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INTRODUCTION

The 21APR Tactile Data Collection System (21APR) is a U.S. Department of Education (ED) information system and is to be used for the reporting of program performance for 21st Century Community Learning Centers (21st CCLC) grantees.

The purpose of this document is to provide assistance to Idaho 21st CCLC grantees, which consists of: (1) a guide for using 21APR, and, (2) program operations specific to Idaho.

The 21APR can be accessed at: https://21apr.ed.gov/login

Idaho 21st CCLC Reporting Terms

<table>
<thead>
<tr>
<th>Term Type</th>
<th>Term Start Date</th>
<th>Term End Date</th>
<th>Data Reported</th>
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<tbody>
<tr>
<td>Summer</td>
<td>First day of summer</td>
<td>Last day of summer</td>
<td>Activities</td>
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<td></td>
<td></td>
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<td>Staffing</td>
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<td></td>
<td></td>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td>Fall</td>
<td>First day of school year</td>
<td>January 31</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td>program</td>
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<td>Staffing</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td>Spring</td>
<td>February 1</td>
<td>Last day of school year</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>program</td>
<td>Staffing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(cumulative for fall and spring)</td>
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<td>Outcomes</td>
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GETTING STARTED

The State Department of Education (SDE) is responsible to establish grantee user roles for all 21st CCLC grants.

Account Activation

If you have not received an activation email from 21APR, then please contact the SDE.

21APR System Account Verification Email

Once you have clicked the link received in the email to verify your account, then you will create your password and challenge question.

There are strict federal requirements for passwords: 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.

If you forget your password and/or challenge question, then contact the SDE to reset your password.

Rules of Behavior

In order to access 21APR you must read and accept the Rules of Behavior.

You will have to read and accept the rules annually.
Grantee Overview

The home screen will display the grantee overview, which will show contact information and each center associated with the grant.

*Step 1: Update any relevant contact information.*

*Step 2: Click the ADD CENTER to create center(s) for the grant.*

**Center:** Location where programming occurs.

21APR Home Screen

![21APR Home Screen Image](image-url)
CENTERS

Step 1: Enter center information and contact information
Step 2: Enter center type.
Step 3: Enter expanded learning time option.
Step 4: Enter feeder school(s).
Step 5: Enter partnership information.
Step 6: Review and click SAVE.

Center Type
- Public School: programming occurs within a school building.
- Charter School: programming occurs within a charter school building.
- College/University: programming occurs within a college/university.
- Community Based: programming occurs within a community-based building.
- Faith Based: programming occurs within a faith-based building.
- Other: programming occurs elsewhere.

Expanded Learning Time

*Expanded Learning Time:* (a) provides students at least 300 additional program hours before, during, or after the traditional school day; (b) supplement but do not supplant regular school day requirements; and, (c) carried out by entities that meet the requirements of 21st CCLC (ESSA, Sec. 4204(a)(2)).

Idaho does not currently have any grantees that offer Expanded Learning Time; therefore, **ALL centers will click NO for the ELT option.**

Feeder School

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

All centers must have at least one (1) feeder school.

Partners

*Partner:* Entities other than the grantee or school(s) served which provide match or in-kind contributions that support the objectives of the grant.
ACTIVITIES

Step 1: Select the activity offered.
Step 2: Select frequency offered.
Step 3: Select average hours offered.
Step 4: Select average number of participants.
Step 5: Select if college and career readiness.
Step 6: Review and click SUBMIT ACTIVITIES

There are four activity types: academic, enrichment, character education, and college and career readiness.

A grantee may identify a primary and a secondary activity for any activity offered (i.e. an activity could be classified as a “physical activity” and a “character education activity”).

Academic Activities

- **STEM**: Activity that contributes to the development of science, technology, engineering or mathematics skills. 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/](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) is 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 Learner Support**: Activity that provides instruction and support for students that come from non-English speaking homes and backgrounds.

Enrichment Activities

- **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 and 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, and culture.

• **Physical Activity:** Activity that produces body movement and requires energy expenditure. Some examples may include walking, running, swimming, yoga, dancing, sport activities, physical games, exercise, and nutritional education.

• **Community/Service Learning:** 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.

**Character Education Activities**

• **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 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.

**College and Career Readiness Activities**

• **College and 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.

Activities Offered

![Activities Offered](image-url)
**STAFFING**

Step 1: Select each staff type as needed.

Step 2: Select the number of paid staff and volunteer staff for each staff type.

Step 3: Review and click SUBMIT STAFFING.

**Staff:** Individuals that (1) have specific responsibilities for the planning and/or implantation of the program, and (2) have regular involvement in the program based upon the program needs and agreements.

**Paid:** Individual that receives 21st CCLC grant funds for services performed for program operation.

**Volunteer:** Individual that does not receive 21st CCLC grant funds for services performed for program operation.

An individual can only be counted one time, regardless of the number of centers and grants for which the individual performs services. Therefore, if an individual does service two (2) or more centers, then choose one center to enter data for staff.

**Staff Types**

- **Administrator:** Individual 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, and leadership.
  
  For consistency across grantees, 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 Student:** Individual that attends a college, university, or a higher institution of learning.

- **Community Member:** Individual from a diverse population within the community, actively involved in the implementation of the awarded grant program.

- **High School Student:** Individual that is currently enrolled in a public or private high school. High school students reported as staff **CANNOT** also be counted as 21st CCLC participants.
- **Parent:** Individual that is the legal guardian of a 21st CCLC participant. This does not include guardians that participate in Family and Parent Engagement activities.

- **School Day Teacher:** 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.

- **Other Non-Teaching School Staff:** Individual 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:** Individual contracted to provide a service, such as club instructor or mentor.

- **Other:** Individual that does not fit into one of the EIGHT categories aforementioned.

*Staffing*
PARTICIPATION

Step 1: Select each grade.
Step 2: Enter number of participants for each grade.
Step 3: Enter aggregate attendance for Pre-K to 5th grade and 6th to 12th grade.
Step 4: Enter aggregate race/ethnicity for Pre-K to 5th grade and 6th to 12th grade.
Step 5: Enter aggregate sex for Pre-K to 5th grade and 6th to 12th grade.
Step 6: Enter aggregate Limited English Proficiency for Pre-K to 5th grade and 6th to 12th grade.
Step 7: Enter aggregate free or reduced priced lunch for Pre-K to 5th grade and 6th to 12th grade.
Step 8: Enter aggregate family members for Pre-K to 5th grade and 6th to 12th grade.
Step 9: Review and click SUBMIT PARTICIPATION.

Participant: A student from the target school(s), homeschool, or private school that attends at least one (1) day of program.

Regular Program Participant: A student that participates in program for 30 or more days during the school year.

Participation is collected by Pre-K to 5th grade and 6th to 12th grade. Centers that operate a mix of the two groups will be required to break out the data by each group.
PARTICIPATION

Enter your Participation data below for the current reporting term

CENTER ACTIVITIES STAFFING PARTICIPATION OUTCOMES

AFTERSCHOOL KIDS
SPRING 2017

For the data fields below, please enter the cumulative participation counts from both fall and spring terms.

For example, if you reported in the fall that you had 20 students in Pre-K, and in the spring term an additional 20 students joined, you would report below 40 students for Pre-K. Summer participation should not be included in this cumulative count.

GRADE LEVEL

PRE-KINDERGARTEN

KINDERGARTEN

OUTCOMES

Step 1: Enter number of regular program participants that were **not** proficient.

Step 2: Enter number of regular program participants that improved to proficient.

Outcomes are reported by participation breakdowns: 30-59 days, 60-89 days, and 90 or more days.

Grantees are required to report regular program participant outcomes for Spring Term Reporting based on state assessment proficiency levels:

- K-3rd grade – Idaho Reading Indicator (IRI)
- 4th-11th grade – Idaho Standards Achievement Test (ISAT)
Outcomes

For the data fields below, please enter the cumulative participation counts from both fall and spring terms.

For example, if you reported in the fall 20 students in Pre-K and in the spring term 18 students joined, you would report below 38 students for Pre-K. Summer participation should not be included in this cumulative count.

**30-59 DAYS**

You reported 1 regular participants who attended 30-59 days at the PreK-5th grade level.

Of these 1 regular participants, how many were not proficient in reading?

Of these 0 who were not proficient, how many improved to proficient or above in reading on state assessment?

CONTINUE