**Rhode Island 21st Century Community Learning Center (21st CCLC) grant**

**Data Guide**

**Updated October 2022**

## Background and Purpose

All 21st CCLC sites are required to maintain a data system to track program activities, youth participants, program attendance, and other data. This may be the district’s student information system, a third-party system (e.g., YouthServices, EZReports, Cayen), or a self-created database (e.g., Access, Excel, Google Sheets). Whatever system is used, individual student-level data must be accessible to RIDE. RIDE matches the data with other records in its Data Warehouse and uses the data for mandated federal reporting (21APR), statewide evaluation, state reporting systems, and sharing with appropriate outside entities (e.g., Rhode Island KIDS COUNT). The following information is intended to help clarify expectations and ensure the accuracy and quality of the data.

## 21APR Reporting

RIDE enters data into the 21APR federal system, which now has a single reporting period covering the entire fiscal year (July 1 to June 30). RIDE inputs some general information from its files about each grant, but most data is reported at the site level. If an agency has a grant to serve multiple sites, data are reported separately for each site.

The following data are submitted in the 21APR system:

1. ***Grant and Site Information***– general information about each grant and program site
2. ***Partners*** – list of entities that supported the grant financially or through in-kind contributions at any point during the fiscal year
3. ***Activities*** – total number of hours of programming that were offered under each of 14 categories
4. ***Staffing*** – number of paid and volunteer staff by category
5. ***Participation*** – number of youth served by hours of program participation and by grade level, as well as aggregated demographics by grade span (PK-5; 6-12)
6. ***Family Members*** – unduplicated count of family members of program participants who were served by the program
7. ***Outcomes*** – based on the federal [Government Performance and Results Act (GPRA)](https://docs.google.com/document/d/1dpuy3f4KYmlIaYJT6UF98PFYiRHxrRia/edit), five outcome measures which are reported for all program participants in the relevant grades:
	* *Engagement in Learning (new Teacher Survey) (grades 1-5)*
	* *State Assessments (grades 4-8)*
		+ *English Language Arts*
		+ *Mathematics*
	* *School Attendance (grades 1-12)*
	* *In-School Suspensions (grades 1-12)*
	* *Grade Point Average (grades 7-8, 10-12)*

## Most Important Changes to the 21APR System, as of the 2021-22 Reporting Year

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| --- | --- |
| **Old 21APR** | **New 21APR** |
| **Reporting Period:** Reporting done 3x per year (summer, fall, spring), with some variation by reporting term | **Reporting Period:** Reporting done 1x per year for the full year for all data. |
| **Program Attendance:** Student participation reported by days (<30, 30-59, 60-89, 90+) | **Program Attendance:** Student participation reported by hours (<15, 15-44, 45-89, 90-179, 180-269, 270+) |
| **Minimum Attendance:** Participation reported for all program participants, even if they only came once | **Minimum Attendance:** Participation reported only for participants who attended at least 15 hours – UNLESS you indicate you want certain students included even though they did not meet that threshold |
| **Activity Categories:** Old categories (16), plus cross-cutting "College and Career Readiness" Y/N flag | **Activity Categories:** New categories (14), with no additional flag |
| **GPRA Measures (i.e., Outcomes):** Old measures (2) | **Grade Spans for GPRA Measures:** New measures (5) |
| **Minimum Attendance for GPRA Measures:** Only reported for “regular attendees” (30+ days) | **Minimum Attendance for GPRA Measures:** Reported for *all* reported program participants (see minimum attendance above) |
| **Grade Spans for GPRA Measures:** Same outcome measures reported for all grades | **Grade Spans for GPRA Measures:** Different outcome measures for different grade spans |
| **Teacher Survey:** 3-question survey administered to teachers for all students expected to hit 30-day threshold | **Teacher Survey:** 1-question survey administered to teachers for all reported students in grades 1-5 (see minimum attendance above)  |
| **Gender:** Gender reported as Male, Female, or no data | **Grade Spans for GPRA Measures:** Gender reported as Male, Female, “Not reported in Male or Female,” or no data |

## Steps for Submitting Data to RIDE

1. **Spreadsheets**

The following data must be exported as a spreadsheet from each grantees’ local data system and uploaded to RIDE's Secure File Transfer Protocol (SFTP) portal, covering the entire reporting year (July 1-June 30):

1. Youth
2. Services (Activities)
3. Program Attendance
4. Teacher Survey (for programs with students in grades 1-5)

For programs using YouthServices.net, please run the “RIDE 21APR Report” to generate these, using July 1 to June 30 as the start and end dates. RIDE must generate the links for uploading the data. These links are unique and expire after 7 days. Feel free to reach out and ask for a link at any time.

1. **Additional Information about the Data**

The next step in submitting the data is to notify RIDE of any special circumstances such as:

* Students who attended <15 hours whom you would like to include in federal reporting
* Youth who should not be included in reporting
* Students from one site who participated at another site (e.g., due to a school closure for the summer)
* Activities that serve students from more than one center
* Activities that should not be included in reporting
* Any changes from prior years in how your data is coded.
1. **Online Forms**

The next step in submitting data to RIDE is to complete the following online forms. Links for each change each year. All three of these forms cover the entire reporting year (July 1-June 30):

1. Staff
2. Family Members Served
3. Partners
4. **Responding to RIDE**

RIDE is likely to have follow up questions about your data (e.g., missing information, students not found in RIDE’s Data Warehouse, gaps or overlaps between activities, etc.). Please make sure someone is available in the weeks following data submission who can respond to these questions and please respond promptly.

## Youth

* **Reporting method** – Once youth records are updated in your local data system, please download data as a spreadsheet and upload it to RIDE’s SFTP site. If using CitySpan’s YouthServices.net, use the “RIDE 21APR Report.”
* **Demographics** – RIDE matches students in each grantee’s data with students in its Data Warehouse. ***Data from the Data Warehouse are used as the source for student demographics and outcomes.*** If a student cannot be matched, then demographic data from your data upload may be used instead.
* **Required data fields** – The following data are required for the purposes of matching youth with those in RIDE’s Data Warehouse. Youth records that are missing any of these fields may not be included in federal reporting:
* **Name (First** and **Last)** – All youth need a first and last name; the middle name/initial is optional.
	+ Beware of switching first and last names.
	+ Preferably enter the full given first and last names and enter nicknames or preferred names elsewhere (e.g., in the middle name field) or include nicknames in the first name field after the actual first name (e.g., John (Jack) or Samantha “Sam”).
* **Sex/Gender** –All youth need to have their gender entered in the system. In addition to Male and Female, you may use any other designations you prefer (e.g., Transgender, Nonbinary, Other, Not reported in male or female, etc.). For transgender youth, you may also use Male or Female according to students’ preference, but please also make a note of this elsewhere in the system (e.g., in the ClientID field); otherwise RIDE will not see this and will use the gender listed in RIDE’s Data Warehouse, which for a variety of reasons may not match a student’s preference.
* **DOB** – All youth need a Date of Birth.
	+ If you do not currently collect this for some youth in your program, please change your enrollment process to include it.
	+ Beware of switching the month and day.
	+ Beware of entering the current date.
	+ Be sure that the DOB makes sense (i.e., the student was between 4 and 22 years old at the time of service).
* **Grade Level** – All youth need to have their grade level entered in the system and have it updated every year. For summer participants, please use the grade that students will be entering in the fall. Students who had graduated from high school before receiving services through the grant should not be included in reporting. For sites using YouthServices.net, please note that there are different fields you may use to enter the grade; it does not matter which you use as long as the information is current.
* **Other demographics** **for any youth not enrolled in a public school** – For students who are **not** enrolled in a public school (e.g., private school students, homeschooled students, summer program participants who just moved into the district, etc.), the following additional demographic information is required:
	+ **Race (7 category)** – American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, or Two or More Races
	+ **IEP, 504, or Special Needs status (Y/N)** – students who have a current Individualized Education Program (IEP) and/or 504 Plan (Section 504 of the Rehabilitation Act of 1973)
	+ **Free/Reduced Price Lunch (FRPL) status (Y/N or Free/Reduced/Not reduced)**, and
	+ **English Learner (EL) status (Y/N)** – Please note that students in “monitoring” status are considered not to be ELs any longer (i.e., report them as No).
* **Data fields that are not required** – For students who are enrolled in a Rhode Island public school, other demographic information is helpful but is not required for 21APR reporting. RIDE uses demographics from the Data Warehouse for all of its reporting and evaluation purposes. However, RIDE staff are not allowed to share most demographic information about individual students. Therefore, each program should decide which demographic information is needed in their data system for their own purposes (e.g., for evaluation).
* **Active/Inactive does not affect reporting** – For sites using YouthServices.net, please be aware that marking a student as “Inactive” does not have any impact on whether or not that student’s data is included in reporting.

## Activities

* **Reporting method** – Once activity records are updated in your local data system, please download data as a spreadsheet and upload it to RIDE’s SFTP site. If using CitySpan’s YouthServices.net, use the “RIDE 21APR Report.”
* **Required data fields** – The following data fields are required. Activity records that are missing any of these fields will not be included in federal reporting, nor will associated student program attendance.
* **Activity Type (21st CCLC Activity vs. Non-21st CCLC Activity)** – All activities must be denoted either as a 21st CCLC Activity – in which case it will be included in all reporting – or as Non-21st CCLC Activity – in which case RIDE will not ever see the data and it will be excluded from reporting. YouthServices has a field for identifying this; please do not leave it blank.
Definition: A 21st CCLC Activity is any program, service or activity in which at least one youth is served at least one time which occurs during out-of-school hours, and which promotes the goals of the 21st Century Community Learning Center. If 21st CCLC funds are used in any way (e.g., for staff time, for a provider, for supplies, to administer it as part of the 21st CCLC, etc.) then it should be coded as a 21st CCLC Activity, even if it is primarily funded through other means.
* **Activity Name** – All activities should have a name in the system. If more than one program site uses the same account in the data system, then the activity name must include the name of the site with which the activity is associated.
* **21APR Activity Category** – To be included in Activity reporting in 21APR, activities should be coded under a single 21APR category for reporting purposes. Activities with no 21APR Category will be included as part of students’ total hours in Participation reporting in 21APR but will not be included in Activity reporting. Below are federal definitions for each category.
* **Academic Enrichment**

*Activity that provides direct support for academic achievement and helps students meet State academic standards.*

* **Activities for English Learners**

*Activity that provides direct support to students classified as English language learners.*

* **Assistance to Students who have been Truant, Suspended, or Expelled**

*Activity that promotes school attendance and/or improved student behavior.*

* **Career Competencies and Career Readiness**

*Activity that 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.*

* **Cultural Programs**

*Activity that fosters inclusion and awareness about cultural diversity and helps prepare students to thrive in an increasingly diverse world.*

* **Drug and Violence Prevention and Counseling**

*Activity that provides information about alcohol or other drug use prevention; promotes peaceful conflict resolution; and/or provides socio-emotional counseling services.*

* **Expanded Library Service Hours**

*Activity that utilizes expanded library services and hours.*

* **Healthy and Active Lifestyle**Including nutritional education and structured physical activity programs

*Activity that engages students in a physical activity and develops an appreciation of health and nutrition.*

* **Literacy Education**

Including financial literacy and environmental literacy programs

*Activity that contributes to the development and enjoyment of reading and writing skills.*

* **Parenting Skills and Family Literacy**

*Activity that promotes parental involvement, parenting skills, and literacy at home and in the larger community.*

* **Science, Technology, Engineering, and Mathematics, including Computer Science**Including computer science and programs that foster innovation in learning

*Activity that contributes to the development of science, technology, engineering, or mathematics (STEM) skills.*

* **Services for Individuals with Disabilities**

*Activity that supports the learning needs of students with disabilities.*

* **Telecommunications and Technology Education**

*Activity that supports a student’s understanding of how to use, evaluate, and access technologies for learning and communication.*

* **Well-rounded Education Activities, including credit recovery or attainment**

Including credit recovery

*Activity that provides students with a diverse set of learning experiences across a variety of classes, activities, and programs and an enriched curriculum.*

* **Tips on assigning Categories**
	+ Use “Well-rounded Education Activities” as a catch-all for most enrichment and youth-development activities.
	+ There is a lot of overlap between these categories; do not feel the need to be perfect in assigning them.
	+ US ED has created the above crosswalk to assist with recoding old (pre-2021-22) activity categories to the new ones. Use it as the default for recoding but adjust as appropriate using your best judgment.

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| **Old => New Activity Category Crosswalk** |
| **Old Category**  | **New Category** |
| STEM | Science, Technology, Engineering & Mathematics |
| Literacy | Literacy Education |
| Tutoring | Academic Enrichment |
| Homework Help | Academic Enrichment |
| English Language Learners Support | Activities for English Learners |
| Entrepreneurship | Well-Rounded Education Activities |
| Arts & Music | Well-Rounded Education Activities |
| Physical Activity | Healthy and Active Lifestyle |
| Community/Service Learning | Well-Rounded Education Activities |
| Mentoring | Academic Enrichment |
| Drug Prevention | Drug and Violence Prevention and Counseling |
| Counseling Programs | Drug and Violence Prevention and Counseling |
| Violence Prevention | Drug and Violence Prevention and Counseling |
| Truancy Prevention | Assistance to Students who have been Truant, Suspended, or Expelled |
| Youth Leadership | Well-Rounded Education Activities |
| College & Career Readiness | Career Competencies and Career Readiness |
|  | Services for Individuals with Disabilities |
| Telecommunications and Technology Education |
| Expanded Library Service Hours |
| Parenting Skills and Family Literacy |
| Cultural Programs |

* **Managing snack / transition / dismissal times** – Time that students spend in the program that should be reported as part of students’ total hours of program attendance but that does not fit under any of the federal Activity categories above, should be captured in activities that are not assigned any category. Please note that grantees may still potentially decide to include snack or transition time in the above federal Activity categories (e.g., Healthy and Active Lifestyle or Well-Rounded Education Activities) if what happens during that time supports the purposes or intended outcomes of that category.
* **Data fields that are not required** – RIDE does not require additional information about Activities. For those who use YouthServices, RIDE does not use any of the following information for any purposes: Service Type (Group/Individual), Student Populations Targeted, Subject Area, Staff Assigned, or Partner Assigned.

## Program Attendance

* **Reporting method** – Once attendance records are updated in your local data system, please download data as a spreadsheet and upload it to RIDE’s SFTP site. If using CitySpan’s YouthServices.net, use the “RIDE 21APR Report.”
* **Required data fields** – The following data are required. Program attendance records that are missing any of these fields may not be included in federal reporting for Activities (e.g., hours of programming by category) or Participation (youths’ total hours of participation):
* **Youth**, **Activity**, and **Date** – Each program attendance record should be associated with a specific youth for a specific activity on a specific date.
* **Attendance (Present/Absent)** – Daily attendance should be clearly marked as Present or Absent for each youth in each activity on each date. Blanks in program attendance data are treated as absences and are not included in federal reporting.
* **Length in Minutes** – Each activity record must show how long the student was there.
* **Begin/End Times** – Each attendance record should have a specific Begin Time and an End Time, which must correspond to the Length in Minutes. YouthServices and some other systems allow for Drop-In/Individual Activities, which do not list specific times; this is allowable as long as the Length in Minutes is accurate and as long as this does not co-occur with another activity that a student attended.
* **Tips on setting up activities**
	+ Double check the default start and end times for each activity you create.
	+ Make sure that start and end times for each activity are contiguous with activities that occur immediately before or after (i.e., avoid overlaps or gaps that are not real).
	+ Avoid breaking the day up into too many activity segments, though have enough to reflect the richness of your program.
	+ To avoid having to make lots of adjustments later, it is strongly recommended that you create separate activities in the data system if....
	+ The same activity meets at different times on the same day.
	+ Some students start or end an activity at a different time than others. This includes those who split time between two activities.
	+ An activity meets at different times of day on different days of the week.
	+ If using YouthServices.net, set up activities that happen at random times as “Individual activities” to avoid schedule conflicts/overlaps.
	+ Pay attention to schedule conflicts when enrolling youth in activities.
	+ Make sure you are enrolling each student into activities in all time slots during the program day, to avoid artificial gaps.
	+ Double check that:
		- All activity start and end times are right.
		- You eliminated all overlaps or false gaps between activities.
		- All students are enrolled in one, and only one, activity during each time slot during the program day.

**Checklist for Ensuring that All Students’ Hours of Attendance are Captured**

[ ]  Are all Activities – including all snack / transition /dismissal times – entered into your data system?

[ ]  Do all Activities in your data system have correct start and end times?
If the same activity is run at different times of the day for different groups of students, it is strongly recommended that they are entered as two different Activities in the data system.

[ ]  Do those start and end times capture the entire program day, ***without gaps or overlaps***?

[ ]  Are all students enrolled in all Activities in your data system that they should be, including all snack/transition/dismissal times, circle time, homework help, etc.

[ ]  For students who split time between two different enrichment activities, are their begin and end times adjusted accordingly?
If this is a regular occurrence, consider creating these as separate Activities in the system, so you do not have to constantly adjust begin and end times.

[ ]  Is the full program day captured for all students across Activities without gaps or overlap?

[ ]  Do you have systems in place to ensure all students’ attendance is recorded in all Activities in which they are enrolled, including all snack/transition/dismissal times, circle time, homework help, etc.?

[ ]  Are these Activities properly coded with Activity categories that reflect the purposes or intended outcomes of that time? Or, in the case of snack or transition time that may not fit within existing Activity categories, is the Activity category field left blank?

[ ]  Do you have a process for adjusting attendance times – within reason – for students who arrive late or leave early, including those who leave between Activities?
This is particularly important for students who leave early on a regular basis, to avoid overcounting their hours of program participation.

## Teacher Survey (Grades 1 to 5)

* **Reporting method** – Once Teacher Survey records are updated in your local data system, please download data as a spreadsheet and upload it to RIDE’s SFTP site. If using CitySpan’s YouthServices.net, use the “RIDE 21APR Report.” Other spreadsheet formats are acceptable, so long as each student is identifiable.
* **Data Fields** – The following are the fields needed for the Teacher Survey. Please note that a teacher may skip questions, so all records will be included in federal reporting, even if there are blanks:
* **Youth** – Each survey record should be associated with a specific youth. The student’s grade level is optional.
* **Engagement in Learning** – “To what extent has this student changed in terms of *engagement in learning* (i.e., attention, curiosity, or interest in what they are learning or being taught) from the beginning of the year to now? (Significant Improvement | Slight Improvement | No Change | Slight Decline | Significant Decline)”
* **Notes:**
* All sites that have students in grades 1-5 – including middle schools with grade 5 – must administer the Teacher Survey.
* It should be administered for all students who attended the program ≥15 hours, as well as any students who attended <15 hours whom you have flagged for inclusion in reporting.
* The Teacher Survey is an end-of-year retrospective survey, not a pre/post survey. For students who leave the school mid-year, grantees should consider asking the teacher to complete it then, rather than waiting until the end of the year.
* Typically, this would be completed by the student’s primary teacher, but it may be completed by any teacher who knows the student well. For summer participants only, it may be completed by a program instructor who had the student, rather than the student’s classroom teacher.
* It could be administered by paper or electronically, but results should be entered into the grantee’s data system (e.g., YouthServices).

## Staff

* **Reporting method** – Staffing is reported through the online Staff form (link changes each reporting year).
* **Federal Definition**:
	+ **Staff***People who work, in either a paid or volunteer capacity, in the center in direct support of the program and those who provided support for any activity for any amount of time during the school year or summer.*
* **Notes**:
	+ **Unique count** – Please enter individuals only once per site, even if they could fall under more than one category (e.g., a volunteer who is both a parent and a community member should be counted as one or the other but not both).
	+ **High school students** – Per federal rules, high school students reported as 21st CCLC participants ***may not*** also be counted as staff.
* **Fields** – The Staff form includes the following fields:
	+ **Site Name** – Please choose from the dropdown list.
	+ **Category** – Below are federal definitions:
		- **Administrators**
		*Individuals who have a primary oversight capacity of the staff and functions of the center.*Please note that this refers to program directors, site coordinators, etc. not to school administrators. Also, please note the program directors overseeing multiple sites should be included in the report for each site.
		- **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 feeder school.*

* + **Subcontracted Staff**

*Individuals who enter into a formal contract to provide services to the center. Often referred to as ‘vendors,’ and may provide specialized activities.”*

* + **Other**

*Individuals who are not identifiable with any category above.*

* + **Paid** or **Volunteer** – Counts are provided by the paid/volunteer status.
		- **Number of Paid Staff***The number of individuals that receive monetary compensation from the 21st CCLC award.*
		- **Number of Volunteers***The number of individuals that do not receive monetary compensation from the 21st CCLC award.*

## Family Members Served

* **Reporting method** – This is reported through the online Family Members Served form (link changes each reporting year).
* **Federal Definition**:
	+ **Family members of participants served***The total number of family members of students who participated in activities sponsored by 21st CCLC funds.*
* **Data Fields** – The Family Members served form includes the following fields:
	+ **Site Name** – Please choose from the dropdown list.
	+ **Number of Family Members Served by grade span (PreK-5th/6th-12th)** – Counts are provided by the grade span of the student to whom the family members are related.
* **Notes**:
	+ This is an unduplicated count of family members served. It is a count of individuals, not of families.
	+ Please do not double-count family members who participated in multiple events or activities in one reporting period.
	+ However, if there are sibling in different grade spans (PreK-5th and 6th-12th) who each participated in the 21st CCLC program, their family members should be included in both counts.
	+ Siblings who are being counted as youth program participants ***may not*** also be counted as family members.
	+ Please include only those family members who participated in at least one 21st CCLC-related activity during the reporting year.
	+ Please do not include family members of students who were not enrolled in your program (e.g., parents of other students in the school who are not program participants).

## Partners

* **Reporting method** – This is reported through the online Partners form (link changes each reporting year).
* **Federal Definition**:
	+ **Partners***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.*
* **Fields** – The Partners spreadsheet includes the following fields:
	+ **Grant Name** – Please choose from the dropdown list. Please note that unlike other 21APR data, this is reported per grant, not per center.
	+ **Partners** – Please enter one partner per space. You must enter at least one partner. If you have more than 30 partners to report, please contact RIDE.
* **Notes:**
	+ **This is not the same as a list of subcontracted providers.** Providers may be included, but only if they provided a discounted rate or additional goods or services beyond what they were contracted to provide.
	+ **Entity types** – Partners may be individuals as well as just about any type of agency or organization, including community organizations; businesses; faith-based organizations; federal, state or city agencies; foundations; colleges; coalitions; financial institutions; teams, clubs or other associations; etc.
	+ **For individuals** - You do not need to list out every individual by name. Simply enter "various individuals" into one of the textboxes.
	+ **Please do not list:**
		- the fiscal agent for the grant
		- the school(s) served
		- RIDE
	+ **Only 21st CCLC-related** – Entities that provided in-kind or cash contributions to your organization for programs other than the 21st Century program should not be included.
	+ **Name of partner only** – You do not need to enter anything about the nature of the contribution that the partner made.

## GPRA Measure A: Engagement in Learning (Grades 1-5)

***Federal Definition:***

***“Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.”***

* **Measured by:** Single-question, retrospective end-of-year survey administered to a classroom teacher who knows the student (or for summer only participants, potentially by a program instructor who had the student), which asks:

*To what extent has this student changed in terms of* engagement in learning *(i.e., attention, curiosity, or interest in what they are learning or being taught) from the beginning of the year to now?*

* + Significant Improvement
	+ Slight Improvement
	+ No Change
	+ Slight Decline
	+ Significant Decline)”
* **Students will be included if they:**
	+ Were in 1st-5th grade in the reporting year
	+ Participated in the 21st CCLC site ≥15 hours during the summer and/or school year, unless otherwise flagged for inclusion in reporting AND
	+ For whom we can collect teacher surveys.
* **Improvement means:** A teacher selected “Slight improvement” or “Significant improvement.”
* **Collection and Reporting Processes:** Grantees give a paper or electronic form to teachers, listing the names of students for whom they should respond. Results are entered into YouthServices.net or into another spreadsheet, so long as each student is identifiable. Excel spreadsheet is uploaded to RIDE’s SFTP portal. Please do not email data, share data using Google forms, or use any other process for sending this is federally protected, confidential data.

## GPRA Measure B: State Assessments (Grades 4-8)

***Federal Definition:***

* ***“Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.***
* ***Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.”***
* **Measured by:** Growth on Rhode Island Comprehensive Assessment System (RICAS) or Dynamic Learning Map (DLM) scores from the prior year to the reporting year. Reading/ELA and Mathematics results are calculated and reported separately.
* **Students will be included if they:**
	+ Were in 4th-8th grade in the reporting year
	+ Participated in the 21st CCLC site ≥15 hours during the summer and/or school year, unless otherwise flagged for inclusion in reporting
	+ Have scores on the same assessment (RICAS or DLM) for two consecutive years in consecutive grades AND
	+ Have scores that were used in RIDE assessment reporting both years, i.e., scores were not removed for irregularities, medical exemptions, being a first year English Learner for ELA test, testing in the wrong grade, etc.
* **Improvement means:** A year-to-year increase of ≥1 in scale score.
* **Collection and Reporting Processes:** No additional data submission is necessary. RIDE will calculate this using RIDE Data Warehouse school enrollment and state assessment data.

## GPRA Measure C: School Day Attendance (Grades 1-12)

***Federal Definition:***

***“Percentage of students in grades 1–12 participating in 21st CCLC 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.”***

* **Measured by:** Change in days attended school (Average Daily Attendance or ADA) divided by the days enrolled in school (Average Daily Membership or ADM), from the prior year to the reporting year.
* **Students will be included if they:**
	+ Were in 1st-12th grade in the reporting year
	+ Were enrolled in school ≥20 days during each school year, cumulatively across public schools
	+ Participated in the 21st CCLC site ≥15 hours during the summer and/or school year, unless otherwise flagged for inclusion in reporting AND
	+ Had a prior-year school attendance rate ≤90%.
* **Improvement means:** A year-to-year increase of ≥0.1% in cumulative ADA / ADM.
* **Collection and Reporting Processes:** No additional data submission is necessary. RIDE will calculate this using RIDE Data Warehouse school enrollment and school attendance data.

## GPRA Measure D: In-School Suspensions (Grades 1-12)

***Federal Definition:***

***“Percentage of students grades 1 through 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.”***

* **Measured by:** Change in rate of incidents of in-school suspension per days enrolled in school *or* change in rate of cumulative number of days of in-school suspension per days enrolled in school, from prior year to reporting year
* **Students will be included if they:**
	+ Were in 1st-12th grade in the reporting year
	+ Were enrolled ≥20 days during each school year
	+ Participated in the 21st CCLC site ≥15 hours during the summer and/or school year, unless otherwise flagged for inclusion in reporting AND
	+ Had at least 1 in-school suspension incident the prior year.
* **Improvement means:** A year-to-year decrease of ≥0.001% in either incidents / ADM *or* in days/ADM. If either indicator decreases, that will be counted as improvement.
* **Collection and Reporting Processes:** No additional data submission is necessary. RIDE will calculate this using RIDE Data Warehouse school enrollment and school suspension data.

## GPRA Measure E: Grade Point Average (Grades 7-8; 10-12)

***Federal Definition:***

***“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 GPA less than 3.0 who demonstrated an improved GPA.”***

* **Measured by:** Increase in unweighted GPA from the prior year to the reporting year. Unweighted GPA will be calculated by RIDE as the SUM(grade points X credits received) / SUM(credits attempted), using standard conversion of grades to grade points (A+=4.3, A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=1.0, D-=0.7, F=0.0), with adjustments made for pass/fail courses.
* **Students will be included if they:**
	+ Were in 7th-8th or 10th-12th grade in the reporting year
	+ Had grades for >4 courses in each year, across public schools
	+ Participated in the 21st CCLC site ≥15 hours during the summer and/or school year, unless otherwise flagged for inclusion in reporting AND
	+ Had a prior-year unweighted GPA <3.0.
* **Improvement means:** A year-to-year increase of ≥.01 in GPA.
* **Collection and Reporting Processes:** No additional data submission is necessary. RIDE will calculate this using RIDE Data Warehouse school enrollment and student grade data.

**Tips and Best Practices**

* **Update daily.** Data should be entered on an ongoing basis, preferably daily.
* **Avoid duplication.** Avoid having to enter the same information in more than one place.
* **Avoid extra steps.** Consider simplifying your processes (e.g., by entering a student’s attendance for all activities on a given day at once).
* **Take time to set things up right.** This will save you time in the long run.
* **Find balance.** You want data that is precise enough to be useful without burdening your staff.
* **Double check your set-up.** Avoid having to make lots of adjustments later.
* **Update things promptly.** When things change (e.g., an activity meets at a new time, a student changes activities) update your system promptly.
* **Check for errors.** Have a process for reviewing the data and looking for common mistakes.
* **Run periodic checks.** Use the built-in reports in your data system and ask yourself if the numbers seem right.