

New Government Performance and Results Act (GPRA)

A Preview

From the USDOE **21** APR

Technical Assistance Webinar | February 16, 2022



Review of Data Entry into 21APR for New GPRA



Data Entry by Module not by Term

- Data for the new GPRA will be entered into 21APR by **module**, not by term (e.g., Fall, Spring, Summer), for all reporting types (Summer and School Year, School Year Only, or All Year).
- In summer 2022, for Summer and School Year, School Year Only, or All Year reporting, data will be entered by the following modules:
 - Activities
 - Staffing
 - Participation
- In fall 2022, for Summer and School Year, School Year Only, or All Year reporting, data will be entered by the following module:
 - Outcomes
- Exact dates and length of windows will be announced in Spring 2022, but SEAs will still have the opportunity to set their own dates within the federally set dates.



Module(s)	Reporting period for Summer 2021 (reflects activities between 6/1/21 and 8/1/21)	Reporting period for the 2021-2022 school year (reflects activities between 8/30/21 and 6/10/22)
Activities, Participation, and Staffing	Summer 2022 (TBD)	Summer 2022 (TBD)
Outcomes	Autumn 2022 (TBD)	Autumn 2022 (TBD)

Changes in Activities

- Removal of ‘Is this Activity also Career Competencies and Career Readiness?’ data point from Activities table.
- Career Competencies and Career Readiness Activity category (based on ESSA) includes college readiness activities. Treat it the same as the previous *College and Career Readiness* Activity category (based on NCLB).



Changes in Participation

- **Grade level for students in summer programming** will be determined by the grade level for *the upcoming school year*, not the just completed school year.
- **Sex:** New reporting option “Not Reported in Male or Female” will be added to the current data collection categories of “Male”, “Female”, and “Data Not Provided”.
- **Population Specifics:** “Students who are eligible for free or reduced-price lunch” will be replaced with “Students who are economically disadvantaged” to align with ESSA Title I.



Grade Level and Student Attendance

Enter these totals into 21APR for each grade level. Participation in hours must be reported on all students who participate in 21CCLC.

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Pre-Kindergarten	5	5	0	5	0	0
Kindergarten	0	0	5	0	0	5
1st Grade	0	5	5	0	5	0
2nd Grade	5	0	0	5	5	0
3rd Grade	0	5	5	0	5	0
4th Grade	5	0	5	5	0	0

5th Grade	0	0	0	5	5	5
6th Grade	8	0	8	0	8	0
7th Grade	0	8	0	8	8	0
8th Grade	8	0	8	0	8	0
9th Grade	0	0	8	0	8	8
10th Grade	0	8	8	0	8	0
11th Grade	8	8	0	8	0	0
12th Grade	0	0	8	8	8	0

**Pre-K - 5th Grade
Total : 105**

**6th - 12th Grade
Total : 168**

Race/Ethnicity

Enter the total number of participants for each race/ethnicity. While there are many ways in which individuals self-identify their own affiliation, 21APR follows guidance from the Department of Education's Office for Civil Rights for reporting racial and ethnic data. Enter these totals into 21APR as aggregate totals in two groups: PreK-5th grades and 6th-12th grades.

Race/Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	3	3
Asian	22	33
Black or African American	21	32
Hispanic or Latino	9	29
Native Hawaiian or Pacific Islander	2	3
White	22	32
Two or more races	14	24
Data not provided	12	12
	Great! 105/105	Great! 168/168

Sex

Enter the total number of participants for each sex. While there are many ways in which individuals self-identify their own affiliation, 21APR follows guidance from the Department of Education Office for Civil Rights for reporting on sex. Enter these totals into 21APR as aggregate totals in two groups: PreK-5th and 6th-12th grades.

Race/Ethnicity	Total PreK-5th	Total 6th-12th
Male	48	74
Female	49	77
Data not provided	8	17
	Almost! 101/105	Great! 168/168

Population Specifics

In this section, the number of participants does not have to equal the total participants for the Center because some participants may be reported in more than one category and some may be reported in none. Enter these totals into 21APR as aggregate totals in two groups: PreK-5th grades and 6th-12th grades.

Race/Ethnicity	Total PreK-5th	Total 6th-12th
Students with limited English Language Proficiency	14	24
Students who are eligible for free or reduced-price lunch	21	18
Student with special needs	31	16
Family members	19	32
Data not provided	14	16

Changes in Outcomes

- **Data point has been added to GPRA** to address students for whom no Outcome data is available.



GPR #1: Academic Achievement – State Assessments

Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.

Reading and Language Arts						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 4-8. <i>Where did these numbers come from?</i>	21	8	21	18	29	5
For how many of these students do you have outcome data to report?	20	6	19	15	27	3
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	15	5	16	12	25	2



GPRA #1: Academic Achievement – State Assessments

Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.

Mathematics						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 4-8. <i>Where did these numbers come from?</i>	21	8	21	18	29	5
For how many of these students do you have outcome data to report?	20	6	19	15	27	3
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	15	5	16	12	25	2



GPR #2: Academic Achievement – GPA

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.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 7-8 and 10-12. <i>Where did these numbers come from?</i>	25	24	24	24	30	5
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?	20	6	19	15	27	3
Of these students, how many demonstrated an improved GPA?	15	5	16	12	25	2



GPR #3: School Day Attendance

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 demonstrated an improved attendance rate in the current school year.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-12. <i>Where did these numbers come from?</i>	34	34	55	39	68	13
For how many of these students do you have outcome data to report and who had a school day attendance rate at or below 90% in the prior school year?	20	6	19	15	27	3
Of these students, how many demonstrated an improved attendance rate in the current school year?	15	5	16	12	25	2



GPR4 #4: 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.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-12. <i>Where did these numbers come from?</i>	34	34	55	39	68	13
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?	20	6	19	15	27	3
Of these students, how many experienced a decrease in in-school suspensions in the current school year?	15	5	16	12	25	2



GPR #5: Engagement in Learning

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.

	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
You reported the following students in grades 1-5. <i>Where did these numbers come from?</i>	25	10	30	15	35	5
For how many of these students do you have outcome data to report?	20	6	19	15	27	3
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	15	5	16	12	25	2



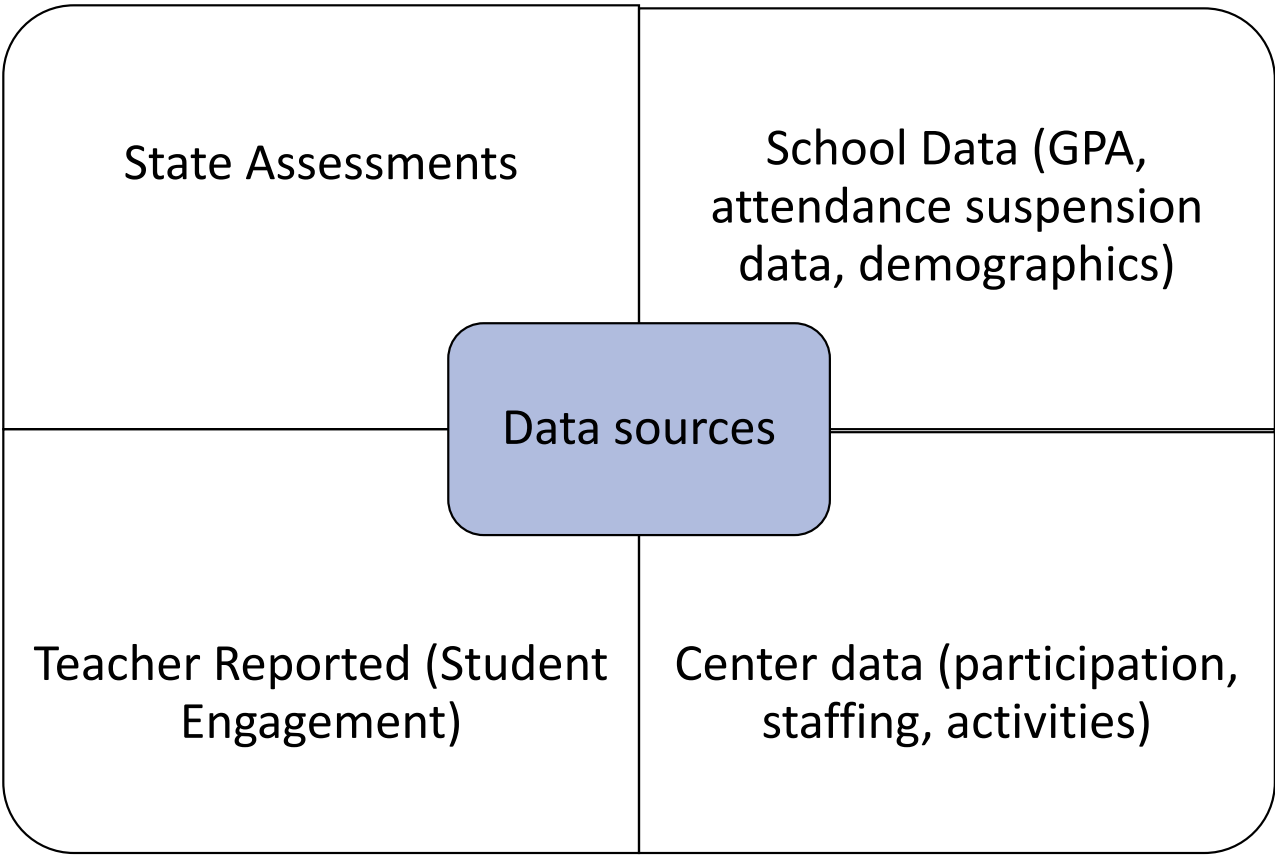
GPRA	Time Period	Grade Levels	Performance Measured/ Data Type
<p>1. Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.</p> <p>Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.</p>	<p>School Year Summer</p>	<p>4-8</p>	<p>State Assessment, Reading and Language Arts</p> <p>State Assessment, Mathematics</p>
<p>2. 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 of less than 3.0 who demonstrated an improved GPA.</p>	<p>School Year Summer</p>	<p>7-8 10-12</p>	<p>GPA</p>
<p>3. 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 demonstrated an improved attendance rate in the current school year.</p>	<p>School Year</p>	<p>1-12</p>	<p>Attendance</p>
<p>4. 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.</p>	<p>School Year Summer</p>	<p>1-12</p>	<p>In-school Suspension</p>
<p>5. 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.</p>	<p>School Year Summer</p>	<p>1-5</p>	<p>Engagement in Learning</p>

School Year 2021 - 2022

Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022
ENTER OLD GPRA									ENTER NEW GPRA		
You should enter into 21APR to finalize reporting on <u>OLD</u> GPRA for school year 2020-2021.									You should enter into 21APR on <u>NEW</u> GPRA for summer and school year 2021-2022.		
COLLECT NEW GPRA											
You should collect data on <u>NEW</u> GPRA for summer and school year 2021-2022.											

School Year 2022 - 2023

Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	Jul 2023	Aug 2023
ENTER NEW GPRA									ENTER NEW GPRA		
You should enter into 21APR on <u>NEW</u> GPRA for summer and school year 2021-2022.									You should enter into 21APR on <u>NEW</u> GPRA for summer and school year 2022-2023.		
COLLECT NEW GPRA											
You should collect data on <u>NEW</u> GPRA for summer and school year 2022-2023.											



Questions?

Please take this time to ask a question in the chat and/or unmute your mic.

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