

# Colorado 21<sup>st</sup> Century Community Learning Centers Grant Program

## Program Summaries

### Cohort VIII Subgrantees (FY18-19 through FY20-21)

For a list of contacts for these programs, please visit [CDE's 21<sup>st</sup> CCLC website](#).

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

#### **Adams 12 Five Star Schools**

*Federal Heights Elementary, McElwain Elementary, Rocky Mountain Elementary*

The vision of Adams 12 Five Star Schools is to prepare students for post-secondary workforce readiness and to obtain the skills, knowledge, and expertise necessary to thrive in our evolving world. The 21<sup>st</sup> Century Community Learning Center Initiative supports this work by 1) Providing opportunities for academic enrichment; 2) Offering students a broad array of additional services, programs, and activities, designed to reinforce and complement the regular academic program of participating students; and 3) Offering families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. The proposed program intends to serve over 1,900 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 three targeted elementary schools. Families will be engaged to foster the achievement of their students in a myriad of ways.

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#### **Adams-Arapahoe 28J (Aurora Public Schools)**

*Aurora Hills Middle School, Kenton Elementary*

For the past 20 years, 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 is known as the COMPASS Program and is recognized as an impactful resource to supplement students' academic achievements and school engagement. Through 21<sup>st</sup> CCLC Cohort VIII funding, Adams-Arapahoe 28J (Aurora Public Schools) is able to expand the COMPASS Program by implementing this academic, enrichment, and social-emotional afterschool model at two of the 21<sup>st</sup> CCLC-identified Priority Schools - Kenton Elementary and Aurora Hills Middle School. These two sites provide services during non-school hours – before and after the regular school day – and 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.

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#### **Aguilar School District**

*Aguilar Elementary, Aguilar Junior/Senior High School*

The Aguilar School District will implement a 21<sup>st</sup> Century Community Learning Center focused on supporting academic achievement and growth, parent engagement, and student enrichment. The project addresses the needs of Aguilar students who face unique barriers including geographic isolation, poverty, and scarcity of resources in the rural communities where they live. Aguilar School District will work with local partners and develop new collaborations to bring desperately needed programming to students. Aguilar School District is committed to advancing student achievement and empowering students to reach their goals.

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#### **Asian Pacific Development Center**

*Aurora Central High School*

Asian Pacific Development Center (APDC), the metro Denver area's only Asian American and Pacific Islander (AAPI)-serving community-based organization, leverages all of its available resources through its Youth Leadership Academy (YLA) to serve students at Aurora Central High School (Central). Each year, YLA will provide 375 academically at-risk students with core academic programs and enrichment services to reinforce and complement the academic programs that are available at the school. It will also provide family members of participating students opportunities for English literacy and language development.

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## **Boulder Valley School District**

### *Justice High Charter School*

Justice High School is located just east of Boulder in the city of Lafayette, Colorado. It is a Title I charter school serving approximately 110 students in grades 6-12. The student population is made up of chronically truant or expelled students of Boulder Valley School District who have been unsuccessful in the traditional school setting, or who have been involved in the criminal justice system. In addition to 'ordinary' issues such as academics and peer pressure, the overwhelming majority of our students come from abject poverty, broken homes, and are forced to deal with extraordinarily difficult situations every day of their lives, including substance abuse, drug addiction, domestic violence, prostitution, and sexual assault. JHS' mission is to provide them with a college preparatory education, and for many of our students, our school is the only normalcy in their lives. We utilize high academic standards, tutoring, and high quality teachers to create a diverse learning atmosphere that gives students opportunities and creates an environment that cultivates growth and learning so that school can be a place where "At-risk" youth can become successful "youth of promise".

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## **Boys and Girls Clubs of La Plata County**

### *Durango Big Picture High School*

Boys and Girls Clubs of La Plata County (BGCLP) is partnering with Durango Big Picture High School. Big Picture has a specialized mission and is designated as an Alternative Education Campus (AEC) serving students in grades 9-12. Big Picture serves a unique population with low completion rates that is not inclined to take advantage of all available resources. Student input drove the creation of this 21<sup>st</sup> CCLC program and informed its focus on improving attendance (and thus completion rates), decreasing truancy and behavioral incidents, expanding core academic supports in math, including academic enrichment out-of-school time programs, and providing pro-social skills development for students and families. All students will be offered the opportunity to participate in free 21<sup>st</sup> CCLC programming, as will all parents. Big Picture has a slightly different school day/week than other Colorado high schools and has an intensive internship requirement – focusing on career exploration to ensure full alignment with the school day. This is a natural fit as Career Exploration has long been a core area for Boys and Girls Clubs of America. As a local affiliate, BGCLP has access to a wealth of nationally recognized curricula and programs. Project Learn features five components: Homework Help and Tutoring (referred to as Power Hour); High Yield Activities (HYLA); School Day Collaboration; Parental Involvement; and Students Incentives/Recognition. Project Learn is a national model modified locally to align with Colorado Academic Standards. Project Learn provides teacher-led structured time to write and is an evidence-based program featured in the OJJDP Model Programs Guide. Project Learn is based on Positive Youth Development research, allows for cross-sector community involvement, provides a 2GEN and whole family approach, and ensures student choice and voice when selecting activities.

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## **Boys and Girls Clubs of Larimer County**

### *Monroe Elementary, Truscott Elementary*

In efforts to give more youth most in need access to academically based, out-of-school enrichment programming, the Boys and Girls Clubs of Larimer County has proposed programs for two 21<sup>st</sup> Century Community Learning Centers in Thompson School District. The Boys and Girls Clubs of Larimer County has a rich history of youth development service in Northern Colorado. For over 30 years the Boys and Girls Clubs of Larimer County (BGCLC) has served thousands of at-risk youth, giving them new opportunities for exploration and development in the areas of academic success, good character and leadership, and healthy lifestyles. In 2015, BGCLC's facility-based program in Loveland hit its maximum capacity and for the first time, began to put youth on a waiting list. BGCLC identified two more elementary schools in Loveland that are in desperate need of out-of-school programming – Truscott and Monroe Elementary. Both schools have over 70% of students qualifying for free and reduced lunches. These schools are also either underperforming or nearly under performing in student academic achievement scores according to state report cards. Specifically, they serve many students who qualify for free and reduced lunch, speak English as a second language, or have a diagnosed learning disability and are falling more behind, according to district scores. The Boys and Girls Clubs of Larimer County, along with Thompson School District, have devised a robust plan that will give students at these two targeted schools access to quality out-of-school programming. These two sites have been designed to align with the 21<sup>st</sup> Century Community Learning Center model. They will be culturally inclusive, offer targeted reading and literacy programming, incorporate robust enrichment activities in conjunction with community partners, and create more family engagement opportunities for parents. BGCLC will be infusing their learning centers with the David P. Weikart Center for Youth Program Quality practices and evaluations. These practices are evidence-based and proven to help students be more successful academically and socially.

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## **Boys and Girls Clubs of Metro Denver**

*Beach Court Elementary, KIPP Northeast Denver Middle School, Hidden Lake High School*

At KIPP Northeast Denver Middle School, Beach Court Elementary School, and Hidden Lake High School, we will provide afterschool and summer enrichment programs, primarily for low-income, minority youth between the ages of 6 and 18. We provide a safe, stable environment for our Club members to enjoy a nutritious meal, improve their studies, participate in organized athletics, explore the arts, develop technical proficiencies, gain leadership skills, and create lasting relationships with strong role models. Boys and Girls Clubs of Metro Denver is uniquely positioned to address the needs of low-income youth because we meet each child where he or she is, by not only providing basic needs (meals, clothing, etc.), but also by layering that basic safety with emotional and social support (caring, consistent adult guidance), and offering a broad array of high-quality, interest-based, and engaging programs, providing experiences that advance learning and development.

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## **Boys and Girls Clubs of Pueblo County**

*Heroes Academy PreK-5, Heroes Academy Middle School, Risley International Academy of Innovation*

BGCP's mission is to enable young people to reach their full potential as productive, caring, responsible citizens. Thus, Clubhouses are intentionally located in areas with high poverty, crime, and low educational levels, so that our staff can act as a nurturing safety net for the young people who need us the most. The BGCP 21<sup>st</sup> CCLC program will align with Pueblo City Schools' Unified District Improvement Plan's three major strategies: curriculum assessment, with the development of new personalized instruction to meet each student at their personal level of learning; alignment for all district systems to promote positive growth and change (hiring, placing and retaining qualified staff, improving facilities, refreshing technology plan, providing relevant and meaningful educational lessons to all students); and a commitment to rigorous learning and high expectations for all students. The juvenile crime statistics in these neighborhoods are high, and have significantly worsened between 2016 and 2017 in most offense types. Addressing behavior problems and creating a positive, productive culture is a priority at each of the schools. Family engagement, both to improve academics and increase health and wellness, including social and emotional markers is a priority, and the project partners have integrated comprehensive program plans in these areas.

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## **College Track**

*Gateway High School, Rangeview High School*

College Track will implement a 21<sup>st</sup> CCLC program in two high schools in the Aurora community – Gateway High School and Rangeview High School. Students will enter our program as 9<sup>th</sup> graders in fall 2018, and the 3-year grant will support our work with them through their 11<sup>th</sup> grade year. College Track began two decades ago with the identification of a growing need. While advising high school seniors in East Palo Alto, CA about college admission, our co-founders realized low-income and first generation college students faced the labyrinthine world of higher education with little or no guidance about how to achieve the goal of earning a four-year college degree. Today, we provide intense academic, social emotional and enrichment supports for students. Our target population is students who come from low-income families who will also be the first generation in their families to graduate from college. Today, 98% of College Track high school students matriculate to two or four-year colleges and universities across the nation.

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## **Colorado AeroLab**

*North Park School, Soroco Middle School, Soroco High School, West Grand Elementary, West Grand Middle School, West Grand High School*

The Colorado AeroLab 5<sup>th</sup> Day 21<sup>st</sup> CCLC program creates intentional partnerships between schools, businesses, and civic leaders to provide extraordinary learning opportunities for middle school and high school students. Laboratory-based learning teaches resilient knowledge in an environment of acceptable risk-taking. The CAL 5<sup>th</sup> Day curriculum integrates emotional intelligence and essential skills-building, hands-on problem-based learning and career exploration; and social impact and media lab design challenges initiated by the local community.

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## **Charter School Institute**

*New America School Lowry, New America School Thornton, New America School Lakewood*

There are three New America Schools (NAS): The New America School - Lowry; the New America School - Lakewood; and the New America School - Thornton. Each Center will offer students a series of out-of-school time academic interventions (Friday and summer classes, one-to-one tutoring, credit recovery programming); enrichment activities (sports, arts and leadership clubs; service learning opportunities) and whole family educational activities (Educational Outings, Parent Academy). These interventions have demonstrably advanced NAS students' social emotional development and academic achievement (as shown statistically through metrics such as Average Daily Attendance and Credits Earned towards Graduation), which in turn leads to our long-term goals of increased graduation rates and post-secondary and workforce readiness. The NAS 21<sup>st</sup> CCL Centers will operate from 3:00-5:00 during the school-week, thus extending the school day by two hours per day. The CCLCs are also open from 9:00 am-3:00 pm on Fridays during the school year and from 9:00-3:00 Monday through Friday during four weeks in summer, thus offering students an extended school year. Additional OST activities, such as Y2 day service learning opportunities and whole family educational outings held regularly on weekends.

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## **Charter School Institute**

*Pinnacle Charter School Elementary*

Pinnacle Charter School Elementary's goal is to reach ambitious academic growth and achievement targets in reading, writing, math, and science. We believe that high growth and high achievement are possible for all student groups. We also recognize the importance of parent engagement and the positive impact it has on student success. Our 21<sup>st</sup> CCLC programming for year one will offer Before and After School Tutoring, a STEM Club, a Summer Program, Expanded Library Hours and Adult Education ESL courses. Pinnacle Elementary has formed a Building Leadership Team with five essential components: 1) Team-Driven Shared Leadership; 2) Data-Based Problem Solving and Decision-Making; 3) Family, School, and Community Partnering; 4) Layered Continuum of Supports; and 5) Evidence Based Practices. The 21<sup>st</sup> CCLC Grant funds opportunities for academic enrichment and support in reading, writing, math, and science. STEM activities will complement our academic programs and tie into our UIP performance goals. Extended Library Hours will expand access to literacy resources for students and parents. Summer classes will focus on improving skills in content areas while partnering with metro area organizations. And, offering families Adult Education classes will align with the MTSS vision.

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## **Charter School Institute**

*Vega Collegiate Academy*

Our afterschool program was developed with consideration of three elements: (1) discussion with families and community members regarding their aspirations, hopes, and challenges with/for their child's education, (2) study of the highest performing urban charter schools nationwide and consideration of their afterschool programs and extended day models, and (3) a deep commitment to ensure the academic and life success of every child through a strong K-8 elementary education. From these elements, the Design Team designed our 21<sup>st</sup> CCLC afterschool program to guide the components of academic program model and all instructional and operational decisions made for the afterschool program. Beginning with an inaugural group of 200 VCA students, and beginning on August 17, 2018, our afterschool program will serve a swiftly growing, diverse, underperforming population of students by providing a structured and joyful afterschool program focused on academic achievement. To do so, our afterschool program is driven by the following core beliefs: We provide an afterschool culture of high academic expectations, high behavioral expectations, and true joy. Starting with 200 students, adding approximately 100 students to the program each year, we will build a culture in which our afterschool program is an incredibly joyful place, and where the culture is one of achievement, excitement, and a commitment to passion for learning. We maintain an absolute focus on academic achievement and cultural enrichment. To ensure that we are on track to meet our rigorous goal, Vega Collegiate will employ an extended day model until 3:45 pm, with our afterschool program lasting until 6:30 pm, providing an additional 165 minutes of instruction for 83% of the school population. Students will be assessed during afterschool programming every six weeks, using internal assessments and national reading inventories that will allow us to compare our students' achievement to that of their more affluent peers, against their own growth within the year, and against an absolute bar of performance at each grade level by the end of the year. Our afterschool programming will allow for 495 more hours of academic instruction per year. We recruit quality afterschool programming staff to teach to students' strengths and support students' needs. For an afterschool program to be excellent, every single class must be led by an excellent instructor. Our quality afterschool programming, including chess, business development, virtual reality, and academic enrichment classes for Reading and Math, will all be led by incredibly bright, mission-driven, highly qualified staff. Our team will coach them towards instructional mastery so that all children can reach their full potential.

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## **Denver Public Schools**

*Barnum Elementary, DCIS at Fairmont, Ellis Elementary, Hallett Academy*

The goal of Denver Public Schools (DPS) is to provide every child in Denver with a joyful, rigorous, and personalized learning experience from preschool through high school graduation and the Department of Extended Learning (DELCS). Our goals for our 21<sup>st</sup> CCLC programming:

- An increase the number of Denver third grade students who can read at grade level and overall achievement rates;
- A reduction in the number of disconnected youth, and increased support for the whole child;
- Students feeling more connected to their school and community; and
- Increased parent/guardian support and engagement.

Four schools have been identified to implement 21<sup>st</sup> CCLC programming in Cohort VIII – Hallett Academy, DCIS @ Fairmont, Ellis, and Barnum. More specifically, 21<sup>st</sup> CCLC program funding will allow DELCS to strengthen two existing programs, and open a vital service to two new Denver communities. Historically, the impact of afterschool programs has been noted in increased academic achievement, collaboration amongst teachers and afterschool staff, and students driving their learning activities. Other beneficial outcomes include increased collaboration with community partners, learning experiences for students to have voice and choice, and parent learning and skill building opportunities. Ensuring high-quality programming that will lead to improved academic outcomes for all students DELCS, has partnered with Denver Afterschool Alliance (DAA), DPS school leaders, and the Weikart Center for Youth Program Quality.

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## **Denver Public Schools**

*Ridge View Academy Charter School*

At Ridge View Academy (RVA), we provide students with extended access to Ridge View's on-campus library on the weekends, as well as access to professional tutoring services, trained mentors, and presentations by working professionals who can inspire students to envision brighter futures. By extending the on-campus library's operational hours (to include 8 hours on Saturday and 4 hours on Sunday), every student will be able to utilize the additional time to complete homework assignments, receive academic assistance from a professional tutor and/or volunteer mentors, and enjoy recreational reading (using the library's resources). Youth receive direct mentoring services through our partnership with Friends for Youth. While youth who are assessed by the Colorado Division of Youth Services (DYS) who do not have supportive parents or guardians are assigned a mentor, this grant enables this service to be expanded to include youth who show signs of academic distress. For these youth, mentors act as an additional support, providing extra tutoring/studying hours and acting as educational advocates for youth: modeling the process of asking for help from teachers and seeking guidance from school supports.

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## **Englewood School District**

*Clayton Elementary*

Clayton Elementary is a neighborhood school located in Englewood, Colorado, an urban community of 30,200 people just south of Denver. As a Title I school, Clayton has many of the factors associated with an at-risk student population. The Clayton Unified Improvement Plan is focused on three key areas. First, teachers are engaged in delivering standards-based, rigorous instruction in all five components of reading. Second, teachers effectively respond to student's academic needs through systematic data analysis and differentiated interventions. Finally, Clayton is focused on creating a learning environment that is socially, emotionally, and physically safe for students and families through the implementation of a school-wide PBIS model. Tutoring will be provided by Clayton teachers and enrichment opportunities will be provided by community partners. Clayton's 21<sup>st</sup> CCLC program serves the goals of offering parents and caretakers worthwhile opportunities for engagement for the benefit of their children and engages stakeholders in relevant partnerships that support the overall well-being of the community. The district mission, "preparing all students for future success through learning, leading, and engagement" will drive the 21<sup>st</sup> CCLC program.

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## **Garfield School District 16**

*Bea Underwood Elementary, Grand Valley Center for Family Learning, Grand Valley Middle School, Grand Valley High School*

Garfield County School District No. 16 resides in Parachute, CO – a community of about 5,000 residents. Currently, fifty-eight percent (58%) of Garfield County School District students are on free and reduced lunch. There is a student mobility rate of 24.3% and 9% of students are in the special education program. There are 199 English language learners and 44 students identified as homeless. Throughout the district, only 22.75% of students have adequate reading proficiency scores and 19.65% have adequate math proficiency scores. The learning center will be open to students in all district schools. The Family Resource Center will offer a variety of services that apply to students of all ages and their parents. Students will be encouraged to attend the 21<sup>st</sup> CCLC by requiring attendance for a class and/or providing extra credit to students who attend the programming. The Family Resource Center will offer programming on Mondays from 8 am to 6 pm as well as on all other school days after school until 6 pm. The Center will also offer some weekend programming, as appropriate, as well as summer programming for at least 8 weeks. Summer programming will be offered as a full day of both academic, physical and artistic/exploratory activities.

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## **Greeley-Evans School District 6**

*Bella Romero Academy of Applied Technology, Heath Middle School, Jefferson Junior/Senior High School, Martinez Elementary*

Greeley-Evans School District 6 will implement a traditional 3-year 21<sup>st</sup> CCLC grant with the overarching goal of increasing student achievement and engagement in four high-poverty, low-performing schools (Bella Romero Academy, Martinez Elementary, Heath Middle School, Jefferson Junior/High School) through innovative, project-based, out-of-school time (OST). We will serve at least 910 students each year (83% of which are low-income). Our partners in this effort below include two institutions of higher education, seven community agencies, and two Greeley 6 programs that have pledged significant contributions in the form of staff time and direct services to students and parents to ensure the success of 21<sup>st</sup> CCLC and innovative, comprehensive, high quality programs. Partnerships include; Aims Community College, University of Northern Colorado, City of Greeley, Colorado Parent Coalition, Colorado Youth Outdoors, Soccer Without Borders, Immigrant and Refugee Center of Northern CO, Lutheran Family Services Refugee and Asylee Programs, Weld County Department of Public Health Cooking Matters Program, Greeley 6 AVID and GEAR UP Programs. Our five performance measures addressing core academics, enrichment activities, attendance, parent/family services, and graduation and college/career readiness will guide our 21<sup>st</sup> CCLC program and help us determine project progress and impact on English language arts and mathematics skills, graduation and college/career readiness, parent engagement in their child's education, school attendance, and application of school day learning to real world OST activities/projects. Key strategies include: (1) expansion of AVID in OST programming; (2) instruction and services that build on the school day; (3) project-based learning where students and teachers design projects aligned with the school day that include STEAM and Service Learning; (4) parent engagement opportunities to increase skills and involvement in their child's education; (5) graduation and college/career readiness activities; (6) strategies to improve student attendance rates; (7) high quality staff development and mentoring; and (8) monitoring and improving program quality.

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## **Heart and Hand Center**

*Smith Elementary*

Heart and Hand Center's existing strong relationships with school leadership, faculty and staff, community partners, and students and families at Smith Elementary will amplify the success that H&H can have through 21<sup>st</sup> CCLC programming. H&H programming at Smith will be intentionally designed to support the school day – aligning with instructional and behavioral expectations, and targeting the needs identified in Smith's Unified Improvement Plan. H&H will also provide wraparound services for families to improve students' well-being. H&H was founded in Northeast Denver in 2010 to serve low-income students and students of color through high quality, out-of-school programming. What makes H&H unique are the meaningful, enduring relationships we develop with children and their families. H&H serves students from elementary school through two years after high school graduation. Thus, the Smith elementary students will become part of a trajectory of long-term supports that extend far beyond their years at Smith. H&H's 21<sup>st</sup> CCLC programming will improve academic outcomes for Smith Elementary students by utilizing evidence-based instructional methods and curricular resources. H&H also aims to close the opportunity gap for students providing access to a variety of activities and programs aligned with H&H's whole-child approach that incorporates social-emotional learning, health and wellness, and creative expression.

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## **High Valley Community Center**

### *Del Norte Schools K-8*

21<sup>st</sup> CCLC programming at High Valley Community Center will offer our participants high quality, evidence-based programming to support them in core academic areas, enrichment, school attendance and parent engagement. This improved programming is largely made possible by our close and continuing relationship with the Del Norte School District. Del Norte SD will be sharing data and cooperating in self-reported surveys to support the 21<sup>st</sup> CCLC programming. They will also continue to provide transportation for participants to attend HVCC after school. A new addition to our programming include the HVCC Book Club. All of the youth who regularly attend the program will be involved in the club, both during the academic year and the summer programming. This will include age-appropriate reading and activities associated with the reading materials. Improve our Homework Help time each day, which accounts for 45 minutes of each afterschool program day. Homework Help will be improved by the increase in cooperation and coordination between HVCC and Del Norte SD. Family Nights will support families and participants in developing social supports within the community. This affords them the opportunities to not only socialize with other families, but also to receive information about services available to them in the community. These nights will include educational activities, crafts, and a great meal.

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## **Huerfano School District**

### *John Mall High School*

John Mall High School will implement a 21<sup>st</sup> Century Community Learning Center to improve Academic achievement and growth, parent engagement, and student enrichment. The proposed project will address the needs of JMHS students who face unique barriers including geographic isolation, poverty, and scarcity of resources in the rural communities where they live. John Mall will work with local partners and develop new collaborations to bring desperately needed programming to students. John Mall High School is committed to advancing student achievement and empowering students to reach their goals.

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## **Jefferson County Public Schools**

### *Alameda International Junior/Senior High School*

While some students at Alameda International Jr/Sr High School (AIJSHS) are involved a few extracurricular activities such as drama or state-sanctioned sports, we find too many students do not have a safe, productive environment to spend their time when the school day ends. With the help of the 21<sup>st</sup> CCLC grant, we create a comprehensive, STEAM-based program to ensure students have a safe and welcoming environment to participate in and continue their education outside of the regular school day. Creating a culture of inclusivity for all students of the school will undoubtedly improve student/staff morale, increase attendance rates, and improve academic performance where we are still in need of improvement. AIJSHS has developed a comprehensive plan in collaboration with students, parents/guardians, school staff, district, and community partners. We have found a common theme that students feel school is more of an obligation than an opportunity and we intend to shift this way to thinking so students look forward to attending school before, during, and after the school day ends. While more affluent communities often take extracurricular activities as a given, a vast majority of our students are designated as low-income and cannot participate in activities that cost money which families are unable to spare, due to family needs. We provide the highest quality programming possible to help our students feel connected to the school and learn vital lessons that can only be learned outside of the classroom. We have established partnerships dedicated to providing high quality instruction improving students' abilities relating to STEAM, health/nutrition, reading and writing, and overall academic success. Additionally, this project will include social emotional wellness and family wellness through several projects created specifically for parents/guardians and their families.

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## **Jefferson County Public Schools**

### *Arvada K-8, Thomson Elementary*

The Arvada Consortium 21<sup>st</sup> CCLC Project at Arvada K-8 and Thomson Elementary is designed to supplement the current and future needs to increase student engagement, student success, and create a multi-generational approach towards providing supports to the whole family in each community. 21<sup>st</sup> CCLC programming will provide free non-school day programming in an effort to reduce the achievement gap and support initiatives outlined in the Arvada K-8 and Thomson Elementary UIPs for 2017-2018. The program is designed to support academic, social emotional growth, and align with the current objectives outlined by the school's leadership team, school staff, accountability committees, and community input. Program offerings will be created to support students of all backgrounds and groups through enrichment activities, provided before and after school and during summer breaks, with a strong emphasis on 2GEN programming. Program goals are to increase student success rates on standardized tests in grades K-8, increase attendance rates, decrease suspension rates, and provide support systems that not only provide research based programming for students but programs for the entire family for a two generation approach towards enrichment. Our program model is carefully designed through experience in funding Jefferson County sites in Cohort VII and VI with a balance between community partnerships, staff-led programming, district-vetted vendors, and volunteers to maintain sustainable programming.

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## **Lake County School District**

### *West Park Elementary*

At West Park Elementary School, a team of nonprofit and community organizations (a local nonprofit prevention agency and a local organization connecting at-risk youth to the outdoors) will collaborate with the district in delivering a range of enrichment and parent/family activities. Academic activities will include Lexia (reading intervention), Zearn (math intervention), and Destination Imagination (STEM). The implementation of differentiated interventions and academic supports will be supported by the district's commitment to a technology-rich educational environment. Enrichment activities will include outdoor adventure, nutrition, and physical fitness. Also, partnering with Get Outdoors Leadville! to offer an eight-week summer environmental education camp. The school district is engaged in a comprehensive improvement effort designed to ensure academic and social emotional success for all students. Partners such as Expeditionary Learning, the Gates Family Foundation, and the Colorado Department of Education are at the table assisting the district with implementing high quality curriculum, instruction, and assessment during the school day.

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## **Mapleton Public Schools**

### *Welby Community School*

The Afterschool Enrichment Program at Welby Elementary partners with Sticky Fingers Cooking, Girls on the Run, Mad Science, and one rotating partner. Students alternate between classroom instruction (using competency-based, hands-on approaches) and partner programming connected to the academic programming. Incoming 6<sup>th</sup> grade students attend a science-based, three-day/two-night outdoor education program during summer. Partners will offer adult continuing education programs at the school site. Courses will include GED, English, Financial Literacy, and Parenting.

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## **Mapleton Public Schools**

### *York International*

The Afterschool Learning Lab at York has four partners to offer enrichment programming in health and wellness and peer mentoring/leadership training for two hours after school Monday-Thursday of each week. The program will offer two rotations: one for students in K-6<sup>th</sup> grades, and one for students in 7<sup>th</sup>-12<sup>th</sup> grades. Partners include The Boomerang Project, Cooking Matters, S.O.S. Outreach, and the Denver Museum of Nature and Science. A peer mentoring, core value training, and leadership program for 9<sup>th</sup>-12<sup>th</sup> grade students, which will consist of a five-day/four-night trip into Summit County, CO, sponsored by SOS Outreach. The trip will include hands-on learning experiences in the areas of character building in the outdoors. Programming will also include a three-week summer program for students in grades K-8. The summer program will feature thematic interdisciplinary units for four hours per day, five days per week, for three weeks. Students will alternate between classroom instruction (using competency-based, hands-on approaches) and partner programming connected to the thematic unit (provided by the Denver Museum of Nature and Science, Cooking Matters, the YMCA of Metropolitan Denver, and the Boomerang Project). 8<sup>th</sup> grade students will attend a three-day/two-night trip to Cal Wood Educational Center in Jamestown, CO.

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## **McClave School District**

### *McClave Elementary, McClave Undivided High School*

McClave's 21<sup>st</sup> Century Community Learning Center Program will expand the rich learning environment of our classrooms. We provide a range of extra-curricular activities designed to enhance students' academic and social emotional skills, knowledge, and engagement in all aspects of their lives. Our program is the ideal time to include enrichment activities, but also engage kids in a new way. Our goal is to expand learning through innovative instruction that accelerates learning. This program will be an ideal time to be more flexible, and offer activities that may not fit well into highly scheduled and scripted school days. Program-based activities will deliver instruction for our students, parents, and community. Students will be a part of a program that addresses social awareness and interpersonal skills, and another that applies science and technology. Parents will have access to adult literacy classes and strategies to help their child with homework. Families will be encouraged to participate together in health and wellness education and art projects.

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## **Mesa County Valley School District 51**

### *Dos Rios Elementary*

Dos Rios Elementary's proposed 21<sup>st</sup> CCLC partnerships include The Riverside Educational Center and community partners who provide a wide range of enrichment and outdoor activities, as well as a summer learning program and enrichment program delivered by District 51 educators and additional community partners. The Dos Rios 21<sup>st</sup> CCLC programming will include one-on-one or small group skill-based tutoring, academic enrichment, and other interest-based activities. The program during the school year will also provide multiple parent engagement and parent education opportunities – all suggested and requested by the parents themselves. The goals of the program are to provide opportunities for academic enrichment in order to meet state and local performance standards in core academic subjects, to offer a variety of additional programs, activities and services designed to reinforce and complement the regular academic program, and to offer families of students opportunities for meaningful engagement in their students' education.

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## **Mountain Valley School District**

### *Mountain Valley School*

Mountain Valley School District (MVS) is a small rural school located in the ranching community of Saguache, Colorado. It is the northernmost school district in the San Luis Valley – the highest alpine valley in the world – and is located the southern part of the state between the Sangre de Cristo and San Juan Mountains. There are 450 people living in Saguache (Sa-watch) and the surrounding area. The gaps for 21<sup>st</sup> Century Learning will be filled with afterschool/Friday programming that is rich in STEM activities. Despite lacking proximity to typical educational and cultural centers, there are many place-based STEM learning opportunities and natural resources close by that can be tapped into. The MVS community has resources such as USFS, County Seat, Saguache County Public Health, family-owned businesses, and several other small businesses that offer opportunities for career exploration locally. We will also work closely with Trinidad State Junior College (TSJC) in Alamosa, CO, which is located fifty miles south of MVS. TSJC has agreed to work with MVS in the development of an aquaponics system. The MVS 21<sup>st</sup> CCLC program will coordinate with the school day in that it will be offered immediately after the regular school day and transportation will be provided home for students. The afterschool program will run Monday -Thursday 4:00-6:00 pm and Fridays 8-4. Currently MVS is on a four-day school week. Fridays will provide opportunities for credit recovery as well as intensive career exploration and STEM activities, college visits, and vocational classes.

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## **Metropolitan State University of Denver**

### *Denver Center for 21<sup>st</sup> Century Learning at Wyman*

Metropolitan State University of Denver's Center for Urban Education (CUE) proposes to partner with Denver Center for 21<sup>st</sup> Century Learning at Wyman (DC21), a high-need 6-12 school in the City Park neighborhood, to develop a 21<sup>st</sup> Century College Readiness Center (21<sup>st</sup> CCRC) out-of-school program that will fill gaps in needed educational services and support a clear pathway to postsecondary education, training, and employment. The 21<sup>st</sup> CCRC program at Wyman will provide intervention, tutoring, and credit recovery services to increase student achievement in core academic areas required for school and college success; enrichment programs and activities to build students' motivation to learn, participate, and advocate for their own educational success; and family engagement to guide students and parents through college readiness requirements and processes, and build their confidence that opportunities for postsecondary education and workforce success are available to them.

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## **Poudre School District**

*Bauder Elementary, Beattie Elementary, Poudre Community Academy*

Poudre School District (PSD) serves students at Poudre Community Academy (PCA), Bauder Elementary, and Beattie Elementary. All schools struggle to serve sub-groups of students who are at-risk due to disabilities, being part of minority groups, or who live in poverty. The program will meet the State Performance Measures below:

- Core Academics: 75% of regular attendees will demonstrate increased annual median growth as measured by district and state assessments, increasing by 5% each year of the grant term;
  - Essential Skills/Educational Enrichment: 75% of regular attendees will show an increase in connectivity to school as measured by the climate survey after year 1, increasing by 5% each year of the grant term;
  - Attendance: 75% of attendees will demonstrate an increase in school day attendance in year 1, increasing by 5% each additional year; and
  - Family Engagement: 80% of family member attendees will report an increased capacity to support their children academically increasing by 5% each year.
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## **Primero School District**

*Primero Elementary, Primero Junior/Senior High School*

Primero School District will implement a 21<sup>st</sup> Century Community Learning Center program to improve academic achievement and growth, parent engagement, and student enrichment. The program will address the needs of Primero students who face unique barriers including geographic isolation, poverty, and scarcity of resources in the rural communities where they live. Primero School District will work with local partners and develop new collaborations to bring desperately needed programming to students. Primero School District is committed to advancing student achievement and empowering students to reach their goals.

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## **Riverside Educational Center**

*Bookcliff Middle School, Mount Garfield Middle School, Orchard Mesa Middle School, Rocky Mountain Elementary*

The Riverside Educational Center (REC) has been providing afterschool structured academic support services in Mesa County, CO, since 2006. With four new locations: Rocky Mountain Elementary, Orchard Mesa Middle School, Mt. Garfield Middle School, and Bookcliff Middle School, REC will reach an additional 200 students with high needs and opportunity to impact youth at the highest risk for poor academic outcomes. The number of extracurricular opportunities offered is extensive. REC's current programming has many on- and off-site opportunities for youth participating in our programming. We have included plans for open house events including potlucks, parent training, field trips, and other positive youth development activities. We know that disadvantaged youth thrive in an environment that is safe and supportive, educational, fun, and provides community and social connectedness. We have the necessary skilled staff and community connections to help families and to identify resources in the community.

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## **Scholars Unlimited**

*Ashley Elementary*

At Ashley Elementary School, the Scholars Unlimited 21<sup>st</sup> CCLC program will collaborate with Denver Public Schools and the City of Denver's Department of Parks & Recreation (DPR). The core academics programming will support the development of foundational literacy skills, reading fluency, and comprehension using multiple evidence-based instructional strategies to provide balanced literacy instruction. The afterschool program also will provide a personalized blended-learning approach using the Lexia Reading and I-Station online learning platform, as requested by Ashley's principal, to provide adaptive instruction to meet the needs of each individual learner. Scholars Unlimited uses the DIBELS<sup>®</sup> Next to determine individual learner needs, to inform instruction and develop personalized learning plans, to measure the individual progress of each student, and to evaluate overall program effectiveness. Our program design aligns precisely to Ashley's School Improvement Plan. In the summer, our literacy programming will use the book selected for Denver's Youth One Book, One Denver program to develop thematic curricular extensions and learning activities. Enrichment activities will enable students to participate in hands-on learning and explore a wide variety of activities that are not currently accessible to this student population. In addition, the summer program utilizes Project-Based Learning for all students, and 4<sup>th</sup> and 5<sup>th</sup> graders will participate in PBL during the afterschool program. Project-Based Learning provides highly personalized learning that will deepen student knowledge, increase engagement, and support the development of essential skills. Educational programming for parents will be provided by a number of community partners, including the Mental Health Center of Denver, the Center for African-American Health, and the Black Child Development Institute.

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## **Scholars Unlimited**

### *Harris Park Elementary, Mesa Elementary*

Scholars Unlimited, an experienced provider of comprehensive out-of-school-time programs, will implement 21<sup>st</sup> CCLC programming in two Westminster elementary schools: Harris Park and Mesa. Scholars Unlimited will collaborate with Westminster Public Schools, the City of Westminster's Department of Parks, Recreation and Libraries, and the Hyland Hills Recreation District (located in Federal Heights). The core academics programming will support the development of foundational literacy skills, reading fluency, and comprehension using multiple evidence-based instructional strategies to provide balanced literacy instruction. The afterschool program will also provide a personalized blended-learning approach using the Lexia Reading online learning platform to provide adaptive instruction to meet the needs of each individual learner. Scholars Unlimited uses the DIBELS<sup>®</sup> Next to determine individual learner needs, to inform instruction and develop personalized learning plans, to measure the individual progress of each student, and to evaluate overall program effectiveness. Westminster Public Schools uses a competency-based system, so the instructional plans are aligned, and each principal at the partner schools will provide learning targets for students. A variety of other community resources will support enrichment programming, including more in depth clubs. Enrichment will enable students to participate in hands-on learning and explore a wide variety of activities that are not currently accessible to this student population. In addition, the summer program utilizes Project-Based Learning for all students, and 4<sup>th</sup> and 5<sup>th</sup> graders will participate in PBL during the afterschool program. Project-Based Learning provides highly personalized learning that will deepen student knowledge, increase engagement, and support the development of essential skills.

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## **School Community Youth Collaborative**

### *Montezuma-Cortez High School*

The School Community Youth Collaborative 21<sup>st</sup> CCLC program at Montezuma-Cortez High School represents a collaborative effort between several committed partners: a local high school serving a high-risk population, a youth-serving non-profit, a family resources non-profit, and an adult education center. Project Firm Foundation aims to provide afterschool, before school, and summer school programming in a high poverty, rural community wherein the majority of the schools are identified as low performing. The intent of these central partners, with the support of several community-based organizations, is to bridge achievement gaps and educational needs for all students and to increase graduation rates by targeting underclass students. Project Firm Foundation will provide academic enrichment opportunities along with additional out-of-school time (OST) programs and activities designed to empower 9<sup>th</sup>-12<sup>th</sup> grade students and their families to cultivate the requisite skills to ensure academic success, to gain postsecondary workforce readiness skills, and nurture social emotional intelligence through positive youth development. The site of the 21<sup>st</sup> CCLC is located at a high school in Montezuma-Cortez School District and creates a stronger support system for incoming students in order to encourage them to graduate in a timely manner. Although all students will have access to programming, freshmen and sophomores will be especially targeted as their underclass performance is a strong indicator of future success. School staff will offer quality academic and life-skills programming after school as well as host physical activity drop-ins before school. One non-profit will hold a weekly drop-in service-learning group as well as life skills classes, an archery club, and supported study hall. The family resources non-profit will provide wraparound services through Communities of Excellence for up to 30 students and their families each year. The adult education center will offer literacy instruction and high school equivalency diploma preparation classes during the summer to the parents of high school students and any student who ages out of the traditional high school role. In kind contributions include six free field trips to local outdoor education locations and workforce readiness training. All activities will use a Positive Youth Development paradigm. With these activities, Project Firm Foundation aims to achieve an increase in core academic achievement, attendance, more frequent and in depth parental involvement, and soft skills including job readiness and leadership ability

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## **School Community Youth Collaborative**

### *Southwest Open Charter School*

The School Community Youth Collaborative 21<sup>st</sup> CCLC program at Southwest Open Charter School represents a collaborative effort between several committed partners: Southwest Open Charter School – a local charter high school serving a high-risk population; School Community Youth Collaborative – a youth-serving non-profit; The Pinon Project – a family advocacy center; and the Cortez Adult Education Center – an adult education center. Project Empower aims to provide afterschool, before school, Friday school (SWOS operates on a four-day week), and summer school programming in a high poverty, rural community wherein the majority of the schools are identified as low performing. Project Empower will provide academic enrichment opportunities along with additional out-of-school time programs and activities designed to empower 9<sup>th</sup>-12<sup>th</sup> grade students and their families. Programming will cultivate the requisite skills for academic success, hone postsecondary workforce readiness skills, and nurture social emotional intelligence. Located at a charter high school, school staff will offer quality academic and life-skills programming after and before school as well as host activity clubs. Both non-profits' staff will provide enrichment activities including leadership, parental communication, and financial literacy. The adult education center will offer supplemental GED classes to the parents of high school students and any student who ages out of the traditional high school role. Additionally, classes and activities for the families of the students will include financial literacy and a parenting course that allow parents to be more actively engaged with their youth. All activities will use a Positive Youth Development paradigm. With these courses, Project Empower aims to achieve an increase in core academic achievement, improved attendance, more frequent and in depth parental involvement, and increased essential skills including job readiness and leadership abilities.

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## **Silverton School District**

### *Silverton Elementary, Silverton Middle School, Silverton High School*

The Silverton School District is located deep in the heart of the San Juan Mountains in Southwest Colorado. As one of the most rural and isolated school districts in the state, it is also one of the smallest with a yearly average of 65 K-12 students enrolled in any given year. In 2012, the Silverton School District was fortunate to receive a Cohort VI 21<sup>st</sup> Century Community Learning Centers Grant. That single opportunity helped to transform our entire school community, as we were finally able to build a number of new programs and structures, completely from scratch, to create a formal afterschool and summer programming that served every single one of our students. We organized a before and after school tutoring program using community members that was well attended by students and we built a very successful K-12 afterschool STREAM program. The first 21<sup>st</sup> CCLC grant Silverton received made a significant and positive difference in the academic and personal lives of our students and families. Absenteeism and behavioral issues decreased, engagement and participation at school increased, and all students participated in multiple ways in multiple afterschool opportunities. Most importantly, student study skills increased, growth scores rose, and individual academic achievement, on multiple indicators, increased. Families that were considering moving away from the community due to lack of activities for their children stayed. Students that had never before had the opportunity to join an afterschool activity finally had multiple opportunities to do so. The next iteration of the 21<sup>st</sup> CCLC grant program at Silverton will continue this powerful and critical work by revising, strengthening, and expanding our initial approach to incorporate a focus on Social and Emotional Learning, Essential Skills, and Personalized Learning, as we are already successfully using these in our normal school program. We will utilize experienced teachers, rather than community members, to work with students as tutors and for academic supports. We plan to separate the original STREAM program into two separate centers with one serving the needs of the Silverton Elementary and Middle School, while the other focuses on the distinctly different programming needs of the Silverton High School students. We want to add in a concentrated high school focus on college and career related activities, internships, and extended learning that connects student to their classroom learning and to the outside world. Our students live in one of the most isolated and rural communities in Colorado where the need is amazingly high and the resources are exceedingly scarce.

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## **YMCA Metro Denver**

### *Omar D Blair Charter School*

Omar D. Blair Charter School is a public charter school that is located in the Green Valley Ranch Neighborhood in the Far Northeast region of Denver. The YMCA afterschool and summer programming at Omar D. Blair Charter School is intended to be a continuation of the school day with regards to continuity in expectations and coordination of emphasis on academic outcomes. The YMCA will work in conjunction with the school, based on test scores, to ensure students who will most benefit from the programming are being targeted with correct enrichment opportunities and support. Additionally, the YMCA will work with CABPES, the Colorado Association of Black Professional Engineers, and Scientists. Founded by a group of African-American engineers who shared a desire to increase the minority representation in technical professions, its mission is to encourage and assist African-American and other under-represented minority youth in the pursuit and attainment of career choices in engineering and applied science professions. In partnership with CABPES, the YMCA will work to expand services to and support 7<sup>th</sup> and 8<sup>th</sup> graders at Omar D. Blair Charter School, with the goal of improving core academic achievement and helping to identify career pathways in the engineering, math, and science industries. The YMCA will also partner with a number of local providers including: El Sistema, Art from Ashes, Botanic Gardens, Denver Zoo, Nature and Science Museum, Bahavana Yoga, CKS Martial Arts, the Museo de Las Americas, the Chicano Humanities and Arts Council (CHAC), Cooking Matters, Sticky Fingers, and Think 360 Arts to implement ongoing enrichment for students throughout the school year.

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