

21APR SEA DATA GUIDE

<https://21apr.ed.gov/>



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INTRODUCTION

This Data Guide provides basic explanations for all data submitted in the US Department of Education's (Department) 21st Century Community Learning Center's (21st CCLC) 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. It can be printed or viewed onscreen to provide step-by-step assistance for users seeking guidance about 21APR data elements.

SECTION TITLE	GRANTEE OVERVIEW		
	CONTACT INFORMATION		SUB-SECTION TITLE
ELEMENT NAME	Grantee Name	Enter the name of the organization that acts as the fiscal agent. In some cases, this will be the same as a center name.	GUIDANCE
	Contact Person's Name	Enter the name of the person that should be contacted for questions on the data.	
	Phone Number	Enter the phone number (must be 10 digits) of the contact person.	
	Email	Enter the email of the contact person.	

21APR collects 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 21APR is to collect information on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. All definitions provided in this guide serve to meet the reporting requirements of the GPRA.

Within Federal parameters, States have the discretion to make decisions on State-level ('small p') policies and definitions on specific measures relating to outcomes reporting, activity categorization, staffing, and participation. States are responsible for documenting and making these 'small p' decisions transparent. They are also responsible for communicating these decisions in a timely manner to their grantees for the purpose of consistent reporting on APR data.

There is a customizable template of this Data Guide to help SEAs communicate State-level policies and definitions to grantees available at <https://21apr.ed.gov/support>. States may

also find the template useful when training their State and grantee users on entering data into 21APR.

RULES OF BEHAVIOR

You are required to accept these Rules of Behavior once per year when logging into the 21APR system.

RESPONSIBILITIES

21APR is a Department of Education (Department) 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 21APR Rules of Behavior may result in revocation of your 21APR account privileges, job action, or criminal prosecution.

21APR 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 an annual security awareness refresher training. 21APR 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.

21APR users are responsible for notifying their 21APR User Administrator when they no longer require access to 21APR. This may occur when a user gets new responsibilities that do not include a need to access 21APR 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.

21APR SECURITY CONTROLS

21APR security controls have been implemented to protect the information processed and stored within the system. 21APR users are an integral part of ensuring the 21APR 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 21APR users.

21APR 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 21APR information is not inappropriately released; and
- Ensure 21APR is available to users when needed.

Examples of security controls deployed within 21APR include:

- Automated Session Timeout – Users are automatically logged out of 21APR after 15 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 21APR. This role corresponds to the user's job function and restricts access to certain 21APR capabilities.
- Audit Logging – Actions taken within 21APR 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 21APR servers is encrypted to protect it during transmission.

The sections below describe several other security controls in place within 21APR. It is important that you understand and comply with these controls to ensure 21APR security is maintained.

USER CREDENTIALS

User credentials are the mechanism by which 21APR identifies and verifies users. These are your user ID and password. User IDs uniquely identify each 21APR user and allow the 21APR 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 21APR 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.
- Passwords require a minimum complexity:
 - 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 (e.g., login name, first name, last name).
- Must not match or resemble the word "password" in any form (e.g., as-in, capitalized, adding a number).
- 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 15-minute period.
- Reinstatement of a locked user account can only be reinstated by a Help Desk technician or a system administrator.

PROTECTION OF 21APR INFORMATION

You are required to protect 21APR 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), or any other format. In order to ensure protection of 21APR information, you should observe the following rules:

- Log out of 21APR 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 21APR information should be removed from your desktops during non-business hours.
- Store media containing 21APR 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 21APR 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 21APR is more than required to fulfill your job duties, it should be reported to appropriate personnel.
- Do not disclose 21APR information to any individual without a "need to-know" for the information in the course of their business.

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 21APR, contact the 21APR Help Desk immediately. For example, if you suspect someone may have used your user id to log into 21APR, you should contact the 21APR Help Desk. Other warning signs that 21APR may have been compromised include but are not limited to (a) inappropriate images or text on the web pages, (b) data formats that are not what is expected, (c) missing data, or (d) when 21APR 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, and 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 or she 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.

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 21APR 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.

SETTINGS

STATE CONFIGURATION

REPORTING DESIGNATION

SEA Super Users must select a reporting designation for their State when completing their State Configuration in the 21APR system during the SEA Set-up Window. For the performance year, select the reporting designation your State will be reporting for: school year and summer, all year, or school year only.

You will be asked a series of conditional “Yes or No” questions to determine your State’s reporting designation. You will then complete the justification text box explaining why you have designated your State as the selected reporting designation. **Note:** The selection of your reporting designation will be locked after you save and attest to it. The reporting designation triggers 21APR to populate the data elements that are relevant for each center to report. If you select the incorrect reporting designation for your State after saving and attesting to it, please contact the 21APR Help Desk for assistance.

<p>Does the State offer 21st CCLC programming during the school year and at some or all centers during the summer?</p>	<p>Select “Yes” if your State offers 21st CCLC programming during the school year and at some or all centers during the summer. Select “No” if your State does not.</p>
<p>Does the State offer 21st CCLC programming during the school year only?</p>	<p>Select “Yes” if your State offers 21st CCLC programming during the school year only. Select “No” if your State does not.</p>
<p>Does the State offer 21st CCLC programming during the school year and at some or all centers during the summer, with summer funded under a separate grant competition?</p>	<p>Select “Yes” if your State offers 21st CCLC programming during the school year and at some or all centers during the summer, with summer funded under a separate grant competition. Select “No” if your State does not.</p>
<p>Does the State offer 21st CCLC programming</p>	<p>Select “Yes” if your State offers 21st CCLC programming during the school year and at some or all centers during the</p>

<p>during the school year and at some or all centers during the summer, with summer having one or more distinctive characteristics (e.g., offering relatively different programming and/or serving relatively different students)?</p>	<p>summer, with summer having one or more distinctive characteristics (e.g., offering relatively different programming and/or serving relatively different students than during the school year). Select “No” if your State does not.</p>
<p>Does the State require that summer programming be included in every 21st CCLC funded program, with summer serving largely the same students and using the same curriculum and/or methodology?</p>	<p>Select “Yes” if your State requires that summer programming be included in every 21st CCLC funded program, with summer serving largely the same students and using the same curriculum and/or methodology as school-year programming. Select “No” if your State does not.</p>

SET DATA ENTRY OPEN/CLOSE DATES FOR GRANTEE USERS

These federally set windows are visible only to State-level users. You can choose start and end dates within the federally-set data entry windows for 1) Activities, Staffing, and Participation (A/S/P) and 2) Outcomes for your grantee users. They will see the dates selected displayed on their login screen.

<p>Data Entry Window 1: Activities, Staffing and Participation (A/S/P)</p>	<p>Select the data entry dates that your grantee users will see within the given dates.</p> <p>Note:</p> <ul style="list-style-type: none"> ● Entry dates for A/S/P will be locked the day after your selected open date goes live. You can still modify Outcomes data entry dates. ● Once A/S/P has closed for data entry, the data entered cannot be modified. ● You must notify grantees of your State’s open/close dates.
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<p>Data Entry Window 2: Outcomes</p>	<p>Select the data entry dates that your grantee users will see within the given dates.</p> <p>Note:</p> <ul style="list-style-type: none"> • Entry dates for Outcomes will be locked the day after your selected open date goes live. • Once Outcomes has closed for data entry, the data entered cannot be modified. • You must notify grantees of your State’s open/close dates.
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EXPANDED LEARNING PROGRAM

(formerly stated as Expanded Learning Time [ELT])

Expanded Learning Program (ELP) 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 for the minimum number of hours in a regular school day, days in a school week, or days or weeks in a school year. These enrichment and academic activities may be included “as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day” (Elementary and Secondary Education Act [ESEA] as amended by [Section 4204 \[Title IV, Part B\] of the Every Student Succeeds Act \[ESSA\]](#)).

<p>Expanded Learning Program (ELP)?</p>	<p>Choose “Yes” if your State allows the option to use 21st CCLC funds for ELP activities. By choosing “Yes” here, the ELP question will appear in each of your State’s Center Details, allowing Centers to indicate that they offer ELP. If you choose “No,” then the ELP question will not appear in any of your State’s Center Details.</p>
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Note: The selection of ELP in which your State reports can be changed by the SEA Super User on the State Configuration page until the end of Data Entry Window 1. Selection will be locked afterwards.

STATE OVERVIEW

The State Overview page is viewable by all State-level users. This includes a list of your State's grantees. Click on a grantee's name to view, edit, and add centers. You can search for grantees using the search bar; your list will be pared down to matching centers as you type.

GRANTEE OVERVIEW

New grantee records may be entered by authorized State-level users throughout the year by going back to the State Overview page.

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's Name	Enter the name of the person who should be contacted for questions on the data.
Phone Number	Enter the phone number (must be 10 digits) of the contact person.
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	This is pre-populated and cannot be edited.
Zip Code	Enter the zip code of the grantee named.

GRANTEE TYPE

Choose the option that most closely identifies the grantee listed.

School District	Choose if the grantee is a public school district. This includes tribal schools.
Charter School	Choose if the grantee is a recognized charter school.
College/University	Choose if the grantee is an accredited institution of post-secondary education (e.g., community college, tribal college, college, university).
Community Based	Choose if the grantee is a community-based organization not part of the local school district nor a part of a religious organization (e.g., non-profits, Boys and Girls Club).
Faith Based	Choose if the grantee is affiliated with an organized religion. This includes schools sponsored by a religious organization.
Other	Choose this option only if all of the other options are not appropriate.

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 an in-kind or cash contribution to support the program. If there are multiple partners, enter them one at a time.

CENTER DETAIL

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 Zip Code	Enter the zip code where the center is located.
Center's City	Enter the city where the center is located.
Center's State	This is pre-populated and cannot be edited.

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 (must be 10 digits) of the program coordinator at the center for the 21 st CCLC program.

CENTER TYPE

Choose the option that most closely identifies the location of the center.

Public School	Choose this option if the center is located in a public school. This includes tribal schools.
Charter School	Choose this option if the center is located in a recognized charter school.
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).

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).
Faith Based	Choose this option if the center location is affiliated with an organized religion. This includes schools sponsored by a religious organization.
Other	Choose this option only if all the other options are not appropriate.

EXPANDED LEARNING PROGRAM (formerly stated as ELT)

ELP 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 for the minimum number of hours in a regular school day, days in a school week, or days or weeks in a school year. These enrichment and academic activities may be included “as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day” (ESEA as amended by [Section 4204 \(Title IV, Part B\) of ESSA](#)). The status is dependent on funding and policy decisions set by both the State and federal governments.

Select “Yes,” if your state allows and you choose to use 21st CCLC funds for ELP activities. If your State does not offer ELP, then the ELP question will not appear in the Center Details.

Expanded Learning Program (ELP)?	Choose “Yes” if the center uses 21 st CCLC funds to offer ELP activities.
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Upon selecting “Yes” as indicated above, the ELP questions below will appear.

Do you offer ELP during the school year, summer, or both?	Choose whether ELP activities are offered during the school year, summer, or both.
What is the total number of students being served during ELP, by center?	Enter the total number of participants being served during ELP, by center.
What activities are the grantees implementing	Choose the activity or activities grantees are implementing during ELP.

<p>during ELP? Choose all that apply.</p>	<ul style="list-style-type: none"> ● Academic Enrichment ● Activities for English Learners ● Assistance to Students who have been Truant, Suspended, or Expelled ● Career Competencies and Career Readiness ● Cultural Programs ● Drug and Violence Prevention and Counseling ● Expanded Library Service Hours ● Healthy and Active Lifestyle ● Literacy Education ● Parenting Skills and Family Literacy ● Science, Technology, and Mathematics, including computer science ● Services for Individuals with Disabilities ● Telecommunications and Technology Education ● Well-rounded Education Activities, including credit recovery or attainment
<p>What is the total number of hours per week ELP activities are offered by center?</p>	<p>Enter the total number of hours per week ELP activities were offered by center.</p>
<p>Who is engaged in providing services during ELP? Choose all that apply.</p>	<p>Choose the people who were in direct support of providing ELP:</p> <ul style="list-style-type: none"> ● Administrators ● College Students ● Community Members ● High School Students ● Parents ● School Day Teachers ● Other Non-Teaching School Staff ● Subcontracted Staff ● Other
<p>What percentage of funds allocated by State are directed toward funding ELP activities, by center?</p>	<p>Enter the total percentage of funds provided by the State directed towards funding all ELP activities per center.</p>

ENTER APR DATA - ACTIVITIES

In this section, report on the activities delivered at each center. Every center activity must be reported as one of the 14 activity categories provided by the US Department of Education's non-regulatory guidance which complies with ESEA as amended by [Section 4201-4205 \(Title IV, Part B\) of ESSA](#). States are required to determine and communicate how programming being offered at the center level will align with these activity categories based on ESSA.

Select the category that best fits the primary purpose of the programming. Although programs may provide activities that serve more than one purpose, choose the primary purpose of the activity, and report all information for this activity through its primary category. If an activity does not clearly fit into one of the 14 categories, select the activity type that most closely fits. The SEA may provide State-specific guidance on assigning activities to a particular category.

Below are descriptions of the 14 activity categories. These are not meant to be definitive and are provided here solely as examples.

Academic Enrichment	Activity that provides direct support for academic achievement and helps students meet State academic standards.
Activities for English Learners	Activity that provides direct support to students classified as English language learners.
Assistance to Students who have been Truant, Suspended, or Expelled	Activity that promotes school attendance and/or improved student behavior.
Career Competencies and Career Readiness	Activity that prepares students to enroll and succeed in a credit bearing course at a post-secondary institution or a high-quality certificate program with a career pathway to future advancement.

Cultural Programs	Activity that fosters inclusion and awareness about cultural diversity and helps prepare students to thrive in an increasingly diverse world.
Drug and Violence Prevention and Counseling	Activity that provides information about alcohol or other drug use prevention; promotes peaceful conflict resolution; and/or provides socio-emotional counseling services.
Expanded Library Service Hours	Activity that utilizes expanded library services and hours.
Healthy and Active Lifestyle	Activity that engages students in a physical activity and develops an appreciation of health and nutrition.
Literacy Education	Activity that contributes to the development and enjoyment of reading and writing skills.
Parenting Skills and Family Literacy	Activity that promotes parental involvement, parenting skills, and literacy at home and in the larger community.
Science, Technology, Engineering, and Mathematics, including Computer Science	Activity that contributes to the development of science, technology, engineering, or mathematics (STEM) skills.
Services for Individuals with Disabilities	Activity that supports the learning needs of students with disabilities.
Telecommunications and Technology Education	Activity that supports a student's understanding of how to use, evaluate, and access technologies for learning and communication.
Well-rounded Education Activities, including credit recovery or attainment	Activity that provides students with a diverse set of learning experiences across a variety of classes, activities, and programs and an enriched curriculum.

PROPERTIES OF SELECTED ACTIVITIES

The below properties are reported in aggregate for the center. For example, calculate how many participants attended and the total hours of all STEM activities offered for the school year, summer, or all year.

<p>How many participants attended this activity during the school year, summer, or all year?</p>	<p>Enter the total number of participants attending this activity during the school year, summer, or all year by center.</p>
<p>How many total hours of this activity were offered by the center during the school year, summer, or all year?</p>	<p>Enter the total number of hours this activity was offered during the school year, summer, or all year by center.</p>

ENTER APR DATA - STAFFING

Include the people who work, in either a paid or volunteer capacity, in the center in direct support of the program and those who provided support for any activity for any amount of time during the school year or summer.

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 at a 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 at a feeder school.
Subcontracted Staff	Individuals who enter into a formal contract to provide services to the center. They are often referred to as "vendors," and may provide specialized activities.
Other	Individuals who are not identifiable with any category above.

PROPERTIES OF SELECTED STAFF

Number of Paid Staff	The number of individuals that receive monetary compensation from the 21 st CCLC award.
Number of Volunteers	The number of individuals that do not receive monetary compensation from the 21 st CCLC award.

ENTER APR DATA - PARTICIPATION

In this section, report the number of students who were enrolled and attended programming at the 21st CCLC center during the school year or summer. Choose the grade the students are currently enrolled in or, if reporting for the summer, their grade level for the upcoming 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.

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 hours they attended programming at the center. Enter this separately for each grade level.

Participation in hours must be reported on ALL students who participate in 21st CCLC. Note:

The total number of participants entered for Student Attendance must equal the total

number of participants reported for the center. The 21APR system will alert you if these numbers do not match.

Less than 15 hours	Enter the total number of participants who attended less than 15 hours.
15-44 hours	Enter the total number of participants who attended at least 15 hours and up to 44 hours.
45-89 hours	Enter the total number of participants who attended at least 45 hours and up to 89 hours.
90-179 hours	Enter the total number of participants who attended at least 90 hours and up to 179 hours.
180-269 hours	Enter the total number of participants who attended at least 180 hours and up to 269 hours.
270 hours or more	Enter the total number of participants who attended 270 hours or more.

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, the 21APR system follows Department of Education guidelines for demographic reporting. Note: The total number of participants entered for Race/Ethnicity must equal the total number of participants reported for the center. The 21APR system will alert you if these numbers do not match.

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.

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, the 21APR system follows Department of Education guidelines for demographic reporting. Note: The total number of participants entered for Sex must equal the total number of participants reported for the center. The 21APR system will alert you if these numbers do not match.

Male	Enter the total number of participants who are male.
Female	Enter the total number of participants who are female.
Not reported in Male or Female	Enter the total number of participants who are not reported in male or female (e.g., students who are identified as non-binary or another category that is not listed above).
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 who are English Learners	Enter the total number of students who are English Learners. If there are no students who are English Learners, enter "0." Check the box "Data Not Provided" if no data are available for this population.
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<p>Students who are economically disadvantaged</p>	<p>Enter the total number of students who are identified as "economically disadvantaged," as defined by the State. If there are no students who are economically disadvantaged, then enter "0." Check the box "Data Not Provided" if no data are available for this population.</p>
<p>Student with disabilities</p>	<p>Enter the total number of students who have a current Individualized Education Program (IEP) or 504 Plan. If there are no students with disabilities, then enter "0." Check the box "Data Not Provided" if no data are available for this population.</p>
<p>Family members of participants served</p>	<p>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." If there are no family members of participants served, then enter "0." Check the box "Data Not Provided" if no data are available for this population.</p>

ENTER APR DATA - OUTCOMES

All States will report on all GPRA for all cohorts during the reportable performance period. Note that data in this section are reported for selected grades by the subcategories of the number of hours in which they attended.

GPRA #1: ACADEMIC ACHIEVEMENT - STATE ASSESSMENTS Reading and Language Arts

Grades 4-8

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.

Check the **"No data to report"** box only if you have no data to report for all students in all hour bands for this GPRA measure. This box should be selected if there is a State-level reason why there would be no data to report for this GPRA measure. If selected, the SEA Super User will be required to provide an explanation for why there are no data to report for this GPRA measure on the Certify Data page during Certification.

Unavailable Student Data: If you have some students for whom you have no outcome data to report for this GPRA measure, then a narrative box will display giving you the opportunity to explain why these data are unavailable and to report on any factors that impacted your ability to report these data.

<p>For how many of these students do you have outcome data to report?</p>	<p>Enter the number of participants in grades 4-8 for whom you have outcome data to report.</p>
<p>Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?</p>	<p>Enter the number of participants in grades 4-8 who, according to State policy, are deemed to have demonstrated growth in reading and language arts on state assessments.</p>

Mathematics

Grades 4-8

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.

Check the **“No data to report”** box only if you have no data to report for all students in all hour bands for this GPRA measure. This box should be selected if there is a State-level reason why there would be no data to report for this GPRA measure. If selected, the SEA Super User will be required to provide an explanation for why there are no data to report for this GPRA measure on the Certify Data page during Certification.

Unavailable Student Data: If you have some students for whom you have no outcome data to report for this GPRA measure, then a narrative box will display giving you the opportunity to explain why these data are unavailable and to report on any factors that impacted your ability to report these data.

For how many of these students do you have outcome data to report?	Enter the number of participants in grades 4-8 for whom you have outcome data to report.
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	Enter the number of participants in grades 4-8 who, according to State policy, are deemed to have demonstrated growth in mathematics on state assessments.

GPRA #2: ACADEMIC ACHIEVEMENT - GPA

Grades 7-8 and 10-12

Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

Check the **“No data to report”** box only if you have no data to report for all students in all hour bands for this GPRA measure. This box should be selected if there is a State-level reason why there would be no data to report for this GPRA measure. If selected, the SEA

Super User will be required to provide an explanation for why there are no data to report for this GPRA measure on the Certify Data page during Certification.

Unavailable Student Data: If you have some students for whom you have no outcome data to report for this GPRA measure, then a narrative box will display giving you the opportunity to explain why these data are unavailable and to report on any factors that impacted your ability to report these data.

<p>For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?</p>	<p>Enter the number of participants in grades 7-8 and 10-12 for whom you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0.</p>
<p>Of these students, how many demonstrated an improved GPA?</p>	<p>Enter the number of participants in grades 7-8 and 10-12 who are deemed to have demonstrated, according to State policy, an improved GPA.</p>

GPRA #3: SCHOOL DAY ATTENDANCE

Grades 1-12

Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrate an improved attendance rate in the current school year.

Check the **"No data to report"** box only if you have no data to report for all students in all hour bands for this GPRA measure. This box should be selected if there is a State-level reason why there would be no data to report for this GPRA measure. If selected, the SEA Super User will be required to provide an explanation for why there are no data to report for this GPRA measure on the Certify Data page during Certification.

Unavailable Student Data: If you have some students for whom you have no outcome data to report for this GPRA measure, then a narrative box will display giving you the opportunity to explain why these data are unavailable and to report on any factors that impacted your ability to report these data.

<p>For how many of these students do you have outcome data to report and who had a school day attendance rate at or below 90% in the prior school year?</p>	<p>Enter the number of participants in grades 1-12 for whom you have outcome data to report and who had a school day attendance rate at or below 90% in the prior school year.</p>
<p>Of these students, how many demonstrated an improved attendance rate in the current school year?</p>	<p>Enter the number of participants in grades 1-12 who are deemed to have demonstrated, according to State policy, an improved attendance rate in the current school year. If you are unsure of what the baseline measurement for improvement is from the previous year, then check with your SEA.</p>

GPRA #4: BEHAVIOR

Grades 1-12

Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Check the **"No data to report"** box only if you have no data to report for all students in all hour bands for this GPRA measure. This box should be selected if there is a State-level reason why there would be no data to report for this GPRA measure. If selected, the SEA Super User will be required to provide an explanation for why there are no data to report for this GPRA measure on the Certify Data page during Certification.

Unavailable Student Data: If you have some students for whom you have no outcome data to report for this GPRA measure, then a narrative box will display giving you the opportunity to explain why these data are unavailable and to report on any factors that impacted your ability to report these data.

<p>For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?</p>	<p>Enter the number of participants in grades 1-12 for whom you have outcome data to report and who had in-school suspensions in the previous school year.</p>
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<p>Of these students, how many experienced a decrease in in-school suspensions in the current school year?</p>	<p>Enter the number of participants in grades 1-12 who, according to State policy, experienced a decrease in in-school suspensions in the current school year.</p>
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GPRA #5: ENGAGEMENT IN LEARNING

Grades 1-5

Percentage of students in grades 1-5 participating in 21st CCLC programming during the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Check the **"No data to report"** box only if you have no data to report for all students in all hour bands for this GPRA measure. This box should be selected if there is a State-level reason why there would be no data to report for this GPRA measure. If selected, the SEA Super User will be required to provide an explanation for why there are no data to report for this GPRA measure on the Certify Data page during Certification.

Unavailable Student Data: If you have some students for whom you have no outcome data to report for this GPRA measure, then a narrative box will display giving you the opportunity to explain why these data are unavailable and to report on any factors that impacted your ability to report these data.

<p>For how many of these students do you have outcome data to report?</p>	<p>Enter the number of participants in grades 1-5 for whom you have outcome data to report.</p>
<p>Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?</p>	<p>Enter the number of participants in grades 1-5 who, according to State policy, are deemed to have demonstrated an improvement in teacher-reported engagement in learning.</p>