



21st Century Community Learning Centers (CCLC) Grant Garfield County School District 16 2025-2026 Evaluation Summary

PROGRAM OVERVIEW

The 21st CCLC Grant currently funds 6 programs in G16

- Catch-Up Club at BUE, Truancy and Academic Recovery (TAR) at GVMS, and Student Time and Engagement Program (STEP) at GVHS
 - These programs are designed to help students with poor attendance or performance catch-up on homework, study for SATs, or get additional help with schoolwork.
- Monday English Language Learner Classes “Lengua y Cultura”
 - This program is designed for ELL students. The program provides English and Spanish reading and writing support, language skill growth, and cultural lessons.
- Theatre Aspen
 - All students in grades 3-8 are invited to participate in a Fall, Spring, and Summer Theatre Aspen Education program. Students rehearse and perform a play for the community.
- ELL Summer Camp
 - ELL Students in grades 1-6 are invited to participate in a 3-week summer program to better their reading and writing skills in both English and Spanish.
- Internships
 - G16 offers several internship positions for high school students (aged 16 years or older). Positions may include IT, Public Information, Resource Center, Outdoor Education, Early Childhood Education, Summer Program Paraprofessionals, etc.
- Credit Recovery
 - Parents of middle and high school students who failed one or more classes during the school year receive letters notifying them that their students can attend summer school credit recovery to make up for failed courses during the summer. Communication is sent directly from the school principal to eligible students.
- Newcomer Liaison
 - The School-Based Family Resource Center hosts a Newcomer Liaison to help families new to our district navigate enrollment, resources, schedules, bus routes, etc.



PROGRAM EVALUATION

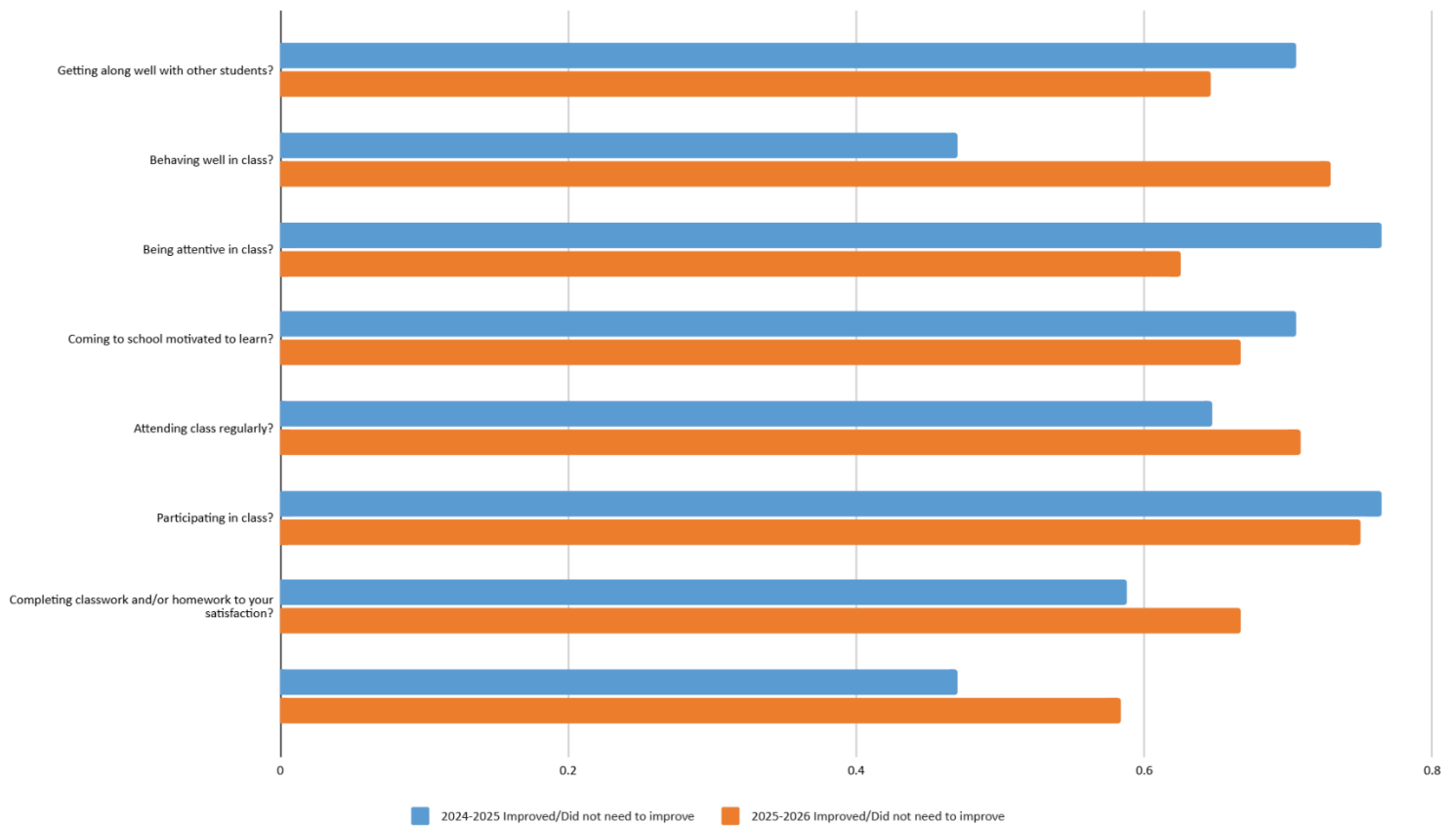
Performance Measure #1: *By the end of each year of the grant, 60% of regular student attendees will show a positive change in completing classwork and homework on time, participating in class, etc., as measured by Teacher surveys.*

Performance Measure #2: By the end of each year of the grant, as a result of participating in the TAR Program, 15% of regular student attendees will demonstrate a positive change in initiation and self-direction from the beginning of the school year to the end of the school year as measured by self-assessments and teacher surveys.

Performance Measure #3: In each year of the grant, 10% of guardians participating in SBFRC programming will report a 10% increase in their capacity to support their student as measured by a self-report pre and post survey by the end of the first year. This goal will increase each year of the grant so that 15% of parents will report a 10% increase in their capacity to support their student at the end of the second year, and 25% by the third.

PROGRAM RESULTS

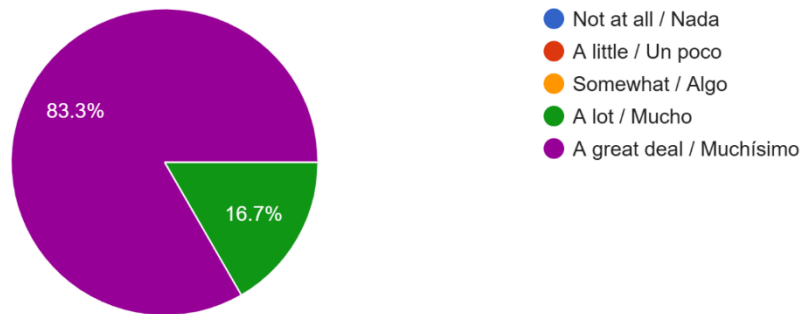
Performance Measure #1: Teacher surveys are distributed by our 21st CCLC Coordinator to all teachers with regular student attendees and given a deadline for completion. For the 2025-2026 school year, 48 students were assessed. G16 had an average of 66.67% of teachers report that regular student attendees improved or did not need to improve completing classwork and/or homework on time, to their satisfaction, and participating in class.



Performance Measure #2: Student grades and attendance were pulled from Infinite Campus. Grades were evaluated for improvement (i.e. number of grades improved from F to D). Days absent were also evaluated for improvement or digression. For the 2025-2026 school year, 47.37% of regular student attendees participating in TAR improved their initiation and self-direction resulting in improved grades from semester 1 to semester 2. Likewise, 31.58% of regular student attendees participating in TAR improved their attendance.

Performance Measure #3: Guardians participating in SBFRC programming were sent surveys to rate their ability to support their students and how that has changed with SBFRC support. The survey results revealed that at the end of the 2025-2026 school year, 83.3% of parents reported to be much more confident in their ability to support their student’s learning and development at home, with 16.7% reporting to be more confident. 100% of parents reported that they understand their student’s strengths and needs as a result of SBFRC services.

English: How much have SBFRC services improved your ability to help your student with schoolwork or learning activities at home? Español: ¿Qué tant...escolares o actividades de aprendizaje en el hogar?
6 responses



Student/Family Member/Staff Quote or Success Story

Since receiving assistance with enrolling her children in school nearly two years ago, she has increased her knowledge and confidence in supporting her children's education. Through ongoing guidance from 21stCCLC/SBFRC regarding school procedures, educational resources, and communication with school staff, she feels better equipped to address questions and concerns related to her children's academic success. She shared that she now understands how to navigate the school system more effectively and knows where to seek support when challenges arise. The parent expressed that the information, parent engagement opportunities, resources, and assistance provided have strengthened her capacity to advocate for and support her children's educational needs.

CONCLUSION

The 2025-2026 evaluation results demonstrate that Garfield County School District 16's 21st Century Community Learning Centers (21st CCLC) programs are successfully supporting students and families through targeted academic interventions, enrichment opportunities, family engagement services, and workforce readiness experiences. Across all programs, students benefited from additional learning opportunities, positive adult relationships, individualized support, and access to resources that extend beyond the traditional school day.

As Garfield 16 continues to strengthen its 21st CCLC programming, one recommendation is to increase efforts to expand participation and improve regular attendance among eligible students, particularly at the middle and high school levels. Additional family outreach, transportation solutions, and student leadership opportunities may further increase participation and program impact. The district should also continue expanding partnerships with community organizations, including literacy, workforce, and enrichment providers, to enhance programming and ensure long-term sustainability.

Overall, the evaluation results demonstrate that the 21st CCLC program is making a meaningful difference in the lives of students and families. Through evidence-based programming, strong family engagement practices, and collaborative partnerships, Garfield County School District 16 is helping students build the academic skills, confidence, resilience, and support systems necessary for success in school and beyond.