

1. How many teacher reports were distributed for 6th-12th Grade? _____
2. How many teacher reports were returned for 6th-12th Grade? _____
3. Of these _____, how many are for participants who attended 30-59 days? _____
4. Of these _____, how many are for participants who attended 60-89 days? _____
5. Of these _____, how many are for participants who attended 90 or more days? _____

Total this Section: _____

Total Surveys Returned: _____



Totals Must Match Exactly

30-59 Days

6. For these ___ participants, how many teachers reported improvement in HOMEWORK COMPLETION AND CLASS PARTICIPATION? _____
7. For these ___ participants, how many teachers reported improvement in STUDENT BEHAVIOR? _____

60-89 Days

8. For these ___ participants, how many teachers reported improvement in HOMEWORK COMPLETION AND CLASS PARTICIPATION? _____
9. For these ___ participants, how many teachers reported improvement in STUDENT BEHAVIOR? _____

90 or more Days

10. For these ___ participants, how many teachers reported improvement in HOMEWORK COMPLETION AND CLASS PARTICIPATION? _____
11. For these ___ participants, how many teachers reported improvement in STUDENT BEHAVIOR? _____

IMPROVEMENT IN GRADES

In Arizona, either report card grades OR benchmark scores can be used to show improvement in Math and Reading/Language Arts. Each LEA will make the choice according to what works best for their program(s), but the LEA will need to be consistent with how this is reported across all schools.

Students are counted as having improved their grades in Math or Reading/Language Arts if they improved from fall to spring of the 21APR reporting year.

Report Card Grades or Benchmark Scores?

Whichever measure is used to demonstrate improvement, it should be consistent across the LEA.



Option 1- Report Card Grades:

If the LEA chooses to use Report Card Grades to show improvement, this measure must be used to report for both Reading *and* Math at *each* 21st CCLC site.

Option 2- District Benchmark Scores:

If the LEA chooses to use District Benchmark Scores to show improvement, this measure must be used to report for both Reading *and* Math at *each* 21st CCLC site.

Note: You will report on the number of regular attendees who needed to improve in the fall of the reporting year and the number who showed improvement in spring. It is up to the LEA to determine the criteria for needing to improve and showing improvement, but, again, it should be consistent across the LEA.

Improvement in Grades: PreK-5th Grade

30-59 Days

In AzEDS, you reported _____ regular participants who attended 30-59 days at the Pre-K – 5th Grade level.

1. Of these ___ regular participants, how many needed to improve their mathematics grades from fall to spring? ____
2. Of these ___ regular participants who needed to improve, how many did improve their mathematics grades from fall to spring? ____

3. Of these ___ regular participants, how many needed to improve their English grades from fall to spring? ____
4. Of these ___ regular participants who needed to improve, how many did improve their English grades from fall to spring? ____

60-89 Days

In AzEDS, you reported ____ regular participants who attended 60-89 days at the Pre-K – 5th Grade level.

5. Of these ___ regular participants, how many needed to improve their mathematics grades from fall to spring? ____
6. Of these ___ regular participants who needed to improve, how many did improve their mathematics grades from fall to spring? ____
7. Of these ___ regular participants, how many needed to improve their English grades from fall to spring? ____
8. Of these ___ regular participants who needed to improve, how many did improve their English grades from fall to spring? ____

90 or More Days

In AzEDS, you reported ____ regular participants who attended 90 or more days at the Pre-K – 5th Grade level.

9. Of these ___ regular participants, how many needed to improve their mathematics grades from fall to spring? ____
10. Of these ___ regular participants who needed to improve, how many did improve their mathematics grades from fall to spring? ____
11. Of these ___ regular participants, how many needed to improve their English grades from fall to spring? ____
12. Of these ___ regular participants who needed to improve, how many did improve their English grades from fall to spring? ____

Improvement in Grades: 6th-12th Grade

30-59 Days

In AzEDS, you reported _____ regular participants who attended 30-59 days at the 6th-12th Grade level.

1. Of these ___ regular participants, how many needed to improve their mathematics grades from fall to spring? ____
2. Of these ___ regular participants who needed to improve, how many did improve their mathematics grades from fall to spring? ____
3. Of these ___ regular participants, how many needed to improve their English grades from fall to spring? ____
4. Of these ___ regular participants who needed to improve, how many did improve their English grades from fall to spring? ____

60-89 Days

In AzEDS, you reported _____ regular participants who attended 60-89 days at the 6th-12th Grade level.

5. Of these ___ regular participants, how many needed to improve their mathematics grades from fall to spring? ____
6. Of these ___ regular participants who needed to improve, how many did improve their mathematics grades from fall to spring? ____
7. Of these ___ regular participants, how many needed to improve their English grades from fall to spring? ____
8. Of these ___ regular participants who needed to improve, how many did improve their English grades from fall to spring? ____

90 or More Days

In AzEDS, you reported _____ regular participants who attended 90+ days at the 6th-12th Grade level.

9. Of these ___ regular participants, how many needed to improve their mathematics grades from fall to spring? ____
10. Of these ___ regular participants who needed to improve, how many did improve their mathematics grades from fall to spring? ____
11. Of these ___ regular participants, how many needed to improve their English grades from fall to spring? ____
12. Of these ___ regular participants who needed to improve, how many did improve their English grades from fall to spring? ____

THANK YOU!

Thank you for your continuous effort in providing accurate reporting to the U.S. Department of Education and to Congress. The Arizona Department of Education 21st CCLC Unit strives to highlight grantee accomplishments and innovation in their work with 21st CCLC students. We know it is the mission of each center to provide the tools students need to determine their future and to achieve their goals, and we thank you for completing this report so we can underline these achievements to our U.S Department of Education and Congressional stakeholders.

The 21st Century Community Learning Center Afterschool Program is funded by a federal grant from the U.S. Department of Education and is administered by the Arizona Department of Education. For more information visit us at: <http://www.azed.gov/21stcclc/>.

