



Cripple Creek–Victor School District

21st Century Community Learning Centers

2025–2026 Evaluation Summary

Removing Barriers • Expanding Opportunities
Building Brighter Futures



Prepared for
Colorado Department of Education
21st Century Community Learning Centers Program
Prepared by
Cripple Creek–Victor School District
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Program Overview

The Cripple Creek-Victor School District's 21st Century Community Learning Centers (21st CCLC) program is committed to providing safe, engaging, and enriching opportunities that extend learning beyond the traditional school day. Serving students in grades K–12 at both Cresson Elementary School and Cripple Creek-Victor Junior-Senior High School, the program is designed to improve academic achievement, foster social-emotional growth, strengthen family engagement, and build meaningful partnerships throughout our rural mountain community.

The mission of the program is to remove barriers to student success by providing equitable access to academic support, enrichment activities, physical wellness opportunities, leadership development, and family engagement experiences regardless of a student's economic circumstances or geographic location. Through a combination of school-based programming and community partnerships, students are encouraged to explore new interests, develop lifelong skills, and build positive relationships with peers and trusted adults.

Throughout the 2025–2026 program year, students participated in a wide variety of academic and enrichment opportunities including homework assistance, tutoring, STEM activities, visual arts, collaborative mural projects, Weight Club, outdoor recreation, youth sports, leadership activities, and special events such as the Missoula Children's Theatre residency. These experiences were intentionally designed to complement classroom instruction while providing opportunities for creativity, collaboration, problem-solving, physical activity, and personal growth.

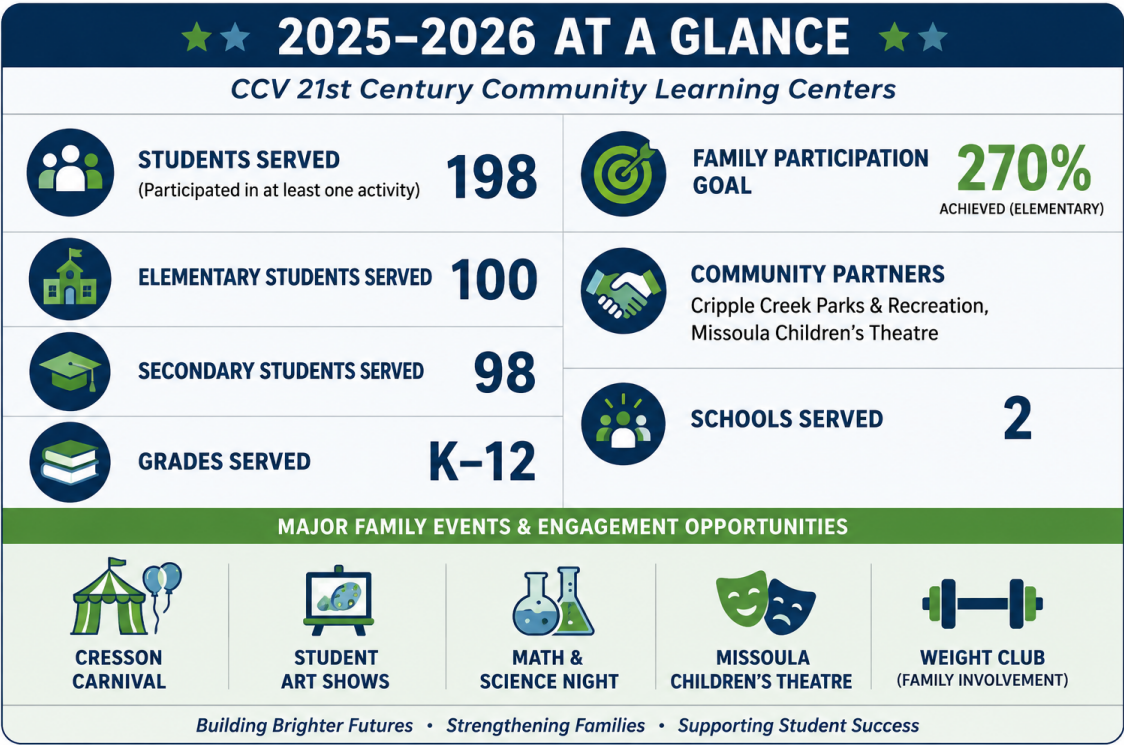
Family engagement remained a cornerstone of the program. Parents and caregivers were invited to participate in numerous events throughout the year, including Math and Science Nights, student art showcases, the Cresson Carnival, Weight Club activities, and the Missoula Children's Theatre performance. These events strengthened connections between home and school while celebrating student achievement and encouraging families to become active partners in their children's education.

Community partnerships continue to play a vital role in expanding opportunities for students. Collaborations with organizations such as Cripple Creek Parks & Recreation and Missoula Children's Theatre enabled the district to provide experiences that would otherwise be difficult to offer within local budget constraints. These partnerships reduced financial barriers for families, increased access to recreational and cultural opportunities, and connected students with caring adult mentors and positive role models throughout the community.

During the reporting period, approximately 62% of enrolled students at both Cresson Elementary School (100 of 161 students) and Cripple Creek-Victor Junior-Senior High School (98 of 155 students) participated in at least one 21st CCLC activity. Although participation targets established during the original grant application no longer align with current district enrollment, the program continues to engage a substantial percentage of students despite the unique challenges associated with serving a small rural district, including declining enrollment, transportation barriers, athletics, student employment, and family work schedules.

Program staff continuously evaluate student participation, family engagement, attendance patterns, and stakeholder feedback to ensure that programming reflects the evolving needs of students and families. This commitment to continuous improvement has resulted in more flexible club structures, stronger community partnerships, enhanced attendance tracking, and expanded family engagement opportunities.

The 21st Century Community Learning Centers program continues to serve as an essential resource for the Cripple Creek-Victor community by providing students with opportunities to succeed academically, grow socially and emotionally, explore new interests, develop healthy lifestyles, and build lasting connections with their families, schools, and community. The results presented in this evaluation demonstrate the positive impact of these efforts while identifying opportunities for continued growth and improvement.



Program Evaluation

The Cripple Creek-Victor School District evaluates the effectiveness of its 21st Century Community Learning Centers (21st CCLC) program through a comprehensive review of participation data, student outcomes, stakeholder feedback, and program implementation. Evaluation is an ongoing process that informs continuous improvement and ensures programming aligns with the academic, social-emotional, and enrichment needs of students and families.

Evaluation Questions

The program focused on answering the following evaluation questions during the 2025–2026 program year:

- To what extent did the program increase student participation in academic support and enrichment activities?

- Did regular attendees demonstrate positive growth in engagement, confidence, leadership, and social-emotional skills?
- How effectively did the program engage families in school and community activities?
- How did community partnerships expand opportunities for students and families?
- What barriers affected participation, and what program improvements can increase future participation and outcomes?

Data Sources

To answer these questions, multiple sources of quantitative and qualitative data were reviewed throughout the year, including:

- 21st CCLC Annual Performance Report (APR) participation data
- Daily student attendance records
- Club enrollment records
- Regular attendee (75-hour) participation data
- Family attendance records from engagement events
- Teacher survey results
- Student observations and success stories
- Community partner feedback
- Program staff reflections

Using multiple data sources provided a more complete picture of program effectiveness than participation numbers alone and allowed staff to identify trends, celebrate successes, and make informed program improvements.

Evaluation Methods

Program data were reviewed throughout the year to monitor student participation, attendance trends, and family engagement. Student participation was analyzed by school, grade level, and activity to determine overall program reach and identify areas where additional recruitment or scheduling adjustments were needed. Particular attention was given to students meeting the definition of a Regular Student Attendee by participating in at least 75 hours of programming.

Teacher feedback and student success stories were used to evaluate changes in student engagement, confidence, communication, collaboration, leadership, and other social-emotional outcomes that may not be reflected in academic data alone. Family participation was measured through attendance at school and community events, while community partner feedback provided additional insight into the value and impact of collaborative programming.

Throughout the year, evaluation findings were reviewed by program leadership to guide continuous improvement efforts. These findings resulted in several program modifications, including restructuring secondary enrichment into shorter monthly club sessions to better accommodate athletics, employment, and changing student schedules; improving attendance tracking procedures; expanding community partnerships; and increasing efforts to improve family engagement documentation. These evaluation practices ensure that program decisions remain data-informed while continuing to meet the evolving needs of students, families, and the community.



Program Results

The Cripple Creek-Victor School District's 21st Century Community Learning Centers (21st CCLC) program continued to provide meaningful academic support, enrichment opportunities, and family engagement experiences throughout the 2025–2026 program year. Despite the unique challenges of serving a small rural district—including declining enrollment, transportation barriers, staffing limitations, athletic commitments, after-school employment, and family responsibilities—the program successfully engaged students and families across both school campuses.

Program evaluation data demonstrate that the 21st CCLC program continues to have a positive impact on student participation, family engagement, and community involvement. Through ongoing review of attendance records, Annual Performance Report (APR) data, teacher feedback, family participation, student success stories, and community partner input, the district evaluates program effectiveness and makes continuous improvements to better meet the needs of students and families.

Throughout the year, evaluation findings informed several program improvements. Secondary enrichment opportunities were restructured into shorter monthly club sessions to provide greater flexibility for students participating in athletics, employment, and other extracurricular commitments. Attendance tracking procedures were also strengthened to improve reporting accuracy, while expanded community partnerships and additional family engagement opportunities increased access to meaningful learning experiences beyond the school day.

Student Participation

Student participation remained strong throughout the reporting period despite the many barriers faced by students and families in our rural community. The program continued to provide safe, engaging, and high-quality opportunities that encouraged students to remain connected to their school through academic support, enrichment, leadership development, physical activity, and creative learning experiences.

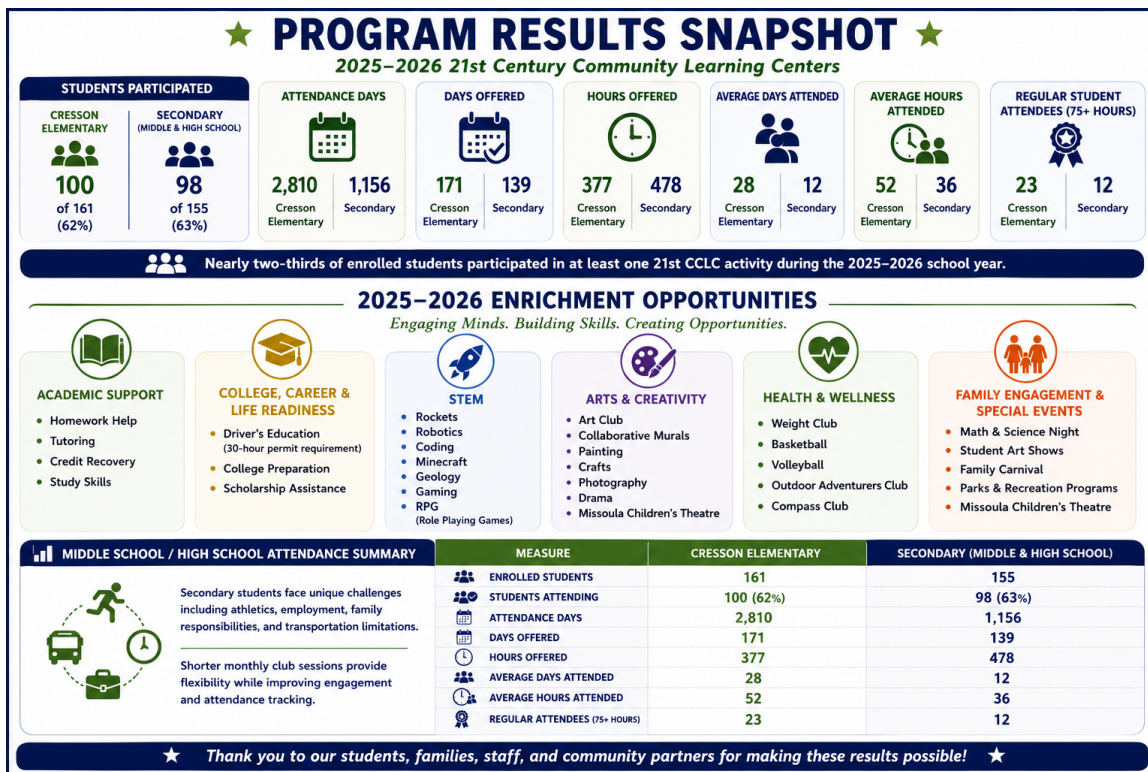
During the 2025–2026 school year, **100 of 161 enrolled students (62%)** at Cresson Elementary School participated in at least one 21st CCLC activity. At Cripple Creek-Victor Junior-Senior High School, **98 of 155 enrolled students (63%)** participated in one or more program offerings. These participation rates demonstrate that the program continues to reach nearly two-thirds of the district's enrolled students while providing equitable opportunities for participation across both campuses.

Although participation percentages were nearly identical between campuses, attendance patterns differed considerably. Elementary students averaged **28 days** and approximately **52 hours** of participation during the year, while middle and high school students averaged **12 days** and approximately **36 hours**. These differences reflect the unique realities of secondary students, many of whom balance athletics, extracurricular activities, after-school employment, transportation limitations, and family responsibilities that affect their ability to participate consistently.

Rather than viewing these barriers as limitations, the program has continued to adapt its delivery model to better meet student needs. For Secondary, club offerings were redesigned into shorter monthly sessions that provide students with greater scheduling flexibility while improving attendance tracking and participation reporting. This approach has allowed students to engage in multiple enrichment opportunities throughout the year despite changing schedules and competing responsibilities.

While original participation targets established during the grant application no longer align with current district enrollment, participation rates remain strong relative to the district's current student population. Continued collaboration with school staff, families, and community partners has allowed the program to maintain high levels of student engagement while continually refining programming based on student interests, attendance patterns, and evaluation findings.

The following sections provide additional detail regarding academic support, enrichment programming, regular student attendees, family engagement, community partnerships, and overall program outcomes.



Academic Support & Enrichment Opportunities

The Cripple Creek-Victor 21st Century Community Learning Centers program provided students with a diverse range of academic, enrichment, wellness, and career readiness opportunities designed to meet the interests and needs of students across all grade levels. Programming extended learning beyond the regular school day while promoting academic success, creativity, leadership, healthy lifestyles, and college and career readiness. Student interests, attendance patterns, and evaluation data were reviewed throughout the year to ensure activities remained relevant, engaging, and responsive to student needs.

Academic support remained a core component of the program. Students had access to homework assistance, tutoring, study skills support, and credit recovery opportunities designed to reinforce classroom learning and improve academic achievement. Older students also participated in scholarship assistance, college preparation activities, and a Driver's Education course that helped students complete Colorado's required 30-hour driver education requirement, providing an important life-readiness opportunity for students in our rural community.

Students explored STEM through hands-on experiences including rocketry, robotics, coding, Minecraft, geology, gaming, and tabletop role-playing games (RPGs). These activities encouraged problem-solving, collaboration, creativity, and critical thinking while exposing students to technology and career pathways.

Creative enrichment opportunities included Art Club, collaborative mural projects, painting, crafts, photography, drama, and participation in the Missoula Children's Theatre residency. These experiences allowed students to express themselves creatively while developing communication, teamwork, confidence, and presentation skills.

Health and wellness programming encouraged students to develop lifelong healthy habits through Weight Club, Basketball and Volleyball Clubs, Compass Club, and Outdoor Adventurers Club. These activities promoted physical fitness, teamwork, resilience, and positive social interactions while providing students with safe and structured recreational opportunities.

Family engagement remained integrated throughout the program year through events such as Math and Science Night, student art showcases, the Cresson Carnival, Parks & Recreation activities, and the Missoula Children's Theatre production. These events strengthened connections between home, school, and the community while celebrating student achievement.

The wide variety of programming offered throughout the year reflects the program's commitment to providing equitable, high-quality learning experiences that address the academic, social-emotional, physical, and future-readiness needs of students. By offering activities that appeal to a broad range of interests, the program continues to increase student engagement and create meaningful opportunities for success beyond the traditional school day.

Student and Family Success Stories

Student Success Story: Finding Confidence Through Creativity

One student who experienced remarkable success through our 21st Century Community Learning Centers program began the year with limited self-confidence and was often hesitant to participate in classroom discussions or group activities. Through consistent participation in Art Club, collaborative mural projects, and other creative enrichment opportunities, the student found a safe and supportive environment to express themselves and develop new skills.

As the year progressed, the student's confidence grew alongside their artistic abilities. They became more willing to share ideas, take creative risks, and collaborate with peers on increasingly complex projects. Staff observed significant growth in communication, problem-solving, and leadership skills as the student transitioned from a quiet participant to someone classmates sought out for encouragement, creativity, and support.

The positive impact extended beyond the after-school program. Teachers reported increased classroom participation, greater self-confidence, and stronger peer relationships. By the end of the year, the student had completed several projects they were genuinely proud of and had become an example of how enrichment programming can foster both academic engagement and social-emotional growth.

This student's journey demonstrates how providing meaningful opportunities for creativity, collaboration, and self-expression can help students discover their strengths and build the confidence needed to succeed both in and out of the classroom.

Family Success Story: Building Stronger Connections Through Wellness

Family engagement remained one of the program's greatest strengths throughout the year. One particularly meaningful example involved a student who invited her father to participate in the after-school Weight Club. What began as an opportunity to support his daughter quickly developed into a weekly family tradition.

Since early March, the student's father has attended Weight Club every week, exercising alongside his daughter while encouraging not only her, but many other students participating in the program. Together, they have celebrated personal fitness milestones, built healthier habits, and strengthened their relationship through shared experiences.

Their participation reflects the broader purpose of the 21st Century Community Learning Centers program: creating opportunities for families to learn, grow, and succeed together. Beyond improving physical wellness, the program has fostered meaningful family engagement, positive role modeling, and lasting memories that will continue well beyond the school year.

This family's story illustrates how after-school programming can strengthen relationships while creating a welcoming environment where students and families feel connected, supported, and engaged in their school community.

Community Partnership Spotlight: Expanding Opportunities Through Collaboration

Strong community partnerships remain essential to the success of the Cripple Creek-Victor 21st Century Community Learning Centers program. This year, partnerships with Cripple Creek Parks & Recreation and the Missoula Children's Theatre significantly expanded opportunities available to students and families while reducing barriers to participation.

Through the partnership with Cripple Creek Parks & Recreation, students were able to participate in youth sports and recreational programming that many families may not have otherwise been able to afford. Grant funding also helped provide equipment that strengthened local recreation programs while connecting students with positive adult mentors and coaches from the community.

The Missoula Children's Theatre residency offered students from both campuses the opportunity to participate in a professional theatrical production, developing confidence, communication, teamwork, and leadership skills while showcasing their talents before family members and community supporters. Student art showcases and theatre performances created meaningful opportunities for families to celebrate student achievement and strengthen connections between home, school, and the community.

These partnerships demonstrate the value of collaboration in a rural community. By leveraging community resources and expertise, the 21st Century program has expanded learning opportunities, strengthened family engagement, and created experiences that enrich students' lives far beyond the traditional school day.

Continuous Improvement & Ongoing Challenges

The Cripple Creek-Victor School District remains committed to continuously evaluating and improving the quality and effectiveness of its 21st Century Community Learning Centers program. Throughout the 2025–2026 program year, program staff regularly reviewed participation data, attendance trends, stakeholder feedback, and program outcomes to identify opportunities for growth while addressing the unique challenges of serving a small rural district.

One of the most significant challenges continues to be staffing. Recruiting and retaining qualified staff willing to work beyond the regular school day remains difficult due to existing teaching responsibilities,

coaching assignments, family commitments, and the limited workforce available within our rural community. While dedicated staff members consistently support the program, most are only able to commit a limited number of additional hours each week. Finding staff available to provide programming during school breaks, professional development days, and other non-student contact days remains especially challenging. The program has worked to address these limitations by strengthening community partnerships and utilizing parent and community volunteers under the direct supervision of approved program staff.

Student participation at the secondary campus continues to present additional challenges. Many middle and high school students participate in athletics, maintain after-school employment, or have family responsibilities such as caring for younger siblings while parents work. These competing obligations affect both daily attendance and the ability of students to accumulate the 75 hours required to be classified as Regular Student Attendees. To better meet student needs, secondary programming was restructured into shorter monthly club sessions, providing greater flexibility while improving attendance tracking and reporting accuracy.

Family engagement at the secondary level also continues to require additional attention. Although a variety of family events were offered throughout the year, scheduling conflicts related to work schedules, athletics, and transportation affected participation. In addition, attendance documentation for several family events was incomplete, resulting in participation data that likely underrepresents the number of families served. During the coming year, the program will implement improved attendance tracking procedures while expanding family engagement opportunities and continuing to seek event schedules that maximize participation.

The district also recognizes that several participation targets established during the original grant application no longer reflect current enrollment. Declining enrollment over the past five years has resulted in original numeric targets that are no longer attainable despite strong participation rates relative to the current student population. Moving forward, program evaluation will continue to focus on meaningful participation percentages, student outcomes, and continuous improvement strategies that accurately reflect the needs of the district and the students served.

Despite these challenges, the program continues to demonstrate resilience, adaptability, and a strong commitment to providing high-quality opportunities for students and families. Ongoing evaluation, community collaboration, and data-informed decision making will remain central to ensuring that the program continues to grow and effectively serve the Cripple Creek-Victor community.

Conclusion

The 2025–2026 school year demonstrated the continued value of the Cripple Creek-Victor School District's 21st Century Community Learning Centers program in supporting students, families, and the broader community. Through a combination of academic support, enrichment programming, family engagement, and strong community partnerships, the program provided meaningful opportunities that extended learning beyond the traditional school day while helping students build confidence, develop new skills, strengthen relationships, and prepare for future success.

Although the district continues to face challenges common to many rural communities—including declining enrollment, staffing limitations, transportation barriers, student employment, and scheduling

conflicts—the program has remained responsive by adapting offerings to better meet the needs of students and families. Improvements in attendance tracking, flexible club scheduling, expanded community partnerships, and ongoing program evaluation demonstrate the district's commitment to continuous improvement and responsible stewardship of grant resources.

Perhaps the greatest measure of success is not found solely in participation data, but in the stories behind the numbers. Students gained confidence through creative expression, families became more engaged in their children's education, community partnerships expanded opportunities that would otherwise not exist, and caring adults created safe, supportive environments where students could learn, grow, and thrive.

As the program looks toward the future, it will continue to build upon the successes of this year by strengthening family engagement, expanding community partnerships, improving data collection, and refining programming to meet the evolving needs of students. The district is grateful for the continued support of the 21st Century Community Learning Centers grant, which makes these opportunities possible for the students and families of the Cripple Creek-Victor community.