

## 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Cohort IX Subgrantees

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

Asian Pacific Development Center (APDC), the metro Denver area's only Asian American Native Hawaiian and Pacific Islander (AANHPI)-serving community-based organization, leveraging all of its available resources through its Youth Leadership Academy (YLA) to serve students at Hinkley High School (Hinkley). Each year, YLA provides 80 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 also provide family members of participating students opportunities for English literacy and language development through APDC's Adult Education Program. Hinkley's 2,196 students are racially and ethnically diverse, with the most predominant races being Hispanic, African American, Asian and Caucasian; an additional 12% of students are from refugee families. The vast majority of students are low income, with 75% who qualify for free- or reduced-priced lunch (FRL). Hinkley also serves a large population of English Language Learners (ELL), including 25% who speak a language other than English at home, 19% with Limited English Proficiency (LEP). Hinkley's School Performance Framework rating is "does not meet" expectations. The school has failed to meet its targets in academic achievement (currently does not meet expectations), academic growth (approaching expectations) and postsecondary and workforce readiness (approaching expectations) for the last five years; however, based on improvements made the school has now achieved Turnaround status. Across all disaggregated student populations, Hinkley's students are not meeting the district's or state's expectations in the core subject areas of reading, writing and math. YLA has provided services at Hinkley for the past six academic years, and has built collaborative relationships with Hinkley's teachers and administrators to support project activities. We coordinate with school staff to ensure that students who have greatest need for support are referred to the program and for ongoing collaboration regarding student needs and progress. Through this project, YLA expand upon the program developed through our Cohort VII 21<sup>st</sup> Century Learning Center at Hinkley to increase the number of students receiving educational enrichment and engagement services. Programming includes postsecondary exposure such as college tours, FAFSA workshops, college fairs, workshops about the admission process; workforce readiness training, including industry exposure, mock interviews, resume writing, soft skills training; and after-school clubs designed collaboratively with students and teachers to promote students' social and emotional development, leadership skills and engagement in school activities; and experiential summer programming. Services are open to all students in all grades. YLA will also conduct targeted outreach to students who are ELL, identify as a minority, or who are from immigrant and refugee families to provide programming aimed at addressing the specific barriers and challenges these students face regarding school integration and academic success. APDC and the YLA program have a longstanding history providing culturally and linguistically responsive services to the immigrant and refugee community. We will develop targeted services based on student need, which may include support for refugee and immigrant activities, offering culturally responsive clubs, providing interpretation and translation services, and connecting students and their families with the continuum of adult education classes, citizenship and advocacy, and behavioral health services available at APDC. APDC's integrated supports can help increase family engagement with their students' learning, build capacity to interact with teachers and attend parent events at the school, and navigate school-based technology such as accessing the school calendar or student grades online. APDC has been running successful, targeted,

culturally competent youth programming for high- risk youth for the past 20 years and has successfully operated three 21<sup>st</sup> Century Community Learning Centers at Westminster High School (2011 Cohort VI), Hinkley High School (Cohort VII), and Central High School (Cohort VIII). This project will build upon our success the last six years at Hinkley building relationships with students and teachers, and integrate what we have learned from the previous centers.

### ***Boulder Valley School District - Boulder Valley Dragon School Learning Centers***

Emerald Elementary School and Alicia Sanchez Elementary School are high-poverty schools that also enroll high numbers of English language learners, students of color, and children with disabilities, located in the lowest-income neighborhoods in Lafayette and Broomfield, Colorado. Children in these schools have challenges with academic achievement and growth, with grades, CMAS and Read Act scores significantly lower than the norm in the district. Emerald and Sanchez' students come from neighborhoods with scarce resources for affordable academic support, enrichment, recreation, adult education, or family services. The schools have existing afterschool and summer programs, which they hope to continue and expand with 21<sup>st</sup> Century Learning Center grants. The Emerald and Sanchez Learning Centers will serve up to 400 students per year, which is about 60% of their enrollment. Partners, parents and students, and school teachers and staff have all been engaged in planning the Centers. The Centers build on a number of very significant community partnerships, including CU-Boulder, KidsHope, A La Carte Education Solutions, and Thorne Nature Experience, to provide academic tutoring, mentoring, academic enrichment activities, socio-emotional learning, and parent programming, through a traditional 21<sup>st</sup> CCLC model. All programming is scheduled cooperatively with the school, using Positive Youth Development approaches, and offering opportunities for multi-generational learning. The Centers also adopt a 'family-strengthening' philosophy that brings additional resources to the schools to support both parent and child well-being and skill-building. The Sanchez and Emerald Centers will be led and managed by professional staff with many years' experience working in youth programs and education. A comprehensive program evaluation is planned annually, led by the district's Department of Planning and Program Evaluation.

### ***Boys & Girls Clubs of Metro Denver - Learning Center at Cole K-8***

Boys & Girls Clubs of Metro Denver (BGCMD) has continued support of the Cole Boys & Girls Club at Cole Arts & Science Academy. As a Cohort VII site, 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 expands 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. With CDE's 21<sup>st</sup> CCLC 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 Cole, 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 in Cole. We have expanded our services to more robustly addressing the needs of Cole students and families, and have additional strong partnerships in place to enhance programming and provide funding.

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

Boys & Girls Clubs of Pueblo County (BGPC) serves three Pueblo City Schools, Minnequa Elementary (project will serve grades K- 5); Cesar Chavez Elementary (project will serve grades 6-8); Central High School (project will serve grades 6-8). BGPC's mission is to enable young people to reach their full potential as productive, caring, responsible citizens. Clubhouses are located in areas with high poverty and crime, and low educational levels, so we can be a nurturing safety net for young people who need us the most. This project is aligned with District #60 Unified District Improvement Plan's 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; and a commitment to rigorous learning and high expectations for all students. Analysis of data, interviews with District #60 and the schools' administrations, focus groups with caregivers and caregiver/teacher/student surveys showed that all the schools are in need of academic improvement. Juvenile crime statistics for these areas demonstrate the importance of a structured, supervised OST program in these neighborhoods. There is a need to get students involved in supervised programs, social-emotional and enrichment activities and to engage their families in meaningful ways to strengthen their relationships and alleviate community and family stressors. Caregivers reported that children and youth need programs on anger management and emotional wellness, an issue that has become particularly acute during the COVID-19 pandemic. The proposed project involves strategic partners, including District #60, the administrations at Minnequa, Cesar Chavez Academy and Central, Colorado State University-Pueblo, District #60 Nutrition Services, Pueblo Community College, I WILL Projects, Pueblo City-County Library District, Gear Up and Pueblo Food Project. Each will contribute in their areas of expertise and make significant in-kind donations toward the project costs. BGPC is well suited to ensuring the success of this 21<sup>st</sup> CCLC project. It has served Pueblo since 1972, and has experience launching and managing new Clubhouses including several in-school sites. Our 21<sup>st</sup> CCLC Cohort VIII projects have been on target and successful, and were just renewed for the fourth year. Our affiliation with the national Boys & Girls Clubs of America affords us many opportunities for providing excellent programs, vigorous evaluation and monitoring methods along with strong fundraising and communication/dissemination capacities.

### ***Boys & Girls Clubs of San Luis Valley***

Over a two year period, Boys & Girls Clubs of the San Luis Valley (BGCSLV), in partnership with three school districts in the San Luis Valley (SLV), facilitated a comprehensive assessment of student needs involving students, parents, teachers, school administrators and community stakeholders. From this analysis, academic support, enrichment opportunities and additional support services for students and families were identified as critical needs for elementary students. This SLV 21<sup>st</sup> CCLC Collaborative was established to address these needs, with BGCSLV serving as fiscal agent. The SLV Collaborative 21<sup>st</sup> CCLC program will operate at Haskin Elementary (Center Consolidated School District), Sierra Grande K-12

School (Sierra Grande Consolidated School District), and Guadalupe Elementary (South Conejos School District). The majority of students in the three SLV schools that make up the target population for this SLV 21<sup>st</sup> CCLC program are at risk of academic failure due to unique, compounded stressors impacting their development, including elevated levels of poverty, high prevalence of migrant students experiencing disrupted learning, and a community ravaged by the opioid crisis, with the highest rate of overdose deaths in the state. Across the three school districts, approximately one third of students have received services through the McKinney-Vento Homeless Education Program and are failing to consistently meet state standards for academic achievement or academic growth since at least 2016. To counteract the negative impact of these environmental pressures on students, the 21<sup>st</sup> CCLC program will target three priority gaps identified from the community needs assessment: 1) improving academic support to address poor student academic performance; 2) creating enrichment programs to support learning and positive youth development; and 3) providing programming to specifically support student social-emotional development and connect families to wraparound resources. In response to community needs, both the afterschool and summer program activities will include core academic support; academic enrichment; social-emotional development; cultural and arts; health, nutrition, fitness, and physical activity; and parental involvement, in addition to meals and transportation services. Key partnerships, including those with SLV Generation Wild, SLV Migrant Education Center, and Los Promotores, will help ensure a robust network of wraparound and support services for both students and families.

### ***Canon City School District RE-1***

Canon City School District (CCSD) has implemented two 21<sup>st</sup> Century Community Learning Centers, one at McKinley Elementary and one for Canon City Middle and High Schools to improve academic achievement & growth, parent engagement, and student enrichment. These 21<sup>st</sup> CCLC sites address the needs of Canon City students who face significant opportunity barriers including poverty with a very high Free and Reduced Lunch (FRL) qualifying population at 70% and significant challenges due to the lack of resources due to the floor formula funding and the imposition of the negative factor. CCSD works with local partners as well as develop new partnerships to bring desperately needed programming to students, who are eager to reengage with teachers and peers after the COVID upheaval in their education and social world. The leadership and staff are highly committed to student success and well-being to advance student achievement and empower students to set and reach their goals.

### ***Clear Creek School District RE-1***

Clear Creek County has a strong sense of community and we believe that together, we can nurture empowered learners. Engaging Clear Creek families in this process is essential. The more families support their children's learning and educational progress, both in quantity and over time, the more their children tend to do well in school and continue their education (Miedel & Reynolds (1999), Sanders & Herting (2000), Marcon (1999)). We also know that academics alone will not help students thrive. There is a foundational need for students to have shelter, food, and a caring environment. As a community we are providing these things as best we can, and the 21<sup>st</sup> CCLC grant brings a high-quality enrichment to students, especially those who are furthest from opportunity. This grant helps us grow

and improve our services and programming for students and families. Effective connections embrace a philosophy of partnership where power is shared—the responsibility for children’s educational development is a collaborative enterprise among caregivers, school staff, and community members (Wang, Oates & Weishew (1997), Smrekar et al (2001), Moore (1998)). Clear Creek School District has worked with partners to break down silos and collaborate because together we can do more. Our 21<sup>st</sup> CCLC grant is a consortium of entities, and it includes Clear Creek Metro Recreation District (CCMRD), Mountain Youth Network, Resilience1220, and 4-H Positive Youth Development. Together we support CCSD students and families. A big need for us is coordination between partners to leverage existing programs in the community, in addition to improving and expanding programs. We also continue to make connections and collaborations as a whole and individually with other community organizations throughout Clear Creek and regionally. As a consortium we serve three learning centers at two elementary schools: Carlson and King Murphy; and the middle and high school which share a building.

### ***Colorado AeroLab, Inc.***

Colorado AeroLab (CAL) grant to serves students in Eads RE-1 and Kit Carson R-1 School Districts. Both districts are classified as small rural, remote (less than 1,000 total population) with a combined total of 312 students in Grades PK-12. Kit Carson and Eads are located between Limon—population of 1,880 people—and Lamar with 7,804 people. Limon is 62 miles from Kit Carson and Lamar is 35 miles from Eads. These are the nearest and largest cities. The remote location of Kit Carson and Eads limits availability of people, resources, and opportunities for students. CAL is committed to providing high-quality out-of-school programs in these small towns. Kit Carson has a total population of 272 people and Eads has 823 people. They are both young towns with an average median age of 34.5 years old. Because these towns are so small and remote, there are no community wide services or programs targeted to students and families other than the Department of Social Services. The 21<sup>st</sup> CCLC funds will help CAL set up and run much needed academic and social-emotional opportunities for both these communities. Kit Carson Schools were approved as an Innovation Zone in 2011 allowing them greater individual school autonomy and managerial flexibility to implement diverse approaches to learning. Additionally, they are part of the Student-Centered Accountability Program (S-CAP) and have designed a unique combination of metrics and strategies for continuous improvement of student learning. Eads Schools received Accredited status in its most recent 2019 District Performance Framework (DPF) report, scoring 72.9% which is slightly below the Accredited with Distinction mark of 74%. Funding these learning centers will build a strong foundation between CAL and the school districts that will impact these young students for their entire academic career. Students in grades 6-12 will have the added benefit of increased high-quality activities in STEM fields and entrepreneurial business development. These activities can be delivered in in-person, virtual, remote and hybrid models. CAL is a subgrantee recipient of the Cohort VIII 21<sup>st</sup> CCLC grant with current sites in North Park, South Routt, and West Grand School Districts—all of which are also classified as small rural, remote—serving students in Grades 3-12. CAL has successfully operated four learning centers for the past three years using a 5<sup>th</sup> Day model in these four-day school week districts. CAL’s prior experience with 21<sup>st</sup> CCLC grants will be key attributes for the success of new programs in Eads and Kit Carson.

### ***Cripple Creek-Victor School District RE-1***

The 21<sup>st</sup> CCLC program through Cripple Creek-Victor School District is designed to provide a range of creative, engaging, and educational out-of-school opportunities to both support and extend the academic and personal enrichment of the program's participants and their families. Courses are offered year-round, to include after-school, Fridays (outside of the four-day school week), and summer. Students and families have access to all programs and are not charged for participation. The program goals are to: 1) improve the school district's low academic achievement in reading, math, and science; 2) fill gaps in learning associated with remote learning during COVID shutdowns; 3) promote college and careers after graduation; 4) increase fitness and healthy behaviors; 5) integrate creative expression and academic enhancement through arts and culture education opportunities, and; 6) improve parenting skills and literacy among adult family members through engaging workshops and volunteer opportunities.

### ***Denver Public Schools - Denver Public Schools Extended Learning and Community Schools (DELCS)***

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. The need to ensure all DPS students obtain the knowledge and skills to be contributing citizens in a diverse society is the impetus for the Denver Public Schools Extended Learning and Community Schools (DELCS) pursuant of the 21<sup>st</sup> CCLC grant. Through this grant, several goals will be achieved including: Increase opportunities for academic enrichment, including providing programming to help students. DELCS will prioritize these supports for students in high-poverty areas and those who attend low-performing schools to meet state and local student performance standards in core academic subjects such as reading, writing, and mathematics. Offer students a broad array of additional services, programs, and activities that focus on social-emotional development and increased support for the whole child with students feeling more connected to their school community, and society. Offer families opportunities for active and meaningful support and engagement in their children's education. Families are their child's first educator. To look forward means to reflect and acknowledge the opportunities, relationships, and experiences that DELCS has created due to receiving 21<sup>st</sup> CCLC funding. Despite the progress we have made with cohorts VII and VIII sites and communities, there are still many barriers for students and families, particularly for students of color, low-income students, English Learners and students with disabilities. The partnership with 21<sup>st</sup> CCLC will allow us to focus on these students in more school communities, remove barriers, and create experiences that are rooted in equity. For the first time, DELCS is poised to ensure that afterschool programs are regarded as a critical part of supporting the Whole Child, and go far beyond childcare to impact and support families as they navigate DPS. The impact of afterschool programs have contributed to increased academic achievement increased awareness and growth in social-emotional development, stronger collaboration with teachers and building leaders, and opportunities for families to learn and grow. In an attempt to estimate the impact of 21<sup>st</sup> -century funding, ELCS has identified specific objectives that will be accomplished: 1) Increased collaboration with families and students that provide a clear path for each child 2) Learning experiences for every student to exercise voice and choice, and 3) Skill building and enrichment opportunities that support students in the navigation of life. To ensure objectives are met, ELCS plans to continue and strengthen the relationship with the Denver Afterschool Alliance (DAA), DPS school leaders, DPS internal departments, and the Weikart Center for Youth Program Quality. The District is in a state of transition, and ELCS is a steady and consistent agent that will support students and families through this transition.

With the support of 21<sup>st</sup> Century Grant funding, ELCS afterschool programming will provide a space that is constant, welcoming, fun, and enriching-to support students as they return from the pandemic and prepare for a future that creates a vision of them in it regardless of existing barriers.

### ***Early College of Arvada-CSI***

The Early College of Arvada (ECA) has implemented a 21<sup>st</sup> Century Community Learning Center to improve academic achievement & growth, parent engagement, and student enrichment. The Early College of Arvada address the needs of ECA students who face significant opportunity barriers including poverty and scarcity of resources, in part due to the high number of non-English-speaking parents and the fear associated with undocumentation limits involvement within the school and community. ECA works with local partners as well as develops new partnerships to bring desperately needed programming to students, who are eager to reengage with teachers and peers after the COVID upheaval in their education and social world. The leadership and staff are highly committed to student success and well being to advance student achievement and empower students to set and reach their goals.

### ***Lake County R-1***

The Lake County School District (LCSD) received continued funding for 21<sup>st</sup> Century Community Learning Center for grades 3-6 at Lake County Intermediate School (LCIS) and for grades 7-12 at Lake County High School (LCHS), as separate sites. LCSD continues to build on its success during afterschool, fifth day Friday, and summer programming (collectively known as Project Dream) in the 2021-2022 school year. The programs provided bolster turnaround efforts by increasing opportunities for targeted, well-paced intervention throughout the year, and reducing summer learning loss. Programs address the whole child and give students the chance to pursue enrichment opportunities. Students that participate in programs benefit from meaningful intervention and enrichment opportunities, effectively increasing contact hours to improve academic outcomes and social emotional wellbeing. LCSD has proven success in implementing 21<sup>st</sup> CCLC programs through 100% teacher survey return rates (even in 2020), meeting or exceeding goals, and reliance on programs - especially during the COVID-19 pandemic when centers provided double the amount of hours to meet the needs of schools and families.

### ***Peak Expeditionary School at Pennington - Jeffco Public Schools***

Peak Expeditionary School at Pennington is a public elementary school in Wheat Ridge, Colorado that serves around 220 students, Kindergarten through Fifth grade. 62% of Peak families qualify for free and reduced lunch, of which almost 70% of those families qualify for the free status, living below the line of poverty for generations. 54% of our students are receiving Response to Intervention Programming, 18% of students are identified with learning disabilities qualifying for Special Education services through an IEP or a 504 plan, 17% are English Language Learners, and our mobility rate is 18% due to families being migrant workers or McKinney-Vento students. With these given obstacles, it is imperative that we continue to leverage different ways to support our students who are experiencing multiple risk factors. We recognize that innovative, targeted and specific programs need to be employed to maximize learning opportunities for our student population, and we believe that experiential learning is the best way to engage and motivate them. 21<sup>st</sup> CCLC programming at Peak Expeditionary School, started in

Cohort VII, provides an Expanded Learning Day to all students in an effort to increase student academic achievement, close opportunity gaps and promote meaningful family engagement. Our ELT program model includes activities to support the core competencies of social-emotional learning; many hands-on learning experiences that are directly related to the school-day curriculum; positive youth development practices; academic enrichment opportunities that center around environmental literacy; engaging summer programming; and continued partnerships with our longstanding community partners. Academic Enrichment opportunities will include outdoor adventure, healthy life-style activities, environmental literacy activities, integrated STEM, and hands-on learning experiences that teach social-emotional wellness -- all connected with the "Expeditionary Learning" (EL) curriculum that is already being implemented at the school. Peak Expeditionary School at Pennington has had a long history of successfully implementing an Expanded Learning Time Program and the model has become woven into the fabric of our school community and embraced by all. We have seen the benefits and growth that our previous Expanded Learning Time Program had on our community and in the lives of our students and families. Peak's educational design through the Expanded Learning Time model both challenges and supports students to do their best work. ELT incorporates elements of adventure and discovery into the school day, grounds academic content in real-world issues, places an equal emphasis on character development and academic achievement, promotes learning as a community as well as self-efficacy, and provides opportunities for student leadership and demonstrations of learning.

#### ***Poudre School District - 21<sup>st</sup> CCLC at Irish Elementary***

Poudre School District (PSD) is an accredited mid-sized school district serving 52 schools and 30,100 students in an area of more than 1,800 square miles in northern Colorado. The District's educational program centers on four District Ends (aspirational and visionary goals) including goals that all PSD students attain milestones to ensure academic success (Foundations for Success); all PSD students are prepared for college and workforce success (Success in a Changing World); all PSD students are challenged, motivated and inspired to reach personal excellence (Above and Beyond); and all PSD students academically and socially connected to their school and community (Connections). All means all for Poudre School District, and the ability to provide services to the most vulnerable students after three o'clock on school days and during key summer transition points is essential to meeting PSD's desire to continue as a high-performing district. As the District has grown, and more recently with the COVID-19 pandemic, schools have been presented with unique challenges for student success. Irish Elementary has been challenged by several obstacles that qualify them as a priority site for 21<sup>st</sup> CCLC funding. This enriching program that helps them with specific academic needs through tutoring and forward-looking STEM programming that builds their confidence and capacity to learn. Poudre School District currently has a 21<sup>st</sup> Century Community Learning Center grant at two other Title I school sites, and previously had a 21<sup>st</sup> CCLC at Irish Elementary. The District is experienced in providing programs that students need and want to attend, complemented by parent program offerings that encourage families to connect with staff at Irish. Connections are included as a success measurement in this proposal and PSD and Irish staff will build those relationships through a quality program that serves all students equitably.

#### ***Summer Scholars dba Scholars Unlimited - Park Lane Elementary School (Aurora)***



Scholars Unlimited, a provider of comprehensive out-of-school-time programs with over 25 years of experience, expanding programming at the 21<sup>st</sup> Century Community Learning Center at Park Lane Elementary School, located in North Aurora’s Morris Heights neighborhood. Scholars Unlimited will provide this programming in partnership with Aurora Public Schools. The core academic 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 after-school program also will provide a personalized blended-learning approach using the Lexia Reading to provide adaptive instruction to meet the needs of each individual learner. Scholars Unlimited uses Lexia Reading 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. This commitment to literacy skill development will be further supported by Scholars Unlimited’s new Family/Community Book Reading Campaign. 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 after-school program. Project-Based Learning provides highly personalized learning that will deepen student knowledge, increase engagement, and support the development of essential skills. We will also work with Aurora to develop “afterschool badging” at Park Lane. The APS badging program is a national model validating the scholars’ competencies in 21<sup>st</sup> Century skills—such as collaboration, critical thinking, and self-direction s—that are pillars in SEL skills development. Positive Youth Development principles and practices will be embedded into all aspects of programming. Scholars Unlimited uses the Youth Program Quality Intervention (YPQI) system, that aligns with the recommended practices of Positive Youth Development, for continual quality improvement. Scholars Unlimited is committed to supporting the “whole child” – and to evaluating whether our programs and practices are effective in supporting students’ social-emotional development. To measure the advancement of social-emotional development, we currently use the Survey on Academic and Youth Outcomes (SAYO) assessments. This assessment is an evaluation on staff interaction, as it correlates with youth engagement. Every school year, external evaluators do a pre- and post-evaluation, while internal evaluations happen throughout the year. Teams use the data to make program wide goals to improve program quality. Educational programming for parents will be provided by a number of community partners. Topics of interest / need are determined through ongoing formal and informal communication with families. As a prior recipient of 21<sup>st</sup> Century grant funding (Cohorts V, VI, and VIII), Scholars Unlimited has demonstrated its ability to successfully plan, develop and manage 21<sup>st</sup> CCLC programs. Repeated grant awards from the City of Denver and Tony Grampas Youth Services are evidence of Scholars Unlimited’s ability to provide programs that are educational, engaging and effective. Our internal and external data analysis consistently demonstrates that our programs improve students’ literacy skills, support better school attendance and family engagement, and help students develop critical skills that are essential for ongoing success, in school and in life.

***Summer Scholars dba Scholars Unlimited - Farrell B. Howell (Denver) & Florida Pitt Waller (Denver)***

Scholars Unlimited, a provider of comprehensive out-of-school-time programs with over 25 years of experience, funded to expand programming at 21<sup>st</sup> Century Community Learning Centers at Farrell B. Howell ECE-8 School (Montbello) and Florida Pitt-Waller K-8 School (Green Valley Ranch). Both schools

are located in Denver's Far Northeast region. Scholars Unlimited will provide this programming in partnership with Denver Public Schools. The core academic 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 after-school program also will provide a personalized blended-learning approach using the Lexia Reading to provide adaptive instruction to meet the needs of each individual learner. Scholars Unlimited uses the Lexia Reading 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 to the most recent Unified Improvement Plan from each school. This commitment to literacy skill development will be further supported by Scholars Unlimited's new Family/Community Book Reading Campaign. 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 4th and 5th graders will participate in PBL during the after-school program. Project-Based Learning provides highly personalized learning that will deepen student knowledge, increase engagement, and support the development of essential skills. Positive Youth Development principles and practices will be embedded into all aspects of programming. Scholars Unlimited uses the Youth Program Quality Intervention (YPQI) system, that aligns with the recommended practices of Positive Youth Development, for continual quality improvement. Scholars Unlimited is committed to supporting the "whole child"—and to evaluating whether our programs and practices are effective in supporting students' social-emotional development. To measure the advancement of social-emotional development, we currently use the Survey on Academic and Youth Outcomes (SAYO) assessments. This assessment is an evaluation on staff interaction, as it correlates with youth engagement. Every school year, external evaluators do a pre- and post-evaluation, while internal evaluations happen throughout the year. Teams use the data to make program wide goals to improve program quality. Educational programming for parents will be provided by a number of community partners. Topics of interest/need are determined through ongoing formal and informal communication with families. As a prior recipient of 21<sup>st</sup> Century grant funding (Cohorts V, VI, and VIII), Scholars Unlimited has demonstrated its ability to successfully plan, develop and manage 21<sup>st</sup> CCLC programs. Repeated grant awards from the City of Denver and Tony Grampas Youth Services are evidence of Scholars Unlimited's ability to provide programs that are educational, engaging and effective. Our internal and external data analysis consistently demonstrates that our programs improve students' literacy skills, support better school attendance and family engagement, and help students develop critical skills that are essential for ongoing success, in school and in life.

### ***Summer Scholars dba Scholars Unlimited - Alice Terry Elementary (Sheridan)***

Scholars Unlimited, a provider of comprehensive out-of-school-time programs with over 25 years of experience, is funded to establish a new 21<sup>st</sup> Century Community Learning Center at Alice Terry K-2 School, located in southwest metro-Denver's Sheridan community. Scholars Unlimited will provide this programming in partnership with Sheridan School District 2. The core academic 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 after-school program also will provide a personalized blended-learning approach using Lexia Reading to

provide adaptive instruction to meet the needs of each individual learner. Scholars Unlimited uses Lexia Reading 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. This commitment to literacy skill development will be further supported by Scholars Unlimited's new Family/Community Book Reading Campaign. To further enhance literacy instruction and align our work to the school's curriculum, Scholars Unlimited will work in tandem with Alice Terry to train and implement the 95% Group curriculum in both the afterschool and day school program. We will have dual training with the curriculum and meet as a team to discuss the implementation of the curriculum. We anticipate this dual approach to reading intervention will lead to greater gains in literacy skills for the Alice Terry scholars. 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 to provide highly personalized learning that will deepen student knowledge, increase engagement, and support the development of essential skills. Positive Youth Development principles and practices will be embedded into all aspects of programming. Scholars Unlimited uses the Youth Program Quality Intervention (YPQI) system, that aligns with the recommended practices of Positive Youth Development, for continual quality improvement. Scholars Unlimited is committed to supporting the "whole child" – and to evaluating whether our programs and practices are effective in supporting students' social-emotional development. To measure the advancement of social-emotional development, we currently use the Survey on Academic and Youth Outcomes (SAYO) assessments. This assessment is an evaluation on staff interaction, as it correlates with youth engagement. Every school year, external evaluators do a pre- and post-evaluation, while internal evaluations happen throughout the year. Teams use the data to make program wide goals to improve program quality. Educational programming for parents will be provided by a number of community partners. Topics of interest/need are determined through ongoing formal and informal communication with families. As a prior recipient of 21<sup>st</sup> Century grant funding (Cohorts V, VI, and VIII), Scholars Unlimited has demonstrated its ability to successfully plan, develop and manage 21<sup>st</sup> CCLC programs. Repeated grant awards from the City of Denver and Tony Grampas Youth Services are evidence of Scholars Unlimited's ability to provide programs that are educational, engaging and effective. Our internal and external data analysis consistently demonstrates that our programs improve students' literacy skills, support better school attendance and family engagement, and help students develop critical skills that are essential for ongoing success, in school and in life.

### ***Weld County School District 6***

Weld County School District 6 (WC6) implements a Traditional three-year 21<sup>st</sup> CCLC (21C) grant with the overarching goal of increasing student achievement and engagement in five high-poverty, low-performing schools including Dos Rios Elementary, Heiman Elementary, Scott Elementary, Salida Del Sol Academy, and Greeley West High School through innovative, project-based, out-of-school time (OST). We will serve at least 1,040 students each year (65% of whom are low-income). Our partners in this effort below include two institutions of higher education, seven community agencies, and one WC6 program. Our partners have pledged significant contributions in the form of staff time and direct services to students and parents to ensure the success of 21C and innovative, comprehensive, high-quality programs. WC6 Advancement Via Individual Determination (AVID) Program Our four

performance measures addressing core academics (math), essential skills/enrichment activities, attendance, and parent/family services will guide 21C and help us determine project progress and impact on mathematics and reading skills, graduation and college/career readiness, parent engagement in their child's education, school attendance, and essential skills. 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 STEM 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; (7) high-quality professional development and mentoring; and (8) monitoring and using results to inform the project.

### ***Weld RE-5J School District***

Milliken Elementary is a Title I school in the rural school district of Weld RE-5j. MES is an amazing neighborhood school with a rich history in our small community. However, MES is overcrowded and understaffed. Our teachers go above and beyond in their work to provide a quality education for students but we need more. We need our families to partner with us and support their students at home, but many of our students can not receive support from family. Many families work tirelessly to provide for their children and so do not have the capacity for intervening with their student at home. Therefore, there is a need for the Knight's Success Lab afterschool program that will help our struggling and ELL students fill their literacy gaps and social emotional gaps through targeted intervention, mentoring, and PBL based enrichment. Students receive literacy support using researched-based instructional tools and interventions from caring qualified staff members. All students who attend the Knight's Success Lab will have the goal of reading at grade level by the end of the year. They achieve that milestone by creating SMART goals for themselves during their time working in the Lab. They share those goals with their families. Research shows that supporting struggling students goes beyond providing intervention. Providing struggling students with enrichment opportunities is a key element to academic success. Therefore, the Knight's Success Lab will offer PBL-based enrichment for students that attend. These opportunities will include robotics, coding, engineering, service learning, and STEM-based projects like drones, flight, claymation, and more. Success Lab students have the opportunity to meet with a mentor weekly. These mentors, both adults and local high school students, are partnering with us to provide care, joy, and social emotional support. Students and mentors participate in weekly activities that build a positive relationship and emotional health. Families of students are encouraged to participate in the Knight's Success Lab. We have monthly family events that will provide a meal, share their student's progress, and provide a learning activity that family and student(s) can do together. Finally, part of the program will include organized recreation time for students and help them build new experiences and background knowledge. Recreational activities will range from learning exercise movements on the Warrior Course, disc golf, fishing, and organized sports. The Knight's Success Lab is a simple program but we believe that simple is the most effective. Our goal is to provide our struggling and ELL students with Literacy support, enrichment, movement, and mentoring. These pieces, done well, can be instrumental in positively affecting Knight's Success Lab's student outcomes.

### ***Wiggins School District RE50-J***

Wiggins School District RE-50J's 21<sup>st</sup> Century Community Learning Centers improves academic achievement & growth, parent engagement, and student enrichment. Addressing the needs of Wiggins students who face significant opportunity barriers including poverty and scarcity of resources, significantly due to WSD's remote rural location. WSD works with local partners as well as develop new partnerships to bring desperately needed programming to students, who are eager to reengage with teachers and peers after the COVID upheaval in their education and social world. The leadership and staff are highly committed to student success and well-being to advance student achievement and empower students to set and reach their goals.

### ***YMCA of Metro Denver***

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. The Denver Y supports five sites, two in Denver Public Schools (Swansea Elementary and Montclair School of Academics and Enrichment), and three in Cherry Creek Schools (Eastridge Community Elementary School, Highline Community Elementary School, and Village East Elementary School). Programming at these sites incorporate a robust combination of academic, health and social-emotional development into afterschool and summer curriculum. As a result, the YMCA focuses on program models that prioritize the whole child, with rich elements that prepare the child for success in all areas of future development. The Y's partnership with the three Cherry Creek Schools is new this year, and the Y is committed to replicating this successful and evidence-based program model at these sites, in partnership with the schools and the district for years to come. 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. Each school serves a diverse population. Combined, these five schools have more than 85% of students eligible for free-and-reduced lunch; more than 75% of students identifying as non-white or of a minority background; and more than 40% of combined student populations enrolled as an English Language Learner. Given the challenges these communities have faced during the COVID-19 pandemic, the Denver Y anticipates an increase in FRL-eligible students as all five sites in the coming year. This indicator, coupled with the academic and community indicators facing each school community, puts these youth at tremendous risk for academic failure, school drop-out and long-term negative outcomes. Through extensive partnerships, evidence-based programs and protocols, resources will be leveraged and services maximized to ensure the best possible outcomes for students in the Denver Y's OST programming at each school. As such, each partner has come together to design a program model that takes into account community feedback and the individual experience. Finally, the Denver Y will also utilize both historical expertise in best engaging and serving underserved families, as well as best practices to ensure that student and family needs are effectively met and that ultimately students receive critical academic support needed to succeed.