

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

STATE EDUCATION AGENCY ANNUAL REPORT

Year One Renewability Cohort Data School Year 2022- 2023

Division of Performance and Accountability Originated by SEA Co-Coordinators: Andrea Bia and Sarah Price

21st Century Community Learning

Centers 2022-2023 Cohort

This report was prepared by the Bureau of Indian Education's (BIE) Division of Performance and Accountability, serving in administrative capacity as the BIE State Education Agency overseeing the Nita M. Lowey 21st CCLC program.

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SEA EXECUTIVE SUMMARY

Executive Summary

The Bureau of Indian Education's (BIE) Division of Performance and Accountability (DPA) is pleased to provide the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program State Education Agency (SEA) Annual Report for SY22-23.

The United States Department of Education's (DOE's) 21st CCLC discretionary grant program provides students access to high-quality, out-of-school programming in the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and the Bureau of Indian Education. All BIE 21st CCLC centers (school programs) provide academic enrichment and youth development designed to support participants' academic success.

This BIE report reflects national (US Dept. of Education), state (BIE), and school (BIE 21st CCLC Schools) level data. Data captured within this report were collected from the Dept. of Education's 21APR Data Collection System, BIE's first annual school-level End of Year Evaluation Report, as well as other information reported by BIE-DPA regarding SEA administrative functions occurring throughout calendar year 2023 and 2024. A BIE state-level report will now be compiled annually to summarize overall BIE 21st CCLC administrative and programmatic capacity-building elements, school populations served, and student and school community improvement in culturally infused academic achievement.

BIE 21st CCLC Overview

Sixty (60) BIE 21st CCLC Schools/Grantees were initially awarded a three-year grant in 2019 that appropriated annual funds ranging from \$85,000-\$150,000 for the following school years:

• SY19-20; SY20-21; SY21-22

These applicants were evaluated while in their third award year to determine funding for the current renewability period. The 21st Century Renewability grant period began SY22-23 and lasts three (3) school years.

SY22-23; SY23-24; SY24-25

A new 21st CCLC grant competition will be announced late 2024, with the competition held early 2025 and awarded summer 2025 to begin SY25-26.

BIE School Program Overview

Sixty (60) Bureau of Indian Education Schools are current 21st CCLC Sub-Grantees

- 4 15 BIE Schools with Residential Dormitories *
- 4 6 Peripheral Dormitories *
- 39 Traditional Schools *

Programs Offered

- ♣ 57 Schools offer a 21C Afterschool Program *
- 45 Schools offer a 21C Summer School Program *
- ♣ 3 Schools offer a 21C Before School Program *

88% of Schools offered programming 6-12 months out of the year (51/58) *

- *According to the EOY Evaluation Report. Fifty-eight out of sixty 58/60 BIE Schools completed this report. Two (2) schools did not submit the required report
- ♣ Six-thousand and forty-one (6,041) K-12th Students were served in BIE 21st CCLC School-Year Programs for SY22-23 **
- ♣ Two-thousand eight hundred and sixty-eight (2,868) K-12th Students were served in BIE 21st CCLC Summer Programs for SY22-23 **
 - **According to the Annual Performance Report school submission. Fifty-nine out of sixty (59/60) BIE Schools completed this report. One (1) school did not submit the required report

BIE SCHOOL(S) PROGRAM HIGHLIGHTS

Highlighting the work of BIE Schools 21st CCLC programs is a complimentary component of state-level obligations. It is our hope that students and school communities see themselves reflected in program data and are encouraged to work together cross-culturally to build modern curricular structures that support innovative practices beyond the classroom. A sampling of BIE 21st Century Schools provided the following pictures of students and 21st CCLC projects to shine a light on some of the amazing afterschool and summer school programming happening in the BIE. These program highlights emphasize culture, language, traditional knowledges, land-based learning, native arts, storytelling, and STEM, among other extended day activities.

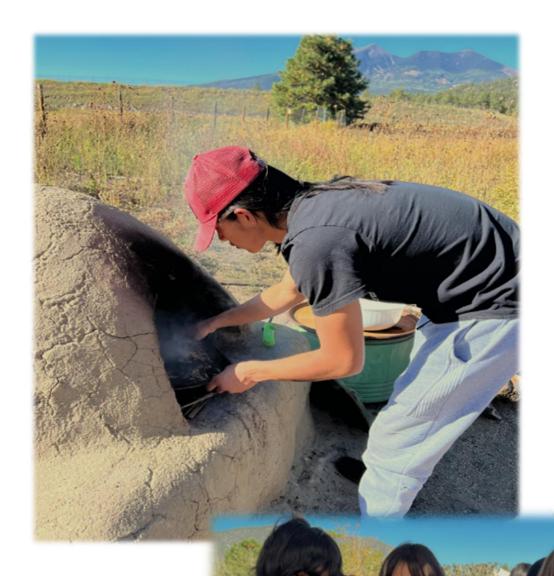
Flagstaff Bordertown Dormitory

Flagstaff
Bordertown
Dormitory 21st
CCLC students learn
about traditional
foods preparation
in Kinlani
Indigenous Cooking
Class (KICC).





Students cultivate and harvest vegetables.



A 21st CCLC student uses a traditional oven to prepare food.

KICC students ready to enjoy the fruits of their labors.

Salt River Schools



Toka class: Toka is a traditional O'odham game that was held in the afterschool for an entire semester that culminated in one final game.

Salt River Schools
partnered with the
Salt River Cultural
Resources
Department to host
a presentation on
plants native to
their local
community.



American Horse School

During science classes, American Horse school concentrated on enjoyable experiments that made students eagerly anticipate each session. Below are photos of a visit to the U.S. Fish Hatchery.









Shonto Preparatory School



Shonto Preparatory 21st CCLC students attend a Saturday Math and Science Enrichment Academy at Northern Arizona University.





In Cultural Arts classes, Shonto Prep students learn various styles of international dances. These students are modern lyrical jazz dancers.



Learning land and Dine' cultural practices, students sheared a sheep to begin the process of weaving.



Shonto Prep 21st CCLC students were involved with a 2-week summer weaving camp. During this summer session, they learned the entire process of Dine' rug weaving.

Standing Rock Elementary School









Standing Rock Elem. After-School Program



21st CCLC After School Program 1st Grade

The Legend of the Indian Paintbrush

Literacy, Culture and Stem Unit - Students read and did a variety of activities including making talking sticks to retell the story to their families.

Lummi Nation School





Lummi Nation School

2334 Lummi View Drive, Bellingham WA, 98226 P: (360) 758-4330 F: 360.758.3160



21st Century Summer School Program 2023



Lummi students had a successful summer camp including weekly educational field trips, Project Based Learning programming, and cultural activities.

A big MVTO (thank you) to all of the BIE 21st CCLC schools that submitted pictures. If we did not include your pictures in this report, we will attempt to include your school in the coming years.

Greasewood Springs Community School







Students at Greasewood Springs Community School's 2023 Summer Enrichment Program participate in Weaving, Health & Nutrition, and Self Portraits.



Riverside Indian School



An expert visited Riverside to teach Stickball/Drum-making students the art of making their own stickball sticks for competition. (left)

A student is very proud of her Lego flowers she created in the 21st CCLC S.T.E.A.M. class. (right)

Lac Courte Oreilles Ojibwe Schools







At Lac Courte Oreilles Ojibwe Schools, 21st CCLC students participate in S.T.E.M and archery activities.

SCHOOL YEAR 22-23 ANNUAL PERFORMANCE REPORT

Annual Performance Report (APR) submissions are a US Dept. of Education requirement. Schools submit descriptive information on program characteristics and services as well as performance data across a range of outcomes in the 21APR system. In addition, one of the core purposes of the APR is to collect information on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. Once data is entered in the 21APR system via school officials, the SEA User then reviews the data and finally, the SEA Power User certifies the data submission.

The following statements provide a portion of commentary added to the 21APR narrative box from the SEA User, upon March 2024 certification, to further explain SEA certification and any missing data points.

BIE schools have diverse roles. Certain BIE schools are Residential Dormitories whose students attend public schools within proximity to the BIE School. As such, individual student data points may not always be accessible for submission.

The BIE acknowledges that Annual Performance Reporting continues to increase in accuracy and reliability as BIE Schools begin to input their own data points from a local level. Schools expressing 'no data to report' will continue to be given technical assistance and opportunities to learn more about how to collect and report student data in the coming years. Additionally, the BIE recognizes that 98% or 59/60 BIE Schools entered data for both Summer and School Year Outcomes this reporting period, resulting in a dramatic increase in accountability from previous years.

APR (Performance) GPRA Measures/Outcomes

- 98%, or 59/60 schools reported data for both Summer and School Year Programs.
- A total of 8,909 students were served within both programs during SY22-23.

The following performance measures reflect superior growth percentiles for our BIE 21st CCLC students and programs. In comparison to recently reported prior-year national statistics, BIE 21st CCLC students are advancing in all areas of performance well above national standards.**

**See BIE Data Point Comparisons, page sixteen (16).

GPRA #1: Academic Achievement - Reading/ Language Arts State Assessments

Reading and Language Arts - *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.*

Total Summer Students with Outcome Data = 757
Total School Year 22-23 Students with Outcome Data = 1,669

TOTAL SUMMER/SCHOOL YEAR STUDENTS WITH OUTCOME DATA WHO DEMONSTRATED GROWTH IN READING AND LANGUAGE ARTS ON STATE ASSESSMENTS 1,706/2,426 or 70%

GPRA #1: Academic Achievement - Mathematics State Assessments

Mathematics - 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.

Total Summer Students with Outcome Data = 735
Total School Year 22-23 Students with Outcome Data = 1,605

TOTAL SUMMER/SCHOOL YEAR STUDENTS WITH OUTCOME DATA WHO DEMONSTRATED GROWTH IN MATHEMATICS ON STATE ASSESSMENTS 1,589/2,340 or 67%

GPRA #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.

Total Summer Students with Outcome Data = 2,868 Total School Year 22-23 Students with Outcome Data = 6,041

TOTAL SUMMER/SCHOOL YEAR STUDENTS WITH OUTCOME DATA WHO DEMONSTRATED AN IMPROVED GPA 782/1,233 or 63%

GPRA #3: School Day Attendance

Percentage of students in grades 1-12 participating in 21^{st} CCLC programming 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.

Total Summer Students with Outcome Data = 0 (not applicable)
Total School Year 22-23 Students with Outcome Data = 2,463

TOTAL SCHOOL YEAR STUDENTS WITH OUTCOME DATA WHO DEMONSTRATED IMPROVED ATTENDANCE RATE IN THE CURRENT SCHOOL YEAR 22-23 1,588/2,463 or 64%

GPRA #4: Behavior

Percentage of students in grades 1-12 attending 21^{st} CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Total Summer Students with Outcome Data = 187
Total School Year 22-23 Students with Outcome Data = 493

TOTAL STUDENTS WITH OUTCOME DATA WHO HAD A DECREASE IN IN-SCHOOL SUSPENSIONS IN THE CURRENT SCHOOL YEAR 22-23 604/680 or 88%

GPRA #5: Engagement in Learning

Percentage of students in grades 1-5 participating in 21st CCLC programming during the school year and summer who demonstrate an improvement in teacher-reported engagement in learning.

Total Summer Students with Outcome Data = 920
Total School Year 22-23 Students with Outcome Data = 1.435

TOTAL SUMMER/SCHOOL YEAR STUDENTS WITH OUTCOME DATA WHO DEMONSTRATED AN IMPROVEMENT IN TEACHER-REPORTED ENGAGEMENT IN LEARNING 1873/2,355 or 79%

Dept. of Education Prior Year Outcomes/BIE Data Point Comparisons

The US Dept. of Education Office of Elementary and Secondary Education released the following Overview of the 21st CCLC Annual Performance Data for SY 21-22. This report was published in April 2024. 21APR-2021-2022-Report-2024.03.05

Review of the SY21-22 data points for all nation-wide 12-month 21st CCLC programs indicate BIE advancing in all areas of performance well above national standards.**

(** As compared to BIE SY22-23 GPRA measures).

Beginning next year, the BIE will establish year-to-year data point comparisons, citing levels of performance for both BIE 21st CCLC performance measures and National 21st CCLC performance measures to evaluate BIE standings in relation to nation-wide standings.

BIE END OF YEAR (EOY) SCHOOL REPORT

The BIE End of Year School Report was newly created in an effort to streamline annual school-level reporting requirements and build administrative capacity to evaluate program effectiveness. This report captures BIE specific data and expounds upon school-level local goals as submitted in original BIE school grant applications. Data points were broken down into the following categories:

- School Information
- BIE School Performance Indicators
- Activities Data
- Budgetary Information and Certification

Guidance webinars were offered during the summer of 2023 on these updated reporting requirements and how to submit EOY School Report and Budgets. Further one-on-one technical assistance meetings were held throughout the year to support school-level data reporting and programmatic efforts.

Performance Indicators Overview

Performance Indicator/Local Goal #1

21C PERFORMANCE INDICATORS

100% of grantees report providing opportunities for Academic Enrichment through their 21st Century Programs.

Activity/Programming Examples

- Nature Explorers
- Culinary Classes
- Study Hall/Tutoring/SAT Prep
- o APEX Credit Recovery
- o Indigenous Stories Study
- o Freshman Academy
- Summer Reading Academy
- College Visits
- STEM Coding and Robotics
- o Pumpkin Life Cycle Project
- o School Orchard/Fruit Tree Harvest

Performance Indicator/Local Goal #2

BIE PERFORMANCE INDICATOR 2:

♣ 96% of grantees report their program offers students additional services, programs, and activities to reinforce and complement the regular academic program:

Activity/Programming Examples

- o Coding/3-D Printing
- o Partnership w/ local Gaming and Wildlife to explore native plants
- o Running Club
- o Life Skills Day- Braiding Hay Twine; Vehicle Inspection; National Flags and Meanings; Equine Hoof Care;
- o Traditional Pueblo Cooking
- o Dine Character Development
- Cultural Activities- Ribbon Skirts/Loom Weaving/ Games and Stories from various tribes/Lakota Book Study and cultural crafts/Leatherwork/jewelry making/wood work/ Toka Club (traditional game)

Performance Indicator/Local Goal #3

BIE PERFORMANCE INDICATOR 3:

4 94% of 21st CCLC Programs report they offers families of students' active and meaningful engagement in their children's education.

Activity/Programming Examples

- Family Nights/ Song and skit performances
- o End of Summer BASH
- o Family Flowerpots Event
- o Family Fun Fridays
- o Family Cultural Activities (families learn with their students)
- o Family Volleyball game
- o STEM Carnival
- Book Creation and Family Presentation
- o Family Showcase
- o Awards Assembly
- o Family Day
- o Family Literacy Night
- Weekly Open House Library

Activities/Community Feedback Examples

91% of 21CCLC Schools reported collecting feedback from parents/staff/students (and/or) community

The following data provides a qualitative sampling of how schools are utilizing community input to provide their programs a better understanding of what is working well and what can be improved upon.

o "To ensure that our events are always improving and meeting the needs of our families, we regularly collect feedback from parents, students, and staff. We send out surveys in December, March, and July to gather their thoughts and suggestions. All 21st century students are given the opportunity to answer the survey in school, and we also send surveys directly to parents... This feedback is crucial in helping us make informed decisions about how to improve and tailor our events to better serve our community."

- "Feedback guided the direction of how to improve participation in programs. Data was analyzed and then used to survey staff on their content knowledge of the top three activity types that emerged from the data analysis of the families surveyed."
- Feedback from the school community helps programs to reflect and grow.
 - "The feedback has mostly been positive with improvements in the classrooms... We learned that students may be dealing with stress from virtual learning environments, loss of family to illnesses, or they are out sick quite a bit. More counseling, character education and programming for exceptional students is needed."
 - o "The feedback really helped with designing the program for the 2023-2024 school year. Students have been vocal about wanting to choose their classes after school and taking their voices into consideration will help increase the level of engagement. For the upcoming school year, we will provide students an opportunity to vote for their first, second, and third choice for their after-school activities. We anticipate that this will decrease behavior issues and increase engagement."
 - "We are delighted to say that the feedback from our stakeholders has been incredibly positive and overwhelming in a fantastic way. All students are thoroughly enjoying the program... Parents are also highly satisfied and requesting more family engagement opportunities. In fact, they have appreciated all our efforts during this month's summer family day activity. We take all of this feedback very seriously and are dedicated to making improvements based on it."
- **↓** Our Programs are working to help students, families, and the school and community.
 - "Our program is helping students and families with homework assistance and tutoring opportunities in the after-school program. We are assisting parents so that they have the tools and skills to support their child at home in literacy or math. We are helping the community by planning activities to support the elderly. We did a food drive and put together baskets for our elders in the community. The students made Christmas gifts for them as well and we went Christmas Caroling to each of their homes and delivered the gifts and cards to them. Students love giving back to their community, especially the elders."
 - "This program helps the students and families by enriching their educational experience... We expose students to things not seen in the regular classroom; this enriches their knowledge of the wider world they live in."
 - o "In this rural and isolated community, (we) provide educational services that is enriching, culturally based, and promotes learning recovery. Transportation is provided including snacks."
 - o "During the spring semester, students took a field trip to the Traditional gardens... The traditional garden protects and restores the natural ecology of the land of the Salt River Pima Maricopa Indian Community. Community leaders, cultural experts, and ecologists presented a history of the land and their work towards restoration of the native plants. Students observed ecological interactions and history of how their ancestors lived off the land. The field trip sparked a huge interest for students in wanting to start a garden at school. In collaboration with the culture department, we are researching and advocating towards building a garden on campus for students to learn more about native plants within the community and the plant life cycle....we hope to move forward and reach this goal by the end of the next school year."

CONCLUSION

Other Data Points (Feedback Surveys/Technical Assistance)

Throughout the 2023-2024 calendar year, the SEA level BIE 21st CCLC administration has made an ongoing effort toward continuous improvement. Various technical assistance meetings, webinars, administrative function innovations, data collection and evaluation determinations, and cooperative agreement establishments have begun to reinvigorate the BIE 21st CCLC program. The following timeline provides a general overview of these capacity building efforts.

SEA Level Administrative Functions

January-June 2023

- Newly appointed 21st CCLC SEA Coordinator, Sarah Price
- o Annual Performance Report (APR) Data for SY21-22 entered in the 21APR system
- o 21st CCLC School Feedback Form created/reviewed- 76 total responses submitted to support descriptive information on current school programs
- SEA Coordinator review of school-level data collection, submission and tracking processes, ESSA statute, Agency Plan, grant compliance and other official documents relating to 21st CCLC programs
- Ongoing technical assistance meetings with DOE 21st CCLC Education Program Specialist regarding SEA level program development
- New Data Reporting Calendar and templates created
- New SEA Data Collection and Reporting technical assistance webinars begin for BIE 21st CCLC schools

July- December 2023

- Technical assistance meetings with DOE 21st CCLC Education Program Specialist continue
- Ongoing SEA technical assistance webinars continue for all BIE 21st CCLC schools
- New SEA End-of-Year Evaluation Report finalized and obtained by 58/60 BIE 21st CCLC schools
- o Bi-Partisan Safer Communities Act supplementary funding application and award created and distributed. A total of 27 Schools received funds ranging from \$5,000-13,750, totaling \$319,711.00
- EZReports pilot project begins with twelve (12) 21st CCLC schools. *EZReports is a comprehensive web-based software for managing grant-funded afterschool programs*
- Cooperative Agreement created with WestEd focused on evaluation of 21st CCLC program, reporting, and monitoring procedures, and overall educational program improvement

January-July 2024

- o APR Data for SY22-23 certified in the 21APR system
- o Newly appointed 21st CCLC SEA Co-Coordinator, Andrea Bia joins team
- o Ongoing administrative capacity building work with SEA partners EZReports and WestEd
- o First annual 21st CCLC State Agency Annual Report created and disseminated

Final Thoughts/Next Steps

US Dept. of Education Summer Symposium and BIE Networking Dinner

share valuable perspectives about our BIE 21st CCLC school programs.

As we move into School Year 2024-2025, the BIE 21st CCLC program is kicking off our final grant-cycle year with a cohort of twelve (12) selected BIE 21st CCLC Schools who were awarded funds up to \$9,000 to attend the Nita M Lowey 21st Century Community Learning Centers 2024 Summer Symposium in San Francisco, CA, hosted by the US Dept. of Education's Office of Elementary and Secondary Education. This event features cutting-edge strategies to manage all components of a successful 21st CCLC programs and offers nationally recognized speakers and opportunities for engagement with 21st CCLC programs across the nation.

Additionally, these 40+ BIE school representatives in attendance will participate in the first ever BIE Networking Dinner held as a pre-conference event to provide BIE officials time to collaborate, connect and

WestEd Collaboration

The BIE's 21st Century SEA staff are now working in official capacity with WestEd to modernize administrative functions and expand technical assistance opportunities to our Schools. It is our expectation that in through this effort, BIE Schools will build capacity in creating formal partnerships with external LEAs and other agencies, resulting in greater access to students' grades, data and more positive student outcomes.

EZReports Collaboration

We have begun working with EZReports, and afterschool management software company, on a pilot project to determine best ways for Schools to house weekly, monthly, and annual student and program data so it may be continuously accessed throughout the year. The BIE expects this pilot project to be extended in the new grant competition, beginning School Year 2025-2026 to include all sub-grantees, at which time data can be automatically transmitted directly from the EZReports digital database into the 21APR system with a click of a button.

Additional Administrative Efforts

With the addition of our new 21st CCLC State Co-Coordinator, Andrea Bia, our plans are to expand our technical assistance outreach to begin including culture, language, community engagement and other programmatic knowledge bases to support our schools and our unique identities as tribal communities, schools, and peoples.

As we approach this final grant year cycle and open a new competition later this year, we encourage you to reach out to your 21^{st} CCLC State Co-Coordinators at any time. We are always here to help.

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