



# TELLING THE 21APR STORY

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**SEA Summer Symposium | July 17, 2019**

*Disclaimer: The 21st Century Community Learning Center's 2019 Summer Symposium has been funded in part with Federal funds from the U.S. Department of Education. Any products mentioned are only examples and do not constitute endorsement by the U.S. Government.*

# INTRODUCTIONS



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*Lead Researcher for 21APR*



# PRESENTERS

**Dr. Debora Ortloff** of **Juniper Education Consulting** has served as the **Lead Researcher for 21APR** since 2014.

Debora is widely published in educational research methodology and education policy, with deep expertise in assessment, accreditation and using data to improve learning. A lifelong educator herself, she holds a Ph.D. in Education Policy and dual master's degrees in Educational Psychology and Comparative Education from Indiana University Bloomington.

**Deaglan Daugherty, MBA, PMP** of **The Tactile Group** has served as the **Project Director of 21APR** since 2014.

Deaglan collaborates with a team of creative, technical, and research professionals, the Department of Education, and 54 States and Territories to enhance 21APR data collection and visualized reporting. He holds an MBA with a concentration in Innovation Management from Temple University and a bachelor's degree in Integrative Arts from Penn State University.



# TELLING A STORY WITH DATA

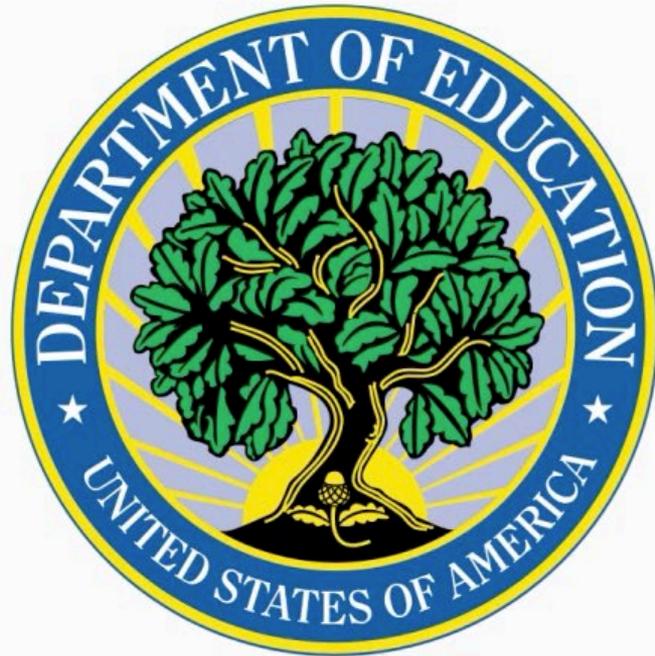




WHO ARE THE  
**STORYTELLERS**  
IN THE ROOM?



# 21<sup>ST</sup> CENTURY STORYTELLING





# OUR STORIES



# HOW IS **OUR STORY TOLD** TO CONGRESS?



# TELLING OUR 21<sup>ST</sup> CCLC STORY TO CONGRESS



**Congress** established a set of measures via the *Government Performance Results Act (GPRA)* in 1993 to improve government performance management.

**GPRA is the framework** in which we report to Congress.

In 21<sup>st</sup> CCLC, GPRA are measured by improvements in **Grades, State Assessments,** and **Teacher-Reported Behavior.**



**States elect which Outcome(s)** to collect and report for 21<sup>st</sup> CCLC programs – Grades, State Assessments and/or Teacher-Reported Behavior.

**States can elect one, two, or all three Outcome types.**

U.S. Department of Education analyzes these data to report on the GPRAs to Congress in the Annual Performance Report.

CONNECTING  
STORIES  
TO THE GPRA



# CHOOSING YOUR STATE'S DATA NARRATIVE STATE-LEVEL POLICY DECISIONS



# STATE LEVEL POLICY DECISIONS

Per the US Department of Education, **States** have the **discretion to make decisions on "small p" policies** so long as they remain within the parameters of the GPRA and the requirements provided by ED.

*Open/Close Dates*

*Activities and Staffing*

*Participation and Outcomes*



For each collection period, the federal system sets open and close dates for Summer, Fall, and Spring data.

**State have the ability to set their own dates within these windows to allow for review and corrections.**

SEA Super Users can set their close date to allow time for review and corrections before the federal collection closes.

**OPEN/CLOSE  
DATES**



# ACTIVITIES AND STAFFING

There are twelve types of **Activities** in 21APR that closely align with the data that the U.S. Department of Education is required to report to Congress. Because Activities can vary by State, **States have the discretion to map their activities to align with activities in 21APR.**

Similarly, **States can use their discretion to categorize staff according to the ten types of Staffing listed in 21APR.**



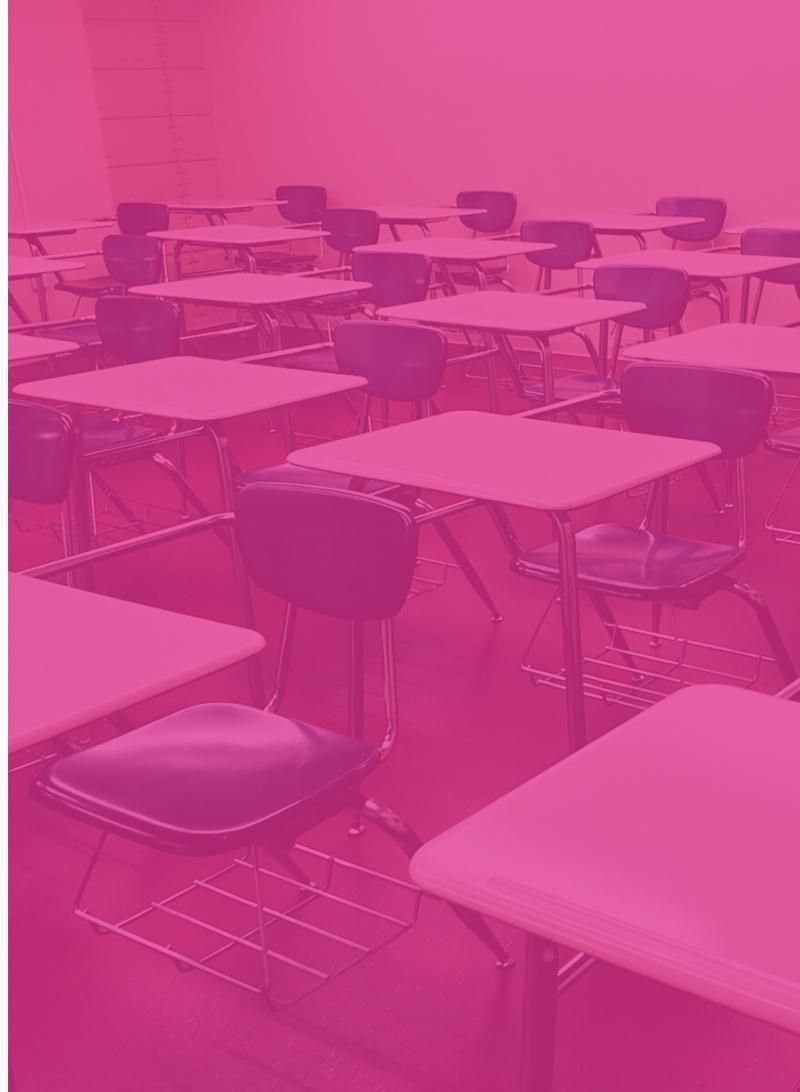
GPRAs require that **Participation** in States be reported in three terms – Summer, Fall, and Spring. **Because terms may occur as quarters, inter-sessions, trimesters, or year-round cycles, States determine when each 21APR term – Summer, Fall, Spring – starts and ends.**

States determine which Outcomes – Grades, Teacher-Reported and/or State Assessments – will be reported on. **States may elect to report on one, two, or all three.**

Each grantee in the State must report on the same Outcomes as determined and communicated by the State coordinator.

## PARTICIPATION AND OUTCOMES

# IMPACT OF YOUR **DATA STORIES**



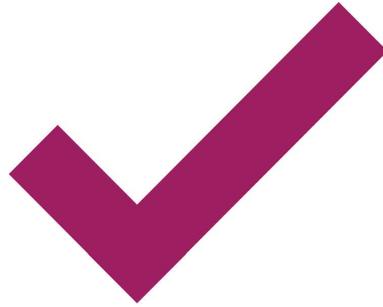


DATA IN = DATA OUT

# COMPLETENESS



Accuracy



On-time



# ACCURACY

On-time

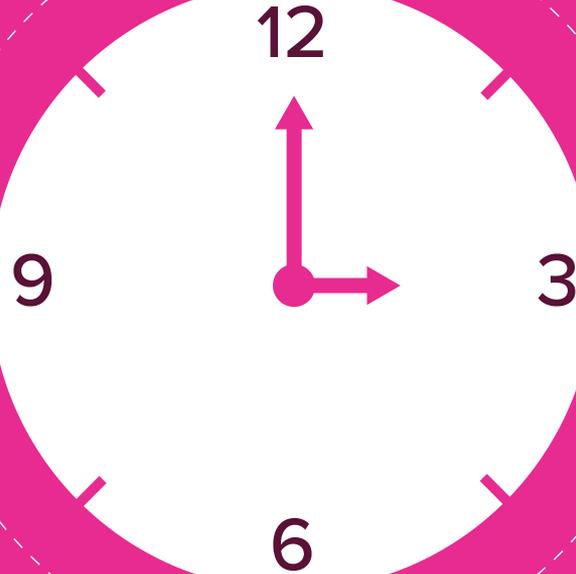


Completeness



# ON-TIME

Completeness



Accuracy

COMPLETE, ACCURATE,  
AND ON-TIME DATA  
KEEPS CONGRESS FUNDING 21ST  
CCLC



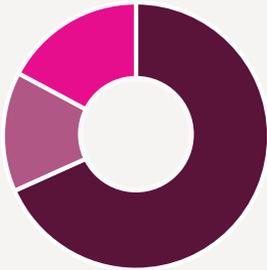
# 2017-2018 ANNUAL **PERFORMANCE** REPORT PREVIEW



# 2017-2018 APR PREVIEW

**2 million people** were served by this program:

- **School year total student attendees (1,382,570)**, including **regular student attendees (752,195)**
- **Summer attendees (293,232)**
- **Adults and family members (348,565)**



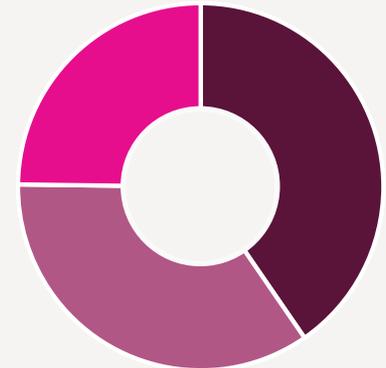
- School year total student attendees
- Summer attendees
- Adults and family members

Overall, there was a fairly even split between **males (48.7 percent, or 673,007)** and **females (48.8 percent, or 674,805)**.



- Males
- Females

The majority of the attendees were identified as **Hispanic (34.2 percent or 472,773)**, followed by **White (29.5 percent, or 407,937)** and **Black (21.0 percent, or 290,195)**.



- Hispanic
- White
- Black



# 2017-2018 APR PREVIEW

Of the **10,249 centers:**

- **82.1 percent** were **school districts** (8,417)
- **9.9 percent** were **community-based organizations** (1,012)

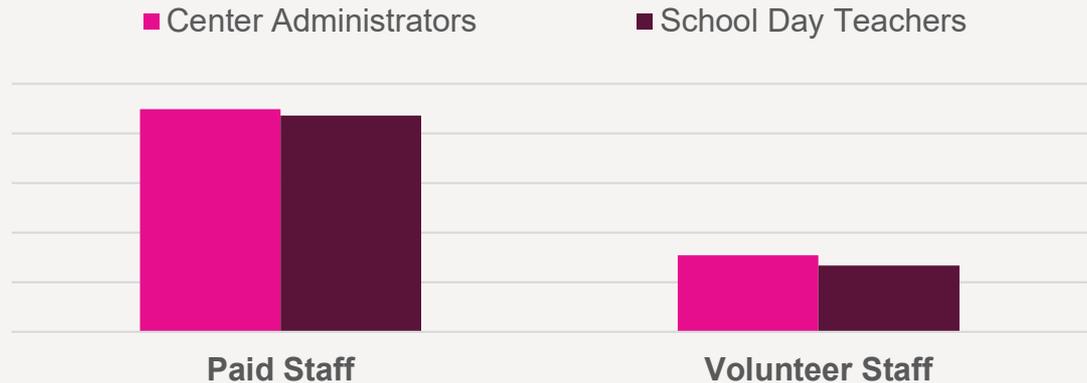


- School Districts
- Community-Based Organizations

There were a reported **108,509 paid staff** and **33,622 volunteer staff**.

Among the **paid staff**, the majority were **Center administrators** (**20.7%**, n = 22,412) followed by **school day teachers** (**20.1%**, n = 21,784).

**Center administrators** also served as the majority of **volunteers** (**23.0%**, n = 7,717) used by the centers followed by **school day teachers** (**19.8%**, n = 6,666).





TELL YOUR  
STORY OF  
2018 – 2019!

**Fall 2018 is currently being  
collected.**



# THANK YOU FOR SHARING YOUR TIME WITH US.

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Please reach out with any questions to  
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