South Dakota Department of Education
Nita M. Lowey
21st Century Community Learning Centers

21st Century Community
Learning Centers

Soaring Beyond Expectations

2022 Grantee Evaluation

South Dakota Department of Education
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Executive Summary

The 21st Century Community Learner Centers (21st CCLC) grantees provide students across South Dakota with out-of-school time exposure to diverse, high-yield academic experiences. This report was designed as an appreciative inquiry evaluation to help the South Dakota Department of Education (SD DOE) monitor its grantees, record the impact of the Covid-19 pandemic on programming, and measure program reach across the state. Key findings include:

- **The Covid-19 pandemic radically changed the manner in which grantees delivered programming.** Grantees creatively adapted existing services to best serve their students, families, and communities. Temporary closures, classroom limits, and staffing issues due to the Covid-19 pandemic kept the majority of programs from reaching their projected attendance. SD DOE staff worked with sites to ensure they had the flexibility they needed to best serve their communities. Grantees were allowed to carry over 100% of unspent funds from GY2020 to GY2021 with proper justification.

- **During the 2021-2022 grant period, 23 organizations, administering 32 grants, served students at 57 sites across South Dakota.** Forty-three sites offered programming for the summer 2021 semester. Fifty-seven sites offered programming for the 2021-22 school year.

- **Sites served 3,392 students during the summer 2021 term and 6,473 students during the 2021-22 school year.** The majority of these, for both summer and school year, were elementary students.

- **Programs serve diverse communities across the state.** Though the majority of participants in both the summer and school year terms were white (53% in the summer and 48% during the school year), a third identified as American Indian. Nearly 5% of students identified as Hispanic or Latino.

- **Grantees provided robust programming for students from all socioeconomic backgrounds and abilities.** Sites served 1,738 economically disadvantaged students in summer 2021 and 2,913 during the 2021-22 school year. Sites also serve the needs of students with disabilities. Two hundred thirty-one students with disabilities participated in summer 2021 programming and 448 during the school year. Twelve grantee sites provided programming for English learners over the past year.

- **Grantees shared that the most impactful programming were well-rounded educational activities that prioritized creativity, culture, and relationship building.** Though the Covid-19 pandemic complicated tracking academic outcomes, many programs reported positive social-emotional impacts of these areas of programming.

- **21st CCLC programs provide unique learning experiences through partnerships with local community organizations that integrated student-centered learning with community exploration and service projects.** Even during the pandemic, sites maintained close relationships with a variety of partners.

Introduction

About the Program

The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act of 2015. The 21st CCLC program provides federal funding to establish and expand community learning centers that provide high-need and high-poverty students with after-school academic enrichment opportunities along with activities designed to complement the students' regular academic program. Per section 4201 of the adopted legislation, these centers should:

1. *provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;*

2. *offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and*

3. *offer families of students served by community learning centers opportunities for literacy and related educational development.*[1]

The Legislation defines 21st Century Community Learning Centers as entities that:

1. *assist students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and offers families of students served by such center opportunities for literacy and related educational development.*[2]

About SD 21st CCLC

According to the South Dakota Department of Education (SD DOE), 21st CCLC programs provide a range of services that support student learning and development in South Dakota. Examples of such services include, "tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities."[3]

21st CCLC sites are located across all of South Dakota, from the large metro areas of Sioux Falls

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[1] Every Student Succeeds Act. Pub. L. 114-95, 129 Stat. 1803 (2015).
[2] Every Student Succeeds Act. Pub. L. 114-95, 129 Stat. 1803 (2015).
[3] 21st Century Community Learning Centers. Accessed August 29, 2018. http://doe.sd.gov/oatq/21cent.aspx.

and Rapid City, to small towns such as Parmalee and Wilmot. Each site operates independently but all work to serve the unique needs of their communities. 21st CCLC programs must serve students that attend schools where 40% or more enrolled students are eligible for free-and-reduced-lunch or who are designated through the South Dakota School Improvement Process. Program locations must be located in public school facilities or in facilities that are as available and accessible to students as public-school facilities.

The 21st CCLC grant consists of a five-year grant period, awarded annually that run from July 1st to June 30th of each fiscal year. 21st CCLC grant applicants must apply for a minimum of $50,000. Funding and grant decisions are made by a committee who evaluate applicants in the following six categories: Need for Project, Quality of Project Design, Adequacy of Resources, Quality of Management Plans, Cooperation, and Goals/Evaluation. Funding for years two-through-five of the projects is dependent upon continued federal appropriations to support this program.

Methodology

Benchmark Data Labs worked closely with South Dakota Department of Education 21st CCLC staff to develop this evaluation. This report was designed as an appreciative inquiry evaluation to help SD DOE monitor its grantees, record the impact of the Covid-19 pandemic on programming, and measure program reach across the state. Steps included the drafting of a South Dakota 21st CCLC logic model and data collection guide. Whenever possible, this report utilized the same language established by the 2020 GPRA updates regarding attendance, staffing, and participation, released in May of 2022[4].

Individual grantee sites shared data at three points during the 2021 summer and 2021-22 school year cycle. First, sites completed a fall survey which included questions on site programming, attendance, staffing, and access to school-time data.

Second, sites were invited to spring in-person convenings where Benchmark Data Labs recorded semi-structured interviews between SD DOE 21st CCLC staff and grantees. Only one program was not in attendance: Red Cloud Indian School.

Third, sites completed a spring survey which included questions that align with many of the 2022 revisions of the federal APR data. 57 grantee sites completed the survey. Federal data is not shared back with the state; therefore sites are asked to report data twice, once to SD DOE and once to the federal APR system. At the time the spring survey was launched, federal APR guidelines had yet to be finalized; therefore, there may be some discrepancies between this report and federally reported data.

2021-2022 is the first year the federal government required all grantees, regardless of state, to report standardized outcomes on state assessments, GPA, school day attendance, behavior, and engagement in learning. The 2022 iteration of GPRA outcome data was conceived with the

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[4] The Nita M. Lowey 21st Century Community Learning Centers (CCLC) program, like most programs funded through Congressional appropriations, is subject to the Government Performance and Results Act (GPRA). This Act dictates that metrics, referred to commonly as GPRA measures or "The GPRA" serve as program outcomes for the purpose of completing the required annual performance report (APR) submitted to Congress. In 2020, the Department of Education approved a set of five new GPRA measures for the 21st CCLC program which were finalized in May 2022.

assumption that many 21st CCLC grantees are managed by individual school districts. The opposite is the case in South Dakota, where many grantees are independent non-profit organizations. Therefore, recently launched GPRA outcome data was excluded from this report as many sites required more time to solidify their partnerships with their partner school districts and collect this data.

Grantee Overview

During the 2021-2022 grant period, 23 subgrantees served students at 57 sites across South Dakota.

Grantee	Sites
Action for the Betterment of the Community	Sturgis Community Youth Center
Black Hills Special Services Cooperative	Belle Fourche High School Belle Fourche Middle School JAM Belle Fourche TRAK Program Discover the Valley - Rapid Valley Discover the Valley - Valley View Discovery at General Beadle Discovery at Knollwood Discovery at South Middle
Boys & Girls Club - Capital Area	Club Building Georgia Morse Middle School
Boys & Girls Club - Lower Brule	Club Building Teen Center
Boys & Girls Club - Missouri River	Marty Unit Wagner Unit
Boys & Girls Club - Northern Plains (Yankton)	Stewart Elementary Webster Elementary
Boys & Girls Club - Rosebud	Mission Site Parmalee Rosebud Site
Boys & Girls Club - Sioux Empire	Community Youth Center George McGovern Middle School Whittier Middle School
Boys & Girls Club - Watertown	Main Building McKinley Elementary Mellette Elementary Roosevelt Elementary Watertown Intermediate School Watertown Middle School
Dupree School District	Dupree School District
Enemy Swim Day School	Enemy Swim Day School
Henry School District	Henry School District
Huron School District	Buchanan Elementary Madison Elementary Washington Elementary

Lutheran Social Services	Eastside Lutheran Church Hilltop United Methodist Church
Mitchell School District	L.B. Williams Elementary Longfellow Elementary Mitchell Middle School
Rapid City YMCA	Youth Institute Canyon Lake Elementary Robbinsdale Elementary
Red Cloud Indian School	Our Lady of Lourdes Red Cloud Elementary Red Cloud High School
Smee School District	Wakpala Public School-After-School Program
Three Rivers Coop	Kadoka Academy and Rural Connections Stanley County GOLD Program
VOA - Dakotas	21 Century Program (Sioux Falls) Dakotas Kidz Count (Sioux Falls) Kids Campus Central (Sioux Falls)
Washington Pavilion	Sioux Falls Area Schools
Wilmot School District	Wilmot School District
YFS Rapid City	Boys' Advocacy Program Girls Inc. Middle School Program

Locations

Grantee sites were located in 23 different towns and cities across South Dakota. Due to the rural and remote nature of some locations, many of these grantees serve not just their immediate community, but students from up to 100 miles away. The following map provides an overview of site locations across the state and indicates the communities that are home to more than one 21st CCLC grantee site.

Figure 1: 2021-22 Grantee Site Locations

Impact of the Covid-19 Pandemic

The Covid-19 pandemic radically changed the manner in which grantees delivered programming. Grantees creatively adapted existing services to best serve their students, families, and communities. South Dakota did not mandate Covid-19 restrictions that would impact in-person gatherings or 21st CCLC sites. However, many sites changed their models, depending on their regional school board and/or community/tribal policies. Some sites moved to remote programming, others adopted hybrid models, some significantly limited in-person ratios, and other kept sites open with additional health protocols. One site even began offering full-day programming when schools were closed so that parents and families would have a safe place to send their children during the work week.

Temporary closures, classroom limits, and staffing issues due to the Covid-19 pandemic kept the majority of programs from reaching their projected attendance. Local Covid-19 policies, parental hesitation to send their students back to school, and increase in staff turnover forced many sites to limit their operations, shut down classrooms, or shut down operations completely. Two thirds of the programs were at less than 75% of their projected attendance during the 2021 fall semester. Attendance levels rose during the spring 2022 semester, but many have yet to recover to pre-pandemic levels.

SD DOE staff worked with sites to ensure they had the flexibility they needed to best serve their communities. Grantees were allowed to carry over 100% of unspent funds from GY2020 to GY2021 with proper justification. SD DOE provided additional technical assistance when programs expressed difficulties in meeting attendance requirements and staying fully staffed. They remained flexible with grantees changing the structure of programs from center to school sites or temporarily closing sites. Lastly, all monitoring events and site visits were done virtually.

Student Attendance

The majority of 21st CCLC grantees offer both summer and school year programming in South Dakota; however, the scope and characteristics of each vary by term. Therefore, grantee sites collect and report data separately for each term. This report includes trends for the summer 2021 and school year 2021-22 terms separately.

21st CCLC grantees served 3,392 students during the summer 2021 term and 6,473 students during the 2021-2022 school year. The majority of these, for both summer and school year, were elementary students.

Figure 2: Student Attendance by Term

	Summer 2021	School Year 2021-22
Pk-5	2,309	3,803
6-8th	838	1,774
9-12th	245	896
Total	3,392	6,473

Forty-three sites offered programming for the Summer 2021 semester. The majority of these programs offered programming five days a week for the entire day, ranging from six to twelve hours.

Fifty-seven sites offered programming for the 2021-2022 School Year. During the school year, most program sites offer programming directly afterschool from one to five hours, though the vast majority are between two and three and a half hours. Four sites also offer programming during school intercession, often for limited hours in the morning. Nine sites offer full day Friday programming for students in 4-day school districts. Programs hold the same hours for both Fall 2021 and Spring 2022 semesters.

Nearly 70% of students of summer programming attendees were elementary students, 25% were in middle school and only 7% were in high school. Students were entered by the grade they were currently enrolled in or, if summer, the grade level for the just completed school year.

Figure 3: Attendance by Grade Level Summer 2021 Term
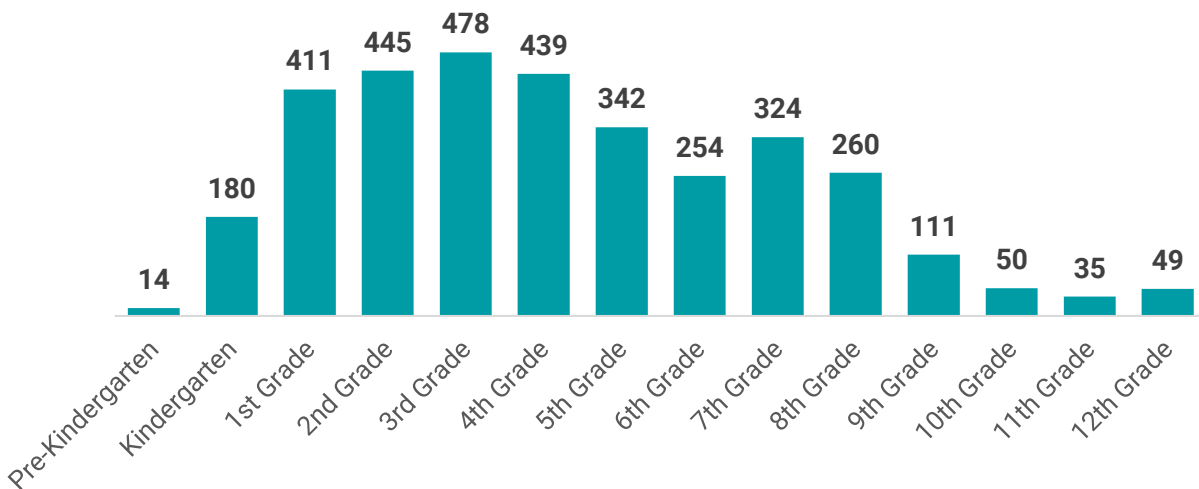
Sites serve a more diverse age range during the school year, 59% in elementary, 27% in middle school, and 14% in high school. Many sites reported that potential high school attendees frequently opted to participate in after school sports, rather than 21st CCLC programming.

Figure 4: Attendance by Grade Level School Year 2021-22 Term
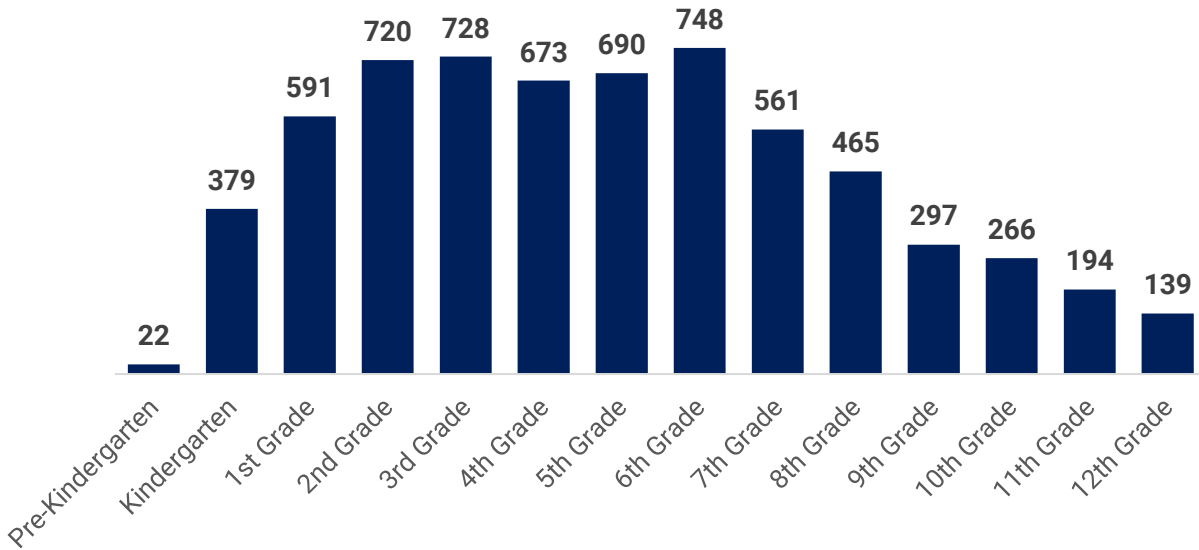
Sixty-four percent of the 3,392 students who participated in summer 2021 programming attended regularly (90 hours or more). Elementary students were much more likely to regularly attend summer programming (51%), compared to 35% of middle schoolers (6th-8th grades) and 12% of high schoolers.

Figure 5: Student Participation by Hours Attended

	Summer 2021		School Year 2021-22	
Fewer than 15 hours	539	16%	2,019	31%
15-44 hours	689	20%	1,244	19%
45-89 hours	655	19%	934	14%
90-179 hours	740	22%	1217	19%
180-268 hours	413	12%	529	8%
More than 270 hours	356	10%	530	8%

Though the number of students participating in school-year programming was higher, fewer of these students attended regularly, with only 54% attending 90 or more hours. Elementary students were more likely to regularly attend programming (45%), compared to 18% of middle schoolers (6th-8th grades) and 27% of high schoolers.

Student Demographics

The following are demographic characteristics of all students who participated in 21st CCLC programming during the 2021-2022 grant year, regardless of their attendance level.

Students were nearly even split between males and females. For a small percentage of students, sex was recorded as "not provided" or another gender category[5].

Figure 6: Students by Sex

	Summer 2021	School Year 2021-22
Female	49%	49%
Male	47%	49%
Data Not Provided	4%	2%
Another Gender Identity	>1%	>1%

21st CCCLC grantees serve diverse communities across the state. The majority of participants in both the summer and school year terms were white (53% in the summer and 48% during the school year), with another third identifying as American Indian. Nearly 5% of students identified as Hispanic or Latino.

Figure 7: Students by Race

	Summer 2021		School Year 2021-22	
American Indian or Alaska Native	938	30%	2,111	33%
Asian	21	1%	60	1%
Black or African American	197	6%	370	6%
Hispanic or Latino	133	4%	328	5%
Native Hawaiian or Pacific Islander	>10	>1%	>10	>1%
Two or more races	152	5%	372	6%
White	1,682	53%	3,048	48%
Data Not Provided	46	1%	165	3%

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[5] Per the Federal GPRA guide: "For purposes of reporting sex, students generally are counted consistent with the gender or sex listed in the student's records at the time the data are reported. In the case of students who are identified as non-binary or another category that is not among the options for reporting, the student was reported as "another gender identity." The addition of this reporting category for gender data does not create or imply a requirement for respondents to begin, change or end data collection under this reporting category. This additional category is provided solely to capture gender data that may already be available to the respondent."

Figure 8: Students by Ethnicity

	Summer 2021		School Year 2021-22	
Hispanic or Latino	133	4%	328	5%

21st CCLC grantees provide robust programming for students from all socioeconomic backgrounds; however, sites must be located in districts where at least 40% of the student population qualifies for free and reduced school lunch or is identified through the state's school improvement process. Sites served 1,738 economically disadvantaged students in summer 2021 and 2,913 during the 2021-22 school year.

21CCLC Sites also serve the needs of students with disabilities. Two hundred and thirty-one (231) students with disabilities participated in summer 2021 programming and 448 during the school year.

Twelve grantee sites provided programming for English learners over the past year. Sites served 49 English learners during the summer term and 92 during the school year.

Figure 9: Students by Group

	Summer 2021	School Year 2021-22
Students who are economically disadvantaged	1,738	2,913
Students with disabilities	231	448
English Learners	49	92

Staffing

Sites were asked to share the total number of people who worked in either a paid or unpaid capacity at the site providing direct support to the program and those that provided support for any activity for any amount of time during the period. Sites allocated individuals to **only one category** based on their primary role with the organization and counted full-time and part-time staff equivalents as one person each. Sites reported staffing counts by the following categories:

- **Administrators**: Those that take on the role to ensure the fiscal and programming aspects of the grant are carried out; including but not limited to business office representatives, grant directors, program directors, site coordinators, superintendents, and principals.
- **College students**: Those who attend college in a part-time or full-time capacity while contributing to the program in a non-administrative role.
- **Community members**: Those who contribute to the program in a non-administrative role, while not working within a school district, and not considered parents/families or college

students. This also includes those in a teaching capacity in the OST program that do not work for a school district.

- **High School Students**: Those that are attending high school while contributing to the program.
- **Parents**: Parents, guardians, and caretakers who contribute to the program in a non-administrative capacity and who also do not work for a school district
- **School Day Teachers**: Those that are certified teachers who also have a contract with a school district who contribute to the program in a non-administrative capacity. Including but not limited to classroom, SPED, Title, Interventionist, academic coaches (i.e. reading or math coach), counselors, etc.
- **Other Non-Teaching School Staff**: Those that are support/classified staff within the district who contribute to the program in a non-administrative capacity. Including but not limited to teacher aids, paraprofessionals, bus drivers, food service providers, custodial staff, secretaries, etc.
- **Subcontracted Staff**: Those who are not full or part-time employees of the organization but who make regular contributions to the program in any capacity, except for teachers.

Summer 2021 Staffing

Summer programs had smaller summer staff counts than during the school year, primarily because they served fewer children. The average summer staff size was 15 people, working in both paid and volunteer capacities. Nearly 40% of sites had fewer than eight staff people to manage their operations.

Figure 10: Staff Size Summer 2021 Term
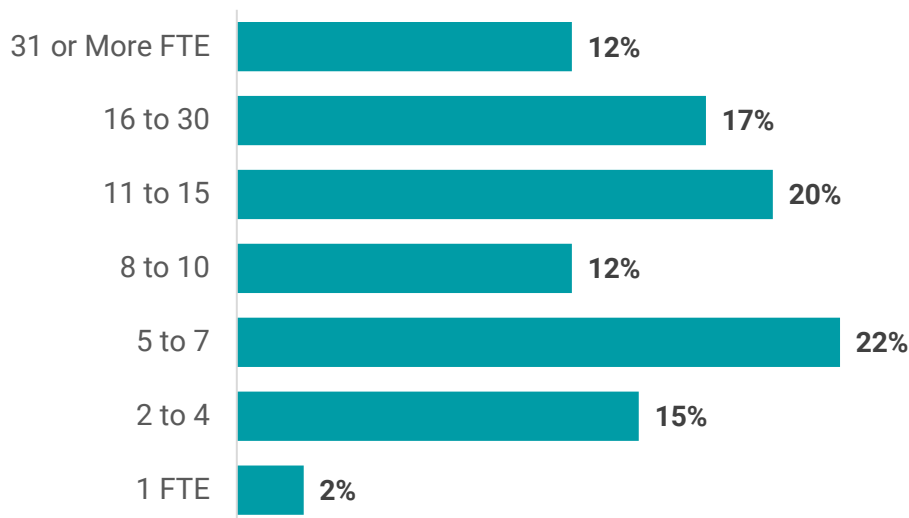
For the summer months, community members made up the largest majority of the 21st CCLC staff, followed by school day teachers.

Figure 11: Staff by Type Summer 2021 Term

Staff Type	Count
Community members	152
School day teachers	92
Administrators	73
Other non-teaching school staff	72
College students	60
High school students	48
Parents	30
Other	20
Subcontracted staff	5
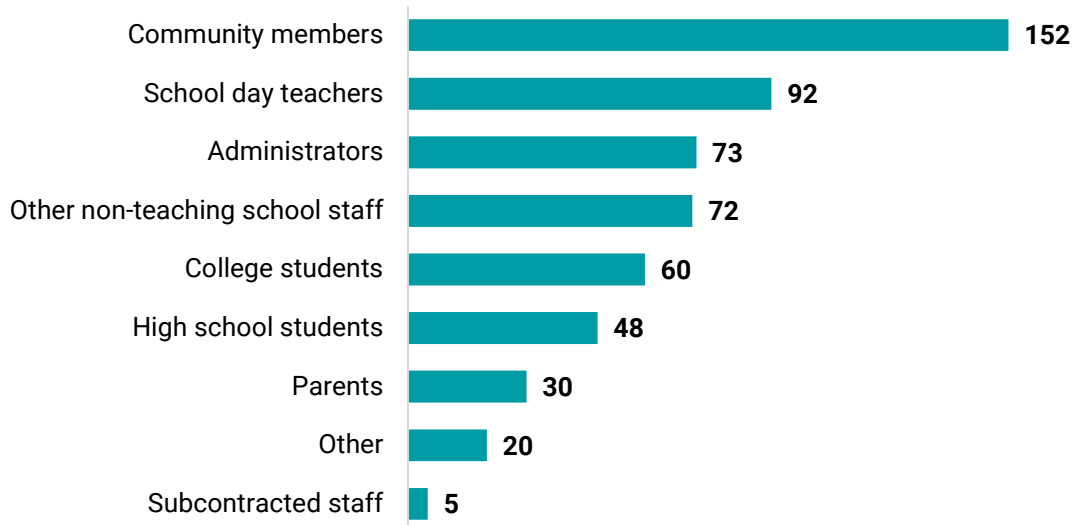
School Year 2021-22 Staffing

The average site size during the school year was 20 people, working in both paid and volunteer capacities. One out of every five sites operated with less than four staff. The largest staff reported was 225 individuals, most of whom were parent volunteers.

Most sites saw an increase in staffing from their summer programming, largely due to an increase in school-day teachers who work, often in a paid capacity, after school hours.

Figure 12: Staff Size School Year 2021-22 Term

Staff Size	Percentage
31 or More FTE	12%
16 to 30	18%
11 to 15	14%
8 to 10	19%
5 to 7	18%
2 to 4	19%
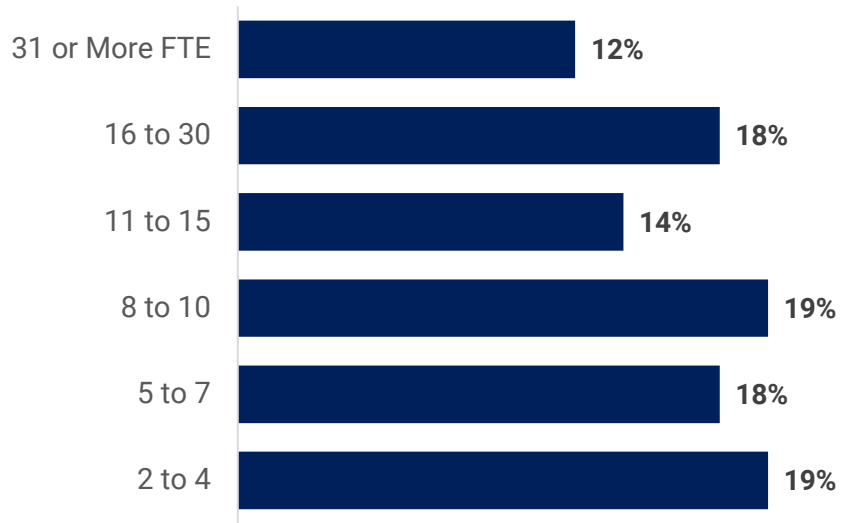
Because many 21st CCLC program sites in South Dakota were run by nonprofits, rather than school districts, it is unsurprising that the largest part of the workforce remains community members.

Figure 13: Staff by Type Year 2021-22 Term

Staff Type	Count
Community members	202
School day teachers	194
Other non-teaching school staff	118
Administrators	100
High school students	67
College students	56
Parents	29
Subcontracted staff	25
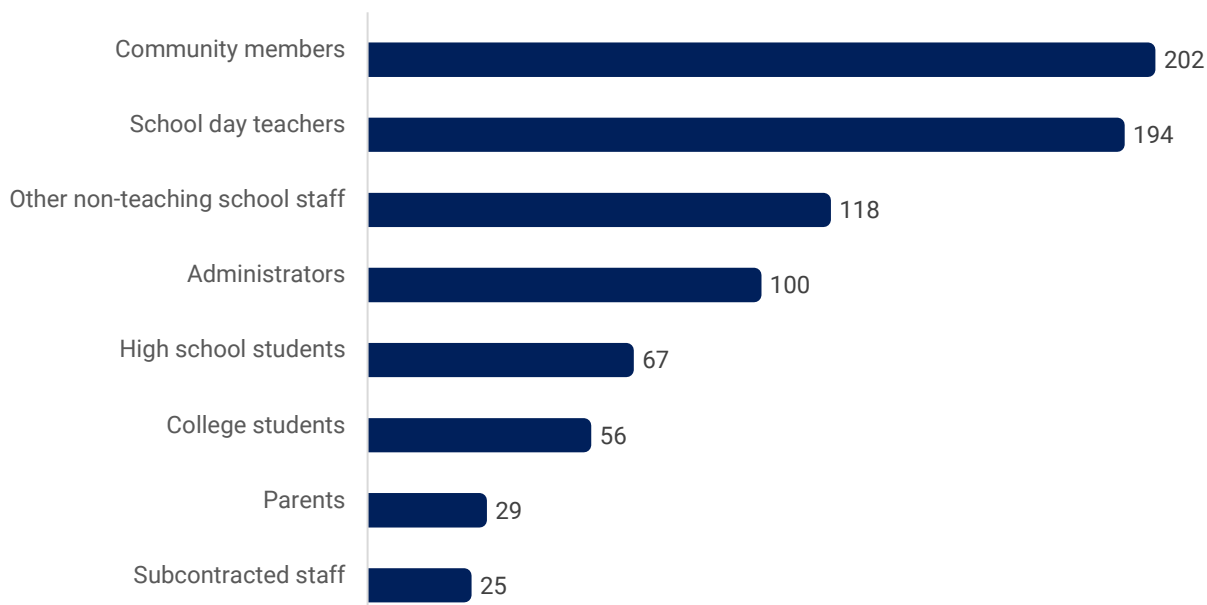
Staff Trainings

21st CCLC programs provide and connect educators with professional development opportunities. SD DOE also provides needed funding to hire and retain quality program staff. 21st CCLC sites were most likely to rely on internal and local trainings to prepare their staff. 81% of programs held new staff orientations. 75% required all staff to participate in internal training prior to the start of site programming. 70% participated in regional or local trainings and/meetings.

Sites were much less likely to participate in state trainings and meetings (44%) and national trainings and conferences (23%). Some of this was due to pandemic-era travel restrictions, though many sites reported travel costs as a significant barrier to national conference participation.

Figure 14: Site Training Participation 2021-2022 Grant Cycle

Training	Percentage
New staff orientation	81%
All-staff, pre-programming training	75%
Regional and local trainings/meetings	70%
Trainings provided by partners/collaborators	67%
School district professional development	63%
State training/meetings	47%
Trainings hosted by 21st CCLC	44%
Other trainings	23%
National trainings/conferences	23%

The SD DOE also offered trainings to sites, including a July 2021 21st CCLC continuation webinar. In 2021 SD DOE paid for 16 trainings and co-teachings centered on STEM professional development with co-teaching possibilities with staff on site. This was open to all grantees over the past grant cycle and nearly all have taken advantage, though not all in 2021.

Program Activities

21st CCLC programs provide students across South Dakota with out-of-school time exposure to diverse, high-yield academic experiences. Programs provide additional academic guidance in the form of tutoring and homework help. Programs also work collaboratively with local school districts to reinforce lessons learned in the classroom. Though the Covid-19 pandemic complicated tracking academic outcomes, many programs reported positive social-emotional impacts.

Sites reported activity participant and hours programming during summer 2021 and school year 2021-22. Categories reflect the 2022 GRPA updates.

SD DOE provided the following category definitions and examples:

- **Academic enrichment:** Including tutoring, homework help, mentoring, and other activities aligned with SD academic standards.
- **Activities for English learners**: Including those that emphasize language skills and academic achievement, translating documents, professional development for staff around EL topics, digital learning specific for EL students (i.e. Imagine Learning).
- **Assistance to students who have been truant, suspended, or expelled**: Including activities for students who have been identified as truant/suspended/expelled.
- **Career competencies and career readiness**: Including college readiness.

- **Drug and Violence Prevention and Counseling**: Including activities in conjunction with the local police and fire departments, all counseling services, DARE, Safety Town, etc.
- **Cultural Programs**: Topics may vary, should include all activities designed to showcase or teach some aspect of culture that is unfamiliar to the students.
- **Expanded Library Service Hours**: Including hours where a library would normally be closed but is open because of the programming.
- **Healthy and Active Lifestyle**: Including nutritional education and regular, structured physical activity programs.
- **Literacy Education**: Including financial literacy programs and environmental literacy programs.
- **Parenting Skills and Family Literacy**: Including all programming designed to promote family involvement.
- **Science, Technology, Engineering, and Mathematics, including computer science**: Including all STEM activities, maker spaces, robotics, Engineering is Elementary, LEGO, etc.
- **Services for Individuals with Disabilities**: Including extra staff support, professional development for staff around SPED topics, any services designed to fulfill the goals of an IEP. You do not need to count every accommodation made.
- **Telecommunications and Technology Education**: Specific activities related to cyber security, internet safety, radio and television broadcasting, computer networking, activities in conjunction with telecommunications industry partners (i.e. Midco, SDPB, newspapers, etc.).
- **Well-rounded Education Activities:** Including Entrepreneurship, Arts, Music, Community/Service Learning, Youth Leadership, and credit recovery/attainment.

Figure 15: Activities by Total Student Participation Summer 2021 Term

Activity	Participation
Well-rounded Education Activities	3,316
STEM/Computer Science	2,589
Healthy and Active Lifestyle	2,200
Academic Enrichment	1,873
Literacy Education	1,828
Cultural Programs	1,114
Telecomm and Technology Education	821
Expanded Library Service Hours	757
Drug and Violence	551
Career Competencies and Career Readiness	481
Prevention and Counseling	351
Parenting Skills and Family Literacy	202
Assistance to Truant/Expelled Students	96
Activities for English Learners	81
Services for Individuals with Disabilities	22

Summer programs often worked closely with local partners to provide students with hands-on learning opportunities, mostly into healthy/active lifestyle activities. The most commonly attended activities in the summer included well-rounded education activities (3,316 students), STEM/computer science (2,589 students), and healthy and active lifestyle activities (2,200 students). A sizable number of students also participated in academic activities including academic enrichment (1,873 students) and literacy education (1,828 students).
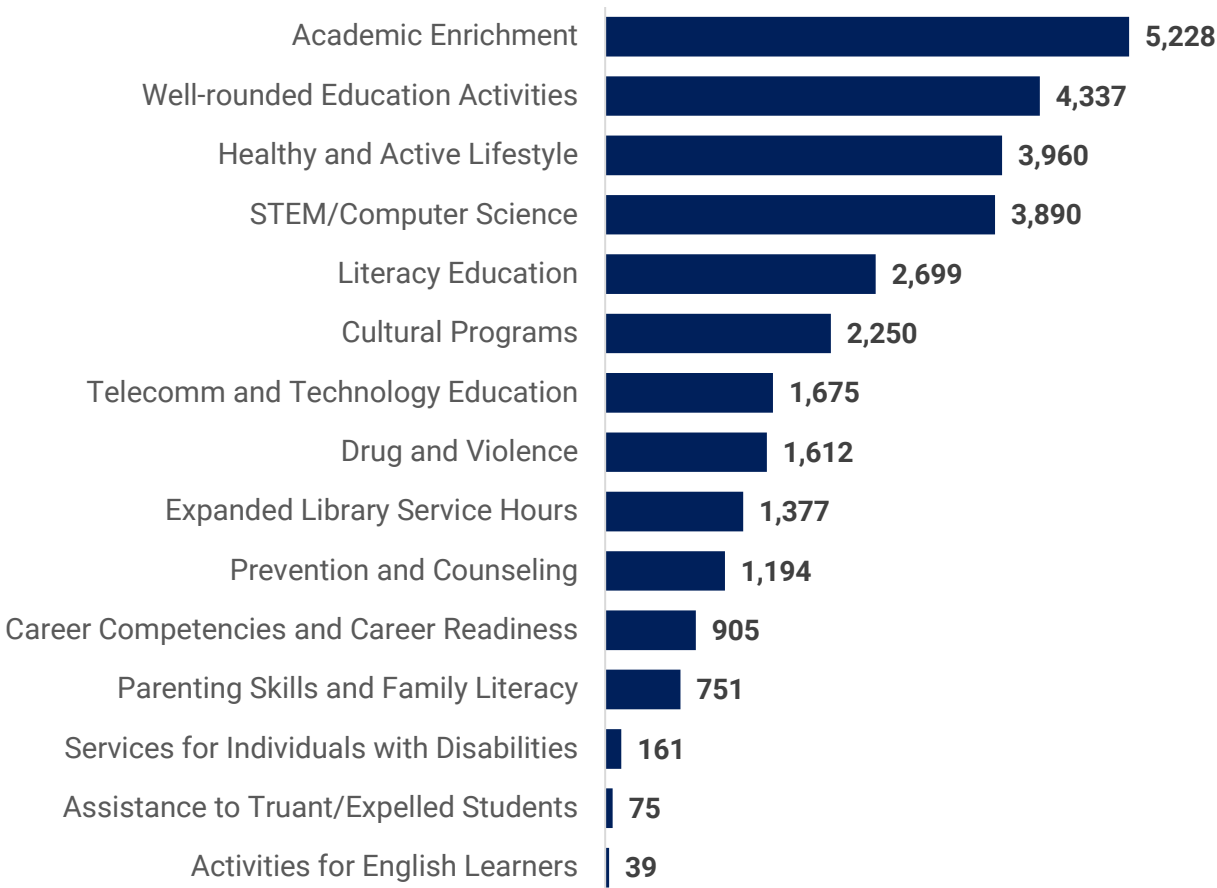
> **Story of Impact: Enemy Swim Day School**
> Enemy Swim Day School 21st CCLC summer school is a student "favorite" thanks to its creative approach to learning. In summer 2021, the site implemented a woodworking program, led by a staff member who formerly owned a lumber yard. Students and staff constructed a wading pool for the program, exposing dozens of students to this skilled trade and providing the entire site with a new way to cool down during hot summer days. Other staff implemented a gardening classroom where students collected native Dakota medicinal plants as a way to educate students about their culture and landscape.

During the school year, activity participation shifted towards academics. Most sites focus large amounts of time on homework help, tutoring, and activities meant to reinforce school-time learning. Academic Enrichment was the mostly commonly attended activity during the school year with 5,228 students, followed by Well-rounded Education Activities (4,337 students). students). A sizable number of students also participated in Healthy and Active Lifestyle Activities (3,960 students) and STEM/Computer Science (3,890 students).

Story of Impact: Engineering Everywhere Workshop and Co-Teaching
SD DOE provides grantees access to high-quality, comprehensive workshops throughout the year. One shining example is EiE Out of School Time: Engineering Everywhere® (EE), facilitated by Steckleberg Consulting. This program offers sites exciting out-of-school-time activities and experiences that allow all K-8th grade learners to act as engineers and engage in the Engineering Design Process. The goal is to positively impact children's attitudes about their ability to engineer. Trainers provided sites with a subject-matter workshop and co-teaching opportunities. Sites shared that these activities were well received by staff for their thoughtful training style that minimized feelings of being overwhelmed and by students for their fun, hands-on approach to the subject material.

Figure 16: Activities by Total Student Participation School Year 2021-22 Term

Activity	Students
Academic Enrichment	5,228
Well-rounded Education Activities	4,337
Healthy and Active Lifestyle	3,960
STEM/Computer Science	3,890
Literacy Education	2,699
Cultural Programs	2,250
Telecomm and Technology Education	1,675
Drug and Violence	1,612
Expanded Library Service Hours	1,377
Prevention and Counseling	1,194
Career Competencies and Career Readiness	905
Parenting Skills and Family Literacy	751
Services for Individuals with Disabilities	161
Assistance to Truant/Expelled Students	75
Activities for English Learners	39

21st CCLC programs teach students healthy relationship strategies and skills for interacting with their peers, teachers, and the community. Grantees shared that the most impactful programming were well-rounded educational activities that prioritized creativity, culture, and relationship building. The following examples emphasize the deep impact of these programs:

"This year has been especially difficult for kids. Staff have seen dropout rates and teen homelessness increase. We have been invested in working with our boys and helping them when they are in tough situations. We have been there to support our boys dealing with depression, loneliness, and feeling a lack of support by the people around them. We work closely with families and support programs to help get the boys and their families what they need. We have had multiple cases with boys being seriously distressed and we have been there to pull them back from the brink. I think the educational support and the physical work we do with these boys is extremely helpful, but the work we do to stand with these boys, pull them back from the edge, and push them in a more positive direction is the thing that makes me proud of what we do every day. I have so many stories of our boys moving from a desperate situation to find solid ground and create a life for themselves that is positive and supporting—it brings tears to my eyes."

YFS Rapid City Boys Advocacy

"Our enrichment clubs have been a tremendous source of pride. Led by many of our Lakota educators, these enrichment clubs have been extremely popular with our students. For example, our Lakota Hand-Games club was an extraordinarily popular movement; Hand-games are a traditional Lakota game that are very important culturally. Following in popularity was our Music Club and our Writers' Society Club, where students were able to express their creativity by learning to play various musical instruments and engage with the written word as storytellers in the Lakota tradition. Other popular clubs that gained student support were our Cooking and Baking Club and Archery Club. We are proud of all of these activities for promoting elements of Lakota culture, providing students with useful skills, and helping students to use their creativity to produce student-created artifacts."

Red Cloud Indian School

"The program has been able to maintain a low student-to-teacher ratio this fall as compared to our member's school classroom environment. This has been beneficial in our endeavor to better know our members and understand their educational needs. In addition, the low ratio has been advantageous for our goal of providing resources to families that will improve our member's overall well-being. We have been able to have more in-depth conversations more often regarding each family's food security as well as access to mental health services."

Boys and Girls Club Northern Plains

Family and Community Engagement

21ˢᵗ CCLC provides opportunities for families to take an active part in their student's learning journey and foster stronger relationships between students, families, and educators. 684 family members attended 21ˢᵗ CCLC sponsored events during the Summer 2021 term and 1,740 during the 2021-2022 School Year.

Many programs significantly changed how they engaged parents and families during the pandemic. While most programs halted family events and activities, other used funding to bring resources to their families at home. Many programs serving rural tribal communities brought meals to family homes and included other support resources.

By the 2021-2022 School year, nearly half of sites hosted at least one in-person family event. These sites reported renewed enthusiasm for family events post-pandemic, though many have yet to return to pre-pandemic participation levels. One site reported a record breaking 80% of families attending an afterschool event where families brought their own food.

21ˢᵗ CCLC programs also provide unique learning experiences through partnerships with local community organizations. These experiences integrate student-centered learning with community exploration and service projects. These partnerships also increase community support and awareness of OST programming. 21ˢᵗ CCLC programs also provide students work-based learning experiences with local businesses, non-profits, and industry partners. Students explore post-secondary opportunities as well as the skills necessary to be successful in pursuing their future endeavors.

Figure 17: Site Collaboration with Community Partners Frequency
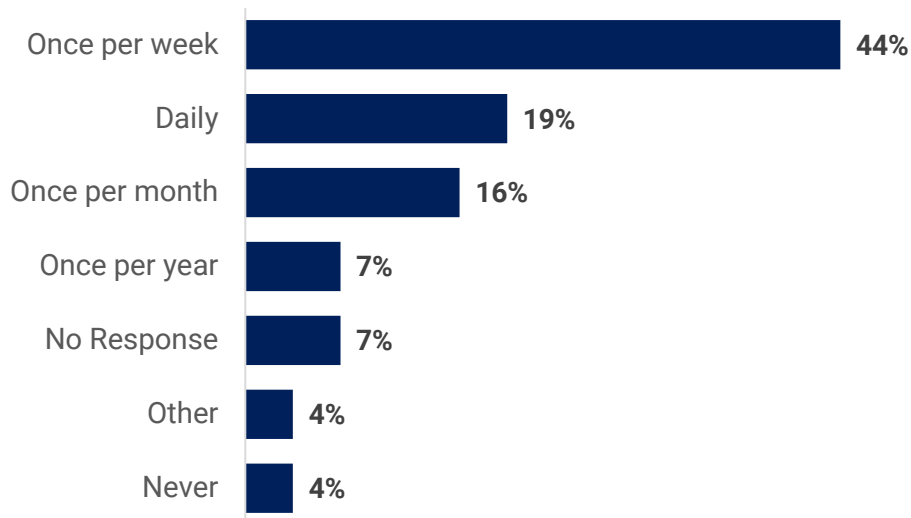
Even during the pandemic, 53% of programs collaborated with community partners on a weekly basis, and 79% at least once per month. Sites shared close relationships with a variety of partners including school districts, post-secondary institutions, law enforcement, public safety, healthcare, museums, cultural organizations, the arts, nonprofits, local and national businesses, and a large number of individual community members.

Recommendations

Based on this evaluation, SD DOE should consider implementing these recommendations to maintain and promote the effectiveness of the 21st CCLC program. The list is not intended to be exhaustive. Rather, these recommendations target key areas for promoting and sustaining program quality and improved relationships with grantees.

- **Investigate investment in a statewide data collection system that integrates with Federal APR system.** Currently grantees have to enter data up to three times. Investment in an integrated system by DOE would free up grantee staff time for programming, ensure less data entry errors, and ensure that SD DOE staff has timely access to grantee data. The majority of sites rely on student management systems to track attendance; however, the software is varied. If DOE chooses to invest in a data collection system that minimizes double entry for federal and state reporting, the system should have integrations with ProCare, KidTrax, and Infinite Campus, if possible.
- **Analyze outcome level data with grantees.** Both DOE and grantees will benefit from conversations that provide context to new GPRA outcome measures and help the state determine its own outcome measures.
- **Develop data collection tools alongside grantees.** As many grantees operate outside of the K-12 system, many need guidance and resources to collect mandated data correctly and efficiently.
- **Work alongside grantees to develop partnerships with school districts.** DOE has an opportunity to help non-school grantees build relationships with their local school districts. This will ease data collection struggles and further support positive relationships between grantees and local school districts.
- **Expand training opportunities both in-person and online.** Sites voiced a number of trainings they feel would benefit their sites. Topics include:
  - Behavior management
  - Leadership, accountability
  - Childhood safety
  - Youth mental health
  - Facility safety/active shooter
  - Cultural, native based trainings
  - Suicide prevention
  - High yield learning
  - DIY STEM
  - Program planning and implementation
  - Positive recognition
  - Trauma-informed teaching and care strategies
  - Data collection best practices
  - Social emotional learning
  - Robotics
  - First aid
  - Curriculum development
  - Classroom management
  - Reading and math interventions