

Colorado 21st Century Community Learning Centers Grant Program Program Summaries

Cohort E2 OST Subgrantees (FY21-22 through FY23-24)

Program Summaries were taken from the Subgrantees' 21st CCLC grant program proposals and some have been edited for length.

Adams 12 Five Star Schools

PEAK Learning Centers at Coronado Hills, Hillcrest Elementary, Malley Drive, North Star Elementary, Stukey Elementary, Thornton Elementary

Adams 12 Five Star Schools prepares students for post-secondary workforce readiness and to obtain the skills, knowledge and expertise necessary to thrive in our evolving world. To engage and inspire all students to innovate, achieve and succeed in a safe and supportive environment by ensuring high quality instruction in every classroom, every day is the mission of the District. The 21st Century Community Learning Center Initiative supports this work. With previous experience implementing successful CCLC programs, Five Star Schools will be able to make this project another success. The program is built with the following purpose in mind 1) Provide opportunities for academic enrichment; 2) Offer students a broad array of additional services, programs, and activities, designed to reinforce and complement the regular academic program of participating students; 3) Offer families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. The program intends to serve over 3,600 students during the first three years of the grant by collaborating with community partners to provide project based, social emotional, service learning, enrichment opportunities and academic supports in STEM, literacy and math for low performing students at six targeted elementary schools. Families will be engaged to foster the achievement of their students in myriad ways. The combined poverty level at these sites is 82% and over 43% of the student population are English Language Learners. Working in concert with each school's administrative staff and aligning the after school and summer curriculum with each school's Unified Improvement Plan, students will be gaining invaluable educational resources during out-of-school-time hours to improve achievement levels. Continued supplemental afterschool supports strategically aligned to the school day and facilitated by loving and caring adults dedicated to creating safe spaces that foster an environment robust with respect, advocacy and community will meet the objectives and purpose of this grant and the students targeted for invitation and most in need.

Aurora Public Schools

Vaughn Elementary, Global Village Academy

For the past 23 years, the Aurora Public Schools (APS) and the City of Aurora (COA) have developed an afterschool partnership model that aligns the curriculum frameworks and grade-level content from the school day with out-of-school-time academic and enrichment activities to complement students' classroom successes and enhance positive youth development. This model was branded the COMPASS Program and is recognized as an impactful resource to supplement students' academic achievements and school engagement. COMPASS aligns the programming and content with the school day to provide students with supports to reinforce and practice the skills they need to succeed in the classroom. Research indicates that afterschool programs that are aligned with the school day curriculum support student learning and attack the achievement gap by offering additional supports to struggling students that complement and reinforce learning that takes place in the classroom in new and exciting ways (Afterschool Alliance, 2011). Accordingly, COMPASS Program staff is committed to programming that complements and coordinates with – but does not replicate – the learning that occurs during the formal school day. COMPASS staff members work hand-in-hand with their fellow building teachers and staff to support students in the program and design content that will reinforce and extend school-day learning.

Boys and Girls Clubs of Larimer County

Lincoln Elementary, Winona Elementary, B.F. Kitchen Elementary, Sarah Milner Elementary, Laurene Edmondson Elementary

In efforts to expand out-of-school services for youth, Boys & Girls Clubs of Larimer County (BGCLC) currently being funded at five 21st Century Community Learning Centers in Thompson School District (TSD) in Loveland, Colorado. Like many other school districts around the state, Thompson School District's students have been significantly impacted by the COVID-19 pandemic. In particular, the most vulnerable and marginalized student populations have experienced significant losses in both learning and mental health support. Throughout this pandemic, BGCLC has stepped up to help young people in our community in variety of different ways.

BGCLC operationalized emergency childcare for first responders and essential workers, operated remote learning centers so youth had a place to go when they could not go to school, and mobilized a fire evacuation location for youth displaced from the Cameron Peak Fire. BGCLC has an unwavering commitment to ensuring that vulnerable young people in Larimer County always have access to safe places, albeit in any extenuating circumstances. As our community's young people now begin to recover from the impacts of COVID-19, BGCLC in tandem 21st Century Community Learning Centers can play a pivotal role by giving youth the access and resources they need for future success. For over two decades, BGCLC has had a strong partnership with Thompson School District. In 2018, BGCLC was a recipient of the Cohort VIII, 21st Century funding, allowing us to open two locations, Monroe and Truscott Elementary School Learning Centers within Thompson School District. It is through this partnership with the district that BGCLC has identified five more elementary schools in Loveland that are in desperate need of free and educational-based out-of-school programming: B.F. Kitchen Elementary, Lincoln Elementary, Sarah Milner Elementary, Winona Elementary, and Laurene Edmondson Elementary. These sites will be culturally inclusive, offer reading and math programming, incorporate robust enrichment activities in conjunction with community partners, and create more opportunities for family engagement. What makes BGCLC unique is that a major focus on promoting the social and emotional well-being of students, a much needed service that has been exacerbated by the COVID-19 pandemic. All of these critical components will aid in COVID-19 recovery and will lay the foundation for the most vulnerable students to build a great future.

Boys and Girls Clubs of Metro Denver

Johnson Elementary School

As a Cohort 7 site, Boys & Girls Clubs of Metro Denver (BGCMD) was able to establish and develop a strong youth development program at this location, which serves a community that faces many systemic inequities that have led to ongoing negative academic outcomes and other detrimental disparities. With a strong foundation in place, we are set to launch a new era of programming at this site that will expand the impact we've seen in the last several years. After more than a year of pandemic circumstances, kids everywhere are excited and anxious to get back together. The damage has been hard to quantify, but we know that youth, and disproportionately youth of color and from low-income homes, have experienced academic and social-emotional backslides. These are the populations that attend Johnson Elementary, and data from our recent needs assessment show that, in many ways, the Johnson community is going to take much longer to spring back from the pandemic than others. With CDE's support, we have been able to help youth and families navigate this treacherous time, and are now on a path to steward families back together as safety regulations slacken. At Johnson, there are high needs for academic, enrichment, and family supports. As an organization with deep roots in the community and with high-quality programs that address these needs and more, we are determined to maintain our presence at Johnson. We intend to expand and improve our services to more robustly address the needs of Johnson students and families, and have additional partnerships in place to enhance programming and provide funding.

Colorado Springs 11

Roosevelt Charter Academy

Roosevelt Charter Academy is a large Title 1 elementary school serving a K-5 student population of about 650 students per year that consists of approximately 60% ELL. The diversity present in our classes requires teachers to provide extensive differentiation to meet their needs. Although we make great gains with our in-school differentiation and support programs, our students are in need of full year after school tutoring program and to provide small group instruction in reading, as well as mathematics with a summer program to bridge their learning and work towards our goals in the area of student achievement. 21st CCLC funding is utilized to provide for afterschool tutoring for students at each grade level four nights per week for the duration of the school year and a six-week summer school program that will provide carry over of skills and readiness for the next grade level.

Charter School Institute

Academy of Arts and Knowledge Elementary School

The Academy of Arts & Knowledge (AAK) is a K-5 charter school located in Fort Collins. The school opened in 2006 and currently serves 185 students that reside in Fort Collins, and surrounding areas. Our mission is to provide a robust arts program that complements core academics, fosters critical thinking skills, and creates confident, creative individuals with the freedom to reach their full potential, all within a supportive school community. Prior to the pandemic, AAK recognized a need in its community for safe and affordable programming for its students outside of school hours. In response, in the fall of 2019, the school offered free before and after school programming to all families. The new program was a great success in terms of attendance, academic growth, and the well-being of our students and their families. Due to the substantial impact that the pandemic has had on the families in our community, especially for families with lower incomes and those of single-parent households, AAK has expanded its current programming for families, and extend the normal school year by offering out-of-school programming for students beyond

the 1,240 hours of academic programming offered during the traditional school year. All AAK students have the opportunity to receive an additional 1,418 hours of program hours before and after school, as well as on all out-of-school weekdays, at no cost to the family through AAK's Community Learning Center. AAK uses the same educational settings as the school day for our out-of-school day program to provide students with consistent access to high-quality academic and enrichment activities. Through a variety of professional development opportunities, collaboration with other public and private agencies, the City of Fort Collins, as well as family input, the AAK Community Learning Center allows students a variety of enrichment opportunities that support student growth, academic achievement, and social development.

Hand & Heart Center

Bruce Randolph School

Heart & Hand Center (H&H) supports out-of-school programming at Bruce Randolph School (BRS) in Denver, Colorado. H&H began running afterschool programs at BRS in 2018 and will use 21st Century Community Learning Centers funding to expand and deepen programming starting in Fall 2021. Leveraging H&H's existing strong relationships with school leadership, faculty and staff, community partners, and students and families at BRS, 21st CCLC funding will amplify the success and impact of H&H's out-of-school time programs. BRS reports 91% of 2020–21 students receive free and reduced lunch (FRL) compared to 67% of the total Denver Public Schools (DPS) student population. This data suggests many students at BRS are from households with low incomes and thus face increased barriers to success compared to their more affluent peers. BRS acknowledges these challenges while also holding their students to high expectations. At BRS, H&H will continue its work of meaningfully engaging and supporting families by providing workshops and educational opportunities. The purpose of engagement is to get a true sense of a family's well-being and identify resources that match their individual needs, so that they can better support their children. Further, the organization will utilize established partnerships with the school and public, private, and nonprofit organizations to provide comprehensive services that empower students and their families to realize their potential.

Jefferson Consortium Project (JCP)

Jefferson Junior/Senior High School, Lumberg Elementary, Stevens Elementary

The JCP is designed to continue current 21st Century Community Learning Center programming from Cohort VII to supplement student academic engagement through enrichment programs and provide the community and families with much needed services that will increase two-generational participation. Our programming is guided by principals founded in student and family academic success in conjunction with each individual school's leadership teams, integrated with the most current UIP, and with evidence-based programming for all K-12 students and their families. The dire need for out of school time programming at each of these locations are based on consistently low performing results on standardized testing, communities with significantly high free and reduced lunch rates and past performance results connected to participants in 21st CCLC activities. Sustainable programming is imperative for a successful 21st Century grant and our team regularly seeks partners to minimize costs as well as provide programming that is completely free of any cost. In order to reduce the achievement gap, this request for funding will increase attendance rates, increase test score through targeted academic supports that are directly aligned with each school day needs, and provide a wide array of services that will support a holistic approach to each student and their families' needs. For so many of our students and their families many of them do not know a life without 21st CCLC programming. Our programs are designed through best practices and past experiences across the district to meet all students' needs through academics, health and wellness, social and emotional wellness, multi-generational programming, service learning, next generational skills and post-secondary readiness.

Onward, A Legacy Foundation

Montezuma-Cortez Middle School

The 21st CCLC program at Montezuma-Cortez Middle School supports students in grades 6-8th as they navigate the transition to middle school and then onto high school. The programming includes core academic support in the form of tutoring and summer school. Enrichment opportunities include clubs such as science, music, sewing, and Sources of Strength. Morning Physical Activity provides students whose parents need to drop them off early an opportunity for positive peer interaction as well as exercise. In a rural, high poverty area such as Montezuma County, many times parents or guardians work multiple jobs making it hard to be an active part of their children's lives. It is imperative to have high quality before and after school programs that encourage academic success as well as build interests outside of academics. This 21st CCLC programming supports the youth at MCMS in a manner that they do not currently have available.

Onward, A Legacy Foundation

Mancos Elementary, Mancos Middle School, Mancos High School

The 21st CCLC Mancos School District Program enhances and expands upon Mancos' vision of "Portrait of a Graduate" and "Student Centered Learning". The Portrait of a Graduate competencies and skills are focused on character growth so that youth will experience success in post-secondary life. Student Centered Learning encourages and allows students to become active participants in their learning through planning, evaluation, and assessment of their own school career. This vision is carried into all outside of school time activities. This program supports students in grades kindergarten through 12th in activities such as tutoring, Spanish and Native American clubs, physical activity clubs, and parent engagement nights. The Mancos School District strives to provide non-traditional educational opportunities and continues this in 21st CCLC programming. RE-6 and SCYC partners with Medicine Horse Center to provide social emotional learning opportunities. San Juan Mountain Association provides outdoor education programming on Fridays to provide an activity for children and youth while school is not in session (Mancos runs on a 4 day school week). Additionally, summer camps are provided for youth to attend during the summer. These activities support outside of the classroom learning and provides opportunities for children and youth to discover their interests and passions.

Riverside Educational Center

Pear Park Elementary, Chipeta Elementary, Clifton Elementary, Nisley Elementary, Chatfield Elementary, Fruitvale Elementary

Riverside Educational Center (REC) has been providing structured after-school academic support services in Mesa County, Colorado since 2006. In consortium with Mesa County Valley School District 51, we have received funds for six after-school Elementary School programming sites: Chipeta, Fruitvale, Clifton, Chatfield, Pear Park, and Nisley. This expansion will allow REC to serve an additional 390 students annually, bringing our total reach to over 800 students. All schools being served are Title I schools. REC has a very successful track record working in similar schools to help students achieve academic success and take the steps necessary to realize their dreams. After-school programming includes a meal-sized snack, personalized small group and individual tutoring, and fun, enjoyable educational enrichment activities. In some instances, REC calls upon our many community partners to help provide unique enrichment opportunities that enhance students' connection to our larger community and the outdoors. Summer programming is an important aspect of REC that ensures consistency, supports social-emotional well-being, and builds students' cultural capital. The Consortium partners with each individual school to coordinate and provide activities and programs that best meet the needs of students. As part of a Whole Family and 2Gen approach, caretaker engagement builds strong relationships and facilitates the ability of REC and school staff to respond to arising issues and provide referrals to needed wraparound services. Caretaker and family social events strengthen these bonds and are also a fun, healthy way for REC to celebrate and connect with our families. A significant benefit of the SD51 and REC Consortium is coordination with each school's UIP and increased communication between REC Site Managers and classroom teachers to ensure academic consistency. Additional coordination between each school's Family Resource Coordinator and Site Manager is critical to meeting the social-emotional needs of students as well as to consistently address the challenges facing individual students and their families.

Riverside Educational Center

Grand Mesa Middle School

Riverside Educational Center (REC) has provided structured after-school academic support services in Mesa County, Colorado since 2006. In consortium with Mesa County Valley School District 51, we currently are funded for an after-school programming site at Grand Mesa Middle School. With additional proposed expansion at the elementary school level, a middle school site at Grand Mesa brings REC's total reach to over 800 students. REC has a very successful track record working in similar middle schools to help students achieve academic success and take the steps necessary to realize their dreams. After-school programming includes a meal-sized snack, personalized small group and individual tutoring, and enrichment activities. In some instances, REC calls upon our many community partners to help structure and provide unique enrichment opportunities that enhance students' connection to our larger community and the outdoors. Summer programming is an important aspect of REC that ensures consistency, supports social-emotional well-being, and builds students' cultural capital. The summer schedule varies depending upon SD51's summer school funding, structure, and state mandates. The Consortium partners with each individual school to coordinate and provide activities and programs that best meet the needs of students. Caretaker engagement is a vital component of all REC programming and activities. Ongoing conversations between caretakers and REC Site Managers provide real-time feedback about programming and each student's areas for growth. These conversations also provide REC with valuable information with which to continuously improve. As part of a Whole Family and 2Gen approach, caretaker engagement builds strong relationships and facilitates the ability of REC and school staff to respond to arising issues and provide referrals to needed wraparound services. Caretaker and family social

events strengthen these bonds and are also a fun and healthy way for REC to celebrate and connect with our families. A significant benefit of the SD51 and REC Consortium is coordination with each school's UIP and increased communication between REC Site Managers and classroom teachers to ensure seamless academic consistency and cultural messaging. Coordination between each school's Family Resource Coordinator and Site Manager is critical to meeting the social-emotional needs of students as well as to consistently address the challenges facing individual students and their families.

YMCA of Boulder Valley

Pioneer Ridge Elementary School

The YMCA of Northern Colorado offers 21st CCLC programming for K-5 students from Pioneer Ridge Elementary School (Weld RE-5J school district). During 21st CCLC programming time we implement an academic curriculum, MindWorks, which is a STEM curriculum specifically designed for after school programming that complement in-classroom learning. We also implement the Heroic Journey curriculum, a social-emotional learning curriculum adapted specifically for YMCA out-of-school-time programs that relates social-emotional learning to pop culture to make learning fun and easy to understand for youth. In addition to these two programs we provide plenty of time for physical activity, free play, arts and crafts, homework help, playground time, swim, and more. The YMCA is a pillar of community and we staff our program with licensed childcare staff who are trustable adults. We engage families in our program by providing families with weekly emails regarding the curriculum units we are working on that week and provide activity ideas and "conversation starters" that families can use at home with their children to further engage them in what they are learning in our program. We also offer 7 distinct Family Engagement Sessions throughout each program year.

YMCA of Metro Denver

Montclair School of Academics and Enrichment

Over 165 years in existence, the YMCA is collectively the largest nonprofit community service organization in the United States. At the YMCA, strengthening community is the cause. Every day, the YMCA works side by side with our neighbors to ensure that everyone, regardless of age, income or background, has the opportunity to learn, grow, and thrive. As one of the nation's leading nonprofits, the Y is strategically committed to strengthening communities in the areas of youth development, healthy living and social responsibility. The Denver YMCA offers seven health and wellness facilities, five program centers, 50+ school age and summer day camp sites, and three early childhood education childcare sites across the metro Denver area. In the 2019-2020 school year, the YMCA served 1,500 school-age youth at 50 site locations (kindergarten through eighth grade) across the entire metro Denver area, and 2,700 youth in summer day camp programs. The goal of this proposal is to support the Y's work in providing high quality OST care that incorporates a robust combination of academic, health, and social-emotional development into afterschool and summer curriculum. As a result, programs will focus on program models that prioritize the whole child, with rich elements that prepare the child for success in all areas of future development. Students attending the proposed five sites face a number of academic and community challenges that place them at an extraordinary risk for negative outcomes, more so than even their peers of equal representation.
