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# General

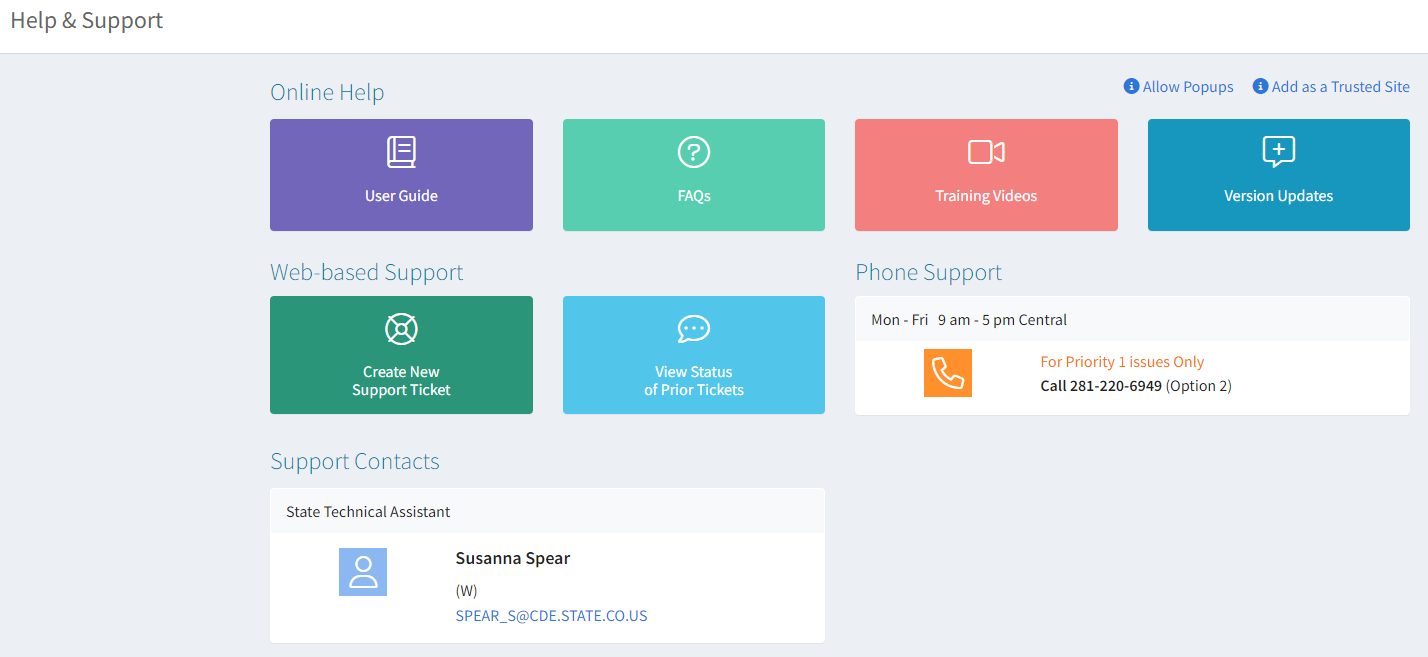
Data collection, management, validation, reporting, and analysis are key elements of managing a successful 21st Century Community Learning Center (CCLC) grant. In accordance with ESSA Sec. 4205(b)(1), 21st CCLC subgrantees are required to engage in ongoing monitoring and evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and to provide evidence that the program helps students meet the state and local student academic standards. The data that subgrantees report to the Colorado Department of Education (CDE) tells an important story about programmatic reach, outcomes, and impact at the state and federal level. This data helps CDE’s 21st CCLC team assess programmatic compliance, identify programmatic challenges and excellence, and share the story of Colorado's programmatic reach, outcomes, and impacts to the U.S. Department of Education (USDE) and other interested parties in Colorado.

CDE provides a range of support and tools to help subgrantees with meeting state and federal data collection requirements. CDE provides updates during subgrantee meetings, ongoing technical assistance, and resources to support successful data collection efforts. This document provides an overview of state- and federal-level requirements and general guidance. By accepting grant funds, subgrantees agree to all components of the data collection and reporting responsibilities discussed in the pages that follow. Additional templates and sample documents for the data collection and reporting requirements outlined in this document can be found on CDE’s 21st CCLC [Subgrantee Resources](https://www.cde.state.co.us/21stcclc/subgranteeresources) webpage.

## EZReports

In partnership with subgrantees, CDE uses EZReports, a web-based data collection afterschool management and reporting software program, to collect and manage data for state-level program evaluation and federal reporting. CDE’s team will grant subgrantee staff with access to the EZReport system. All staff that will be entering data into the EZReports system for your center(s) will need access to the system. Please fill out the [21st CCLC EZReports Access Request](https://docs.google.com/forms/d/e/1FAIpQLSc7YVZNo7f097N_lgat2Ds6zqSI7o5QlkIfGkSmgYTnOyNnQw/viewform) form if you are a new subgrantee staff and need an EZReports login or if you need to remove a user's access.

EZReports provides users with a User Guide, FAQs, and Training Videos for how to set up and use the database under “Support.” CDE strongly encourages subgrantees to familiarize themselves with EZReports’s virtual “Support” resources. 



When encountering issues or concerns with EZReports functionality, contact CDE’s Lead Consultants and/or Program Assistant to see if this is an issue the CDE team can address or resolve. If the CDE team is not able to address or resolve the issue, the next step will be to engage EZReport for web-based support by submitting “Support Tickets.”

The information below is specific to CDE’s setup in EZReports and data subgrantee data collection and reporting requirements.

### Reporting Periods

The EZReports database is set up to align with the fiscal and program year, covering the period of July 1 through June 30 every year. The table below describes the default program calendar for summer and academic year programming in EZReports.

|  |  |  |
| --- | --- | --- |
| **Summer 1** | **School Year** | **Summer 2** |
| July 1 – August 31 | September 1 - May 31 | June 1 – June 30 |

If these windows of time for summer and school year program reporting do not align with your program, you may update program dates under Programs > Programs. Click on the name of the time period in question and change the start and end dates for each period of programming (for instance, your Summer 1 period may run from July 1 through August 15 with the school year starting on August 16). Updated reporting period dates will be indicated by a red calendar icon.

### Startup Steps

At the beginning of each program and fiscal year, EZReports provides a very helpful temporary landing page called “Startup Steps” that reminds Program Directors and Site Coordinators of the following startup information:

* Data that was carried over from previous year’s system
* Task list for Program Directors at the Grantee-level
* Task list for Site Coordinators at the Site/Center-level

### Data Reporting

After completing all Startup Steps, subgrantees are required to use EZReports to collect, manage, validate, and report the following data in EZReports:

| **What data?** | **How to collect and report data in EZReports?** | **When?** |
| --- | --- | --- |
| *Activities* | Maintain updated information about site-level activities. Subgrantees must “Select Activity Category” to fulfill federal reporting requirements. See the section titled [Activities](#_heading=h.4tl08wa9u2dw) for definitions of each federal reporting category. | Enter all initial data in July.  Update and maintain data throughout the year.  Ensure that previous year’s data is complete and valid every August. |
| *Staffing* | Maintain updated information about staff and volunteers under “Stakeholders.” Subgrantees must provide “Staff type” and “Volunteer type” to fulfill federal reporting requirements. See the section titled [Staffing](#_heading=h.r9u2pgl3d4s5) for definitions of each federal reporting category. |
| *Participation* | Work with families and the partner school and district to collect, validate, and report the following federally required data for every participating student:   * State Assigned Student Identifier (SASID) number (access this through the partner school or district) * Names (validate spelling and hyphenation with what the partner school or district has on record) * Date of Birth (validate with what the partner school or district has on record) * Demographic information:   + Race/Ethnicity   + Sex/Gender   + English learner status ( ESL/LEP, Bilingual)   + Disability status (IEP or 504 Plan) |
| *Attendance* | Collect and report hourly program participation data for students and counts of family member attendance for each month. Email your Lead Consultant to request an extension for reporting data and/or to request that CDE opens previous months to make necessary updates. | Report attendance data no later than the 15th of every subsequent month. |
| *Grade Point Averages* | Work with the partner school and/or district to collect current and previous year GPA data for students in Grades 7-8 and 10-12 with a prior year GPA of less than 3.0 in the previous school year.  Analyze, validate, then report data into EZReports under Reports > 21APR Report s> Outcomes > GPRA Data Upload > Student Level Data Template (download then upload) > Outcomes Data Check.  See [Academic Achievement - Grade Point Averages](#_heading=h.yuimdqkm7ua7) for more information about converting GPAs. | Report previous and current year into EZReports no later than July 15. |
| *In-School Suspension* | Work with the partner school and/or district to collect, validate, analyze, and report current and previous year in-school suspension data for students in grades 1-12 with at least one prior year in-school suspension. |
| *Teacher Surveys* | Work with partner school leaders and teachers early and often to help them understand why CDE requires a teacher survey, what they need to do, and when they need to complete the survey.  Assign regular classroom teachers for students in elementary grades and a Math or English teacher for middle or high school students under Stakeholders>Day School Teachers in EZReports.  EZReports generates a teacher survey for all students who reach the threshold of 75 hours or more during the school year (summer hours are included if they constitute less than 75 hours of a participants’ hours) . The teacher surveys are live towards the end of the school year. Subgrantees can collect data through paper and report data manually or virtually using the EZReports system. See [Engagement in Learning - Teacher Surveys](#_heading=h.5qeg1r1q91tu) for more information about best practices in collecting teacher survey data. | All subgrantees must submit a completed teacher survey for 100% of students who attend 75 hours or more by May 31. |

### Data Rollover

Every year the EZReports system will carry over select data from the previous year. The table below provides information about steps needed to prepare for the data rollover and which data elements roll over from one year to the next.

|  |  |  |
| --- | --- | --- |
| **EZReports Data Type or Structure** | **Complete data entry by June 1 to prepare for rollover** | **Rolled over into new system** |
| *Currently assigned users* |  |  |
| *All participants* | X | X  (+ 1 grade level by default) |
| *Activities* | X | X |
| *Grants and Centers* |  | X |
| *Districts and Feeder Schools* |  | X |
| *Staff and Partners* | X | X |
| *Day School Teachers* | X | X |
| *Survey set up* |  | X |

Each year the EZReports system automatically promotes students to the next grade level when data is rolled over from the previous year’s system. Subgrantees should verify and update student registration information as needed, such as grade level and education program, and may change a student’s grade level as needed within the student’s individual registration.

The following data and structures are *not rolled over* and need to be set up in the new program year system: sessions, enrollments, attendance, academic data, and survey data.

## Data Sharing Agreements with Partner Schools and Districts

A key element of successfully meeting 21st CCLC data collection and reporting requirements is establishing and maintaining a strong data sharing agreement with the partner school and district. CDE supports data sharing with schools and districts in several ways.

### 21st CCLC Center Expectations: Principal and Superintendent Sign-Off Form

First, data sharing agreements are built into the Request for Application requirements through the [21st CCLC Center Expectation and Principal Sign-off Form](https://www.cde.state.co.us/21stcclc/21stcclccenterexpectationandprincipalsignoffform). This form is required with the application and must be submitted on an annual basis at the beginning of each program year. Subgrantees must also submit this form and alert their Lead Consultant when a new principal is appointed to the partnering school.

On this form, principals commit to supporting many aspects of 21st CCLC programming, including this statement about subgrantee access to student data:

|  |
| --- |
| “The federal government requires 21st CCLC subgrantees to report on multiple data points for students attending the program, including attendance, and demographic data as well as federally mandated performance measures (GPRA). Funded centers report regularly to CDE on these data points, which in turn reports aggregated and non-personally identifiable information to the U.S. Department of Education. In addition, each funded grant application has a specific set of performance measures, determined by the subgrantee, which is reported on annually to CDE. By signing this form, you agree to assist the 21st CCLC program at your school with obtaining this data for reporting purposes. Further, to ensure student privacy, you agree to not include any student or educator personally identifiable information.” |

CDE strongly recommends that Program Directors and Site Coordinators use this formas a tool to regularly communicate program requirements and to help school and district teams understand their ongoing commitments. Subgrantees may also request that Lead Consultants meet with school and district leaders to communicate the importance of data sharing, CDE’s commitment to data security, and to address any questions or concerns. This form is included in all RFAs and posted on the [21st CCLC Subgrantee Resources](https://www.cde.state.co.us/21stcclc/subgranteeresources) webpage.

### What specific data needs to be shared?

In communicating about data sharing agreements with school and district leaders, it is important to identify the exact data that needs to be shared and to affirm that subgrantees only need to access data for program participants. The table below identifies the data that school and district partners need to share.

| **Category** | **Participating student-level data to be shared** | **When** |
| --- | --- | --- |
| *Participation* | * State Assigned Student Identifier (SASID) number * Names * Date of Birth * Demographic information: Free or Reduced Lunch status, Race/Ethnicity, Sex/Gender, English Language Learner status, and Special Education status. | Starting in July and throughout the program year as students are added |
| *Academic Achievement* | Current and previous year GPA data for students in Grades 7-8 and 10-12 with a prior year GPA of less than 3.0 in the previous school year. USDE uses this data (along with standardized assessment data) to measure program impact on participating students’ academic achievement. See [Academic Achievement - Grade Point Averages](#_heading=h.yuimdqkm7ua7) for more information about converting GPAs. | No later than July 15 each year |
| *Behavior* | Current and previous year in-school suspension data for students in grades 1-12 with at least one in-school suspension in the prior year. USDE uses this data to measure program impact on participating student behavior. |
| *Teacher Surveys* | Teacher survey data for 100% students in grades 1-12 who participated 75 hours or more to measure engagement outcomes.   * Primary teachers complete elementary students’ surveys. * ELA or Math teachers are assigned to complete middle and high school students’ surveys.   USDE uses this data to measure program impact on participating student engagement during the school day. | No later than May 31 each year; data is due in EZReports by June 15 each year. |

### CDE’s Data Confidentiality and Security Practices

It is also important that school and district leaders understand that CDE holds data confidentiality and security practices in the highest regard. CDE encrypts and uses secure data sharing tools to collect the above data from subgrantees. [CDE’s 21st CCLC Data Confidentiality & Security Fact Sheet](https://docs.google.com/document/d/19_sy8_YAFQUmY3drcDPIh1oqtS0mK0xF_Z3OmIwLdk4/edit?usp=sharing) outlines CDE’s data policies and procedures with school and district partners and these documents may support productive conversations with school and district leaders.

### Memorandums of Understanding and/or Data Sharing Agreements

CDE’s 21st CCLC program team encourages subgrantees to establish data sharing agreements through Memorandums of Understanding (MOUs) or other means of securing formal agreements between partners. See [Appendix A: Sample Memorandum of Understanding (MOU) Template](#_heading=h.jynoiw6f0zhz) to consider potential language and structure for an MOU. You may adapt this template to meet the requirements of the school, district, and partner with whom you’re working with to gather data. Note that an MOU is not necessarily limited to or specific to data sharing agreements and is a more holistic or comprehensive agreement between partners akin to the Center Expectations Form above. See [Appendix B: Sample 21st CCLC Data Sharing Agreement](#_heading=h.m4bdjgfuh9v1) to consider potential language and structure that is specific to 21st CCLC data sharing.

# State-Level Reporting Requirements

All 21st CCLC subgrantees proposed projected Participation Targets for each center and State Performance Measures for their grant in their approved applications. Subgrantees are required to use EZReports to submit attendance data and maintain subgrantee- and center-level data on a monthly basis. CDE’s 21st CCLC team analyzes this data periodically to assess programmatic compliance and determine if technical assistance is required.

In addition, subgrantees are required to submit an annual End-of-Year Report using a Qualtrics survey form that includes the following data: student and family participation rates; narratives of programmatic successes and challenges; technical assistance needs; progress on state performance measures; and self-assessments of program quality indicators as well as family, school, community partnerships. The information that follows provides detailed information on data points that are key to 21st CCLC state-level reporting.

## Participation Targets

Subgrantees proposed Participation Targets for each center with a rationale describing how these goals were reasonable and achievable based on the total number of students in the school, student needs and interests, and other related factors in their approved applications. Once approved, subgrantees are responsible for meeting at least 75% of each Participation Target every year to demonstrate compliance. Participation Targets are set for the entirety of the grant period and amendments are only considered on a case-by-case basis by the State Coordinator if the total number of students in the school changes significantly.

Subgrantees submit attendance data on a monthly basis and report on the extent to which they met Participation Targets in End-of-Year Reports. CDE tracks attendance and monitors subgrantees’ progress towards meeting Participation Targets throughout the year. If a subgrantee fails to meet Participation Targets during any portion of the grant period the subgrantee's award may be reduced. The table below defines each Participation Target category.

| **Participation Target** | **Definition** |
| --- | --- |
| *Unduplicated student attendees* | Students attending 21st CCLC programming at least once during the attendance reporting period of July 1 through June 30. |
| *Regular student attendees* | Students who have attended 75 hours or more of programming during the attendance reporting period of July 1 through June 30 are considered regular participants for reporting purposes. Teacher surveys are only collected for regular participants who reach 75 hours or more. |
| *Average Daily Attendance (ADA)* | Average Daily Attendance for the 21st CCLC center, or the number of students proposed to attend programming at each center on any given day on average during the school year program and during the summer program. To determine the ADA, divide the total monthly attendance by the number of program days in the month. School Year ADA is the cumulative average across the regular school year. Summer ADA is the cumulative average across the entire summer program (any combination of days/hours/weeks). Subgrantees use ADA to develop their budget request. Failure to meet at least 75% of this Participation Target on a consistent basis may lead to a reduction or elimination of funding.  (Cohort 11 also reports on Maximum ADA, which is the total number of unique students who will attend programming on any given day during the school year program and the summer program. To determine the ADA, divide the total monthly attendance by the number of program days in the month.) |
| *Unduplicated family members* | Count of parents, guardians, siblings, aunts, uncles, grandparents, and other family members of students participating in the program. |

## State Performance Measures

Subgrantees are responsible for meeting the program goals established by their State Performance Measures in the following areas: 1) Core Academics, 2) Essential Skills/Educational Enrichment, and 3) Family Engagement. State Performance Measures are directly connected to the intent of the 21st CCLC grant program as authorized by the Every Student Succeeds Act (ESSA).

Subgrantees are required to submit an annual End-of-Year Report on the progress they have made on their specific Performance Measures and validate their responses with data (including percentages and numbers).

CDE tracks and evaluates Performance Measures each year of the initial three-year funding period as well as in grant years four and five if funding is continued for a subgrantee. Subgrantees must be able to demonstrate that they are at least making progress on each Performance Measure in order to meet exemplar criteria, a measure CDE uses to determine whether subgrantees are eligible for continuation of funding in years four and five of the 21st CCLC grant. CDE will collaborate with awarded applicants (also known as subgrantees) to finalize Performance Measures prior to receiving a grant award. Changes to Performance Measures can be made by subgrantees in consultation with CDE Lead Consultants no later than January; all changes require review and approval by the CDE State Coordinator to take effect.

## End-of-Year Reports

Subgrantees are required to complete end-of-year data collection and evaluation to demonstrate progress toward reaching program objectives, including Participation Targets and State Performance Measures throughout a given program year. Subgrantees are expected to meet or exceed approved Participation Targets and Performance Measures across the grant period and are required to track and report progress through an annual end-of-year online survey each year of the grant period. Subgrantees are required to provide quantitative evidence to substantiate their performance ratings. In addition, End-of-Year reporting requirements also include:

* Family, school, community partnership self-assessment.
* Teacher Survey response rate (CDE requires 100%).
* Narratives of programmatic successes and challenges.
* Feedback and updates on technical assistance needs.
* Completion of a Quality Implementation Rubric (QIR) and corresponding Action Tool(s) to inform CDE staff of program implementation progress. The rubric measures effectiveness of program implementation and program quality. The Action Tool(s) outlines subgrantees’ plans for addressing areas that are identified as in need of improvement. (This is only required in years one through four of the grant period.)
* Local evaluation summaries.

In the second year of the grant cycle, subgrantees must also submit a Sustainability Plan with a Funding Chart to demonstrate how programs are braiding funds and expanding funding streams and partnerships.

In preparing for submitting the EOY survey, some subgrantees have found using a Google document to collaborate as a team on drafted responses before entering it into the survey form to be an effective approach to completing the report.

# Federal-Level Reporting Requirements

The United States Department of Education (USDE) requires all State Education Agency grantees (like the Colorado Department of Education) to report descriptive information on program characteristics and services (activities, staffing, participation) and performance data across a range of outcomes (student academic achievement, school day attendance, student behavior, and student engagement). As described above, CDE collects programmatic- and student-level data from 21st CCLC subgrantees throughout the program year using EZReports to meet these federal reporting requirements. The information that follows provides detailed information on data points that are key to 21st CCLC federal-level reporting. CDE currently holds an “All Year” reporting designation, meaning that CDE reports aggregated data collected and reported between July 1 and June 30, combining Summer 1, School Year, and Summer 2 reporting periods.

|  |  |  |
| --- | --- | --- |
| **CDE has an “All Year” reporting designation with USDE** | | |
| **Summer 1\*** | **School Year** | **Summer 2\*** |
| July 1 – August 31 | September 1 - May 31 | June 1 – June 30 |

CDE uses an “All Year” federal reporting designation because summer programs are required for all subgrantees and are designed so that overall scope of the local grant program as well as target population, activities, community partners, and costs per student are highly similar to those of the school year. Additionally, CDE awards funds by center and accommodates for both school year and summer costs within one fiscal year. For these reasons, CDE does not distinguish between school year data and summer data for the purposes of federal reporting.

\* There are two summer federal reporting periods each year because the end of the fiscal and program year falls on June 30th and the new fiscal year falls on July 1, splitting summer programming into two different reporting cycles. For instance, if a program runs summer programming from June 15 through July 30, data collected in June will be included in the previous year’s report while data collected in July will be included in the next year’s report.

## Activities

Every center activity must be reported as one of the 14 activity categories provided by the U.S. Department of Education’s [21APR New GPRA Final Implementation Guide](https://oese.ed.gov/files/2023/04/21APR-New-GPRA-Final-Implementation-Guide-v.-1.5.1.pdf), which complies with and aligns to Elementary and Secondary Education Act (ESEA) as amended by Section 4201-4205 (Title IV, Part B) of Every Student Succeeds Act (ESSA). The data collected for Activities closely aligns with the data that the USDE is required to report to the United States Congress.

Subgrantees must select a federally designated activity category when adding an activity in EZReports. Please select the category that best fits the primary goal of the activity and use the definitions below to make your decisions. If an activity does not clearly fit into one of the 14 Activity categories, select the category that most closely fits. While EZReports offers an “other” category, CDE requests that subgrantees avoid using the “other” category if at all possible, since any “other” activity will not be added to CDE’s report. The table below defines each federal activity category using the organizational structure found in EZReports.

| ***Federal Activity Category*** | **Federal Definition** |
| --- | --- |
| ***Academics (Student)*** | |
| *Science, Technology, Engineering, and Mathematics (including Computer Science)* | Contributes to the development of science, technology, engineering, or mathematics (STEM) skills. |
| *Literacy Education* | Contributes to the development and enjoyment of reading and writing skills. |
| *Academic Enrichment* | Provides direct support for academic achievement and helps students meet State academic standards. |
| *Activities for English Learners* | Provides direct support to students classified as English language learners. |
| ***Enrichment (Student)*** | |
| *Healthy and Active Lifestyle* | Engages students in physical activity and develops an appreciation of health and nutrition. |
| *Well-rounded Education Activities (including credit recovery or attainment)* | Provides students with a diverse set of learning experiences across a variety of classes, activities, and programs and an enriched curriculum. |
| *Services for Individuals with Disabilities* | Supports the learning needs of students with disabilities. |
| *Telecommunications and Technology Education* | Supports a student’s understanding of how to use, evaluate, and access technologies for learning and communication |
| *Expanded Library Service Hours* | Utilizes expanded library services and hours. |
| *Cultural Programs* | Fosters inclusion and awareness about cultural diversity and helps prepare students to thrive in an increasingly diverse world. |
| ***Character Education (Student)*** | |
| *Drug and Violence Prevention and Counseling* | Provides information about alcohol or other drug use prevention; promotes peaceful conflict resolution; and/or provides socio-emotional counseling services. |
| *Assistance to Students who have been Truant, Suspended, or Expelled* | Promotes school attendance and/or improved student behavior. |
| ***College and Career Readiness (Student)*** | |
| *Career Competencies and Career Readiness* | Prepares students to enroll and succeed in a credit bearing course at a post-secondary institution or a high-quality certificate program with a career pathway to future advancement. |
| ***Adult (Adult)*** | |
| *Parenting Skills and Family Literacy* | Promotes parental involvement, parenting skills, and literacy at home and in the larger community. |

CDE reports on the state aggregated total number of participants who attended each activity category over the course of the program year and the total hours each activity category was offered over the course of the program year.

## Staffing

Subgrantees must report information about each center staff person who–in either a paid or volunteer capacity–works directly for the grant to manage, administer, or support 21st CCLC grant activities of the program or those who provide support for any activity for any amount of time during the year. To meet federal requirements, staff members must be reported as one of the nine staffing categories provided below. Subgrantees must select a federally designated activity category when adding “Staff” (receive monetary compensation from the 21st CCLC award) or “Volunteers” (do not receive monetary compensation from the 21st CCLC award) under “Stakeholders” in EZReports. Please select ”Staff Type” or “Volunteer Type” that best reflects the primary role of the staff member or volunteer; use the definitions below to make your decisions. The table below defines each federal staff or volunteer typology.

| ***Federal Staff or Volunteer Typology*** | **Federal Definition** |
| --- | --- |
| *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 at a 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 at a feeder school. |
| *Subcontracted Staff* | Individuals who enter into a formal contract to provide services to the center. They are often referred to as “vendors,” and may provide specialized activities. |
| *Other* | Individuals who are not identifiable with any category above. |

CDE reports on the state aggregated total number of paid staff and volunteer staff for each staffing type over the course of the program year.

## Participation

Subgrantees must report the following information for all students who were enrolled and attended programming at the 21st CCLC center during the program year (summer and school year). While some information like grade level and race/ethnicity can be accessed through registration forms, subgrantees will need to work with schools and districts to access the majority of this student-level data. Please see the [Data Sharing Agreements with Partner Schools and Districts](#_heading=h.2hg8j7y9ttw7) section of this Guide for guidance and resources.

| ***Data Elements*** | **Definition** |
| --- | --- |
| *Grade level* | Report the number of students grade levels 1-12 who were enrolled and attended programming at the 21st CCLC center during the school year or summer. Choose the grade the students are currently enrolled in or, if reporting for the second summer, their grade level for the upcoming school year. |
| *Race/Ethnicity* | While there are many ways in which individuals self-identify, follow [guidance](https://nces.ed.gov/pubs2008/rediguide/pdf/appendixA.pdf) from the Department of Education’s Office for Civil Rights for reporting racial and ethnic data |
| *Sex/Gender* |
| *Student Attendance* | Participation in hours for all students who participate in 21st CCLC programming. (CDE accesses this information on behalf of subgrantees using students’ SASIDs). |
| *Students who are English Language Learners* | Students who are English Language Learners. Attain this information from the partner school or district. Report “Yes,” “No,” or “Unknown” in EZReports under “Education Program: “ESL/LEP” and/or “Bilingual.” |
| *Students who are economically disadvantaged* | Students eligible for Free or Reduced Price Lunch. Attain this information from the partner school or district. Report “Yes,” “No,” or “Unknown” under “Eligible for Free/Reduced Lunch” in EZReports. |
| *Students with disabilities* | Students who have a current Individualized Education Program (IEP) or 504 Plan. Attain this information from the partner school or district. Report “Yes,” “No,” or “Unknown” in EZReports under “Education Program: Special Education.” |
| *Family members of participants served* | Defined by CDE as parents, guardians, siblings, aunts, uncles, grandparents, etc. of students served in the program. |

CDE reports on the state aggregated total number of participants for each participation category over the course of the program year.

## Outcomes

The Government Performance and Results Act (GPRA) of 1993 requires federal executive agency heads to submit to the Director of the Office of Management and Budget (OMB) and the Congress a strategic plan for performance goals of their agency's program activities. The USDE’s strategic plan for 21st CCLC requires all State Education Agencies like CDE to report on the following five outcome measures in the 21APR Data Collection System annually. This data is used to report fundamental program outcomes to Congress once a year. It is important to show Congress the impact of 21st CCLC programs across Colorado. To show the impact and ensure continued funding of this valuable program, we must collect and share these data points that Congress has identified.

### Academic Achievement - Colorado Measures of Academic Success

The first measure of academic achievement compares current and previous years of participating 4th-8th grade students’ Colorado Measures of Academic Success (CMAS) English Language Arts (ELA) and Math scores.

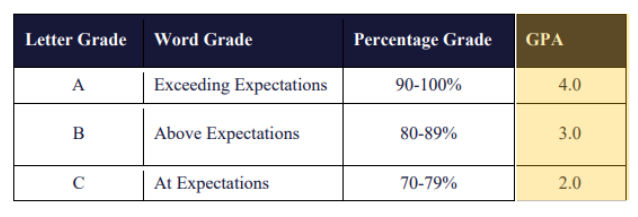
Subgrantees collect, verify, and report State Assigned Student Identifier Numbers (SASIDs), names, and dates of birth for *all* participating students in EZReports. This data is required for federal and state evaluation purposes and is due no later than July 15 of each year.

CDE uses SASIDs, names, and dates of birth to collect and report CMAS data on behalf of subgrantees. CDE validates student-level data then reports de-identified and aggregated data to USDE at the center, sungrantee, and state-level.

### Academic Achievement - Grade Point Averages

Academic achievement is also measured by comparing current and previous years of participating 7th-8th and 10th-12th grade students’ Grade Point Averages (GPA).

Subgrantees must collect, clean, and validate previous and current school year GPA data for students grades 7-8 and 10-12 from the district(s) of recipient school(s). If grades are for term/semester only, take the average across all terms/semesters. The method of conversion is at the discretion of the subgrantee, but subgrantees should document the process for determining GPA and keep it consistent across the grant period and cohorts. Conversion logic is determined at the local level and subgrantees should convert data in partnership with district partners. The following table provides possible GPA conversions.



Subgrantees upload the data directly into EZReports>Reports>21 APR Reports>GPRA Data Upload> Download Student Level Data Template>Grade Point Average>Upload Student Level Data File. This data is required for federal and state evaluation purposes and is due no later than July 15 each year.

If data is not available for a student or if a student falls within the grade level parameters (7th-8th and 10th-12th grade) but had a 3.0 or higher in the previous year, leave the cells for that student blank. Be prepared to provide CDE with a rationale for unreported data.

### Attendance

Attendance is measured by comparing current and previous year attendance rates for participating students in grades 1-12 who had a school day attendance rate at or below 90% in the prior school year.

Subgrantees collect, verify, and report State Assigned Student Identifier Numbers (SASIDs), names, and dates of birth for *all* participating students in EZReports. This data is required for federal and state evaluation purposes and is due no later than July 15 every year.

CDE uses SASIDs, names, and dates of birth to collect and report attendance data on behalf of subgrantees.

### Behavior - In-School Suspensions

Behavior is measured by comparing current and previous years of in school suspension rates for participating 1st-12th grade students with in-school suspensions the prior school year.

Subgrantees collect, clean, and validate previous and current school year in-school suspension data for students grades 1-12 from the district of recipient school(s). Subgrantees upload the data directly into EZReports > Reports > 21 APR Reports > GPRA Data Upload > Download Student Level Data Template > Behavior (In School Suspension) > Upload Student Level Data File no later than July 15 each year.

If data is not available for a student or if a student did not have an in-school suspension in the previous year, leave the cells for that student blank. Be prepared to provide CDE with a rationale for unreported data.

### Engagement in Learning - Teacher Surveys

Engagement in learning as measured by teacher responses on an eight-question survey for students in grades 1-12 who haveparticipated in 21st CCLC programming for 75 hours or more. (Students who accrued all 75 hours during the Summer 1 reporting period will not need to have a teacher survey completed for them.) While CDE collects teacher surveys for students 1-12, CDE is only required to report data for grades 1-5 to the USDE.

All participating students who meet the 75-hour threshold are assigned a teacher survey in EZReports for federal reporting purposes. The number of participating students reaching the 75-hour threshold becomes the “Target” number of teacher surveys that a subgrantee is expected to send and complete. EZReports tracks how many surveys were “sent” out to teachers and how many were “completed” and teachers’ survey response rates are listed on the far right of the survey window. CDE expects a 100% teacher survey response rate. Below you will find information about the survey and recommendations for how to successfully collect survey data and share survey outcomes.

**DOE Teacher Survey**

**What:** This survey was created by CDE to measure teachers’ perceptions of regularly participating students’ engagement in learning during the school day, which is a federally required outcome measure. CDE defines “improvement” in teacher reported student engagement as a designation of “improved” since the beginning of the school year on at least one of the following eight questions.

|  |  |
| --- | --- |
| Since the beginning of the school year, to what extent has your student changed their behavior in the following areas? | |
| 1. Completing classwork and homework on time? | * Not Applicable * Did Not Need to Improve * Declined * Maintained/No Improvement * Improved |
| 1. Completing homework to your satisfaction? |
| 1. Participating in class? |
| 1. Attending class regularly? |
| 1. Coming to school motivated to learn? |
| 1. Being attentive in class? |
| 1. Behaving well in class? |
| 1. Getting along well with other students? |

**Why:** USDE requires CDE to report on five outcome measures, including engagement in learning. This data is used to report fundamental program outcomes to Congress once a year. It is important to show Congress the impact of 21st CCLC programs across Colorado. To show the impact and ensure continued funding of this valuable program, we must collect and share the data points that Congress has identified.

**When:** The EZReports system will assign a web-based survey to designated teachers when students meet the 75-hour mark. Subgrantees should begin distributing surveys in early May. Teacher survey data is due June 15 each year.

**How:** Subgrantees may send surveys to designated teachers as an email through the EZReports system and/or may print surveys for teachers to complete and a staff member to manually enter.

The following are best practices in teacher survey distribution and completion that have been shared by current and previous subgrantees:

* Create a compelling informational flier for the survey and distribute it in teachers’ mailboxes with small thank you gifts like chocolate or other candies.
* Share information about the importance, content, and deadline for the survey early in the school year and remind school leaders and teachers multiple times throughout the spring.
* Work with school leadership to include the task of completing the teacher survey on the school’s “teacher checkout list” that they complete before the end of their school year and beginning summer break.
* Make the survey meaningful by presenting your school-level analysis at a staff meeting or in an email or newsletter.

### Reporting GPRA Outcome Measures in EZReports

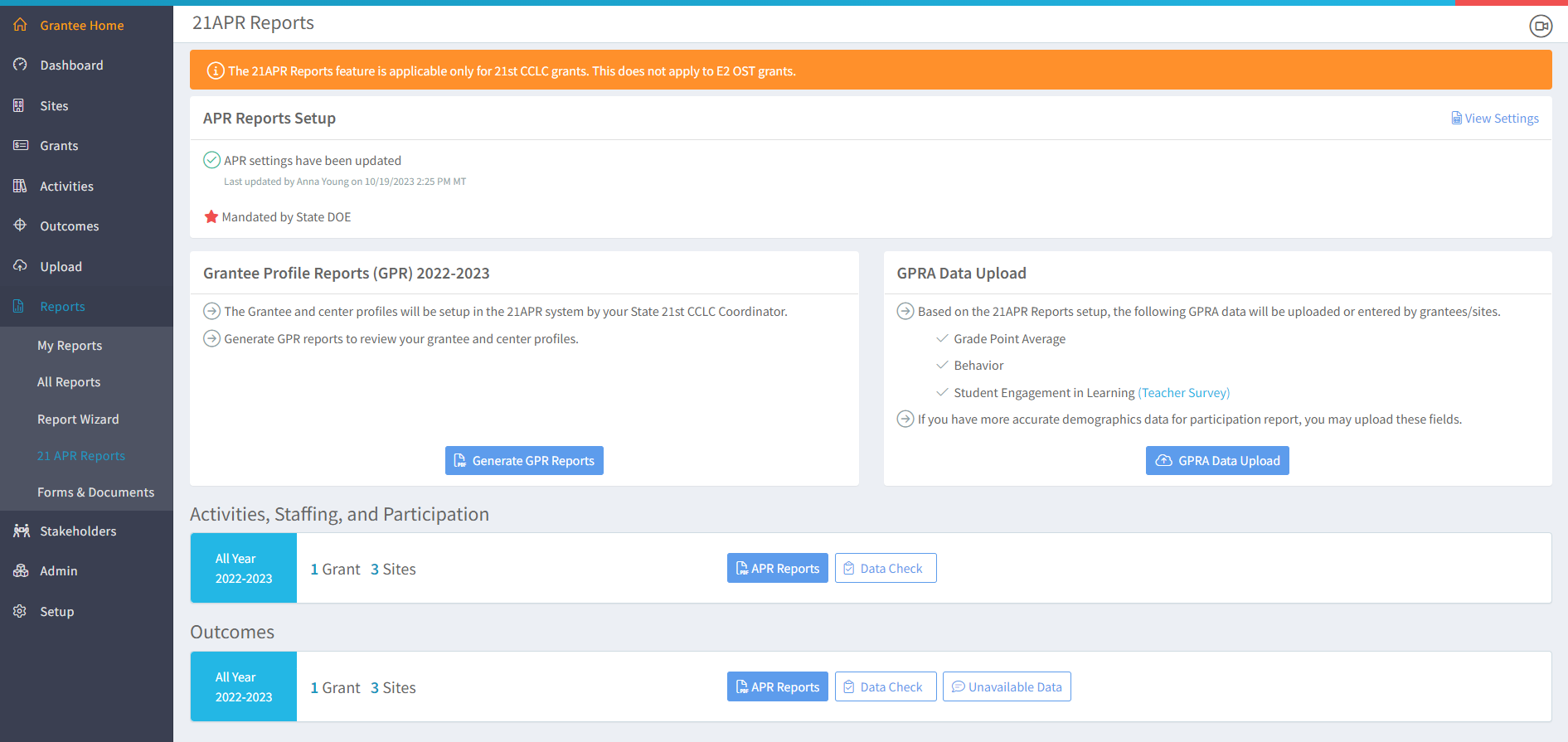
All subgrantees must collect, verify, and report State Assigned Student Identifier Numbers (SASIDs), names, and dates of birth for every student in EZReports with over 4 hours of participation. CDE will use students’ SASIDs to collect and report data for GPRA 1: Academic Achievement and GPRA 3: School Day Attendance. SASIDs and all other personally identifiable information (PII) will remain in the secure EZReports system.

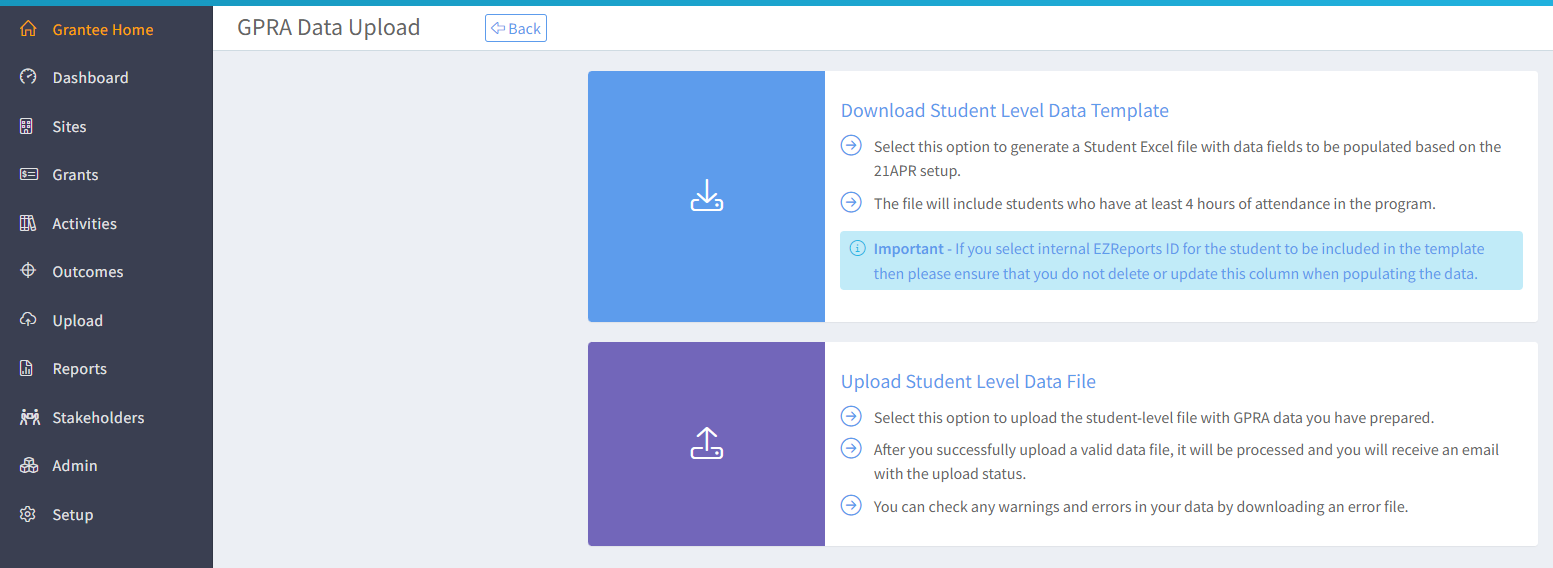
CDE expects all subgrantees to work in partnership with recipient school leaders and teachers to collect 100% day school teacher data for all students who attend 75 or more hours of programming during the school year (not summer session). The data collected by these surveys is reported to USDE through EZReports.

All 21st CCLC subgrantees must collect, clean, and validate the following data for students who participated 4 hours or more:

* Previous and current school yearGrade Point Averages (converted) for students grades 7-8 and 10-12. Only report on students with less than a 3.0 in the previous school year. Leave all other students rows/lines blank.
* In-school suspension rates for students grades 1-12. Only report on students with at least one in-school suspension in the previous school year. Leave all other students rows/lines blank.

The screenshots on the next two pages show where to go in EZReports to upload your data reports for GPA and in-school suspensions.





### GPRA Outcomes Reporting At-A-Glance

Federal reporting requirements for 21st CCLC can be overwhelming or confusing. The table on the following pages summarizes information about each of the five GPRA outcome measures, including definition and guidance, program actions, and reporting deadlines.

| **GPRA Outcome Measures** | **Definition and Guidance** | **Subgrantee Checklist** | **Deadlines** |
| --- | --- | --- | --- |
| **Academic Achievement** as measured by State Assessments | Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in ELA and Math Colorado Measures of Academic Success (CMAS).  CDE defines growth as any positive change in CMAS scaled scores from previous to current year. | * Collect, verify, and report State Assigned Student Identifier Numbers (SASIDs), names, and dates of birth for each participating student in EZReports. SASIDs are required for all programs for both GPRA and state evaluation purposes. | No later than July 15 |
| **Academic Achievement** as measured by Grade Point Average | Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.  CDE defines “improved GPA” as any numerical improvement over 3.0 in the tenths place or higher.  Subgrantees that do not serve students in grades 7-8 and 10-12 are not required to submit GPA; leave these fields blank on the GPRA data upload.  If grades are for term/semester only, take the average across all terms/semesters. The method of conversion is at the discretion of the subgrantee, but document the process for determining GPA and keep it consistent across the grant period and cohorts. | * Collect, clean, and validate previous and current school year GPA data for students grades 7-8 and 10-12 from the district of recipient school(s). * If necessary, convert available achievement data to GPA format with district partners. Keep logic and method of conversion consistent across all centers and students. * Upload the data directly into EZReports>Reports>21 APR Reports>GPRA Data Upload>Download Student Level Data Template>Grade Point Average>Upload Student Level Data File | GPRA Data Upload templates are available in EZReports in March.  Data must be uploaded into the EZReport system no later than July 15. |
| **School Day Attendance** | Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrate an improved attendance rate in the current school year.  CDE defines “improved attendance” as any numerical improvement over 90.0% in the tenths place or higher. | * Collect, verify, and report State Assigned Student Identifier Numbers (SASIDs), names, and dates of birth for each participating student in EZReports. SASIDs are required for all programs for both GPRA and state evaluation purposes. | No later than July 15. |
| **Behavior** | Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.  CDE defines “decrease” as any numerical decrease.  Partner schools which do not use in-school suspension data will not report; leave these fields blank on the GPRA data upload. | * Collect, clean, and validate previous and current school year in-school suspension data for students grades 1-12 from the district of recipient school(s). * Upload the data directly into EZReports>Reports>21 APR Reports>GPRA Data Upload>Download Student Level Data Template>Behavior (In School Suspension)>Upload Student Level Data File. | GPRA Data Upload templates are available in EZReports in March.  Data must be uploaded into the EZReport system no later than July 15. |
| **Engagement in Learning** | Percentage of students in grades 1-5 participating in 21st CCLC programming for 75 hours or more who demonstrated an improvement in teacher-reported engagement in learning.  CDE defines “improvement”in teacher reported student engagement as a designation of “improved” since the beginning of the school year on at least one of these eight indicators. | * Designate day school teachers in EZR at the site level, under the Stakeholders tab. Once they are in EZR, you can email them directly from EZR. EZR will carry these teachers into the next year. Match middle and high school students with ELA or Math teachers and elementary school students with their primary teacher. * Have conversations with school principals and staff aout the purpose and process of teacher surveys early and often. * Begin distributing surveys in early May. * Use EZReports to track incomplete surveys and follow up with designated teachers before the end of the school year. | Teacher Surveys are due June 15. |

# Appendices

## Appendix A: Sample Memorandum of Understanding (MOU) Template

This is intended to be an example for applicants and should be modified according to applicant’s proposed 21st CCLC programs as well as applicant’s specific protocols, processes, documents, etc. for entering partnership agreements.

21st Century Community Learning Center (CCLC) Program

2024 Memorandum of Understanding

Between

the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

and the

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. Introduction

This section describes the need, the organizations involved, and why these organizations need to work together. Questions to consider in this section include:

1. Why is the MOU being created?

2. What agencies are participating?

3. Why is this MOU necessary?

This MOU is necessary and has been created to address:

· Item 1: Description

· Item 2: Description

· Item 3: Description

II. Purpose

This portion should briefly explain the goals of the MOU and how and when it will be utilized. Questions to consider in this section include:

1. What are the various goals of the MOU (be specific)?

2. How will these goals be carried out (be specific)?

3. When will these goals be carried out (be specific)?

The goals of this MOU include:

· Goal 1: Description

· Goal 2: Description

· Goal 3: Description

Goal 1 will be carried out by (how and when)

Goal 2 will be carried out by (how and when)

Goal 3 will be carried out by (how and when)

III. Roles and Responsibilities

To better collaborate, both sides must understand what each other needs to succeed. Understanding expectations from the beginning will lead to a more aligned and successful experience. Questions to consider in this section include:

1. Which duties will each organization take the lead on and which duties will be carried out collaboratively?
2. Which resources that need to be shared does only one party possess?
3. What do both organizations’ staff need (resources, training, etc.) to effectively carry out the MOU objectives?

Individual roles and responsibilities include:

Organization 1:

· Role and responsibility 1

· Role and responsibility 2

· Role and responsibility 3

Organization 2:

· Role and responsibility 1

· Role and responsibility 2

· Role and responsibility 3

Shared roles and responsibilities include:

· Role and responsibility 1

· Role and responsibility 2

· Role and responsibility 3

IV. Oversight and Terms of Agreement

The MOU should be considered a working document – this section in particular. Questions to consider in this section include:

1. How will both sides measure success?

2. When will both sides amend the MOU if circumstances change?

3. How will initiatives at the local, state, and federal level be incorporated into the MOU?

The MOU goals will have been successfully carried out when:

· Goal 1 indicator(s) of success

· Goal 2 indicator(s) of success

· Goal 3 indicator(s) of success

The MOU will be amended by:

· First check-in date

· Second check-in date

The MOU will be amended when:

· Stipulation one

· Stipulation two

Other Terms of Agreement:

· Agreement one

· Agreement two

Agreed:

Organization 1 Representative Date  
  
 Organization 2 Representative Date

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## Appendix B: Sample 21st CCLC Data Sharing Agreement

**THIS DATA SHARING AGREEMENT** is entered into as of (the "Effective Date") between [School/District Name], with a place of business at [School/LEA Address], and [Subgrantee Name], with a place of business at [Subgrantee Address]. The purpose of this agreement is to authorize the release of student personal identifiable (PII) and education data by [School/District ] to [Subgrantee Name] and clarify the use of data.

WHEREAS:

1. [Subgrantee Name] is a recipient of a 21st Century Community Learning Centers (CCLC) grant and is contractually obligated to report student data as determined by the U.S. Department of Education (USDE) and the Colorado Department of Education (CDE). Data must be collected for all students who participate in the program, including those at [School/District].

2. [Subgrantee Name] is an authorized partner of [School/District] and may access required student-level data for all students who participate for 4 or more hours of 21st CCLC programming to comply with federal and state data reporting requirements. Federally required student-level data elements will be stored in CDE’s secure data management system and will be used only to report on 21st CCLC programming in the aggregate. No individual student data will be shared outside of [Subgrantee Name] reporting to CDE or be seen by CDE personnel other than those specifically assigned or contracted to work with the data. The student-level data elements being requested on an annual basis include:

| **Student-Level Data Element** | **Rationale & Notes** | **Deadline** |
| --- | --- | --- |
| State Assigned Student Identifiers (SASIDs) are required for all students who attend 4 or more hours of 21st CCLC programming. | Used by CDE to access Colorado Measures of Academic Success ELA and Math scores and Attendance data required by USDE. | Data collection and reporting begins in July and continues through the program year. |
| Student First and Last Names | Used to ensure CDE makes an accurate match. |
| Date of Birth | Used to ensure CDE makes an accurate match. |
| Demographic information:   * Race/ethnicity * Sex/gender * Free or Reduced Lunch (Yes or No) * English Language Learner (Yes or No) * Special Education (Yes or No) | Required by USDE. |
| Grade Point Averages (GPA) (prior year and current year) for students in Grades 7-8 and 10-12 with a prior year GPA of less than 3.0 in the previous school year. If [School/District] does not utilize GPA, [School/District] agrees to work with [Subgrantee Name] to convert student grades to GPA. | Required by USDE. | Due to CDE no later than July 15. |
| In-school suspension rates (prior year and current year) for students in grades 1-12 attending 21st CCLC programming during the school year and summer who had at least one in-school suspension in the previous school year. | Required by USDE. |

3. [Subgrantee Name] shall obtain and keep on record written parental consent to access the above-identified data from [School/District] for participating students.

4. [Subgrantee Name] shall maintain multiple data security measures and protocols consistent with FERPA to ensure the protection, security, and confidentiality of data shared under this agreement.

5. [Subgrantee Name] may use the data only for the authorized purposes for which it is provided.

6. CDE reports aggregated numbers and percentages to the U.S. Department of Education. All student-level information is contained and managed in CDE’s secure data collection and management system, EZReports. CDE will only share select student-level data with the contracted state evaluator of the 21st Century program. Data must be shared with this entity for federally required statewide reporting and evaluation. CDE’s external evaluator must complete an attestation for data privacy and security and may only access data using CDE’s encrypted and secure data sharing process.

7. Within [Subgrantee Name], data from [School/District] are only made available to staff directly responsible for the 21st Century Community Learning Center's evaluation and data management.

8. **[Include only if subgrantee has a contracted local evaluator, remove if not]** De-identified student-level data will also be shared with [Subrantee Name]’s contracted local evaluator [Name], who has a place of business at [Address]. 21st CCLC subgrantees are obligated to submit an annual local evaluation summary report to the Colorado Department of Education for grant compliance. All data in this evaluation are reported in the aggregate.

9. The term of this agreement shall be 12 months from the Effective Date above and will be renewed annually upon completion of a newly signed data-sharing agreement.

10. [School/District] agrees to provide [Grantee Name] with a data extract by [Enter Date] so that [Subrantee Name] can remain in compliance with state and federal reporting deadlines.

11. [Subrantee Name] shall destroy any PII from education records within 30 days from when it is no longer needed for any compliance with the Federal program activities and responsibilities.

EXECUTION

[SUBGRANTEE NAME] [DISTRICT/SCHOOL NAME]

BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Name], [Title] – [Department, if applicable] [Name], [Title] – [Department, if applicable]

Authorized Representative Authorized Representative

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Adapted from Pennsylvania Department of Education’s [Sample 21st CCLC Data Sharing Agreement](https://www.education.pa.gov/Documents/K-12/21st%20Century%20Community%20Learning%20Centers/Cohort%2012/21stCCLCDataSharingAgreement.docx)]