21st CCLC Annual Performance Report:

2022-2023 APR Reporting Guide v 2.0

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 were 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) has developed a Data Reporting System specifically for Arizona's 21st CCLC programs. The ADE system will be available starting in Spring 2023 with reporting windows open through Summer 2023.

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	New in this Version
1.0	12/1/21	
1.1	4/11/22	- pg. 7- Added Glossary of Terms - pg. 8- Updated Timeline for Reporting - pg. 12- Corrected example 2 in partnerships (calculation typo) - pg. 12- Added in details to Partnership Type - pg. 14- Clarified language around Activities, reiterating that not every activity is required or offered regularly - pg. 17- Updated definition of Career Competencies to clarify can include all grade levels - pg. 18- Clarified definition of Parent Skills and Family Literacy to include all Family Engagement activities - pg. 24- Added Standards based example to GPA Crosswalk - pg. 24- Clarified GPA as a calculation and added calculation examples using Crosswalk - pg. 29- Clarified that cells in green in the Student Data table illustrate those that need to be completed for each student - Throughout- added in links to data collection templates - Appendices- Added Data Collection templates as appendices for Overview of the Grantee, Partnerships, Activities, Staffing, Family Engagement, and Student Data
1.2	8/29/22	- pg. 22- Updated Participation section to include new information on the form within APR

		- pg. 26- Clarified that GPA Outcomes can be up to 2 decimals in length - pg. 29-30- Added information to how Teacher Survey data will be entered into the 21st CCLC APR system - pg. 31-33- Updated Student Data section to updated screenshot of student data spreadsheet and added pointers for completing the spreadsheet - pg. 43- Updated appendix G to clarify student data reporting template
2.0	12/1/22	- pg. 18- Updated information on how Attendance in AzEDS will be used to calculate Activities data - pg. 33- New narrative text box for Unavailable Student Data - pg. 34- New FAQ regarding how Activities dosage hours are calculated related to snacks

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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:

(Late May)	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 in the following year's reporting window (late spring/early summer of following year)	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 2023. All APR data will be reported during the same reporting window.

Glossary of Terms Used in This Guide

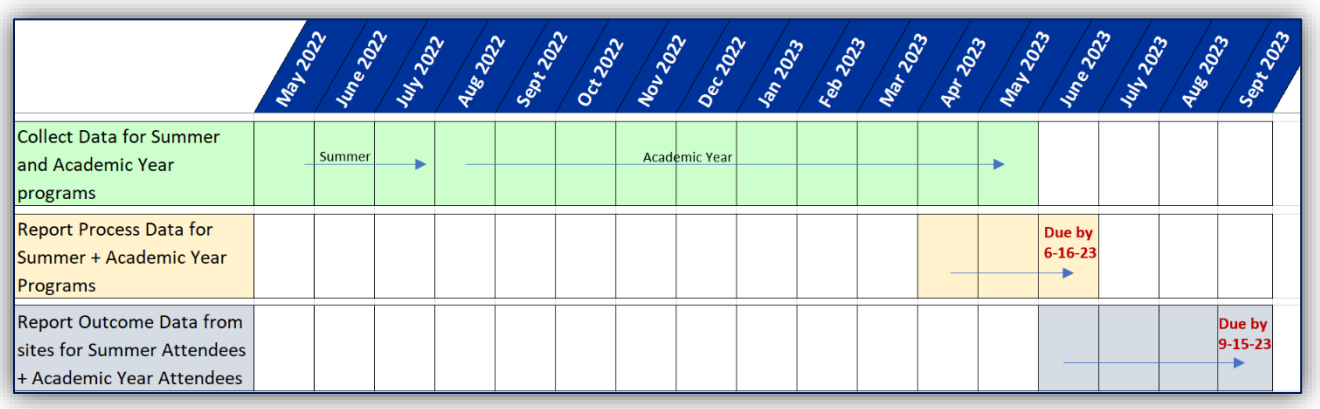
Throughout this guide, we will talk about systems and terms that will be relevant to completing the APR. We have compiled a short Glossary of terms and system names that will help making the reading of this Reporting Guide easier for the reader.

Term	Definition
Process Data/ Process Evaluation Data	Refers to data reported during the first APR reporting window and is data related to "what happened" or what took place during the reporting term. Includes data related to partnerships, activities offered, staffing in the program, participation in the program, and family engagement.
Outcome Data/ Data Outcomes	Refers to data reported during the second APR reporting window and is data related to the impact of the programming on students. Includes data related to student outcomes and is comprised of the Student Data section of the APR reporting.
SIS	Stands for Student Information System and is the system used by schools to collect and maintain student related data. Each District has its own SIS, one of several approved in ADE
AzEDS	Stands for Arizona Education Data Standards and is the system that receives data from each SIS vendor via a secure data connection. 21st CCLC student program attendance is reported via AzEDS

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.

Timeline for APR Reporting



This Reporting Guide details what data sites are responsible for and what data ADE reports 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. Templates have been added to the website for each section of Data Collection in the Reporting Guide. They are also added as appendices to this document, linked where you see the clipboard icon:

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 21st 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	AASA 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 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.

To help with collecting this data prior to entering into the 21st CCLC APR Data Reporting System, a MS Word template and pdf can be found here or the pdf can be found in this document as appendix H.

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 are not 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/resource/value-of-volunteer-time/

Example: A college student who volunteers to teach art 1 hour, 2 days a week for 20 weeks would cost the grant $1,198.00 at the rate of $29.95 (current rate on 12-19-22).

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 would 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 $29.95 is the best choice to use for the hourly rate in the calculation. $29.95 x 4 staff members x 3 hours x 12 nights = $4,312.80. 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 adult family members x $6= $2,400. $2,400 + $4,312.80= $6,712.80. Therefore, the value of this paid partnership is more than the amount paid of $5,000. In the list, you would put the value as $1,712.80 ($6,712.80- $5,000 = $1,712.80) and indicate that this partnership is partially paid with 21st CCLC grant funds.

Many partnerships are not paid with 21st CCLC funds but we have added this option to allow for the nuance of partnerships in out of school time.

Partnership Type

The final data reported for each partnership is the partnership type. Here you will indicate the type of agency and/or relationship the partnership had to the program. The options are:

1) Non-profit: an agency that has a non-profit status
2) For profit: an agency that is not designated non-profit
3) Vendor: indicates that the partnership relationship includes that of a vendor and customer
4) Volunteer: indicates that this relationship included persons who were not paid for their contribution to the program

A partnership can have just one or more than one of these selected but generally we expect to see about two:

➔ either for-profit or non-profit and 2) either vendor or volunteer.

Example of Partnership Reporting:

Partnership	Estimated Value of Partnership	Paid partially with 21st CCLC funds? Yes/No	Partnership Type 1. Non-profit 2. For profit 3. Vendor 4. Volunteer
***Partial Pay Ex 1:* City of Tucson Parks and Rec**	$2,240	Yes	Non-profit, Vendor
***Partial Pay Ex 2:* Parent Education Program, Inc.**	$1,712.80	Yes	For profit, Vendor
***Ex 3:* Raytheon**	$ 2,000	No	For profit, Volunteer

To help with collecting this data prior to entering into the 21st CCLC APR Data Reporting System, a MS Word template and pdf can be found here or the pdf can be found in this document as appendix I.

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.

In addition, some activity categories are allowable but rarely seen, so consult with the Evaluation Specialist if you have questions.

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 *Mathematics*, 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.

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 introduction to potential careers for all grade levels, career training or job prep.	FAFSA prep, AP course prep, CTE classes (see ADE CTE K-12 standards), 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.	*Discuss with the Evaluation Specialist classes you think may fit here.*

Activities for English Learners	Those activities designed to directly support students classified as English learners.	*Discuss with the Evaluation Specialist classes you think may fit here.*
Family Engagement Activity Categories		
Parenting Skills and Family Literacy	All activities designed to meet the site's family engagement objectives.	Family Check-Ins, Health and Wellness Family Challenge, Content area experiences such as STEM, Math, Cultural, or Literacy Nights, English Classes, Latino Literacy Project, GED Prep, Financial Literacy
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.

Calculating Activity Data

NEW for 2022-2023: In the 2022-2023 program year, all 21st CCLC sites were required to assign an APR Activity Category to each activity or class submitted as student attendance to AzEDS.

We will use this attendance data to calculate for each site with the hope of reducing the additional load of hand calculating activity data. However, if your site feels that the data is not accurate to what occurred, you will be able to override the calculation with updated numbers.

The following explanation gives directions for how to calculate these data points by hand (and is also the logic applied to the system calculation).

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.
    - Ex: If your site offers 2 literacy classes by grade level- 2nd gr English Language Arts (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.

2nd gr ELA +	*3rd gr ELA*	*= total*

10 stu +	10 stu	= 20

- 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.

2nd gr ELA +	*3rd 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.
  - 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

  - 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

To help with collecting this data prior to entering into the 21st CCLC APR Data Reporting System, a MS Word template and pdf can be found here or the pdf can be found in this document as appendix J.

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 are not 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.		

To help with collecting this data prior to entering into the 21st CCLC APR Data Reporting System, a MS Word template and pdf can be found here or the pdf can be found in this document as appendix K.

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.

To help with collecting this data prior to entering into the 21st CCLC APR Data Reporting System, a MS Word template and pdf can be found here or the pdf can be found in this document as appendix L.

Participation

In this section of the 21st CCLC APR Data Reporting system, users will review the Participation data to confirm that total numbers align to what you expect to see. If numbers are as expected, users will click submit.

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. These include: Participation (Hour Dosage by grade level), Race/Ethnicity, Sex, and some student needs categories like English Learner, student in Special Education, and students who meet the Income Eligibility criteria.

In the 21st CCLC APR Data Reporting System, this data is populated by ADE for users and is “read only”, meaning it cannot be edited through the APR System. Any concerns or changes to this data can be made by AzEDS data submission only.

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

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.

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

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** (see the Student Data section of this guide for an illustration of this) 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**	*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.* *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.*	**ADE**	**AASA Data**
GPRA 2-GPA	**Grades 7-8 and 10-12**	*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.*	**Sites**	**GPA or Cross-walked grades to GPA**
GPRA 3-School Day Attendance	**Grades 1-12**	*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*	**ADE**	**School Day Attendance data**

		year and demonstrated an improved attendance rate in the current school year.		
GPRA 4- In-School Suspension	**Grades 1-12**	*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.*	**Sites**	**In-School Suspension Data (related to OCR reported data)**
GPRA 5- Teacher Survey	**Grades 1-5**	*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.*	**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 AASA 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 (Grade Point Average). **Sites will report this data** at the student level for students in grades 7, 8, 10, 11, &12. At many schools, unweighted GPA is already calculated for various reporting and transcript purposes. Connect with your academic counselor or equivalent role on campus to check if this data is already available. 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. This crosswalk is a guide; sites should use their best judgement in determining the best way to convert a differing grading system into GPA.

Grading Crosswalk

Letter Grade	Sample Word Grade (1)	Sample Word Grade (2)	Percentage Grade	STC in AzEDS	Sample Standards based- pts	GPA
A	Exceeding Expectations	Advanced	90-100%	Above Average	4- Advanced	4.0
B	Above Expectations	Proficient	80-89%	Above Average	3- Meets Expectations for Target	3.0
C	At Expectations	Approaching	70-79%	Average	2- Partial Mastery	2.0
D/F	Below Expectations	Beginning	Below 70%	Below Average	1- Little or no Mastery	Below 2.0

Once you have determined the best method to crosswalk over your grading scale, calculate the unweighted GPA for each student for the prior and current year. Below are several examples of how you might calculate using various grading systems and the crosswalk. These are examples; your calculations may look different as your incorporate the various grading and scheduling styles into your calculations. Calculations up to 2 decimal places will be accepted by the system.

Example 1: Letter Grade Grading System

Classes FY22	Letter grade FY22	GPA conversion FY22	Classes FY23	Letter grade FY23	GPA conversion FY23
ELA grade	B	3.0	ELA grade	B	3.0
Science grade	C	2.0	Science grade	B	3.0
Dance grade	A	4.0	Art grade	A	4.0
Math grade	C	2.0	Math grade	B	3.0
GPA =		(3.0+ 2.0+ 4.0+ 2.0)/4 = **2.75**			(3.0+ 3.0+ 4.0+ 3.0)/4 = **3.25**

Example 2: Percentage Grading System

Classes FY22	Percentage grade FY22	GPA conversion FY22	Classes FY23	Percentage grade FY23	GPA conversion FY23
ELA grade	71%	2.0	ELA grade	79%	2.0
Science grade	77%	2.0	Science grade	82%	3.0
Dance grade	91%	4.0	Art grade	94%	4.0
Math grade	73%	2.0	Math grade	84%	3.0
GPA =		**2.50**			**3.00**

Example 3: Proficiency-Based Grading System

Classes FY22	Proficiency grade FY22	GPA conversion FY22	Classes FY23	Proficiency grade FY23	GPA conversion FY23
ELA grade	Approaching	2.0	ELA grade	Approaching	2.0
Science grade	Proficient	3.0	Science grade	Proficient	3.0
Dance grade	Advanced	4.0	Art grade	Advanced	4.0
Math grade	Beginning	1.0	Math grade	Approaching	2.0
GPA =		**2.5**			**2.75**

Example 4: Standards-Based Grading System

Classes FY22	Standards grading FY22	GPA conversion FY22	Classes FY23	Standards grading FY23	GPA conversion FY23
ELA grade	1	1.0	**ELA grade**	2	2.0
Science grade	2	2.0	**Science grade**	3	3.0
Dance grade	3	3.0	**Art grade**	3	3.0
Math grade	3	3.0	**Math grade**	2	2.0
GPA =		**2.25**			**2.5**

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.

Required Survey Questions and answer options

1) While this student was in your regular school day class, assess their change in Class Participation.			
1-Did not need to improve	2-Improved	3-Remained the same	4-Decreased
2) While this student was in your regular school day class, assess their change in Positive Classroom Behavior.			
1- Did not need to improve	2-Improved	3-Remained the same	4-Decreased
3) While this student was in your regular school day class, assess their change in Positive Peer Relationships.			
1-Did not need to improve	2-Improved	3-Remained the same	4-Decreased

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.

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.
- ✓ Teacher Survey responses will be entered into the system as the number corresponding to the answer choice for each of the three questions. The answers are not weighted, the number options are simply due to how the system will read data for these questions.

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, excluding students in grades PreK-K since no outcomes are reported for them. 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, with spaces in **green** designating those boxes that would need to be completed for each student, depending on grade level. The sheet autofills NA in areas where data is not required, due to grade level:

Student ID(State	First Name	Last Name	Grade	Hours Summe	Hours Academic Year/Accumulativ	Unweighted GPA/ Last year	Unweighted GPA/ This year	How many in-school suspensions last year?	How many in-school suspensions this year?	While this student was in your regular school day class, assess their change in Class Participation.	While this student was in your regular school day class, assess their change in Positive Classroom Behavior.	While this student was in your regular school day class, assess their change in Positive Peer Relationships.
2228793451	Padma	Badani	9	55	295	NA	NA	0	0	NA	NA	NA
1963084151	Berry	Baxter	3	45	315	NA	NA	1	1	1	2	3
2384029351	Petunia	Black	8	0	240	3.4	3.45	0	0	NA	NA	NA
5125431851	Timmy	Clarke	7	64	2	4	3.5	0	0	NA	NA	NA
3694267451	Cathy	Grimes	1	35	25	NA	NA	1	0	3	4	1

Spreadsheet Pointers:

The spreadsheet will accept data depending on what question is asked. Each cell will accept the response "NA" if there is no data to report. Note: variations of NA will not be accepted, including: na, n/a. N/a. N/A. **Only NA will be successful on upload**.

Below are some additional validation rules put in place for each column in the downloaded spreadsheet.

Spreadsheet Column	Data Reported	Acceptable Values	Example
Column G	*Previous* year *(2021-2022)* GPA, Grades 7-8, 10-12	Number up to 2 decimals → **NA if no data to provide**	3.25
Column H	*Current* year *(2022-2023)* GPA, Grades 7-8, 10-12	Number up to 2 decimals → **NA if no data to provide**	3.25
Column I	*Previous* year *(2021-2022)* In-School Suspensions, Grades 1-12	Whole numbers → **NA if no data to provide**	0
Column J	*Current* year *(2022-2023)* In-School Suspensions, Grades 1-12	Whole numbers → **NA if no data to provide**	0
Column K	*Teacher Survey- question 1* *1- Did not need to improve* *2- Improved* *3- Remained the same* *4- Decreased*	Whole number, 1-4 only → **NA if no data to provide**	2
Column L	*Teacher Survey- question 2* *1- Did not need to improve* *2- Improved* *3- Remained the same* *4- Decreased*	Whole number, 1-4 only → **NA if no data to provide**	2
Column M	*Teacher Survey- question 3* *1- Did not need to improve* *2- Improved* *3- Remained the same* *4- Decreased*	Whole number, 1-4 only → **NA if no data to provide**	2

For a complete graph with all grades listed and all grade levels, see appendix G.

Unavailable Student Data

NEW in 2022-2023 Reporting: The US Department of Education is requiring an explanation for any situations where Outcomes data is unavailable for students from the school. This will be in the form of a narrative text box for each GPRA measure, where the site will be required to provide any factors that have affected their ability to report on this data. ADE will provide more examples and conversation arounds the types of responses that are appropriate for these narratives.

Additional details about how to complete the Student Data/Outcomes reporting can be found on the 21st CCLC System guide, located on our website here under **APR Guidance and Templates**. To help with collecting this data prior to entering into the 21st CCLC APR Data Reporting System, an excel template can be found here

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 Participation dosage hours?**
    a. Sites do not calculate Participation dosage 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.

6. **Is the timeframe when snack is delivered to students during the program considered a part of Activities hours calculations?**
    a. The answer depends on your program structure.
    b. If your program offers snack at a centralized location or otherwise as part of the transition time before classes start or between classes, then this time is considered program time but not activity time in this federal reporting definition.
        - Ask yourself- is there an instructional element taking place here? If not, then do not count these hours in the calculation.
    c. If your program offers snack in the classroom during regularly scheduled classes (ex: during the first 15 minutes of your first activity in the afternoon or in the middle of a class), then this time is already considered under the umbrella of the assigned activity.
        - Another example is something like Books with Breakfast. Yes, the students are eating but this is not the primary objective if this timeframe.
    d. If you have a snack distribution plan that does not fit into one of these examples, contact the Evaluation Specialist to determine the best solution.

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 economically disadvantaged (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 *needed to* demonstrate growth on ELA AASA	*Total Count of students who *needed to* demonstrate growth on ELA AASA	*Total Count of students who *needed to* demonstrate growth on ELA AASA	*Total Count of students who *needed to* demonstrate growth on ELA AASA	*Total Count of students who *needed to* demonstrate growth on ELA AASA	*Total Count of students who *needed to* demonstrate growth on ELA AASA
Of these # students, how many demonstrated growth in reading and language arts on state assessments?	*Total Count of students who *did* demonstrate growth on ELA AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on ELA AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on ELA AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on ELA AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on ELA AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on ELA AASA out of those who needed to

	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 *needed to* demonstrate growth on Mathematics AASA	*Total Count of students who *needed to* demonstrate growth on Mathematics AASA	*Total Count of students who *needed to* demonstrate growth on Mathematics AASA	*Total Count of students who *needed to* demonstrate growth on Mathematics AASA	*Total Count of students who *needed to* demonstrate growth on Mathematics AASA	*Total Count of students who *needed to* demonstrate growth on Mathematics AASA
Of these # students, how many demonstrated growth in mathematics on state assessments?	*Total Count of students who *did* demonstrate growth on Mathematics AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on Mathematics AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on Mathematics AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on Mathematics AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on Mathematics AASA out of those who needed to	*Total Count of students who *did* demonstrate growth on Mathematics AASA out of those who needed to

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 had fewer ISS this year (who had an ISS last year)	*Total Count of students who had fewer ISS this year (who had an ISS last year)	*Total Count of students who had fewer ISS this year (who had an ISS last year)	*Total Count of students who had fewer ISS this year (who had an ISS last year)	*Total Count of students who had fewer ISS this year (who had an ISS last year)	*Total Count of students who had 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 *needed to* improve in teacher-reported engagement in learning	*Total Count of students who *needed to* improve in teacher-reported engagement in learning	*Total Count of students who *needed to* improve in teacher-reported engagement in learning	*Total Count of students who *needed to* improve in teacher-reported engagement in learning	*Total Count of students who *needed to* improve in teacher-reported engagement in learning	*Total Count of students who *needed 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 *did* improve in teacher-reported engagement in learning (at least one "improved" on teacher survey questions)	*Total Count of students who *did* improve in teacher-reported engagement in learning (at least one "improved" on teacher survey questions	*Total Count of students who *did* improve in teacher-reported engagement in learning (at least one "improved" on teacher survey questions	*Total Count of students who *did* improve in teacher-reported engagement in learning (at least one "improved" on teacher survey questions	*Total Count of students who *did* improve in teacher-reported engagement in learning (at least one "improved" on teacher survey questions	*Total Count of students who *did* 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. Spaces in **green** designate those boxes that would need to be completed for each student, depending on 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)
3254356	Jerry	Brown	gr 12	60	252	3.21	3.15	2	0	NA	NA	NA
598234059	Jose	Cho	gr 2	0	19	NA	NA	0	0	3	1	4
904829304	Mark	Hasen	gr 1	27	200	NA	NA	0	0	1	1	2
3.098E+09	Alice	Hedge	gr 6	18	30	NA	NA	0	0	NA	NA	NA
934829304	Arthur	Martinez	gr 4	32	200	NA	NA	1	1	2	3	1
394058490	Mari	Meadows	gr 3	30	30	NA	NA	1	0	2	2	2
9740923	George	Peasley	gr 10	18	230	2.25	3.1	0	0	NA	NA	NA
9.023E+09	Harry	Porter	gr 11	42	1	2.15	2.65	2	2	NA	NA	NA
205823948	Frank	Short	gr 5	12	250	NA	NA	1	0	1	2	4
9483094	Dudley	Stan	gr 7	22	150	2.9	4	2	2	NA	NA	NA

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

Appendix H

APR Overview of the Grantee Template

Note: This template is provided as a tool to help with data collection for the APR. This template is not how data will be submitted to ADE; all APR data must be submitted through the 21st CCLC APR Data Reporting System. For complete directions and explanations of all the data elements on this document, see the 21st CCLC APR Reporting Guide, located on our website here.

Grantee Overview	
Grantee Name (LEA/Grant Recipient/Fiscal Agent)	*Your name*
Street Number or Name	*Your address*
Apartment Number or Suite Number	*Your address*
Building Site Number	*Your address*
City	*Your city*
State	*Your state*
Zip	*Your zip*

Center	
Name	*Your name*
Cycle	*Your cycle*
Street Number or Name	*Your address*
Apartment Number or Suite Number	*Your address*
Building Site Number	*Your address*
City	*Your city*
State	*Your state*
Zip	*Your zip*

Center Contact Details	
Contact Person First Name?	
Contact Person Middle Name?	
Contact Person Last Name?	
Phone Number?	
Email?	

How has COVID-19 affected your programs this year? (Character Limit: 5000)

Appendix I

APR Partnerships Template

Note: This template is provided as a tool to help with data collection for the APR. This template is not how data will be submitted to ADE; all APR data must be submitted through the 21st CCLC APR Data Reporting System. For complete directions and explanations of all the data elements on this document, see the 21st CCLC APR Reporting Guide, located on our website here.

School Name	
District Name	
Person Completing the Form	

Whole Program Year (Summer, Fall, Spring)

External Partnership	**Estimated Value of Partnership**	**Paid partially with 21st CCLC funds? Yes/No**	**Partnership Type** **1. Non-profit** **2. For profit** **3. Vendor** **4. Volunteer**
***Ex 1: Partial Pay-* City of Tucson Parks and Rec**	$2,240	Yes	Non-profit, Vendor
***Ex 2: Partial Pay-* Parent Education Program, Inc.**	$1,712.80	Yes	For profit, Vendor
***Ex 3:* Raytheon**	$ 2,000	No	For profit, Volunteer

External Partnership	Estimated Value of Partnership	Paid partially with 21st CCLC funds? Yes/No	Partnership Type 1. Non-profit 2. For profit 3. Vendor 4. Volunteer

External Partnership	Estimated Value of Partnership	Paid partially with 21st CCLC funds? Yes/No	Partnership Type 1. Non-profit 2. For profit 3. Vendor 4. Volunteer

Appendix J

APR Activities Template

Note: This template is provided as a tool to help with data collection for the APR. This template is not how data will be submitted to ADE; all APR data must be submitted through the 21st CCLC APR Data Reporting System. For complete directions and explanations of all the data elements on this document, see the 21st CCLC APR Reporting Guide, located on our website here.

School Name	
District Name	
Person Completing the Form	

Activities-Summer

Activity Type	How many participants attended this Activity during the term (summer)?	How many total hours of this Activity did you offer during the term (summer)?
Literacy Education		
Science, Technology, Engineering, and *Mathematics*, including Computer Science		
Academic Enrichment		
Healthy and Active Lifestyle		
Cultural Programs		
Telecommunications and Technology Education		
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		
Parenting Skills and Family Literacy		
Expanded Library Service Hours		

Activities-Academic Year (Fall & Spring)

Activity Type	How many participants attended this Activity during the term (school year)?	How many total hours of this Activity did you offer during the term (school year)?
Literacy Education		
Science, Technology, Engineering, and *Mathematics*, including Computer Science		
Academic Enrichment		
Healthy and Active Lifestyle		
Cultural Programs		
Telecommunications and Technology Education		
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		
Parenting Skills and Family Literacy		
Expanded Library Service Hours		

Appendix K

APR Staffing Template

Note: This template is provided as a tool to help with data collection for the APR. This template is not how data will be submitted to ADE; all APR data must be submitted through the 21st CCLC APR Data Reporting System. For complete directions and explanations of all the data elements on this document, see the 21st CCLC APR Reporting Guide, located on our website here.

School Name	
District Name	
Person Completing the Form	

Staffing - Summer

	Number of Paid?	Number of Volunteers?
Administrators		
School Day Teachers		
Other Non-Teaching School Staff		
Subcontracted Staff		
Parents		
College Students		
Community Members		
High School Students		

Other		

Staffing – Academic Year (Fall & Spring)

	Number of Paid?	Number of Volunteers?
Administrators		
School Day Teachers		
Other Non-Teaching School Staff		
Subcontracted Staff		
Parents		
College Students		
Community Members		
High School Students		
Other		

Appendix L

APR Family Engagement Template

Note: This template is provided as a tool to help with data collection for the APR. This template is not how data will be submitted to ADE; all APR data must be submitted through the 21st CCLC APR Data Reporting System. For complete directions and explanations of all the data elements on this document, see the 21st CCLC APR Reporting Guide, located on our website here.

School Name	
District Name	
Person Completing the Form	

Family Engagement

Adult Family Members	**Total Adult Family Members** **Summer Term**	**Total Adult Family Members** **Academic Year (Fall + Spring)**
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?		