

Pennsylvania 21st Century Community Learning Centers

Program Evaluation Accountability and Reporting Guide

2023

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21st Century Community
Learning Centers Program



Funded in full or in part with a
federal USDE grant provided by
the PA Department of Education

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The 21st CCLC Evaluation

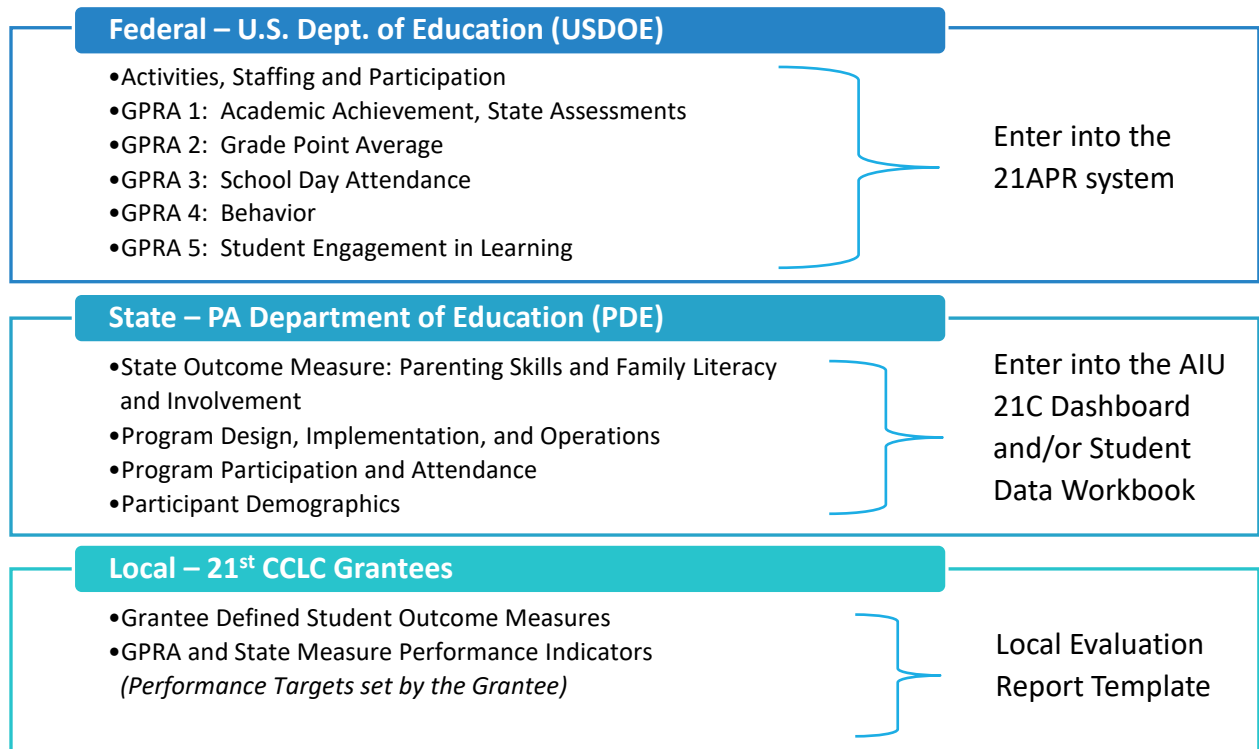
PLEASE NOTE: This guide contains links to forms, files, and other resources. Please hold your 'Ctrl' key to click and follow the links. Also, pay attention to the blue "reminder" and "key point" boxes throughout the document as they highlight critical information.

Overview of Reporting Requirements and Measures

One of the requirements for 21st Century grantees is to participate in a program evaluation. It is important that all grantees understand these requirements so that programs across the state can maintain compliance with funder reporting requirements. The 21st Century program is also important because it helps grantees assess their needs, use data to make decisions, maintain what works, identify challenge areas, make quality improvements, and sustain their programs.

21st Century reporting requirements and measures are defined at three levels: federal, state, and local. Mandatory federal and state requirements are pre-determined for grantees; however, grantees have the flexibility to define their local evaluation measures on an individualized basis.

Grantees are required to collect and report on several types of data for federal, state, and local reporting, as depicted in the following outline.

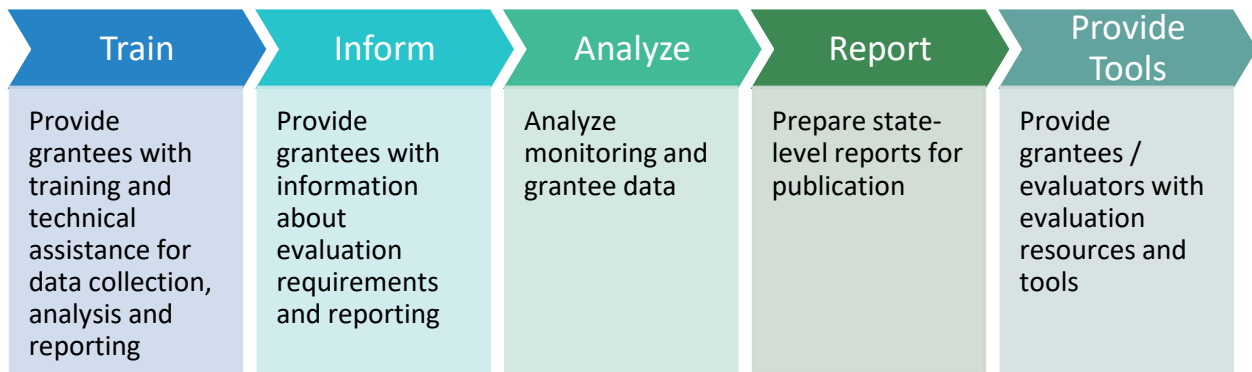


This guide provides information on how to collect and report on federal and state measures and how to structure your local evaluation. **Please note that as federal guidance evolves, updates will be made to this guide.**

State Level Evaluators

The Allegheny Intermediate Unit (AIU) Department of Evaluation, Grants and Data (EGD) is the state-level evaluator for the 21st Century program. In this capacity, the AIU assists with the collection of raw grantee data from federal and state systems, analyzes grantee process and outcome data by cohort and in the aggregate, tracks grantee reporting completion, provides recommendations to the Pennsylvania Department of Education (PDE) based upon data results, coordinates 21st Century monitoring, creates the state-wide annual evaluation report, and provides training and technical assistance to grantees.

Role of the AIU State Evaluation Team



Contact information for state evaluation team can be found in the [21st CCLC Contacts](#) section of this guide.

Federal Reporting Requirements

At the federal level, grantees will report on their Activities, Staffing, and Participation (i.e., grant operations) data and on Student Outcomes (as defined by the GPRA measures). All federal reporting is completed online in the [21APR system](#).

The state evaluation team has several tools to help track this information, outlined in the following table. Each of these tools is optional as grantees can opt to use their own forms and data collection tools.

Tool	What it Tracks
Daily Attendance Tracker workbook	Tracks summer and school year daily attendance; available in Excel and Google formats
GPA Calculator	This Excel tool can calculate a GPA for students who are in grades that do not have GPAs. It can convert letter grades and percentages to GPA.

Tool	What it Tracks
21st CCLC Evaluation Workbook	Excel workbook used to calculate GPRA results in the format they must be reported / entered into the 21APR system. Grantees can copy their Student Data Workbook information into this workbook to make the calculations.

Collecting and Reporting Activities, Staffing and Participation Data

This section outlines how the federal government defines data collection variables related to program activities, staffing, and student participation and provides grantees with information on how to collect and report on this data. Please see the [Reporting Timelines and Additional Information](#) section of this guide to learn more about when Activities, Staffing and Participation data are reported in the federal 21APR system.

A summary of data that are required for this section is provided in the following chart.

Activities	Staffing	Participation
Total number participants attending each activity	Total number working	Total number students enrolled and attending 21 st CCLC programming
Total hours offered per activity	Paid and/or Unpaid (Volunteer)	Summer and School Year
Summer and School Year	Providing direct support to the program or any activity for any amount of time	Grade Level and Hours Attended
	Staff Type / Role (e.g., teacher, parent, administrator, etc.)	Race/Ethnicity
		Sex
		Population Specifics

Activities Data Collection and Reporting

Grantees must track and report program activities as defined by the Every Student Succeeds Act (ESSA). There are 14 categories that can be chosen. See [Appendix A](#) for a list of each activity type and how it is defined. Grantees must report the total number of participants who attended each activity as well as the total hours that each activity was offered. Grantees will report this information by term (school year or summer) and by center. Grantees are ultimately responsible for deciding under which category their activities fall. The table in [Appendix A](#) provides the ESSA definition of each category for reference.

KEY POINT:
 Grantees must report the total number of participants who attended each activity and the total hours that each activity was offered. This data is reported by term – summer or school year.

Staffing Data Collection and Reporting

Grantees are required to report the number of staff by role and by paid or volunteer status. Staff include all people who provide direct support to the program or who provide support for any activity for any amount of time. Staffing information is reported separately for summer and school year for each center.

Participation Data Collection and Reporting

Grantees are required to track student participation in the program using several sub-categories. These include Grade Level and Program Attendance, Race/Ethnicity, Sex, and Population Characteristics. The following table provides an overview of each area and how it must be measured. Please note that some participants will be reported in more than one category; duplication of counts is allowed.

Participation Category	Definition	Variable Operationalization	Additional Notes
Grade Level and Program Attendance	Grantees report the number of students who participated in their 21CCLC program by grade level and hours band.	Student participation is broken into the following hours bands: <ul style="list-style-type: none"> • Less than 15 hours • 15-44 hours • 45-89 hours • 90-179 hours • 180-269 hours • 270 hours or more 	<ul style="list-style-type: none"> • Students should be reported to the nearest completed hour band. For example, if a student completed 89.5 total hours of programming, they would be counted under the 45-89 hours, not rounded up to 90-179 hours. • When entering students' daily attendance, grantees may round to the nearest quarter hour (e.g., one hour 11 minutes rounds to 1.25 hours of programming). • Remember, students must be reported no matter how little programming they attended. (i.e., if a student attends half an hour, they must be reported).
Participation Category	Definition	Variable Operationalization	Additional Notes
Race / Ethnicity	Grantees enter the total number of participants per race/ethnicity category, grouped by grades PreK-5 and 6 – 12.	Race categories are: <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or more races • Data Not Provided 	N/A

Participation Category	Definition	Variable Operationalization	Additional Notes
Sex	Grantees enter the total number of participants per sex category, grouped by grades PreK-5 and 6 – 12.	Sex categories are: <ul style="list-style-type: none"> • Male • Female • Not Reported in Male or Female • Data Not Provided 	N/A
Population Specifics	Grantees enter the total number of participants per population specifics category, grouped by grades PreK-5 and 6-12.	Population Specific Categories are: <ul style="list-style-type: none"> • Students who are English learners • Students who are economically disadvantaged • Students with disabilities • Number of family members of participants served 	<ul style="list-style-type: none"> • All but one of these measures is tracked in the Student Data Workbook; grantees must have a way to track “Number of family members of participants served.”

Participation and Outcomes

Although outcomes are reported separately in the 21APR system, it is important to note that grantees must report the number of students by participation hours band for each of the five GPRA measures.

KEY POINT:

Grantees must report the number of students by participation hours band for each of the 5 GPRA measures.

Grantees will only include students relevant to each measure in their calculations. Please see the [GPRA section](#) of this guide for a detailed breakdown of each measure. For assistance with calculating the GPRAs, grantees are encouraged to use the *optional* [21CCLC Grantee Evaluation Workbook](#), which will populate each GPRA table for entry into the online system. Grantees may also contract with their local evaluators for assistance in completing GPRA reporting requirements.

Collecting Federal Outcome Measures - GPRAs

What are the federal GPRA measures?

In early 2021, the United States Department of Education (USDOE) shared information with states about

updated performance measures established at the federal level for the 21st CCLC programs. 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 “GPRAs.”

GPRA measures are performance elements reported to Congress so they can make decisions about program funding levels. **Grantees are required to report federal GPRA measures annually.** Reporting deadlines fall following the close of each program year (Grantees report on the prior year during the current program year).

KEY POINT:

At the federal level, grantees will report on their Activities, Staffing, and Participation (i.e., grant operations) data and on Student Outcomes (as defined by the GPRA measures). All federal reporting is completed online in the 21APR System.

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

Please see the following table for a summary of the five GPRA measures and how they are defined, followed by a detailed description of each measure and how to collect and report it.

Federal GPRA Measure Summary

GPRA 1: Academic Achievement, State Assessments	GPRA 2: Grade Point Average (GPA)	GPRA 3: School Day Attendance	GPRA 4: Behavior	GPRA 5: Student Engagement in Learning
% of students in grades 4 - 8	% of students in grades 7 - 8 and 10 - 12	% students grades 1 - 12	% of students grades 1 – 12	% of students grades 1 - 5
Participate in 21CCLC programs	Attend 21CCLC summer and/or school year	Attend 21CCLC during the school year	Attend 21CCLC summer and/or school year	Attend 21CCLC summer and/or school year
Growth in reading/language arts state assessments	Have a prior unweighted GPA <3.0	School day attendance rate <=90% in prior school year	Experience a decrease in in-school suspensions	Demonstrate improvement in teacher-reported engagement in learning
Growth in math on state assessments	Demonstrate improved GPA	Demonstrate improved attendance rate in current school year	Compared to prior year	

How to report outcomes for students who move/switch schools?

The best practice is to report outcomes from whichever school a student attended the longest during the applicable reporting year. However, this is not always possible as grantees may not have a data sharing agreement in place with the student’s new LEA. If this is the case, please report student data from whichever school you are able to obtain data from. If you obtain data from multiple schools for one student, please reach out to the [evaluation team](#) for further guidance.

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.

For which students is this data collected?

Grantees must collect state assessment data for both summer and school year attendees, in grades 4-8, even if students participated in 21st CCLC during the summer-only, school year-only, or both summer and school year.

How is this data collected?

Grantees that serve public school students must provide PASecureIDs for all public school students. For more information on how to collect PASecureIDs, please see [Appendix C](#). 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 and for entry into 21APR. State evaluators will not be able to share state assessment data with grantees.

KEY POINT:

Although grantees will not submit state assessment data to the state evaluators, they should still collect and analyze it for their local evaluation report and for entry into 21APR. The AIU cannot 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 collect or report Keystone Exam data, Grade 3 state assessment data, OR PSSA “practice” assessments.

GPRM 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.

For which students is this data collected?

Grantees will collect GPA data for both summer and school year attendees, in grades 7-8 and 10-12, even if students participated in 21st CCLC during the summer-only, school year-only, or both summer and school year.

How is this data collected?

Grantees will report **prior year and current year** grade point averages (GPA) via the [Student Data Workbook](#) for students in the targeted grade levels. This spreadsheet is typically submitted annually in the fall. Wherever possible, grantees should report Unweighted GPAs.

Pennsylvania recognizes that this GPRM measure requires a different approach to data collection and that middle school students may not have school-issued GPAs. However, states must adopt a process to calculate GPAs for schools who do not issue them per federal guidance.

As such, the following reflects Pennsylvania’s approach to this GPRM measure.

- **If a school issues a GPA for its students, grantees must use that GPA.**
- If a school does not issue a GPA, they can use the GPA Calculator provided by the state evaluator. Students who have a school-issued GPA should not be included in the GPA calculation.
- The GPA calculator accommodates multiple years of grades allowing grantees to compare year-over-year changes to an individual student’s GPA if that student continues to be involved in 21st Century programming.
- The following provides information about **how the GPA calculator works:**
 - a. The calculator provides space for up to eight (8) courses per year for up to seven (7) years.

- b. Grantees must include the following four core content areas in the calculation, if the student took such a course: reading/English equivalent, math equivalent, science equivalent, social studies equivalent.
- c. The remaining four course spots should accommodate most other courses that a student takes in addition to the core courses. If a student has fewer than eight (8) courses in a year, the extra fields can be left blank.
- d. If a student has more than eight (8) courses in a year where a grade is issued, preference must be given to full-year courses.
- e. Grantees will need to use the last grading period grades for each year in the calculation.
- f. Grantees may need to request a student's previous year final grading period grade for comparison from another school. In other words, to report on grade 7 GPA, grantees will need to collect or calculate a grade 6 GPA to compare to the student's current year GPA.
- g. Grantees should design a GPA rationale for how they will select courses if applicable. They should then consistently apply that rationale to all students.
- h. PA's GPA Calculator only accommodates traditional A-F or 0-100 grading scales. If students are graded on a nontraditional scale, please reach out to the state evaluation team for further instructions on how to convert the grades to 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 (last grading period GPA of prior year compared to last grading period GPA of the current 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.

GPRM Measure 3 – School Day Attendance

Percentage of youth in grades 1–12 participating in 21st CCLC during the school year 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.**

For which students is this data collected?

Grantees must collect school day attendance data for school year attendees, in grades 1-12. Summer-only attendees are excluded from this measure.

How is this data collected?

Collection of this data varies based on who the grantee serves:

- ✓ Grantees who serve **public school students** must collect their PASecureIDs.
 - The state evaluation team will use PASecureIDs to collect school attendance data directly from PIMS, PA’s state student information system. See [Appendix C](#) for more information on how to collect this data.
 - Although grantees will not have to submit school attendance data for public school students to the state evaluation team, they should still collect and analyze it locally for their local evaluation report and for entry into 21APR.
 - State evaluators will not be able to share school attendance data from PIMS with grantees.

KEY POINT:
 PASecureIDs will be collected on all public school students served and reported to the state evaluators. Grantees should still collect and analyze attendance data though as the state evaluators cannot share data they gather from PIMS.

- ✓ Grantees who serve **nonpublic school students** must collect and report these data to the state evaluators via the Student Data Workbook.

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 and will focus on the 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.

GPRA 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.

For which students is this data collected?

Grantees will collect behavior data for both summer and school year attendees, in grades 1-12, even if students participated in 21st CCLC programming during the summer-only, school year-only, or both summer and school year.

KEY POINT:
 Grantees will only collect data on in-school suspensions. If a school does not issue these, or only issues out-of-school suspensions, grantees will not report on this measure.

How is this data collected?

Collection of this data varies based on who the grantee serves:

- ✓ Grantees who serve **public school students** must collect their PAscoreIDs.
 - The state evaluation team will use PAscoreIDs to collect student behavior data directly from PIMS, PA’s state student information system. See [Appendix C](#) for more information on how to collect this data.
 - Although grantees will not have to submit student behavior data for public school students to the state evaluation team, they should still collect and analyze it locally for their local evaluation report and for entry into 21APR.
 - State evaluators will not be able to share student behavior data from PIMS with grantees.

KEY POINT:
 PAscoreIDs will be collected on all public school students served and reported to the state evaluators. Grantees should still collect and analyze student behavior data though as the state evaluators cannot share data they gather from PIMS.

- ✓ Grantees who serve **nonpublic school students** must collect and report these data to the state evaluators via the Student Data Workbook.
- ✓ Remember, only collect data on *in-school* suspensions. If a school does not issue these, or only issues *out-of-school* suspensions, grantees will not report on this measure.
- ✓ If a school issues partial in-school suspension days, please report them as such (e.g., half-day suspension would be reported as 0.5).

How is growth determined?

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

GPRM Measure 5 – Student Engagement in Learning (Teacher Survey)

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.

For which students is this data collected?

Grantees must collect student engagement in learning data for both summer and school year attendees, in grades 1-5, even if students participated in 21CCLC during the summer-only, school year-only, or both summer and school year.

How is this data collected?

Data collection for GPRM 5 will be accomplished through the annual [Teacher Survey](#) and reported in the annual [Student Data Workbook](#). The teacher survey tool includes a prompt specifically for engagement in learning (question #8).

Grantees are required to survey one teacher for each student served in grades 1-5 regardless of how many days the student attended 21st CCLC programming.

Students in pre-k, kindergarten, and grades 6-12 are not required to have teacher survey data, but grantees are welcome to survey these grades for their own use.

Administering the Teacher Survey

Below are some requirements for administering the teacher survey. See also [Appendix D](#) for additional tips on how to get a good response rate on your teacher surveys.

KEY POINT:

GPRA 5 is collected through the annual Teacher Survey. Grantees must survey one teacher for EVERY student they serve in grades 1 – 5.

- Grantees must survey students' school day teachers only. A reading/language arts/English teacher or math teacher is recommended. Program staff may not complete the survey for a child unless that staff member is also that child's school day teacher. Because each child can have only one survey reported, we recommend choosing a teacher in the area where the student had the most need.
- Remember, federal guidelines are that **teacher surveys are based on the entirety of the school year, not just the time in which a student attends 21st CCLC programming.** For example, if a student attended programming only in summer 2022, a teacher survey will need to be collected from a SY 2022-23 school day teacher, based on that student's performance for the entirety of the school year. The measure is looking at the impact 21st CCLC has on students over the course of the school year, even if they do not remain in the program for the whole year.
- If a student moves to a new district during the school year or after summer programming, please make every effort to obtain a survey from a teacher. The best practice is to collect the survey from whichever school a student attended the longest during the applicable reporting year. However, this is not always possible as grantees may not have a relationship with that LEA. If this is the case, please obtain a survey from a teacher who taught the student during the time in which they were enrolled in 21C programming, even if the student was not enrolled in that school for the entirety of the year. If, following summer programming, a student moves to a new district or school that is not a feeder into the grantee's 21C program, please attempt to obtain a survey from the student's new school. However, grantees will not be held accountable for no response. If a survey is unable to be collected, please indicate why when completing state and federal reporting.
- Grantees may collect the survey from teachers in a variety of formats including:
 - On paper
 - Via email
 - Online – grantee-based tool
 - Online – AIU-based tool
 - A combination of these methods

- A web-based teacher survey is available from the state evaluation team for grantees that do not have such tools available to them. [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.

Reporting Federal Data in the 21APR System

[21APR](#) is the name of the online federal data reporting system. APR stands for “annual performance report.” 21APR is completed online at: <https://21apr.ed.gov/login>.

Data entered annually into 21APR 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 (reported at the center-level). The Outcomes section is aligned with the GPRAs outlined in this guide.

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 wney@pa.gov for assistance.

KEY POINT:
Each grantee must designate ONE staff member for their 21APR user account. The account cannot be held by a contracted partner or local evaluator.

Using the 21APR Site

				
<p>21APR site: https://21apr.ed.gov/login</p>	<p>Identified users receive an activation email from 21 APR</p>	<p>Read the guidelines before using; all users must follow the Rules of Behavior</p>	<p>Passwords must be changed every 60 days</p>	<p>If you get locked out of your account, it will need to be manually reset</p>

21APR reporting is completed in two windows. During Window 1, grantees will input Activities, Staffing, and Participation data – separated into summer and school year program terms. During Window 2, grantees will report GPRA Outcomes data for each term.

REMINDER: Grantees must separate their data by summer and school year AND by center to complete 21APR correctly.

State Reporting Requirements

Along with federal reporting, grantees are required to complete a series of requirements for the Pennsylvania Department of Education (PDE). Requirements include collecting data about operations and grant implementation, a parenting skills and involvement measure, student participation, attendance and demographic data, and the local evaluation report.

State level data are entered into several tools provided by the state evaluator including the [AIU 21st CCLC Online Dashboard](#), the annual [Student Data Workbook](#), and the [Daily Attendance Tracker](#). The following table depicts types of data, by data entry tool.

	Data Entry Tool		
	21C Dashboard	Student Data Workbook	Daily Attendance Tracker*
Parenting Skills and Involvement	X		
Program Design, Implementation, and Operations	X		
Program Participation and Attendance	X	X	X
Student Demographics		X	

*Optional

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.

Grantees may view detailed dashboard instructions and screenshots in [this guide](#).

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 Falon.Weidman@aiu3.net or click the HELP tab → Contact Support for assistance when already logged into the system.

Parenting Skills and Involvement Reporting

Grantees are required to collect and report on the types of programs and events they offer that focus on parenting skills and family literacy involvement at the center level, and the attendance counts at those programs and events. Grantees must also collect and report on open house events by center, date, and topic.

Categories of programming / events grantees can report on at the center level include:

- Adult ESL services
- Adult education opportunities and/or GED classes
- Career/job training
- Computer/technology training
- Cultural events
- Family literacy nights
- Health, nutrition, fitness, or wellness activities
- Open House
- Parent/Center staff meetings
- Parenting skills classes
- Parent training on how to help their children with schoolwork
- Parent training on post-secondary options and planning
- Parent reinforcement of the importance of school and education
- Parent volunteering at the program
- Structured family recreation
- Other, please specify

All data pertaining to this measure are reported in the AIU 21st CCLC online dashboard via the Implementation Survey.

Center Operations and Implementation Reporting

Center Operations

Grantees must input several data points about their grant operations and implementation at the center level in the Centers tab of the [21st CCLC online dashboard](#). Operations data reporting within this tab include a combination of the operations information shared on the grantee's Site Location Summary Form and annual operations data. Data elements to be reported include the following:

- Operation term (summer, school year) and start/end dates
- Weekly hours of operation and operation dates

- Total hours of programming offered
- Centers and locations
- Staffing
- Staff professional development offerings
- Activities/content offered
- Needs being addressed
- Partners/collaborators
- Curricula models
- School day information (start/end time).
- Operations method (in-person, virtual, hybrid)
- LEAs/school buildings served
- Grades served
- Participant recruitment, enrollment, and retention strategies

Program Implementation

Grantees report annual implementation information in the PA 21st CCLC Implementation Survey. This survey is completed in the [21st CCLC online dashboard](#) and is due in June, following the end of the program year. Grantees may preview the survey questions using the [Implementation Survey Question Guide](#). This guide is updated annually in the spring. Questions do not change much year-to-year, so grantees may prepare their information for survey entry throughout the program year.

Feeder Schools

Grantees must indicate each center’s feeder school information in the 21st CCLC online dashboard. [Refer to page 32](#) of this guide for further information.

Student Attendance Tracking and Reporting

Please Note: Student participation/attendance is reported differently at the state and federal levels.

Daily Attendance Reporting

Grantees are required to report ALL students who attend 21st Century programming, even if they only attend programming once.

Grantees must report student data by attendance volume in **HOURS**. This means that grantees must track daily attendance as well as daily programming hours offered.

In addition to students who attend the entire daily session, grantees must track students who do not attend the entire session. Student attendance data is reported by grade level for each of the following program attendance hour bands:

- Less than 15 hours
- 15-44 hours
- 45-89 hours
- 90-179 hours

KEY POINTS:

Each grantee must report on all students who attended 21st CCLC programming regardless of how often or long they attended. Attendance is tracked and reported in hours. Student daily attendance hours should be rounded to the nearest 15 minutes/.25 hours.

- 180-269 hours
- 270 hours or more

A [Daily Attendance Tracking tool](#) is available to grantees that need a form to track this information. The tool also calculates average daily attendance which is reported in the [21st CCLC online 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 captures hourly reporting and meets grantee needs.

When determining student daily attendance hours, round the students' attendance time to the nearest 15 minutes or .25 hours.

Grantees are not currently required to submit their daily attendance records to the state; however, daily attendance records must be maintained for periodic state auditing.

Monthly Attendance Reporting

Although grantees are not currently required to submit their daily attendance records to the state, they are required to report their Average Daily Attendance and the unique number of students served each month (summer term reported separately). To calculate average daily attendance grantees may use the [Average Daily Attendance Calculator](#) (also included in the [daily attendance tracking tool](#)) or complete the following steps:

KEY POINTS:

Average daily attendance per month is due on the 10th of each month for the prior month. Remember that average daily attendance is expected to be 85% or greater.

1. List all dates the program was in operation for that month.
2. Next to each date, list the total number of students your program served on that date.
3. Add together the total students served by date.
4. Count the number of days that you offered 21st Century online programming.
5. Divide the SUM of the students served column by the total number of days column.

Monthly attendance information is due on the 10th of each month for the prior month (e.g., January counts are due on February 10th). This is the same day that monthly expenditure reports are due.

Reminder: Grantees' Average Daily Attendance for each month is expected to be 85% or more of their target count of students to be served and will be monitored as such.

For example, if a grant's target count is 100 students, an average of 85 students should be attending daily.

Student Data Reporting

Grantees must report individual student level data to state evaluators via the [annual Student Data Workbook](#). This workbook has two main worksheets/tabs: the participation worksheet/tab and the student data worksheet/tab. Each grantee/cohort should report data in a unique Student Data Workbook file [Excel]. For example, if a grantee has a Cohort 9 and a Cohort 10 grant, they will submit a separate Student Data Workbook for each cohort.

Counting Students

Any student who attends 21st CCLC programming for any length of time is counted as served.

Students who registered but did not actually attend (attended 0 hours/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 at 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, each student should only be attached to one grant/cohort in a given program year. However, there are some scenarios under which a student might participate in more than one cohort and be counted in each. This can happen when a student moves, a grant closes mid-year, a student attends summer and school year programming in different locations, amongst others.

In these cases, the student should be counted once in each grant/cohort in which they were served. In each instance, grantees should only report participation time for their own grant. Do not include hours that a student attended at another grant in your reporting. For example, if Student 1 attended programming for 30 hours at Grant A and 20 hours at Grant B, do not combine the hours for a total of 50 hours in your reporting. Grant A would report 30 hours, and Grant B would report 20 hours.

In cases where a student attends programming at more than one grant operated by the same agency (i.e., grantee), a student's program attendance should be split by the days attending each respective program (as in the example above). However, the student's outcomes data (if applicable) should ONLY be reported in the ONE grant/cohort they attended the most. On the participation worksheet tab, each 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 the SAME agency (i.e., grantee).

In cases where a student attends programming at more than one grant operated by different agencies, a student's program attendance AND outcomes data should be reported in each grant's Student Data Workbook. On the participation worksheet tab, each 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 (i.e., grantee).

Reporting Data in the Participation Worksheet of the Student Data Workbook

The participation worksheet (tab) in the [Student Data Workbook](#) collects a single count of students served, student participation counts by term (summer/school year), attendance category, credit/course recovery, and other relevant counts.

Reporting Data in the Student Data Tabs of the Student Data Workbook

For Summer 2022/SY 2022-23 and beyond, grantees must report all participating students in either the public school students or nonpublic school students tabs in the [Student Data Workbook](#).

All students should be included – as applicable by year – even if the grantee does not have all outcome data for them. If a student moves or switches schools, the best practice is to report outcomes from whichever school a student attended the longest during the applicable reporting year. However, this is not always possible as grantees may not have a data sharing agreement in place with the student’s new LEA. If this is the case, please report student data from whichever school you are able to obtain data from. If you obtain data from multiple schools for one student, please reach out to the [evaluation team](#) for further guidance.

In the public and nonpublic students tabs, grantees must indicate the cohort and applicable grantee name in columns A and B. **Grantees must select the cohort BEFORE selecting the grantee name** from the provided drop-down list.

Student Names

Grantees are encouraged to enter student names in the public and nonpublic students tabs to ensure accuracy in compiling data from different sources into the [Student Data Workbook](#). Grantees may remove student names prior to submitting the Student Data Workbook to the state evaluation team but are not required to do so. The state evaluators do not use the names for analysis purposes and do not include names in state reports.

If a grantee would like to remove student names before submission:

- Make a copy of the [Student Data Workbook](#) before deleting the names so you have a local file with all the data you gathered.
- Delete the names from the applicable cells. Do not delete the name columns, as this interferes with data compilation processes and can negatively affect analysis accuracy.

Student Data Workbook Password Protection

Grantees are required to password protect the [Student Data Workbook](#) before uploading to state evaluators and at any time the data file is being transmitted. Instructions for adding a password to your Excel workbook can be found here: [How to Password Protect Your Student Data Workbook](#).

KEY POINT:

Grantees are required to password protect their Student Data Workbook(s) prior to electronic transfer to the state evaluators.

PASecureIDs

Grantees are required to provide PASecureIDs for all public school students. Tips for collecting PASecureIDs can be found in [Appendix C](#). Collecting PASecureIDs is important because it facilitates the ability for the state evaluator to collect data from the state PIMS system and alleviates grantee reporting of some data elements like state assessments. Collecting PASecureIDs also allows for state longitudinal analysis, which may provide additional insight to program and student gains over time.

Due to regulations, state evaluators cannot provide PIMS-sourced data to grantees, therefore, **grantees must plan to collect and manage such data locally for inclusion in their local evaluation report and to complete 21APR reporting.**

Public school student data reporting that does not include PASecureIDs will be considered incomplete. **Incomplete data may result in your grant being deemed out of compliance, which can impact funding.**

The following actions can be taken in the event that an LEA refuses to provide PASecureIDs:

- Share the following with the LEA: [PIMS Manual Vol. I 2021-22](#), page 94, “LEAs are encouraged to share this number, where appropriate and within FERPA guidelines, to ensure accurate data.”
- Reiterate that the sharing of PASecureIDs in appropriate and secure ways protects student confidentiality as it means that the more-sensitive data (names and the actual variables or outcomes) does not have to be transmitted to state evaluators.
- Be sure to establish a data sharing agreement with the LEA that contains the PASecureIDs in the list of data fields requested. Also, be sure to let LEAs know of this need as early as possible in this process so that it is not a surprise.
- Share this guide with the LEAs to illustrate and validate the grantee’s evaluator’s request for this data element.
- Work with your local evaluator (who should have appropriate data security measures in place) to collect the data directly rather than through the grantee agency.
- If LEAs have questions about this expectation, they are welcome to contact the [21st CCLC state evaluation team](#).

Nonpublic School Students

Special circumstances apply to the data collection and reporting of nonpublic school students because they do not have PASecureIDs and their information is thereby not retrievable from PIMS.

The following considerations and adjustments apply for nonpublic school students.

- Nonpublic school students must be reported on a separate tab of the [Student Data Workbook](#).
- State assessment data will not be reported on nonpublic school students.
- **Grantees will need to report all data elements for nonpublic school students as the state evaluation team cannot access these data from existing data sources.**

Credit/Course Recovery

When writing their grant applications, 21st CCLC grantees had the option 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.

Credit recovery data does not need to be reported for students who are not in grades 9-12 and/or

students who participate in credit/course recovery through other programs or their school.

Grantees that have reportable credit/course recovery programs must indicate (yes/no) if the student participated in such programming, and if yes, the grantee must 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.

Conducting Your Local Evaluation

Local Evaluator Requirement

All 21st CCLC grantees are required to contract with an external local evaluator. The evaluator can be an independent individual, group, company, nonprofit, institution of higher education, intermediate unit, or other type of provider; however, grantees may not use an evaluator who is affiliated with or part of the grantee organization. Further, 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.”

KEY POINT:

Contracting with an external local evaluator is a grant requirement.

Local Evaluator Responsibilities

Grantees should operationalize the evaluation design based on their needs, internal capacity, data collection infrastructure, and the capacity of their contracted local evaluator. At a minimum, the local evaluators are responsible for producing grantee’s annual local evaluation report using the [required Local Evaluation Report Template](#).

Grantees can also decide to involve local evaluators to varying degrees in other aspects of the program evaluation including determining local reporting elements, data collection and analysis, conducting site visits, collecting stakeholder feedback, completing state and federal reports, and other tasks as determined by grantee need.

Optional Local External Evaluator Activities for Grantee Consideration

Planning	<ul style="list-style-type: none"> • Develop a local evaluation plan • Make recommendations for quality improvement
Data Collection	<ul style="list-style-type: none"> • Identify existing data collection tools • Develop new data collection tools • Collect data from various sources • Conduct site visits, interviews, or focus groups
Data Entry	<ul style="list-style-type: none"> • Enter data into the online state and federal systems • Prepare data so programs can enter data into systems
Data Reporting	<ul style="list-style-type: none"> • Analyze and interpret data • Create local evaluation reports • Present data to stakeholders with the grantee • Hold stakeholder discussions about data results
Technical Assistance	<ul style="list-style-type: none"> • Help staff understand how to use data results • Provide general data/evaluation technical assistance

Tips for Locating, Hiring, and Working with Your Local Evaluator

When **seeking a new local evaluator** consider the following:

- Talk to other similarly situated or located grantees to ask who they are using.
- Ask others what services and supports an evaluator you are considering provides,
- Ask the evaluator for references and talk to others about their satisfaction with their evaluator,
- Consider evaluators that your organization has used in the past,
- Seek out an evaluator using the [American Evaluation Association's Find an Evaluator tool](#) or [PDE's list of approved external organizations](#).

When **hiring a local evaluator**, consider the following questions:

- Does the evaluator have time to dedicate to your project?
- Does the evaluator understand the program's timelines and requirements?
- Does the evaluator have the capacity to collect and manage data?
- Does the evaluator understand data security needs?
- Does the evaluator have a background in 21st CCLC grants or afterschool programming?
- Does the evaluator have good writing/data reporting skills? Can they provide a sample?
- Does the evaluator have the necessary certificates and clearances?
- Overall, does the evaluator have experience conducting program evaluations?

When **working with a local evaluator**, be sure to do the following:

- Make sure the evaluator is part of your grant budget (usually 5 – 8 %).
- Be sure that your expectations for the local evaluator are part of the contract or agreement you have with them.
- Provide the evaluator with a copy of the RFP and your grant application.
- Share evaluation deadlines, login information, websites, etc. with the evaluator.
- Meet with your evaluation regularly. We recommend meeting at least bi-annually.
- Work with your evaluator to make sure reporting requirements are met on time. Ask them when they need raw data to meet grant deadlines.

Collecting Locally Defined Measures

Grantees **are required** to set GPRA and State Performance Measure targets/benchmarks. To define these, work with your local evaluator, staff, and people you serve to see what a benchmark could look like. Examining past data or trends can also help you set targets that are realistic and achievable but challenge the program to grow as well. Consider setting SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals as you do this. If you need additional information about SMART goals, reach out to your local evaluator or the state evaluation team.

Local Evaluation Report Checklist and Template

Although grantees and local evaluators have the freedom to design the presentation of their local evaluation report, there are some **minimum expectations** as outlined in the [required report template](#).

Local evaluation reports should provide a comprehensive overview of the program’s implementation and outcomes for the reporting year. It should include information/findings related to program operations, activities, attendance, demographics, outcomes, progress toward performance indicators, and recommendations for improvement. Additional data results determine the grantee, such as stakeholder feedback, satisfaction, or evaluator observations, may also be included.

KEY POINT:

Local evaluation reports must follow the required template and should provide a comprehensive overview of the program’s implementation and outcomes for the reporting year. The local evaluation report is due in the December following the end of each program year.

To support grantees in delivering a complete and comprehensive report, **PDE requires grantees to use a [local evaluation template](#)**. Grantees must include all prescribed elements in the template, though the designated optional elements may be deleted if not applicable (See table below which outlines required and optional report components).

KEY POINT:

Grantees are responsible for the accuracy of their reports and data submissions.

Grantees are encouraged to work closely with their local evaluator to ensure maximum benefit of the evaluation process for programs. ***Remember: 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.

21st CCLC Data Reporting Summary and Timelines

The state evaluation team releases an [Annual Reporting Summary](#) that contains the links, deadlines, and specifics for 21st CCLC annual reporting expectations. Reporting deadlines for 2022-23 can be found in [Appendix F](#). Please note that these deadlines may vary year to year based on 21APR reporting windows and other factors. To ensure smooth data collection and reports, read the Data Collection Tips found in [Appendix G](#).

The following table provides an overview of report types, where they are entered and approximate timeframes.

Type of Report	Type of Data	Where to Report	Approximate Timeframe
Federal	Activities, Staffing & Participation	21APR https://21apr.ed.gov/login	Late September - October
Federal	Outcomes/GPRA Data	21APR https://21apr.ed.gov/login	Mid-October - February
State	Parenting Skills and Involvement, Program Design, Implementation & Operations	AIU 21 st CCLC Dashboard – Implementation Survey, Center Operations Tab https://egd.aiu3.net/	June

Type of Report	Type of Data	Where to Report	Approximate Timeframe
State	Program Participation, Attendance, Student Demographics	Upload to AIU OneDrive or Email to AIU; password protect first	October/November
Local	Local Evaluation Report	Upload to AIU OneDrive or Email to AIU; password protect first	December

Reminder: Student counts must be consistent across reports. If 21st CCLC staff and the local evaluator complete reports separately, be sure to use a consistent student list.

Data Security and Transmission

FERPA Compliance

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

FERPA is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from education records.

To comply with data security requirements, grantees should implement the following:

- **Secure Data Storage**
 - Ensure that data files are password protected and stored in a secure location.
 - Keep files with personally identifiable student information in locked cabinets.
- **Secure Data Transmission**
 - Password protect data files, including the Student Data Workbooks submitted to the AIU, before sending.
- **Create Data Sharing Agreements and Parent Permission Forms**
 - Grantees should work with their local LEAs to establish a formal agreement that outlines 21st CCLC data needs and timelines. This should be established early in the program year.
 - Grantees should establish Parent Permissions to Share Data form, so LEAs know that parents approve of the release of information.

Ensuring Secure Student Data Transmission and Sharing

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 establish data sharing agreements with LEAs served. The agreement should provide 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. Having a data sharing agreement can facilitate a smoother provision of data needed for reporting and promotes transparency and partnership between the program and the school.

Grantees should have a form for parents to sign their permission to access student data, as some school policies require such a form in order to release data. It is recommended that parent data permission forms be collected as part of a 21st CCLC’s student enrollment packet or process.




School grantees 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 three templates to support grantees in this effort:

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

Data Security Tips Recap

The following provide some tips for how to plan and execute secure data collection processes. If you have additional questions or need assistance, please contact your Technical Assistance provider or the AIU evaluation team.

	Plan Ahead	LEAs may not need permission forms for their own students, but need them if they serve anyone outside of the LEA.
	Create Formal Agreements	Include all data elements needed, when they are needed, and who is responsible for providing the data.
	Protect Data After Collection	Take steps to protect data internally and monitor who can access it and how it is used.

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 a review of each grantee’s documentation and evidence to prove compliance with 21st CCLC regulations.

Monitoring Notification

KEY POINT:

All grantees will have at least one full compliance monitoring within the first 3 years of the grant. At least 4 weeks notice will be given prior to the monitoring visit.

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

Preparing for Your Monitoring Visit

Grantees should not wait until they are notified for monitoring before preparing. Grantees should collect and maintain their documentation and evidence for compliance throughout the life of the grant and keep it organized so that monitoring preparation is simplified and less time intensive.

The state evaluation team provides training to grantees to review the monitoring process and provide tips on preparation. [[Access the most recent training here.](#)] Grantee technical assistance providers also provide grantees with support for this process and can provide a documentation file structure to organize evidence.

Monitoring Expectations

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 may be updated annually but do not typically change dramatically from year to year]. Grantees will also receive instructions for how they can provide 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.

The Monitoring Process

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 stakeholders to participate in this process. Grantee program staff cannot be present for the school leader interview portion.

Monitors will observe live programming, either in person or virtually, depending on the monitoring implementation determined at the state level.

Monitoring Results

21st CCLC monitors complete a report on the grantee's monitoring and submit it for review 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 monitoring report.

Issues of Noncompliance / Corrective Action Plans

If any 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.

To support grantee preparation, the following are the most common challenges grantees have been experiencing in recent years:

- Incomplete information shared in the self-assessment or itinerary.

- Lack of sufficient documentation – be sure to provide enough evidence that the grantee is currently meeting the expectation and that it has been doing so for much of the life of the grant. In some cases, one evidence source is sufficient, in others, the grantee may need to show multiple sources of evidence.
- Failure to upload evidence.
- Stakeholder representatives unavailable or not prepared to participate – be sure to give stakeholder representatives sufficient notice of the monitoring and your request for their presence; also, be sure to explain to them what monitoring is and why they are being asked to participate.
- Difficulty accessing programming for virtual observation.

Items with the most frequent noncompliant ratings:

- Sustainability planning
- Evaluation findings shared with stakeholders
- Staff time and effort documentation (single-source certification and PARS reports)
- Parent/guardian engagement events and family involvement
- Involvement of daytime teachers
- Program attendance policies
- 21st Century branding and messaging

Additional Monitoring Visits

In addition to the one required full monitoring, PDE has the option to conduct additional monitoring as it deems necessary, which may include follow-up monitoring on noncompliant items, partial monitoring to check on areas of concern or grantees with risk factors, and/or additional full monitoring visits as needed.

Additional 21st CCLC Evaluation and Reporting Resources

The appendices of this document provide grantees with additional tips and resources to help with efficient and effective program evaluation implementation. Please review them to see what may apply. Each appendix can be accessed quickly from the hyperlinks in the [Table of Contents](#) or from the following list. These resources include:

- [Appendix A: ESSA 21st CCLC Activities Definitions](#)
- [Appendix B: 21st CCLC Contacts](#)
- [Appendix C: Collecting PASecureIDs](#)
- [Appendix D: Tips for Administering Annual Teacher Surveys](#)
- [Appendix E: 21st CCLC Glossary](#)
- [Appendix F: 2022-23 21st CCLC Reporting Deadlines and Gantt Chart](#)
- [Appendix G: Data Collection Tips](#)
- [Appendix H: Data Element Collection Summary](#)
- [Appendix I: Evaluation and Reporting Checklist](#)
- [Appendix J: Quick Links to Evaluation and Reporting Tools and Forms](#)

Appendix A: ESSA 21st CCLC Activities Definitions

ESSA 21st CCLC Activity Definitions: <i>From <u>ESSA SEC. 4205. [20 U.S.C. 7175] LOCAL ACTIVITIES</u></i>	
ACTIVITY	ADDITIONAL DESCRIPTION
Academic Enrichment	Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with— 1. the challenging State academic standards and any local academic standards; and 2. local curricula that are designed to improve student academic achievement
Activities for English Learners	Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement
Assistance to Students who have been Truant, Suspended, or Expelled	Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
Career Competencies and Career Readiness	Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).
Cultural Programs	No additional description provided
Drug and Violence Prevention and Counseling	No additional description provided
Expanded Library Service Hours	No additional description provided
Healthy and Active Lifestyle	Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
Literacy Education	Literacy education programs, including financial literacy programs and environmental literacy programs
Parenting Skills and Family Literacy	Parenting skills programs that promote parental involvement and family literacy

ESSA 21 st CCLC Activity Definitions: From <u>ESSA SEC. 4205. [20 U.S.C. 7175] LOCAL ACTIVITIES</u>	
ACTIVITY	ADDITIONAL DESCRIPTION
Science, Technology, Engineering, and Math, including computer science	Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as "STEM"), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
Services for Individuals with Disabilities	No additional description provided
Telecommunications and Technology Education	No additional description provided
Well-rounded Education Activities, including credit recovery and attainment	Literacy education programs, including financial literacy programs and environmental literacy programs

Appendix B: 21st CCLC Contacts

Individual	Role	Phone	Email
<i>Pennsylvania Department of Education</i>			
Carmen Medina	Division Chief	717-783-6466	cmedina@pa.gov
N. Craig Scott	Program Supervisor	717-346-3251	nscot@pa.gov
Rachel Baur	Program Officer	717-346-3186	rbaur@pa.gov
Tracey Darden	Program Officer	717-783-9530	tdarden@pa.gov
Joseph Eye	Program Officer	717-783-3755	jeye@pa.gov
WaTanya Ney	Program Development Coordinator	717-214-7314	wney@pa.gov
Alex Pankratz	Management Technician	717-787-1890	alpankratz@pa.gov
Maribel Martinez	Fiscal Management Specialist	717-772-2429	marmartine@pa.gov
<i>Center for Schools and Communities – Technical Assistance Team</i>			
Karen Lehman	Youth Development Program Manager	717-763-1661, ext. 166	klehman@csc.csiu.org
Contrell Armor	Technical Assistance Provider	717-763-1661, ext. 218	carmor@csc.csiu.org
Parke Brown	Technical Assistance Provider	717-763-1661, ext. 187	pbrown@csc.csiu.org
Elizabeth Hoffer	Technical Assistance Provider	717-763-1661, ext. 101	ehoffer@csc.csiu.org
<i>Allegheny Intermediate Unit – State Evaluation Team</i>			
Sheila Bell	Program Director, Lead Evaluator for 21 st CCLC	412-394-5821	Sheila.Bell@aiu3.net
Jim Ross	Evaluation Specialist	412-394-4623	James.Ross@aiu3.net
Falon Weidman	Evaluation Specialist	412-394-1347	Falon.Weidman@aiu3.net

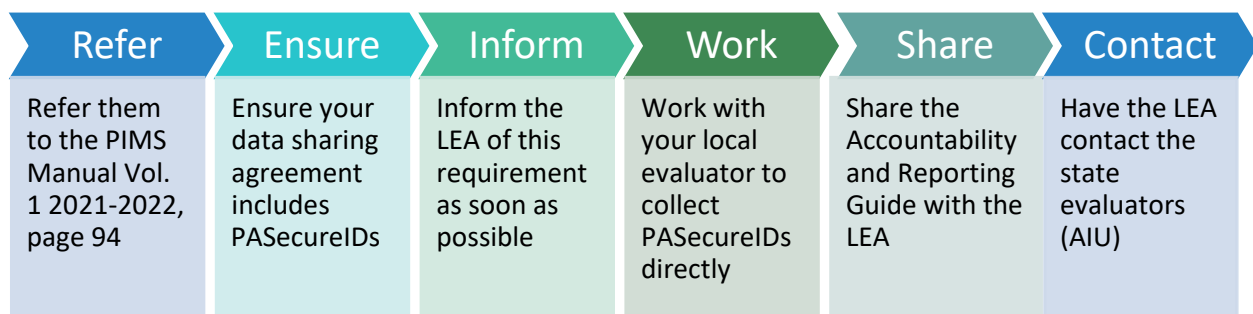
Appendix C: Collecting PAsSecureIDs

Collection of PAsSecureIDs varies based on who the grantees serve:

Who do you serve?	PAsSecureID Collection Requirements
<i>Public School Students</i>	<ul style="list-style-type: none"> ✓ Must collect PAsSecureIDs from LEAs ✓ The AIU will use PAsSecureIDs to collect PIMS data but cannot provide PIMS-sourced data to grantees
<i>Nonpublic School Students</i>	<ul style="list-style-type: none"> ✓ Required to collect all data elements in the Student Data Workbook for submission to the AIU ✓ Does NOT collect PAsSecureIDs

PAsSecureID Collection FAQ

- Q. Why do grantees who serve public school students collect PAsSecureIDs?
- A. Collection of PAsSecureIDs reduces the reporting burden on grantees by alleviating some of the data elements they must report to the state evaluation team. It also facilitates the ability for state evaluators to pull data out of PIMS and allows for state longitudinal analyses.
- Q. What do I do if an LEA does not want to provide me with PAsSecureIDs?
- A. Refer them to the PIMS Manual Vol. 1 2021-2022, page 94 which states, “LEAs are encouraged to share this number, where appropriate and within FERPA guidelines, to ensure accurate data.” See also the following graphic.



Appendix D: Tips for Administering Annual Teacher Surveys

Each grantee must collect a teacher survey for each 21st CCLC participant in grades 1 – 5 who attended summer and/or school year. Remember, surveys must be collected regardless of how many days the student attended programming. Grantees may also collect surveys for other grade levels to use in their local evaluations.

The following tips can help grantees ensure a good response rate for their teacher surveys:

- Know how to access classroom teachers. The earlier in the year you reach out to teachers the better.
- Collect students' math and/or language arts teachers' information as part of your enrollment procedures at the beginning of the school year. This will save you from having to track it down later.
- Give teachers advance notice about the survey. You can tell them at the beginning of the year that the survey will be coming and then remind them a few weeks in advance of sending the survey out. You can also share the [Teacher Survey questions](#) with them so they can prepare.
- Reinforce to teachers that the survey is required and that their help is critical to meeting federal grant guidelines.
- The State Evaluation Team at AIU suggests that programs survey the teacher of the content area that is of greatest focus for the program and/or the area where students have the greatest needs (because they have the most room to make gains over the course of the year).
- Develop a relationship with the teachers or at least the principals so they are not surprised.
- Build in enough time during your survey data collection process to follow-up with non-responsive teachers.
- Reach out to the state or your local evaluator for assistance if needed.
- Remember, the state evaluator can help you with your survey by putting it into Survey Monkey for you (a free service!).

Appendix E: 21st CCLC 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. Grantees should refer to their contract for their contract funding cycle.

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.

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).

Appendix F: 2022-23 21st CCLC Reporting Deadlines and Gantt Chart

21CCLC Reporting Deadlines 2022-23 Program Year		
Reporting Requirement (2022-23 Program Year)	Deadline	Submission
PA Implementation Survey	June 15, 2023 (11:59pm)*	21C Dashboard
Center Operations	June 15, 2023 (11:59pm)*	21C Dashboard
21APR Activities/Staffing/Participation	August 10, 2023-October 31, 2023	21APR website
Student Data Workbook **	November 15, 2023 (11:59pm)*	Via Dropbox or other software, upon request***
21APR GPRA Outcomes	November 30, 2023-February 14, 2024	21APR website
Local Evaluation Report	December 31, 2023 (11:59pm)*	Via email or Dropbox

*State reporting requirement

**The Student Data Workbook is usually due in October, but grantees are being given extra time due to changes in the 21APR windows. Remember, grantees are still responsible for submitting data to their local evaluator in sufficient time for them to complete the local evaluation report.

***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 Falon.Weidman@aiu3.net.

Grantees should keep in mind that data reporting deadlines follow the completion of the program year. That is, 2022-23 program year data reporting is completed during the 2023-24 program year. The following GANNT chart provides a simple visualization of the reporting timeline to assist grantees in their planning.

	Summer and School Year Programming Year 1												Year 2 Programming								
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	
<i>21APR Activities/Staffing/Participation</i>																					
<i>21APR GPRA Outcomes</i>																					
<i>PA Implementation Survey</i>																					
<i>Center Operations</i>																					
<i>Student Data Workbook</i>																					
<i>Local Evaluation Report</i>																					

Appendix G: Data Collection Tips

The following tips can help you ensure data collection accuracy and timeliness of reporting:

Record Keeping

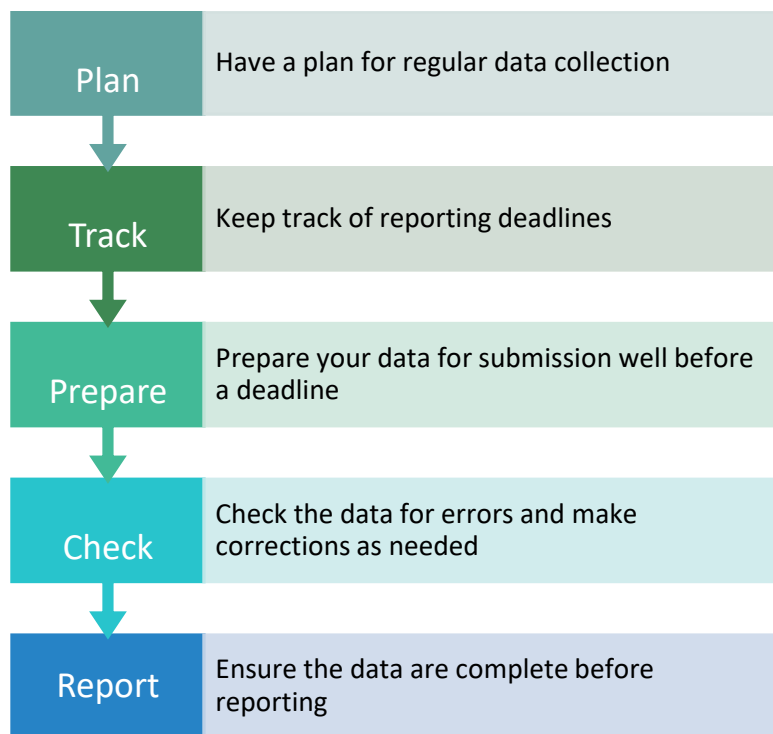
- Collect data regularly throughout the year. This will save you time and preserve data accuracy.
- If you collect data on paper, regularly enter it into a spreadsheet so you do not get behind on data entry.
- Keep detailed records of activities offered and what they involved so you have all the information you need when it is time to report. Activities reporting in 21APR is extensive. Refer to the [21APR section](#) of this guide for a complete list of activities.
- Keep daily attendance and monitor attendance records for accuracy. Be sure to track both student and parent attendance at activities/events and transfer paper attendance records to a spreadsheet as soon as possible.
- Set up a data collection and/or entry schedule and assign staff to ensure data completeness and accuracy. It is easy to get wrapped up in program implementation and forget about record-keeping.
- Maintain information by student ID to make it easier to link students across data sources.

Involving Staff

- Talk to staff about data collection expectations so they can assist and help you stay on track.
- Set up process to check data periodically. Do not assume that staff know how to keep data or records properly. Be careful of different versions of Excel and different staff skill levels – including staff with advanced skills who will alter your templates.
- Make sure it is clear what the local evaluator will collect (and when) and what the program is responsible for collecting.

Ensure Data Sharing Agreements are In Place Early

- Include a student data permission form in sign-up paperwork.
- Establish a formal data sharing/collection agreement and schedule with LEAs served.
- Collect data directly from the source/school/district – do not rely on parents or students to provide it to you.
- Plan for collecting state assessment data later than other data.
- Remember, the more schools/districts you serve, the more time for data assembly and preparation. Create a plan for data collection that provides you with some extra time at the front and back ends of the process.



Appendix H: Data Element Collection Summary

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

Data Section	Data Elements	Notes**
Program Operations Data	<input type="checkbox"/> Start and end dates of operation in each of summer and school year <input type="checkbox"/> Operation methods: in person, hybrid, virtual <input type="checkbox"/> Typical # of hours per week operated in each of summer and school year <input type="checkbox"/> # days per week operated in each of summer and school year	All data reported at the center level
Implementation information	<input type="checkbox"/> Implementation Survey (in dashboard)	<input type="radio"/> Refer to the Question Guide for content
Student Data Reporting	<input type="checkbox"/> Participation counts	<input type="radio"/> by program term (school year/summer)
	<input type="checkbox"/> PASecureID	<input type="radio"/> all public school students
	<input type="checkbox"/> Grade level	<input type="radio"/> All students
	<input type="checkbox"/> Actual program attendance	<input type="radio"/> In hours (round to .25) <input type="radio"/> By program term (school year/summer)
	<input type="checkbox"/> Math and reading state assessment data*	<input type="radio"/> performance levels for prior year and current year PSSA/PASA <input type="radio"/> Grades 4-8, as applicable (not applicable to any nonpublic school student) <input type="radio"/> Do not need to collect Keystone exam data
<input type="checkbox"/> Grade point average (GPA)	<input type="radio"/> Prior year and current year <input type="radio"/> Grades 7-8 and 10-12 only <input type="radio"/> Indicate whether GPA was weighted or unweighted <input type="radio"/> If school does not issue GPAs, grantee must calculate using report card grades	

Data Section	Elements	Notes**
	<input type="checkbox"/> 21C Teacher Survey	<ul style="list-style-type: none"> ○ Grades 1-5 ○ Administer near end of school year ○ Must be collected even if student only attended during the summer ○ State evaluation team can host survey, upon request ○ Student engagement question (#8) used to complete 21APR
	<input type="checkbox"/> High school credit/course recovery	<ul style="list-style-type: none"> ○ # of credits/courses recovered in Reading/English/Language Arts, Math, and other content areas ○ Grades 9-12 only ○ only if credit/course recovery was implemented as part of the 21st CCLC program
	<input type="checkbox"/> School attendance rate*	<ul style="list-style-type: none"> ○ Grades 1-12 ○ Prior year and current year
	<input type="checkbox"/> Total days of in-school suspensions*	<ul style="list-style-type: none"> ○ Grades 1-12 ○ Prior year and current year ○ Do not collect out-of-school suspension or other type of disciplinary data (unless applicable to local evaluation)
	<input type="checkbox"/> All data elements for nonpublic school students (minus state assessments and IDs)	<ul style="list-style-type: none"> ○ Program attendance ○ GPA ○ School day attendance ○ In-school suspensions ○ Teacher survey ○ Grade level ○ Demographics (race/ethnicity, gender, language learner status, economically disadvantaged, disability)
Local level information	<input type="checkbox"/> Evaluator site visit summaries (if applicable) <input type="checkbox"/> Stakeholder feedback (if applicable) – surveys, interviews, focus groups with parents, staff, school administrators, students, etc.	Optional for inclusion in local evaluation report

*Will be collected via PIMS for public school students with PAMSecureIDs. 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.

**Listed grade levels refer to student grade during the 2022-23 program year. For prior year data, grantees may need to collect data outside of these listed levels. (e.g., 7th graders in 2022-23 need a GPA from their current (7th grade) year and their prior (6th grade) year. Grantees are responsible for ensuring that LEAs understand this requirement when requesting data.

Appendix I: Evaluation and Reporting Checklist

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 preparations.

General:

- Federal reporting (21APR), PA Grantee Implementation Survey, Operations data, 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 2022 & school year 2022-23). 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, as they will be expected to report on the numbers of adult family members served. Likewise, be sure to accurately report parent/family activities or opportunities. In this guide and elsewhere for 21st Century, the term "parents" is used to refer to or describe any of a child's primary adult caregivers who may or may not be the child's biological parent.
- 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. Grantees are required to submit reasonable justifications for missing data in 21APR.
- 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.

Reminder: 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 and timeliness of its submissions.

Appendix J: Quick Links to Evaluation and Reporting 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 2022-23](#)
- [21APR](#)
- [PA 21st CCLC Online Dashboard](#)
- [Navigating the 21C Dashboard Guide](#)
- [Daily Attendance Tracking Tool](#)
- [Average Daily Attendance Calculator](#)
- [Student Data Workbook](#)
- [GPA Calculator](#)
- [Grantee Evaluation Workbook](#)
- [Local Evaluation Report Template](#)
- [PA 21st CCLC Teacher Survey](#)
- [PA 21st CCLC Implementation Survey Question Guide](#)
- [Grantee Monitoring Self-Assessment Tool](#)
- [Monitoring Itinerary Form – Virtual 2-Day](#)
- [PA 21st CCLC Clearance Tracking Worksheet](#)
- [Data Safeguarding Plan Template](#)
- [Student Data Permission Form Template](#)