

Pennsylvania 21st Century
Community Learning
Centers Accountability &
Reporting Guide

Spring 2021



*Prepared for Pennsylvania 21st CCLC grantees by the
state evaluation team at the Allegheny Intermediate
Unit.*

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This guide contains links to forms, files, and other resources. Please hold your 'Ctrl' key to click and follow the links.

In early 2021, the United States Department of Education shared information with states about updated performance measures established at the federal level for the 21st Century Community Learning Centers (21st CCLC) program. These measures are established under the Government Performance and Results Act (GPRA). Many federally funded programs have such performance measures, which are commonly referred to as "GPRA Measures" or "the GPRAs."

GPRA measures are the performance elements reported to Congress to share program information for decisions about the future of the program and funding levels.

The Pennsylvania state team first shared the new GPRA measures with grantees in February 2021 at the annual grantees' meeting.

The new GPRA measures take effect with Summer 2021 programs.

Grantees will report on the new GPRA measures beginning in spring 2022. The 2021-22 reporting cycle covering Summer 2021 and school Year 2021-22 will include reporting on the new GPRAs.

Grantees looking for the current reporting deadlines should refer to the [Annual Grantee Reporting Summary](#).

This guide outlines the updated GPRA measures and what evaluation and reporting is expected to look like. **Please note that as federal guidance evolves, updates will be made to this guide.**

REMINDER: Grantees are responsible for the accuracy and timeliness of their reports and submissions, even if they delegate them to someone else.

Local Evaluator Requirement

The Pennsylvania Department of Education (PDE) reminds grantees that they must contract with an external local evaluator as a requirement of the grant. This may be an independent individual, group, company, nonprofit, institution of higher education, intermediate unit, or other type of provider; however, the grantee may not use an evaluator that is affiliated with or part of the grantee organization. Also, as stipulated in the grant guidance: "One 21st CCLC grantee serving as another 21st CCLC grantee's external evaluator could be a potential conflict of interest and is strictly prohibited."

At a minimum, the contracted evaluator is responsible for producing the annual local evaluation report. However, the local evaluator may be involved to varying degrees in other reporting elements, data collection and analysis, site visits, stakeholder feedback collection, state and federal reporting completion, and other tasks as determined by grantee need. Grantees should operationalize the evaluation design based on their needs, internal capacity, data collection infrastructure, and the capacity of their contracted local evaluator.

Grantees that are seeking a new local evaluator might consider talking with other similarly situated or located grantees to ask who they are using, what services and support the evaluator provides, and their satisfaction with that evaluator. Grantees can also consider evaluators that their organization has used in the past.

Before diving into the GPRA measures themselves, grantees need to be aware of several universal changes to reporting and evaluation expectations that take effect with summer 2021 programs.

Overall Changes to and Clarifications for Evaluation and Reporting

- The concept of “regular attendee” is being retired effective summer 2021 and beyond. The program will no longer consider a certain level of attendance as being the threshold for reporting. **Grantees will report outcomes data for all students served; however, some outcomes reporting is isolated to specific grade levels.**
- Grantees will report student data by attendance volume in **HOURS**, not days. This means that grantees will need to track not only attendance on a given day but also how many hours of programming were offered on a given day. Grantees will also need to take into consideration students who do not attend a full session on a given day. Grantees will report student data by grade level within each of these attendance hours categories. A new [Daily Attendance Tracking tool](#) is available to grantees that need a form to track this information.
 - Less than 15 hours
 - 15-44 hours
 - 45-89 hours
 - 90-179 hours
 - 180-269 hours
 - 270 or more hours
- **Grantees will be expected to submit PAscoreIDs for all served students from public schools effective with Summer 2021 programs.** Grantees are encouraged to report PAscoreIDs for 2020-21 reporting in order to take advantage of opportunities to not report certain data. But if grantees are not able to provide PAscoreIDs, they will be expected to report all data elements. This will facilitate the collection and matching of data to PIMS and alleviate grantee reporting of some data elements like state assessments. This should reduce the data reporting burden on grantees. However, as state evaluators will not be able to provide PIMS-sourced data to grantees, **grantees must still plan to collect and manage such data locally for inclusion in the grantee’s local evaluation report.** Collecting the PAscoreID will also allow for state longitudinal analysis, which may provide additional insight to program and student gains over time. For Summer 2021/SY 2021-22 reporting (which begins in spring 2022), public school student data reporting that does not include PAscoreIDs will be considered incomplete.
- Grantees will report outcomes measures for the grades relevant to each measure. Grade level reported and used is the student’s grade level for the school year being reported. Students outside the grade range for that indicator do not have to report for that measure.

- 21APR will no longer have three reporting terms effective with the new GPRAs. Grantees will report on summer as a unit and school year as a unit.

Shared first are the GPRA measures and what this reporting is expected to look like. Other elements of reporting and accountability and related explanations follow. Remember, the new GPRA measures take effect with Summer 2021 programs. New reporting protocols and forms will be shared for new GPRA reporting in late 2021 or early 2022. Grantees will report as they have in the past on Summer 2020/SY 2020-21 programs. Summer 2020/SY 2020-21 reporting will occur during summer and fall 2021.

Updated GPRA Measures

GPRA Measure 1 – Academic Achievement, State Assessments

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

These state assessment GPRA measures are similar to those used in the past.

What will data collection look like? Grantees have historically reported state assessment performance levels to state evaluators each year. To alleviate some of the data burden on grantees, state evaluators will expect grantees to provide PASecure IDs for all public school students. The state evaluation team will then collect the state assessment data directly from PIMS, PA’s state student information system. Grantees will not have to submit state assessment data to the state evaluation team; however, they should still collect and analyze it locally for their local evaluation report. State evaluators will not be able to share state assessment data with grantees.

How is growth determined? Growth is defined as positive movement from one performance level to the next on two consecutive years of the same state assessment (PSSA to PSSA or PASA to PASA). This means that a student is considered as IMPROVED if they:

- Move *from* Below Basic to Basic, Proficient, or Advanced.
- Move *from* Basic to Proficient or Advanced.
- Move *from* Proficient to Advanced.

Students who score within the Advanced level on both the prior year and the current year state assessment are considered as not needing to improve.

Students who score in the same level (Below Basic, Basic, and Proficient) in two consecutive years are considered ‘no change.’

Students who show negative change, i.e. go from Proficient to Basic, from one year to the next are considered declining.

Data analysis for state assessments will only include students in Grades 4-8, as these are the grades most likely to have two consecutive years of the state assessments and state assessments are not conducted in Pennsylvania before 3rd grade or at the high school levels.

Pennsylvania will not be collecting or reporting on Keystone Exam data, Grade 3 state assessment data, OR PSSA “practice” assessments effective with Summer 2021 programs.

GPRA Measure 2 – Grade Point Average

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 GPA less than 3.0 who demonstrated an improved GPA.

What will data collection look like? Grantees will report prior year and current year grade point averages via the annual student data submission for students in the targeted grade levels. This spreadsheet is typically submitted in late fall each year. Grantees will also need to designate if the GPA is weighted or unweighted. Wherever possible, grantees should report UNweighted GPAs.

How is growth determined? Growth is defined as a positive increase in a student’s grade point average from the prior year to the participating year. Grantees should examine GPA to the nearest tenth (one decimal point). Grantees/schools may round a student’s GPA to the nearest tenth based on generally accepted mathematical principles where .05 and greater may be rounded up and .04 and lower are rounded down. Examples: 3.15 would be rounded to 3.2; 2.86 would be reported as 2.9; 3.44 would be rounded and reported as 3.4.

GPRA Measure 3 – School Day Attendance

Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:

- **Had a school-day attendance rate at or below 90% in the prior school year AND**
- **Demonstrated an improved attendance rate in the current school year.**

What will data collection look like? To alleviate some of the data burden on grantees, state evaluators will expect grantees to provide PAsSecureIDs for all public school students. The state evaluation team will then collect school attendance data directly from PIMS, PA’s state student information system. Grantees will not have to submit school attendance data for public school students to the state evaluation team; however, they should still collect and analyze it locally for their local evaluation report. State evaluators will not be able to share school attendance data with grantees. Grantees will need to report these data for all nonpublic school students served.

How is growth determined? State evaluators will examine the attendance rate in consideration of the student’s enrolled days for the prior year and the participating year. However, state evaluators will focus on attendance rate as the growth measure.

- Students with an attendance rate better than 90% in the prior year AND the participating year will be considered not needing to improve.
- After excluding students who did not need to improve, any student who improves to any degree from the prior year to the current year will be considered improved.
- After excluding students who did not need to improve, any student who declines to any degree from the prior year to the current year will be considered declined.
- After excluding students who did not need to improve, any student whose attendance rate is the same for both years will be considered no change.

GPR Measure 4 – Behavior

Percentage of students 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.

What will data collection look like? Grantees will report total days of in-school suspension for each student in grades 1-12 for each of the prior year and current year, beginning with Summer 2021 programs. For example, this reporting might look something like this:

Example	2020-21 total days of in-school suspension (all instances) [Prior Year]	2021-22 total days of in-school suspension (all instances) [Current Year]
1	2	1
2	0	0
3	3	3
4	0	2

How is growth determined? State evaluators will examine change to in-school suspensions in terms of total volume of days of in-school suspension(s) for the prior year and participating year. For the purposes of determining growth, evaluators will focus on duration of suspensions as this equates to time out of the regular learning environment and a potential disruption in a student’s education. Time out of class/the regular learning environment may be more concerning than more frequent incidents of shorter duration.

Using the example data in the table above:

- Example 1 would be considered improved, as they had fewer days of in-school suspension in 2021-22 compared to 2020-21.
- Example 2 would be considered as not needing to improve, as they had no days suspended in either year.
- Example 3 would be considered no change, as they had the same number of in-school suspension days in both years.
- Example 4 would be considered declined as they had more in-school suspension days in the 2021-22 year compared to 2020-21.

GPR Measure 5 – Student Engagement in Learning

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

What will data collection look like? Data collection for GPR 5 will be accomplished through the annual teacher survey and reported in the annual student data workbook. Grantees will use the simplified teacher survey that was released in spring 2021, so changes for the 2021-22 year should be minimal. However, grantees will need to survey the teachers of all students served from grades 1-5, not just those who attend a certain number of days. Students in kindergarten and grades 6-12 are not required to have teacher survey data.

The [updated teacher survey tool](#) includes a prompt specifically for engagement in learning.

Students' school day teacher should be surveyed. A reading/language arts/English teacher or math teacher is recommended. Program staff may not complete the survey for a child unless that teacher is also that child's school day teacher. As each child can have only one survey reported, we recommend choosing a teacher in the area where the student had the most need.

Grantees may collect the survey from teachers:

- On paper
- Via email
- Online – grantee-based tool
- Online – AIU-based tool
- A combination of these methods

A web-based teacher survey form is available from the state evaluation team for those grantees that do not have tools available to them to effectively and efficiently administer the survey online. [Contact the state evaluation team](#) for more information about this free service.

How is growth determined? Teachers will select one of four change categories for each student: did not need to improve, improved, no change, and declined. The teacher may choose the level of change based on their professional observation of the child's performance in their classroom.

21APR Reporting

[21APR](#) is the online federal reporting system. APR stands for "annual performance report." It includes general grantee and center information as well as implementation and outcome data reported annually for summer and school year in four sections: Activities, Staffing, Participation, and Outcomes. The Outcomes section will be aligned with the GPRAs above effective with Summer 2021 programs.

Grantees should refer to [the Support section of 21APR](#) for data elements, details, and directions for using the 21APR system and for specifics of each section's reporting.

21APR User Accounts Each grantee must designate ONE user to hold the 21APR user account. This individual must be a grantee staff member and may not be a contracted partner or local evaluator. An individual person may hold the user account for multiple grants with the same grantee or the grantee may designate different individuals for each grant. But each grant can have only one user.

21APR passwords expire regularly. For login issues, please reach out to Leslie.McConnell@aiu3.net or wney@pa.gov for assistance.

Credit/Course Recovery

21st CCLC grantees had the option when developing their applications to include credit/course recovery programming for high school students. If your program is one of these grantees, you will need to report credit/course recovery information in the annual student data workbook.

All high school students who participate in credit/course recovery programming through the 21st CCLC program should have this information reported.

Students who are not in grades 9-12 and students who participate in credit/course recovery through non-21st CCLC programs or their school do not need to have these results reported.

Grantees having reportable credit/course recovery programs will need to indicate (yes/no) if the student participated in such programming and then if yes, the grantee will need to report the number of Reading/English/Language Arts credits/courses recovered, the number of math credits/courses recovered, and the number of other content area credits/courses recovered.

Report Card Grades

In addition to the federal GPRA measures, Pennsylvania requires that its grantees collect and report **reading** and **mathematics** (or equivalent) report card grades for all students.

What will data collection look like? Grantees will report on report card grade outcomes for all students via the annual student data workbook file. As has been expected historically, grantees will report first marking period and last marking period for the course, reading and math, along with information that assists in the interpretation of these data, such as (but not limited to) grading scales, grade interpretation information, and/or grade definitions. It is important to note that grantees will be reporting the last marking period grade and not a final grade, if such a grade is issued.

How is growth determined? To maintain consistency with historical data collection and analysis, we will continue to analyze and interpret report card grade data in the following ways.

- Students with a percentage grade
 - Improved = positive movement of 5 or more percentage points, for example 75% to 80%
 - No change = same percentage grade at first and last marking period OR positive or negative movement of fewer than 5 percentage points. For example, each of these would be considered no change: (a) 66% and 66%, (b) 81% to 83%, (c) 78% to 74%, (d) 97% to 93%.
 - Declined = negative movement of 5 or more percentage points, for example 80% to 75%
 - Did not need to improve = grade of 96% or better in both measured marking periods
- Students with an A-F grade
 - For students/schools that issue +/- grades:
 - Any positive movement is considered an improvement (i.e. B to B+).
 - Any negative movement is considered a decline (C+ to C).
 - Students with an A or A+ who maintain an A or A+ for both marking periods are considered did not need to improve.
 - Students who have the same grade at both marking periods (i.e. C and C) are considered no change.
 - For students/schools that do not issue +/- grades (whole letter grades only):
 - Any positive movement from one grade to another is considered an improvement (i.e. B to A).
 - Any negative movement is considered a decline (C to D).
 - Students with an A at first marking period and who maintain an A for last marking period are considered did not need to improve.
 - Students who have the same grade at both marking periods (i.e. C and C) are considered no change.
- Students with a proficiency level grade (Advanced, Proficient, Basic, Below Basic)
 - Did not need to improve = Advanced for both marking periods
 - Improved = Move *from* Below Basic *to* Basic, Proficient, or Advanced.
 - Improved = Move *from* Basic *to* Proficient or Advanced.
 - Improved = Move *from* Proficient *to* Advanced.
 - No change = Student has the same level for both marking periods (excluding advanced for both periods).
 - Declined = Move *from* Advanced *to* Proficient, Basic, or Below Basic.
 - Declined = Move *from* Proficient *to* Basic or Below Basic.
 - Declined = Move *from* Basic *to* Below Basic.
- Students with a multi-point scale grade (this includes grading scales such as 4-3-2-1, 1-2-3-4, O-E-S-U, Exceeding expectations-Meeting expectations-Developing, and other scales)
 - Improved = any positive movement from one level to a higher level
 - No change = same level at both marking periods, excluding did not need to improve
 - Decline = any negative movement from one level to a lower level
 - Did not need to improve = the student earned the highest level at both marking periods
- Students with a composite score grade
 - Improved = any positive movement from first to last marking period
 - No change = same level at both marking periods
 - Decline = any negative movement from first to last marking period

If a student receives a different kind of grade than those outlined here they may be reported, but grantees will need to provide interpretation information.

Operations and Implementation Reporting

Center Operations

For the Summer 2020/SY 2020-21 program year, grantees will report operations data at the center level using a [Center Operations Spreadsheet](#) form similar to forms used in the past. This form contains information related to:

- Center name
- Grade levels center serves
- Number of program hours per week, summer and school year
- Number of program days per week, summer and school year
- Start and end dates for summer and school year programs, to determine weeks operated
- Mode of operation (in person, hybrid, virtual)

For Summer 2021/SY 2021-22, grantees will report operations data at the center level within the Center tab of the [21st CCLC online dashboard](#). Operations data reporting within this tab will be a combination of the operations information shared on the grantee's Site Location Summary form and annual operations data as outlined in the bullet list above.

Feeder Schools

Grantees will indicate each center's feeder school information in the dashboard. Refer to page 22 of this guide for further information.

Program Attendance

Grantees will need to shift from daily attendance tracking in terms of days in 2020-21 to daily attendance tracking in terms of hours for Summer 2021 and beyond.

To support grantees in this effort, the state evaluation team provides a [daily attendance tracking tool](#) that collects data about each day's duration, a student's actual attendance in terms of hours for each day and also for summer and school year terms, and calculates average daily attendance for reporting in the 21st CCLC dashboard.

Grantees are not obligated to use this tool and will not be expected to submit daily attendance records to state evaluators; however, this tool provides an option for grantees that do not have methods available to them that both address the change to hourly reporting and that meet grantee needs.

Grantees should be collecting daily attendance in terms of hours and rounding attendance time to the nearest 15 minutes or .25 hours.

Program Implementation

Grantees report annual implementation information in the PA 21st CCLC Implementation Survey. This survey is typically due in August each year. While the survey content may change slightly from year to year, much of the content is consistent. For the Summer 2020/SY 2020-21 program year, grantees can refer to the 2020-21 Implementation Survey Question Guide. *(Coming soon!)*

Student Data Reporting

Grantees will report individual student data to state evaluators via the [annual Student Data Workbook](#). This file contains two parts.

Counting Students

A student is counted as participating/served if that student attended the program one day or more. Students who registered but did not actually attend (attended 0 days) are not counted.

Within a given grant, an individual student may only be counted once. This is a grant's unique count.

If a student participates through multiple centers within the same grant/cohort, the student should be attached to and reported in whichever (one) center they attended the most.

Students participating in multiple cohorts: Generally, a student should be attached to only one grant/cohort in a given program year. However, there are three main scenarios under which a student might participate in more than one cohort and be counted in each. For example:

1. A student moves from one school or district served by Grantee A/Cohort 8 to another school or district served by Grantee A/Cohort 10 and participates in both 21st CCLC programs at each school/district.
2. A student participates in a summer program under Cohort 9 and a school year program under Cohort 10 because of the grade level configurations of the summer/school year programs.¹
3. A grant ends mid-program year and a student from that ending grant/cohort is picked up and served in a different grant/cohort that agency operated for the remainder of the year.

In each of these cases, the student should be counted once in each grant/cohort in which they were served. In the Participation Worksheet, there are two fields to indicate the number of students who were served through more than one grant/cohort. In such instances, a student's days should be attributed to the grant/cohort that they were attributed to at the time the student attended.

In cases where the two cohorts were operated by the same agency, a student's days of program attendance should be split by the days attending each respective program. However, the student's

¹ In general, for the purposes of reporting, a student's grade level in the summer is supposed to be the student's grade level for the school year of that program year. For example, a student is in grade 2 for SY 2020-21 and is considered as promoted to the next grade based on 2020-21 school year end data. This same student would be considered grade 3 for both summer 2021 and SY 2021-22 for the purposes of 21st CCLC reporting.

outcomes data (if applicable) should ONLY be reported in ONE grant/cohort, whichever one they attended the most.

If a grantee is aware that students were served within a given program year by a 21st CCLC grant operated by a different agency, each grantee should report those students in their student data workbook as they would normally. However, on the participation worksheet, the grantee should include in the applicable space the number of students who were known to be served in that program year by a grant/program operated by a different agency.

Participation Worksheet

The Participation Worksheet provides a single count of students served as well as student participation counts by term (summer/school year), by attendance category, credit/course recovery, and other relevant counts. This provides a frame of reference for checking and validating student data submitted. Answer the prompts and follow the directions embedded in the worksheet.

Each grantee/cohort should be reported separately in its own Participation Worksheet/Student Data Spreadsheet file.

Student Data Spreadsheet

For Summer 2020/SY 2020-21, grantees will report in the Student Data Spreadsheet tab:

- All regularly attending students (those attending 30 or more days between summer 2020 and SY 2020-21. This includes students who:
 - Attended 30+ summer days and 0 school year days;
 - Attended 0 summer days and 30+ school year days; or
 - Have summer days + school year days that equals 30+ days.
- All students who participated in credit/course recovery through the 21st CCLC, regardless of how many days they attended the 21st CCLC.

For Summer 2021/SY 2021-22, grantees will report all participating students in the Student Data Spreadsheet tab.

All students should be included – as applicable by year – even if the grantee does not have all outcome data for them. Based on regular attendee counts and credit/course recovery counts in the Participation Worksheet, the Participation Worksheet will display the number of students who should be included on the Student Data Spreadsheet in the blue field labeled: **“Total number of students that should appear in your Student Data Spreadsheet.”**

In the student data tab, grantees will indicate the cohort and applicable grantee name in columns A and B. You must select the cohort BEFORE you select the grantee name from the provided drop-down list.

Student names – Grantees are encouraged to first enter their data into the student data file with student names to ensure accuracy in assembling data from different sources into this one file. It is the grantee’s option to remove the names prior to submitting the student data file to the state evaluation team. If a grantee includes names, that is fine; however, some grantees prefer to send the data without

names, which is also fine. We do not use the names for analysis purposes, nor do we include names in any reports. However, **if the grantee wants to send their data file without names:**

- Just delete the names from the cells. Do not delete the name columns, as this interferes with data compilation processes and can negatively affect analysis accuracy.
- Maintain a complete file locally that contains the names. Then, save a copy of that file from which you will remove the names. Consider adding 'no names' to the file name so you know which is which. This will allow you to reference the data more quickly and easily if evaluators have questions about your data. Submit the 'no names' file to evaluators.

Regardless of whether the grantee chooses to include the students' names, all student data files should be password protected before uploading to state evaluators and any time the data file is being transmitted. [Here are directions for password protecting an Excel file.](#)

Grantees are encouraged to submit PAsure IDs for 2020-21 reporting. Grantees that provide a valid PAsure ID for 2020-21 will not have to send state assessment data or school attendance data to state evaluators, as we will be able to get these data directly from PIMS.

For Summer 2021/SY 2021-22, grantees will be required to provide PAsure IDs for all public school students.

Student Data Transmission and Sharing

All grantees and their local evaluators should be familiar with and follow the [Family Educational Rights and Privacy Act \(FERPA\)](#).

Grantees should ensure that they and the schools they serve have a common understanding of secure and acceptable data transmission and access protocols. Further, grantees – particularly those that are not schools or schools that serve other schools (i.e. a school district that serves student from a charter school or nonpublic school) – should ensure that they and the schools they serve have a common understanding of data needs, timelines, processes, and forms needed to comply with reporting obligations.

Grantees and their local evaluators should have an agreement with the schools served that provides a listing of data elements needed, timeline or dates by which the data are needed, the individuals that will have access to these data, method(s) of transmission, and acknowledgement by all parties. Such an agreement in place will facilitate a smoother provision of data needed for reporting and promotes transparency and partnership between the program and schools. Grantees should also have in place a parent sign-off permission form to support access to such data, as some school policies require such a form in order to release data. Parent data permission forms might be collected as part of a 21st CCLC's student enrollment packet or process.

Grantees that are schools that only serve their own students should have these conversations internally with those staff who are responsible for managing data needed.

The state evaluation team offers two templates to support grantees in this effort:

- [Data Safeguarding Plan Template](#)
- [Parent Data Permission Form Template](#)

Reporting Timelines and Additional Details

The state evaluation team releases an [Annual Reporting Summary](#) that contains the links, deadlines, and specifics of that year's summative reporting expectations.

This guide provides general reporting timelines and sequence but reporting deadlines may vary year to year based on 21APR reporting windows and other factors. The [Annual Reporting Summary](#) deadlines will be the official reporting deadlines.

- 21APR deadlines typically occur during the summer and early fall annually. Greater specificity is unknown during this time of GPRA transition and changes to federal reporting protocols.
- Implementation Survey and Operations Spreadsheet – typically each August annually
- Student Data Workbook with Participation Worksheet – typically October or November annually
- Local evaluation report – typically November or December annually

21APR is completed online at: <https://21apr.ed.gov/login>

The Implementation Survey is also completed online via a link that changes annually.

The Operations Spreadsheet and Student Data Workbook elements are completed via spreadsheet and [uploaded via OneDrive](#). A OneDrive account is not necessary to send files. Alternatively, grantees may also use Dropbox or Google Drive to submit files.

Additional student data workbook directions: Before uploading, grantees are expected to password-protect their file. To add a password to a file, see these [directions for password protecting an Excel file](#). Send the password via email to leslie.mcconnell@aiu3.net.

Local Evaluation Report Checklist

While grantees and local evaluators have the freedom to design the presentation of the local evaluation report there are some minimum expectations, as have been communicated to grantees via training for the past several years. A grantee's local evaluation should be a comprehensive review of the program's implementation and outcomes. It should include information/findings related to program operations, activities, attendance, demographics, outcomes, progress toward performance indicators, and recommendations for improvement. Other information, such as stakeholder feedback or evaluator observations may also be included. The local report should provide a complete review of the program during the reporting term.

A grantee's local evaluation report is expected to be comprehensive for the reporting year.

Local Evaluation Reports are EXPECTED to:

- Identify the local evaluator
- Cover the federal program reporting year of summer and the following school year (i.e. summer 2019 and school year 2019-20)

- Include an overview of the program and basic information:
 - Number of students served
 - Number of regular attendees
 - Number of centers operated
 - Basic operations
 - Describe/specify where the program occurred (i.e. schools/district served, geographic region, target population, etc.)
- Cover implementation and outcomes, including analysis and interpretation of outcomes and implementation elements reported at the state and federal level
- Compare actual performance/results to the grantee's performance indicators
- Include written recommendations for program improvement
- Be consistent with information reported in other reporting venues (local evaluators and grantees should be working from the same participant list)
- Follow Family Educational Rights and Privacy Act (FERPA) guidelines for protection of student confidentiality

Local Evaluation Reports MAY also:

- Include findings from local academic and behavioral assessments or measures, as indicated in the grantee's approved grant application
- Include summaries of case studies, focus groups, or other stakeholder feedback
- Include implementation and outcomes areas of local interest

Grantees are encouraged to work closely with their local evaluator to ensure maximum benefit of the evaluation process for programs. The local report is not just a compliance item, it is a tool that grantees should be able to use to identify areas of strength and weakness, examine program performance, and make decisions for program improvement. Local evaluation results may also be useful tools for communicating program benefits to participants and partners and as needs assessment for pursuing program resources. Grantees are responsible for the accuracy of their reports and submissions.

Data Element Collection Summary

Grantees need to be prepared to collect and report the following information.

- Program operation data at the center level
 - Start and end dates of operation in each of summer and school year
 - # days per week operated in each of summer and school year
 - Typical # of hours per week operated in each of summer and school year
 - Operation methods: in person, hybrid, virtual
- Implementation information [Implementation Survey] – refer to prior year Question Guide for likely content
- Student data reporting [Regular attendees 2020-21, All students 2021-22]

- Participation counts an timing
- PAsSecureID for all public school students served by the program
- Grade level
- Actual program attendance, in days (2020-21) or hours (2021-22), for each of summer and school year
- Math and reading state assessment data – performance levels for prior year and current year PSSA/PASA/Keystone Exam, Grades 3-8, 11, as applicable (not applicable to any nonpublic school student) [For 2021-22 reporting, this will only include PSSA/PASA for grades 4-8.]*
- Grade point average for grades 7-8 and 10-12 and whether the GPA is weighted or unweighted (2021-22 and beyond)
- 21C Teacher Survey, all regular attendees (2020-21) or all students grades 1-5 (2021-22 and beyond)
- High school credit/course recovery - # of credits/courses recovered in Reading/English/Language Arts, Math, and other content areas. Grades 9-12 only, and only if credit/course recovery was implemented as part of the 21st CCLC program.
- School attendance rate
 - For 2020-21, improvement status for regular attendees
 - For 2021-22, prior year and current year attendance rate, all students*
- School behavior/discipline
 - For 2020-21, improvement status for regular attendees
 - For 2021-22, total days of in-school suspensions, prior year and current year, all students *

* Expected to be collected via PIMS for public school students with PAsSecureIDs. Grantees will still need to collect this locally for 21APR and local evaluation reporting. Grantees will need to report these elements, as applicable, for any nonpublic school students.

Evaluators will also collect student demographic data from PIMS for public school students.

Grantees may also collect the following information at the local level for the local evaluation report.

- Evaluator site visit summaries (if applicable) [Local Evaluation Report only]
- Stakeholder feedback (if applicable) – surveys, interviews, focus groups with parents, staff, school administrators, students, etc. [Local Evaluation Report only]

Evaluation and Reporting Checkpoints

Pennsylvania’s statewide evaluators at the Allegheny Intermediate Unit compiled the following list of common areas of confusion and related guidance for grantees to review as part of their evaluation and reporting process in preparation for reporting.

General:

- Federal reporting (21APR), PA Grantee Implementation Survey, Operations Spreadsheet, Student Data Spreadsheet, and the local evaluation report follow the federal program year, which is summer and the following school year, regardless of dates (example: summer 2019 & school year 2019-20). It is **different** than the contract year or budget cycle, which may be October 1 – September 30, January 1 – December 31, or July 1 – June 30, depending on cohort.
- Keeping students' program attendance data by date is critical to being able to accurately report program attendance.
- Each center must have at least one feeder school, even if the center is its own feeder school. The feeder school is where the students attend during the regular school day.
- All centers operating in a given year should be reported, even if the center did not operate the full year.
- 21st CCLC grantees are required to involve parents, guardians, caregivers, and/or adult family members of participating students in their programs.** Be sure to accurately track and report the number of parents/adults in a parental role served. Grantees should be keeping track of participation. Likewise, be sure to accurately report parent/family activities or opportunities.
- Report data available for all students possible. It is understood that some students will not have some data because of changes in enrollment, transience, not all data apply to all grade levels, etc.
- All students should appear on the student data spreadsheet submission, even if there are no outcomes data for them.
- Be certain to enter the correct results in the correct columns. Invalid values may result in data being returned for correction or exclusion from analysis.

State assessment data:

- Students must have two consecutive years of state assessment data to determine growth from one year to the next. Typically, students in grades 4-8 (and students retained in grade 3) would be likely to have prior year data. If a student has both PSSA/PASA and Keystone Exam data in the same year, use PSSA/PASA. Pennsylvania is not using or reporting Keystone Exam data for 21st CCLC outcomes. Grantees will only be expected to collect and report state assessment data for grades 4-8.
- Students in PreK-2 should never have state assessment data reported. This includes practice PSSA data.
- Do not report any non-PSSA/PASA data in 21APR**, even if an assessment is aligned to or a projection of PSSA/PASA.

Attendance:

- In the student data spreadsheet, attendance category counts must match the counts in the participation worksheet.

REVIEW and VERIFY the information reported for program(s), including information prepared by the grantee's local evaluator.

The grantee is responsible for the accuracy of its submissions.

Quarterly Performance Reporting (QPR)

For several years, 21st CCLC grantees have been required to submit Quarterly Performance Reports. These reports provide formative information about a grantee's program, monitor program implementation, and provide insight into grantee operations on an ongoing basis. One of the purposes of the QPR was to provide an opportunity to check in with grantees and help identify issues before they became larger problems. No two years of the QPR have looked alike and the state team continues to consider what changes might be needed for the future with attention to reducing the data and reporting burden on grantees.

In the most recent iteration, grantees reported on Summer 2020 as a whole, followed by three school year terms, roughly "quarters." A new form is currently under development and more information will be made available as tools and guidance is finalized.

Grantee Monitoring

All grantees will receive at least one full compliance monitoring within the first three years of the grant. Conducted by independent, external monitors, this process will involve examining a grantee's documentation and evidence to prove compliance with 21st CCLC regulations.

Grantees will be given no less than four (4) weeks' notice and no more than six (6) weeks' notice of their scheduled monitoring.

Grantees should not wait until they are notified for monitoring before preparing. Grantees should be collecting and maintaining their documentation and evidence for compliance throughout the life of the grant and keeping it organized such that monitoring preparation time is minimized. Grantee trainings are provided annually that cover the monitoring process and preparation. [[Access the most recent training here.](#)] Also, grantee technical assistance providers will provide grantees with support and a documentation file structure to organize evidence.

Upon notification of monitoring, grantees will receive and be expected to complete a [monitoring itinerary](#) and [self-assessment form](#) and provide these to the state evaluator and the assigned monitor at least one week prior to the monitoring. [NOTE: These forms are updated annually.] Grantees will also receive instruction about providing copies of their monitoring evidence and [a folder structure](#) to organize that evidence. Typically documentation is uploaded to a designated Google Drive, but grantees may request to use OneDrive or Dropbox if such methods are more efficient for them.

In addition to reviewing documentation and talking with program leaders, the monitoring process will include interviews with students, parents, teachers/program staff, leadership of schools/districts served,

and community partners. Grantees will need to recruit such stakeholders to participate in this process. Grantee program staff may not be present for the school leader interview portion. Monitors will also need to observe live programming, either in person or virtually, depending on the monitoring implementation determined at the state level.

The monitor will complete a report on the grantee's monitoring and submit it through the review protocol within 30 days of the monitoring conclusion. PDE program officers and other program leadership will review and sign off on monitoring reports before the grantee receives their report. Within 10 days of receipt, the grantee will sign and return the signature page of their monitoring report.

If any compliance items in the monitoring report are deemed noncompliant, a Corrective Action Plan (CAP) will be issued along with the monitoring report. The grantee must respond to the CAP via email to the grantee's program officer within 10 days of receipt, providing their plan to remedy the area out of compliance.

Links to Forms and Tools

Throughout this guide, links are provided to the relevant forms and tools. They are also provided here for quick access.

- [PA 21st Century Grantee Reporting Summary 2020-21](#)
- [21APR](#)
- [PA 21st CCLC Online Dashboard](#)
- [Daily Attendance Tracking Tool](#)
- [Average Daily Attendance Calculator](#)
- [PA Operations Spreadsheet 2020-21](#)
- [Student Data Workbook](#)
- [PA 21st CCLC Teacher Survey](#)
- [Quarterly Performance Report \(QPR\) Summer 2020/SY 2020-21](#)
- [Grantee Monitoring Self-Assessment Tool 2020-21](#)
- [Monitoring Itinerary Form – Virtual 2-Day](#)
- [PA 21st CCLC Clearance Tracking Worksheet](#)
- [Data Safeguarding Plan Template](#)
- [Parent Data Permission Form Template](#)

21st CCLC Grantee Online Dashboard

In 2021 the state evaluation team launched the 21st CCLC Dashboard, which collects and shares information about contact information, program participation, center operations, feeder schools, and reporting status. The dashboard is available at: <https://egd.aiu3.net/CCLC/default.aspx>

User accounts are assigned to the primary contact of each grant. Each grant has only one user.

Logging In

Each grant's primary contact has an account in the online system. If an individual is a primary contact on multiple grants (per the most recent Contact Information Form), that individual has access to all grants for which they are the primary contact. Primary contacts may choose to share their login credentials with others at their discretion. Primary contacts are responsible for the activity of those with whom they share login credentials.

Users only have access to their own grants.

[Log into the 21C system here.](#)

The grantee username is the primary contact's email address.

If you have not logged in before OR if you cannot remember your password, click on the Forgot Password link on the login screen. Note that forgotten or temporary passwords will be sent from an automated email account (ECYEHSupport@aiu3.net). You may need to check your blocked/spam filter for this email and/or add this email address to your whitelisted or safe senders list.

Enter your last name and email address. If your information matches what it in the system, your password will be emailed to you. You can then use that password to log in.

We recommend that you bookmark the system web address or add it to your Favorites list for easy access in the future.

The system works best in the Google Chrome browser. Please avoid using Internet Explorer, as there are compatibility issues with some versions of this application.

Change Your Password

Passwords are valid for 120 days. You will be prompted to change your password every 120 days. However, you can change your password anytime using the following steps.

1. Click on the Administration tab.
2. Using the fields on the left of the screen, enter your old password.
3. Choose a new password and enter it in the two new password fields. The new password:
 - a. Cannot be the same as the old password.
 - b. Must contain one of these special characters @ + \ / ! # \$? : &
 - c. Must contain at least one upper case character.
 - d. Must be 8 to 20 characters long.

4. Click Submit.

Home

Once logged in, you will be directed to the Home page tab. On this page are some directions and links.

There is also a blue box with a drop-down menu inside. This is the grantee selection tool.

If you have access to only one grant, you will have only one option in your drop-down list. If you are the primary contact on multiple grants, all grants for which you are the primary contact will show in the drop-down list inside the blue box.

Select a grantee to begin. You can only view information for one grant at a time.

You can navigate back to the Home tab and select a different grantee to view at any time.

Once you have selected the grantee that you want to view, you can navigate to any other tab to see that grant's information.

You only have access to your own grant(s)'s information. You cannot view information for other grantees.

Grantee At-A-Glance

The Grantee At-A-Glance tab provides quick reference information. This tab provides information about grant contacts, 21APR users, number of centers (based on the last Center Operations Spreadsheet submission 2019-20), and reporting submission and compliance information. **This information is VIEW ONLY to grantees. You cannot change the information on this tab.**

If you need to make a change to grantee contact information that appears at the top of the At-A-Glance tab, update the information via the Contact Information tab. (See directions below.)

If you believe other information on this tab needs to be changed, please contact [Leslie McConnell](#).

Screen shots of this tab may be used as evidence for monitoring.

Contact Information

The Contact Information tab in the system replaced the PDF Contact Information Form that you have historically completed and submitted to the state team.

With the release of the system, we asked grantees to enter and update their Contact Information Form data in the online system and stop using the PDF form. All contact changes will be managed via the online system.

To enter or update contact information:

1. Choose the appropriate grantee from the drop-down list on the HOME tab. [Users that have only one grant will only have one grant listed.]
2. Click on the CONTACT INFORMATION tab.

3. **IMPORTANT:** The Contact Information tab defaults to view-only mode to prevent accidental changes. **Click the blue EDIT THIS INFO button at the bottom left of the screen to make changes.**
4. Enter your grant's contact information.
5. The first time you enter the system, primary and secondary contact names and email addresses are prepopulated.
6. Grantees can edit all fields on the CONTACT INFORMATION tab EXCEPT primary contact email address. If you change primary contacts and thus, need to change the primary contact email, you must contact Leslie McConnell to have this change made, as additional user maintenance tasks need to be completed.
7. Complete all fields of the Contact Information tab EXCEPT the last three fields at the bottom for last update. These three fields will automatically populate after entering the data the first time.
8. **IMPORTANT:** You must click the **ADD/UPDATE THIS RECORD** to save your changes.
9. To cancel and not save any changes, click the Cancel button in the bottom right corner.
10. Return to the Home tab to update additional grantees using the same steps.

Please note that your program officer and TA provider will be automatically informed of the changes you make to your Contact Information tab. You do not need to notify them of changes separately.

Participation Counts

This module is replacing some of the participation data elements that used to be on the QPR.

1. If needed, choose a grantee from the blue box on the Home tab.
2. Choose the Participation Counts tab. Read the directions.
3. In the gray box fields, your grant's total unique count, summer unique count, and school year unique count are populated from your grant documents. These are read-only fields; you cannot change them. If you believe they are wrong, please contact [Leslie McConnell](#).
4. For summer as a whole and each school year month, enter the unique count of students served during that period/month, any number of days. A unique count is where each individual child is counted only once, regardless of the number of days they participated.
5. For summer as a whole and each school year month, enter the average daily attendance for that period/month. To obtain Average Daily Attendance:
 - a. List all dates the program was in operation for that month.
 - b. Next to each date, list the total number of students your program served on that date.
 - c. Add together the total students served by date.
 - d. Count the number of days that 21st CCLC online programming occurred.
 - e. Divide the SUM of the students served column by the total number of days column.
 - f. If you do not have a method or tool to calculate your program's average daily attendance, you may use this [Average Daily Attendance Calculator](#). (Press CTRL button and click link to access the tool.) If the grantee uses the AIU's [Daily Attendance Tool](#), average daily attendance is calculated automatically for you on the summary tab.
6. Enter all counts through the end of the program year.
7. Moving forward, counts must be entered by the 10th of the month for the preceding month (i.e. Feb. 10th deadline for January figures). This is the same date your monthly expenditure reports are due.

Center Information

This module is designed to replace the Center-School-District tab of the QPR. You can refer to your most recent QPR for the information you might need to complete this section.

1. Click on the More tab. Choose Centers.
2. The first time you access this tab, there will be no centers listed. Click the 'Add New Center' button.
3. Enter the Center Name and fill in the center's current year (20-21) operations information. Center name should be as complete as possible, avoiding abbreviations.
 - a. To select a **school district/building**, please start typing the DISTRICT name. Suggested names (based on EDNA listings) will appear. Choose the district/building combination that you serve at this center. Be careful to choose a district/building combination and NOT the district-level entry (with building code /0000).
 - b. For **charter/nonpublic schools** served that only have one building, you will start entering the charter/nonpublic school name and then select the highest level (building code /0000) option for that school).
 - c. **Be reminded that the school day program feeds the afterschool program and each center has at least one school/feeder school sending students to the center.**
4. When choosing grade levels, choose the grade levels served FROM EACH SCHOOL, not necessarily all grades your program serves. For example, you might serve grades 3-5 from School A, but only grades 4-5 from School B.
5. After filling out the center's information, **click the 'Add/Update' button.**
6. Click 'Add New Center' and repeat steps for any additional centers included in this grant.
7. Be sure to click the Add/Update button to save your changes.
8. To add centers to a different grant, return to the home tab, choose a different grantee, and then repeat steps above.

IMPORTANT: You may delete centers and buildings entered in error. HOWEVER, all centers operated and buildings served during the 2020-21 program year should remain in place for the duration of the year, even if they operated only a portion of the year. If you delete a center or feeder school, the action cannot be undone.

Center operations details have been added to the dashboard and will replace

Need Help with the Dashboard?

The Allegheny Intermediate Unit, Pennsylvania's contracted state evaluator for 21st CCLC, hosts and manages the 21st CCLC Online Dashboard. If you have questions or difficulty, please [email Leslie McConnell](#) or click the HELP tab → Contact Support for assistance when already logged into the system.

21st CCLC Contacts

Individual	Role	Phone	Email
<i>Pennsylvania Department of Education</i>			
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<i>Center for Schools and Communities – Technical Assistance Team</i>			
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<i>Allegheny Intermediate Unit – State Evaluation Team</i>			
Leslie McConnell	Program Director, Lead Evaluator for 21 st CCLC	412-394-5821 412-352-3598	Leslie.McConnell@aiu3.net
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Glossary

21APR – The web-based federal reporting system, 21st Century Community Learning Centers Annual Performance Report.

Allegheny Intermediate Unit (AIU) – PDE’s contracted state evaluator for 21st Century.

Average daily attendance – A measure of a program’s typical attendance on any given day. Average daily attendance is calculated by identifying the number of students attending the program on each day, adding the daily student counts together, and dividing by the number of days. This measure provides a rough idea of how many students might be observed participating in the program on a given day.

Center – Primary location of program activities. The facility out of which the majority of programming occurs. Does not include locations of special events, occasional locations, or partner facilities where specific, short-term activities may occur.

Center for Schools and Communities (CSC) – PDE’s contracted technical assistance team for 21st Century.

Contract year – This is a grantee’s contract or fiscal cycle, which differs by cohort. Contract year cycles may be July 1 through June 30, October 1 through September 30, or January 1 through December 31. Grantee contracts and budgets follow the contract cycle, but nothing else.

Feeder school – The school that students attend during the school day. In some cases, the feeder school and center are the same if the students primarily attend 21st Century activities in the same school facility that they attend during the school day. Example: A grantee hosts a 21st Century program out of ABC Elementary School. Students who attend ABC Elementary make up the largest portion of the ABC Elementary program, but there are a few attendees from St. Joseph School down the street and nearby New Day Charter School. In this case, the center is ABC Elementary and the feeder schools are ABC Elementary, St. Joseph School, and New Day Charter School.

GPRA – An acronym for Government Performance and Results Act. Federal programs typically have performance measures established to contextualize program results, make reporting and accountability consistent across programs, and frame reporting to Congress for decision making about continue, updating, and funding a program. While GPRA is the acronym for the law, it is also used in reference to these performance measures, for example “GPRA measures” and “the GPRAs.” It is pronounced “gep-rah.”

Grantee – the entity awarded the 21st Century grant contract; the fiscal agent of the grant responsible for all contractual and budgetary obligations.

Growth – A term referring to positive student changes demonstrated over time. Also, “improvement.”

Local evaluator – An external individual, team, or agency that a grantee contracts with to conduct an evaluation of the program. For 21st Century, the local evaluator must be external to the grantee organization and program. At a minimum, the local evaluator is responsible for the production of the local evaluation report, but may be involved to varying degrees in other aspects of program reporting.

Monitoring – A process by which the funding agent checks on grant compliance of its funded (grantee) programs. For 21st Century, federal regulations require that PDE monitor its grantees at least once within the first three years of the grant. Monitoring involves reviewing documentation, interviewing stakeholders, and observing live programming to determine if a grantee is following its grant contract and complying with program requirements at the state and federal level.

Parent – In the context of 21st Century programs and reporting, “parent” refers to any relevant adult acting in a parental role for a participating student. This might include biological or adoptive parent(s), legal guardian, grandparent or other family member acting in a primary caregiver role, or other caregiver primarily supporting a child.

PDE – Pennsylvania Department of Education; the state agency that awards 21st Century funds in Pennsylvania.

Program staff – individuals who operate and work in the 21st Century program. Such individuals may be grantee employees or individuals working in the program via a subcontract.

Program year – The period of time covered in an annual reporting cycle. 21st Century’s program year is the summer and the school year that follows it, for example, Summer 2020 and School year 2020-21 would be one program year. 21st Century programs across the United States use the same program year for reporting consistency. The summer program as a unit and the school year program as a unit are generally consistent across grantees, regardless of the dates they actually operate. For example, a 6-week summer program that begins on June 15 is generally comparable to a 6-week summer program that begins June 28. Federal 21APR reporting, state annual reports, local evaluation reports, and QPRs follow the program year. The program year is also different from a grantee’s contract year.

QPR – Quarterly Performance Report, an implementation and progress-focused report submitted to the Center for Schools and Communities.

Regular attendee – In the 2020-21 program year and prior years, a regular attendee is a student who attended the 21st Century program for 30 or more days over the course of the program year. With the exception of credit/course recovery, grantees are only obligated to report outcomes on regular attendees. However, this term is being retired effective July 1, 2021 as 21st Century transitions to new GPRA measures and outcomes reporting for all children served.

Remote learning/programming – “Remote” is a term generally used to describe any programming that does not happen at the program’s physical locations/facilities. Remote learning is a broader scope of implementation that might include hard copy, packet-based programming, phone-based programming, computer-based (virtual) programming, or other instruction that occurs between a student and instructor where the student and instructor are not in the physical presence of each other.

State team – A collaborative group responsible for the oversight and statewide implementation and review of 21st Century programs and grantees throughout the commonwealth. Includes the Pennsylvania Department of Education, Center for Schools and Communities, and Allegheny Intermediate Unit.

Students served – Individual students who actually participate in the program. Does not include students who register or enroll for the program but do not actually attend.

Virtual programming – “Virtual” is a term used typically to describe program implementation that happens via a computer, which may be synchronous (all students and instructor online at the same time) or asynchronous (students and instructor may be online at different times).