



Pennsylvania Nita M. Lowey
21st Century Community
Learning Centers Program

Spring 2022

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

Contents

Local Evaluator Requirement	1
Overall Changes to and Clarifications for Evaluation and Reporting.....	2
Updated GPRA Measures.....	3
GPRA Measure 1 – Academic Achievement, State Assessments	3
GPRA Measure 2 – Grade Point Average	4
GPRA Measure 3 – School Day Attendance.....	6
GPRA Measure 4 – Behavior	6
GPRA Measure 5 – Student Engagement in Learning.....	7
21APR Reporting	8
Credit/Course Recovery.....	11
Report Card Grades.....	11
Operations and Implementation Reporting	11
Center Operations	11
Feeder Schools	12
Program Attendance.....	12
Program Implementation	12
Student Data Reporting.....	12
Counting Students.....	12
Participation Worksheet.....	14
Student Data Spreadsheet	14
Nonpublic School Students.....	15
Student Data Transmission and Sharing	15
Reporting Timelines and Additional Details	16
Local Evaluation Report Checklist and Template	16
Data Element Collection Summary.....	17
Evaluation and Reporting Checkpoints	18
General:	19
State assessment data:	19
Attendance:	20
Quarterly Performance Reporting (QPR).....	20
Grantee Monitoring	20

Links to Forms and Tools	22
21 st CCLC Grantee Online Dashboard	22
Logging In	22
Change Your Password.....	23
Home	23
Grantee At-A-Glance	24
Contact Information	24
Participation Counts	25
Center Information.....	26
Partners/Agencies	28
Documents	29
Need Help with the Dashboard?.....	30
21 st CCLC Contacts	31
Glossary.....	32

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

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

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

The new GPRA measures took effect with Summer 2021 programs.

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

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

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

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

Local Evaluator Requirement

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

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

Grantees that are seeking a new local evaluator might consider talking with other similarly situated or located grantees to ask who they are using, what services and support the evaluator provides, and their satisfaction with that evaluator. Grantees can also consider evaluators that their organization has used in the past. Grantees can also seek out an evaluator using the [American Evaluation Association's Find an Evaluator tool](#).

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

Overall Changes to and Clarifications for Evaluation and Reporting

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

- In the event that grantees receive push-back from LEAs regarding the collection and reporting of PAsSecureIDs:
 - According to the [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.”
 - The sharing of PAsSecureIDs in appropriate and secure ways actually protects student confidentiality as it means that the more-sensitive data (names and the actual variables or outcomes) does not have to be transmitted (or at least reduces same).
 - Ensure that the grantee’s data sharing agreements contain the PAsSecureID 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.
 - Have the local evaluator – who should have appropriate data security measures in place – 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.
- Grantees will report outcomes measures for the grades relevant to each measure. Grade level reported and used is the student’s grade level for the school year being reported. Students outside the grade range for that indicator do not have to report for that measure.
- 21APR will no longer have three reporting terms effective with the new GPRA. Grantees will report on summer as a unit and school year as a unit.
- 21APR reporting is expected to be done by module. Activities, staffing, and participation are (anticipated) to be reported during summer and outcomes reporting will be done in the fall. Specific dates and timelines will be announced pending federal determinations.

Shared first are the GPRA measures and what this reporting is expected to look like. Other elements of reporting and accountability and related explanations follow. Remember, the new GPRA measures take effect with Summer 2021 programs and until further notice. New reporting protocols and forms will be shared for new GPRA reporting in 2022.

Updated GPRA Measures

GPRA Measure 1 – Academic Achievement, State Assessments

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

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

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

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

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

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

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

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

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

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

GPRA Measure 2 – Grade Point Average

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

What will data collection look like? Grantees will report prior year and current year grade point averages (GPA) via the annual student data submission 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 GPRA measure requires a different approach to data collection and also that middle school students may not have school-issued GPAs. However, federal guidance indicates that in cases where schools do not issue a GPA, the state must adopt a process to calculate one.

As such, the following reflects Pennsylvania's approach to this GPRA measure.

- **If a school issues a GPA for its students, grantees must use that GPA.**
- If a school does not issue a GPA, Pennsylvania is providing a GPA calculator. Students who have a school-issued GPA should not be included in the GPA calculator.
 - a. The calculator provides space for up to eight (8) courses per year for up to seven (7) years.
 - b. Grantees will be expected to include in their calculation the four core content areas, 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. In the event that a student has more than eight (8) courses in a given year where a grade is issued, the grantee can select four courses to use in the calculator, but preference must be given to full-year courses.
 - e. Grantees will need to use the last grading period grades for each year.
 - f. Grantees may need to request from schools a student's previous year final grading period grade for comparison. 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 d. applies. They should then consistently apply that rationale for all students.

The calculator will accommodate 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.

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.

GPRA Measure 3 – School Day Attendance

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

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

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

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

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

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.

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

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

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

Using the example data in the table above:

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

GPRA Measure 5 – Student Engagement in Learning

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

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

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

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

Grantees may collect the survey from teachers:

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

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

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

21APR Reporting

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

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

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

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

21APR is reported at the center level; each center's information must be reported separately.

Annual reporting includes four sections: Activities, Staffing, Participation, and Outcomes. Grantees will report on summer and school year terms separately.

21APR reporting in 2022 is expected to change. Instead of reporting on the four categories above for three program terms, grantees will complete summer and school year Activities, Staffing, and Participation in the summer following the conclusion of the school year and then grantees will enter Outcomes data in the fall. For example, Summer 2021 and School Year 2021-22 Activities, Staffing, and Participation will be completed in summer 2022 and Summer 2021 and School Year 2021-22 Outcomes will be entered in fall 2022.

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

Reporting on Activities in 21APR has changed in terms of how frequency, hours, and participation data are captured. Grantees will no longer report the frequency of activities, average hours per session, and average participation in 21APR. Instead, 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).

Reporting on Activities has also changed in terms of how activities are categorized. Grantees will collect the same Activities data that they always have for 21APR, but Activities will now be categorized differently to comply with the Every Student Succeeds Act (ESSA). The new categories are:

- 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

While grantees, ultimately decided under which categories their Activities fall, the following table provides a crosswalk between the old and new categories.

21st CCLC – Activities Reporting Crosswalk

NCLB Activity Categories (OLD)	ESSA Activity Categories (NEW)
STEM - Activity that contributes to the development of science, technology, engineering, or mathematics skills.	Science, Technology, Engineering, and Mathematics , including computer science
Literacy - Activity that contributes to the development and enjoyment of reading and writing skills.	Literacy Education
Tutoring - Activity that provides direct support for the core academic subjects.	Academic Enrichment
Homework Help - Activity that provides direct support in the completion of homework assigned during the school day.	Academic Enrichment

NCLB Activity Categories (OLD)	ESSA Activity Categories (NEW)
Mentoring – Activity that engages the student with a role model.	Academic Enrichment OR Well-rounded Education Activities , including credit recovery and attainment -
Community/Service Learning – Activity that engages the students in an activity that benefits the community outside the center.	Well-rounded Education Activities , including credit recovery and attainment
Arts & Music - Activity that engages students in the creation of art and music and develops the appreciation of art and music.	Well-rounded Education Activities , including credit recovery and attainment OR Cultural Programs
Physical Activity - Activity that engages students in a physical activity and develops the appreciation of health and nutrition.	Healthy and Active Lifestyle
Drug Prevention – Activity that provides information about alcohol or other drug use prevention.	Drug and Violence Prevention and Counseling
Counseling Programs - Activity that provides socio-emotional counseling services.	Drug and Violence Prevention and Counseling
Violence Prevention - Activity that promotes peaceful conflict resolution.	Drug and Violence Prevention and Counseling
Truancy Prevention - Activity that promotes school attendance.	Assistance to Students who have been Truant, Suspended, or Expelled
College & Career Readiness - Activity that prepares students to enroll and succeed in a credit bearing course at a postsecondary institution or a high quality certificate program with a career pathway to future advancement. [NOTE: If the activity’s primary goal is College and Career Readiness (e.g., “College 101”), select this option. If it is a secondary goal, instead select its primary activity.]	Career Competencies and Career Readiness
Entrepreneurship - Activity that contributes to the understanding of small business practices and business - ownership.	Career Competencies and Career Readiness
Youth Leadership - Activity that promotes the active engagement of leadership roles.	Career Competencies and Career Readiness
English Language Learners Support – This wasn’t included as a survey question option last year	Activities for English Learners

NCLB Activity Categories (OLD)	ESSA Activity Categories (NEW)
	Expanded Library Service Hours
	Parenting Skills and Family Literacy
	Services for Individuals with Disabilities
	Telecommunications and Technology Education

There have been no changes to reporting on Staffing in 21APR. As outlined previously in this guide, student attendance (under Participation) is now reported on in hours gradations by student grade level. All other participation categories – race/ethnicity, gender, and population specifics – have not had any changes in terms of 21APR reporting.

Credit/Course Recovery

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

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

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

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

Report Card Grades

For many years, Pennsylvania has collected report card grades as part of its outcomes data reporting. With the adoption of the new GPRA measures, Pennsylvania will no longer collect report card grades and instead will collect grade point averages as outlined in GPRA Measure 2. Grantees may still need to collect report card grades to calculate GPA, if applicable.

Operations and Implementation Reporting

Center Operations

For **Summer 2021/SY 2021-22**, grantees will report operations data at the center level within the Centers tab of the [21st CCLC online dashboard](#). Operations data reporting within this tab will be a combination of the operations information shared on the grantee's Site Location

Summary form and annual operations data as outlined in the bullet list above. Center operations reporting in the online system replaces the Operations Spreadsheet, which has been retired.

Feeder Schools

Grantees will indicate each center's feeder school information in the dashboard. Refer to page 29 of this guide for further information.

Program Attendance

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

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

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

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

Program Implementation

Grantees report annual implementation information in the PA 21st CCLC Implementation Survey. In the past, this survey was due in August each year. For 2021-22, the Implementation Survey will transition to the [21st CCLC online dashboard](#). The timeline will also change. Grantees will complete the Implementation Survey early in the calendar year and then review and finalize it at the end of the school year.

For 2021-22, the survey is expected to be live in the [21st CCLC online dashboard](#) in spring 2022. Grantees will complete the survey in early spring 2022 and then finalize it in June 2022.

Student Data Reporting

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

Counting Students

Any student who attends 21st Century programming 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 through multiple centers within the same grant/cohort, the student should be attached to and reported in whichever (one) center they attended the most.

Students participating in multiple cohorts: Generally, a student should be attached to only one grant/cohort in a given program year. However, there are four main scenarios under which a student might participate in more than one cohort and be counted in each. For example (Cohort numbers (e.g., "Cohort 9") are used for illustrative purposes only and may be any cohort number.):

1. A student moves from one school or district served by Grantee A/Cohort 9 to another school or district served by Grantee A/Cohort 10 and participates in both 21st CCLC programs at each school/district.
2. A student participates in a summer program under Cohort 9 and a school year program under Cohort 10 because of the grade level configurations of the summer/school year programs.¹
3. A grant ends mid-program year and a student from that ending grant/cohort is picked up and served in a different grant/cohort that agency operated for the remainder of the year.
4. A student participates in District A's grant and then moves residences and is picked up in District X's separate grant. In these cases, neither grantee may be aware that the student was served through another grant.

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

In cases where the two cohorts were operated by the same agency, a student's program attendance should be split by the days attending each respective program. However, the student's outcomes data (if applicable) should **ONLY** be reported in **ONE** grant/cohort, whichever one they attended the most.

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

¹ For the purposes of reporting, a student's grade level in the summer is supposed to be the student's grade level for the school year of that program year. For example, a student is in grade 2 for SY 2021-22 and is considered as promoted to the next grade based on 2021-22 school year end data. This same student would be considered grade 3 for both summer 2022 and SY 2022-23 for the purposes of 21st CCLC reporting.

should include in the applicable space the number of students who were known to be served in that program year by a grant/program operated by a different agency.

Participation Worksheet

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

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

Student Data Spreadsheet

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

All students should be included – as applicable by year – even if the grantee does not have all outcome data for them.

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

Student names – Grantees are encouraged to first enter their data into the student data file with student names to ensure accuracy in assembling data from different sources into this one file. It is the grantee's option to remove the names prior to submitting the student data file to the state evaluation team. If a grantee includes names, that is fine; however, some grantees prefer to send the data without names, which is also fine. We do not use the names for analysis purposes, nor do we include names in any reports. However, **if the grantee wants to send their data file without names:**

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

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

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

Nonpublic School Students

Special circumstances apply to nonpublic school students and their data reporting since their information will not be retrievable from PIMS and they will not have a PAsSecureID.

The following considerations and adjustments apply for nonpublic school students.

- Nonpublic school students will be reported on a separate tab of the Student Data Workbook.
- Nonpublic school students will not have state assessment data reported.
- 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.

Student Data Transmission and Sharing

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

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

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

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

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

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

Reporting Timelines and Additional Details

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

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

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

The Implementation Survey and operations data are reported in the dashboard.

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

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

Local Evaluation Report Checklist and Template

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

A grantee's local evaluation report is expected to be comprehensive for the reporting year. To support grantees in delivering a complete and comprehensive report, **PDE will require grantees to use a [local evaluation template](#) starting with the 2021-22 local evaluation report**. Grantees must include all prescribed elements in the [template](#), though the designated optional elements may be deleted if not applicable.

Local Evaluation Reports are EXPECTED to:

- Identify the local evaluator
- Cover the federal program reporting year of summer and the following school year (i.e., summer 2021 and school year 2021-22)
- Include an overview of the program and basic information:
 - Number of students served

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

Local Evaluation Reports MAY also:

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

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

Data Element Collection Summary

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

- Program operation data at the center level
 - Start and end dates of operation in each of summer and school year
 - # days per week operated in each of summer and school year
 - Typical # of hours per week operated in each of summer and school year
 - Operation methods: in person, hybrid, virtual
- Implementation information [Implementation Survey] – refer to the [Question Guide](#) for content
- Student data reporting [All students 2021-22 and beyond]
 - Participation counts and timing
 - All data elements for nonpublic school students
 - PAsureID for all public school students served by the program
 - Grade level

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

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

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

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

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

Evaluation and Reporting Checkpoints

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

General:

- Federal reporting (21APR), PA Grantee Implementation Survey, Operations 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.
- All students should appear on the student data spreadsheet submission, even if there are no outcomes data for them.
- Be certain to enter the correct results in the correct columns. Invalid values may result in data being returned for correction or exclusion from analysis.

State assessment data:

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

Attendance:

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

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

The grantee is responsible for the accuracy of its submissions.

Quarterly Performance Reporting (QPR)

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

As of 2021, the QPR has been retired and replaced with participation count and center operations reporting in the 21st CCLC Dashboard.

Grantee Monitoring

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

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

Grantees should not wait until they are notified for monitoring before preparing.

Grantees should be collecting and maintaining their documentation and evidence for compliance throughout the life of the grant and keeping it organized such that monitoring preparation time is minimized. Grantee trainings are provided regularly that cover the monitoring process and preparation. [[Access the most recent training here.](#)] Also, grantee technical assistance providers will provide grantees with support and a documentation file structure to organize evidence.

Upon notification of monitoring, grantees will receive and be expected to complete a [monitoring itinerary](#) and [self-assessment form](#) and provide these to the state evaluator and the assigned monitor at least one week prior to the monitoring. [NOTE: These forms may be updated annually but do not typically change dramatically from year to year.] Grantees will also receive

instructions about providing copies of their monitoring evidence and [a folder structure](#) to organize that evidence. Typically, documentation is uploaded to a designated Google Drive, but grantees may request to use OneDrive or Dropbox if such methods are more efficient for them.

In addition to reviewing documentation and talking with program leaders, the monitoring process will include interviews with students, parents, teachers/program staff, leadership of schools/districts served, and community partners. Grantees will need to recruit such stakeholders to participate in this process. Grantee program staff may not be present for the school leader interview portion. Monitors will also need to observe live programming, either in person or virtually, depending on the monitoring implementation determined at the state level.

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

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

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 it is clear that the grantee is currently meeting the expectation and also that it has been doing so for much of the life of the grant. In some cases, once 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 a 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)
- Open house events and family involvement
- Involvement of daytime teachers
- Program attendance policies
- 21st Century branding and messaging

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 monitoring on noncompliant items, partial monitoring to check on areas of concern or grantees with risk factors, or full monitorings as needed.

Links to Forms and Tools

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

- [PA 21st Century Grantee Reporting Summary 2021-22](#)
- [21APR](#)
- [PA 21st CCLC Online Dashboard](#)
- [Daily Attendance Tracking Tool](#)
- [Average Daily Attendance Calculator](#)
- [Student Data Workbook](#)
- [GPA Calculator](#)
- [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](#)
- [Parent Data Permission Form Template](#)
- [Parent Survey Template](#)

21st CCLC Grantee Online Dashboard

In 2021 the state evaluation team launched the 21st CCLC Dashboard, which collects and shares information about contact information, program participation, center operations, feeder schools, and reporting status. The dashboard is available at:

<https://egd.aiu3.net/CCLC/default.aspx>

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

Logging In

Each grant's primary contact has an account in the online system. If an individual is a primary contact on multiple grants (per the most recent Contact Information Form), that individual has access to all grants for which they are the primary contact. Primary contacts may choose to

share their login credentials with others at their discretion. Primary contacts are responsible for the activity of those with whom they share login credentials.

Users only have access to their own grants.

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

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

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

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

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

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

Change Your Password

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

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

Home

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

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

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

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

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

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

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

Grantee At-A-Glance

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

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

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

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

Contact Information

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

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

To enter or update contact information:

1. Choose the appropriate grantee from the drop-down list on the HOME tab. [Users that have only one grant will only have one grant listed.]
2. Click on the CONTACT INFORMATION tab.
3. **IMPORTANT:** The Contact Information tab defaults to view-only mode to prevent accidental changes. **Click the blue EDIT THIS INFO button at the bottom left of the screen to make changes.**
4. Enter your grant's contact information.
5. The first time you enter the system, primary and secondary contact names and email addresses are prepopulated.
6. Grantees can edit all fields on the CONTACT INFORMATION tab EXCEPT primary contact email address. If you change primary contacts and thus, need to change the

primary contact email, you must contact Leslie McConnell to have this change made, as additional user maintenance tasks need to be completed.

7. Complete all fields of the Contact Information tab EXCEPT the last three fields at the bottom for last update. These three fields will automatically populate after entering the data the first time.
8. **IMPORTANT: You must click the ADD/UPDATE THIS RECORD to save your changes.**
9. To cancel and not save any changes, click the Cancel button in the bottom right corner.
10. Return to the Home tab to update additional grantees using the same steps.

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

Participation Counts

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

1. If needed, choose a grantee from the blue box on the Home tab.
2. Choose the Participation Counts tab. Read the directions.
3. Choose the program year for which you want to enter/view participation counts. Click the 'Select project year' button.
4. In the gray box fields, your grant's total unique count, summer unique count, and school year unique count are populated from your grant documents. These are read-only fields; you cannot change them. If you believe they are wrong, please contact Falon.Weidman@aiu3.net
5. For summer as a whole and each school year month, enter the unique count of students served during that period/month, any number of days. A unique count is where each individual child is counted only once, regardless of the number of days they participated.
6. For summer as a whole and each school year month, enter the average daily attendance for that period/month. To obtain Average Daily Attendance:
 - a. List all dates the program was in operation for that month.
 - b. Next to each date, list the total number of students your program served on that date.
 - c. Add together the total students served by date.
 - d. Count the number of days that 21st CCLC online programming occurred.
 - e. Divide the SUM of the students served column by the total number of days column.
 - f. If you do not have a method or tool to calculate your program's average daily attendance, you may use this [Average Daily Attendance Calculator](#). (Press CTRL button and click link to access the tool.) If the grantee uses the AIU's [Daily Attendance Tool](#), average daily attendance is calculated automatically for you on the summary tab.
7. Enter all counts through the end of the program year.
8. Counts must be entered by the 10th of the month for the preceding month (i.e., Feb. 10th deadline for January figures). This is the same date your monthly expenditure reports are due.

Center Information

This module is designed to replace the Center-School-District tab of the QPR and the Operations Spreadsheet.

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

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

The following graphics show the Center operations input screen.

Program Sites (Centers) with Districts and Feeder Schools Served (Whether traditional or alternative operations)

If serving a nonpublic or charter school, leave district field blank and enter school name in the School Building column. A school district served must be listed for each center, even if the same one is listed for multiple/all centers, EXCEPT in cases of charter or nonpublic schools. Please indicate whether the center operates during the summer, school year, or both. Unless program centers serve identical districts and feeder schools, summer centers should be listed below with appropriate data and summer operation checked. If space permits, please leave a blank row in between centers. Reminder: If students remain in their school day building for the afterschool program, that building is both a Program Site and a Feeder School. Each school from which students attend during the day should be listed as a feeder school, even if the students remain in the same building.

Center Name (Program Site) **should include the name of the facility or school** where the program occurs.

Center Name (Program Site)	Operates School Year	Operates Summer
<input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Comments: <input type="text"/>	Program Year: <input type="text" value="2020-2021"/>	Inactive <input type="checkbox"/>

Enter here your 21st CCLC PROGRAM's operations at this center. Round time to the nearest 15 minutes. This information should reflect the program year shown in the program year drop-down above. The program year is the summer and the following school year, for example, Summer 2020 and School year 2020-21 is a single program year, even though it crosses multiple fiscal/contract years.

K-12 School Year Weekly Hours of Operation School day begins School day dismisses

Center's first day of summer operations	Center's last day of summer operations	Center's first day of school year operations	Center's last day of school year operations
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Center's primary mode of operation for this program year. We recognize that some centers may have operated using different modes as things changed. We are asking you to indicate the one most prevalent operations method for the year.

If this center operated BOTH in-person and virtual programming, please describe how these approaches were different.	Additional grantee comments/explanation on operations (optional)
<input type="text"/>	<input type="text"/>

	Before School			After School			Daily Total #Hours
	Start Time	End Time	#Hours	Start Time	End Time	#Hours	
Monday	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Tuesday	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Wednesday	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Thursday	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Friday	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Saturday	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Sunday	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="00:00 AM"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Week							<input type="text" value="0"/>

PreK-12 Summer Weekly Hours of Operation				PreK Hours of Operation (Before/During/After School)			
	Start Time	End Time	Total #Hours		Start Time	End Time	Total #Hours
Monday	00:00 AM ▼	00:00 AM ▼	0	Monday	00:00 AM ▼	00:00 AM ▼	0
Tuesday	00:00 AM ▼	00:00 AM ▼	0	Tuesday	00:00 AM ▼	00:00 AM ▼	0
Wednesday	00:00 AM ▼	00:00 AM ▼	0	Wednesday	00:00 AM ▼	00:00 AM ▼	0
Thursday	00:00 AM ▼	00:00 AM ▼	0	Thursday	00:00 AM ▼	00:00 AM ▼	0
Friday	00:00 AM ▼	00:00 AM ▼	0	Friday	00:00 AM ▼	00:00 AM ▼	0
Saturday	00:00 AM ▼	00:00 AM ▼	0	Saturday	00:00 AM ▼	00:00 AM ▼	0
Sunday	00:00 AM ▼	00:00 AM ▼	0	Sunday	00:00 AM ▼	00:00 AM ▼	0
Total Week			0	Total Week			0

[Add Buildings to this Center](#)

Below are the District/Buildings serviced by this Center

Select	LEA	Building	AUN	School#	Grades
Delete the Above Selected District/Building					
Cancel Entry			Save the above Buildings/Hours		

Partners/Agencies

New for 2022! A tab has been added to the online system for grantees to list their partners. Grantees are expected to populate (and update as needed) their list of partners and their contributions. This tab of the system may be used for monitoring documentation and to respond to PDE requests.

Any agency that provides goods and services to your 21st Century grant – whether in-kind, donations, or paid services (vendors/contractors) – should be listed here.

After logging into the system, click More from the top navigation and then select Partners/Agencies.

1. Click the Add New Partner button.
2. Enter the partner agency name in the Contribution Source/Agency/Partner field.
3. Indicate the type of contribution source from in the Provides list.
4. Describe the contribution type and/or role in the description text box.
5. Indicate the partner's start, end, and PDE approval dates. End dates may be in the future and may reflect the end dates of services or the end date of the agreement between your program and the partner.
6. Be sure to **click the SAVE button** in the bottom right corner to save your entries.
7. Add additional partners as needed by repeating these steps. You may also export your list of partners by using the Export Partner List button on the main Partners/Agencies screen.
8. From the partners list, you may also edit partners by clicking the red pencil icon that appears to the left of each partner name.

The following graphic shows the entry screen for partners.

Grantee Partnerships and Subcontractors

Report additional funding sources, what they provide (in-kind services, goods and materials, donation, other) below.

Contribution Source/ Agency/ Partner	Provides:	Describe what you receive from this source/ partner
<input type="text"/>	<input type="checkbox"/> Funding, Goods and materials (donation) <input type="checkbox"/> In-kind services (no charge) <input type="checkbox"/> Contracted services (paid services) <input type="checkbox"/> Other	<input type="text"/>
Start Date <input type="text" value="mm/dd/yyyy"/>	End Date <input type="text" value="mm/dd/yyyy"/>	PDE Approval Date <input type="text" value="mm/dd/yyyy"/>

Documents

New for 2022! A tab has been added to the online system for grantees to preserve historical documents. Grantees might use this section of the Dashboard to upload things like sustainability plans, local evaluation reports, emergency readiness plans, and so on. PDE may choose to have grantees upload certain documents here to fulfill requirements. This tab of the system may also be used for assembling monitoring documentation and to respond to PDE requests.

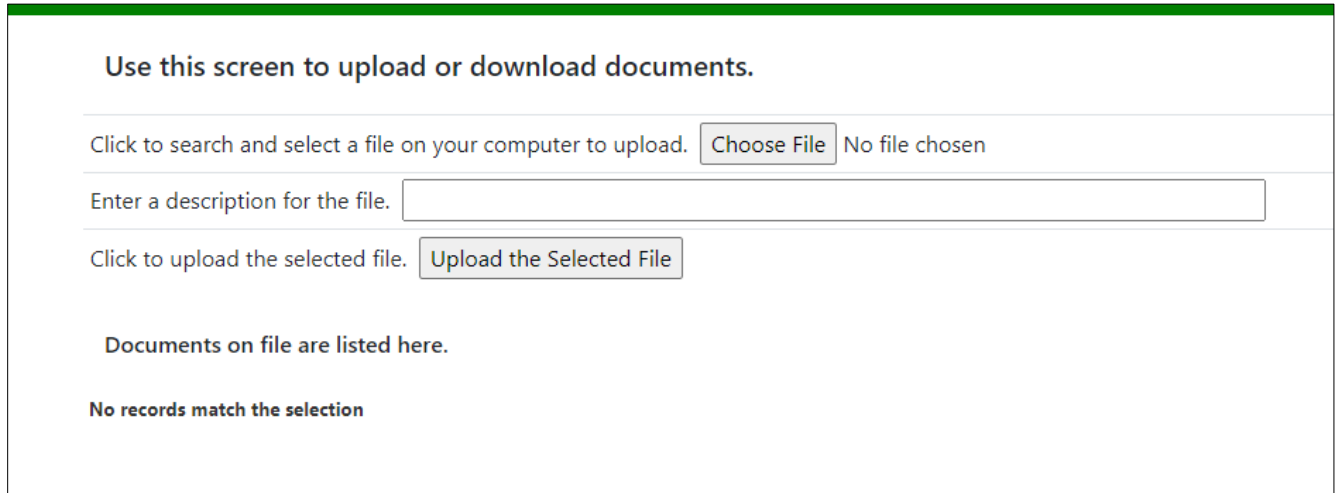
As this information is attached to the grantee, any future users assigned to an individual grant will have access to these documents, providing continuity of information and resources.

After logging into the system, click More from the top navigation and then select Documents. Any already-uploaded documents will be listed on the screen. The grantee may also upload additional documents.

Before uploading documents, we recommend naming your file in such a way that it is clear what the document is.

1. Click the Choose File button.
2. Using the File Navigator window, find the file that you want to upload. Select the file and click the Open button.
3. Enter a description or name that reflects what the file is.
4. Click the Upload the Selected File button.
5. The file will then show in your list of documents.

The following graphic shows the entry screen for documents.



Use this screen to upload or download documents.

Click to search and select a file on your computer to upload. No file chosen

Enter a description for the file.

Click to upload the selected file.

Documents on file are listed here.

No records match the selection

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.

21st CCLC Contacts

Pennsylvania Department of Education

Individual	Role	Phone	Email
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
Rebecca Wallace	Program Officer	717-265-8964	rewallace@pa.gov
Alex Pankratz	Management Technician	717-787-1890	alpankratz@pa.gov
Maribel Martinez	Fiscal Management Specialist	717-772-2429	marmartine@pa.gov

Center for Schools and Communities – Technical Assistance Team

Individual	Role	Phone	Email
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

Allegheny Intermediate Unit – State Evaluation Team

Individual	Role	Phone	Email
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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Remote learning/programming – “Remote” is a term generally used to describe any programming that does not happen at the program’s physical locations/facilities. Remote learning is a broader scope of implementation that might include hard copy, packet-based

programming, phone-based programming, computer-based (virtual) programming, or other instruction that occurs between a student and instructor where the student and instructor are not in the physical presence of each other.

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

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

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