21APR SEA DATA GUIDE

https://21apr.ed.gov/

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INTRODUCTION

This Data Guide provides basic explanations for all data terms used in the US Department of Education's 21st Century Community Learning Center's (21st CLCC) data collection system, 21APR. Its purpose is to assist those responsible for data entry at the State and Grantee level.

The layout of this guide follows the layout of the 21APR system itself. It can be printed or viewed onscreen to provide one-to-one assistance for users seeking guidance about 21APR data elements.

SECTION TITLE

GRANTEE OVERVIEW

CONTACT INFORMATION] **SUB-SECTION TITLE**

ELEMENT NAME

		GUIDANCE
Grantee Name	Enter the name of the organization that acts as the fiscal agent in some cases this will be the same as a center name.	
Contact Persons Name	Enter the name of the person that should be contacted for questions on the data.	
Phone Number	Enter the phone number of the contact person. Must be 10 digits	
Email	Enter the email of the contact person	

21APR collects descriptive information on program characteristics and services as well as performance data across a range of Outcomes. In addition, one of the core purposes of APR is to collect information on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. (See 21APR GPRA Explanation at https://21apr.ed.gov/downloads.) All definitions provided in this guide serve to meet the reporting requirements of the GPRAs.

In some States in some instances, some definitions may require a more contextualized and nuanced explanation. Per the US Department of Education, States have the discretion to make decisions on these definitions so long as they remain within the parameters as provided in this guide. States are responsible for communicating these decisions to their Grantees for the purpose of consistent reporting on APR data. There is a customizable template of this Data Guide to help you communicate this to your Grantees available at https://21apr.ed.gov/downloads.

Because definitions can vary by State, it is important to confirm your State's policies with your State Education Agency (SEA) for.

States may also find this document to be useful when training their State and Grantees users on entering data into 21APR.

Users seeking a more technical document can view the Data Dictionary, which provides the basic technical requirements for elements built into the system. This will be most useful for those working with other data systems or investigating how to gather data at the State level data to be reported to the federal 21APR system. The Data Dictionary can be found at https://21apr.ed.gov/downloads.

RULES OFBEHAVIOR

You will be required to accept these Rules of Behavior once per year.

RESPONSIBILITIES

The 21APR is a Department of Education (ED) information
system and is to be used for official use only. Users must read, understand, and comply
with these Rules of Behavior. Failure to comply with the 21APR
Rules of Behavior may result in revocation of your 21APR
account privileges, job action, or criminal prosecution.

21APR users must complete a basic security awareness
training course prior to being granted access to the system. The security topics addressed
in this document provide the required security awareness content, so it is important that
you read through this entire text. Users must also complete annual security awareness
refresher training. 21APR will prompt you to reread the Rules
of Behavior annually (or more often due to changes in the system or regulations) to meet
this requirement.

21APR users are responsible for notifying their 21st CCLC
Data Collection System User Administrator when they no longer require access to 21st
CCLC Data Collection System. This may occur when a user gets new responsibilities that
do not include a need to access 21APR or when the user gets
another job or position.

MONITORING

This is a Department of Education system. System usage may be monitored, recorded,
and subject to audit by authorized personnel. THERE IS NO RIGHT OF PRIVACY IN THIS
SYSTEM. Unauthorized use of this system is prohibited and subject to criminal and civil
penalties. System personnel may provide to law enforcement officials any potential
evidence of crime found on Department of Education computer systems. USE OF THIS
SYSTEM BY ANY USER, AUTHORIZED OR UNAUTHORIZED, CONSTITUTES CONSENT
TO THIS MONITORING, RECORDING, and AUDIT.

21ST CCLC DATA COLLECTION SYSTEM SECURITY CONTROLS

21APR security controls have been implemented to protect the information processed and stored within the system. 21st CCLC Data Collection System users are an integral part of ensuring the 21APR security controls provide the intended level of protection. It is important to understand these security controls, especially those with which you directly interface. The sections below provide detail on some of those controls and the expectations for 21st CCLC Data Collection System users.

21APR security controls are designed to:

- Ensure only authorized users have access to the system;
- Ensure users are uniquely identified when using the system;
- Tie actions taken within the system to a specific user;
- Ensure users only have access to perform the actions required by their position;
- Ensure 21APR information is not inappropriately released; and
- Ensure 21APR is available to users when needed.

Examples of security controls deployed within 21APR include:

- Automated Session Timeout – Users are automatically logged out of 21APR after fifteen minutes of inactivity. This helps ensure unauthorized users do not gain access to the system.
- Role-Based Access Control – User IDs are assigned a specific role within 21APR. This role corresponds to the user's job function and restricts access to certain 21APR capabilities.
- Audit Logging – Actions taken within 21APR are captured in log files to help identify unauthorized access and enforce accountability within the system.
- Communication Protection – Traffic between a user's web browser and the 21APR servers is encrypted to protect it during transmission.

The sections below describe several other security controls in place within 21APR. It is important that you understand and comply with these controls to ensure the 21APR security is maintained.

USER CREDENTIALS

User credentials are the mechanism by which 21APR identifies and verifies users. These are your user ID and password. User IDs uniquely identify each 21APR user and allow the 21APR Administrators to attribute actions taken within the system to a specific user. This tracking is important in enforcing accountability within the system. Passwords are used by 21APR to verify a user's identity. It is important for you to comply with the following rules governing user credentials:

- Protect your logon credentials at all times.
- Never share your user id and/or password with anyone else. You are responsible for all actions taken with your user credentials.
- Password requires a minimum complexity of:
    - at least 12 characters in length
    - case sensitive
    - at least one each of
        - upper-case letters (A-Z)
        - lower-case letters (a-z)
        - numbers (0-9) and
        - special characters (for example: $%#!*&).
    - Must not contain any part of the user's account name in any form (login name, first name, or last name).
    - Must not match or resemble the word "password" in any form (as-in, capitalized or adding a number, etc.).
- Passwords expire every 90 days.
- If your account is inactive for 60 days, you must reset your password.
- Do not write your password down or keep it in an area where it can be easily discovered.
- Avoid using the "remember password" feature.
- User accounts are locked after three (3) consecutive invalid attempts within a fifteen-minute period.
- ReinStatement of a locked user account can only be reinStated by a Help Desk technician or a system administrator.

PROTECTION OF 21ST CCLC DATA COLLECTION SYSTEM INFORMATION

You are required to protect 21APR information in any form. This includes information contained on printed reports, data downloaded onto computers and computer media (e.g. diskettes, tapes, compact discs, thumb drives, etc.), or any other format. In order to ensure protection of 21APR information, you should observe the following rules:

- Log out of 21APR or lock your computer before you leave it unattended by using the <Ctrl > < Alt > < Delete > key sequence when leaving your seat.
- Media (including reports) containing 21APR information should be removed from your desktops during non business hours.
- Store media containing 21APR information in a locked container (e.g. desk drawer) during non-business hours.
- Store digital information in an encrypted format where technically possible
- Media containing 21APR information should be properly cleansed or destroyed.
  - Shred paper media and compact discs prior to disposal.
  - Diskettes and other magnetic media should be cleansed using appropriate software or a magnetic field with sufficient strength so as to make the information unreadable.
    - Note that simply deleting files from magnetic media does not remove the information from the media.
    - Media containing encrypted information can be excluded from the cleansing process, although it is recommended.
- If the access which you have been granted within 21APR is more than required to fulfill your job duties, it should be reported to appropriate personnel.
- Do not disclose 21APR information to any individual without a "need to-know" for the information in the course of their business.

OTHER SECURITY CONSIDERATIONS

This section describes some additional security items of which you should be aware.

Incident Response - If you suspect or detect a security violation in 21APR, contact the 21APR Help Desk immediately. For example, if you suspect someone may have used your user id to log in to 21APR, you should contact the 21APR Help Desk. Other warning signs that 21APR may have been compromised include, but are not limited to: inappropriate images or text on the web pages, data formats that are not what is expected, missing data, or 21APR is not available. While these may not be attributed to a compromise, it is better to have it checked out and be sure than to take no action.

Shoulder Surfing - Shoulder surfing is using direct observation techniques, such as looking over someone's shoulder, to get information. An example of shoulder surfing is when a person looks over someone else's shoulder while they are entering a password for a system to covertly acquire that password. To protect against this type of attack, slouch over your keyboard slightly when keying in your password to block the view of a possible Onlooker.

Social Engineering - Social engineering is a collection of techniques used to manipulate people into performing actions or divulging confidential information. For example, a typical social engineering attack scenario is a hacker posing as an authorized user calling a system help desk posing as that user. The hacker, through trickery, coercion, or simply being nice coaxes the help desk technician into providing the login credentials for the user he is claiming to be. The hacker then gains unauthorized access to the system using an authorized user's credentials.

The example above is one example of a social engineering technique. Another is when a hacker calls a user at random and pretends to be a help desk technician. Under the guise of purportedly fixing a problem, the hacker requests the user's login credentials. If provided, the user has unwittingly provided system access to an unauthorized person.

To defeat social engineering simply question anything that doesn't make sense to you. For example, a help desk technician should never ask a user for their login credentials to resolve a problem. If you receive a call from someone and you are not sure who they are, ask for a callback number. Hang up the phone and call back to the number provided.

Hackers will typically provide a bogus number. Ask questions. If the answers you receive do not make sense, end the call and report the incident to your local security organization.

Faxing - When faxing 21APR information, call the recipient of the fax and let them know it is coming. Ask them to go to the fax machine so they can pull it off right away so any sensitive information is not left lying around the office. Virus

Virus Scanning - Scan documents or files downloaded to your computer from the Internet for viruses and other malicious code. Virus scanning software should also be used on email attachments.

SETTINGS

STATE CONFIGURATION

OUTCOME TYPES

For the current performance period, select the Outcomes on which your State's Grantees report - State Assessment, Teacher-Reported, Grades. Select one, two or all three Outcomes. Please note that the selection of your Outcomes for which the State reports can be changed until the end of the Summer term. Selection will be locked afterwards. Corresponding questions for each Outcome type selected will populate in the Outcomes section for each center that reports:

State Assessment	Check this box if your State reports on scores associated with mandatory State tests. 21APR requires only reading for PreK-5th grade and only mathematics for 6th-12th grade.
Teacher Reported	Check this box if your State reports data from school day teachers about students enrolled in the 21st CCLC program. These data are collected by the State in a manner determined and controlled by the State Education Agency and 21st CCLC State Coordinator.
Grades	Check this box if your State reports grades as indicated in a school report card in reading/English and mathematics. 21APR requires English grades and mathematics grades for both PreK-5th grades and 6th-12th grades.

SET DATA ENTRY OPEN/CLOSE DATES FOR GRANTEE USERS

These federally-set windows are visible only to State level users. You can choose start and end dates within the federally-set data entry windows for the Summer, Fall, and Spring for your Grantee Users; they will see the dates selected displayed on their login screen.

Summer	Select the data entry dates that your Grantee Users will see from within the given dates.

	Please note: • Entry dates for Summer will be locked the day after your selected open date. You can still modify Fall and Spring data entry dates. • Once Summer has closed for data entry, the term's data cannot be modified. • States must notify Grantees of your State's open/close dates.
Fall	Select the data entry dates that your Grantee Users will see from within the given dates. Please note: • Entry dates for Fall will be locked the day after your selected open date. You can still modify Spring data entry dates. • Once Fall has closed for data entry, the term's data cannot be modified. • States must notify Grantees of your State's open/close dates.
Spring	Select the data entry dates that your Grantee Users will see from within the given dates.Please note: • Entry dates for Spring will be locked the day after your selected open date. • Once Spring has closed for data entry, the term's data cannot be modified. • States must notify Grantees of your State's open/close dates.

EXPANDED LEARNING TIME

Expanded Learning Time (ELT) is the time that a local educational agency or school "extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements". Choose "Yes" if your State is approved and you elect the option to use 21st CCLC funds for ELT activities. By choosing "Yes" here, the ELT question will appear in each of your State's Center Details, allowing Centers to indicate that they offer ELT. If you choose "No", the ELT question will not appear in any of your State's Center Details.

Please note: The selection of Expanded Learning Time in which your State reports can be changed until the end of the Summer term. Selection will be locked afterwards.

STATE OVERVIEW

The State Overview page is viewable by all State-level users. This includes a list of your State's Grantees. Click on a Grantee's name to view/edit and add Centers. You can search your Grantee using the search bar; your list will be pared down to matching Centers as you type.

GRANTEE OVERVIEW

New Grantee records may be entered by authorized State level users throughout the year by going back to the STATE OVERVIEW page.

All data in this section must be entered by staff at the State program office when the GRANTEE record is initially created.

CONTACT INFORMATION

In some cases the GRANTEE NAME could be the same as the Center name, but generally it would not be.

Grantee Name	Enter the name of the organization that acts as the fiscal agent for the grant. In some cases this could be the same as a Center name.
Contact Person's Name	Enter the name of the person who should be contacted for questions on the data.
Phone Number	Enter the phone number of the contact person. Must be 10 digits.
Email	Enter the email of the contact person.

GRANTEE LOCATION

Address	Enter the street address of the Grantee named.
City	Enter the city of the Grantee named.
State	This is pre-populated and cannot be edited.

Zip	Enter the zip code of the Grantee named.

GRANTEE TYPE

Choose the option that most identifies the Grantee listed.

School District	Choose if Grantee is a public school district. This includes tribal schools.
Charter School	Choose if Grantee is a recognized charter school.
College/University	Choose if Grantee is an accredited institution of post-secondary education (e.g, community college, tribal college, college, university).
Community Based	Choose if Grantee is a community based organization not part of the local school district or a part of a religious organization (e.g. nonprofits, Boys and Girls Club).
Faith Based	Choose if Grantee is affiliated with an organized religion. This includes schools sponsored by a religious organization.
Other	Choose this option only if all of the other options are not appropriate.

CENTER DETAIL

CENTER INFORMATION

A Center is the location where the majority of the programming for the 21st CCLC after school activities occurs. A Grantee can have one or multiple Centers in their profile.

Center's Name	Enter the name of the center.
Center's Address	Enter the street address of the center.
Center's Zip	Enter the zip code where the center is located.
Center's City	Enter the city where the center is located.
Center's State	This is pre-populated and cannot be edited.

CENTER CONTACT INFORMATION

Contact's Name	This is the name of the program coordinator at the center for the 21st CCLC program.
Contact's Email	This is the email of the program coordinator at the center for the 21st CCLC program.
Contact's Phone	Enter the phone number of the contact person. Must be 10 digits.

CENTER TYPE
Choose the option that most identifies the center.

Public School	Choose this option if the center is located in a public school. This includes tribal schools.
Charter School	Choose this option if the center is located in a recognized charter school.

College/University	Choose this option if the center is located in an accredited institution of post-secondary education (e.g. community college, tribal college, college, university).
Community Based	Choose this if the center is located in a community based organization not part of the local school district or a part of a religious organization. (e.g. nonprofits, Boys and Girls Club).
Faith Based	Choose this option if center location is affiliated with an organized religion. This includes schools sponsored by a religious organization.
Other	Choose this option only if all of the other options are not appropriate.

EXPANDED LEARNING TIME

ELT is the time that a local educational agency or school "extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements". The status is dependent on funding and policy decisions set by both the State and federal governments.

If your State is approved under ESEA flexibility and you elect the option to use 21st CCLC funds for ELT activities, you should choose "Yes". If your State does not offer ELT, the ELT question will not appear in the Center Details.

Expanded Learning Time (ELT)?	Choose "Yes" if the center uses 21st CCLC funds to offer ELT activities.

By choosing "Yes" here, the ELT question will appear. If you choose "No" for ELT, no questions will appear.

Do you offer ELT during the:	Choose whether the ELT activities were offered during the academic year, summer, or both.
What is the total number of students being served during ELT, by Center?	Enter the total number of participants being served during ELT, by center.
What Activities are the Grantees implementing during ELT? (Choose all that apply) (See the	Choose the activitie(s) Grantees implemented during ELT. • STEM • Tutoring

"Activities" section for each category definition).	• English Language Learners Support • Arts & Music • Community / Service Learning • Drug Prevention • Violence Prevention • Youth Leadership • Literacy • Homework Help • Entrepreneurship • Physical Activity • Mentoring • Counseling Programs • Truancy Programs • College & Career Readiness
What is the total number of hours per week ELT Activities are offered by Center?	Enter the total number of hours ELT activities were offered by center.
Who is engaged in providing services during ELT? (Choose all that apply).	Choose the people who were in direct support of providing ELT: • Administrators • Community Members • Parents • Other Non-Teaching School Staff • Other • College Students • High School Students • School Day Teachers • Subcontracted Staff
What percentage of funds allocated by State are directed toward funding ELT activities, by Center?	Enter the total percentage of funds provided by the State directed towards funding all ELT activities per center.

FEEDER SCHOOLS

Feeder Schools	Choose "Yes" if the after school program participants are enrolled in a school other than the center location. This is required if the center is a community based organization but may be applicable in other situations. Feeder schools are the

	school or schools in which participants of the program are regularly enrolled.
Feeder School Name	Enter the name of the school in which the students are regularly enrolled. If there are students from multiple schools enter them one at a time.

PARTNERS

Partners	Choose "Yes" if there are entities other than the Grantee or school(s) served which provide an in-kind or cash contribution that supports the objectives of the awarded program. If there are multiple partners enter them one at a time.
Partner's Name	Enter the name of the partner entity that provides in-kind or cash contribution to support the program. If there are multiple partners, enter them one at a time.

ENTER APR DATA - ACTIVITIES

In this section, report on the activities delivered at each Center. Each activity must be reported as one of the 15 activity categories provided by the US Department of Education's non-regulatory guidance. Select the category that best fits the primary goal of the programming. Even though many programs may serve more than one goal, choose the primary goal of the activity and report all information for this activity through its primary goal. For example, if an activity is a literacy activity and at the same time an art activity, report it as a literacy activity. If an activity does not clearly fit into one of the 12 types, select the activity type that most closely fits. Your SEA may provide State specific guidance on assigning activities to a particular category.

Once the primary goal has been entered, the system will ask whether this activity is also a College and Career Readiness activity. This is the only secondary goal for which the US Department of Education will collect data.

If the activity's primary goal is College and Career Readiness (e.g. "College 101"), enter it under the College and Career readiness category.

ACADEMICS

STEM	Activity that contributes to the development of science, technology, engineering, or mathematics skills.
Literacy	Activity that contributes to the development and enjoyment of reading and writing skills.
Tutoring	Activity that provides direct support for the core academic subjects.
Homework Help	Activity that provides direct support in the completion of homework assigned during the school day.
English Language Learners Support	Activity that provides direct support to students classified as English language learners.

ENRICHMENT

Entrepreneurship	Activity that contributes to the understanding of small business practices and business ownership.
Arts & Music	Activity that engages students in the creation of art and music and develops the appreciation of art and music.
Physical Activity	Activity that engages students in a physical activity and develops the appreciation of health and nutrition.
Community / Service Learning	Activity that engages the students in an activity that benefits the community outside the center.
Mentoring	Activity that engages the student with a role model.

CHARACTER EDUCATION

Drug Prevention	Activity that provides information about alcohol or other drug use prevention.
Counseling Programs	Activity that provides socio-emotional counseling services.
Violence Prevention	Activity that promotes peaceful conflict resolution.
Truancy Prevention	Activity that promotes school attendance.
Youth Leadership	Activity that promotes the active engagement of leadership roles.

COLLEGE AND CAREER READINESS

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"), enter it here. If it is a secondary goal, check the College and Career Readiness box when entering it into its primary activity above.

PROPERTIES OF SELECTED ACTIVITIES

The below properties are reported in aggregate for the center. For example, calculate the averaged combined frequency, hours, and participation of all STEM activities for that term (Summer, Fall, or Spring).

How often?	The frequency, on average, with which an activity is delivered at a center. **Monthly** If the activities reported, on average, happen once within a month. **Once per term** If the activities reported, on average, happen once during a reporting term. **More than once a week** If the activities reported, on average, happen more than once a week. **More than once a month** If the activities reported, on average, happen more than once a month.
Times a week (If more than once a week)	If the activities reported, on average, happen more than once a week, then how many times per week, from 2 to 7 times.
Times a month (If more than once a month)	If the activities reported, on average, happen more than once a month, then how many times per week, either 2, 3, or weekly.

Average hours per session	Once you have designated how often the activities reported take place. (e.g. weekly, monthly) indicate what is the average hours of the session. **More than 4 hours** Session takes place, on average, for more than 4 hours at a time. **2-4 hours** Session takes place, on average, for at least 2 hours and up to 4 hours at a time. **1-2 hours** Session takes place, on average, for at least 1 hour and up to 2 hours at a time. **Less than 1 hour** Session takes place, on average, for less than 1 hour at a time.
Average Participation	On average, how many students attend the sessions associated with the activities reported. **More than 30** More than 30 students attend the sessions, on average. **21-30** Between 21 and 30 students attend the sessions, on average. **11-20** Between 11 and 20 students attend the sessions, on average. **5-10** Between 5 and 10 students attend the sessions, on average. **Less than 5** Fewer than 5 students attend the sessions, on average.

ENTER APR DATA - STAFFING

Include the people who work, in either a paid or unpaid capacity, in the Center in direct support of the program and those that provided support for any activity for any amount of time in this term.

Administrators	Individuals who have a primary oversight capacity of the staff and functions of the center.
College Students	Individuals currently enrolled in a post-secondary institution.
Community Members	Individuals from the community at large.
High School Students	Individuals currently enrolled in a secondary institution. High school students reported as staff CANNOT also be counted as 21st CCLC participants.
Parents	Individuals who are the parents or guardians of students enrolled in the 21st CCLC program at the center.
School Day Teachers	For centers located within a school these are individuals whose primary role is as a teacher within the school district or feeder school.
Other Non-Teaching School Staff	Individuals whose primary role is to provide services or activities such as security, custodial, clerical, athletic, or transportation within the school district or feeder school.
Subcontracted Staff	Individuals who enter into a formal contract to provide services to the center. Often referred to as "vendors". May provide specialized activities.
Other	Individuals who are not identifiable with any category above.

PROPERTIES OF SELECTED STAFF

Number of Paid	The number of individuals in the category that receive monetary compensation from the 21st CCLC award.
Number of Volunteers	The number of individuals in the category that do not receive monetary compensation from the 21st CCLC award.

ENTER APR DATA - PARTICIPATION

The number of students who were enrolled and attended programming at the 21st CCLC center during the term. Choose the grade the students are currently enrolled in or, if summer, the grade level for the just completed school year.

GRADE LEVEL

How many PreKindergarten	Enter the total number of participants in this grade level.
How many Kindergarten	Enter the total number of participants in this grade level.
How many 1st Grade	Enter the total number of participants in this grade level.
How many 2nd Grade	Enter the total number of participants in this grade level.
How many 3rd Grade	Enter the total number of participants in this grade level.
How many 4th Grade	Enter the total number of participants in this grade level.
How many 5th Grade	Enter the total number of participants in this grade level.
How many 6th Grade	Enter the total number of participants in this grade level.
How many 7th Grade	Enter the total number of participants in this grade level.
How many 8th Grade	Enter the total number of participants in this grade level.
How many 9th Grade	Enter the total number of participants in this grade level.
How many 10th Grade	Enter the total number of participants in this grade level.
How many 11th Grade	Enter the total number of participants in this grade level.
How many 12th Grade	Enter the total number of participants in this grade level.

STUDENT ATTENDANCE
PreK-5th Grade and/or 6th-12th Grade

In this section, enter the total number of participants who attended based on the number of days they attended programming at the center.

< 30 days	Enter the total number of participants who attended less than 30 days.
30-59 days	Enter the total number of participants who attended at least 30 days and up to 59.
60-89 days	Enter the total number of participants who attended at least 60 days and up to 89.
90 or more days	Enter the total number of participants who attended at least 90 days.

RACE/ETHNICITY

PreK-5th Grade and/or 6th-12th Grade

In this section, enter the total number of participants for each ethnicity/race. While there are many ways in which individuals self-identify their own affiliation, the 21st CCLC system follows Department of Education guidelines for demographic reporting.

American Indian or Alaska Native	Enter the total number of participants who are American Indian or Alaska Native.
Asian	Enter the total number of participants who are Asian.
Black or African American	Enter the total number of participants who are Black or African American.
Hispanic or Latino	Enter the total number of participants who are Hispanic or Latino.
Native Hawaiian or Pacific Islander	Enter the total number of participants who are Native Hawaiian or Pacific Islander.
White	Enter the total number of participants who are white.
Two or more races	Enter the total number of participants who are two or more races.
Data not provided	Enter the total number of participants for whom race/ethnicity data are not provided.

SEX
PreK-5th Grade and/or 6th-12th Grade

In this section, enter the total number of participants for each sex. While there are many ways in which individuals self-identify their own affiliation, the 21st CCLC system follows Department of Education guidelines for demographic reporting.

Male	Enter the total number of participants who are male.
Female	Enter the total number of participants who are female.
Data Not Provided	Enter the total number of participants for whom sex data are not provided.

POPULATION SPECIFICS
PreK-5th Grade and/or 6th-12th Grade

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 be reported in none.

Students with limited English Language Proficiency.	Enter the total number of students who are identified with limited English language proficiency. Check the box "Data Not Provided" if no data is available for that population.
Students who are eligible for free or reduced price lunch	Enter the total number of students who receive free or reduced lunch. Check the box "Data Not Provided" if no data is available for that population.
Student with special needs	Enter the total number of students who have a current IEP (Individualized Education Program) or 504 Plan (Section 504 of the Rehabilitation Act of 1973). Check the box "Data Not Provided" if no data is available for that population.
Family members	Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds. The Department of Education does not narrowly define "family member", and, as such, the State may define who it considers to be a "family member". Check the box "Data Not Provided" if no data is available for that population.

ENTER APR DATA - OUTCOMES

The Outcomes that you are required to report - State Assessment, Grades, Teacher-Reported - will appear here. Each State must report on one, but up to all three may be reported. Note that data in this section are reported for PreK-5th and/or 6th-12th grade participants by the subcategories of the number of days in which they attended.

STATE ASSESSMENT

PreK-5 not proficient in reading?	Enter the number of participants in PreK-5th grades who, according to State policy, are deemed not proficient in reading. If you are unsure if the baseline measurement for proficient is the previous year or an earlier point in the current year, check with your SEA.
PreK-5 improved to proficient or above?	Enter the number of participants in PreK-5th grades who, according to State policy, are deemed improved to "proficient or above" in reading. If you are unsure if the baseline measurement for improved is from the previous year or a previous point in the current year, check with your SEA.
6-12 not proficient in mathematics?	Enter the number of participants in 6th-12th grades who, according to State policy, are deemed not proficient in mathematics. If you are unsure if the baseline measurement for proficient is the previous year or an earlier point in the current year, check with your SEA.
6-12 improved to proficient or above?	Enter the number of participants in 6th-12th grades who, according to State policy, are deemed improved to "proficient or above" in mathematics. If you are unsure, check with your SEA.

TEACHER-REPORTED

How many teacher reports were distributed?	Enter the number of participants whose school-day teachers were asked to provide information about the participant enrolled in the 21st CCLC program.
How many teacher reports were returned?	Enter the number of participants whose school-day teachers returned information about the participant enrolled in the 21st CCLC program.

How many teachers reported improvement in homework completion and class participation?	Enter the number of participants whose school day teachers indicated, according to State policy, improvement in either the completion of homework and class participation. If you are unsure, check with your SEA.
How many teachers reported improvement in student behavior?	Enter the number of participants whose school day teachers indicated, according to State policy, improvement in student behavior. If you are unsure, check with your SEA.

GRADES

How many needed to improve their mathematics grades from fall to spring?	Enter the number of participants who, according to State policy, need to improve their mathematics grades. If you are unsure, check with your SEA.
How many did improve their mathematics grades from fall to spring?	Enter the number of participants who, according to State policy, did improve their mathematics grades. If you are unsure, check with your SEA.
How many needed to improve their English grades from fall to spring?	Enter the number of participants who, according to State policy, need to improve their English grades. If you are unsure, check with your SEA.
How many did improve their English grades from fall to spring?	Enter the number of participants who, according to State policy, did improve their English grades. If you are unsure, check with your SEA.