



# APR

## ANNUAL PERFORMANCE REPORT

Arizona's 21st CCLC APR Data Collection Template & Guidance

Term Reporting for: Summer



2021

2022

This template and guidance have been reconfigured to match the changes to the Annual Performance Report, starting with Summer 2021 reporting. Please read each section carefully.



### What is the purpose of the APR and why is it required?

All 21<sup>st</sup> CCLC grantees are required to complete annual reporting for the US Education Department (ED).

- This includes grantees that are in year 5 of their grant. Each site must report for all 5 years of the grant, even if they have concluded offering services.  
**NEW:** This also includes the optional June summer term offered after the end of the 5<sup>th</sup> year, prior to the close of the FY.

This data is used to report to the U.S Congress on services and outcomes of funding approved by Congress each year.

The program year for annual reporting includes the summer before the academic year. See the illustration below:



The APR has 2 terms to enter data. Only data for the specified time period can be entered for each of these terms.

The windows for the 2021-22 program year can be found in the table below, with deadlines repeated on the [Required Reporting Dates](#) table, also available at this link: <http://www.azed.gov/21stcclc/required-reporting/>.

<u>21st CCLC Reporting Terms</u>	<u>APR Data Due to Kim Logan at <a href="mailto:Kim.Logan@azed.gov">Kim.Logan@azed.gov</a></u>	<u>Dates* for Activities &amp; Staffing Data</u>	<u>Dates* for Participation Data**</u>	<u>Outcomes and Partnerships Reported?</u>
<i>Summer 2021</i>	September 3, 2021	June 1-July 31, 2021	June 1-July 31, 2021	No
<i>Academic Year 2021-2022</i>	TBD	August 1, 2021-May 30, 2022	June, 2021-May 30, 2022	Yes

\*Dates for Activities and Staffing should reflect the actual start dates of the program’s summer and academic year terms, determined by each Districts’ program calendar. Actual dates should be used in place of the above dates if the District summer and academic year calendars differ from the dates given above.



*\*\*When the site accurately reports all student attendance into AzEDS via each site's Student Information System, Participation data will be calculated and reported by ADE 21<sup>st</sup> CCLC. See Guidance on website on uploading this attendance at <http://www.azed.gov/21stcclc/required-reporting/> under Student Attendance in SIS FAQs.*

## **SUBMITTING THE DATA**

Once complete for the term, submit the 21<sup>st</sup> CCLC APR Data Collection Template and Guidance form to Kim Logan at [Kim.Logan@azed.gov](mailto:Kim.Logan@azed.gov) and cc your assigned 21<sup>st</sup> CCLC Education Program Specialist.

NOTE: This data collection form is set up as a fillable PDF. Some entries allow the user to enter information and others ask the user to select from options in a drop-down. This is done purposefully and is crucial to the submission of accurate data at your site.

- Therefore, we CANNOT ACCEPT HANDWRITTEN submissions of this form.
- If you have any issues completing this form, please contact Kim Logan.



# APR Data Collection Tool

## GETTING STARTED

Enter the Dates of this reporting term: \_\_\_\_\_ to \_\_\_\_\_



What information should be included in the Grantee Overview and Centers section?

The Grantee Overview and Centers sections include basic contact information for the grantee. This information will remain mostly the same throughout the cycle, with the exceptions of the Contact Person(s) and partner section. Often, the person responsible for the entry of this data changes over the course of the 5 year grant, so ensure the most current contact is always included in this form should we need to follow up with questions. The partner list should be updated each year of the grant, as often partners are very different from year to year.

## Grantee Overview

### GRANTEE CONTACT INFORMATION

1. Grantee Name? (LEA/grant recipient/fiscal agent) \_\_\_\_\_
2. Contact Person Name? \_\_\_\_\_
3. Phone Number? \_\_\_\_\_
4. Email? \_\_\_\_\_

### GRANTEE LOCATION- LEA's Main Office

1. Address? \_\_\_\_\_
2. City? \_\_\_\_\_
3. State? \_\_\_\_\_
4. Zip? \_\_\_\_\_

## Centers

### CENTER INFORMATION- Location of 21st CCLC Services

1. What is the Center's Name? \_\_\_\_\_
2. Center's Cycle? \_\_\_\_\_
3. Center's Address? \_\_\_\_\_
4. Center's City? \_\_\_\_\_
5. Center's State? \_\_\_\_\_
6. Center's Zip? \_\_\_\_\_
7. If this Center location is different than the student program participants' school, what is the name of the school? \_\_\_\_\_

### PARTNERS

Partnership Data will be reported in the **End of Year, Academic term reporting *only***, with cumulative partners listed from Summer 2021 through Spring 2022 programming.

#### Why do we need a Community Partner?



Remember, each center is federally required to list at least one external partner that is *outside or different from the fiscal agent*.

Note: The *fiscal agent* is the entity responsible for receiving and managing grant funds.

In most cases, the fiscal agent is the LEA/district; therefore, *the LEA and its funded programs cannot be considered a partner*.

E.g. Title I funds can be leveraged internally to supplement 21<sup>st</sup> CCLC services, but can't be counted as an external partner for this grant.

This list should include community partnerships that happened during any of the two terms- Summer or Academic Year- in the program year.

Additionally, the U.S. Dept. of Education has asked us to prove that sites are working towards sustainability, so this list will also double as part of the documentation towards that goal. A comprehensive list of partners provides another way to highlight the uniqueness of the site and to impress Congress, as it emphasizes the supports we utilize that aren't paid for out of the 21<sup>st</sup> CCLC funding they authorize.

## Process Data: Activities



### What information should be entered on the Activities page?

In this section, document all the different activities for students that took place during the *reporting period*. The site is *not* required to offer each type of activity. These categories are reported based on the Government Performance Results Modernization Act (GPRA) requirements for the United States Department of Education.

Each class offered in your program should be added to the Activity section **ONLY ONCE**. Each class should be categorized into the activity that most closely aligns to the *primary objective* of the class.

Exception: College and Career Readiness. The APR asks if each activity is also College and Career Readiness, as this is a focus of interest now.

- Remember the purpose of the 21<sup>st</sup> CCLC grant- it is likely that all/nearly all the activities offered will benefit students as they look toward their future college and/or career paths
- If a class has the primary objective of another activity, but also provides College and Career Readiness, then first add the class to the primary activity's box, then select that it is ALSO a College and Career Readiness activity.
- If the class' primary objective is College and Career Readiness, then it should be categorized at the bottom under the College and Career Readiness activity.

### Choosing an Activity Category



All of the classes offered incorporate multiple avenues of learning- this is the nature of the 21<sup>st</sup> CCLC grant. Each class is chosen with purpose to align to one or more of your program objectives, but frequently emphasis is placed more on one objective than another.

An example: If you offer a cooking class whose primary objective is to teach students Reading skills in a project based learning environment, this class should be listed under *Literacy* in 21APR. However, if the primary objective is to teach students about diverse cultures through the use of food, the class should be listed under *Community/Service Learning*.

Multiple classes may fit into one activity category. Combine these classes into the category parameters in the APR. Provide the average details for the classes that fit into each category.

### How Does Arizona Define Average?



In Arizona, we ask sites to describe what typical program offerings look like at your 21<sup>st</sup> CCLC program- paint the picture for the reviewers. This means we are looking for an average length that each type of class/activity is offered and an average number of participants receiving that type of offering- a snapshot of a typical offerings in your program.

An example: If you have one 45 minute math class with 9 students on Monday, one 1 hour long robotics class with 14 on Wednesday, and one 2 hour gardening class with 19 on Thursday, you would enter all of these classes under the STEM category. On any given day in your program, you would expect STEM to take place for 1 hour 15 mins and would see about 14 students participating.

Your entry for these classes would look as follows:

#### **STEM**

1. How often? **More than once a week**
  - a. Times a month (if monthly)?
  - b. Times a week (if weekly)? **3**
2. Average hours per session? **1-2 hours**
3. Average participants? **11-20**
4. Is STEM also College and Career Readiness? **yes**

Note: Enter information for a.) *Times a month* or b.) *Times a week*, as applies to the classes offered under the activity category.

# ACADEMICS

## STEM

Enter any classes that contributed to the development of science, technology, engineering, or mathematics skills, including any combined STEM classes.



Math: Federally, all classes/activities that focus primarily on Math go under STEM; in addition to traditional STEM classes, add the math classes you offer that align to your approved math objective(s) under the STEM category, including the classes indicated in the calculation above.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is STEM also College and Career Readiness? \_\_\_\_\_

Remember, the Arizona 21st CCLC definition of College and Career Readiness for this report is as follows: Did this activity support the students in their future college and/or career goals? Most classes, by nature of the goals of the grant, are a yes.

## Literacy

Enter under literacy those activities that contribute to the development of reading and language arts skills and to the enjoyment of reading.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Literacy also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

## Tutoring

Enter under tutoring those activities that provide focused tutoring in subjects other than math or literacy.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Tutoring also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career





## Homework Help

Enter under Homework Help those activities that provide direct support in the completion of homework assigned during the day.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Homework Help also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

## English Language Learners Support

Enter under English Language Learners Support those activities that provide direct support to students classified as English language learner.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is English Language Learners Support also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

## ENRICHMENT

### Entrepreneurship

Enter under Entrepreneurship those activities that contribute to the understanding of small business practices and business ownership.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Entrepreneurship also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

## Arts & Music

Enter under Arts & Music those activities that engage students in the creation of art and music and that cultivate an appreciation of art and music.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Arts & Music also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

## Physical Activity

Enter under Physical Activity those activities that engage students in a physical activity and cultivate the appreciation of an active lifestyle.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Physical Activity also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

## Community/Service Learning

Enter under Community/Service Learning those activities that engage the students in an opportunity that benefits the community outside the center.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Community/Service Learning also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

## Mentoring

Enter under Mentoring those activities that engaged the student with a role model.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Mentoring also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

## CHARACTER EDUCATION

### Drug Prevention

Enter under Drug Prevention those activities that provide information about the dangers of drug use.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Drug Prevention also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

### Counseling Programs

Enter under Counseling Programs those activities that provide socio-emotional counseling services.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Are Counseling Programs also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

### Violence Prevention

Enter under Violence Prevention those activities that promote peaceful conflict resolution.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Violence Prevention also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

### Truancy Prevention

Enter under Truancy Prevention those activities that promote school attendance.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Truancy Prevention also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career

### Youth Leadership

Activity that promotes the active engagement of leadership roles.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_
4. Is Truancy Prevention also College and Career Readiness? \_\_\_\_\_

Did this activity support students in their future college/career



## COLLEGE AND CAREER READINESS

### *College and Career Readiness*

Enter under College and Career Readiness those activities that prepare students to enroll and succeed in a credit bearing course at a postsecondary institution or a high-quality certificate program with a career pathway to future advancement.

1. How often? \_\_\_\_\_
  - a. Times a month (if monthly)? \_\_\_\_\_
  - b. Days a week (if weekly)? \_\_\_\_\_
2. Average hours per session? \_\_\_\_\_
3. Average participants? \_\_\_\_\_



## Process Data: Staffing

In this section, you will capture all individuals who assisted with your 21<sup>st</sup> CCLC program during the term indicated.

**Remember to include your volunteers!** It is important to include everyone who staffed your program for your own records and to have information to use when engaging stakeholders. Including all your volunteers is also another tool you have to impress Congress because it highlights the supports you utilize that aren't paid for out of the 21<sup>st</sup> CCLC grant they authorize.

Note: If a person who works in your program was paid for *by another source* (ESSER Funds, tax credit, Title I, Migrant Funds, etc.), list them as *volunteer* in this section. They are counted as part of this 21st CCLC report, even if they were funded through some other source.

If a person fits into more than one category, choose the category highest in the list.

**An example:** If a person is a Parent and a Community Member, enter them into the Parent category because it is above Community Member on the list.

### 1. How many Administrators?\*

\*Individuals (Principals/site administrators/site coordinators) who have a primary oversight capacity of the staff and functions of the center.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_

### 2. How many School Day Teachers?\*

\*These are individuals who work or are certified/qualified to work as a teacher in the state of Arizona.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_

### 3. How many 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 feeder school.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_

### 4. How many Subcontracted Staff?\*

\*Individuals who enter into a formal contract to provide services to the center. Often referred to as "vendors". May provide specialized activities.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_



5. How many Parents?\*

\*Individuals who are the parents or guardians of student participants enrolled in the 21st CCLC program at the center.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_

6. How many College Students?\*

\*Individuals currently enrolled in a post-secondary institution.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_

7. How many Community Members?\*

\*Individuals from the community at large.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_

8. How many High School Students?\*

\*Individuals currently enrolled in a secondary institution. High school students reported as staff CANNOT also be counted as 21st CCLC participants, as participants are those students receiving services in your 21<sup>st</sup> CCLC program.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_

9. How many Other?\*

\*Individuals who are not identifiable with any category above.

- a. Number of Paid? \_\_\_\_\_
- b. Number of Volunteer? \_\_\_\_\_



### FAMILY MEMBERS AND FAMILY ENGAGEMENT

#### Adult Family Members



The purpose of family engagement in the 21st CCLC grant is to meaningfully engage adult family members in helping their children succeed academically.

Family members reported in the participation section of the APR must be adult family members (or other adults serving in that role) of a student participant of the 21st CCLC program at the site. Adult family members may be parents, grandparents, foster parents, guardians, etc. who participate in order to engage in their students' learning and achievement goals.

Note: Calculate the number of adults who meet the above criteria and who participated in one or more events during the participant reporting window to report in 21APR.

How many adult family members of the **PreK-5<sup>th</sup> Grade** students in your 21<sup>st</sup> CCLC program participated in your Family Engagement offerings? \_\_\_\_\_

How many adult family members of the **6<sup>th</sup>-12<sup>th</sup> Grade** students in your 21<sup>st</sup> CCLC program participated in your Family Engagement offerings? \_\_\_\_\_



## Process Data: Participation

**STOP: Participation Data is reported by ADE using 21<sup>st</sup> CCLC program attendance submitted through SIS to AzEDS. This section is included as FYI to understand what is reported but attendance is required to be submitted through AzEDS.**



What information will be reported on Participants?

Data is reported for ALL students who attended the program one or more hours in the reporting period.

Reporting periods are as follows:

Jun	Jul										
Summer											
Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Academic Year											



### Data Collection Tips

Summer participation should list students in their grade level for the following academic year.

## GRADE LEVEL

- How many students attended your site's 21<sup>st</sup> CCLC program for one or more days in each of the following grade levels?

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Pre-K						
Kindergarten						
1st Grade						
2 <sup>nd</sup> Grade						
3 <sup>rd</sup> Grade						
4 <sup>th</sup> Grade						
5 <sup>th</sup> Grade						
6 <sup>th</sup> Grade						
7 <sup>th</sup> Grade						
8 <sup>th</sup> Grade						
9 <sup>th</sup> Grade						
10 <sup>th</sup> Grade						
11 <sup>th</sup> Grade						
12 <sup>th</sup> Grade						

Total PreK-5<sup>th</sup> Grade: \_\_\_\_\_

Total 6<sup>th</sup>-12<sup>th</sup> Grade: \_\_\_\_\_

**\*\*Going forward, all participants must add up to the exact totals reference above for the students attending your 21<sup>st</sup> CCLC program.\*\***

## Data for Pre-K through 5<sup>th</sup> Grade students:

### RACE/ETHNICITY

#### 2. Pre-K – 5<sup>th</sup> Grade

- a. How many American Indian or Alaska Native students? \_\_\_\_\_
  - b. How many Asian? \_\_\_\_\_
  - c. How many Black or African American? \_\_\_\_\_
  - d. How many Hispanic or Latino? \_\_\_\_\_
  - e. How many Native Hawaiian or Pacific Islander? \_\_\_\_\_
  - f. How many White? \_\_\_\_\_
  - g. How many Two or More Races? \_\_\_\_\_
  - h. How many Data not provided? \_\_\_\_\_
- Total this Section: \_\_\_\_\_
- Total PreK-5th Grade: \_\_\_\_\_



### SEX

#### 3. Pre-K – 5<sup>th</sup> Grade

- a. Male \_\_\_\_\_
  - b. Female \_\_\_\_\_
  - c. Data Not Provided \_\_\_\_\_
- Total this Section: \_\_\_\_\_
- Total PreK-5th Grade: \_\_\_\_\_



### POPULATION SPECIFICS

- 4. Enter the number of Pre-K – 5<sup>th</sup> Grade students who were in each of the following categories:
  - a. Students with limited English Language Proficiency \_\_\_\_\_
  - b. Students who are eligible for free or reduced price lunch \_\_\_\_\_
  - c. Students with special needs \_\_\_\_\_

## Data for 6<sup>th</sup>-12<sup>th</sup> grade students:

### RACE/ETHNICITY

1. 6<sup>th</sup>-12<sup>th</sup> Grade
  - a. How many American Indian or Alaska Native students? \_\_\_\_\_
  - b. How many Asian? \_\_\_\_\_
  - c. How many Black or African American? \_\_\_\_\_
  - d. How many Hispanic or Latino? \_\_\_\_\_
  - e. How many Native Hawaiian or Pacific Islander? \_\_\_\_\_
  - f. How many White? \_\_\_\_\_
  - g. How many Two or More Races? \_\_\_\_\_
  - h. How many Data not provided? \_\_\_\_\_Total this Section: \_\_\_\_\_  
Total 6th-12th Grade: \_\_\_\_\_



### SEX

2. 6<sup>th</sup>-12<sup>th</sup> Grade
  - a. Male \_\_\_\_\_
  - b. Female \_\_\_\_\_
  - c. Data not provided \_\_\_\_\_Total this Section: \_\_\_\_\_  
Total 6th-12th Grade: \_\_\_\_\_



### POPULATION SPECIFICS

3. Enter the number of 6<sup>th</sup>-12<sup>th</sup> Grade students who were in each of the following categories:
  - a. Students with limited English Language Proficiency \_\_\_\_\_
  - b. Students who are eligible for free or reduced price lunch \_\_\_\_\_
  - c. Students with special needs \_\_\_\_\_

## Outcomes Data- COMING SOON



### How are Outcomes reported?

Outcomes will be reported for all students attending 21<sup>st</sup> CCLC programming. With the federal change in Outcomes reported, starting with the Summer 2021 term, Outcomes guidance is still being developed. See the Required Reporting website (<https://www.azed.gov/21stcclc/required-reporting>) for ongoing monthly GPRA webinar updates.

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## THANK YOU!

Thank you for your continuous effort in providing accurate reporting to the U.S. Department of Education and to Congress. The Arizona Department of Education 21st CCLC Unit strives to highlight grantee accomplishments and innovation in their work with 21<sup>st</sup> CCLC students. We know it is the mission of each center to provide the tools students need to determine their future and to achieve their goals, and we thank you for completing this report so we can underline these achievements to our U.S Department of Education and Congressional stakeholders.

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Title IV-B program is funded by a federal grant from the U.S. Department of Education and administered by the Arizona Department of Education. For more information visit: <http://www.azed.gov/21stcclc/>