



# **21APR New GPRA**

## Iterative Implementation Guide

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v. 1.4  
10/07/2021

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



Introduction .....	1
The New GPRA.....	2
<b>New GPRA Implementation Timeline</b> .....	3
<b>New GPRA Entry Schedule</b> .....	4
Enter Data for Summer and for School Year ✨ .....	4
<b>What Is Staying the Same and What Is Changing</b> .....	5
Data Elements.....	6
<b>Activities</b> ✨ .....	6
<b>Staffing</b> .....	8
<b>Participation</b> .....	9
Grade Level and Student Attendance ✨ .....	9
Race/Ethnicity .....	10
Sex .....	11
Population Specifics .....	12
<b>Outcomes</b> ✨ .....	12
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 ✨ .....	16
Technical Assistance .....	17
Support.....	17
FAQs.....	17
Appendix A: Adaptable Crosswalk Aligning Old and New GPRA Activity Categories. ....	23

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

# Introduction

The Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC) program, like most programs funded through Congressional appropriations, is subject to the Government Performance and Results Act (GPRA). This Act dictates that metrics, referred to commonly as GPRA measures or “The GPRA” serve as program outcomes for the purpose of completing the required annual performance report (APR) submitted to Congress. In 2020, The Department of Education approved a set of five new GPRA measures for the 21<sup>st</sup> CCLC program. This implementation guide provides guidance to State Education Agencies in the 21<sup>st</sup> 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	Time Period	Grade Levels	Performance Measured/ Data Type
<p>1. Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.</p> <p>Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.</p>	<p>School Year Summer</p>	<p>4-8</p>	<p>State Assessment, Reading and Language Arts</p> <p>State Assessment, Mathematics</p>
<p>2. Percentage of students in grades 7-8 and 10-12 attending 21<sup>st</sup> CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.</p>	<p>School Year Summer</p>	<p>7-8 10-12</p>	<p>GPA</p>
<p>3. Percentage of students in grades 1-12 participating in 21<sup>st</sup> 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.</p>	<p>School Year</p>	<p>1-12</p>	<p>Attendance</p>
<p>4. Percentage of students in grades 1-12 attending 21<sup>st</sup> CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.</p>	<p>School Year Summer</p>	<p>1-12</p>	<p>In-school Suspension</p>
<p>5. Percentage of students in grades 1–5 participating in 21<sup>st</sup> CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.</p>	<p>School Year Summer</p>	<p>1-5</p>	<p>Engagement in Learning</p>

# New GPRA Implementation Timeline

Note: This image is provided here for quick reference. A high-resolution download of this image can be found at <https://21apr.ed.gov/downloads>.

**21APR Old and New GPRA Calendar**

## School Year 2020 - 2021

Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021
<b>ENTER OLD GPRA</b>					
You should enter into 21APR to report on <u>OLD GPRA</u> for school year 2020-2021.					
<b>COLLECT OLD GPRA</b>			<b>COLLECT NEW GPRA</b>		
You should collect data on <u>OLD GPRA</u> for school year 2020-2021.			You should collect data on <u>NEW GPRA</u> for summer and school year 2021-2022.		

*Months shown are for illustration; actual start/end dates of Spring 2021 and Summer 2021 are determined by each State.*

## School Year 2021 - 2022

Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022
<b>ENTER OLD GPRA</b>				[Hatched Area]					<b>ENTER NEW GPRA</b>		
You should enter into 21APR to finalize reporting on <u>OLD GPRA</u> for school year 2020-2021.									You should enter into 21APR on <u>NEW GPRA</u> for summer and school year 2021-2022.		
<b>COLLECT NEW GPRA</b>											
You should collect data on <u>NEW GPRA</u> for summer and school year 2021-2022.											

## School Year 2022 - 2023

Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	Jul 2023	Aug 2023
<b>ENTER NEW GPRA</b>				[Hatched Area]					<b>ENTER NEW GPRA</b>		
You should enter into 21APR on <u>NEW GPRA</u> for summer and school year 2021-2022.									You should enter into 21APR on <u>NEW GPRA</u> for summer and school year 2022-2023.		
<b>COLLECT NEW GPRA</b>											
You should collect data on <u>NEW GPRA</u> for summer and school year 2022-2023.											

# New GPRA Entry Schedule

Data entry of the new GPRA will begin in Summer 2022 for the data collected during the school year 2021-2022. The following DRAFT schedule is meant as a guide to understanding implementation.

Section	Enter Data for	When the Window to Enter Data Closes*
SEA Set-Up: State Settings Grantee Profiles Center Details	Grantees and centers funded for the 2021- 2022 performance period  <i>Note: Grantee Profiles and Center Details can be entered at any time; this window is designed to give SEAs a head start before other users enter data.</i>	By EARLY SUMMER 2022 (SEAs Only)
Activities Staffing Participation	Centers funded during Summer 2021 AND ✨ Centers funded during School Year 2021-2022	By MID-SUMMER 2022
Outcomes Certification	Centers funded during Summer 2021 AND ✨ Centers funded during School Year 2021-2022	By END OF CALENDAR YEAR 2022

\*It is anticipated that exact collection dates will be announced in late winter/early spring 2022.

## Enter Data for Summer and for School Year ✨

Data for the summer and the school year should be entered at the same time. For example, during the window for Activities, Staffing, and Participation, you will enter once for summer and once for the school year for each GPRA. Then during the window for Outcomes, you will enter once for summer and once for the school year for each GPRA. You may have duplicative data for summer and school year (i.e., a student may participate in both), and that is okay.

Each State, based on the basic guidance outlined below, will need to determine whether it will report for school year only, school year and summer, or all year. If programming is only offered in the school year, reporting is only required for the school year. If programming is offered in school year and summer, with summer having, for example, distinct programming, serving 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 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 programming” when prompted. This last category is mainly for States which require summer programming as part of every funded program.

**REMEMBER! During this transition to collecting data on the new GPRA starting in summer 2021:**

- All States will report on all new GPRA for all cohorts providing programs during the 2021-2022 summer term and school academic year, as well as going forward.
- Cohorts that conclude in the Spring of the 2020-2021 academic year will not move to the new GPRA unless they receive a new grant award from the SEA for the 2021-2022 academic year.
- Cohorts that conclude in September 2021 will enter new GPRA in Summer 2021 regardless of their grant ending.

## 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 ✨
<b>Activities</b>	N/A	<ul style="list-style-type: none"> <li>• Categorization of Activities ✨</li> <li>• Total Hours of Activity being offered by term – replacing previous frequency of activities, average hours per session and average participation data points. ✨</li> </ul>
<b>Staffing</b>	All	N/A
<b>Participation</b>	<ul style="list-style-type: none"> <li>• Total number of participants by grade level</li> <li>• Race/Ethnicity</li> <li>• Sex</li> <li>• Population Specifics</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attendance - replacing Days with Hours ✨</li> <li>• Entered in hours by grade level ✨</li> </ul>
<b>Outcomes</b>	N/A	<ul style="list-style-type: none"> <li>• New GPRA ✨</li> <li>• All States will enter on all GPRA ✨</li> <li>• Outcomes are entered on all students who participate in 21<sup>st</sup> CCLC ✨</li> </ul>

# 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 each activity offered at the center along with how many **total hours** each activity was offered for that term, and whether this activity is also College and Career Readiness.

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)?	Is this Activity also College and Career Readiness? • Yes or No
<b>Academic Enrichment</b>			
<b>Well-rounded Education Activities</b> , including credit recovery or attainment			
<b>Literacy Education</b>			
<b>Healthy and Active Lifestyle</b>			
<b>Services for Individuals with Disabilities</b>			
<b>Activities for English Learners</b>			
<b>Cultural Programs</b>			
<b>Telecommunications and Technology Education</b>			

<b>Expanded Library Service Hours</b>			
<b>Parenting Skills and Family Literacy</b>			
<b>Assistance to Students who have been Truant, Suspended, or Expelled</b>			
<b>Drug and Violence Prevention and Counseling</b>			
<b>Science, Technology, Engineering, and Mathematics, including computer science</b>			
<b>Career Competencies and Career Readiness</b>			

**‘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 and 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 A of this implementation guide.

<b>Old GPRA Activity Category (based on NCLB)</b>	<b>New GPRA Activity Category (based on ESSA)</b>
<b>STEM</b>	<b>Science, Technology, Engineering, and Mathematics</b>
<b>Literacy</b>	<b>Literacy Education</b>
<b>Tutoring</b>	<b>Academic Enrichment</b>
<b>Homework Help</b>	<b>Academic Enrichment</b>
<b>English Language Learners Support</b>	<b>Activities for English Learners</b>
<b>Entrepreneurship</b>	<b>Well-rounded Education Activities</b>

<b>Arts &amp; Music</b>	<b>Well-rounded Education Activities</b>
<b>Physical Activity</b>	<b>Healthy and Active Lifestyle</b>
<b>Community / Service Learning</b>	<b>Well-rounded Education Activities</b>
<b>Mentoring</b>	<b>Academic Enrichment</b>
<b>Drug Prevention</b>	<b>Drug and Violence Prevention and Counseling</b>
<b>Counseling Programs</b>	<b>Drug and Violence Prevention and Counseling</b>
<b>Violence Prevention</b>	<b>Drug and Violence Prevention and Counseling</b>
<b>Truancy Prevention</b>	<b>Assistance to Students who have been Truant, Suspended, or Expelled</b>
<b>Youth Leadership</b>	<b>Well-rounded Education Activities</b>
<b>College &amp; Career Readiness</b>	<b>Career Competencies and Career Readiness</b>
	<b>Services for Individuals with Disabilities</b>
	<b>Telecommunications and Technology Education</b>
	<b>Expanded Library Service Hours</b>
	<b>Parenting Skills and Family Literacy</b>
	<b>Cultural Programs</b>

## 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 21<sup>st</sup> 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 just completed 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 21<sup>st</sup> 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						

<b>5th Grade</b>						
<b>6th Grade</b>						
<b>7th Grade</b>						
<b>8th Grade</b>						
<b>9th Grade</b>						
<b>10th Grade</b>						
<b>11th Grade</b>						
<b>12th Grade</b>						

**‘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.

<b>Hours</b>	<b>Justification for Collection</b>	<b>Equivalent Days</b>
<b>Less than 15</b>	Will help capture short, intensive programs like credit recovery	< 5
<b>15-44</b>	Captures students who under previous GPRA were “not regular students”	5 - 14
<b>45-89</b>	Captures range of regular students towards research-based dosage band	15 - 29
<b>90-179</b>	Captures range of students at and above research-based dosage band	30 - 59
<b>180-269</b>	Captures students who attend beyond research-based dosage band	60 - 79
<b>270 or more</b>	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 their own affiliation, 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.

<b>Race/Ethnicity</b>	<b>Total PreK-5th</b>	<b>Total 6th-12th</b>
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or more races</b>		
<b>Data Not Provided</b>		

## Sex

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

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

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<sup>1</sup> 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”..

## 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
<b>English Learners</b>		
<b>Students who are eligible for free or reduced-price lunch</b>		
<b>Students with disabilities</b>		
<b>Family members of students</b>		

## 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.

NOTE: Since it is assumed that all students participating in 21<sup>st</sup> CCLC programming need to demonstrate growth and/or improvement in certain domains, the following data points have been removed from the 21APR system to avoid redundancy and reflect this:

- For GPRA #1, you will no longer be asked, “How many of these # students needed to demonstrate growth in reading and language arts on state assessments?” or “How many of these # students needed to demonstrate growth in mathematics on state assessments?”
- For GPRA #2, you will no longer be asked, “How many of these # students had in school suspensions during the previous school year?”
- For GPRA #5, you will no longer be asked, “How many of these # students needed to demonstrate an improvement in teacher reported engagement in learning?”

**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 or not 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 21<sup>st</sup> 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
<b>You reported # students in grades 4-8.</b>	[system-populated from entries in Participation section]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
<b>Of these # students, how many demonstrated growth in reading and language arts on state assessments?</b>	[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 21<sup>st</sup> 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
<b>You reported # students in grades 4-8.</b>	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
<b>Of these # students, how many demonstrated growth in mathematics on state assessments?</b>	[enter # who demonstrated growth]					

## GPRA #2. Academic Achievement - GPA

Percentage of students in grades 7-8 and 10-12 attending 21<sup>st</sup> 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. 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 etc. For example:

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
<b>You reported # students in grades 7-8 and 10-12.</b>	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
<b>How many of these # students had a prior-year unweighted GPA of less than 3.0?</b>	[enter # who had a prior-year unweighted]					

	GPA of less than 3.0]					
<b>Of these # students, how many demonstrated an improved GPA?</b>	[enter # who demonstrated an improved GPA]					

### GPRA #3. School Day Attendance

Percentage of students in grades 1-12 participating in 21<sup>st</sup> 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 in order 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
<b>You reported # students in grades 1-12.</b>	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
<b>How many of these # students had a school day attendance rate at or below 90% in the prior school year?</b>	[enter # who had a school day attendance rate at or below 90% in the prior school year]	[enter # who had a school day attendance rate at or below 90% in the prior school year]	[enter # who had a school day attendance rate at or below 90% in the prior school year]	[enter # who had a school day attendance rate at or below 90% in the prior school year]	[enter # who had a school day attendance rate at or below 90% in the prior school year]	[enter # who had a school day attendance rate at or below 90% in the prior school year]
<b>Of these # students, how many demonstrated an improved attendance rate in the current school year?</b>	[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 21<sup>st</sup> 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 okay.

**‘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
<b>You reported # students in grades 1-12.</b>	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]	[system-populated]
<b>Of these # students, how many experienced a decrease in in-school suspensions compared to the previous school year?</b>	[enter # who experienced a decrease compared to the previous school year]	[enter # who experienced a decrease compared to the previous school year]	[enter # who experienced a decrease compared to the previous school year]	[enter # who experienced a decrease compared to the previous school year]	[enter # who experienced a decrease compared to the previous school year]	[enter # who experienced a decrease compared to the previous school year]

## GPRA #5. Engagement in Learning

Percentage of students in grades 1–5 participating in 21<sup>st</sup> 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 okay.

**‘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, etc.) 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
<b>You reported # students in grades 1-5.</b>	system-populated]	system-populated]	system-populated]	system-populated]	system-populated]	system-populated]
<b>Of these # students, how many demonstrated an improvement in teacher-reported engagement in learning?</b>	[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 21<sup>st</sup> CCLC listserv.

## Support

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.

Please email the 21APR helpdesk at [21apr@thetactilegroup.com](mailto: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 21 <sup>st</sup> 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	<p>The collection window for the New GPRA will begin with 2021 summer programming and continue with the 2021-2022 school year. Collection and reporting requirements by time period for the New GPRA are as follows:</p> <ul style="list-style-type: none"> <li>• <b>Summer 2021:</b> <ul style="list-style-type: none"> <li>○ Collection: If you have summer programming, collect New GPRA data</li> <li>○ Data Entry/Reporting: Old GPRA (from 2020-2021 school year)</li> </ul> </li> <li>• <b>Fall 2021:</b> <ul style="list-style-type: none"> <li>○ Collection: New GPRA</li> <li>○ Data Entry/Reporting: Old GPRA (from 2020-2021 school year)</li> </ul> </li> <li>• <b>Spring 2022:</b> <ul style="list-style-type: none"> <li>○ Collection: New GPRA</li> <li>○ Data Entry/Reporting: When 21APR opens, you will begin reporting your New GPRA data for the first time.</li> </ul> </li> </ul> <p>For the complete GPRA timeline in a table format, please refer to p. 3 of this implementation guide.</p>

Question	What are ‘Big P’ and ‘small p’?
Answer	<p>‘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 <u>not</u> have the discretion to make decisions on “Big P” policies, which are communicated to States via guidance documents and federal publications.</p> <p>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.</p>

Question	What ‘small p’ decisions do States need to make under the New GPRA?
Answer	<p>States must make ‘small p’ decisions around how improvement is measured and what standards are set for each New GPRA as outlined below:</p> <ul style="list-style-type: none"> <li>• For Outcomes, States must make a ‘small p’ decision on whether their programs need to enter summer data or not.</li> <li>• For GPRA #1: Academic Achievement/State Assessments, each State needs to define what <i>growth</i> in reading and language arts and mathematics on State assessments means.</li> </ul>

	<ul style="list-style-type: none"> <li>• For GPRA #2: Academic Achievement/GPA, each State needs to define what an <i>improved</i> GPA means.</li> <li>• For GPRA #3: School Day Attendance, each State needs to define what <i>improved</i> attendance rate means, e.g., how much of an improvement needs to be shown in order for it to be counted.</li> <li>• For GPRA #4: Behavior, each State needs to define what a <i>decrease</i> 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.</li> <li>• For GPRA #5: Engagement in Learning, each State needs to define what <i>improvement</i> in teacher-reported engagement in learning means.</li> </ul> <p>For further ‘small p’ guidance on the New GPRA, please refer to pp. 12-17 of this implementation guide.</p>
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<b>Question</b>	<b>What is a State's number one priority for summer 2021 data under the New GPRA?</b>
<b>Answer</b>	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.

<b>Question</b>	<b>Will we still have the option to mark centers as inactive as appropriate under the New GPRA?</b>
<b>Answer</b>	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

<b>Question</b>	<b>Will the New GPRA measures be reported in a specific term (i.e., spring)?</b>
<b>Answer</b>	The new GPRA are reported for students who attend in summer and for students who attend in school year. See below for more specifics on these two terms.

<b>Question</b>	<b>Will summer be reported separately from the school year?</b>
<b>Answer</b>	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.
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<b>Question</b>	<b>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?</b>
<b>Answer</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• If programming is only offered in the school year, then reporting is only required for the school year.</li> <li>• If programming is offered in school year and summer, with summer having, for example, distinct programming, serving 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.)</li> <li>• 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.</li> </ul>

<b>Question</b>	<b>How many times will States need to report data?</b>
<b>Answer</b>	<p>How often your State has to report data depends on the type of 21<sup>st</sup> CCLC programming your State offers: school year only, school year and summer, or all year.</p> <ul style="list-style-type: none"> <li>• For school year only programming, data needs to be reported for the school year.</li> <li>• For school year and summer, data needs to be reported for summer and the school year.</li> <li>• For all year programming, data needs to be reported for the school year based on total year-round attendance.</li> </ul> <p>For further data reporting guidance, please refer to pp. 4-5 of this implementation guide.</p>

<b>Question</b>	<b>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.)</b>
<b>Answer</b>	The grant cycle (and new school year) for the 21 <sup>st</sup> CCLC program starts on July 1st, therefore summer is collected first.

## New GPRA and Participation

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

<b>Question</b>	<b>Why is participation being counted in hours not days under the New GPRA?</b>
<b>Answer</b>	A more accurate understanding of who participates in 21 <sup>st</sup> 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.

<b>Question</b>	<b>What is the rule about half-hour increments for participation?</b>
<b>Answer</b>	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.

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

<b>Question</b>	<b>What should a State consider when drafting the ‘small p’ for reporting on participation under the New GPRA?</b>
<b>Answer</b>	<ol style="list-style-type: none"><li>1. Decide on the minimum increments of time that will count as an hour.</li><li>2. If crosswalking from days to hours, decide what increment of hours will count as a day.</li><li>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.</li></ol>

## New GPRA #5 - Engagement in Learning

<b>Question</b>	<b>What is the definition of "teacher" when collecting/reporting data on an improvement in teacher-reported engagement in learning?</b>
<b>Answer</b>	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 21 <sup>st</sup> CCLC programming. Therefore, the classroom teacher will most likely be the best person to report on an elementary aged student.

<b>Question</b>	<b>Is the teacher survey required? Will there be a standard survey to use or is it up to States to design one?</b>
<b>Answer</b>	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.

<b>Question</b>	<b>Do the teacher-reported outcomes have to be reported by a school day teacher?</b>
<b>Answer</b>	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.

<b>Question</b>	<b>How is "engagement" defined?</b>
<b>Answer</b>	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 have to learn and progress in their education.

# Appendix A

## 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)	
<b>STEM</b>		<b>Science, Technology, Engineering, and Mathematics</b>
	State identifies (‘small p’) center Activities for new categorical alignment here →	
<b>Literacy</b>		<b>Literacy Education</b>
	State identifies (‘small p’) center Activities for new categorical alignment here →	
<b>Tutoring</b>		<b>Academic Enrichment</b>
	State identifies (‘small p’) center Activities for new categorical alignment here →	
<b>Homework Help</b>		<b>Academic Enrichment</b>
	State identifies (‘small p’) center Activities for new categorical alignment here →	

<b>English Language Learners Support</b>		<b>Activities for English Learners</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Entrepreneurship</b>		<b>Well-rounded Education Activities</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Arts &amp; Music</b>		<b>Well-rounded Education Activities</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Physical Activity</b>		<b>Healthy and Active Lifestyle</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Community / Service Learning</b>		<b>Well-rounded Education Activities</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Mentoring</b>		<b>Academic Enrichment</b>
	State identifies ('small p') center Activities for new categorical alignment here →	

<b>Drug Prevention</b>		<b>Drug and Violence Prevention and Counseling</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Counseling Programs</b>		<b>Drug and Violence Prevention and Counseling</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Violence Prevention</b>		<b>Drug and Violence Prevention and Counseling</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Truancy Prevention</b>		<b>Assistance to Students who have been Truant, Suspended, or Expelled</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>Youth Leadership</b>		<b>Well-rounded Education Activities</b>
	State identifies ('small p') center Activities for new categorical alignment here →	
<b>College &amp; Career Readiness</b>		<b>Career Competencies and Career Readiness</b>
	State identifies ('small p') center Activities for new categorical alignment here →	

	State identifies ('small p') center Activities for new categorical alignment here →	<b>Services for Individuals with Disabilities</b>
	State identifies ('small p') center Activities for new categorical alignment here →	<b>Telecommunications and Technology Education</b>
	State identifies ('small p') center Activities for new categorical alignment here →	<b>Expanded Library Service Hours</b>
	State identifies ('small p') center Activities for new categorical alignment here →	<b>Parenting Skills and Family Literacy</b>
	State identifies ('small p') center Activities for new categorical alignment here →	<b>Cultural Programs</b>