

21APR DATA GUIDE

21apr.ed.gov



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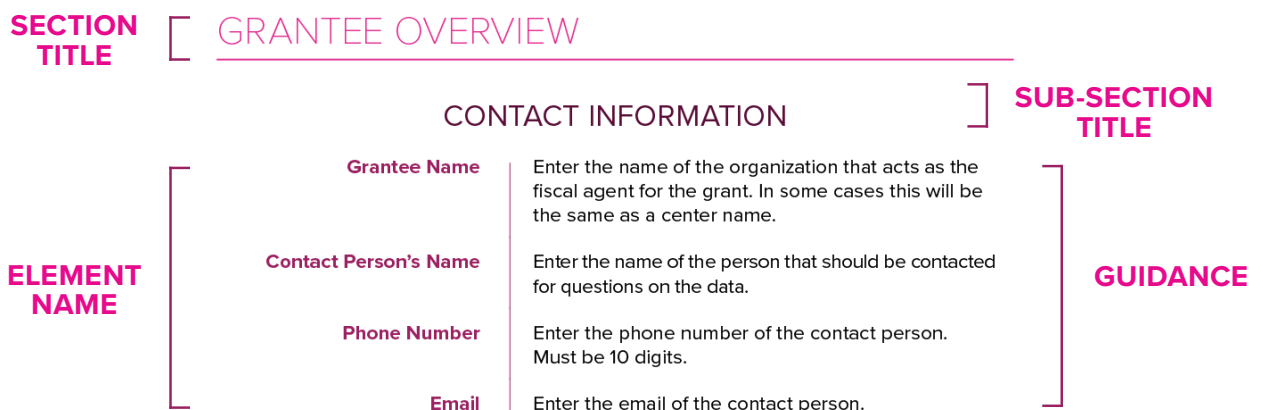
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INTRODUCTION

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.

GRANTEE OVERVIEW

CONTACT INFORMATION

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's 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.
City	Enter the city of the grantee named.
State	Enter the state of the grantee named.
Zip	Enter the zip code of the grantee named.

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 OVERVIEW

GRANTEE AWARD INFORMATION

Amount

Enter the original approved award amount for this grantee for the year indicated. Do not include subsequent reductions, additions, or previous year carryover.

CENTER OVERVIEW

CENTER INFORMATION

Center Information	A Center is the location where the majority of the programming for the 21st 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 City	Enter the city where the center is located.
Center's State	The state where the center is located will be filled in.
Center's Zip	Enter the zip code where the center is located.

CENTER CONTACT INFORMATION

Contact's Name	This is the name of the program coordinator at the center for the 21st CCLC program.
Contact's Email	This is the email of the program coordinator at the center for the 21st 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)?

Choose “Yes” if expanded learning time activities were offered at the center. **Verify this status with the SEA before choosing “Yes”.** 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. States that were approved under ESEA flexibility and that elected the option to use 21st CCLC funds for ELT activities should choose “Yes”. **You must verify this status with your SEA before choosing “Yes”.**

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 OVERVIEW

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 OVERVIEW

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.

ACTIVITIES OVERVIEW

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.

Less than 1 hour

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

1-2 hours

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

More than 4 hours

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

ACTIVITIES OVERVIEW

PROPERTIES OF SELECTED ACTIVITY

Average Participation

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

Less than 5

Fewer than 5 students attend the sessions, on average.

5-10

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

11-20

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

21-30

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

More than 30

More than 30 students attend the sessions, on average.

STAFFING OVERVIEW

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 21st CCLC participants.
Parents	Individuals who are the parents or guardians of students enrolled in the 21st 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 21st CCLC award.
Number of Volunteer	The number of individuals in the category that do not receive monetary compensation from the 21st CCLC award.

PARTICIPATION OVERVIEW

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 OVERVIEW

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 OVERVIEW

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 OVERVIEW

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.

Female	Enter the total number of participants who are female.
Male	Enter the total number of participants who are male.
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.
Students who are eligible for free or reduced price lunch	Enter the total number of students who receive free or reduced lunch.
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).
Family members	Enter the total number of family members of students who participated in activities sponsored by 21st 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”.

OUTCOMES OVERVIEW

TYPES OF OUTCOMES

Select the types of outcomes that you are required to report, according to State policy. Each state must report on one, but up to all three may be reported. Be sure to **only** report what is required by your State. If you are unsure, contact your SEA.

Note that data in this section are reported for PreK-5th and/or 6th-12th grade participants by the subcategories of the number of days in which they attended.

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 OVERVIEW

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 if the baseline measurement for improved is from the previous year or a previous point in the current year, 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 OVERVIEW

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.