

# Annual Performance Report (APR) - Arizona's Guidance for Filling out the APR for FY 17



## What is the purpose of the APR and why is it required?

All 21<sup>st</sup> CCLC grantees are required to complete annual reporting online in the 21APR federal data collection system for the US Education Department (ED).

- **This includes grantees that are in year 5 of their grant- each site must report for all 5 years of the grant, even if they have finished up offering services.**

## 1) GETTING STARTED

The program year for annual reporting includes the current academic year just completed and the summer **before** the academic year. See the illustration below:

Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

The 21APR system has 3 open windows to enter data, broken up by parts of the school year. Only data for the specified time period can be entered in each of these windows.

The windows for SY 16-17 can be found in the table below, with deadlines repeated on the Required Reporting Dates table at this link: <http://www.azed.gov/21stcclc/reporting/>

<u>21<sup>st</sup> CCLC Reporting Terms</u>	<u>21APR Open for SY 16-17</u>	<u>Dates for Activities &amp; Staffing Data</u>	<u>Dates for Participation Data</u>	<u>Outcomes Reported?</u>
<i>Summer 2016</i>	March 16-April 7, 2017	June 1-July 31, 2016	June 1-July 31, 2016	No
<i>Fall 2016</i>	April 18-July 1, 2017	August 1-December 31, 2016	June 1- December 31, 2016	No
<i>Spring 2017</i>	August 1-November 1, 2017	January 1-May 31, 2017	June 1, 2016- May 31, 2017	Yes

## 2) LOGGING INTO THE 21APR SYSTEM



### Where can I find the 21APR site?

The new home of the 21APR site is: <https://21apr.ed.gov>. Some LEAs have security restrictions that block this site, so you may have to call your IT department to have it unblocked.



### Who is allowed to enter data into the APR system?

There is only one registered user per LEA, per grant cycle. This user may delegate to one other person. If the LEA's primary user changes, please contact your Specialist to have a new user assigned.

### 21APR Passwords



If you get a notice in the system that you don't have access, it's usually because your password has expired. Go ahead and set up a new one. If you forget your password, or need to reset your password, use this link: <https://21apr.ed.gov/forgot>

Please make sure your password follows the requirements: - At least 12 characters (letters or numbers) - At least 1 uppercase letter - At least 1 special character (!, @, #, \$)

## 3) APR COMPLETION QUICK GUIDES



### Where can I find basic 21APR help?

The 21APR vendor has created basic navigation guides for the site, located on their [Guides and FAQs](#) page, a link accessible at the bottom of every 21APR screen.

## 4) DATA ENTRY



### What information should I enter on the Centers page?

The Centers page does not get adjusted much throughout the grant. It is set up at the beginning of the grant, before the first set of summer data is entered. This information should remain mostly the same throughout the cycle, with the exception

of the partner section. The partner list should be updated each year of the grant, as often partners are very different from year to year.

*Center Information:* Under each site you enter data for, enter or confirm the contact information.

- **Center Contact Person:** Enter the person who is responsible for the APR data collection and entry, so we know who to go to with questions.

*Expanded Learning Time:* Select NO for the Expanded Learning Time (ELT) question. All centers in Arizona will select NO- ELT is not authorized in Arizona. ELT funding is intended to extend school day hours for ALL students at the school as a school wide intervention, whereas Arizona 21st CCLC sites are expected to provide targeted services in their programs, serving primarily the students who need this intervention the most.

*Feeder Schools:* Enter the name of the school or schools where your regularly attending students attend day school. Most often, this is the same as your center.

*Partners:* Enter the name of your community partner(s) for the reporting cycle. This is the only place you report partner information.

### Partners



Remember, you are required to have at least 1 partner and you should not list your school or district (as this would be partnering with yourself).



### What information should I enter on the Activities page?

Here you document all of the different classes/activities for students that took place during the *reporting period*.

See the detailed definitions of these activities provided by the U.S. Ed on the APR site, on the [Guides and FAQs](#) page, located under the Data Guide.

Each class offered in your program should be added to the Activity page **ONLY ONCE**. Each class should be categorized into the activity that most closely aligns to the *primary objective* of the class.

- Exception: *College and Career Readiness*. The APR system asks if each activity is also College and Career Readiness, as this is a focus of interest now.

- If a class has the primary objective of another activity, but also provides College and Career Readiness, then first check the primary activity's box, then check that it is ALSO a College and Career Readiness activity.
- If the class' primary objective is College and Career Readiness, then it should be categorized at the bottom under the College and Career Readiness activity.
- Remember the purpose of the 21<sup>st</sup> CCLC grant- it is likely that all/nearly all the activities you offer will benefit students as they look toward their future college and/or career paths.

Multiple classes may fit into one activity category. Combine these classes into the activity parameters in 21APR. Do your best to provide the average frequency these classes take place, average hours, and average participants.



**Math:** The ONLY place in the new APR system to enter classes/activities that focus primarily on Math is under STEM, so add the math classes that align to your approved math objective(s) you offer in the STEM category.

A more detailed description of the definitions of these categories can be found on the [Guides and FAQs](#) page, under the Data Guide.

### Choosing an Activity Category



All of the classes you offer incorporate multiple avenues of learning- this is the nature of the 21<sup>st</sup> CCLC grant. Each class is chosen with purpose to align to one or more of your program objectives, but frequently emphasis is placed more on one objective than another.

Ex: If you offer a cooking class whose primary objective is to teach students Reading skills in a project based learning environment, this class should be listed under *Literacy* in 21APR. If, however, the primary objective is to teach students about different cultures through the use of food, the class should be listed under *Community/Service Learning*.



### What information should I enter on the Staffing Page?

See the detailed definitions of the different staffing categories provided by the U.S. Ed on the APR site, located on the [Guides and FAQs](#) page, under the Data Guide.

**Remember to include your volunteers!** Not only is it important to include everyone who helps with our program for our own records and to engage stakeholders, but including all of our volunteers is a great way to impress Congress because it highlights the supports we utilize that aren't paid for out of the grant.



### **What information should I be collecting to report Participants?**

You should collect data on all students who attended the program 1 or more days in the reporting period.

You will be asked to enter participation in grade bands: K-5<sup>th</sup> and 6<sup>th</sup>-12<sup>th</sup>

You will report all demographic data for K-5<sup>th</sup> and then will repeat process for 6<sup>th</sup>-12<sup>th</sup>.

- Summer participation should list students in the grade level they will be in during the following school year.



#### **Gathering Participant Information**

The following demographic information is also reported in 21APR:

- Race/Ethnicity
- Sex
- ELL status
- Free and Reduced lunch status
- Special Ed. status

You will need to collect this information about each student who attended 1 or more days and aggregate it to include in each Reporting Term.



### **Family Members- What data do I report under Family Members in the participant section?**

The purpose of family engagement in the 21<sup>st</sup> CCLC grant is to meaningfully engage adult family members in helping their children succeed academically.

As part of this aim, educational services are offered to family members of the students participating in the program in order to engage parents in their students' learning and achievement goals.

Therefore, 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 in the 21<sup>st</sup> CCLC program at the site.

- Add up the non-duplicated\* number of adults who meet the above criteria and who participated in 1 or more events during the participant reporting window to report in 21APR.

\*Non-duplicated = No individual is counted twice.



### How are Outcomes reported?

Outcomes are only reported in the Spring reporting window.

Outcomes are reported by participation band: 30-59, 60-89, 90+ days of attendance.

- Therefore, data should be collected and/or aggregated this way to ensure ease of input.

**1) Teacher Reporting:** You are asked to report on two questions under the Teacher Reported Survey.

A. *Improvement in homework completion AND class participation*

B. *Improvement in classroom behavior*

Administration of the Teacher Survey is a required element of the APR. Teacher surveys must be administered toward the end of the school year or once the student withdraws from the program.

### Gathering Surveys



Since grantees will be compiling data from a large number of Teacher Surveys, some program sites save time by creating a survey asking the questions above in an online system such as google docs which has the capability of collecting responses into a spreadsheet for easy tallying of responses. Otherwise, a sample survey in word has been created for you: [Sample Paper Teacher Survey](#).

For students who withdraw during the school year, it is a good idea to have a teacher of theirs complete the survey right away, while the student is still fresh in their minds. If you wait until the end of the year for students who withdrew a long time prior, teachers may have a difficult time completing the surveys.

Teacher Selection:

- For **every** student you had identified as a **regular attendee (participated 30 days or more)**, select one of his or her regular school day teachers to complete the teacher survey.
  - For elementary school students, the teacher should be the regular classroom teacher.
  - For middle and high school students, a Mathematics or English/Language Arts teacher should be surveyed.
- Although you may include in your sample teachers who are also serving as 21<sup>st</sup> CCLC program staff, it is preferable to survey teachers who are not also program staff.

There should be one teacher survey filled out for every student identified as a regular attendee.

## 2) Improvement in grades:

In Arizona, either report card grades OR benchmark scores can be used to show improvement in Math and Reading/Language Arts. Each LEA will make the choice for what works best for their program(s).

Students are counted as having improved their grades in Math or Reading/Language Arts if they improved from fall to spring of the 21APR reporting year.



Whatever measure you choose to use, it should be consistent across the LEA.

If you choose to use report card grades to show improvement, you need to use report card grades for both Reading and Math at each 21<sup>st</sup> CCLC site.

If you choose to use benchmark scores to show improvement, you need to use report card grades for both Reading and Math at each 21<sup>st</sup> CCLC site.

You will report those regular attendees who needed to improve in the fall of the reporting year and then who did improve in spring. It is up to the LEA to determine the criteria for needing to improve and showing improvement, but, again, it should be consistent across the LEA.

## 5) FINISHING UP



**Once I finish my APR reporting, how can I print what I have entered?**

As different computers have various options for saving electronic documents from an online system, ask for help from your own district's IT Dept. if you need help saving a copy of your APR.

## 6) DATA COLLECTION METHODS



**There is a lot of data to collect, is there a way to collect it all in one place and then transfer to the APR system?**

21st CCLC grantees can collect data needed to complete the Annual Performance Report (APR) on the spreadsheet found at this link: [APR Data Collection Worksheet](#)

### Guidance on completing the APR Data Collection Spreadsheet

- Columns A-F enable grantees to keep track of which student's data is entered on each line.
- Remaining Columns collect required data in the federal APR.
- Note: Other columns may be added to collect additional program information as desired, such as student attendance by class, or student transportation information.

### **Preparation for Data Entry**



Additionally, we have provided a detailed breakdown of each question asked on the APR in a Word document, here under the [APR Entry Worksheet](#) . This will help the data entry person easily enter into the 21APR system once the data has been aggregated.

## **ADDITIONAL POINTERS**

- ✓ The 21APR help team is available at [21apr@thetactilegroup.com](mailto:21apr@thetactilegroup.com) and 888-282-4589.
- ✓ If you have any questions about Arizona's reporting or need further assistance, please contact Specialist Kim Logan at [kim.logan@azed.gov](mailto:kim.logan@azed.gov) or (520)770-3763.

**Thank you!**