

21st CCLC Annual Performance Report: 2023-2024 APR Guide for Reporting v 3.0



**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

The Arizona Department of Education (ADE) developed the Annual Performance Report (APR), to fulfill the U.S. Department of Education's (ED) requirement for the 21st CCLC annual reporting of data. The APR is submitted annually by 21st CCLC programs. The ED compiles and shares data from the APR with U.S. Congress, providing them insight to the impact of the funds authorized for 21st CCLC Title IV-B programs.

The APR requirements of reporting ADE's 21st CCLC programs in the APR system will be available from Spring 2024 through Summer 2024. This reporting window will provide each 21st CCLC Program ample time for submittal.

The **21st CCLC Annual Performance Report (APR) Guide for Reporting** serves as a tool to support ADE's 21st CCLC programs in preparation of the required reporting within the APR system. A secondary source, the **APR Data System Guide** provides guidance more specific toward completion of the 21st CCLC data reporting process within the APR system.

As changes become available, the APR Guide for Reporting will be updated and 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

		<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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
3.0	12/29/23	<ul style="list-style-type: none"> - pg. 2-Updated purpose description - Added to Glossary of Terms - Adjusted colors to represent ADE brand - Modifications in articulation of descriptions - pg. 11 Changed COVID 19 Narrative to Grantee Impact Statement: "For 2023-2024 collection, please describe any circumstances impacting this Grantee and/or Site Programs" - minor modifications made throughout document

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

What is the APR and how is it reported?

The APR system developed by Arizona Department of Education (ADE) fulfills the annual reporting requirements for the 21st CCLC programming across the U.S. **Timely completion and submission of the annual reporting within the APR system is required by the grantee recipients of the 21st CCLC funding.** Each program site will follow the reporting windows and due dates outlined in the [Reporting Calendar](#). ADE reviews the data outcomes received by the 21st CCLC program sites and submits the data to the US Education Department (ED).

The APR has **2 terms** to enter data, **Summer** and **Academic Year**. Prior Summer data is the start of the program year and should be included in this reporting window. Only data for the specified time frame can be entered for each of these terms. 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:		
Cycle	Summer?	Academic Year?
Year 1	Optional: Site can offer this 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; summer programming data will need to be collected and reported. If program sites will offer summer programming with 21 st CCLC funds after the 5 th academic year, please contact the 21 st CCLC Data Inbox at 21stCCLC.DataInbox@azed.gov to discuss the reporting requirements.	No

Getting Started

Arizona's Annual Performance Report data is collected in the *21st CCLC APR system* for two applicable program terms, during each cycle of the award.

- ✓ Summer term
- ✓ Academic term (Fall + Spring programming)

21st CCLC program sites regularly gather and report data during the reporting window which opens in late spring 2024. The APR data will be reported in the system during the specified reporting window for each program term. See the [Required Reporting Calendar](#), shared on the 21st CCLC website, for required due dates.

Glossary of Terms

This is a brief compilation of terms to help understand some terminology in the APR Guide for Reporting.

Term	Definition
Process Data/ Process Evaluation Data	Refers to data reported during the first APR reporting window and is data related to what happened and what took place during the reporting term; data related to program partnerships, activities offered, staffing within the program, program participation, and family engagement.
Outcome Data/ Data Outcomes	Refers to data reported during the second APR reporting window and is data related to the student outcomes, the impact of the programming for student participants, and is comprised in the Student Data section of the APR reporting.
SIS	Student Information System (SIS) is used to collect and maintain student related data, independently selected by each school district, operated by specific vendors which are approved by ADE.
AzEDS	Arizona Education Data Standards (AzEDS) is a secured system that receives SIS data from each program's SIS vendor via a secure data connection. 21 st CCLC student program attendance is reported to AzEDS.
AASA	Arizona's Academic Standards Assessment (AASA) is the statewide achievement test for Arizona students in grades 3-8.
OCR	Office of Civil Rights (OCR), United States Department of Education's Office of Civil Rights.

Data Collection

Data collection for APR submittal is an ongoing process and will begin on day one for the 21st CCLC program year. Each 21st CCLC program site will gather data for attendance and other program offerings to report to ADE.

Timeline for APR Reporting

	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024
Data Collection for Summer and Academic Year Programs		Summer →					Academic Year →										
APR Summer and Academic Term 2023-2024 – Process Data Reporting														Due by 6-19-24			
APR Summer and Academic Term 2023-2024 – Outcome Data Reporting of Attendees																	Due by 9-11-24

The **APR Guide for Reporting** will detail the required data and specify which data is prepopulated through secondary data systems.

Sites are responsible for regularly reporting attendance. One of the secondary data sources used, AzEDS, is where attendance for each participating student in 21st CCLC programs is recorded. For information about how the data is used, see the [Participation Section](#) of this document.

Before the start of each reporting window, program sites should consider **what systems will be used for tracking data** and **who should be contacted** in your organization to ensure access to the relevant data the program site utilizes for reporting purposes. Templates are available as guidance on the 21st CCLC website [Required Reporting](#).



Links to the **appendices** throughout the APR Guide are identified by the clipboard icon.

Data elements in the 21st CCLC APR Data Reporting System:

Data element	Reported Information (What?)	Reporting Source (Who?)	Reported Terms Summer + Academic Terms or Whole Year?
Overview of Grantee	Basic Contact info, Grantee Impact Statement	Site (partially auto-filled from ADE)	Whole Year
Partnerships	Partnerships, including value and type	Site	Whole Year
Activities	Types of Classes/Activities offered in program	Site	Terms
Staffing	Staffing/Personnel	Site	Terms
Family Engagement	Aggregated numbers of adult family members by grade bands	Site	Terms
Participation	Aggregated student participation data by breakdown/demographics	Sites enter attendance into SIS SIS sends data to AzEDS AzEDS sends data to ADE APR ADE APR sends data to 21 st CCLC APR	Terms
Student Data Reported Outcomes below:	Student level Outcomes, reported by grade bands	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

Overview of Grantee

This section of the APR system collects data specific to the district and site, including contact information and site location. Parts of the data are prepopulated based on the program site's grant information.

Grantee Impact Statement

21st CCLC Grantee and/or Program Sites will explain occurrences that may have impacted the 21st CCLC programs for the year. A program site should include relevant information specific to the site's programming, which may have positively or negatively impacted the outcomes, such as an increase or decrease in student/family participation, changes in staffing, challenges, or augmentations in collecting specific outcome data, and program enhancements stemmed from a particular occurrence worth noting that impacted the outcomes. Any details that impacted the program should be explained in the report. "NA" is an acceptable answer if there were no occurrences that significantly impacted the program.

Note: Templates are available and provided as a tool to help with data collection for the APR. The templates can serve as a guide in the data collection process; however, it is not how the data is precisely submitted to ADE through the APR system.



Sites can access templates saved in Word and pdf formats, [APR Template Links](#) prior to entering the data into the 21st CCLC ADE APR data reporting system. Also see [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 school district, the school 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.

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

Program sites should strive for sustainable programming options beyond Arizona's 21st CCLC Title IV-B funding. This ensures the site's commitment to continue providing high-quality academic enrichment opportunities and engagement experiences for students and participating families. Documenting each program site's established partnerships will highlight the magnitude of excellence each site works toward achieving and the unique qualities and characteristics of their school programs,

allowing members of our US Congress to see a glimpse into the greatness of schools' efforts across Arizona.



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 \$1,272.00 at the rate of \$31.80 (current rate on 1-22-24).

Do Paid Partnerships Count?



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. $\$29.95 \times 4 \text{ staff members} \times 3 \text{ hours} \times 12 \text{ nights} = \$4,312.80$. 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. $400 \text{ adult family members} \times$

\$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.

Most partnerships are not paid for through 21st CCLC funding, although, we have added this option to allow for the nuance of partnerships during out of school time.

Partnership Type

The partnership type is the final data reported for each program site partnership. Indicate the agency and/or relationship the partnership has to the program.

Types of program partnerships:

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

Consider the examples below to better understand how a partnership can have one or more selected. Generally, there are two or more partnerships expected:

➔ Select 1) either for-profit or non-profit and choose 2) either vendor or volunteer.

Example of Partnership Reporting:

<u>Partnership</u>	<u>Estimated Value of Partnership</u>	<u>Paid partially with 21st CCLC funds?</u> <u>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>	\$1,712.80	Yes	For profit, Vendor
<i>Ex 3: Raytheon</i>	\$ 2,000	No	For profit, Volunteer



To help sites in collecting data prior to entering into the 21st CCLC APR data reporting system, sites can access templates for Word and pdf: [APR Template Links](#) and a pdf is in the APR Guide, [appendix I](#).

Activities

In the activities section of the APR, program sites will document the variety of activities/classes that took place during the reporting period. Each class/activity is reported in ONE category only. Choose the category which most closely aligns to the goals of the activity/class objectives for which it relates to, as originally stated in the grant application. Reference the program site's original 21st CCLC grant application as needed to verify alignment of the intended goals and objectives for the activities/classes.

It is not a requirement to offer each specific type of activity, however, the intention of 21st CCLC grant funding is to boost the students' success in literacy and mathematics. Each activity/class scheduled needs to reflect literacy or mathematics as the primary objective through the selected category.

Sometimes there are a few categories for activities that are allowable yet are rarely used. Consult with the 21st CCLC Education Program Specialist, the System Program Specialist or email 21stCCLC.DataInbox@azed.gov if you have questions about the activities/classes.

Definitions of the categories and examples of category selections for the classes/activities as well as, what data is reported are provided in the tables below.

Choosing an Activity Category

21st CCLC classes/activities involve out of the box thinking and may cover multiple content areas- this is the nature of the 21st CCLC grant. Each class/activity is chosen with purpose to align to one or more of your program objectives, with emphasis placed on one objective more than another.

Example: If you offer a cooking class and the primary objective is to teach students "Reading skills in a project-based learning environment", this class should be listed under "Literacy Education." Although, if the primary objective is to teach about "Cultural diversity" through the use food, the class should be listed under "Cultural Programs."

Activity Category	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		
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 21st CCLC, Systems Program Specialist or send an email to 21stCCLC.DataInbox@azed.gov if you have questions.

Category Definitions

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

Activity Category	Definition	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 of 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-In Club, Leadership Club, Truancy Prevention Camp
Drug and Violence Prevention and Counseling	Those activities that promoted peaceful conflict resolution, which provided information about the dangers of drug use, or that provided youth development 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. Also include 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.	<i>Discuss with the assigned program site Education Program Specialist the classes you think may fit here, or email 21stCCLC.DataInbox@azed.gov</i>
Activities for English Learners	Those activities designed to directly support students classified as English learners.	<i>Discuss with the assigned program site Education Program Specialist the classes you think may fit here, or email 21stCCLC.DataInbox@azed.gov</i>
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 Systems Program Specialist if you have questions or contact 21stCCLC.DataInbox@azed.gov.

Calculating Activity Data

All 21st CCLC program sites are required to assign an APR Activity Category to each student activity or class prior to submitting student attendance in the AzEDS system.

Attendance data for each site is calculated with the intent to reduce the need to hand calculate activity data. If the program site feels the attendance data or Activity Category is not accurate to what occurred, each site will be able to override the calculation with the accurate information.

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

When calculating answers for each activity category, 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 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.

2 nd gr ELA +	3 rd gr ELA	= total
10 students +	10 students	= 20 students

- 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 students +	10 students +	10 students	- 2 students	= 28

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

- Ex: If your site 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
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- Ex: If your site 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
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To help sites in collecting data prior to entering into the 21st CCLC APR data reporting system, sites can access templates for Word and pdf: [APR Templates Link](#) or the pdf can be found in the APR Guide, [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

Staff	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. *A site coordinator must be on campus during 21 st CCLC Program hours.		
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. Participants are those students’ receiving services in the 21st CCLC program.		
Other	Individuals who are not identifiable with any category above.		



To help sites in collecting data prior to entering into the 21st CCLC APR data reporting system, sites can access templates for Word and pdf: [APR Templates Link](#) or the pdf is in the APR Guide, [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 sites in collecting data prior to entering into the 21st CCLC APR data reporting system, sites can access templates for Word and pdf: [APR Templates Link](#) or the pdf is in the APR Guide, [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; 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

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

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

Using the dosage band reported for student participant in AzEDS, ADE 21st CCLC APR system will calculate by bands and report it to 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** (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	<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	AASA 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 year and demonstrated an improved attendance rate in the current school year.</i>	ADE	School Day Attendance data

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 entered into SIS

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 ED, see [appendix B](#).

**Note: 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 Grantee Impact Statement reflects that concern accordingly. A response of NA is acceptable if there are no concerns impacting the State Assessment data in the Student Outcomes.*

GPRA 2- Grade Point Average (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 cross walked 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 the program site incorporates the various grading and scheduling styles into the calculations. Calculations up to 2 decimal places will be accepted by the system.

Example 1: Letter Grade Grading System

<u>Classes FY22</u>	<u>Letter grade FY22</u>	<u>GPA conversion FY22</u>	<u>Classes FY23</u>	<u>Letter grade FY23</u>	<u>GPA conversion FY23</u>
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 =		$(3.0 + 2.0 + 4.0 + 2.0) / 4 = \mathbf{2.75}$			$(3.0 + 3.0 + 4.0 + 3.0) / 4 = \mathbf{3.25}$

Example 2: Percentage Grading System

<u>Classes FY22</u>	<u>Percentage grade FY22</u>	<u>GPA conversion FY22</u>	<u>Classes FY23</u>	<u>Percentage grade FY23</u>	<u>GPA conversion FY23</u>
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

<u>Classes FY22</u>	<u>Proficiency grade FY22</u>	<u>GPA conversion FY22</u>	<u>Classes FY23</u>	<u>Proficiency grade FY23</u>	<u>GPA conversion FY23</u>
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

<u>Classes FY22</u>	<u>Standards grading FY22</u>	<u>GPA conversion FY22</u>	<u>Classes FY23</u>	<u>Standards grading FY23</u>	<u>GPA conversion FY23</u>
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 ED, 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 to the ED in the aggregate data form, [see appendix D](#).

GPRA 4- In-School Suspension (ISS)

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 and 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 In-School Suspension data (ISS). ISS data is usually stored in a school district's SIS. The data requires a comparison to prior year data to current year data. For ADE to report ISS data in the future, the data should be fed to AzEDS from your SIS system. If you are not seeing data on the DISC45, please ask your SIS Vendor to reach out to AzEDSVendorSupport@azed.gov.

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 (TS) *NEW Process*

Outcome Measure 5 is related to Student Engagement in Learning and is measured by a Teacher Survey that is distributed to school day teachers of 21st CCLC program participants. **Sites will report this data** through the program site's SIS (***NEW, the TS will be in the SIS**) and completed by school-day or homeroom teachers for all students in grades 1-5 who participate in 21st CCLC programs.

Required Survey Questions and Responses

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

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 **students in grades 1-5 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 **will be accessed via the SIS, and no longer distributed in other formats**. This will add ease of completion and allow the 21st CCLC coordinator to track which students will have a survey completed by their homeroom teacher.
 - **The three survey questions and the four answer options of the TS are required and cannot be modified.**

Each district can decide their strategy for *when* to deliver the Teacher Survey (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 is reported in the aggregate form to the United States Department of Education, see [appendix F](#).

Student Data

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 required Outcomes data 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 auto fills NA in areas where data is not required, due to grade level:

Student ID(State	First Name	Last Name	Grade	Hours Summer	Hours Academic Year/Accumulative	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 Relationship.
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 data accepted in the APR system spreadsheet is dependent upon the question. Each spreadsheet cell can accept “NA” as data if the program site does not have the applicable data for the corresponding question. Notations of “NA” that include: na, n/a. N/a. N/A, are not accepted by the system. **Only NA will be successful upon upload.** Below are additional validation rules for each column of the downloaded spreadsheet.

Spreadsheet Column	Data Reported	Acceptable Values	Ex.
Column G	Previous year (2022-2023) GPA, Grades 7-8, 10-12	Number up to 2 decimals → NA if no data to provide	3.25
Column H	Current year (2023-2024) GPA, Grades 7-8, 10-12	Number up to 2 decimals → NA if no data to provide	3.25
Column I	Previous year (2022-2023) In-School Suspensions, Grades 1-12	Whole numbers → NA if no data to provide	0
Column J	Current year (2023-2024) In-School Suspensions, Grades 1-12	Whole numbers → NA if no data to provide	0



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

Unavailable Student Data

The US Department of Education (ED) requests an explanation for any situation where the Outcomes data is unavailable for students from the 21st CCLC program site. This will be a narrative text box in the APR system for each GPRA measure. The site must provide any factors that have affected their ability to report on this data. Each cell can accept “NA” as data if the program site does not have the applicable data for the corresponding GPRA measure. See below the snip taken from the APR system.

Outcome Narrative [Instructions](#)

State Assessment
 For State Assessment data, provide narrative if there are students whose data are unavailable in reporting on this GPRA measure. Report on any factors that may have impacted your ability to report this data.

N/A

GPA
 For GPA data, provide narrative if there are students whose data are unavailable in reporting on this GPRA measure. Report on any factors that may have impacted your ability to report this data.

N/A

School Day Attendance
 For School Day Attendance data, provide narrative if there are students whose data are unavailable in reporting on this GPRA measure. Report on any factors that may have impacted your ability to report this data.

N/A

In-School Suspension
 For In-School Suspension data, provide narrative if there are students whose data are unavailable in reporting on this GPRA measure. Report on any factors that may have impacted your ability to report this data.

N/A

Engagement in Learning/Teacher Survey
 For the Teacher Survey data, provide narrative if there are students whose data are unavailable in reporting on this GPRA measure. Report on any factors that may have impacted your ability to report this data.

N/A

Additional information about how to complete the Student Data/Outcomes reporting can be found in the APR Data Systems Guide. To help with collecting data prior to entering it into the 21st CCLC APR data reporting system, an excel template can be found at [APR Guidance and Templates](#).

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 Systems Program 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
Site 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 growth on ELA AASA</i>	*Total Count of students who <i>needed to demonstrate growth on ELA AASA</i>	*Total Count of students who <i>needed to demonstrate growth on ELA AASA</i>	*Total Count of students who <i>needed to demonstrate growth on ELA AASA</i>	*Total Count of students who <i>needed to demonstrate growth on ELA AASA</i>	*Total Count of students who <i>needed to demonstrate growth on ELA AASA</i>
Of these # students, how many demonstrated growth in reading and language arts on state assessments?	*Total Count of students who demonstrated growth on ELA AASA - Based on those students who needed to show growth	*Total Count of students who demonstrated growth on ELA AASA - Based on those students who needed to show growth	*Total Count of students who demonstrated growth on ELA AASA - Based on those students who needed to show growth	*Total Count of students who demonstrated growth on ELA AASA - Based on those students who needed to show growth	*Total Count of students who demonstrated growth on ELA AASA - Based on those students who needed to show growth	*Total Count of students who demonstrated growth on ELA AASA - Based on those students who needed to show growth

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Site 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 AASA</i>	*Total Count of students who <i>needed to demonstrate growth on Mathematics AASA</i>	*Total Count of students who <i>needed to demonstrate growth on Mathematics AASA</i>	*Total Count of students who <i>needed to demonstrate growth on Mathematics AASA</i>	*Total Count of students who <i>needed to demonstrate growth on Mathematics AASA</i>	*Total Count of students who <i>needed to demonstrate growth on Mathematics AASA</i>
Of these # students, how many demonstrated growth in mathematics on state assessments?	*Total Count of students who <i>did demonstrate growth on Mathematics AASA</i> Based on those students who needed to show growth	*Total Count of students who <i>did demonstrate growth on Mathematics AASA</i> Based on those students who needed to show growth	*Total Count of students who <i>did demonstrate growth on Mathematics AASA</i> Based on those students who needed to show growth	*Total Count of students who <i>did demonstrate growth on Mathematics AASA</i> Based on those students who needed to show growth	*Total Count of students who <i>did demonstrate growth on Mathematics AASA</i> Based on those students who needed to show growth	*Total Count of students who <i>did demonstrate growth on Mathematics AASA</i> Based on those students who needed to show growth

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
Site 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
Site 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 <i>needed to</i> improve in teacher-reported engagement in learning	*Total Count of students who <i>needed to</i> improve in teacher-reported engagement in learning	*Total Count of students who <i>needed to</i> improve in teacher-reported engagement in learning	*Total Count of students who <i>needed to</i> improve in teacher-reported engagement in learning	*Total Count of students who <i>needed to</i> improve in teacher-reported engagement in learning	*Total Count of students who <i>needed to</i> 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. 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)
3254356	Jerry	Brown	gr 12	60	252	3.21	3.15	2	0
598234059	Jose	Cho	gr 2	0	19	NA	NA	0	0
904829304	Mark	Hasen	gr 1	27	200	NA	NA	0	0
3.098E+09	Alice	Hedge	gr 6	18	30	NA	NA	0	0
934829304	Arthur	Martinez	gr 4	32	200	NA	NA	1	1
394058490	Mari	Meadows	gr 3	30	30	NA	NA	1	0
9740923	George	Peasley	gr 10	18	230	2.25	3.1	0	0
9.023E+09	Harry	Porter	gr 11	42	1	2.15	2.65	2	2
205823948	Frank	Short	gr 5	12	250	NA	NA	1	0
9483094	Dudley	Stan	gr 7	22	150	2.9	4	2	2

Note: All names and identifying information are fictitious 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 Guide for Reporting, located on the 21st CCLC [website](#).

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?	

Grantee Impact Statement: What disruptions have impacted your programs this year? (Character Limit: 5000) *See *Grantee Impact Statement* under *Grantee Information* in the “APR Guide for Reporting” for further information. The response of “NA” is accepted if no disruptions were noted.

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 Guide for Reporting, located on the 21st CCLC [website](#).

School Name	
District Name	
Person Completing the Form	

Whole Program Year (Summer, Fall, Spring)

<u>External 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
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

<u>External 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

<u>External 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

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 Guide for Reporting, located on the 21st CCLC [website](#).

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 <i>Mathematics</i> , 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 <i>Mathematics</i> , 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 Guide for Reporting, located on the 21st CCLC [website](#).

School Name	
District Name	
Person Completing the Form	

Staffing - Summer

Staff	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)

Staff	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 Guide for Reporting, located on the 21st CCLC [website](#).

School Name	
District Name	
Person Completing the Form	

Family Engagement

Adult Family Members	Total Adult Family Members	Total Adult Family Members
	<u>Summer Term</u>	<u>Academic Year</u> (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?		