

SEA 21APR DATA GUIDE

21apr.ed.gov



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INTRODUCTION

This Data Guide provides guidance on basic explanations for all terms used in the US Department of Education’s 21st Century Community Learning Center’s (21st CLCC) data collection system, 21APR. Its purpose is to assist those responsible for data entry at the State and Grantee level.

The layout of this guide follows the layout of the 21APR system itself. It can be printed or viewed onscreen to provide one-to-one assistance for users seeking guidance about 21APR data elements.



21APR is designed to collect, from all active 21st CCLCs, descriptive information on program characteristics and services as well as performance data across a range of outcomes. In addition, one of the core purposes of the APR is to collect information on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. (See 21APR GPRA Explanation at <https://21apr.ed.gov/support>.) All definitions provided in this guide serve to meet the reporting requirements of the GPRAs.

In some States in some instances, some definitions may require a more contextualized and nuanced explanation. Per the US Department of Education, States have the discretion to make decisions on these definitions so long as they remain within the parameters as provided in this guide. States are responsible for communicating these decisions to their grantees for the purpose of consistent reporting on APR data.

Because definitions can vary by State, it is important to use this document as initial guidance and to confirm with your State Education Agency (SEA) for your State’s policies.

States may also find this document to be useful when training their State and Grantees users on entering data into 21APR.

Users seeking a more technical document can view the Data Dictionary, which provides the basic technical requirements for any elements built into the system. This will be most useful for those working with other data systems or investigating how to gather data at the state level to be reported to the federal 21APR system.

RULES OF BEHAVIOR

RESPONSIBILITIES

The 21st CCLC Data Collection System is a Department of Education (ED) information system and is to be used for official use only. Users must read, understand, and comply with these Rules of Behavior. Failure to comply with the 21st CCLC Data Collection System Rules of Behavior may result in revocation of your 21st CCLC Data Collection System account privileges, job action, or criminal prosecution.

21st CCLC Data Collection System users must complete a basic security awareness training course prior to being granted access to the system. The security topics addressed in this document provide the required security awareness content, so it is important that you read through this entire text. Users must also complete annual security awareness refresher training. 21st CCLC Data Collection System will prompt you to reread the Rules of Behavior annually (or more often due to changes in the system or regulations) to meet this requirement.

21st CCLC Data Collection System users are responsible for notifying their 21st CCLC Data Collection System User Administrator when they no longer require access to 21st CCLC Data Collection System. This may occur when a user gets new responsibilities that do not include a need to access 21st CCLC Data Collection System or when the user gets another job or position.

MONITORING

This is a Department of Education system. System usage may be monitored, recorded, and subject to audit by authorized personnel. **THERE IS NO RIGHT OF PRIVACY IN THIS SYSTEM.** Unauthorized use of this system is prohibited and subject to criminal and civil penalties. System personnel may provide to law enforcement officials any potential evidence of crime found on Department of Education computer systems. **USE OF THIS SYSTEM BY ANY USER, AUTHORIZED OR UNAUTHORIZED, CONSTITUTES CONSENT TO THIS MONITORING, RECORDING, and AUDIT.**

RULES OF BEHAVIOR

21ST CCLC DATA COLLECTION SYSTEM SECURITY CONTROLS

21st CCLC Data Collection System security controls have been implemented to protect the information processed and stored within the system. 21st CCLC Data Collection System users are an integral part of ensuring the 21st CCLC Data Collection System security controls provide the intended level of protection. It is important to understand these security controls, especially those with which you directly interface. The sections below provide detail on some of those controls and the expectations for 21st CCLC Data Collection System users.

21st CCLC Data Collection System security controls are designed to:

- Ensure only authorized users have access to the system;
- Ensure users are uniquely identified when using the system;
- Tie actions taken within the system to a specific user;
- Ensure users only have access to perform the actions required by their position;
- Ensure 21st CCLC Data Collection System information is not inappropriately released; and
- Ensure 21st CCLC Data Collection System is available to users when needed.

Examples of security controls deployed within 21st CCLC Data Collection System include:

- Automated Session Timeout – Users are automatically logged out of 21st CCLC Data Collection System after fifteen minutes of inactivity. This helps ensure unauthorized users do not gain access to the system.
- Role-Based Access Control – User IDs are assigned a specific role within 21st CCLC Data Collection System. This role corresponds to the user's job function and restricts access to certain 21st CCLC Data Collection System capabilities.
- Audit Logging – Actions taken within 21st CCLC Data Collection System are captured in log files to help identify unauthorized access and enforce accountability within the system.
- Communication Protection – Traffic between a user's web browser and the 21st CCLC Data Collection System servers is encrypted to protect it during transmission.

The sections below describe several other security controls in place within 21st CCLC Data Collection System. It is important that you understand and comply with these controls to ensure the 21st CCLC Data Collection System security is maintained.

RULES OF BEHAVIOR

USER CREDENTIALS

User credentials are the mechanism by which 21st CCLC Data Collection System identifies and verifies users. These are your user ID and password. User IDs uniquely identify each 21st CCLC Data Collection System user and allow the 21st CCLC Data Collection System Administrators to attribute actions taken within the system to a specific user. This tracking is important in enforcing accountability within the system. Passwords are used by 21st CCLC Data Collection System to verify a user's identity. It is important for you to comply with the following rules governing user credentials:

- Protect your logon credentials at all times.
- Never share your user id and/or password with anyone else. You are responsible for all actions taken with your user credentials.
- Password requires a minimum complexity of:
 - at least 12 characters in length
 - case sensitive
 - at least one each of
 - upper-case letters (A-Z)
 - lower-case letters (a-z)
 - numbers (0-9) and
 - special characters (for example: \$%#!*&).
 - Must not contain any part of the user's account name in any form (login name, first name, or last name).
 - Must not match or resemble the word "password" in any form (as-in, capitalized or adding a number, etc.).
- Passwords expire every 90 days.
- If your account is inactive for 60 days, you must reset your password.
- Do not write your password down or keep it in an area where it can be easily discovered.
- Avoid using the "remember password" feature.
- User accounts are locked after three (3) consecutive invalid attempts within a fifteen-minute period.
- Reinstatement of a locked user account can only be reinstated by a Help Desk technician or a system administrator.

RULES OF BEHAVIOR

PROTECTION OF 21ST CCLC DATA COLLECTION SYSTEM INFORMATION

You are required to protect 21st CCLC Data Collection System information in any form. This includes information contained on printed reports, data downloaded onto computers and computer media (e.g. diskettes, tapes, compact discs, thumb drives, etc.), or any other format. In order to ensure protection of 21st CCLC Data Collection System information, you should observe the following rules:

- Log out of 21st CCLC Data Collection System or lock your computer before you leave it unattended by using the <Ctrl> <Alt> <Delete> key sequence when leaving your seat.
- Media (including reports) containing 21st CCLC Data Collection System information should be removed from your desktops during non-business hours.
- Store media containing 21st CCLC Data Collection System information in a locked container (e.g. desk drawer) during non-business hours.
- Store digital information in an encrypted format where technically possible
- Media containing 21st CCLC Data Collection System information should be properly cleansed or destroyed.
 - Shred paper media and compact discs prior to disposal.
 - Diskettes and other magnetic media should be cleansed using appropriate software or a magnetic field with sufficient strength so as to make the information unreadable.
 - Note that simply deleting files from magnetic media does not remove the information from the media.
 - Media containing encrypted information can be excluded from the cleansing process, although it is recommended.
- If the access which you have been granted within 21st CCLC Data Collection System is more than required to fulfill your job duties, it should be reported to appropriate personnel.
- Do not disclose 21st CCLC Data Collection System information to any individual without a "need-to-know" for the information in the course of their business.

RULES OF BEHAVIOR

OTHER SECURITY CONSIDERATIONS

This section describes some additional security items of which you should be aware.

Incident Response - If you suspect or detect a security violation in 21st CCLC Data Collection System, contact the 21st CCLC Data Collection System Help Desk immediately. For example, if you suspect someone may have used your user id to log in to 21st CCLC Data Collection System, you should contact the 21st CCLC Data Collection System Help Desk. Other warning signs that 21st CCLC Data Collection System may have been compromised include, but are not limited to: inappropriate images or text on the web pages, data formats that are not what is expected, missing data, or 21st CCLC Data Collection System is not available. While these may not be attributed to a compromise, it is better to have it checked out and be sure than to take no action.

Shoulder Surfing - Shoulder surfing is using direct observation techniques, such as looking over someone's shoulder, to get information. An example of shoulder surfing is when a person looks over someone else's shoulder while they are entering a password for a system to covertly acquire that password. To protect against this type of attack, slouch over your keyboard slightly when keying in your password to block the view of a possible onlooker.

Social Engineering - Social engineering is a collection of techniques used to manipulate people into performing actions or divulging confidential information. For example, a typical social engineering attack scenario is a hacker posing as an authorized user calling a system help desk posing as that user. The hacker, through trickery, coercion, or simply being nice coaxes the help desk technician into providing the login credentials for the user he is claiming to be. The hacker then gains unauthorized access to the system using an authorized user's credentials.

The example above is one example of a social engineering technique. Another is when a hacker calls a user at random and pretends to be a help desk technician. Under the guise of purportedly fixing a problem, the hacker requests the user's login credentials. If provided, the user has unwittingly provided system access to an unauthorized person.

RULES OF BEHAVIOR

To defeat social engineering simply question anything that doesn't make sense to you. For example, a help desk technician should never ask a user for their login credentials to resolve a problem. If you receive a call from someone and you are not sure who they are, ask for a callback number. Hang up the phone and call back to the number provided.

Hackers will typically provide a bogus number. Ask questions. If the answers you receive do not make sense, end the call and report the incident to your local security organization.

Faxing - When faxing 21st CCLC Data Collection System information, call the recipient of the fax and let them know it is coming. Ask them to go to the fax machine so they can pull it off right away so any sensitive information is not left lying around the office.

Virus Scanning - Scan documents or files downloaded to your computer from the Internet for viruses and other malicious code. Virus scanning software should also be used on email attachments.

STATE OVERVIEW

OUTCOME TYPES

For the current performance period, select the outcomes on which your state's subgrantees report. Select one, two or all three outcomes. Please note-- The selection of your outcomes for your state reports can be changed during the summer term, but selection will be locked afterwards. Corresponding questions for each outcome type selected will populate in the outcomes section for each center that reports:

NEW AWARDS

Enter the total number of new awards from the RFP or RFA competition for the current reporting year. If your state held multiple competitions during this performance year, enter the TOTAL number of new awards for the entire year. If your state held no competitions during this performance year, enter zero (0).

Previous years' new awards will show, but will be grayed out and cannot be edited.

EXPANDED LEARNING TIME

ELT is the time that a local educational agency or school "extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements". The status is dependent on funding and policy decisions set by both the state and federal governments. If your State is approved under ESEA flexibility and you elect the option to use 21st CCLC funds for ELT activities, you should choose "Yes". By choosing "Yes" here, the ELT question will appear in each of your State's' Centers' Overview, allowing Centers to indicate that they offer ELT. If you choose "No" for ELT at the State level, the ELT question will not appear in any of your State's Center Overview.

Please note-- The selection of Expanded Learning Time (ELT) for your state reports can be changed during the summer term, but selection will be locked afterwards.

OPEN/CLOSE DATES BY TERM

Select the start and end dates that you want to advertise to your users for collection of summer, fall, and spring data in the fields below this section. Once you have saved the dates, all users in your State will see these dates displayed on their login screen.

Summer

Please select your State's data entry dates from within the beginning and ending dates in the fields below this section. Your State's data entry dates for fall will be locked the day after your state fall term open date. You can still modify spring data entry dates. Once a term is closed for data entry, that term's data cannot be modified. States must notify grantees of the State's open/close dates.

Fall

Please select your State's data entry dates from within the beginning and ending dates in the fields below this section. Your State's data entry dates for fall will be locked the day after your state fall term open date. You can still modify spring data entry dates. Once a term is closed for data entry, that term's data cannot be modified. States must notify grantees of the State's open/close dates.

Spring

Certification for your State's current reporting year data can begin if ready. Please select your State's data entry dates from within the beginning and ending dates in the fields below this section. Your State's data entry dates will be locked the day after your state open date. Once a term is closed for data entry, that term's data cannot be modified. States must notify grantees of the state's open/close dates. Final certification date for your current reporting year data will be in mid-December of each reporting period.

GRANTEE OVERVIEW

New grantee records may be entered by authorized State level users throughout the year by going back to the STATE OVERVIEW page. GRANTEE AWARD INFORMATION can be edited throughout the year, but should be entered when the grantee is added.

All data in this section must be entered by staff at the State program office when the GRANTEE record is initially created.

CONTACT INFORMATION

In some cases the GRANTEE NAME could be the same as the Center name, but generally it would not be.

Grantee Name	Enter the name of the organization that acts as the fiscal agent for the grant. In some cases this could be the same as a Center name.
Contact Person Name	Enter the name of the person who should be contacted for questions on the data.
Phone Number	Enter the phone number of the contact person. Must be 10 digits.
Email	Enter the email of the contact person.

GRANTEE LOCATION

Address	Enter the street address of the grantee named.
Zip	Enter the zip code of the grantee named.
City	Enter the city of the grantee named.
State	The state is pre-populated with your state's name

GRANTEE OVERVIEW

GRANTEE TYPE

Choose the option that most identifies the grantee listed.

SCHOOL DISTRICT	Choose if grantee is a public school district. This includes tribal schools.	COMMUNITY BASED	Choose if grantee is a community based organization <u>not</u> part of the local school district or a part of a religious organization (e.g. nonprofits, Boys and Girls Club).
CHARTER SCHOOL	Choose if grantee is a recognized charter school.	FAITH BASED	Choose if grantee is affiliated with an organized religion. This includes schools sponsored by a religious organization.
COLLEGE / UNIVERSITY	Choose if grantee is an accredited institution of post-secondary education (e.g, community college, tribal college, college, university).	OTHER	Choose this option only if all of the other options are not appropriate.

GRANTEE AWARD INFORMATION

Amount
The award amount can only be entered by an authorized State level user.

Enter the original approved award amount for this grantee for the year indicated. Do not include subsequent reductions, additions, or previous year carryover. This information can only be entered or edited by the 21st CCLC state office. If you believe it is incorrect, contact your SEA coordinator

This information can only be entered or edited by the 21st CCLC state office. If you believe it is incorrect, contact your SEA coordinator

CENTER OVERVIEW

CENTER INFORMATION

Center Information	A Center is the location where the majority of the programming for the 21 st CCLC after school activities occurs. A Grantee can have one or multiple Centers in their profile.
Center's Name	Enter the name of the center.
Center's Address	Enter the street address of the center.
Center's Zip	Enter the zip code where the center is located.
Center's City	Enter the city where the center is located.
Center's State	The state where the center is located will be filled in.

CENTER CONTACT INFORMATION

Contact's Name	This is the name of the program coordinator at the center for the 21 st CCLC program.
Contact's Email	This is the email of the program coordinator at the center for the 21 st CCLC program.
Contact's Phone	Enter the phone number of the contact person. Must be 10 digits.

CENTER OVERVIEW

CENTER TYPE

Choose the option that most identifies the center.

PUBLIC SCHOOL

Choose this option if the center is located in a public school. This includes tribal schools.

COMMUNITY BASED

Choose this if the center is located in a community based organization not part of the local school district or a part of a religious organization. (e.g. nonprofits, Boys and Girls Club).

CHARTER SCHOOL

Choose this option if the center is located in a recognized charter school.

FAITH BASED

Choose this option if center location is affiliated with an organized religion. This includes schools sponsored by a religious organization.

COLLEGE / UNIVERSITY

Choose this option if the center is located in an accredited institution of post-secondary education (e.g. community college, tribal college, college, university).

OTHER

Choose this option only if all of the other options are not appropriate.

EXPANDED LEARNING TIME

Expanded Learning Time (ELT)?

ELT is the time that a local educational agency or school “extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements”. The status is dependent on funding and policy decisions set by both the state and federal governments.

If your State is approved under ESEA flexibility and you elect the option to use 21st CCLC funds for ELT activities, you should choose “Yes”. By choosing “Yes” here, the ELT question will appear in each of your State's' Centers' Overview, allowing Centers to indicate that they offer ELT. If you choose “No” for ELT at the State level, the ELT question will not appear in any of your State's Center Overview.

CENTER OVERVIEW

EXPANDED LEARNING TIME

Expanded Learning Time (ELT)?

Choose “Yes” if the center uses 21st CCLC funds to offer ELT activities.

Do you offer ELT during the:

Choose whether the ELT activities were offered during the academic year, summer, or both.

Academic year
Summer
Both

What is the total number of students being served during ELT, by Center?

Enter the total number of participants being served during ELT, by center.

What Activities are the Grantees implementing during ELT? (Choose all that apply) (See the “Activities” section for each category definition).

Choose the activitie(s) Grantees implemented during ELT.

STEM
Tutoring
English Language Learners Support
Arts & Music
Community / Service Learning
Drug Prevention
Violence Prevention
Youth Leadership
Literacy
Homework Help
Entrepreneurship
Physical Activity
Mentoring
Counseling Programs
Truancy Programs
College & Career Readiness

What is the total number of hours per week ELT Activities are offered, by Center?

Enter the total number of hours ELT activities were offered by center.

CENTER OVERVIEW

EXPANDED LEARNING TIME

Who is engaged in providing services during ELT? (Choose all that apply).

Choose the people who were in direct support of providing ELT.

- Administrators**
- Community Members**
- Parents**
- Other Non-Teaching School Staff**
- Other**
- College Students**
- High School Students**
- School Day Teachers**
- Subcontracted Staff**

What percentage of funds allocated by State are directed toward funding ELT activities, by Center?

Enter the total percentage of funds provided by the State directed towards funding all ELT activities per center.

CENTER OVERVIEW

FEEDER SCHOOLS

Feeder Schools

Choose “Yes” if the after school program participants are enrolled in a school other than the center location. This is required if the center is a community based organization but may be applicable in other situations. Feeder schools are the school or schools in which participants of the program are regularly enrolled.

Feeder School Name

Enter the name of the school in which the students are regularly enrolled. If there are students from multiple schools enter them one at a time.

PARTNERS

Partners

Choose “Yes” if there are entities other than the grantee or school(s) served which provide an in-kind or cash contribution that supports the objectives of the awarded program. If there are multiple partners enter them one at a time.

Partner's Name

Enter the name of the partner entity that provides in-kind or cash contribution to support the program. If there are multiple partners, enter them one at a time.

ACTIVITIES

TYPES OF ACTIVITIES

In this section, report on the activities delivered at each Center. Each activity must be reported as one of the 12 activity categories provided by the US Department of Education’s non-regulatory guidance. Select the category that best fits the primary goal of the programming. Even though many programs may serve more than one goal, choose the primary goal of the activity and report all information for this activity through its primary goal. For example, if an activity is a literacy activity and at the same time an art activity, report it as a literacy activity. If an activity does not clearly fit into one of the 12 types, select the activity type that most closely fits. **Your SEA may provide State specific guidance on assigning activities to a particular category.**

Once the primary goal has been entered, the system will ask whether this activity is also a College and Career Readiness activity. This is the only secondary goal for which the US Department of Education will collect data.

If the activity’s primary goal is College and Career Readiness (e.g. “College 101”), enter it under the College and Career readiness category.

ACADEMICS

STEM	Activity that contributes to the development of science, technology, engineering, or mathematics skills.
Literacy	Activity that contributes to the development and enjoyment of reading and writing skills.
Tutoring	Activity that provides direct support for the core academic subjects.
Homework Help	Activity that provides direct support in the completion of homework assigned during the school day.
English Language Learners Support	Activity that provides direct support to students classified as English language learners.

ACTIVITIES

ENRICHMENT

Entrepreneurship

Activity that contributes to the understanding of small business practices and business ownership.

Arts & Music

Activity that engages students in the creation of art and music and develops the appreciation of art and music.

Physical Activity

Activity that engages students in a physical activity and develops the appreciation of health and nutrition.

Community / Service Learning

Activity that engages the students in an activity that benefits the community outside the center.

Mentoring

Activity that engages the student with a role model.

CHARACTER EDUCATION

Drug Prevention

Activity that provides information about alcohol or other drug use prevention.

Counseling Programs

Activity that provides socio-emotional counseling services.

Violence Prevention

Activity that promotes peaceful conflict resolution.

Truancy Prevention

Activity that promotes school attendance.

Youth Leadership

Activity that promotes the active engagement of leadership roles.

COLLEGE AND CAREER READINESS

College & Career Readiness

Activity that prepares 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.

NOTE: If the activity's primary goal is College and Career Readiness (e.g. "College 101"), enter it here. If it is a secondary goal, check the College and Career Readiness box when entering it into its primary activity above.

PROPERTIES OF SELECTED ACTIVITY

The below properties are reported in aggregate for the center. For example, calculate the averaged combined frequency, hours, and participation of all STEM activities for that term (Summer, Fall, or Spring).

How often?

The frequency, on average, with which an activity is delivered at a center.

Monthly

If the activities reported, on average, happen once within a month.

Once per term

If the activities reported, on average, happen once during a reporting term.

More than once a week

If the activities reported, on average, happen more than once a week.

More than once a month

If the activities reported, on average, happen more than once a month.

Times a week

(If more than once a week)

If the activities reported, on average, happen more than once a week, then how many times per week, from 2 to 7 times.

Times a month

(If more than once a month)

If the activities reported, on average, happen more than once a month, then how many times per week, either 2, 3, or weekly.

Average hours per session

Once you have designated how often the activities reported take place. (e.g. weekly, monthly) indicate what is the average hours of the session.

More than 4 hours

Session takes place, on average, for more than 4 hours at a time.

2-4 hours

Session takes place, on average, for at least 2 hours and up to 4 hours at a time.

1-2 hours

Session takes place, on average, for at least 1 hour and up to 2 hours at a time.

Less than 1 hour

Session takes place, on average for less than 1 hour at a time.

PROPERTIES OF SELECTED ACTIVITY

Average Participation

On average, how many students attend the sessions associated with the activities reported.

More than 30

More than 30 students attend the sessions, on average.

21-30

Between 21 and 30 students attend the sessions, on average.

11-20

Between 11 and 20 students attend the sessions, on average.

5-10

Between 5 and 10 students attend the sessions, on average.

Less than 5

Fewer than 5 students attend the sessions, on average.

STAFFING

Include the people who work, in either a paid or unpaid capacity, in the center in direct support of the program and those that provided support for any activity for any amount of time in this term.

Administrators	Individuals who have a primary oversight capacity of the staff and functions of 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 21 st CCLC participants.
Parents	Individuals who are the parents or guardians of students enrolled in the 21 st CCLC program at the center.
School Day Teachers	For centers located within a school these are individuals whose primary role is as a teacher within the school district or feeder school.
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.
Other	Individuals who are not identifiable with any category above.

PROPERTIES OF SELECTED STAFF

Number of Paid	The number of individuals in the category that receive monetary compensation from the 21 st CCLC award.
Number of Volunteer	The number of individuals in the category that do not receive monetary compensation from the 21 st CCLC award.

PARTICIPATION

The number of students who were enrolled and attended programming at the 21st CCLC center during the term. Choose the grade the students are currently enrolled in or, if summer, the grade level for the just completed school year.

GRADE LEVEL

How many PreKindergarten

Enter the total number of participants in this grade level.

How many Kindergarten

Enter the total number of participants in this grade level.

How many 1st Grade

Enter the total number of participants in this grade level.

How many 2nd Grade

Enter the total number of participants in this grade level.

How many 3rd Grade

Enter the total number of participants in this grade level.

How many 4th Grade

Enter the total number of participants in this grade level.

How many 5th Grade

Enter the total number of participants in this grade level.

How many 6th Grade

Enter the total number of participants in this grade level.

How many 7th Grade

Enter the total number of participants in this grade level.

How many 8th Grade

Enter the total number of participants in this grade level.

How many 9th Grade

Enter the total number of participants in this grade level.

How many 10th Grade

Enter the total number of participants in this grade level.

How many 11th Grade

Enter the total number of participants in this grade level.

How many 12th Grade

Enter the total number of participants in this grade level.

PARTICIPATION

STUDENT ATTENDANCE PreK-5th Grade and/or 6th-12th Grade

In this section, enter the total number of participants who attended based on the number of days they attended programming at the center.

< 30 days	Enter the total number of participants who attended less than 30 days.
30-59 days	Enter the total number of participants who attended at least 30 days and up to 59.
60-89 days	Enter the total number of participants who attended at least 60 days and up to 89.
90 or more days	Enter the total number of participants who attended at least 90 days.

PARTICIPATION

RACE/ETHNICITY

PreK-5th Grade and/or 6th-12th Grade

In this section, enter the total number of participants for each ethnicity/race. While there are many ways in which individuals self-identify their own affiliation, the 21st CCLC system follows Department of Education guidelines for demographic reporting.

American Indian or Alaska Native	Enter the total number of participants who are American Indian or Alaska Native.
Asian	Enter the total number of participants who are Asian.
Black or African American	Enter the total number of participants who are Black or African American.
Hispanic or Latino	Enter the total number of participants who are Hispanic or Latino.
Native Hawaiian or Pacific Islander	Enter the total number of participants who are Native Hawaiian or Pacific Islander.
White	Enter the total number of participants who are white.
Two or more races	Enter the total number of participants who are two or more races.
Data not provided	Enter the total number of participants for whom race/ethnicity data are not provided.

PARTICIPATION

SEX

PreK-5th Grade and/or 6th-12th Grade

In this section, enter the total number of participants for each sex. While there are many ways in which individuals self-identify their own affiliation, the 21st CCLC system follows Department of Education guidelines for demographic reporting.

Male	Enter the total number of participants who are male.
Female	Enter the total number of participants who are female.
Data Not Provided	Enter the total number of participants for whom sex data are not provided.

POPULATION SPECIFICS

PreK-5th Grade and/or 6th-12th Grade

In this section, the number of participants does not have to equal the total participants for the Center because some participants may be reported in more than one category and some may be reported in none.

Students with limited English Language Proficiency.	Enter the total number of students who are identified with limited English language proficiency. Check the box "Data Not Provided" if no data is available for that population.
Students who are eligible for free or reduced price lunch	Enter the total number of students who receive free or reduced lunch. Check the box "Data Not Provided" if no data is available for that population.
Student with special needs	Enter the total number of students who have a current IEP (Individualized Education Program) or 504 Plan (Section 504 of the Rehabilitation Act of 1973). Check the box "Data Not Provided" if no data is available for that population.
Family members	Enter the total number of family members of students who participated in activities sponsored by 21 st CCLC funds. The Department of Education does not narrowly define "family member", and, as such, the State may define who it considers to be a "family member". Check the box "Data Not Provided" if no data is available for that population.

OUTCOMES

TYPES OF OUTCOMES

In this section, report on the Outcomes (Grades, Teacher Reported, State Assessments) as selected by your State. Only the questions that correspond with your State's outcomes will appear below. You cannot enter your Outcomes data until after your SEA Super User selects which Outcomes to report. Please contact your SEA or SEA Super User for more information.

Note that data in this section ask you to report total participants of grade levels in two groups: elementary (PreK-5th grade), and/or secondary (6th-12th grade).

State Assessment

Check this box if your State reports on scores associated with mandatory state tests. 21APR requires only reading for PreK-5th grade and only mathematics for 6th-12th grade.

Teacher Reported

Check this box if your State reports data from school day teachers about students enrolled in the 21st CCLC program. These data are collected by the State in a manner determined and controlled by the State Education Agency and 21st CCLC State Coordinator.

Grades

Check this box if your State reports grades as indicated in a school report card in reading/English and mathematics. 21APR requires English grades and mathematics grades for both PreK-5th grades and 6th-12th grades.

STATE ASSESSMENT

PreK-5 not proficient in reading?

Enter the number of participants in PreK-5th grades who, according to State policy, are deemed not proficient in reading. If you are unsure if the baseline measurement for proficient is the previous year or an earlier point in the current year, check with your SEA.

PreK-5 improved to proficient or above?

Enter the number of participants in PreK-5th grades who, according to State policy, are deemed improved to "proficient or above" in reading. If you are unsure if the baseline measurement for improved is from the previous year or a previous point in the current year, check with your SEA.

OUTCOMES

STATE ASSESSMENT

6-12 not proficient in mathematics?

Enter the number of participants in 6th-12th grades who, according to State policy, are deemed not proficient in mathematics. If you are unsure if the baseline measurement for proficient is the previous year or an earlier point in the current year, check with your SEA.

6-12 improved to proficient or above?

Enter the number of participants in 6th-12th grades who, according to State policy, are deemed improved to "proficient or above" in mathematics. If you are unsure, check with your SEA.

TEACHER REPORTED

How many teacher reports were distributed?

Enter the number of participants whose school-day teachers were asked to provide information about the participant enrolled in the 21st CCLC program.

How many teacher reports were returned?

Enter the number of participants whose school-day teachers returned information about the participant enrolled in the 21st CCLC program.

How many teachers reported improvement in homework completion and class participation?

Enter the number of participants whose school-day teachers indicated, according to State policy, improvement in either the completion of homework and class participation. If you are unsure, check with your SEA.

How many teachers reported improvement in student behavior?

Enter the number of participants whose school-day teachers indicated, according to State policy, improvement in student behavior. If you are unsure, check with your SEA.

OUTCOMES

GRADES

How many needed to improve their mathematics grades from fall to spring?

Enter the number of participants who, according to State policy, need to improve their mathematics grades. If you are unsure, check with your SEA.

How many did improve their mathematics grades from fall to spring?

Enter the number of participants who, according to State policy, did improve their mathematics grades. If you are unsure, check with your SEA.

How many needed to improve their English grades from fall to spring?

Enter the number of participants who, according to State policy, need to improve their English grades. If you are unsure, check with your SEA.

How many did improve their English grades from fall to spring?

Enter the number of participants who, according to State policy, did improve their English grades. If you are unsure, check with your SEA.