

Guidance for 21st APR Tactile Group Data Collection System

Idaho State Department of Education
21st Century Community Learning Centers

Andrew Fletcher
21st CCLC & Student Engagement Coordinator

afletcher@sde.idaho.gov

May 2016

GUIDANCE FOR 21ST APR TACTILE GROUP

1.1 Purpose

The purpose of this document is to provide assistance to Idaho 21st Century Community Learning Centers sub-grantees in reporting the required GPRA Measures through the 21st APR Tactile Group Data Collection System. This document provides sub-grantees (1) a guide for using the 21st APR Tactile Group Data Collection System and (2) guidance specific to Idaho 21st CCLC.

2.1 Resources

The 21st APR Tactile Group Data Collection System: <https://21apr.thetactilegroup.com>.

The 21st APR Tactile Group Data Collection System can be reached at:
21apr@thetactilegroup.com or 1-888-282-4589.

Idaho 21st CCLC Webinars specific to 21st APR Tactile Group Data Collection System can be found on the State Department of Education 21st CCLC Website under *Training*:
<http://www.sde.idaho.gov/student-engagement/cclc/index.html>.

3.1 Idaho 21st CCLC Terms

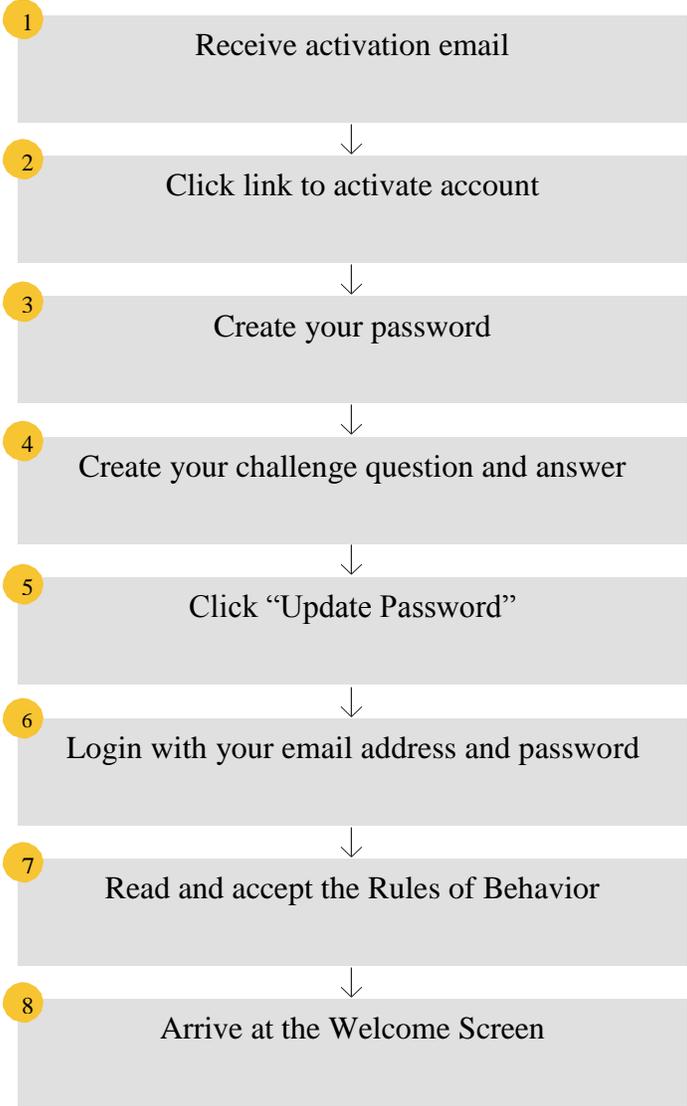
- 3.1.1 Summer Term: **First day of summer – Last day of summer.**
- 3.1.2 Fall Term: **First day of school/program – Jan. 31.**
- 3.1.3 Spring Term: **Feb. 1 – Last day of school/program.**

4.1 21st APR Tactile Group Data Collection System

4.1.1 Getting Started

Page 3 provides step-by-step for Getting Started in the 21st APR Tactile Group Data Collection System:

4.1.1 Getting Started Guide



Tip: Password

There are strict federal requirements: your password must be at least 12 characters long and contain at least one number, at least one special character, and both upper and lower case letters; you must change your password every 60 days; and you cannot reuse any of your previous 24 passwords.

2 Please [click here to verify your account](#). You will be directed to accept the Rules of Behavior and prompted to change your password.

3-4

6

7

I agree to the Rules of Behavior

CONTINUE

Tip: Rules of Behavior

You will have to read and accept these rules once a year.

GUIDANCE FOR 21ST APR TACTILE GROUP

4.1.1 Password Creation

Passwords must:

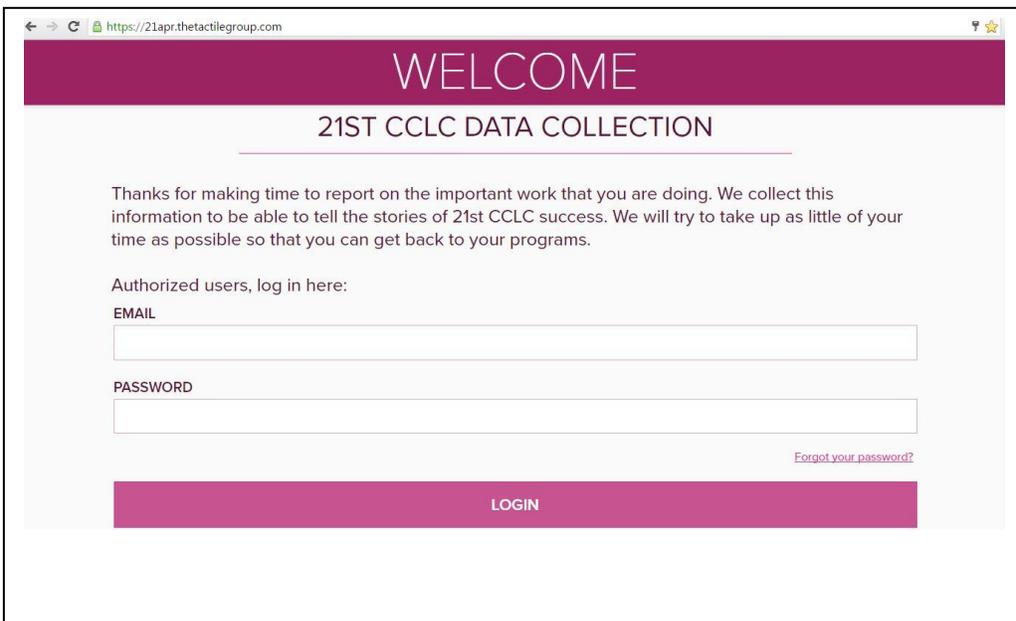
- Be at least 12 characters long
- Contain at least:
 - One number,
 - One special character,
 - One upper case letter, and
 - One lower case letter.
- Be changed every 60 days

*Cannot reuse any of your 24 previous passwords.

4.1.2 Logging In

Step 1 - To login visit: <https://21apr.thetactilegroup.com>

Step 2 - Enter Email address and Password



The screenshot shows a web browser window with the URL <https://21apr.thetactilegroup.com>. The page has a maroon header with the word "WELCOME" in white. Below the header, the text "21ST CCLC DATA COLLECTION" is centered. A paragraph of text reads: "Thanks for making time to report on the important work that you are doing. We collect this information to be able to tell the stories of 21st CCLC success. We will try to take up as little of your time as possible so that you can get back to your programs." Below this, it says "Authorized users, log in here:" followed by two input fields labeled "EMAIL" and "PASSWORD". A link for "Forgot your password?" is located below the password field. At the bottom, there is a maroon button labeled "LOGIN".

4.2 Rules of Behavior

The 21st CCLC APR Data Collection System is a U.S. Department of Education (ED) information system and is to be used for official use only. Users must read, understand, and comply with the Rules of Behavior.

21st CCLC Data Collection System 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.

The Rules of Behavior are in place 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 21st CCLC Data Collection System information is not inappropriately released; and
- Ensure 21st CCLC Data Collection System is available to users when needed (21st APR Tactile, 2016).

From the Rules of Behavior (2016):

The 21st CCLC Data Collection System 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 21st CCLC Data Collection System Rules of Behavior may result in revocation of your 21st CCLC Data Collection System account privileges, job action, or criminal prosecution.

21st CCLC Data Collection System 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. 21st CCLC Data Collection System 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.

21st CCLC Data Collection System 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 21st CCLC Data Collection System or when the user gets another job or position (p. 1).

The complete document can be found for review at:

https://21cclc-documents.s3.amazonaws.com/21APR_Rules_of_Behavior.pdf

5.1 Important Notes for Term Data: Idaho can disaggregate data based on the established Terms.

For more guidance on entering cumulative data for each term visit:

https://s3.amazonaws.com/21cclc-documents/Can_Disaggregate_Entering_Cumulative_Data_For_2014_2015_into_21APR.pdf

The following are specific guidelines for Idaho sub-grantees:

5.1.1 Summer Data: Includes the aggregate data for Summer Activities, Staffing, and Participation. Idaho sub-grantees are not required to input Outcomes for Fall reporting because State Assessments are taken in the Spring.

Summer programs that operate in June will be reported in the following year, even though it was the current fiscal year. For example, a Summer Program that took place in June 2014 would follow the 2013-14 fiscal year but would be included in the 2014-15 reporting year.

Reason: Idaho fiscal year starts in July; however, the reporting for the Summer Term is first day of summer until the last day of summer.

5.1.2 Fall Data: Includes the aggregate data for Fall Activities, Staffing, and Participation. Idaho sub-grantees are not required to input Outcomes for Fall reporting because State Assessments are taken in the Spring.

5.1.3 Spring Data: Includes the aggregate data for Spring Activities and Staffing.

Idaho sub-grantees are required to input Participation and Outcomes as a cumulative based on Fall and Spring Terms.

6.1 Grantee Information: The basic contact information for the program.

7.1 Manage Centers

Pages 8-9 provide step-by-step for Adding & Updating Centers in the 21st APR Tactile Group Data Collection System:

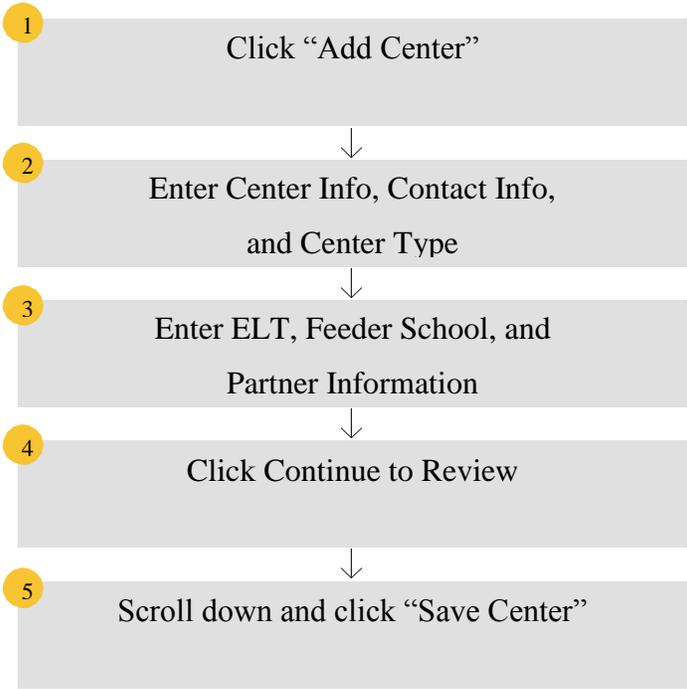
GUIDANCE FOR 21ST APR TACTILE GROUP

For the Idaho 21st CCLC, the following will apply to ALL centers:

1. Idaho does not qualify as an ELT; therefore, **ALL centers will click “No” to the ELT option.**
 - a. 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.”
2. All the targeted school(s) the center serves **MUST** be included; therefore, **ALL centers MUST have at least one feeder school.**
 - a. Feeder School: The targeted school(s) in which participants of the program are regularly enrolled.
3. Partner: 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.

7.1 Manage Centers Guide

“I’m a Sub-Grantee and I’m Adding my Centers”

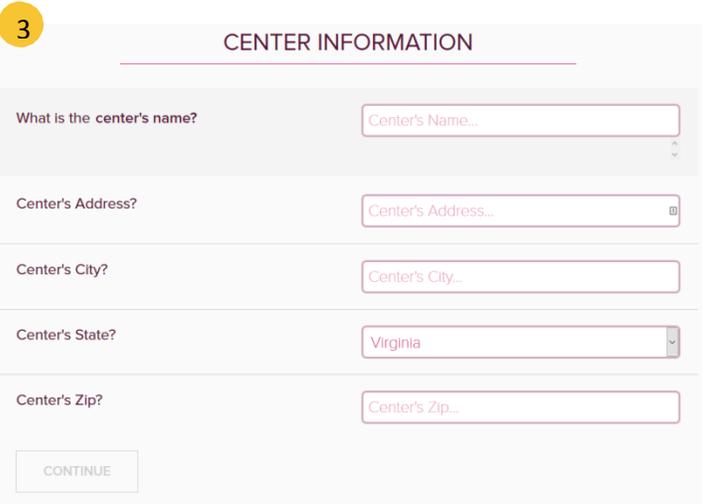
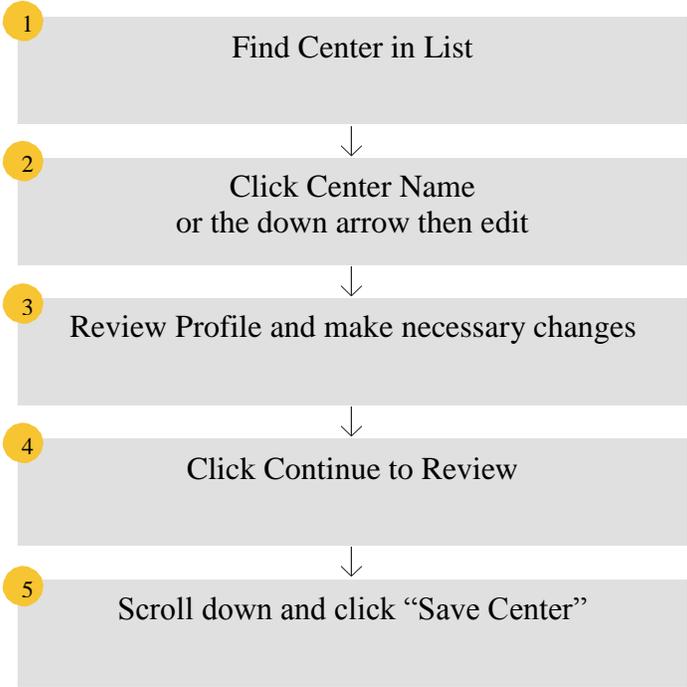


Tip: Center Name
 Begin typing the Center Name and an auto-filtered list will appear. If the Center was in the old system, it will appear in the list.

Tip: Center Type
 There are only SIX Center Types in the new system. Five of them were in the old system. If you do not see your old Center Type in the list, select “Other.”

7.1 Manage Centers

“I’m a Sub-Grantee and I’m Updating my Centers”



Tip: Center Type

There are only SIX Center Types in the new system. Five of them were in the old system. If you do not see your old Center Type in the list, select “Other.”

Tip: Center Name

Begin typing the Center Name and an auto-filtered list will appear. If the Center was in the old system, it will appear in the list.

8.1 Activities: The aggregate data in each activity category. If an activity overlaps (i.e. an activity could be “Physical Activity” and “Character Education”), then use your best judgment to fit it into one category. Page 13 provides step-by-step for Adding Activity Information in the 21st APR Tactile Group Data Collection System.

8.1.1 Topic

8.1.1.1 Academics

STEM: Activity that contributes to the development of science, technology, engineering or mathematics skills. STEM helps “students understand how the academic disciplines of Science, Technology, Engineering and Mathematics impact their world and prepare them for the workforce of tomorrow. STEM is multidiscipline based, incorporating the integration of other disciplinary knowledge into a new whole... [STEM is] a process for teaching and learning, rather than learning isolated bits and pieces of content (iSTEM, 2016, <http://www.sde.idaho.gov/academic/istem/index.html>). Furthermore, STEM is utilizing interdisciplinary strategies in order for students to make informed decisions, create new products and process, and solve problems (<https://y4y.ed.gov/tools/glossary/>).

Literacy: Activity that helps students gain the ability to identify, understand, interpret, create and compute, using printed and written materials associated with varying contexts.

Tutoring: Activity that provides one-on-one or small group instruction to a student that (1) aligns with State academic standards and/or local academic standards and (2) designed to improve student academic achievement.

Homework Help: Activity that provides a student the time, resources, and tools to accomplish assigned work from the school day teacher.

English Language Learners Support: Activity that provides instruction and support for students that come from non-English speaking homes and backgrounds.

8.1.1.2 Enrichment

Entrepreneurship: Activity that provides students the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. Activities may include: financial literacy, economics, profit potential, risk management, business management, human resource management, and conflict resolution.

Arts & Music: Activity that refers to the comprehensive and sequential education in separate and distinct artistic disciplines, which may include subjects such as dance, music, theater, drawing, painting, sculpture, design works, photography, film, animation, culture, and cooking.

Physical Activity: Activity that produces body movement and requires energy expenditure. Some examples may include walking, running, swimming, yoga, dancing, sports, and physical games and exercise.

Community / Service Learning: Community Service is the activity a person performs for the benefit of his or her local community. Service-Learning activity is a teaching method that combines meaningful service to the community with standards-based learning. Service-Learning challenges students, as part of their curriculum, to identify, research, propose and implement solutions to real needs in their school or community and by which students improve academic learning and develop personal and career skills.

Mentoring: Activity that connects students to another individual in a one-on-one relationship. The mentor provides the student support and advice in dealing with day-to-day challenges.

8.1.1.3 Character Education

Drug Prevention: Activity that is evidence-based to provide students instruction, awareness, and skills to prevent the onset of drug use.

Counseling Program: Activity that provides students one-on-one, small group, or whole group instruction to promote and enhance the learning process, which may focus on any of the development of the whole child: physical, emotional, academic, and social.

Violence Prevention: Activity that is evidence-based to provide students instruction, awareness, and skills to prevent the onset of violence.

Truancy Prevention: Activity that is evidence-based to provide students instruction, awareness, and skills to improve school day attendance. Truancy may include an excused or unexcused absence depending on the district definition.

Youth Leadership: Activity that promotes and allows youth to exercise authority over themselves and/or others. Activities focus on youth development to lead civic engagement, education reform, and community organizing activities.

8.1.1.4 College and Career Readiness

College & Career Readiness: Activity that provides students with the knowledge and skills consistent for both college readiness and career readiness. Furthermore, prepares students to enroll and succeed, without remediation, in a credit bearing course at a postsecondary institution or a high quality certificate program with a career pathway to future advancement.

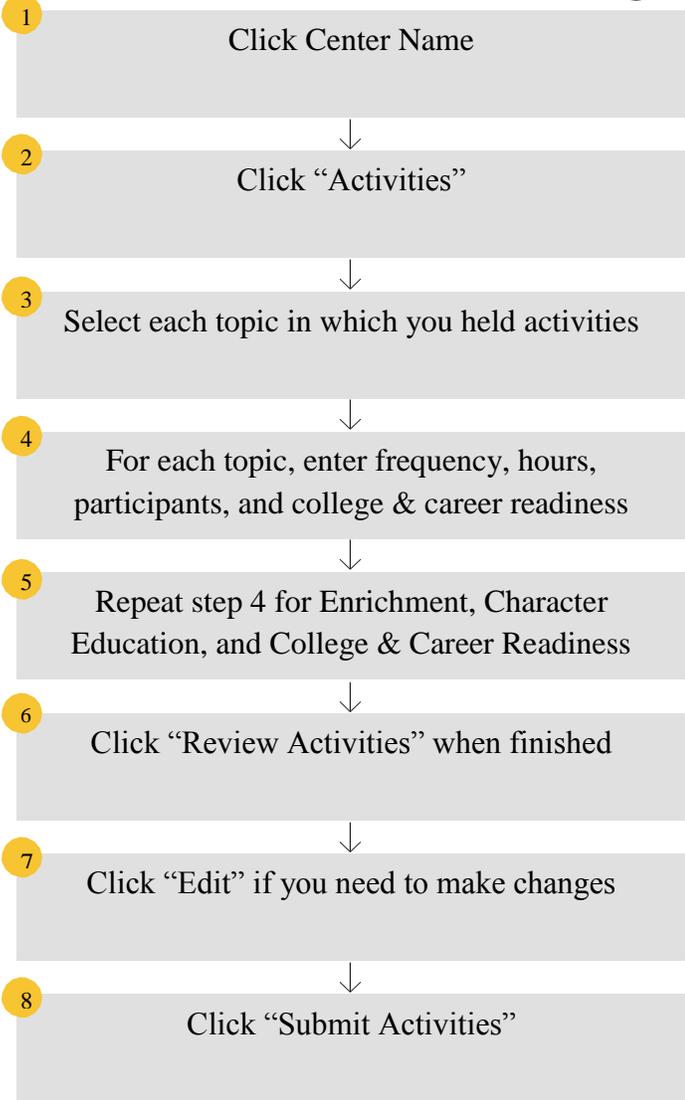
8.1.2 Frequency: How often the activity was offered.

8.1.3 Hours: Average hours for each session of the activity.

8.1.4 Participants: Average number of participants in the activity.

8.1 Activities Guide

“I’m a Adding Activities information”



1. Table with columns: Center Name, Contact Name, Type. Row: A G Richardson Elem, John Doe, Public School.

2. Navigation bar: CENTERS, ACTIVITY.

3. Form: How often is STEM? More than once a week. Times a week? 2. Average hours per session? 1-2 hours. Average participants? 11 - 20. Is STEM also College and Career Readiness? Yes.

4. REVIEW ACTIVITIES button.

5. EDIT button.

6. SUBMIT ACTIVITIES button.

Tip: Review Activities

If the Review Activities button is greyed out or unclickable, make sure you’ve filled in all of the required fields.

Tool Tips

Whenever you see a question mark in a circle, you can click it to see more information about the topic.

9.1 Staffing: Individuals that have (1) specific responsibilities for the planning and/or implementation of the program and (2) regular involvement in the program based upon the program needs and agreement. Page 15 provides step-by-step for Adding Staffing Information in the 21st APR Tactile Group Data Collection System.

IMPORTANT NOTE: A person can only be counted one time, regardless of the number of centers the person works in. Therefore, if a person volunteers or works in multiple centers, then choose one center and enter the individual.

a. Example: A program has two centers: an elementary school and middle school. Each center has two certified teachers but have the same program director and community partner (Boy Scouts). Therefore, the reporting would be as follows:

- a. Elementary – 1 administrator (program director), 2 teachers, and 3 community members (Boy Scouts);
- b. Middle school – 0 administrator, 2 teachers, and 0 community members.

9.1.1 Type

Administrators: The person responsible for planning, implementing, and evaluating the program. Ideally, the administrator is responsible for legal and fiscal management, staff management and human relations, educational programming, family support, public relations, leadership and advocacy.

For consistency, all program directors are classified as administrators; however, coordinators are not. A program assistant that has program administration responsibilities may also be classified as an administrator. If you have other “administrators” such as principals or a superintendent/executive director that has a significant role in the planning, implementation, and evaluation of the program/center then he/she may also be classified as an administrator.

College Students: Individual that attends a college, university, or a higher institution of learning.

Community Members: Individuals from a diverse population within the community, actively involved in the implementation of the awarded grant program.

High School Students: High school students reported as staff CANNOT also be counted as 21st CCLC participants.

Parents: Guardian of student from the targeted school(s) that has an active role in the planning and implementation of the program. This does not include guardians that participate in Family Engagement / Parent Involvement activities.

School Day Teachers: Individual that has obtained (1) full State certification as a teacher or (2) passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law (<http://sde.idaho.gov/cert-psc/cert/hqt/files/general/Definition-of-a-Highly-Qualified-Teacher.pdf>).

Other Non-Teaching School Staff: 21st CCLC program staff that works during the school day but is not a classroom teacher, which may include para-professional, SRO, custodial, transportation, clerical, librarian, counselor, or food service.

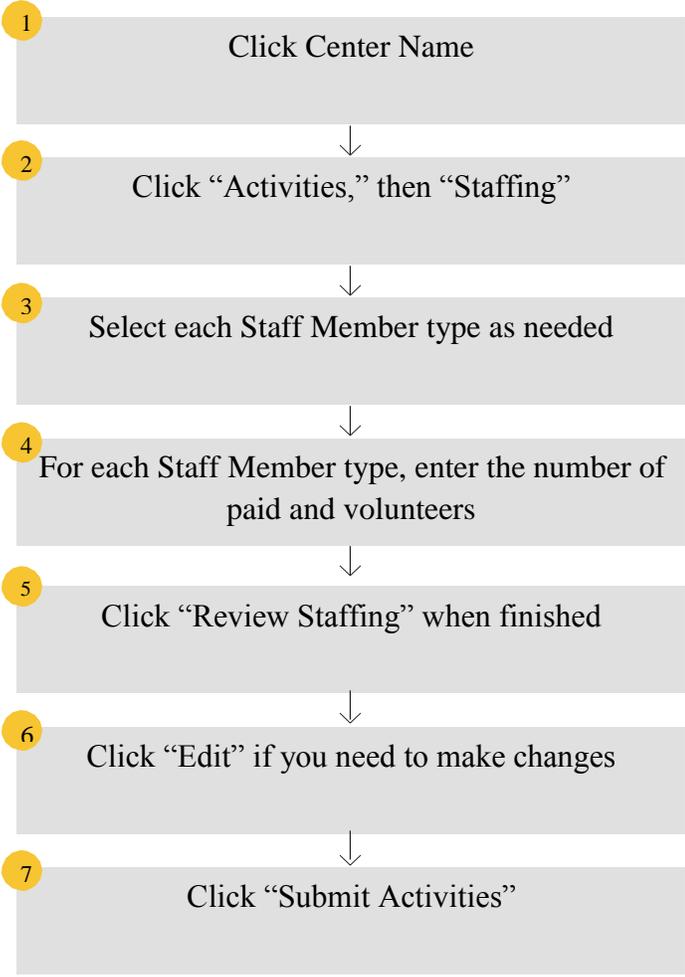
Subcontracted Staff: Those staff members that are contracted with grant funds to provide a service, which may include club instructors, mentors,

Other: Anybody that does not fit into one of the EIGHT categories above.

9.1.2 Paid or Volunteer: Paid staff is those staff members paid with 21st CCLC grant funds. If they are paid by an outside organization (i.e. Boy Scouts, 4-H, etc.), then they are considered volunteers for 21st CCLC.

9.1 Staffing Guide

“I’m a Sub-Grantee and I’m Adding Staffing Information”



1

Center Name	Contact Name	Type
A G Richardson Elem	John Doe	Public School

2

CENTERS

ACTIVITIES

STAFFING

3

How many School Day Teachers?

Number of Paid? 2

Number of Volunteer? 0

5

REVIEW ACTIVITIES

6

EDIT

7

SUBMIT ACTIVITIES

10.1 Participation: Information on the students that participated in the afterschool program within the term dates. Page 17 provides step-by-step for Adding Participation Information in the 21st APR Tactile Group Data Collection System.

10.1.1 Grade Level: Enter the total number of participants for each grade level. For instructions on how to retrieve this information from Compass System see Appendix A.

10.1.2 Attendance: Enter the total number of participants for (1) less than 30 days, (2) 30-59 days, (3) 60-89 days, and (4) 90 days or more. For instructions on how to retrieve this information from Compass System see Appendix B.

10.1.3 Race/Ethnicity: Enter the total number of participants based on Race/Ethnicity. For instructions on how to retrieve this information from Compass System see Appendix A.

10.1.4 Sex: Enter the total number of participants based on Race/Ethnicity. For instructions on how to retrieve this information from Compass System see Appendix A.

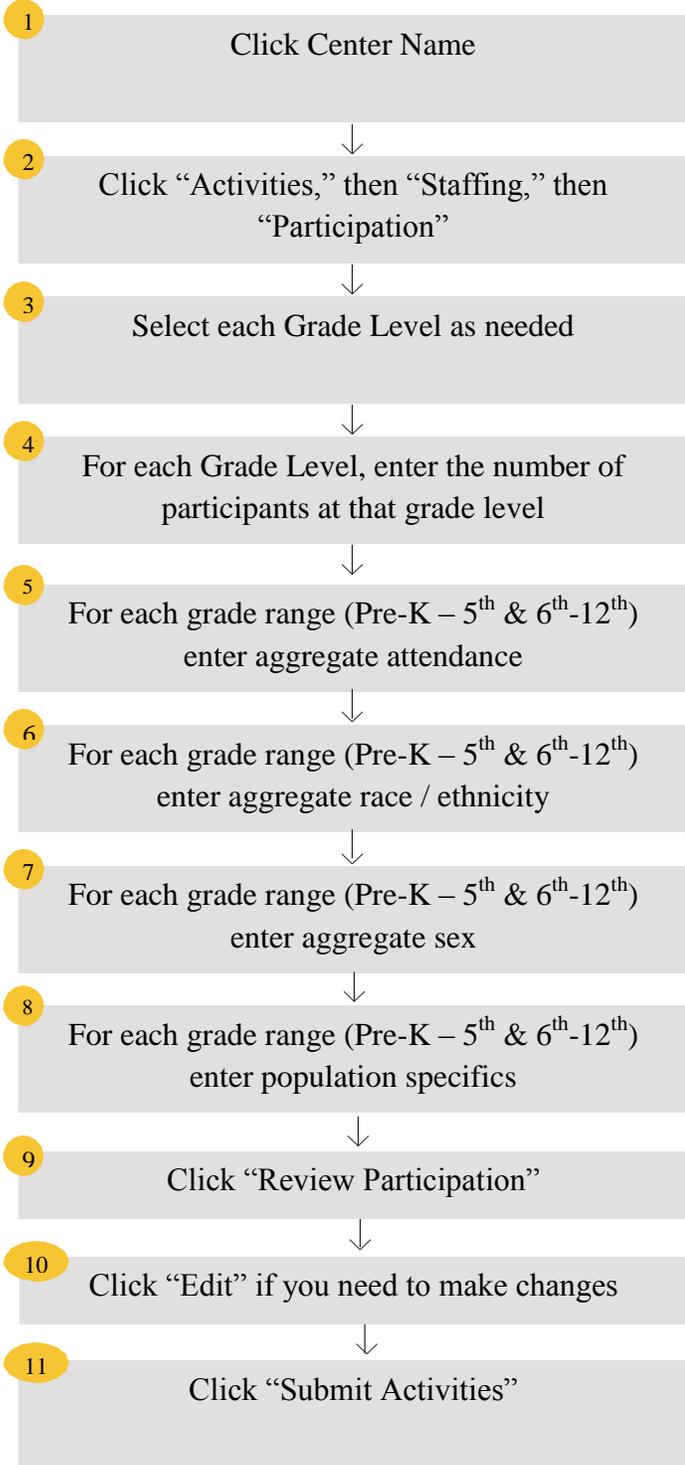
10.1.5 Population Specifics: Enter the total number of participants with Population Specifics: (1) Limited English Proficiency, (2) Free/Reduced Price Lunch, and (3) Special Needs (Based on IEPs). This information is stored at the Local Education Agency level and must be obtained as an aggregate by the authorized district personnel (i.e. food services, federal programs, Migrant, Special Education).

10.1.6 Family Members: Enter the total number of 21st CCLC participant's family members that participated in Family Engagement / Parent Involvement Classes and/or Events. Each family member may only be counted once, even if the family member attended multiple events and/or classes. Siblings of participants do not count as family members if they participate in a 21st CCLC program.

Family Member: Those individuals who are either (1) responsible for the child or (2) anyone the child identifies as being important in his/her life (e.g. close family friend, sibling, extended family member, neighbor). However, peers, school day staff, and 21st CCLC program staff are not eligible to be counted as family members if it is based on criteria (2).

10.1 Participation Guide

“I’m a Sub-Grantee and I’m Adding Participation Information”



1

Center Name	Contact Name	Type
A G Richardson Elem	John Doe	Public School

2

- CENTERS
- ACTIVITIES
- STAFFING

3

How many PreKindergarten? 5

4

How many < 30 days? 5

6

How many Asian students? 5

7

male 2

Female 3

8

Students with limited English Language Proficiency 0

Student who are eligible for free or reduced price lunch 0

Student with special needs 0

Family members 0

9 REVIEW ACTIVITIES

10 EDIT

11 SUBMIT ACTIVITIES

GUIDANCE FOR 21ST APR TACTILE GROUP

11.1 Outcomes: Idaho 21st CCLC sub-grantees are required to report student outcomes based on State Assessment scores. Page 20 provides step-by-step for Adding Outcome Information in the 21st APR Tactile Group Data Collection System.

11.1.1 State Assessment: To report on academic growth an Idaho sub-grantee may use:

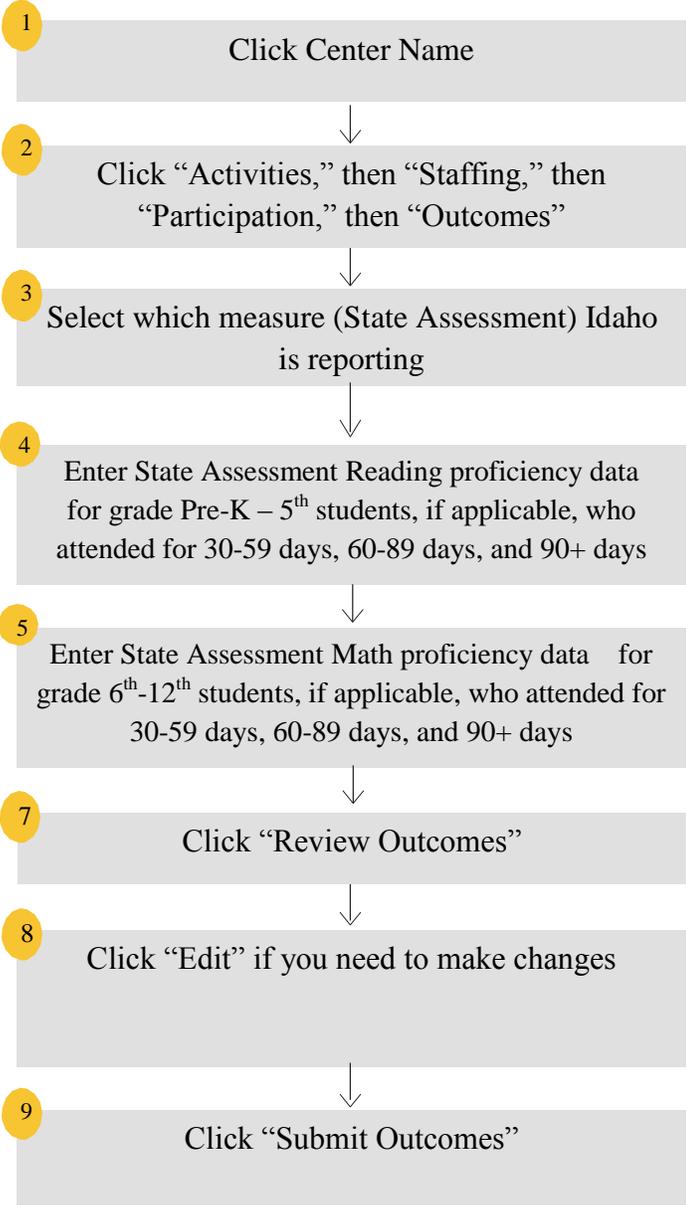
- Idaho Reading Indicator (IRI) scores for students in K-3rd grade;
- Idaho Standards Achievement Tests (ISAT) scores for students in 3rd-11th grade; and
- College Entrance Exam scores for students in 9th-12th grade.

11.1.2 Reading Proficiency for Pre-K – 5th Grade

11.1.3 Math Proficiency for 6th – 12th Grade

11.1 Outcome Guide

“I’m a Sub-Grantee and I’m Adding Outcome Information”



GUIDANCE FOR 21ST APR TACTILE GROUP

Statewide Definitions: below are Idaho 21st CCLC specific definitions to help guide subgrantees enter accurate and unified reporting for the 21st APR Tactile Group Data Collection System.

Activity: See 8.1.1 Topic for the various activity topics and definitions.

Afterschool: A term used to describe programs that offer student instruction and enrichment activities during non-school hours (i.e. before, after, holidays, weekends, and summer).

Alignment: Process for making sure afterschool academic curricula addresses concepts embodied in national, state and local content standards.

Center: Location where programming occurs.

Expanded Learning Time (ELT): 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.” Does not apply to Idaho Subgrantees.

Family Member: Those individuals who are either (1) responsible for the child or (2) anyone the child identifies as being important in his/her life (e.g. close family friend, sibling, extended family member, neighbor). However, peers, school day staff, and 21st CCLC program staff are not eligible to be counted as family members if it is based on criteria (2).

Feeder School: The targeted school(s) in which participants of the program are regularly enrolled.

Grantee or Subgrantee: The organization that is the fiscal agent for the program.

Partner: An entity or individual other than the grantee or school(s) served which provide an in-kind or cash contribution that supports the objectives of the awarded program.

Staff: See 9.1.1 Type for the various staff types and definitions.

State Assessment: See 11.1 Outcomes for State Assessment types and definitions.