

21st CCLC Annual Performance Report: Reporting Guide v 1.0



**We equip Arizona students
to realize their potential**

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Title IV-B afterschool program is funded by a federal grant from the U.S. Department of Education and administered by the Arizona Department of Education. For more information visit: <http://www.azed.gov/21stcclc/>

Purpose of Guide

Starting in the 2021-2022 program year, new reporting requirements have been implemented for the federal 21st CCLC Annual Performance Report (APR), which is required by the U.S. Education Department (ED) to be completed for each 21st CCLC program each year. The ED compiles data from these APRs and submits reports to Congress so Congress members understand the impact of the 21st CCLC Title IV-B funds they authorize each year.

In order to meet the substantially larger reporting requirements that come with the new federal changes to the APR, the Arizona Department of Education (ADE) is developing a Data Reporting System specifically for Arizona's 21st CCLC programs. The new ADE system will be available starting in Spring 2022 with reporting windows open through Summer 2022.

This 21st CCLC Reporting Guide serves as a tool to support Arizona's 21st CCLC programs as they prepare to complete this required report.

Note: Full guidance and requirements have not been completely determined by ED. This Guide provides definitions and guidance as has been determined at the date of the version publication.

As additional information becomes available, this Guide will be updated. Updates will be tracked in the Version History table below.

Version History

| Version | Date | Updates |
|----------------|-------------|----------------|
| 1.0 | 12/1/21 | |

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Overview of the 21st CCLC Annual Performance Report (APR)

What is the APR and how it is reported?

The APR is the required yearly reporting about 21st CCLC programming across the U.S. **All 21st CCLC grantees* are required to complete annual reporting for the US Education Department (ED).**

The APR has 2 terms to enter data. Only data for the specified time period can be entered for each of these terms. The program year for annual reporting includes the summer before the academic year. See the illustration below:

| | | | | | | | | | | | |
|--------|-----|---------------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| Summer | | Academic Year | | | | | | | | | |

* See the chart below for more details on offering and reporting the Summer portion of the 21st CCLC Program.

| Required to Report APR: | | |
|------------------------------------------|---------------------------------------------------------------------------------------|----------------|
| | Summer? | Academic Year? |
| Year 1 | Optional: May be offered in July. (If offered, Yes) | Yes |
| Year 2 | Yes | Yes |
| Year 3 | Yes | Yes |
| Year 4 | Yes | Yes |
| Year 5 | Yes | Yes |
| Year 5+ (post Year 5 before close of FY) | Optional: May be offered in June. (If offered, Yes, must report the following summer) | No |

Getting Started

Arizona’s APR data will be collected in the 21st CCLC APR Data Reporting System. Data will be collected for two program terms when applicable

- ✓ Summer term
- ✓ and Academic term (which includes Fall + Spring programming)

21st CCLC Program Sites should gather data and plan to report it based on these two term timeframes when the reporting window opens in late spring 2022. All APR data will be reported during the same reporting window.

Data Collection

Data collection for the APR is an ongoing process and should begin when programs start for the year, with sites gathering data about their program offerings and attendance from day one.

Sample Timeline for APR Reporting

| | June 2021 | July 2021 | Aug 2021 | Sept 2021 | Oct 2021 | Nov 2021 | Dec 2021 | Jan 2022 | Feb 2022 | Mar 2022 | Apr 2022 | May 2022 | June 2022 | July 2022 | Aug 2022 | Sept 2022 |
|-------------------------------------------------------------------------------|-----------|-----------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|-----------|
| Collect Data for Summer and Academic Year programs | Summer → | | Academic Year → | | | | | | | | | | | | | |
| Report Process Data for Summer programs (all programs) | | | | | | | | | | | | | x | | | |
| Report Process Data for Academic Year programs | | | | | | | | | | | | | x | | | |
| Report Outcome Data from sites for Summer Attendees + Academic Year Attendees | | | | | | | | | | | | | → | | | |

This Reporting Guide details what data sites are responsible for and what data ADE is able to report for sites through secondary data systems, alleviating additional data burden on the sites. One of the secondary data sources is student program attendance from AzEDS which sites are responsible for reporting regularly. For additional guidance on meeting this requirement, see our website [here](#) and [here](#). For information on how this data is used, see the [Participation Section](#) of this document.

As you review this Reporting Guide, consider what systems you may use to track data before the reporting window and who you made need to contact in order to have access to all of the relevant data sites are responsible for reporting.

Data elements that will be included in the 21st CCLC APR Data Reporting System:

| | What Info Reported | Who Reports | Reported by terms (Summer + Academic) or whole year? |
|-------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Grantee Info | Basic Contact info, COVID Narrative | Site (with some autofill from ADE) | Whole Year |
| Partnerships | Partnerships, including value and type | Site | Whole Year |
| Activities | Types of Classes/Activities offered in program | Site | By Terms |
| Staffing | Types of staffing/personnel | Site | By Terms |
| Family Engagement | Aggregate numbers of adult family members by grade bands | Site | By Terms |
| Participation | Aggregate student participation data by various breakdowns/demographics | Site puts attendance into SIS; SIS to AzEDS; ADE into 21 st CCLC APR Data Reporting System | By Terms |
| Student Data Section to report Outcomes below: | Student level Outcome reporting, broken down by grade level | ADE populates student list into System from attendance | Whole Year-Student Level |
| Outcomes- State Assessment | AzM2 growth data for grades 4-8 for reading and math | ADE | Whole Year-Student Level |
| Outcomes- GPA | Student GPA last year and this year | Site | Whole Year-Student Level |
| Outcomes- School Day Attendance | Student school day attendance rates last year and this year | ADE | Whole Year-Student Level |
| Outcomes- In-School Suspension | Student In-School Suspension data last year and this year | Site | Whole Year-Student Level |
| Outcomes- Teacher Survey | Student engagement in learning via School Day Teacher Survey | Site | Whole Year-Student Level |

Grantee information

This section of the APR collects data related to the district and site, including contact information and site location. Much of this data will be prepopulated based on the site's grant information.

COVID-19 Narrative box

In the COVID-19 Narrative box, 21st CCLC Program Sites (sites) will explain how the COVID-19 pandemic has impacted their programming at the site for the year. This is where the site should include any relevant information to their programming, including if there were disruptions to the site's programming (remote or hybrid learning), such as an increase or decrease in student/family participation, issues with staffing, if there was any difficulty in collecting outcome data, or if the site had any programming they are particularly proud of that stemmed from the particular issues brought on by the pandemic.

Partnerships

All 21st CCLC Sites are required to maintain at least one external partner during each year of the 5-year grant.

Note: The fiscal agent is the entity responsible for receiving and managing grant funds. Since the Lead Fiscal Agent is the District, the District and its funded programs cannot be considered an external partner.

Example: Title 1 funds can be leveraged internally to supplement 21st CCLC services but cannot be counted as an external partner for this grant.

This list should include community partnerships that happened during any of the two terms- Summer and Academic (Fall + Spring)- in the program year.

Additionally, the U.S. Education Department has asked us to prove that sites are working towards sustainability, so this list of partnerships will also double as part of the documentation towards that goal. A comprehensive list of external partners provides another way to highlight the uniqueness of the site and to impress members of Congress, because it demonstrates the magnitude and excellence of the supports that join with Arizona's 21st CCLC Program Sites to serve their students and families that aren't paid for out of the 21st CCLC Title IV-B funding authorized by Congress.



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-2021/>

Example: A college student who volunteers to teach art 1 hour, 2 days a week for 20 weeks would cost the grant \$1,141.60 at the rate of \$28.54 (current rate on 11-30-21).



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 indicate 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 \$28.54 is the best choice to use for the hourly rate in the calculation. $\$28.54 \times 4 \text{ staff members} \times 3 \text{ hours} \times 12 \text{ nights} = \$4,109.76$. 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. $400 \text{ adult family members} \times \$6 = \$2,400$. $\$2,400 + \$4,109.76 = \$6,509.76$. 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 \$1,509.76 ($\$6,509.76 - \$5,000 = \$1,509.76$) and indicate that this partnership is partially paid with 21st CCLC grant funds.

Example of Partnership Reporting:

| <u>Partnership</u> | <u>Estimated Value of Partnership</u> | <u>Paid partially with 21st CCLC funds? Yes/No</u> | <u>Partnership Type</u> 1. Non-profit 2. For profit 3. Vendor 4. Volunteer |
|----------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <i>Partial Pay Ex 1: City of Tucson Parks and Rec</i> | \$2,240 | Yes | Non-profit, Vendor |
| <i>Partial Pay Ex 2: Parent Education Program, Inc.</i> | \$1,509.76 | Yes | For profit, Vendor |
| <i>Ex 3: Raytheon</i> | \$ 2,000 | No | For profit, Volunteer |

Activities

In this section, document all the different activities that took place during the reporting period. Each class can only be reported in ONE category, so choose the category that most closely aligns to the goals of the class, objectives it relates to, and intent of the original application. The site is not required to offer each type of activity, however, because the 21st CCLC grant funding is intended to boost students’ success in literacy and mathematics, there should always be activities with these categories listed as the primary objective.

Below are the Activity category options and what data will be reported for each category. Definitions of each category and examples of what classes/activities **might** fit in the category are provided.

Choosing an Activity Category

21st CCLC classes involve out of the box thinking and may cover multiple content areas- 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.

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 Education.” However, if the primary objective is to teach students about diverse cultures through the use of food, the class should be listed under “Cultural Programs.”

| | How many participants attended this Activity during the term (school year or summer)? | How many total hours of this Activity did you offer during the term (school year or summer)? |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Student Activity Categories | | |
| Literacy Education | | |
| Science, Technology, Engineering, and <i>Mathematics</i> , including Computer Science | | |
| Academic Enrichment | | |
| Healthy and Active Lifestyle | | |
| Cultural Programs | | |
| Telecommunications and Technology Education | | |
| Expanded Library Service Hours** | | |
| Assistance to Students who have been Truant, Suspended, or Expelled | | |
| Drug and Violence Prevention and Counseling | | |
| Career Competencies and Career Readiness | | |
| Well-rounded Education Activities, including credit recovery or attainment | | |
| Services for Individuals with Disabilities | | |
| Activities for English Learners | | |

| Family Engagement Activity Categories | | |
|---------------------------------------|--|--|
| Parenting Skills and Family Literacy | | |
| Expanded Library Service Hours** | | |

**Expanded Library Hours can be Student and/or Family Engagement Activities, depending on the primary intention of the activity. Consult with the Evaluation Specialist if you have questions

Calculating Activity Data

When calculating answers for each activity, consider the following:

- **How many participants attended:** This answer should be a calculation of the total students who ever attended any of the classes under this category during the reported term. It should be based on unique students.

- o Ex: If your site offers 2 literacy classes by grade level (2nd gr ELA and 3rd gr ELA), each with 10 students in it and no students who are in both classes, the answer for this box would be 20.

| 2 nd gr ELA + | 3 rd gr ELA + | = total |
|--------------------------|--------------------------|---------|
| 10 stu + | 10 stu + | = 20 |

- o Ex: If your site offers 2 literacy classes by grade level (2nd gr ELA and 3rd gr ELA), each with 10 students in it and no students who are in both classes, and a morning “Books with Breakfast” club with 10 participants where 2 students are also participants in the literacy classes (meaning they are participants in two different classes under the category), the answer for this box is 28.

| 2 nd gr ELA + | 3 rd gr ELA + | Books with Breakfast | - Duplicated students | = total |
|--------------------------|--------------------------|----------------------|-----------------------|---------|
| 10 stu + | 10 stu + | 10 stu | - 2 stu | = 28 |

- **How many total hours:** Total hours should be calculated by looking at the schedule and counting up the total time that all classes/activities under that category took place during the reported term.

- o Ex: If your sites offers 4 literacy education classes by grade level (2nd, 3rd, 4th, and 5th gr ELA) and each class is offered 1 day a week for 1 hour for 16 weeks, the total hours would be 64 hours.

| | | | | |
|-------------|---------------------|------------------|----------|------------|
| 4 classes x | 1 hr each per day x | 1 day per week x | 16 weeks | = 64 hours |
|-------------|---------------------|------------------|----------|------------|

- o Ex: If your sites offers 4 literacy education classes by grade level (2nd, 3rd, 4th, and 5th gr ELA) and each class is offered 4 days a week (each offered M, T, Th, F) for 1 hour for 16 weeks, the total hours would be 256 hours.

| | | | | |
|-------------|---------------------|------------------|----------|-------------|
| 4 classes x | 1 hr each per day x | 4 day per week x | 16 weeks | = 256 hours |
|-------------|---------------------|------------------|----------|-------------|

Category Definitions

Definitions of each category and examples of what classes/activities *might* fit in the category are provided below.

| | Definition | Possible Examples |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Activity Categories | | |
| Literacy Education | Those activities that contributed to the development of reading and language arts skills and to the enjoyment of reading. | Reading tutoring, breakfast reading clubs, writing club, reader's theatre, Project LIT |
| Science, Technology, Engineering, and Mathematics, including Computer Science | Any classes that contributed to the development of science, technology, engineering, or mathematics skills, including any combined STEM classes. This includes all mathematics classes. In addition to traditional STEM classes, add the math classes you offered that align to the site's approved math objective(s). | Math tutoring, coding classes, STEM club, robotics, Girls Who Code, 3D printing, Young Builders Club, gardening club |
| Academic Enrichment | Classes or activities that provided academic enrichment, including academic classes not categorized under Literacy Education or STEM. | Mentoring, non reading/math tutoring, homework help, community service, Power Hour, Student Skills, Art History |
| Healthy and Active Lifestyle | Those activities that engage students in a physical activity and/or cultivate the appreciation of a healthy and active lifestyle. | Martial arts, fitness class, cooking class, mountain bike club, yoga club, discing for kids, sports clubs, dance class, folklorico, gardening club |
| Cultural Programs | Activities or classes that contributed to enhanced understanding of culture. | Cooking around the world, folklorico, foreign language, music, girls teaching girls, art history |
| Telecommunications and Technology Education | Classes that contributed to the development of telecommunication and related technology skills. | Esports, Multimedia Club, Podcast/Movie Making, |
| Expanded Library Service Hours** | Activities that contributed to expanded access to library resources including time and personnel. | Expanded Library Time |

| | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assistance to Students who have been Truant, Suspended, or Expelled | Those activities/classes that target students with content related to truancy, suspension, expulsion. | Check- Club, Leadership Club, Truancy Prevention Camp |
| Drug and Violence Prevention and Counseling | Those activities that promoted peaceful conflict resolution, that provided information about the dangers of drug use, or that provided socio-emotional counseling services. | MATforce, Horse therapy, grief group |
| Career Competencies 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. Include also classes that provide career training or job prep. | FAFSA prep, AP course prep, CTE classes, Mechanic certification program |
| Well-rounded Education Activities, including credit recovery or attainment | Courses, activities, and programming in subjects such as foreign languages, civics and government, economics, arts, history, geography, music, and any other subject with the purpose of providing all students access to an enriched curriculum and educational experience. | Credit recovery or attainment, volunteerism, community service, accelerated learning, Civics, economics geography, American history, Government, community involvement, Student Council, Arts and crafts, music, entrepreneurship |
| Services for Individuals with Disabilities | Those activities designed to directly support students identified as individuals with disabilities, including students who have an IEP or 504. | <i>Discuss with the Evaluation Specialist classes you think may fit here.</i> |
| Activities for English Learners | Those activities designed to directly support students classified as English learners. | <i>Discuss with the Evaluation Specialist classes you think may fit here.</i> |
| Family Engagement Activity Categories | | |
| Parenting Skills and Family Literacy | Those activities designed to meet the site's family engagement objectives, including activities not specifically tied to Parenting Skills and/or Family Literacy. | English Classes, Latino Literacy Project, GED Prep, Financial Literacy, Family Check-Ins, Health and |

| | | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| | | Wellness Family Challenge, Content area experiences such as STEM, Math, Cultural, or Literacy Nights |
| Expanded Library Service Hours** | Activities that contributed to expanded access to library resources including time and personnel. | Family Library Hours |

**Expanded Library Hours can be Student and/or Family Engagement Activities, depending on the primary intention of the activity. Consult with the Evaluation Specialist if you have questions.

Staffing

In this section, you will capture all 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. Reporting all your volunteers is also another way you can impress Congress because showcasing all the volunteers supporting your program highlights the resources you have developed that aren't paid for out of the 21st CCLC grant funding that they authorize.

Note: If a person who works in your program was paid for *by another source* (ESSER Funds, tax credit, Title I, Migrant Funds, etc.), list them as *volunteer* in this section. They are counted as volunteers in this part of the 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: If a person is a Parent and a Community Member, enter them into the Parent category because it is higher ranked/above Community Member on the list below.

Staffing Definitions

| | Defined as: | Number of Paid? | Number of Volunteers? |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
| Administrators | Individuals (Principals/site administrators/site coordinators) who have a primary oversight capacity of the staff and functions of the center. | | |
| School Day Teachers | These are individuals who work or are certified/qualified to work as a teacher in the state of Arizona. | | |
| 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. | | |
| Subcontracted Staff | Individuals who enter into a formal contract to provide services to the center. Often referred to as "vendors". May provide specialized activities. | | |
| Parents | Individuals who are the parents or guardians of student participants enrolled in the 21st CCLC program at 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, as participants are those students receiving services in your 21st CCLC program. | | |
| Other | Individuals who are not identifiable with any category above. | | |

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, or other adults serving in that role who participate 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 the APR.

Participation

All participation data is collected and reported by using program attendance from AzEDS reporting, which is the other system which ADE uses to collect the data required for federal APR reporting each year. Accurate and timely student program attendance data in AzEDs is essential to ADE being able to complete this section (and all other sections) of the APR. Knowing which students participated in the 21st CCLC program is the foundation of all information reported to the U.S. Education Department in the APR.

Participation data is reported based on breakdowns of different student demographics and dosage based on hours of participation in programming.

For sample aggregate participation tables reported for the site by ADE, see [appendix A](#).

Dosage Calculation- Hours

Student program attendance reporting in AzEDS requires the data elements of when attendance begins and when it ends. This is critical information needed in order to calculate the hours each student participated in the 21st CCLC program (the student's dosage hours). Dosage hours will be rounded as follows:

0-29 minutes will round down  **30-59 minutes will round up** 

Ex: Margo attends 1 class (2:55-3:30) 2 days per week x 22 weeks. The site reports attendance (in yellow below) and ADE calculates based on that attendance (in grey).

| Class begin time | Class end time | ADE calculates mins | 2 days per week | 22 weeks during yr | Total mins | = Total hours | = Rounded Hrs |
|------------------|----------------|---------------------|-----------------|--------------------|--------------|------------------|---------------|
| 2:55 | 3:30 | 35 mins | x 2 | x 22 | = 1,540 mins | = 25 hrs 40 mins | 26 hours |

| Dosage Bands- Hours of Attendance |
|-----------------------------------|
| 1-14 hours |
| 15-44 hours |
| 45-89 hours |
| 90-179 hours |
| 180-269 hours |
| 270 or more hours |

To the federal system, this dosage will be reported in **dosage bands** (illustrated to the right), with all students whose attendance falls into these bands reported together.

Using the dosage reported by student in AzEDS, ADE is able to calculate and report by bands in the federal APR system.

Outcomes

The Annual Performance Report collects data about student level outcomes per the Government Performance and Results Act (GPRA). There are five GPRA Outcomes required for 21st CCLC programs, and each is reported for a specified group of grades. The 21st CCLC APR Data Reporting System will collect this Outcome data at the student level and then aggregate the data based on the federal reporting requirements before submitting the aggregate numbers to the federal system.

- **No student level data is reported to the federal system.**

ADE will report two of the GPRA Outcomes based on secondary data already housed at ADE and will support sites in completing the other three by providing the student list for the other three Outcomes using the program attendance data already reported in AzEDS.

The following chart includes the GPRA Outcome number and abbreviated title, the grades of the students for the sites will be reporting for that GPRA Outcome, the full GPRA language from the legislation describing each Outcome, who is responsible for collecting and reporting the data into the 21st CCLC APR Data Reporting System, and a brief explanation of where the data will come from.

| GPRA Outcome | Grades Reporting | GPRA Language | Who is responsible for reporting? | Data Source |
|-------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------|
| GPRA 1- State Assessment | Grades 4-8 | <i>Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.</i> <i>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.</i> | ADE | AzM2 Data |
| GPRA 2- GPA | Grades 7-8 and 10-12 | <i>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 less than 3.0 who demonstrated an improved GPA.</i> | Sites | GPA or Cross-walked grades to GPA |
| GPRA 3- School Day Attendance | Grades 1-12 | <i>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</i> | ADE | School Day Attendance data |

| | | | | |
|------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------|
| | | <i>year and demonstrated an improved attendance rate in the current school year.</i> | | |
| GPRA 4- In-School Suspension | Grades 1-12 | <i>Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.</i> | Sites | In-School Suspension Data (related to OCR reported data) |
| GPRA 5- Teacher Survey | Grades 1-5 | <i>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.</i> | Sites | Teacher Survey |

GPRA 1- State Assessment

Outcome measure 1 is related to academic growth via the state assessment. In Arizona, we will use the AzM2 for both ELA/reading and mathematics growth reporting, focusing only on grades 4-8. **This outcome will be reported by ADE** using Accountability data and growth metrics looking at growth from the previous school year to current year.

For a look at how this data will be reported in the aggregate form to the USED, see [appendix B](#).

**Note: The COVID-19 pandemic has greatly affected all aspects of education, including state assessment data. The federal office is aware that data should be looked at through the lens of the disruptions to education (and testing itself). If your site has particular concern about state assessment (or any other outcome) data, ensure the COVID Narrative box reflects that concern accordingly.*

GPRA 2- GPA

Outcome measure 2 is related to academic growth via unweighted GPA. **Sites will report this data** at the student level for students in grades 7, 8, 10, 11, &12. For situations where unweighted GPA is not readily calculated at the school, sites will need to calculate the unweighted GPA for each student.

In some situations, the school’s grading system will need to be crosswalked to a scale that can be used to calculate unweighted GPA. A crosswalk has been provided below to assist with determining the equivalent grading scales.

| Letter Grade | Sample Word Grade (1) | Sample Word Grade (2) | Percentage Grade | STC in AzEDS | GPA |
|--------------|------------------------|-----------------------|------------------|---------------|-----------|
| A | Exceeding Expectations | Advanced | 90-100% | Above Average | 4.0 |
| B | Above Expectations | Proficient | 80-89% | Above Average | 3.0 |
| C | At Expectations | Approaching | 70-79% | Average | 2.0 |
| D/F | Below Expectations | Beginning | Below 70% | Below Average | Below 2.0 |

In situations where a student was not present at the school the previous year, do your best to determine a prior year GPA. This can include working with guidance counselors on campus or school-day teachers who may have prior year grades as part of the enrollment process. ADE will continue to work through these transitions with the USED and will update this guidance further as additional information becomes available.

For a look at how this data will be reported in the aggregate form to the USED, see [appendix C](#).

GPRA 3- School-Day Attendance

Outcome measure 3 connects 21st CCLC program participation outcomes to school-day attendance rates. **This outcome will be reported by ADE** based on school-day attendance rates, reporting on the school-day attendance for all students who had a school-day attendance rate of 90% or lower in the previous year compared to the current year.

For a look at how this data will be reported in the aggregate form to the USED, [see appendix D](#).

GPRA 4- In-School Suspension

Outcome measure 4 is related to behavior during the school day and is measured by looking at In-School Suspensions (ISS). This disciplinary action is one of a set of disciplinary actions

reported to the U.S. Department of Education's [Office of Civil Rights](#) (OCR) as part of their [Civil Rights Data Collection](#).

For purposes of reporting this GPRA, the definition of In-School Suspension is as follows:

In-School Suspension is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision,

Sites will report this data. ISS data is often housed in a district's SIS but is *not* currently reported to AzEDS. This data is, however, reported for Special Education students to ADE through another portal.

If you have questions about where to locate this data, contact your district staff who are responsible for completing OCR data collection.

For a look at how this data will be reported in the aggregate form to the USED, see [appendix E](#).

GPRA 5- Teacher Survey

Outcome measure 5 is related to Student Engagement in Learning. This is measured by a Teacher Survey that is distributed to school day teachers of 21st CCLC program participants.

Sites will report this data at the student level by surveying school-day teachers for all students who participate in the program in grades 1-5.

Additional tips for completing this requirement can be found below:

- ✓ The 21st CCLC APR Teacher Survey (TS) is only required for **students in grades 1-5**.
- ✓ The TS is required for **all students who attend 1 hour or more** in the program year, starting with summer programming and running through the spring term.
- ✓ The TS is **completed by school day teachers** of the students participating in the 21st CCLC program.
 - Since many students only have one school day teacher of record, this is the person who should complete the TS.
 - If there is more than one core teacher, select an ELA/reading or mathematics teacher.
- ✓ Remember the TS **data will be reported student by student** into the 21st CCLC APR Data Reporting System for each school so data should be collected in a matter that facilitates this.
 - The system will ask the three questions for each student and will ask respondents to provide one of the four option choices.
- ✓ The TS **can be distributed via any practical format**. This includes using one of the templates provided, via online system, via Student Information System, or via any other method that allows the 21st CCLC coordinator to track which students have a survey for them.
 - The three questions and their four answer options are required and cannot be modified.

Required Survey Questions and answer options

| | | | |
|------------------------------------------------------------------------------------------------------------------------|----------|-------------------|-----------|
| 1) While this student was in your regular school day class, assess their change in Class Participation. | | | |
| Did not need to improve | Improved | Remained the same | Decreased |
| 2) While this student was in your regular school day class, assess their change in Positive Classroom Behavior. | | | |
| Did not need to improve | Improved | Remained the same | Decreased |
| 3) While this student was in your regular school day class, assess their change in Positive Peer Relationships. | | | |
| Did not need to improve | Improved | Remained the same | Decreased |

Each district can decide their strategy for *when* to deliver the TS but consider the following points:

- ✓ Whenever possible, the TS should be given when the student has attended a substantial amount of time so that there is maximum potential for improvement in the three engagement areas.
- ✓ Collecting surveys near the end of the program year is preferred.
- ✓ If a student has ended program participation or has left the school prior to the end of the spring term, the TS should be completed for the student as soon as it is feasible to ensure that the teacher completing the survey has a good recollection of the student.
- ✓ For students who only attend summer programming, select a teacher to complete the TS who taught the student during the summer session and who would be best placed to notice a change in one of the three areas of engagement.
- ✓ Best practice is to develop a plan for collecting surveys over a period of time instead of all at once so that teachers have a chance to complete them all.
 - Consult with teachers and the principal to determine the best strategy for your program.
- ✓ The 21st CCLC TS is designed as a one-time survey for each student program participant to limit the burden of APR data collection and reporting for teachers completing them.

For a look at how this data will be reported in the aggregate form to the USED, see [appendix F](#).

Student Data

In order to report on each GPRA Outcome measure at the student level, the 21st CCLC APR Data Reporting System will provide a section dedicated to reporting “Student Data.” This section will include a list of all students who participated in the program throughout the year derived from the student program attendance reported to AzEDS. The system will list students by grade level and include their names and SSIDs for easy reference. For each grade level, grantees will be asked **only to report the Outcomes data that is required for that grade level.**

An example of how this Student Data table may look in the system is provided below:

| State Student ID | First Name | Last Name | Grade | Hours Summer | Hours Whole Program Year (Summer + Academic) | Unweighted GPA= Last year <small>grades 7-8, 10-12</small> | Unweighted GPA= This year <small>grades 7-8, 10-12</small> | How many in-school suspensions last year? <small>grades 1-12</small> | How many in-school suspensions this year? <small>grades 1-12</small> | Change in Class Participation <small>grades 1-5</small> | Change in Positive Classroom Behavior <small>grades 1-5</small> | Change in Positive Peer Relationships <small>grades 1-5</small> |
|------------------|------------|-----------|-------|--------------|----------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Grade 5 | | | | | | | | | | | | |
| 205823948 | Frank | Short | gr 5 | 12 | 250 | | | 1 | 0 | Did not need to improve | Improved | Decreased |
| Grade 6 | | | | | | | | | | | | |
| 3.098E+09 | Alice | Hedge | gr 6 | 18 | 30 | | | 0 | 0 | | | |
| Grade 7 | | | | | | | | | | | | |
| 9483094 | Dudley | Stan | gr 7 | 22 | 150 | 2.9 | 4 | 2 | 2 | | | |
| 9284097 | Ron | Peasley | gr7 | 68 | 68 | 3.1 | 3.1 | 0 | 1 | | | |
| Grade 8 | | | | | | | | | | | | |
| 23840293 | Petunia | Black | gr 8 | 0 | 240 | 2.7 | 2.8 | 0 | 0 | | | |
| Grade 9 | | | | | | | | | | | | |
| 297490347 | Ella | Belle | gr 9 | 0 | 1 | | | 1 | 0 | | | |
| Grade 10 | | | | | | | | | | | | |
| 9740923 | George | Peasley | gr 10 | 18 | 230 | 2.2 | 3 | 0 | 0 | | | |

For a complete graph with all grades listed and all grade levels, see [appendix G](#).

Frequently Asked Questions

1. How often is the APR Reported?

- a. The APR is reported one time each year based on data from the entire program year. See the [Data Collection](#) section of this Guide for more details.

2. Do all students get reported on for the Outcomes or just 30-day students?

- a. **All students** in grades 1-12 who have attended *1 or more hours* of programming throughout the year are reported for Outcomes. Students in grades PreK-K are reported for all other program data including Participation but *not* Outcomes. The Annual Performance Report does *not* distinguish between non-regular and regular attendees and does *not* use days of attendance to calculate dosage.

3. Which students need a Teacher Survey for GPRA Outcome 5?

- a. All students in grades 1-5 need a Teacher Survey completed about them. See the GPRA 5- [Teacher Survey](#) section of this Guide for more details.

4. How will Outcomes be reported?

- a. Outcomes are reported at the student level. See the [Student Data](#) section of this Guide to learn more.

5. How do I calculate hours?

- a. Sites do not calculate hours. Hours are calculated for sites by ADE based on student attendance data submitted to AzEDS. See the [Dosage Calculation- Hours](#) section of this Guide for more details about how ADE calculates this data.

Appendices

Appendix A

Sample Aggregate Participation Tables

| Grade Level | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more | Total: |
|------------------|--------------------|-------------|-------------|--------------|---------------|-------------------|--------|
| Pre-Kindergarten | | | | | | | |
| Kindergarten | | | | | | | |
| 1st Grade | | | | | | | |
| 2nd Grade | | | | | | | |
| 3rd Grade | | | | | | | |
| 4th Grade | | | | | | | |
| 5th Grade | | | | | | | |
| 6th Grade | | | | | | | |
| 7th Grade | | | | | | | |
| 8th Grade | | | | | | | |
| 9th Grade | | | | | | | |
| 10th Grade | | | | | | | |
| 11th Grade | | | | | | | |
| 12th Grade | | | | | | | |
| Total: | | | | | | | |

| Race/Ethnicity | Total PreK-5th | Total 6th-12th | Total: |
|----------------------------------|----------------|----------------|--------|
| American Indian or Alaska Native | | | |

| | | | |
|--------------------------------------------|--|--|--|
| Asian | | | |
| Black or African American | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | | | |
| Two or more races | | | |
| Data not provided | | | |
| Total: | | | |

| Sex | Total PreK-5th | Total 6th-12th | Total: |
|--------------------------|-----------------------|-----------------------|---------------|
| Male | | | |
| Female | | | |
| Data Not Provided | | | |
| Total: | | | |

| Population Specifics | Total PreK-5th | Total 6th-12th |
|------------------------------------------------------------------------|-----------------------|-----------------------|
| Students who are English Learners(ELL) | | |
| Students who are eligible for free or reduced-price lunch (FRL) | | |
| Student with disabilities (Sped) | | |

Appendix B

Below is a sample of how the Outcomes data will be reported to the federal APR system.

21st CCLC APR Data Reporting System State Assessment Sample Aggregate table:

| | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| You reported # students in grades 4-8. | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students |
| | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
| How many of these # students needed to demonstrate growth in reading and language arts on state assessments? | *Total Count of students who <i>needed to demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>needed to demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>needed to demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>needed to demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>needed to demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>needed to demonstrate</i> growth on ELA AzM2 |
| Of these # students, how many demonstrated growth in reading and language arts on state assessments? | *Total Count of students who <i>did demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>did demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>did demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>did demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>did demonstrate</i> growth on ELA AzM2 | *Total Count of students who <i>did demonstrate</i> growth on ELA AzM2 |
| | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| You reported # students in grades 4-8. | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students |
| How many of these # students needed to demonstrate growth in mathematics on state assessments? | *Total Count of students who <i>needed to demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>needed to demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>needed to demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>needed to demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>needed to demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>needed to demonstrate growth on Mathematics AzM2</i> |
| Of these # students, how many demonstrated growth in mathematics on state assessments? | *Total Count of students who <i>did demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>did demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>did demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>did demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>did demonstrate growth on Mathematics AzM2</i> | *Total Count of students who <i>did demonstrate growth on Mathematics AzM2</i> |

Appendix C

Below is a sample of how the Outcomes data will be reported to the federal APR system.

21st CCLC APR Data Reporting System GPA Sample Aggregate table:

| | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| You reported # students in grades 7-8 and 10-12. | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students |
| How many of these # students had a prior-year unweighted GPA of less than 3.0? | *Total Count of students who had a prior-year unweighted GPA of less than 3.0 | *Total Count of students who had a prior-year unweighted GPA of less than 3.0 | *Total Count of students who had a prior-year unweighted GPA of less than 3.0 | *Total Count of students who had a prior-year unweighted GPA of less than 3.0 | *Total Count of students who had a prior-year unweighted GPA of less than 3.0 | *Total Count of students who had a prior-year unweighted GPA of less than 3.0 |
| Of these # students, how many demonstrated an improved GPA? | *Total Count of students who had an improved GPA compared to last year (when had a prior- year unweighted GPA of less than 3.0) | *Total Count of students who had an improved GPA compared to last year (when had a prior- year unweighted GPA of less than 3.0) | *Total Count of students who had an improved GPA compared to last year (when had a prior- year unweighted GPA of less than 3.0) | *Total Count of students who had an improved GPA compared to last year (when had a prior- year unweighted GPA of less than 3.0) | *Total Count of students who had an improved GPA compared to last year (when had a prior- year unweighted GPA of less than 3.0) | *Total Count of students who had an improved GPA compared to last year (when had a prior- year unweighted GPA of less than 3.0) |

Appendix D

Below is a sample of how the Outcomes data will be reported to the federal APR system.

21st CCLC APR Data Reporting System School-Day Attendance Aggregate Sample table:

| | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| You reported # students in grades 1-12. | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students |
| How many of these # students had a school day attendance rate at or below 90% in the prior school year? | *Total Count of students where the School-Day Attendance rate is 90% or less | *Total Count of students where the School-Day Attendance rate is 90% or less | *Total Count of students where the School-Day Attendance rate is 90% or less | *Total Count of students where the School-Day Attendance rate is 90% or less | *Total Count of students where the School-Day Attendance rate is 90% or less | *Total Count of students where the School-Day Attendance rate is 90% or less |
| Of these # students, how many demonstrated an improved attendance rate in the current school year? | *Total Count of students where the School-Day Attendance rate is higher than previous year (when previous year School-Day Attendance rate is 90% or less) | *Total Count of students where the School-Day Attendance rate is higher than previous year (when previous year School-Day Attendance rate is 90% or less) | *Total Count of students where the School-Day Attendance rate is higher than previous year (when previous year School-Day Attendance rate is 90% or less) | *Total Count of students where the School-Day Attendance rate is higher than previous year (when previous year School-Day Attendance rate is 90% or less) | *Total Count of students where the School-Day Attendance rate is higher than previous year (when previous year School-Day Attendance rate is 90% or less) | *Total Count of students where the School-Day Attendance rate is higher than previous year (when previous year School-Day Attendance rate is 90% or less) |

Appendix E

Below is a sample of how the Outcomes data will be reported to the federal APR system.

21st CCLC APR Data Reporting System ISS Sample table:

| | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| You reported # students in grades 1-12. | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students |
| How many of these # students had in-school suspensions during the previous school year? | *Total Count of students who had an ISS last year (≥ 1) | *Total Count of students who had an ISS last year (≥ 1) | *Total Count of students who had an ISS last year (≥ 1) | *Total Count of students who had an ISS last year (≥ 1) | *Total Count of students who had an ISS last year (≥ 1) | *Total Count of students who had an ISS last year (≥ 1) |
| Of these # students, how many experienced a decrease in in-school suspensions compared to the previous school year? | *Total Count of students who fewer ISS this year (who had an ISS last year) | *Total Count of students who fewer ISS this year (who had an ISS last year) | *Total Count of students who fewer ISS this year (who had an ISS last year) | *Total Count of students who fewer ISS this year (who had an ISS last year) | *Total Count of students who fewer ISS this year (who had an ISS last year) | *Total Count of students who fewer ISS this year (who had an ISS last year) |

Appendix F

Below is a sample of how the Outcomes data will be reported to the federal APR system.

21st CCLC APR Data Reporting System Teacher Survey Sample Aggregate table:

| | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| You reported # students in grades 1-5. | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students | *Total Count of students |
| How many of these # students needed to demonstrate an improvement in teacher-reported engagement in learning? | *Total Count of students who <i>needed</i> to improve in teacher-reported engagement in learning | *Total Count of students who <i>needed</i> to improve in teacher-reported engagement in learning | *Total Count of students who <i>needed</i> to improve in teacher-reported engagement in learning | *Total Count of students who <i>needed</i> to improve in teacher-reported engagement in learning | *Total Count of students who <i>needed</i> to improve in teacher-reported engagement in learning | *Total Count of students who <i>needed</i> to improve in teacher-reported engagement in learning |
| Of these # students, how many demonstrated an improvement in teacher-reported engagement in learning? | *Total Count of students who <i>did</i> improve in teacher-reported engagement in learning (at least one “improved” on teacher survey questions) | *Total Count of students who <i>did</i> improve in teacher-reported engagement in learning (at least one “improved” on teacher survey questions) | *Total Count of students who <i>did</i> improve in teacher-reported engagement in learning (at least one “improved” on teacher survey questions) | *Total Count of students who <i>did</i> improve in teacher-reported engagement in learning (at least one “improved” on teacher survey questions) | *Total Count of students who <i>did</i> improve in teacher-reported engagement in learning (at least one “improved” on teacher survey questions) | *Total Count of students who <i>did</i> improve in teacher-reported engagement in learning (at least one “improved” on teacher survey questions) |

Appendix G

The below graphic is a Sample mock-up of the Student Data Section from the 21st CCLC APR Data Reporting System Student Data Section illustrating how each grade level will be separated for ease of reporting based on the GPRA Outcomes required at that grade level.

21st CCLC APR Data Reporting System Student Data Section Table:

| State Student ID | First Name | Last Name | Grade | Hours Summer | Hours Whole Program Year (Summer + Academic) | Unweighted GPA= Last year grades 7-8, 10-12 | Unweighted GPA= This year grades 7-8, 10-12 | How many in-school suspensions last year? grades 1-12 | How many in-school suspensions this year? grades 1-12 | Change in Class Participation grades 1-5 | Change in Positive Classroom Behavior grades 1-5 | Change in Positive Peer Relationships grades 1-5 |
|------------------|------------|-----------|-------|--------------|-------------------------------------------------|------------------------------------------------|------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|---------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| Grade 1 | | | | | | | | | | | | |
| 904829304 | Mark | Hasen | gr 1 | 27 | 200 | | | 0 | 0 | Did not need to improve | Did not need to improve | Improved |
| Grade 2 | | | | | | | | | | | | |
| 598234059 | Jose | Cho | gr 2 | 0 | 19 | | | 0 | 0 | Remained the same | Did not need to improve | Decreased |
| Grade 3 | | | | | | | | | | | | |
| 394058490 | Mari | Meadows | gr 3 | 30 | 30 | | | 1 | 0 | Improved | Improved | Improved |
| Grade 4 | | | | | | | | | | | | |
| 934829304 | Arthur | Martinez | gr 4 | 32 | 200 | | | 1 | 1 | Improved | Remained the same | Did not need to improve |
| Grade 5 | | | | | | | | | | | | |
| 205823948 | Frank | Short | gr 5 | 12 | 250 | | | 1 | 0 | Did not need to improve | Improved | Decreased |
| Grade 6 | | | | | | | | | | | | |
| 3098402934 | Alice | Hedge | gr 6 | 18 | 30 | | | 0 | 0 | | | |
| Grade 7 | | | | | | | | | | | | |
| 9483094 | Dudley | Stan | gr 7 | 22 | 150 | 2.9 | 4 | 2 | 2 | | | |
| Grade 8 | | | | | | | | | | | | |
| 23840293 | Petunia | Black | gr 8 | 0 | 240 | 2.7 | 2.8 | 0 | 0 | | | |
| Grade 9 | | | | | | | | | | | | |
| 297490347 | Ella | Belle | gr 9 | 0 | 1 | | | 1 | 0 | | | |
| Grade 10 | | | | | | | | | | | | |
| 9740923 | George | Peasley | gr 10 | 18 | 230 | 2.2 | 3 | 0 | 0 | | | |
| Grade 11 | | | | | | | | | | | | |
| 9023402734 | Harry | Porter | gr 11 | 42 | 1 | 2.1 | 2.6 | 2 | 2 | | | |
| Grade 12 | | | | | | | | | | | | |
| 3254356 | Jerry | Brown | gr 12 | 60 | 252 | 3.2 | 3.1 | 2 | 0 | | | |

Note: All names and identifying information are fictitious and any resemblance to a real person is coincidental.

