21APR New GPRA

Final Implementation Guide

v. 1.5.1
5/09/2022

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0668. Public reporting burden for this collection of information is estimated to average 730 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under the Education Department's General Administrative Regulations (EDGAR, Section 75.720). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application, or survey, please contact 21stCCLC@ed.gov.

This material for the 21st CCLC program is funded by the US Department of Education Office of Elementary and Secondary Education under contract ED-OPE-17-A-0015/91990019F0370.

Version History

Version	Date	Updates
1.0	4/13/21	• Draft publication -- not official version
1.1	4/19/21	• Feedback from users including Summer and School Year entry, GPA crosswalk table, and minor edits for clarity
1.2	4/27/21	• Edits for clarity
1.3	6/08/21	• p. 4 – Added additional summer guidance • p. 10 – Added additional guidance to 'small p' for outcomes
1.4	8/30/21

		• p. 1 – Revisions made to Introduction. • p. 3 – Removed New GPRA Entry Schedule and replaced it with New GPRA Data Entry with information on reporting designations and updates to entering data for summer and school year. • p. 4 – Added flowcharts for 21APR data entry windows by different reporting designations. • p. 5 – Removed New GPRA Implementation Timeline and replaced it with New GPRA Reporting Timeline and 21APR Data Entry and Collection Calendar. • p. 7 – Removed 'Is this Activity also Career Competencies and Career Readiness?' data point from Activities table. • p. 10 – Under Participation, grade level for students in summer programming has been changed so it will be determined by the upcoming school year, not the just completed school year. • p. 12 – Removed "Not Reported in Male or Female" category and added "Another Gender Identity" category to newly named Gender table as well as updated footnote. • p. 12 – Under Population Specifics, changed "Students who are eligible for free or reduced-price lunch" to "Students who are economically disadvantaged and added 'small p' summary. • p. 13 – Added data point, "For how many of these students do you have outcome data to report?" to GPRA #1 Reading and Language Arts table. • p. 14 – Added data point, "For how many of these students do you have outcome data to report?" to GPRA #1 Mathematics table. • p. 15 – Removed data point, "How many of these # students had a prior-year unweighted GPA of less than 3.0?" from GPRA #2 table. • p. 15 – Added data point, "For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?" to GPRA #2 table. • p. 16 – Removed data point, "How many of these # students had a school day attendance rate at or below 90% in the prior school year?" from GPRA #3 table. • p. 16 – Added data point, "For how many of these students do you have outcome data to report and who had a school day attendance rate at or below 90% in the prior school year?" to GPRA #3 table. • p. 17 – Added data point, "For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?" and modified final data point to read "Of these students, how many experienced a decrease in in-school suspensions in the current school year?" to GPRA #4 table. • p. 17 – Added data point, "For how many of these students do you have outcome data to report?" to GPRA #5 table. • p. 24 – Added Appendix A – Reporting Designation Decision Tree for State Coordinators. • p. 25 – Moved Adaptable Crosswalk Aligning Old and New GPRA Activity Categories to Appendix B.
1.5.1	5/09/22	• p. 12 – Updated nomenclature for Sex table, including return of 'Not Reported in Male or Female' category and original footnote.

Introduction 1
The New GPRA 2
New GPRA Data Entry **3**
Reporting Designation 3
Enter Data for Summer and for School Year 3
21APR Data Entry Windows for Different Reporting Designations 4
New GPRA Reporting Timeline **5**
What Is Staying the Same and What Is Changing **6**
Data Elements 7
Activities **7**
Staffing **9**
Participation **10**
Grade Level and Student Attendance 10
Race/Ethnicity 11
Sex 12
Population Specifics 12
Outcomes **13**
GPRA #1. Academic Achievement - State Assessments 13
GPRA #2. Academic Achievement - GPA 14
GPRA #3. School Day Attendance 15
GPRA #4. Behavior 16
GPRA #5. Engagement in Learning 17
Technical Assistance 18
Support 18
FAQs 18
General New GPRA **18**
New GPRA and Reporting **20**
New GPRA and Participation **21**
New GPRA #5 - Engagement in Learning **22**
Appendix A: Reporting Designation Decision Tree 24
Appendix B: Activity Categories Crosswalk 25

Note: Throughout this guide, changes with the GPRA are designated by the following symbol: .

Introduction

The U.S. Department of Education (Department) is subject to the Government Performance and Results Act and the GPRA Modernization Act of 2010 (collectively, "GPRA"). The provisions of GPRA require that Federal agencies establish performance goals. Under these agency performance goals, the Department creates program performance measures, quantifiable indicators to assess progress. We commonly refer to these measures as "GPRA measures." In 2020, The Department of Education approved a set of five new GPRA measures for the 21st CCLC program. This implementation guide provides guidance to State Education Agencies in the 21st CCLC Community on APR data affected by the new GPRA.

Throughout this guide, wherever you see , you will know that this is a change with the GPRA. This guide does not cover sections of 21APR that are not changed by the new GPRA; these sections include State Settings, State Configuration, User Management, Grantee Overview and Center Details.

This guide is iterative and reflects the decisions made by the US Department of Education to date. As decisions are made or changed, an updated version will be released.

The State is the authoritative source of your State's data. States should not rely on 21APR for historical data or evaluation. The purpose of 21APR is to gather data to report to Congress and the Department of Education.

The New GPRA

The following table provides each of the new GPRA measures, breaking down each element for easier understanding.

GPRA	Performance Measured/ Data Type	Time Period	Grade Levels
1. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	State Assessment, Reading and Language Arts State Assessment, Mathematics	School Year Summer	4-8
2. 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 of less than 3.0 who demonstrated an improved GPA.	GPA	School Year Summer	7-8 10-12
3. Percentage of students 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.	Attendance	School Year	1-12
4. Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	In-school Suspension	School Year Summer	1-12
5. 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.	Engagement in Learning	School Year Summer	1-5

New GPRA Data Entry

Reporting Designation

It is a 'small p' policy for each State to determine whether it will report for school year only, all year, or school year and summer. Basic guidance in determining a State's reporting designation is provided here:

- **School Year Only reporting**: If programming is only offered in the school year, reporting is only required for the school year.
- **All Year reporting:** If programming is offered in school year and summer for largely the same students, using the same curriculum and/or methodology, and not having other characteristics of a separate program, then the State will only report for the school year based on their total year-round attendance and will indicate "all year" as its reporting designation when prompted. This last category is mainly for States which require summer programming as part of every funded program.
- **School Year and Summer reporting:** If programming is offered in school year and at some or all centers in summer, with summer having, for example, relatively different programming, serving relatively different students, having a separate competition, and/or having other characteristics of being a distinct program, then reporting is required for school year and summer. (Note: there can still be duplication in students.)

State Coordinators must select one of these reporting designations for their state when completing their State Configuration in the 21APR system at the start of data collection. Additionally, they must communicate this reporting designation to those completing data entry in their State. Refer to Appendix A for a Reporting Designation Decision Tree to assist State Coordinators in making this determination.

Enter Data for Summer and for School Year

Data for school year and summer reporting should be entered for summer and school year at the same time. Data for school year only and all year reporting designations should be entered for school year only.

Data for the new GPRA will be entered into 21APR by **module**, not by term, for all reporting designations. There will be two data entry windows. Data entry window 1 will consist of entering data for the following modules:

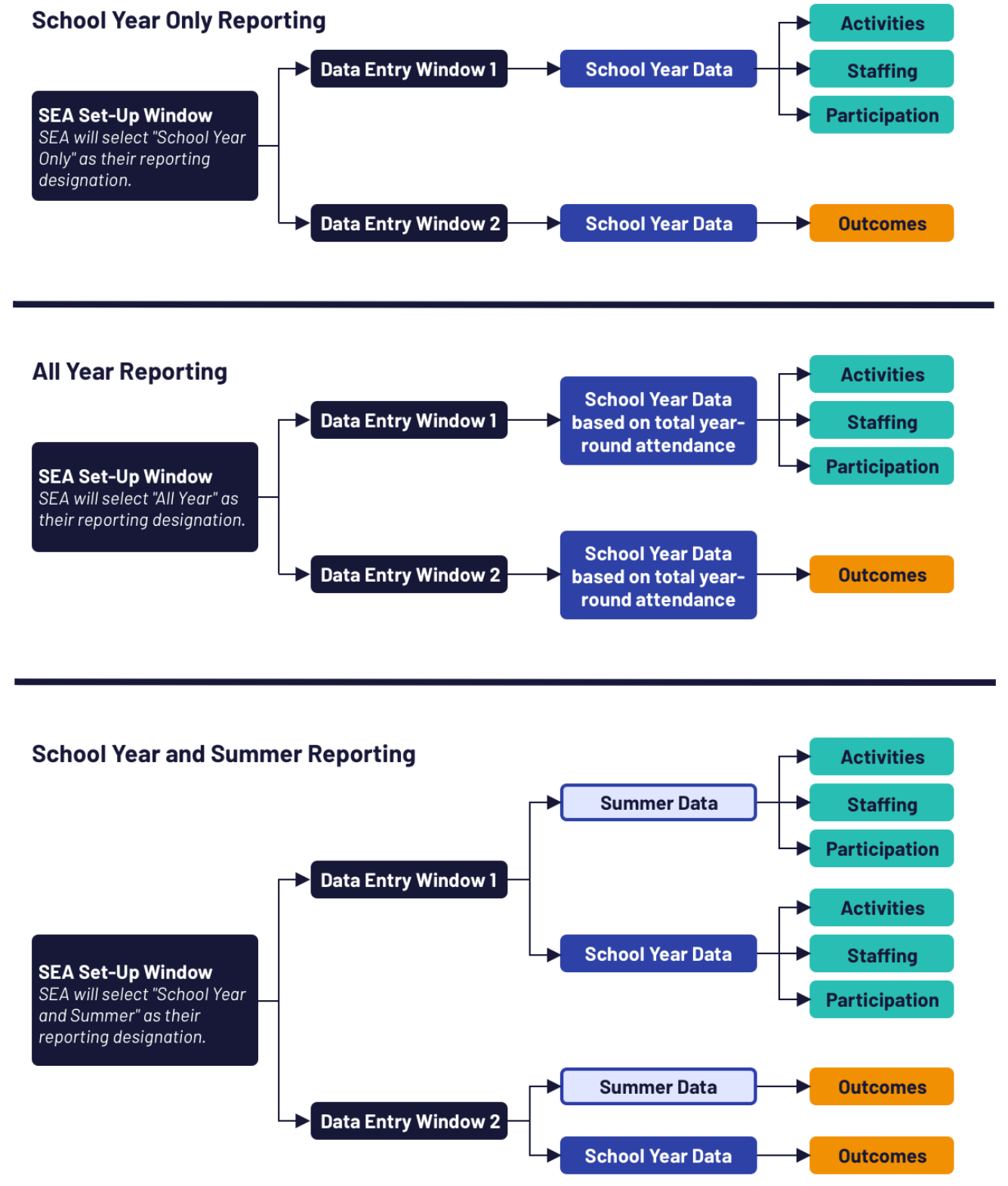
- Activities
- Staffing
- Participation

Data entry window 2 will consist of entering data for the following module:

- Outcomes

There may be duplicative data for summer and school year (i.e., a student may participate in both), and that is okay. The following flow charts depict 21APR data entry windows for the different reporting designations.

21APR Data Entry Windows for Different Reporting Designations



New GPRA Reporting Timeline

The following reporting timeline shows what data should be collected and entered for the 2021-2022, 2022-2023, and 2023-2024 calendar years for **School Year Only**; **All Year**; & **School Year and Summer** reporting.

21APR Data Entry and Collection Calendar

Note: Months shown are for illustration only. Actual start/end dates for School Year and Summer 2021-2022, 2022-2023, and 2023-2024 are determined by each State. It is anticipated that exact collection dates for entering New GPRA data will be announced in late winter/early spring 2022.

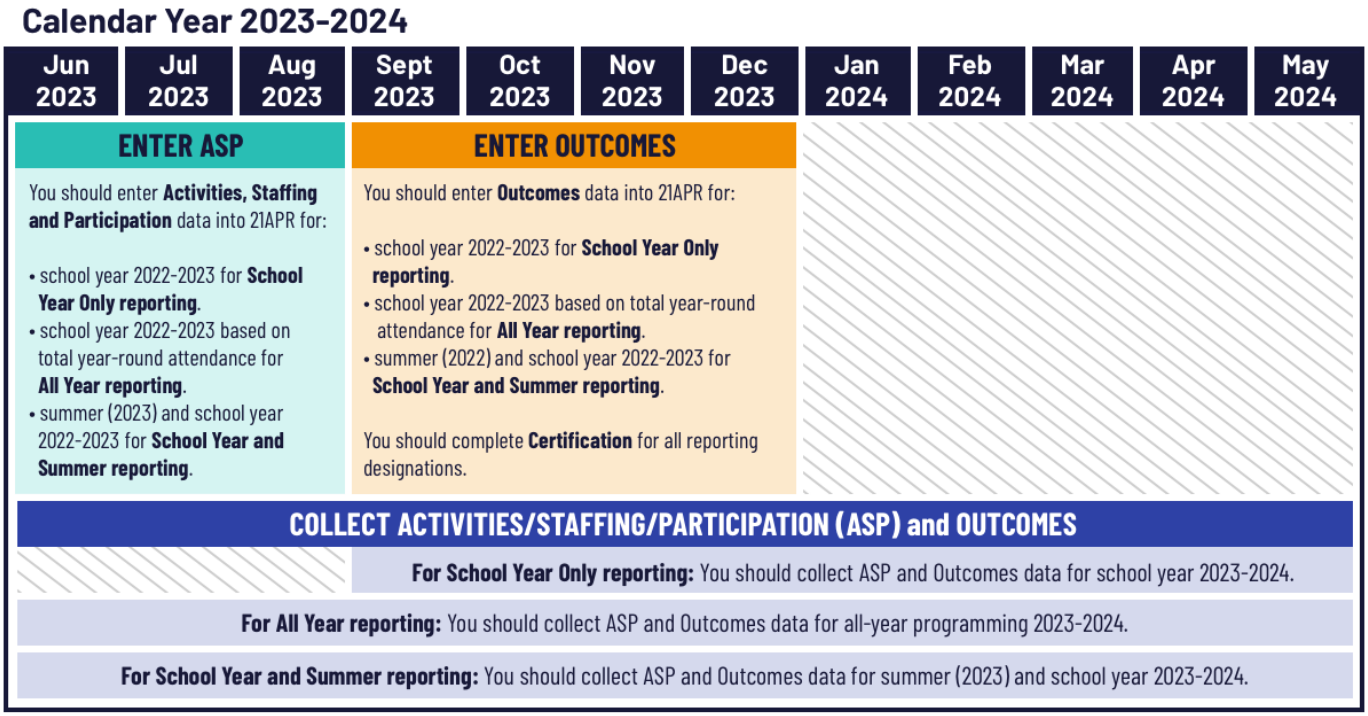
Calendar Year 2021-2022

Jun 2021	Jul 2021	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022
ENTER OLD GPRA											
You should enter **OLD GPRA** data into 21APR for school year 2020.											
COLLECT ACTIVITIES/STAFFING/PARTICIPATION (ASP) and OUTCOMES											
			For School Year Only reporting: You should collect ASP and Outcomes data for school year 2021-2022.								
For All Year reporting: You should collect ASP and Outcomes data for all-year programming 2021-2022.											
For School Year and Summer reporting: You should collect ASP and Outcomes data for summer (2021) and school year 2021-2022.											

Calendar Year 2022-2023

Jun 2022	Jul 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
ENTER ASP			**ENTER OUTCOMES**								
You should enter **Activities, Staffing and Participation** data into 21APR for: • school year 2021-2022 for **School Year Only reporting**. • school year 2021-2022 based on total year-round attendance for **All Year reporting**. • summer (2021) and school year 2021-2022 for **School Year and Summer reporting**.			You should enter **Outcomes** data into 21APR for: • school year 2021-2022 for **School Year Only reporting**. • school year 2021-2022 based on total year-round attendance for **All Year reporting**. • summer (2021) and school year 2021-2022 for **School Year and Summer reporting**. You should complete **Certification** for all reporting designations.								
COLLECT ACTIVITIES/STAFFING/PARTICIPATION (ASP) and OUTCOMES											
			For School Year Only reporting: You should collect ASP and Outcomes data for school year 2022-2023.								
For All Year reporting: You should collect ASP and Outcomes data for all-year programming 2022-2023.											
For School Year and Summer reporting: You should collect ASP and Outcomes data for summer (2022) and school year 2022-2023.											

SEA Set-Up: Before the data entry window opens to enter ASP, the SEA will have a window to enter State Settings, Grantee Profiles and Center details for Grantees and Centers funded for the 2021-2022 performance period. Note: Grantee profiles and Center details can be entered at any time; this window is used to give SEAs a head start before other users enter data.



SEA Set-Up: Before the data entry window opens to enter ASP, the SEA SU will have a window to enter State Settings, Grantee Profiles and Center details for Grantees and Centers funded for the 2022-2023 performance period. Note: Grantee profiles and Center details can be entered at any time; this window is used to give SEAs a head start before other users enter data.

What Is Staying the Same and What Is Changing

The following table summarizes where changes are occurring to help guide States' implementation planning. As a reminder, throughout this guide, wherever you see 💥, this will notify you of a change.

	Staying the Same	Changing 💥
Activities	N/A	• Categorization of Activities 💥 • Total Hours of Activity being offered by term – replacing previous frequency of activities, average hours per session and average participation data points. 💥
Staffing	All	N/A
Participation	• Total number of participants by grade level • Race/Ethnicity • Sex	• Student Attendance - replacing Days with Hours 💥 • Entered in hours by grade level 💥

	• Population Specifics	
Outcomes	N/A	• New GPRA • All States will enter on all GPRA • Outcomes are entered on all students who participate in 21st CCLC

Data Elements

Activities

Reporting on Activities has changed in terms of how activities are categorized. You will be collecting the same Activities data that you have always been collecting for 21APR, but it will now be categorized differently to comply with Sections 4201 – 4205 (Title IV, Part B) of the Every Student Succeeds Act (ESSA). Learn more about ESSA and Sections 4201 – 4205 by clicking here. Refer to **SEC. 4205. [20 U.S.C. 7175] LOCAL ACTIVITIES** for additional information and guidance.

Reporting on Activities has also changed in terms of how frequency, hours, and participation of all activities are captured. Activities must be entered for how many participants attended each activity along with how many **total hours** each activity was offered for that term.

Activity	How many participants attended this activity during the term (school year or summer)?	How many total hours of this activity did you offer during the term (school year or summer)?
Academic Enrichment		
Activities for English Learners		
Assistance to Students who have been Truant, Suspended, or Expelled		
Career Competencies and Career Readiness*		
Cultural Programs		
Drug and Violence Prevention and Counseling		
Expanded Library Service Hours		
Healthy and Active Lifestyle		

Literacy Education		
Parenting Skills and Family Literacy		
Science, Technology, Engineering, and Mathematics, including computer science		
Services for Individuals with Disabilities		
Telecommunications and Technology Education		
Well-rounded Education Activities, including credit recovery and attainment		

*Note: The Career Competencies and Career Readiness category includes college readiness activities and should be treated the same as the *College and Career Readiness* Activity category (based on NCLB) found in the previous 21APR Implementation Guide (v. 1.4 and older).

'Small p' summary: It is a 'small p' policy for States to determine and communicate how programming being offered at the center level will align with these new Activity categories based on ESSA. Each State may need to work out a crosswalk document to aid in this process. The following is a crosswalk example of how a State might align 21st CCLC activity categories based on NCLB with those based on ESSA using their state-specific context. It is provided here solely as a suggestion. For an adaptable crosswalk example to help in determining 'small p' around these new Activity categories, please refer to Appendix B of this implementation guide.

Old GPRA Activity Category (Based on NCLB)	New GPRA Activity Category (Based on ESSA)
Arts & Music	**Well-rounded Education Activities**
College & Career Readiness	**Career Competencies and Career Readiness**
Community / Service Learning	**Well-rounded Education Activities**
Counseling Programs	**Drug and Violence Prevention and Counseling**
Drug Prevention	**Drug and Violence Prevention and Counseling**
English Language Learners Support	**Activities for English Learners**
Entrepreneurship	**Well-rounded Education Activities**

Homework Help	**Academic Enrichment**
Literacy	**Literacy Education**
Mentoring	**Academic Enrichment**
Physical Activity	**Healthy and Active Lifestyle**
STEM	**Science, Technology, Engineering, and Mathematics**
Truancy Prevention	**Assistance to Students who have been Truant, Suspended, or Expelled**
Tutoring	**Academic Enrichment**
Violence Prevention	**Drug and Violence Prevention and Counseling**
Youth Leadership	**Well-rounded Education Activities**
	Cultural Programs
	Expanded Library Service Hours
	Parenting Skills and Family Literacy
	Services for Individuals with Disabilities
	Telecommunications and Technology Education

Staffing

Continue reporting on Staffing in the same manner as you have always done for 21APR.

Enter the total number of people who work, in either a paid or unpaid capacity, in the center providing direct support to the program and those that provided support for any activity for any amount of time.

Staff Type	Paid	Volunteer
Administrators		
College Students		
Community Members		
High School Students		

Parents		
School Day Teachers		
Other Non-Teaching School Staff		
Subcontracted Staff		
Other		

Participation

Grade Level and Student Attendance

Enter the number of students who were enrolled and attended programming at the 21st CCLC center during the summer or school year. Choose the grade the students are currently enrolled in or, if summer, the grade level for the upcoming school year. Enter the total number of participants who attended based on the number of **hours** they attended programming at the center. Enter this separately for each grade level. You will enter these totals into 21APR for each grade level. Participation in hours must be reported on all students who participate in 21st CCLC.

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Pre-Kindergarten						
Kindergarten						
1st Grade						
2nd Grade						
3rd Grade						
4th Grade						
5th Grade						
6th Grade						
7th Grade						
8th Grade						
9th Grade						
10th Grade						

11th Grade						
12th Grade						

'Small p' summary: It is a 'small p' policy to establish at what number of hours each State starts reporting for those in the 'Less than 15 hours' category. Likewise, each State needs to determine how many minutes of attendance counts towards an hour.

Hours	Justification for Collection	Equivalent Days
Less than 15	Will help capture short, intensive programs like credit recovery	< 5
15-44	Captures students who under previous GPRA reporting were "not regular students"	5 - 14
45-89	Captures range of regular students towards research-based dosage band	15 - 29
90-179	Captures range of students at and above research-based dosage band	30 - 59
180-269	Captures students who attend beyond research-based dosage band	60 - 89
270 or more	Captures students who attend majority of year	> 90

Race/Ethnicity

Enter the total number of participants for each race/ethnicity. While there are many ways in which individuals self-identify, 21APR follows guidance from the Department of Education's Office for Civil Rights for reporting racial and ethnic data. You will enter these totals into 21APR as aggregate totals in two groups: PreK-5th grades and 6th-12th grades.

Race/Ethnicity	Total PreK-5th	Total 6th-12th
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		

Sex

Enter the total number of participants for each sex. While there are many ways in which individuals self-identify, 21APR follows guidance from the Department of Education Office for Civil Rights for reporting on sex[1]. You will enter these totals into 21APR as aggregate totals in two groups: PreK-5th and 6th-12th grades.

Sex	Total PreK-5th	Total 6th-12th
Male		
Female		
Not Reported in Male or Female		
Data Not Provided		

Population Specifics

In this section, the number of participants does not have to equal the total participants for the center because some participants may be reported in more than one category, and some may not be reported at all. You will enter these totals into 21APR as aggregate totals in two groups: PreK-5th grades and 6th-12th grades.

	Total PreK-5th	Total 6th-12th
Students who are English learners		
Students who are economically disadvantaged		
Students with disabilities		
Family members of participants served		

[1] For purposes of reporting sex, students generally are counted consistent with the sex listed in the student's records at the time the data are reported. In the case of students who are identified as non-binary or another category that is not collected, the student should be reported as 'Not Reported in Male or Female'.

'Small p' summary: Each State needs to define and communicate what economically disadvantaged means based on guidance from Title I of ESSA. [Refer to SEC. 1113. [20 U.S.C. 6313] ELIGIBLE SCHOOL ATTENDANCE AREAS.] For example, it could mean students who are eligible for free or reduced-price lunch, students who receive assistance under Temporary Assistance for Needy Families (TANF), students eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators.

Outcomes

In this section, we list each new GPRA measure and bold in ***orange*** the areas which are ***'small p'*** decisions. Then the breakdown of each GPRA -- as it will be asked in the 21APR system-- is written out for you.

Overall summary of 'small p' for Outcomes: Outcomes must be entered on all students for both summer and school year (see exception for school attendance measure below). It is a 'small p' policy for States to determine whether a program, operating both a school year and summer program, enters summer programming. This determination should be based on whether the Request for Proposal (RFP) process awarded separate summer program funds and/or whether the competition views the program as a distinct summer program and/or whether the programs serve different students (allowing for some duplication) and/or targets a different population and/or other characteristics that create a distinct summer program.

GPRA #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 and language arts on state assessments.*

This will be entered once for the summer and once for the school year. You may have duplicative data, and that is okay.

'Small p' summary: for this GPRA metric, each State needs to define and communicate what growth means. For example, growth could be defined as any improvement in the assessment score, or it could be defined as growing from one level (e.g., approaching benchmark) to a higher category (e.g., benchmark).

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 4-8.	[system-populated from entries in Participation section]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
For how many of these students do you have outcome data to report?	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]

Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	[enter # who demonstrated growth]	[enter # who demonstrated growth]	[enter # who demonstrated growth]	[enter # who demonstrated growth]	[enter # who demonstrated growth]	[enter # who demonstrated growth]

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

'Small p' summary: For this GPRA metric, each State needs to define and communicate what growth means. For example, growth could be defined as any improvement in the assessment score, or it could be defined as growing from one level (e.g., approaching benchmark) to a higher category (e.g., benchmark).

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 4-8.	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
For how many of these students do you have outcome data to report?	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]
Of these students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	[enter # who demonstrated growth]	[enter # who demonstrated growth]	[enter # who demonstrated growth]	[enter # who demonstrated growth]	[enter # who demonstrated growth]	[enter # who demonstrated growth]

GPRA #2. Academic Achievement - GPA

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

This will be entered once for the summer and once for the school year. You may have duplicative data, and that is okay.

'Small p' summary: For this GPRA, each State needs to decide what improved GPA means. For example, a State could decide that improvement is any numerical improvement over 3.0 (e.g., 3.1 constitutes improvement). Another state could decide that improvement is a numerical improvement of 0.3 unit or more, (e.g., from 2.0 to 2.3). Conversely, another State might decide that improvement is only counted if a student improves by a certain amount (e.g., improvement is at 3.5 or above).

In addition, each State may need to work out a crosswalk document to aid in data collection for schools that don't have GPA. This would equate grading systems to the GPA so that whatever grade data is available can be used to answer the GPRA question. In any given State, that may mean providing more than one crosswalk or a crosswalk with several equivalents, (e.g., numerical grades, letter grades, proficiencies). See example below.

Letter Grade	Word Grade	Percentage Grade	GPA
A	Exceeding Expectations	90-100%	4.0
B	Above Expectations	80-89%	3.0
C	At Expectations	70-79%	2.0

We recommend discussing how grade reporting is being handled by other programs in the State, particularly if you are a State that has large-scale reform away from grades.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 7-8 and 10-12.	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?	[enter # who have outcome data and who had a prior-year unweighted GPA of less than 3.0]	[enter # who have outcome data and who had a prior-year unweighted GPA of less than 3.0]	[enter # who have outcome data and who had a prior-year unweighted GPA of less than 3.0]	[enter # who have outcome data and who had a prior-year unweighted GPA of less than 3.0]	[enter # who have outcome data and who had a prior-year unweighted GPA of less than 3.0]	[enter # who have outcome data and who had a prior-year unweighted GPA of less than 3.0]
Of these students, how many demonstrated an improved GPA?	[enter # who demonstrated an improved GPA]	[enter # who demonstrated an improved GPA]	[enter # who demonstrated an improved GPA]	[enter # who demonstrated an improved GPA]	[enter # who demonstrated an improved GPA]	[enter # who demonstrated an improved GPA]

GPRA #3. School Day Attendance

Percentage of students 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.

This will be entered for the school year only.

'Small p' summary: This GPRA is only reported in the school year, not in the summer. States will define and communicate what improved attendance rate means, (e.g., how much of an improvement needs to be shown for it to be counted).

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-12.	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
For how many of these students do you have outcome data to report and who had a school day attendance rate at or below 90% in the prior school year?	[enter # who have outcome data and who had a school day attendance rate at or below 90% in the prior school year]	[enter # who have outcome data and who had a school day attendance rate at or below 90% in the prior school year]	[enter # who have outcome data and who had a school day attendance rate at or below 90% in the prior school year]	[enter # who have outcome data and who had a school day attendance rate at or below 90% in the prior school year]	[enter # who have outcome data and who had a school day attendance rate at or below 90% in the prior school year]	[enter # who have outcome data and who had a school day attendance rate at or below 90% in the prior school year]
Of these students, how many demonstrated an improved attendance rate in the current school year?	[enter # who demonstrated an improved attendance rate in the current school year]	[enter # who demonstrated an improved attendance rate in the current school year]	[enter # who demonstrated an improved attendance rate in the current school year]	[enter # who demonstrated an improved attendance rate in the current school year]	[enter # who demonstrated an improved attendance rate in the current school year]	[enter # who demonstrated an improved attendance rate in the current school year]

GPRA #4. Behavior

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

This will be entered once for the summer and once for the school year. You may have duplicative data, and that is acceptable.

'Small p' summary: For this GPRA metric, each State needs to define and communicate what decrease means. For example, decrease could be any decrease in the number of in-school suspensions. Part of a State's 'small p' will be to communicate that this metric requires reporting around a decrease. As a result, schools which do not use in-school suspension data will not report. The protocol for determining this needs to be established by each State.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-12.	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]

For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?	[enter # who have outcome data and who had in-school suspensions in the previous school year]	[enter # who have outcome data and who had in-school suspensions in the previous school year]	[enter # who have outcome data and who had in-school suspensions in the previous school year]	[enter # who have outcome data and who had in-school suspensions in the previous school year]	[enter # who have outcome data and who had in-school suspensions in the previous school year]	[enter # who have outcome data and who had in-school suspensions in the previous school year]
Of these students, how many experienced a decrease in in-school suspensions in the current school year?	[enter # who experienced a decrease in in-school suspensions in the current school year]	[enter # who experienced a decrease in in-school suspensions in the current school year]	[enter # who experienced a decrease in in-school suspensions in the current school year]	[enter # who experienced a decrease in in-school suspensions in the current school year]	[enter # who experienced a decrease in in-school suspensions in the current school year]	[enter # who experienced a decrease in in-school suspensions in the current school year]

GPRA #5. 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.*

This will be entered once for the summer and once for the school year. You may have duplicative data, and that is acceptable.

'Small p' summary: For this GPRA metric, each State needs to define and communicate what improvement means. In addition, the State will define teacher-reported, meaning your protocols will decide which teacher (e.g., classroom, guidance counselor) is most appropriate in your State context. In addition, each State will define engagement in learning.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-5.	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
For how many of these students do you have outcome data to report?	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]	[enter # who have outcome data]
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	[enter # who demonstrated improvement]	[enter # who demonstrated improvement]	[enter # who demonstrated improvement]	[enter # who demonstrated improvement]	[enter # who demonstrated improvement]	[enter # who demonstrated improvement]

Technical Assistance

Webinars and training sessions will be scheduled on an ongoing basis to provide support on implementation of the new GPRA. Scheduled sessions, topics, and instructions to RSVP are distributed via the 21st CCLC listserv.

Support

This guide is final and reflects the decisions made by the US Department of Education.

Please email the 21APR Help Desk at 21apr@thetactilegroup.com with any questions!

FAQs

Find answers here to some of the most frequently asked questions about 21APR and the New GPRA.

General New GPRA

Question	What is changing under the New GPRA?
Answer	There are five (5) new GPRA measures for the 21st CCLC program. Every State will report on every GPRA for all students under the new measures. The outcome data will be reported for students in the summer and the school year, twice per year. Participation will be reported in hours instead of days.

Question	When will the New GPRA be implemented?

Answer	The collection window for the New GPRA began with 2021 summer programming and continues with the 2021-2022 school year. Collection and reporting requirements by time period for the New GPRA are as follows:
	• **Summer 2021:**
	  ○ Collection: If you have summer programming, collect New GPRA data
	  ○ Data Entry/Reporting: Old GPRA (from 2020-2021 school year)
	• **Fall 2021:**
	  ○ Collection: New GPRA
	  ○ Data Entry/Reporting: Old GPRA (from 2020-2021 school year)
	• **Spring 2022:**
	  ○ Collection: New GPRA
	  ○ Data Entry/Reporting: When 21APR opens, you will begin reporting your New GPRA data for the first time.
	
	For the complete GPRA timeline in a table format, please refer to p. 5 of this implementation guide.

Question	What are 'Big P' and 'small p'?
Answer	'Big P' and 'small p' are used as shorthand to distinguish between large- and small-scale policy decisions. 'Big P' refers to federal level policy decisions. This includes regulations, reporting requirements, and certain communications from ED. Per the Department, States do not have the discretion to make decisions on "Big P" policies, which are communicated to States via guidance documents and federal publications. State-level 'small p' refers to State-level policy decisions. Per the Department, States have the discretion to make decisions on 'small p' policies related to the New GPRA. States must document and make these decisions transparent. They must also communicate these decisions to the State's Grantees for the purpose of consistent reporting on APR data.

Question	What 'small p' decisions do States need to make under the New GPRA?
Answer	States must make 'small p' decisions around how improvement is measured and what standards are set for each New GPRA as outlined below: • For Outcomes, States must make a 'small p' decision on whether their programs need to enter summer data or not. • For GPRA #1: Academic Achievement/State Assessments, each State needs to define what *growth* in reading and language arts and mathematics on State assessments means. • For GPRA #2: Academic Achievement/GPA, each State needs to define what an *improved* GPA means. • For GPRA #3: School Day Attendance, each State needs to define what *improved* attendance rate means, e.g., how much of an improvement needs to be shown for it to be counted. • For GPRA #4: Behavior, each State needs to define what a *decrease* in in-school suspensions means. Part of a State's 'small p' will be to communicate that this metric requires reporting around a decrease. As a result, schools which do not use in-school suspension data will not report. The protocol for determining this needs to be established by each State. • For GPRA #5: Engagement in Learning, each State needs to define what *improvement* in teacher-reported engagement in learning means. For further 'small p' guidance on the New GPRA, please refer to pp. 13-17 of this implementation guide.

Question	What is a State's number one priority for summer 2021 data under the New GPRA?

Answer	Each State should prioritize determining and setting policy for the New GPRA participation changes from days to hours and make certain that participation data by hours are being collected for summer 2021 programming.

Question	**Will we still have the option to mark centers as inactive as appropriate under the New GPRA?**
Answer	Yes, the inactive setting will be available for States to indicate centers which are inactive for the summer and/or school year under the New GPRA.

New GPRA and Reporting

Question	**Will the New GPRA measures be reported in a specific term (i.e., spring)?**
Answer	The New GPRA are reported for students who attend in summer and for students who attend in the school year. Data will be entered into 21APR by module, not by term. There will be two data entry windows. Data entry window 1 will consist of entering data for the following modules: Activities, Staffing, and Participation. Data entry window 2 will consist of entering data for the following module: Outcomes. For further information, please refer to pp. 3-4 of this implementation guide.

Question	**Will summer be reported separately from the school year?**
Answer	The State must determine whether its summer programming is an extension of the school year or a distinct program. If the State determines that its summer programming is a distinct program outside of the regular school year (not extended) then summer and school year will be reported on separately.

Question	**What guidance do you have for States on whether a program needs to report data for school year only, school year and summer, or all year?**
Answer	It is a 'small p' policy for States to determine whether a program reports for school year only, school year and summer, or all year. Such determinations should be based on the following guidance: • If programming is only offered in the school year, then reporting is only required for the school year. • If programming is offered in school year and at some or all centers in summer, with summer having, for example, distinct programming, serving relatively different students, having a separate competition, and/or having other characteristics of being

	a distinct program, then reporting is required for school year and summer. (Note: there can still be duplication in students.) • If programming is offered in school year and summer for largely the same students, using the same curriculum and/or methodology, and not having other characteristics of a separate program, then the State would only report for the school year based on their total year-round attendance and would indicate "all year programming" when prompted. This last category is mainly for States which require summer programming as part of every funded program.

Question	How many times will States need to report data?
Answer	How often your State must report data depends on the type of 21st CCLC programming your State offers: school year only, school year and summer, or all year. • For school year only programming, data needs to be reported for the school year. • For school year and summer, data needs to be reported for summer and the school year. • For all year programming, data needs to be reported for the school year based on total year-round attendance. For further reporting guidance, please refer to pp. 3-4 of this implementation guide.

Question	Why is summer collected first? (For example, 21APR collects data on summer for school year 2019-2020 and then fall and spring of school year 2020-2021.)
Answer	The grant cycle (and new school year) for the 21st CCLC program starts on July 1st, therefore summer is collected first.

New GPRA and Participation

Question	Under the New GPRA, are we reporting participation in days or hours?
Answer	The New GPRA will report participation in hour bands per grade levels.

Question	Why is participation being counted in hours not days under the New GPRA?
Answer	A more accurate understanding of who participates in 21st CCLC programming is acquired when participation is reported in hour bands instead of days. Participation by hour bands helps capture a broader range of student participation and ensures that different types of programs are included.

Question	What is the rule about half-hour increments for participation?
Answer	There is no federal rule on the definition of time. It is a ‘small p’ State-level decision to define the increments of time in alignment with the federal requirements for reporting on student participation.

Question	Who determines the number of hours that makes a student a regular attendee?
Answer	Under the New GPRA, all students will be reported, and no distinctions will be made between “regular” and “not regular” students.

Question	What should a State consider when drafting the ‘small p’ for reporting on participation under the New GPRA?
Answer	1. Decide on the minimum increments of time that will count as an hour. 2. If cross walking from days to hours, decide what increment of hours will count as a day. 3. Decide on the minimum number of hours (below 15) a participant must attend to be reported for 21APR in the State. Remember that the spirit of the GPRA is to report on all students regardless of their dosage of participation.

New GPRA #5 - Engagement in Learning

Question	What is the definition of "teacher" when collecting/reporting data on an improvement in teacher-reported engagement in learning?
Answer	The definition of “teacher” is a ‘small p’ State-level decision with intention. The intention is a licensed teacher who represents teaching in your State, but there may be exceptions based on your State context and the need to define “teacher” differently. For example, some States with large home-schooling populations may define a home-schooling parent as the "teacher." It is important to note that for GPRA #5, student engagement in learning is only reported for students in grades 1-5 participating in 21st CCLC programming. Therefore, the classroom teacher will most likely be the best person to report on an elementary aged student.

Question	Is the teacher survey required? Will there be a standard survey to use or is it up to States to design one?
Answer	The use of a teacher survey for reporting outcomes is a ‘small p’ decision determined by the State. The U.S. Department of Education does not provide a standard survey for States to utilize. If a State chooses to use a teacher survey, they will need to develop the criteria for the survey that best fits the needs and reporting of outcomes for their State.

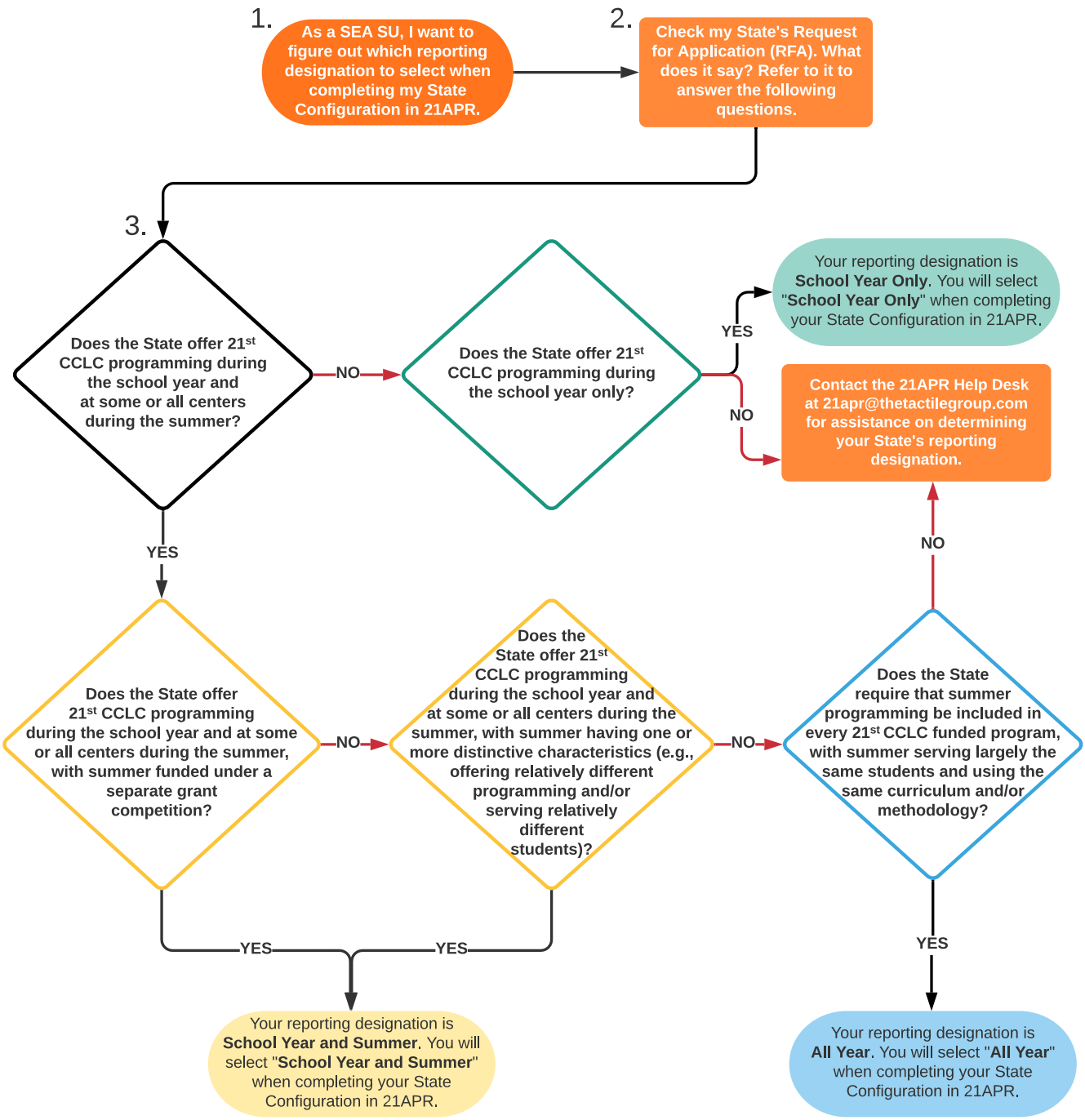
Question	Do the teacher-reported outcomes have to be reported by a school day teacher?
Answer	Generally, it is best practice for this data to be reported by the student's school day teacher to obtain adequate feedback on the student's academic progress and engagement in programs. However, there may be circumstances when it is more appropriate for the data to be reported by the student's direct instructor during the program, e.g., a qualified instructor teaching during the summer in the absence of a licensed school day teacher.

Question	How is "engagement" defined?
Answer	The definition of “engagement” is a ‘small p’ State-level decision. It may be helpful to consider the characteristics of student engagement when determining a definition. The characteristics of engagement can be described as the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they must learn and progress in their education.

Appendix A: Reporting Designation Decision Tree

This flow chart is intended to assist State Coordinators in their 'small p' thinking around determining their State's reporting designation. It is not definitive and determining this designation may require further evaluation. If you need assistance, please contact the 21APR Help Desk at 21apr@thetactilegroup.com.

What is My State's Reporting Designation?



Appendix B: Activity Categories Crosswalk

This useable crosswalk is an example of how a State might determine 'small p' around the new Activity categories based on ESSA.

Old GPRA Activity Category (Based on NCLB)	New GPRA Activity Category (Based on ESSA)	
Arts & Music	→	**Well-rounded Education Activities**
	State identifies ('small p') center activities for new categorical alignment here →	
College and Career Readiness	→	**Career Competencies and Career Readiness**
	State identifies ('small p') center activities for new categorical alignment here →	
Community / Service Learning	→	**Well-rounded Education Activities**
	State identifies ('small p') center activities for new categorical alignment here →	
Counseling Programs	→	**Drug and Violence Prevention and Counseling**
	State identifies ('small p') center activities for new categorical alignment here →	
Drug Prevention	→	**Drug and Violence Prevention and Counseling**
	State identifies ('small p') center activities for new categorical alignment here →	

English Language Learners Support	→	**Activities for English Learners**
	State identifies ('small p') center activities for new categorical alignment here →	
Entrepreneurship	→	**Well-rounded Education Activities**
	State identifies ('small p') center activities for new categorical alignment here →	
Homework Help	→	**Academic Enrichment**
	State identifies ('small p') center Activities for new categorical alignment here →	
Literacy	→	**Literacy Education**
	State identifies ('small p') center Activities for new categorical alignment here →	
Mentoring	→	**Academic Enrichment**
	State identifies ('small p') center Activities for new categorical alignment here →	
Physical Activity	→	**Healthy and Active Lifestyle**
	State identifies ('small p') center Activities for new categorical alignment here →	
STEM	→	**Science, Technology, Engineering, and Mathematics**

	State identifies ('small p') center activities for new categorical alignment here →	
Truancy Prevention	→	**Assistance to Students who have been Truant, Suspended, or Expelled**
	State identifies ('small p') center activities for new categorical alignment here →	
Tutoring	→	**Academic Enrichment**
	State identifies ('small p') center activities for new categorical alignment here →	
Violence Prevention	→	**Drug and Violence Prevention and Counseling**
	State identifies ('small p') center activities for new categorical alignment here →	
Youth Leadership	→	**Well-rounded Education Activities**
	State identifies ('small p') center activities for new categorical alignment here →	
	State identifies ('small p') center activities for new categorical alignment here →	**Cultural Programs**
	State identifies ('small p') center activities for new categorical alignment here →	**Expanded Library Service Hours**

	State identifies ('small p') center activities for new categorical alignment here →	**Parenting Skills and Family Literacy**
	State identifies ('small p') center activities for new categorical alignment here →	**Services for Individuals with Disabilities**
	State identifies ('small p') center Activities for new categorical alignment here →	**Telecommunications and Technology Education**