APR

ANNUAL PERFORMANCE REPORT

Arizona's 21st CCLC APR Data Collection Template & Guidance

21ST CENTURY COMMUNITY LEARNING CENTERS

2018
2019

Term Reporting for: _____

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

All 21st CCLC grantees are required to complete annual reporting 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 concluded offering services.

This data is used to report to the U.S Congress on services and outcomes of funding approved by Congress each year.

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

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

The APR has 3 terms to enter data. Only data for the specified time period can be entered for each of these terms.

The windows for the 18-19 program year can be found in the table below, with deadlines repeated on the Required Reporting Dates table, also available at this link: http://www.azed.gov/21stcclc/required-reporting/.

21st CCLC Reporting Terms	APR Data Due to Evaluation Specialist Kim Logan at kim.logan@azed.gov	Dates for Activities & Staffing Data	Dates for Participation Data	Outcomes and Partnerships Reported?
Summer 2018	September 28, 2018	June 1-July 31, 2018	June 1-July 31, 2018	No
Fall 2018	February 15, 2019	August 1-December 31, 2018	June 1-December 31, 2018	No
Spring 2019	June 26, 2019	January 1-May 31, 2019	June 1, 2018-May 31, 2019	Yes

DATA COLLECTION METHODS

NEW 18-19: Warning- be careful completing this template on a Mac/Apple computer. PDF formatting in this document may not function correctly when using Apple pdf products.

> There is a lot of data to collect, is there a way to collect it all in one place and then transfer to this APR Data Form?

Remember that each 21st CCLC site must enter data individually, so it is important to collect all data *per site*.

21st CCLC grantees can collect data needed to complete the Annual Performance Report (APR) on the *optional tool:* APR Data Collection Worksheet, also found at this link: https://cms.azed.gov/home/GetDocumentFile?id=594c0ead3217e104c44e86b1 .

Guidance on completing the optional APR Data Collection Worksheet
- 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: Additional columns may be added to collect additional program information as desired, such as student attendance by class, or student transportation information.

SUBMITTING THE DATA

Once complete for the term, submit the 21st CCLC APR Data Collection Template and Guidance form to the Evaluation Specialist for 21st CCLC at Kim.Logan@azed.gov and cc your assigned 21st CCLC Education Program Specialist.

NOTE: This form is set up as a fillable PDF. Some entries allow the user to enter information and others ask the user to select from options in a drop-down. This is done purposefully and is crucial to the submission of accurate data at your site.

- Therefore, we CANNOT ACCEPT HANDWRITTEN submissions of this form.
- If you have any issues completing this form, please contact Kim Logan.

APR Data Collection Tool

GETTING STARTED

What information should be included in the Grantee Overview and Centers section?

The Grantee Overview and Centers sections include basic contact information for the grantee. This information will remain mostly the same throughout the cycle, with the exceptions of the Contact Person(s) and partner section. Often, the person responsible for the entry of this data changes over the course of the 5 year grant, so ensure the most current contact is always included in this form should we need to follow up with questions. The partner list should be updated each year of the grant, as often partners are very different from year to year.

Grantee Overview

GRANTEE CONTACT INFORMATION

1. Grantee Name? (LEA/grant recipient/fiscal agent) _____
2. Contact Person Name? _____
3. Phone Number?_____
4. Email? _____

GRANTEE LOCATION- LEA's Main Office

1. Address? _____
2. City? _____
3. State? _____
4. Zip? _____

CENTER INFORMATION- Location of 21st CCLC Services

1. What is the Center's Name? _____
2. Center's Cycle? _____
3. Center's Address? _____
4. Center's City? _____
5. Center's State? _____
6. Center's Zip? _____

PARTNERS

Why do we need a Community Partner?

Remember, each center is federally required to list at least one <u>external</u> partner that is *outside or different from the fiscal agent*.

<u>Note</u>: The *fiscal agent* is the entity responsible for receiving and managing grant funds. In most cases, the fiscal agent is the LEA/district; therefore, *the LEA and its funded programs cannot be considered a partner*.

E.g. Title I funds can be leveraged internally to supplement 21st CCLC services, but can't be counted as an external partner for this grant.

This list should include partnerships that happened during any of the three terms- Summer, Fall, or Spring- in the program year.

Additionally, the U.S. Dept. of Education has asked us to prove that sites are working towards sustainability, so this list will also double as part of the documentation towards that goal. A comprehensive list of partners provides another way to highlight the uniqueness of the site and to impress Congress, as it emphasizes the supports we utilize that aren't paid for out of the 21st CCLC funding they authorize.

<u>New 2018-19</u>: Partnership Data will be reported on the Spring template *only*, with cumulative partners listed from Summer 2018 through Spring 2019 programming.

Activities

What information should be entered on the Activities page?

In this section, document all the different activities for students that took place during the *reporting period*. The site is *not* required to offer each type of activity. These categories are reported based on the Government Performance Results Modernization Act (GPRA) of 2010 for the United States Department of Education.

Each class offered in your program should be added to the Activity section **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 asks if each activity is also College and Career Readiness, as this is a focus of interest now.
- Remember the purpose of the 21st CCLC grant- it is likely that all/nearly all the activities offered will benefit students as they look toward their future college and/or career paths
- If a class has the primary objective of another activity, but also provides College and Career Readiness, then first add the class to the the primary activity's box, then select 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.

Choosing an Activity Category

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

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

Multiple classes may fit into one activity category. Combine these classes into the activity parameters in the APR. Provide the average details for the classes that fit into each category.

How Does Arizona Define Average?

In Arizona, we ask sites to describe what typical program offerings look like at your 21st CCLC program- paint the picture for the reviewers. This means we are looking for an average length that each type of class/activity is offered and an average number of participants receiving that type of offering- a snapshot of a typical offerings in your program.

An example: If you have one 45 minute math class with 9 students on Monday, one 1 hour long robotics class with 14 on Wednesday, and one 2 hour gardening class with 19 on Thursday, you would enter all of these classes under the STEM category. On any given day in your program, you would expect STEM to take place for 1 hour 15 mins and would see about 14 students participating.

Your entry for these classes would look as follows:

STEM

1. How often? *More than once a week*
   a. Times a month (if monthly)?
   b. Times a week (if weekly)? *3*
2. Average hours per session? *1-2 hours*
3. Average participants? *11-20*
4. Is STEM also College and Career Readiness? *yes*

Note: Enter information for a.*) Times a month* or b.*) Times a week,* as applies to the classes offered under the activity category.

ACADEMICS

STEM

Enter any classes that contributed to the development of science, technology, engineering, or mathematics skills, including any combined STEM classes.

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

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is STEM also College and Career Readiness? _____

> Remember, the Arizona 21st CCLC definition of College and Career Readiness for this report is as follows: Did this activity support the students in their future college and/or career goals? Most classes, by nature of the goals of the grant, are a yes.

Literacy

Enter under literacy those activities that contribute to the development of reading skills and to the enjoyment of readying.

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Literacy also College and Career Readiness? _____

> Did this activity support students in their future college/career

Tutoring

Enter under tutoring those activities that provide focused tutoring in subjects other than math or literacy.

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Tutoring also College and Career Readiness? _____

> Did this activity support students in their future college/career

Homework Help

Enter under Homework Help those activities that provide direct support in the completion of homework assigned during the day.

1. How often? _____
    a. Times a month (if monthly)? _____
    b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Homework Help also College and Career Readiness? _____

Did this activity support students in their future college/career

English Language Learners Support

Enter under English Language Learners Support those activities that provide direct support to students classified as English language learner.

1. How often? _____
    a. Times a month (if monthly)? _____
    b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is English Language Learners Support also College and Career Readiness? _____

Did this activity support students in their future college/career

ENRICHMENT

Entrepreneurship

Enter under Entrepreneurship those activities that contribute to the understanding of small business practices and business ownership.

1. How often? _____
    a. Times a month (if monthly)? _____
    b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Entrepreneurship also College and Career Readiness? _____

Did this activity support students in their future college/career

Arts & Music

Enter under Arts & Music those activities that engage students in the creation of art and music and that cultivate an appreciation of art and music.

1. How often? _____
    a. Times a month (if monthly)? _____
    b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Arts & Music also College and Career Readiness? _____

> Did this activity support students in their future college/career

Physical Activity

Enter under Physical Activity those activities that engage students in a physical activity and cultivate the appreciation of an active lifestyle.

1. How often? _____
    a. Times a month (if monthly)? _____
    b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Physical Activity also College and Career Readiness? _____

> Did this activity support students in their future college/career

Community/Service Learning

Enter under Community/Service Learning those activities that engage the students in an opportunity that benefits the community outside the center.

1. How often? _____
    a. Times a month (if monthly)? _____
    b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Community/Service Learning also College and Career Readiness? _____

> Did this activity support students in their future college/career

Mentoring

Enter under Mentoring those activities that engaged the student with a role model.

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Mentoring also College and Career Readiness? _____

> Did this activity support students in their future college/career

CHARACTER EDUCATION

Drug Prevention

Enter under Drug Prevention those activities that provide information about the dangers of drug use.

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Drug Prevention also College and Career Readiness? _____

> Did this activity support students in their future college/career

Counseling Programs

Enter under Counseling Programs those activities that provide socio-emotional counseling services.

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Are Counseling Programs also College and Career Readiness? _____

> Did this activity support students in their future college/career

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Violence Prevention

Enter under Violence Prevention those activities that promote peaceful conflict resolution.

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Violence Prevention also College and Career Readiness? _____

> Did this activity support students in their future college/career

Truancy Prevention

Enter under Truancy Prevention those activities that promote school attendance.

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Truancy Prevention also College and Career Readiness? _____

> Did this activity support students in their future college/career

Youth Leadership

Activity that promotes the active engagement of leadership roles.

1. How often? _____
   a. Times a month (if monthly)? _____
   b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____
4. Is Truancy Prevention also College and Career Readiness? _____

> Did this activity support students in their future college/career

COLLEGE AND CAREER READINESS

College and Career Readiness

Enter under College 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.

1. How often? _____
    a. Times a month (if monthly)? _____
    b. Days a week (if weekly)? _____
2. Average hours per session? _____
3. Average participants? _____

Staffing

In this section, you will capture all of the 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. Including all of your volunteers is also another tool you have to impress Congress because it highlights the supports you utilize that aren't paid for out of the 21st CCLC grant they authorize.

Note: If a person who works in your program was paid for *by another source* (tax credit, Title I, Migrant Funds, etc.), list them as *volunteer* in this section. They are counted as part of this 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: a person is a Parent and also a Community Member, enter them into the Parent category because it is above Community Member on the list.

1. How many Administrators?*

   *Individuals (Principals/site administrators/site coordinators) who have a primary oversight capacity of the staff and functions of the center.

   a. Number of Paid? _____

   b. Number of Volunteer? _____

2. How many School Day Teachers?*

   *These are individuals who work or are certified/qualified to work as a teacher in the state of Arizona.

   a. Number of Paid? _____

   b. Number of Volunteer? _____

3. How many 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.

   a. Number of Paid? _____

   b. Number of Volunteer? _____

4. How many Subcontracted Staff?*

   *Individuals who enter into a formal contract to provide services to the center. Often referred to as "vendors". May provide specialized activities.

   a. Number of Paid? _____

   b. Number of Volunteer? _____

5. How many Parents?*

*Individuals who are the parents or guardians of student participants enrolled in the 21st CCLC program at the center.

    a. Number of Paid? _____

    b. Number of Volunteer? _____

6. How many College Students?*

*Individuals currently enrolled in a post-secondary institution.

    a. Number of Paid? _____

    b. Number of Volunteer? _____

7. How many Community Members?*

*Individuals from the community at large.

    a. Number of Paid? _____

    b. Number of Volunteer? _____

8. How many High School Students?*

*Individuals currently enrolled in a secondary institution. High school students reported as staff CANNOT also be counted as 21st CCLC participants, as participants are those students receiving services in your 21st CCLC program.

    a. Number of Paid? _____

    b. Number of Volunteer? _____

9. How many Other?*

*Individuals who are not identifiable with any category above.

    a. Number of Paid? _____

    b. Number of Volunteer? _____

FAMILY MEMBERS AND FAMILY ENGAGEMENT

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, etc. who participate in order 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 21APR.

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? _____
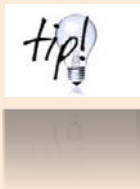
Participation

What information should be collected to report Participants?

Data should be collected and reported for ALL students who attended the program one or more days in the reporting period. For the data fields below, please enter the cumulative participation counts to-date of Summer, Fall, or Spring entry term.

Jun	Jul
Summer	

Jun	Jul	Aug	Sept	Oct	Nov	Dec
Fall						

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

Data Collection Tips

In this section, you will be asked to enter participation in groups by grade bands: PreK-5th and 6th-12th. You will report all participation data for PreK-5th and then will repeat process for 6th-12th.

Note: Summer participation should list students in their grade level for the following academic year.

GRADE LEVEL (Not required since entering attendance into SIS.)

1. How many students attended your site's 21st CCLC program for one or more days in each of the following grade levels?
   a. How many Pre-kindergarten? _____
   b. How many Kindergarten? _____
   c. How many 1st Grade? _____

d. How many 2nd Grade? _____

e. How many 3rd Grade? _____

f. How many 4th Grade? _____

g. How many 5th Grade? _____

h. How many 6th Grade? _____

i. How many 7th Grade? _____

j. How many 8th Grade? _____

k. How many 9th Grade? _____

l. How many 10th Grade? _____

m. How many 11th Grade? _____

n. How many 12th Grade? _____

Total PreK-5th Grade: _____

Total 6th-12th Grade: _____

Going forward, all participants must add up to the exact totals reference above for the students attending your 21st CCLC program.

Enter data for Pre-K through 5th Grade students below:

DAYS (Not required since entering attendance into SIS.)

2. Pre-K – 5th Grade

a. How many <30 days? _____

b. How many 30-59 days? _____

c. How many 60-89 days? _____

d. How many 90 or more days? _____
    Total this Section: _____
    Total PreK-5th Grade: _____

Totals Must Match Exactly

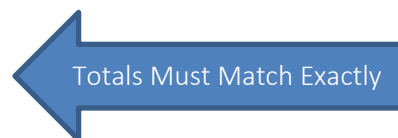## RACE/ETHNICITY (Not required since entering attendance into SIS.)

3. Pre-K – 5th Grade
    a. How many American Indian or Alaska Native students? _____
    b. How many Asian? _____
    c. How many Black or African American? _____
    d. How many Hispanic or Latino? _____
    e. How many Native Hawaiian or Pacific Islander? _____
    f. How many White? _____
    g. How many Two or More Races? _____
    h. How many Data not provided? _____
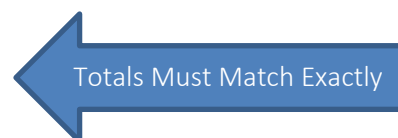   Total this Section: _____
        Total PreK-5th Grade: _____

Totals Must Match Exactly

SEX (Not required since entering attendance into SIS.)

4. Pre-K – 5th Grade
    a. Male _____
    b. Female _____
    c. Data Not Provided _____
        Total this Section: _____
        Total PreK-5th Grade: _____

Totals Must Match Exactly

POPULATION SPECIFICS (Not required since entering attendance into SIS.)

5. Enter the number of Pre-K – 5th Grade students who were in each of the following categories:
    a. Students with limited English Language Proficiency _____
    b. Students who are eligible for free or reduced price lunch _____
    c. Students with special needs _____

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Enter data for 6th-12th grade students below.

DAYS (Not required since entering attendance into SIS.)

1. 6th-12th Grade
   a. How many <30 days? _____
   b. How many 30-59 days? _____
   c. How many 60-89 days? _____
   d. How many 90 or more days? _____
   Total this Section: _____
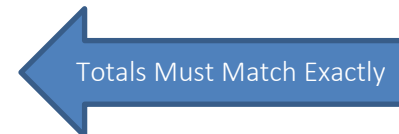   Total 6th-12th Grade: _____   ⬅ Totals Must Match Exactly

RACE/ETHNICITY (Not required since entering attendance into SIS.)

2. 6th-12th Grade
   a. How many American Indian or Alaska Native students? _____
   b. How many Asian? _____
   c. How many Black or African American? _____
   d. How many Hispanic or Latino? _____
   e. How many Native Hawaiian or Pacific Islander? _____
   f. How many White? _____
   g. How many Two or More Races? _____
   h. How many Data not provided? _____
   Total this Section: _____
   Total 6th-12th Grade: _____   ⬅ Totals Must Match Exactly

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SEX (Not required since entering attendance into SIS.)

3. 6th-12th Grade

   a. Male _____

   b. Female _____

   c. Data not provided _____

      Total this Section: _____

      Total 6th-12th Grade: _____

Totals Must Match Exactly

POPULATION SPECIFICS (Not required since entering attendance into SIS.)

4. Enter the number of 6th-12th Grade students who were in each of the following categories:

   a. Students with limited English Language Proficiency _____

   b. Students who are eligible for free or reduced price lunch _____

   c. Students with special needs _____

How are Outcomes reported?

Outcomes are <u>only reported in the Spring</u> reporting window. *The Spring Template will include data entry spaces for Outcomes, but the guidance has been included below for reference and data collection prior to that template being published.*

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

- Data should be collected in a way that is easy to aggregate for each group of students by their days of attendance in your 21st CCLC program for reporting in the spring term.

Outcomes are reported for Teacher Report Survey and for Improvement in Grades. Guidance for each Outcome can be found under their respective sections.

Students who attended 30-59 days	Students who attended 60-89 days	Students who attended 90+ days
Teacher Report Surveys	Teacher Report Surveys	Teacher Report Surveys
Improvement in Grades	Improvement in Grades	Improvement in Grades

TEACHER REPORTED SURVEY

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

Report on responses to two questions under the Teacher Reported Survey for each regularly attendee. Did the student:

A. *Improve in homework completion AND class participation?*
B. *Improve in classroom behavior?*

Each LEA may administer the survey in the mode they prefer. A sample survey can be found on ADE's 21st CCLC Required Reporting page of the website under Annual Performance Report (APR) or below under Tips: "Gathering Surveys."

Teacher Selection:

For every student 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 21st 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.

Gathering Surveys

Since grantees will be compiling data from a large number of Teacher Reported 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.

Note: 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.

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 according to what works best for their program(s), but the LEA will need to be consistent with how this is reported across all schools.

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.

Report Card Grades or Benchmark Scores?

Whichever measure is used to demonstrate improvement, it should <u>be consistent across the LEA.</u>

Option 1- Report Card Grades:
If the LEA chooses to use Report Card Grades to show improvement, this measure must be used to report for both Reading *and* Math at *each* 21st CCLC site.

Option 2- District Benchmark Scores:
If the LEA chooses to use District Benchmark Scores to show improvement, this measure must be used to report for both Reading *and* Math at *each* 21st CCLC site.

Note: You will report on the number of regular attendees who needed to improve in the fall of the reporting year and the number who showed improvement 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.

THANK YOU!

Thank you for your continuous effort in providing accurate reporting to the U.S. Department of Education and to Congress. The Arizona Department of Education 21st CCLC Unit strives to highlight grantee accomplishments and innovation in their work with 21st CCLC students. We know it is the mission of each center to provide the tools students need to determine their future and to achieve their goals, and we thank you for completing this report so we can underline these achievements to our U.S Department of Education and Congressional stakeholders.