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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 meet 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 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 webpage.

EZReports

In partnership with subgrantees, CDE uses EZReports, a secure web-based data collection, 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 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 form if you are a new subgrantee staff member 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' virtual "Support" resources.



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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 cannot address or resolve the issue, the next step will be to engage EZReports for web-based support by submitting "Support Tickets."

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

Reporting Periods

The EZReports database is used to align with CDE's fiscal year, covering the period of July 1 through June 30. However, starting June 1, 2025, the EZReports database will follow new federal requirements and transition from reporting each Summer and School year as one data set to reporting each summer and following school year separately. The new data collection period is approximately June 1 – May 31 each year. The table below describes the default program calendar for summer and school year programming:

Summer [Year]	School Year [Year]
June 1 – August 31	September 1 - May 31

Please take into consideration your specific summer program dates and school year program dates. 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 period in question and change the start and end dates for each period of programming (for instance, your summer period may run from June 1 through August 15 with the school year starting on August 16). Updated reporting period dates will appear on the 'Programs' page.

Startup Steps

At the beginning of each program 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

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Student Data Upload

The student data upload tools at the Grantee Level and Site Level allow users to seamlessly collect and upload student data into the system. EZReports provides different types of templates for users to upload student data:

- Basic Template
- Standard Template
- Comprehensive Template

CDE recommends using the "Basic Template" to upload all required state and federal student data, including full first and last name, State-Assigned Student Identifier (SASID) and date of birth (DOB) for each participant. You may use the other templates to gather more student and family information, but it's not required.

For the 21st CCLC grant, subgrantees must collect SASIDs for the students they serve to measure program impact over time. Data sharing agreements must be in place for all participating public schools, and all public-school students from participating schools must have correct SASIDs in EZReports. See the section titled Data Sharing with Partner Schools & Districts for information around data sharing agreements and MOUs. For a student served by a non-participating district, a good faith effort to obtain the SASID must be documented and flagged for the state office.

There are special cases when a student may not have a SASID, due to students who are homeschooled, attend a private school, or attend a non-participating district. In these cases, please create a unique 10-character ID number for these students and add the corresponding identifier below at the beginning of the number. Please *do not use* any other letters besides the letters that have been identified below.

School Location	Identifier	Example
Homeschool	HS	HS00000001
Out-of-District	OD	OD12345678
Private School	PS	PS87654321

Grade Rollover

As programs prepare and set up for summer programming, here is CDE guidance regarding student grade promotion and summer registration.

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Beginning June 1, student records are promoted to their upcoming school-year grade level in accordance with 21st CCLC reporting requirements. As a result, students participating in summer programs are reflected in the grade level they will attend during the upcoming school year. Here are some examples:

- A student who completed Grade 5 during the prior school year is reflected as a Grade 6 student beginning June 1.
- A student who completed Grade 6 is reflected as a Grade 7 student beginning June 1.
- A student who completed Grade 12 is reflected as a Graduate and may require special consideration based on program eligibility requirements.

To ensure students remain eligible for summer registration, programs should review the following prior to opening summer enrollment:

1. Review Grade Levels Served
    a. Verify that the Grant and associated Day Schools include the grade levels of students who have been promoted.
    b. For example, a program previously serving Grades 3-6 may need to add Grade 7 to accommodate rising 7th grade students participating in summer activities.
2. Review Student School Assignments
    a. If promoted students will attend a different school in the upcoming school year, transfer the student to the appropriate Day School effective June 1 or the date established by district policy.
    b. Students may be transferred individually or in bulk using the Search Students functionality.
    c. For the students who have graduated, the program can utilize the transfer student feature to move back to 12th Grade.

Updating Grade Levels Served in EZReports

- Grantee Level: Grants → Select Grant → Grant Tab → Grade Levels Served → Select additional grade(s) → Save
- Grantee Level: Day Schools → Select Day School → Update Grade Levels Served → Save

Transferring Students in EZReports

- Grantee Level: Programs → Search Students
- Site Level: Registration → Search Students

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Students may be transferred individually or in bulk to their new school and grade level using the School/Grade transfer options. Programs are encouraged to review these settings before summer registration begins to avoid enrollment issues for promoted students.

Additional Resources in EZReports

The following training videos provide step-by-step instructions for updating student school and grade assignments, including individual and bulk transfers:

- Search Students (Grantee Level) – Approximately 5 minutes
  - Covers locating students, updating school/grade information, individual transfers, and bulk student transfers.
- Search Students (Site Level) – Approximately 6 minutes
  - Covers student search options, updating student school/grade information, and transferring students at the site level.

These videos are available within EZReports under: Support → Training Videos. Programs are encouraged to review these resources prior to summer registration to ensure promoted students can be successfully enrolled in summer activities.



Data Reporting

After completing all Startup Steps, subgrantees are required to use EZReports to collect, manage, validate, and report the following data in EZReports. Subgrantees should also ensure that previous year's data is complete and valid at the beginning of each reporting period.

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 for definitions of each federal reporting category.	Enter all initial data in May/June Update and maintain data throughout the year

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What data?	How to collect and report data in EZReports?	When?
Staffing	Maintain updated information about program staff and volunteers under "Stakeholders." Subgrantees must provide "Staff type" and "Volunteer type" to fulfill federal reporting requirements. See the section titled Staffing for definitions of each federal reporting category.	Enter all initial data in May/June Update and maintain data throughout the year
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 ○ English learner status (ESL/LEP, Bilingual) ○ Disability status (IEP or 504 Plan) ○ Economically Disadvantaged	Enter all initial data in May/June Update and maintain data throughout the year
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 unlock previous months to make necessary updates.	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.	No later than July 15

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What data?	How to collect and report data in EZReports?	When?
	Analyze, validate, then report data into EZReports under Reports → 21APR Reports → Outcomes → GPRA Data Upload → Student Level Data Template (download then upload) See PPO #2: Academic Achievement – Grade Point Averages for more information about converting GPAs.	
Teacher Surveys & Summer Surveys	Designate day-school teachers and summer program staff in EZR at the Site Level, under the Stakeholders tab. Once they are in EZR, you can email them directly from EZR. Match middle and high school students with ELA or Math teachers and elementary school students with their primary teacher. The summer survey may be completed by any program staff member who observed the student during summer programming. The EZR system will assign a web-based survey to designated teachers and staff members when students meet the 30-hour mark for summer and 75-hour mark for school year. See PPO #5: Engagement in Learning – Teacher Surveys & Summer Surveys for more information about best practices in collecting survey data.	Summer Surveys are due September 15, and Teacher Surveys are due June 15 each year

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 May 15 to prepare for rollover	Rolled over into new system
Currently assigned users		X
All participants	X	X (+ 1 grade level by default)

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EZReports Data Type or Structure	Complete data entry by May 15 to prepare for rollover	Rolled over into new system
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. See the section titled Grade Rollover for instructions on how to change a student's grade level.

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 with Partner Schools & 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 and Principal 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. 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:

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"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 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."

CDE strongly recommends that Program Directors and Site Coordinators use this form as 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 webpage.

Access to Specific Data

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 • First and Last Names • Date of Birth • Demographic information: Economically Disadvantaged, Race/Ethnicity, Sex, English Language Learner status, and Special Education status.	Starting July 1 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	No later than July 15 each year

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Category	Participating student-level data to be shared	When
	students' academic achievement. See PPO #2: Academic Achievement – Grade Point Averages for more information about converting GPAs.	
Teacher Surveys	Teacher survey data for 100% of students in grades 1-12 who participated 75 hours or more during the school year 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 June 15 each year
NEW! Summer Surveys	Summer survey data for 100% of students in grades 1-12 who participated 30 hours or more during the summer to measure engagement outcomes. The Summer Survey may be completed by any program staff member who observed the student during summer programming. USDE uses this data to measure the impact of summer programming on student engagement.	No later than September 15 each year

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 outlines CDE's data policies and procedures with school and district partners and these documents may support productive conversations with school and district leaders.

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Memorandums of Understanding & 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 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 to consider potential language and structure that is specific to 21st CCLC data sharing. CDE's 21st CCLC program team also encourages subgrantees to understand the purpose behind MOUs and explore different templates, such as the 21ST CCLC National Technical Assistance Center's MOU Template & Guidance Document.

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 supporting data; and self-assessments of program quality indicators as staffing, sustainability, and data reporting. 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

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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
Regular student attendees	Students who have attended 75 hours or more of programming during the attendance reporting period (June 1 – May 31) are considered regular participants for state reporting purposes. Teacher surveys are only collected for regular participants who reach 75 hours or more during the school year. EZReports does not count hours from the summer for teacher surveys.
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.
Unduplicated family members	Count of parents, guardians, siblings, aunts, uncles, grandparents, and other family members of students participating in the program.

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State Performance Measures

Subgrantees are responsible for meeting their program goals established by the State Performance Measures in the following areas:

1. Core Academics
2. Essential Skills/Educational Enrichment
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 developed their specific Performance Measures during the application process and are required to report on the progress through the annual End-of-Year Report (next section). All subgrantees must validate their responses with data, including percentages and numbers. These results may also be shared through the subgrantee's local evaluation summary or impact reports.

CDE tracks and evaluates Subgrantee 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 Subgrantee Performance Measures throughout a given program year. Subgrantees are expected to meet or exceed approved Participation Targets and Subgrantee 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:

- Narratives of programmatic successes and challenges
- The number of family members served and how families were served

- Teacher Survey response rate (CDE requires 100%) and high-level analysis
- Explanation for missing 21APR data in EZReports, if any
- Program Staffing, including challenges, and recruitment and retainment strategies
- Local evaluation summaries
- Feedback on CDE technical assistance

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.

Federal reporting now requires that CDE move from "All Year" reporting to "Summer" and "School Year" reporting, meaning that CDE will report aggregated data collected separately for Summer and the following School Year. The table below describes the new default program calendar for summer and school year programming:

CDE has a "Summer" and "School Year" reporting designation with USDE	
Summer	**School Year**
June 1 – August 31	September 1 - May 31

The federal reporting period no longer aligns with the state fiscal year, which starts on July 1 each year. This means that your summer program may pull from two different budgets if programming spans June and July, but there will be one reporting period for each summer in EZReports.

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Activities

Every center activity must be reported as one of the activity categories provided by the U.S. Department of Education's 21APR SEA Data Guide, 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 purpose of the activity, not secondary benefits. Consider where the most substantial instructional time is focused to help you choose the most appropriate category. The table below defines each federal activity category using the organizational structure found in EZReports. It also includes examples to help make your decisions.

Academics (Student)	**Federal Definition**
Science, Technology, Engineering, and Mathematics (including Computer Science)	Activity that contributes to the development of science, technology, engineering, or mathematics (STEM) skills (e.g. robotics, coding, science experiments, etc.).
Literacy Education	Activity that contributes to the development and enjoyment of reading and writing skills (e.g. reading interventions, writing workshops)
Academic Enrichment – Accelerated Learning	Activity designed to advance students beyond grade-level expectations (e.g. advanced math, AP prep, gifted programs).
Academic Enrichment – Mentoring Program	Activity with structured mentoring relationships for academic/social growth (e.g. pairing students with adult mentors or peer mentors).
Academic Enrichment – Remedial Education or Tutoring Services	Activity focused on helping students meet grade-level standards (e.g. homework help, targeted tutoring in reading/math, credit recovery courses).
Activities for English Learners	Activity that provides direct support to students classified as English language learners (e.g. ESL classes, bilingual tutoring, vocabulary development).
Financial Literacy	Activity that provides students with the knowledge and skills to manage money wisely (e.g. activities that involve budgeting, saving, money management lessons).

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Enrichment (Student)	Federal Definition
Healthy and Active Lifestyle	Activity that engages students in physical activity and develops an appreciation of health and nutrition (e.g. physical fitness, nutrition education, wellness activities).
Well-rounded Education Activities	Activity that provides students with a diverse set of learning experiences across a variety of classes, activities, and programs and an enriched curriculum (e.g. enrichment programs, and activities that broaden educational experiences).
Services for Individuals with Disabilities	Activity that supports the learning needs of students with disabilities (e.g. adaptive programs, special education support).
Telecommunications and Technology Education	Activity that supports a student's understanding of how to use, evaluate, and access technologies for learning and communication (e.g. activities that involve digital skills, online safety, tech-based learning).
Expanded Library Service Hours	Activity that utilizes expanded library services and hours (e.g. library access, reading clubs, digital literacy programs associated with the library).
Cultural Programs	Activity that fosters inclusion and awareness about cultural diversity and helps prepare students to thrive in an increasingly diverse world (e.g. multicultural events, heritage celebrations, arts programs).
Character Education (Student)	**Federal Definition**
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 (e.g. counseling sessions, prevention workshops).
Assistance to Students who have been Truant, Suspended, or Expelled	Activity that promotes school attendance and/or improved student behavior (e.g. attendance recovery, counseling, restorative practices).
College and Career Readiness (Student)	**Federal Definition**

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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 (e.g. job shadowing, resume workshops, career fairs).
Adult (Adult)	**Federal Definition**
Parenting Skills and Family Literacy	Activity that promotes parental involvement, parenting skills, and literacy at home and in the larger community (e.g. parent workshops, family engagement activities).

If an activity does not clearly fit into one of the 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 possible, since any "Other" activities will not be reported to 21APR.

CDE reports on the state aggregated total number of participants who attended each activity category during the school year and summer and the total hours each activity category was offered during the school year and summer.

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 school year or summer. To meet federal requirements, staff members must be reported as either paid staff or volunteers and as one of the nine staffing categories provided below.

Subgrantees must select a federally designated category when adding "Staff" or "Volunteers" 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 in the tables below to make your decisions.

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.

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Staff or Volunteer Typology	Federal Definition
High School Students	Individuals currently enrolled in a secondary institution. High school students reported as staff *cannot 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 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.

Properties of Selected Staff	Federal Definition
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.

CDE reports on the state aggregated total number of paid staff and volunteer staff for each staffing type during the school year and summer.

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

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will need to work with schools and districts to access most of this student-level data. Please see the Data Sharing with Partner Schools & Districts section of this guide for information 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 summer, their grade level for the upcoming school year.
Race/Ethnicity	The updated federal reporting standards have combined Race and Ethnicity into one single question. While there are many ways in which individuals self-identify, follow guidance from the Department of Education's Office for Civil Rights for reporting racial and ethnic data.
Sex/Gender	Report the total number of participants for the following categories: 'Male', 'Female', and 'Data not provided'.
Student Attendance	Participation in hours for all students who participate in 21st CCLC programming during the summer and school year.
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 who are eligible for Free or Reduced-Price Lunch. Attain this information from the partner school or district. Report "Yes," "No," or "Unknown" under "Economically Disadvantaged" 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 during the school year and summer.

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Program Performance 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 program performance outcomes (PPOs), formerly known as GPRA 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.

PPO #1: 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, subgrantee, and state-level.

PPO #2: 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:

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Letter Grade	Word Grade	Percentage Grade	GPA
A	Exceeding Expectations	90-100%	4.0
B	Above Expectations	80-89%	3.0
C	At Expectations	70-79%	2.0

Subgrantees upload the data directly into EZReports → Reports → 21APR 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.

PPO #3: Attendance – School Day

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.

PPO #4: 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, 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 behavior data on behalf of subgrantees. CDE will identify which partner schools do not use in-school suspensions.

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PPO #5: Engagement in Learning – Teacher Surveys & Summer Surveys

Engagement in learning as measured by teacher responses on an eight-question survey for students in grades 1-12 who have participated in 21st CCLC programming for 75 hours or more during the school year. Additionally, engagement in learning as measured by staff responses on an eight-question survey for students in grades 1-12 who have participated in 21st CCLC programming for 30 hours or more during the summer. While CDE collects surveys for students in grades 1-12, CDE is only required to report data for grades 1-5 to the USDE.

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

CDE 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? Responses: Not Applicable, Did Not Need to Improve, Declined, Maintained/No Improvement, Improved.
1. Completing classwork and/or homework on time?
2. Completing classwork and/or homework to your satisfaction?
3. Participating in class?
4. Attending class regularly?
5. Coming to school motivated to learn?
6. Being attentive in class?

7. Behaving well in class?
8. 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.

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 late Spring and before the end of the school year. 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.

CDE Summer Survey

What: Starting Summer 2026, programs will be required to complete a Summer Staff Survey for all students who attend the program for 30 hours or more during the summer and report the combined results back to CDE. This survey was created by CDE to measure program staff members' perceptions of regularly participating students' engagement in learning during the summer, which is a federally required outcome measure. CDE defines "improvement" in staff reported student engagement as a designation of "improved" since the beginning of the summer on at least one of the following eight questions.

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Since the beginning of the summer, to what extent has your student changed their behavior in the following areas? Responses: Not Applicable, Did Not Need to Improve, Declined, Maintained/No Improvement, Improved.
1. Completing summer activities independently?
2. Participating in the program (raising hand, contributing, being engaged)?
3. Being attentive when summer staff are speaking?
4. Demonstrating a desire to be helpful to others?
5. Developing healthy friendships?
6. Showing willingness to learn about others' perspectives?
7. Effectively regulating emotions?
8. Believing abilities can be improved through effort?

Why: The U.S. Department of Education now requires states to report summer and school-year outcomes separately. Collecting these surveys will ensure Colorado meets this requirement. In addition, we anticipate that the survey will provide valuable new data demonstrating the impact of your summer programming.

Who: Unlike the Teacher Survey, the Summer Survey may be completed by any program staff member who observed the student during summer programming. Certified teachers are recommended to assess student engagement but during the summer, program staff who regularly work with the student may assess student engagement by completing this survey.

When: The EZReports system will assign a web-based survey to designated staff members when students meet the 30-hour mark. Summer survey data is due September 15 each year.

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

Reporting PPOs 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 PPO #1: Academic Achievement, PPO #3: School Day

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Attendance, and PPO #4: Behavior. 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. To report on the impact of summer programming, CDE also expects subgrantees to collect 100% staff survey data for all students who attend 30 or more hours of programming during the summer. 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 year Grade 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.

Programs that do not serve students in grades 7-8 and 10-12 are not required to submit GPA data. All subgrantees are encouraged to run regular 21APR data checks on 'Activities, Staffing, and Participation'. You do not need to run data checks on 'Outcomes' unless you are reporting GPA data. All other outcome data is collected, cleaned, validated, and reported by CDE. The screenshots on the following pages show where to go in EZReports to run 21APR data checks and upload GPA data.

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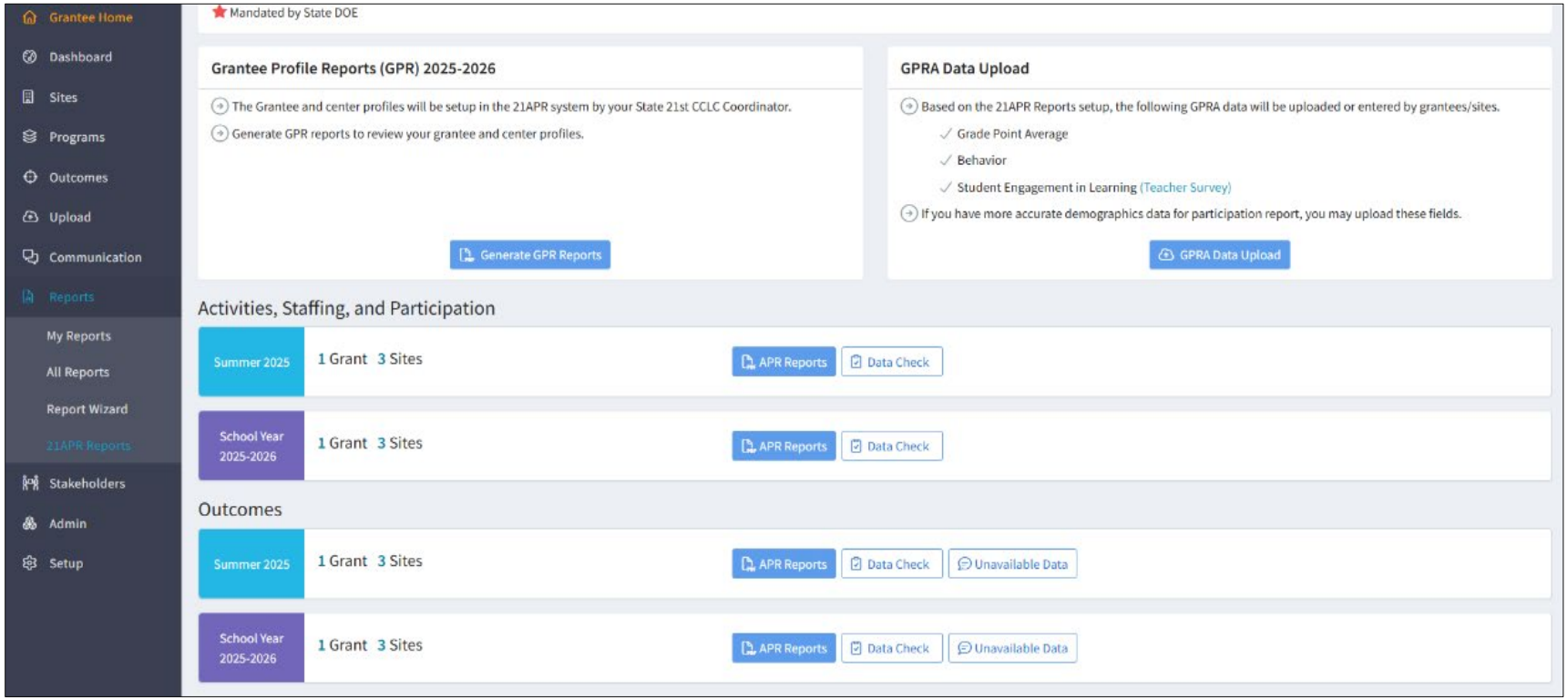

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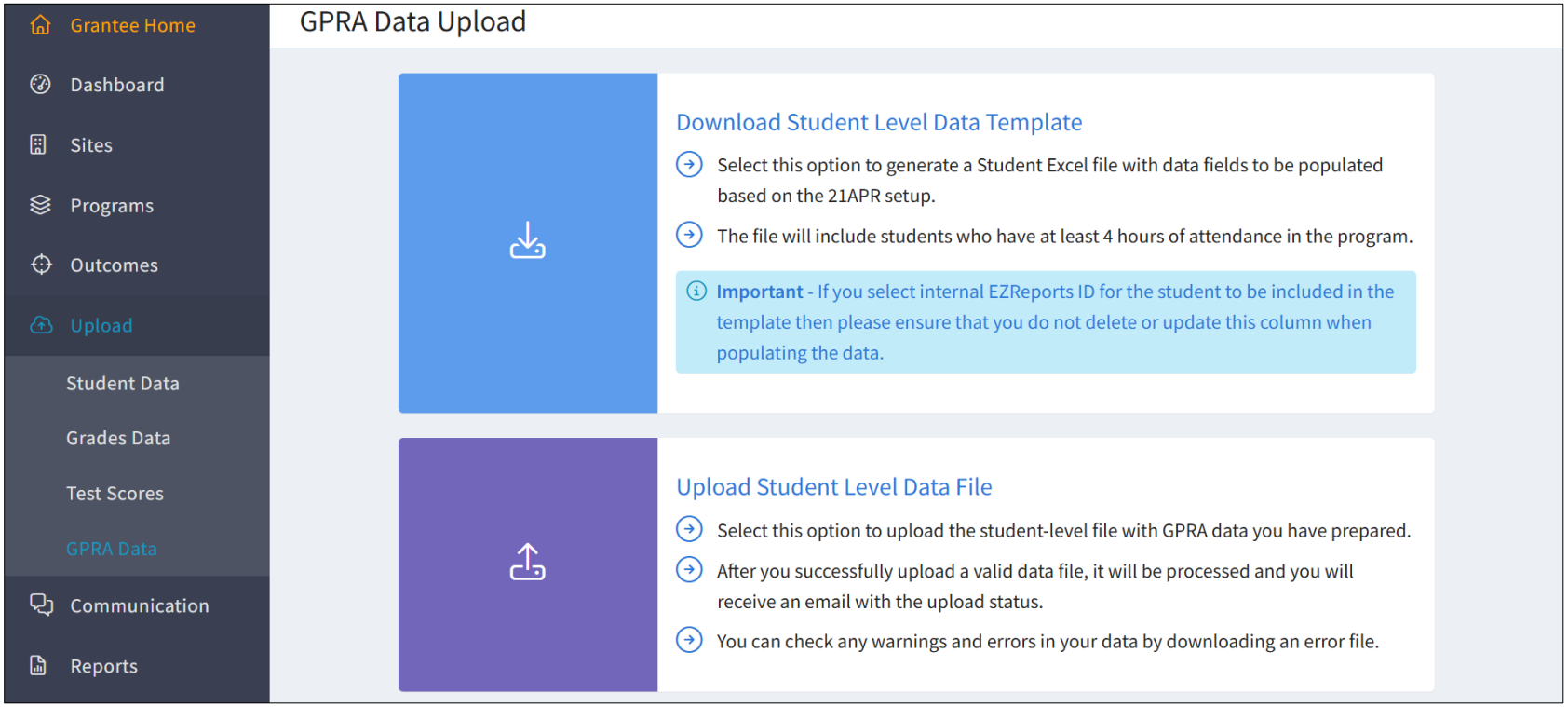

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PPOs Reporting At-A-Glance

The table on the following pages summarizes information about each of the five program performance outcomes, including definition and guidance, program actions, and reporting deadlines.

PPOs	Definition and Guidance	Subgrantee Responsibilities	Deadlines
1. 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.	No later than **July 15**
2. 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 tenth place or higher. 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	• 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 →	GPRA Data Upload templates are available in EZReports in March. Data must be uploaded into the EZReports system no later than **July 15**.

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PPOs	Definition and Guidance	Subgrantee Responsibilities	Deadlines
	process for determining GPA and keep it consistent across the grant period and cohorts. Subgrantees that do not serve students in grades 7-8 and 10-12 are not required to submit GPA.	Download Student Level Data Template → Grade Point Average → Upload Student Level Data File	
3. Attendance as measured by 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 school day attendance as any improved attendance rate at or above 90%.	• Collect, verify, and report State Assigned Student Identifier Numbers (SASIDs), names, and dates of birth for each participating student in EZReports. (Same as PPO #1)	No later than **July 15**
4. Behavior as measured by in-school suspensions	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 improved behavior as any numerical decrease in in-school suspension rates.	• Collect, verify, and report State Assigned Student Identifier Numbers (SASIDs), names, and dates of birth for each participating student in EZReports. (Same as PPOs #1 and #3) • CDE will identify which partner schools do not use in-school suspension.	No later than **July 15**

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PPOs	Definition and Guidance	Subgrantee Responsibilities	Deadlines
5. Engagement in Learning as measured by Teacher Survey and Summer Staff Survey responses	Percentage of students in **grades 1-5** participating in 21st CCLC programming during the school year and summer who demonstrated an improvement in teacher-reported engagement in learning. CDE defines improved engagement in learning as a designation of "improved" since the beginning of the school year/summer on at least one of the eight indicators. While CDE collects surveys for students in grades 1-12, CDE is only required to report data for grades 1-5 to the USDE.	• Designate summer program staff and 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 staff members and teachers into the next year. • Match middle and high school students with ELA or Math teachers and elementary school students with their primary teacher. The summer survey may be completed by any program staff member who observed the student during summer programming. • Have conversations with school principals and staff about the purpose and process of surveys early and often. • Begin distributing surveys early and follow up with students who are close to reaching the minimum hour threshold • Use EZReports to track incomplete surveys. Follow up with teachers before the end of the school year.	Summer Surveys are due **September 15**, and Teacher Surveys are due **June 15**.

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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

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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

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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 in 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, Attendance data, and In-School Suspension data required by USDE.	Data collection and reporting begins July 1 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 ● Economically Disadvantaged (Yes or No) ● English Language Learner (Yes or No) ● Special Education (Yes or No)	Required by USDE.	

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Student-Level Data Element	Rationale & Notes	Deadline
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.

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 [Subgrantee 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 [Subgrantee Name] can remain in compliance with state and federal reporting deadlines.

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11. [Subgrantee 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]