

21ST CENTURY COMMUNITY LEARNING CENTERS

**SCHOOL
COMMUNITY
YOUTH
COLLABORATIVE
2024-25**

END OF YEAR SUMMARY

**MONTEZUMA-
CORTEZ MIDDLE
SCHOOL &
MANCOS SCHOOLS**

Prepared by
**CHRISTINE BRICE-
NELSON**

TABLE OF CONTENTS

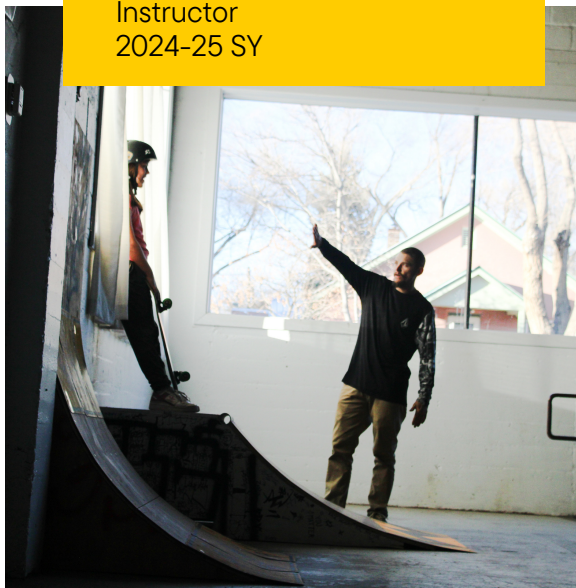
		OVERVIEW	3
		PROGRAM GOALS	4
		PROGRAM ACTIVITIES	5
		MANCOS SCHOOLS	6
OST SURVEY RESULTS	9	MONTEZUMA-CORTEZ MIDDLE SCHOOL	7
PROGRAM LIST	11	EVALUATION	8
TEACHER OBSERVATION RUBRIC AND ASSESSMENTS	13		
PERFORMANCE MEASURE RESULTS	14		
SUMMARY OF PROGRAM EVALUATION AND FINDINGS	17		
CONCLUSION	19		

OVERVIEW

SCHOOL COMMUNITY YOUTH COLLABORATIVE: MANCOS SCHOOLS AND MONTEZUMA-CORTEZ MIDDLE SCHOOL 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

NECO ESCO

Skate Club Program
Instructor
2024-25 SY



The School Community Youth Collaborative (SCYC) operates 21st Century Community Learning Center (21st CCLC) programs at Montezuma-Cortez Middle School (MCMS) and Mancos Schools, supporting students and families through engaging, inclusive, and community-connected out-of-school time (OST) programming. Rooted in SCYC's mission to support youth on their path to healthy adulthood, the 21st CCLC program provides academic enrichment, social-emotional learning, and hands-on enrichment activities before and after school.

SCYC's 21st CCLC program is designed to meet the unique needs of each school community while sharing a commitment to key goals: (1) to increase student participation in safe, supportive OST opportunities; (2) to promote regular attendance and academic growth; and (3) to strengthen family and community engagement. Each site offers a diverse range of student-led clubs and staff-developed enrichment programs, including theatre, musical performance, outdoor education, E-Sports, STEM (such as Coding Club), and hands-on learning experiences like the Garden Explorers program in partnership with the Montezuma School to Farm Project.

During the 2024–25 school year, SCYC exceeded many of its participation targets. The program served 344 unduplicated students at Mancos and 483 at MCMS, with especially strong daily attendance and participation in regular programming at Mancos. In total, 174 students across both sites were regular attendees, reflecting strong engagement and retention. Family engagement also thrived, with 205 family members participating at MCMS and 160 at Mancos, supported through consistent collaboration with school events, dedicated family nights, and responsive outreach. Our success is built on partnerships with school administration, local organizations, and families, as well our flexibility to adapt offerings based on student interests and community needs. Ultimately, SCYC's 21st CCLC programming nurtures student growth, academic achievement, relationship-building, and long-term connections between schools, families, and the broader community.

827

Unduplicated Students Served

174

Regular attendees*

365

Families served

*Students who attended 75 hours or more of programming



PROGRAM GOALS

PROGRAM GOALS

SCYC's 21CCLC sites at both Mancos Schools and MCMS have goals to increase academic performance, support development of social-emotional skills, and foster parents' ability to support their students. Out-of-school time programming can support academic growth and build relationships with teachers and program instructors. Through continued youth and parent input, consistent data collection and learning, as well as teacher support, our program at both MCMS and Mancos Schools is a place where students can grow academically and personally.

PROGRAM ACTIVITIES



Programming at both Montezuma-Cortez Middle School (MCMS) and Mancos Schools plays a vital role in supporting student success and addressing the unique needs of youth in our rural community. These 21st CCLC sites offer consistent, high-quality out-of-school time opportunities that promote academic growth, social-emotional development, and positive youth engagement—particularly for students who face barriers to access due to geography, transportation, or income. In Montezuma County, 22% of youth live in poverty (Kids Count, 2024), and we have one of the highest youth suicide rates in Colorado (CDPHE, 2023). Additionally, nearly 50% of students qualify for free and reduced lunch. Because of the rural nature of our community, our young people experience barriers to access in areas such as transportation, mental health support, technology, and enrichment. In both communities, programming provides a safe and supportive environment during critical out-of-school hours, to foster strong relationships with caring adults, build leadership and life skills, and connect families to their students' learning.

Our area faces high levels of chronic absenteeism, widening student achievement gaps, especially for students from low income families. Lack of structured activities during after school hours increases the risk of youth engaging in unsafe or unhealthy behaviors.

By tailoring programming to meet the specific strengths and challenges of each site, SCYC's 21st CCLC work helps ensure that more students in Montezuma County are equipped to thrive both in and out of the classroom. Our programming aims to provide safe, supportive, and enriching spaces for students in the afterschool space. Academic tutoring and social-emotional learning support student success. We know that engagement in these pro-social activities supports student growth in confidence and increases connection to caring adults and peers.

In addition, the program supports working families by offering a structured and reliable environment for their children during after school hours. Family engagement events help caregivers feel more connected to their child's education and growth. The positive impact is also evident in student academic growth and improved behavior, as shown through student assessment and teacher surveys. Programming is not just an enrichment opportunity—it is a vital part of building student success, community connection, and educational equity.



Youth in Poverty

22%



Chronic Absenteeism

HIGH



free and reduced lunch
students

50%



Programming at Mancos Schools is essential because it fills a critical gap in out-of-school time opportunities for local youth. Mancos is a small, rural town in Montezuma County that lacks a variety of afterschool activities for students, and where the only other available extracurricular options outside of school are limited to sports or occasional programming at the public library. This leaves many students, particularly those who are not athletically inclined or interested, without access to structured, engaging, and supportive environments during the critical hours after school. Our programming fills this gap by ensuring that all students, regardless of background or interest, have access to safe, enriching spaces where they can connect with peers, receive academic support, and build confidence and skills. At Mancos Schools, SCYC provides programming for students in grades K–12, using a club-based model that allows for flexibility and responsiveness.

This model is especially effective at the secondary level, where students can choose the clubs that interest them most, opt in and out based on their schedules, or participate when other extracurriculars like sports are not in season.

Through the 21CCLC program, SCYC provides a diverse array of clubs ranging from Art and Mural Club, Book Club, Coding, Crafting, Dance, Running, Nature, and Rock Band. Our clubs serve Kindergarten through 12th grade, and each individual club serves its own age group of students appropriate to that club. These clubs empower Mancos students to discover new interests, strengthen essential life skills, and build meaningful relationships that support their growth into healthy, capable young adults.

For working families in Mancos, this programming is not just beneficial—it is essential. Without it, parents may be forced to commute to Cortez in search of afterschool options or adjust their work schedules to pick children up at the school day's end or on Fridays when school is not in session. The challenges of finding childcare place unnecessary stress on families and often lead to students spending long hours unsupervised. By offering free, on-site programming that aligns with school dismissal times, SCYC's 21st CCLC program removes barriers and ensures equitable access to youth development opportunities. The club-based approach also allows programming to be tailored each semester to meet the evolving needs and interests of students, further enhancing its accessibility and relevance. It is one of the only dependable, consistent, and accessible options for afterschool enrichment in the community—one that is inclusive, developmentally appropriate, and deeply valued by students and families alike.

“...my parents don't have to make sure I'm safe while they are at work. ”

-Running Club Participant



Adolescence, spanning ages 9 to 25, is a critical period of transition from childhood to adulthood. This stage is marked by significant changes, as youth gradually move from dependence to greater independence and self-reliance. During this time, it is essential to provide developmentally appropriate resources and systems to support their growth. Positive Youth Development (PYD) plays a vital role in this process by focusing on building skills, providing opportunities, and fostering authentic relationships. PYD's strength-based, inclusive approach, actively engages youth as collaborators, helping them reach their full potential. SCYC's programming at MCMS is grounded in the PYD model, offering students opportunities to participate in meaningful activities before school, after school, and on some weekends.

These programs are designed to strengthen connections with trusted adults, including school staff and community partners, in settings outside the traditional classroom. These relationships not only enhance individual growth but also contribute to a safer and more supportive school environment.

Through the 21CCLC program, MCMS provides a diverse array of clubs and activities for students in grades 6-8, including Tutoring (English, Math, Science, and Social Studies), Morning Music, Chess Club, Sewing Club, Workout Club, Skateboard Club, Sources of Strength, and Theatre among others. These clubs empower students to explore their interests, build critical skills, and form connections that will support them on their path to healthy adulthood.

“

My program instructor, Ms. Gabardi, is amazing at what she does. She is so kind, and cares a lot. She has a real passion for theatre, and governs it extremely well. This club has been a safe space for me in many ways. It has allowed me to create fun, new friends that give me support, and, it has served as my happy and safe area for the whole school year.

”

-Theatre participant

EVALUATION

In addition to state required evaluation methods, SCYC administered an end-of-year Out-of-School Time (OST) post-survey to students at both Mancos Schools and MCMS to assess the impact of 21st CCLC programming on youth development. The results indicate strong progress across several key social-emotional and developmental indicators.

A majority of students reported increased self-esteem and self-worth, with 65.85% agreeing with the statement “I believe in myself and my abilities” and 69.14% agreeing that “I like myself for who I am.” In the area of social-emotional skill development, 52.44% of students reported being able to handle their feelings when things are hard, and 65.43% indicated that they think about their choices and the consequences when making decisions—demonstrating gains in emotional regulation and problem-solving. Notably, 86.42% of students reported the ability to recognize when someone is upset or hurt, indicating strong growth in empathy and interpersonal awareness.

The survey also revealed the importance of connection in these programs. An encouraging 85% of youth reported having positive relationships with adults who care about them, while 65% shared that they have positive relationships with peers. These findings reflect the success of SCYC’s Positive Youth Development model in fostering environments that build confidence, resilience, empathy, and meaningful relationships for youth across Montezuma County.

65%

increase in self-esteem and self-worth

52%

increase in social emotional skill development



65%

Gains in emotional regulation

86%

growth in empathy and interpersonal awareness

OUT-OF-SCHOOL-TIME POST-SURVEY RESULTS



CONNECTION OPPORTUNITIES

YOUTH TO CARING ADULTS AND PRO-SOCIAL OPPORTUNITIES

Outcome	Increased Self-Esteem	Increased Self-Esteem
Indicator	Percentage of youths who demonstrate increased self-esteem and self-worth	Number of youths who demonstrate increased self-acceptance and self-worth
	65.85%	69.14%

Outcome	Enhanced Social-Emotional Skills	Enhanced Social-Emotional Skills	Enhanced Social-Emotional Skills
Indicator	Number of youths who demonstrate improved emotional regulation skills	Percentage of youths who report an increase in their problem solving abilities or resilience	Number of youths who exhibit improved empathy and interpersonal skills
	52.44%	65.43%	86.42%

Outcome	Positive Relationships with Caring Adults	Positive Relationships with Caring Adults
Indicator	Number of youths who report having positive relationships with caring adults.	Number of youths who report having positive relationships with their peers
	85%	65%

OUT-OF-SCHOOL-TIME POST-SURVEY RESULTS



CONNECTION OPPORTUNITIES

YOUTH TO CARING ADULTS AND PRO-SOCIAL OPPORTUNITIES

Outcome	Minimized Unhealthy Behaviors	Minimized Unhealthy Behaviors
Indicator	Decrease in frequency or severity of negative behaviors	Percentage of youths who demonstrate improved decision-making skills and healthy behaviors
	73.08%	72.50%



POSITIVE YOUTH DEVELOPMENT

THEIR VOICES ARE HEARD AND THEY FEEL INCLUDED IN THE DECISIONS THAT IMPACT THEM

Outcome	Increased Youth Empowerment	Enhanced Sense of Inclusion and Belonging
Indicator	Number of youths who participate in the decision making process	Percentage of youths who feel a sense of belonging and acceptance within their community or organization
	73.4%	82.98%

MCMS PROGRAMS PROVIDED BY 21CCLC AND SCYC

Tutoring (English, Math, Science, Social Studies)

Art Club

Morning Music

Board Games/Chess Club

Sewing Club

Workout Club

Skateboard Club

Sources of Strength

Theatre

E-Sports

Indigenous Culture Club

Volleyball

Yearbook

Family Afterschool and Community Engagement

Youth Leadership

Summer School

Summer River Camp

PM 1: Core Academics

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 2: Essential Skills/Educational Enrichment

PM 3: Family Engagement

PM 2: Essential Skills/Educational Enrichment

PM1: Core Academics

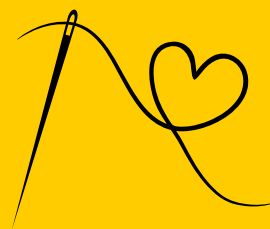
PM 2: Essential Skills/Educational Enrichment



Theatre



Tutoring



Sewing



Family Engagement

MANCOS PROGRAMS PROVIDED BY 21CCLC AND SCYC

Art Honors
Book Club
Brainiac Bunch
Coding Club
Crafting Club
Dance
E-Sports
Family Afterschool & Family Engagement Nights
Friday Field Trips
Game Time
Garden Explorers
Homework Help (Core Subjects)
Imagination Workshop
Jumping Jays
Morning Library
Mural Club
Musical Theatre
Nature Club
Rock Band
Running Club
Volleyball
Summer Theatre
Summer Coding
Summer Friday Fun Days

PM 2: Essential Skills/Educational Enrichment
PM 1: Core Academics
PM 1: Core Academics
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 3: Family Engagement
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 1: Core Academics
PM 1: Core Academics
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 2: Essential Skills/Educational Enrichment
PM 1: Core Academics
PM 2: Essential Skills/Educational Enrichment



Morning
Library



Volleyball



Running Club



Coding Club

TEACHER OBSERVATION RUBRIC AND ASSESSMENTS

The teacher observation rubric is administered annually to assess the social-emotional growth of students who regularly participate in 21st CCLC programming—defined as those attending 75 hours or more throughout the school year. This rubric is completed by students' core subject or homeroom teachers, who are well-positioned to observe behavioral and emotional changes over time. This year's results indicate that regular attendees at both MCMS and Mancos Schools showed meaningful progress in key areas such as self-awareness, self-management, social awareness, and responsible decision-making. These findings reflect the positive impact of consistent participation in out-of-school time programming and underscore the importance of sustained engagement to support student growth beyond academics.

MANCOS SCHOOLS

Teachers at Mancos Schools observed consistent growth in students' social-emotional learning throughout the school year. Specifically:

- **71.83%** of students demonstrated improved **self-awareness**, showing a stronger understanding of their emotions, strengths, and challenges.
- **63.38%** showed growth in **self-management**, indicating better emotional regulation and behavior control.
- **69.01%** exhibited increased **social awareness**, including empathy and understanding of others.
- **61.97%** demonstrated growth in **responsible decision-making**, reflecting better judgment and consideration of consequences.

These results reflect the positive impact of SCYC's 21st CCLC programming on students' development of foundational social-emotional skills.

MONTEZUMA-CORTEZ MIDDLE SCHOOL

Teachers at Montezuma-Cortez Middle School (MCMS) reported strong growth in students' social-emotional development over the school year as a result of participation in 21st CCLC programming. Specifically:

- **91.55%** of students demonstrated increased **self-awareness**, indicating a deeper understanding of their thoughts, emotions, and behaviors.
- **78.87%** showed improvement in **self-management**, reflecting better emotional regulation and goal-setting skills.
- **84.51%** exhibited growth in **social awareness**, including empathy and respect for others.
- **78.87%** demonstrated enhanced **responsible decision-making**, showing improved judgment and problem-solving abilities.

These outcomes highlight the program's effectiveness in supporting middle school youth as they build essential social-emotional competencies.

RESULTS

PERFORMANCE MEASURE 1: CORE ACADEMIC GROWTH

Mancos: 66% of regular attendees will demonstrate growth in Math or ELA (NWEA MAP).

MCMS: 66% of regular attendees will demonstrate growth in Math or Literacy (STAR assessment)



SEWING CLUB

MCMS
2024-25 SY

100%

Mancos students showed growth in Math or reading

128

Regular attendees* were assessed

94%

MCMS students showed growth in Math or Reading

RESULTS

MANCOS

100% (65/65) of students assessed showed growth in Math or Reading.

MCMS

94% (59/63) of students assessed showed growth in Math or Reading.

MEASUREMENT AND METHOD

Students were assessed using fall-to-spring scores from NWEA MAP (Mancos) and STAR (MCMS) Tests.

- At Mancos, 71 regular attendees were identified; 65 were included in the final analysis. The remaining 6 either didn't take the test or were juniors/seniors not required to test.
- At MCMS, 72 regular attendees were identified; 63 had both fall and spring STAR scores available.

INTERPRETATION

Both sites exceeded the 66% goal, demonstrating strong academic growth among regular attendees. High attendance, consistent programming, and a focus on engaging, hands-on enrichment contributed to this academic success.

*Students who attended 75 hours or more of programming

RESULTS

PERFORMANCE MEASURE 2: ESSENTIAL SKILLS

75% of regular attendees will show at least one level of growth in collaboration and communication skills (relationships skills) on the Teacher Observation Rubric from fall to spring.

RESULTS

MANCOS

89% (48/54) of students who needed improvement demonstrated growth.

MCMS

87% (59/68) of students who needed improvement demonstrated growth.

MEASUREMENT AND METHOD

Teachers completed fall and spring Teacher Observation Rubric Assessments for all regular attendees, based on CASEL's (Collaborative for Academic and Social Emotional Learning) framework.

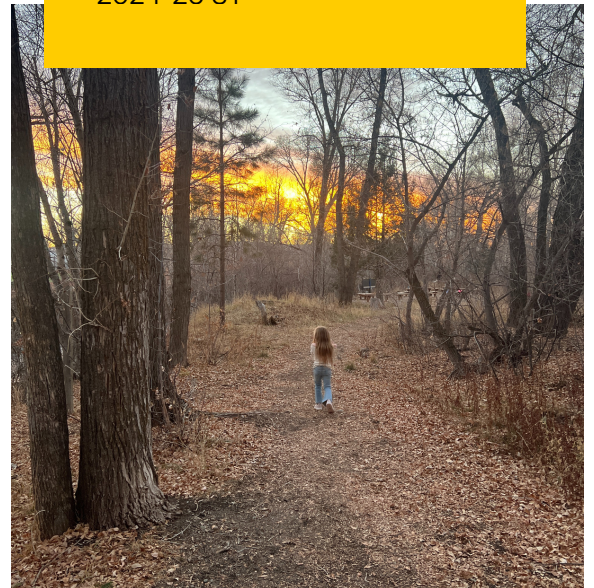
- Mancos: 71 regular attendees were assessed; 54 were identified as needing improvement in relationship skills.
- MCMS: 71 students were assessed; 68 were identified as needing improvement.

INTERPRETATION

Both sites exceeded the 75% growth goal. This growth reflects the impact of relationship-rich programming, strong staff-student connections, and consistency in youth engagement strategies.

NATURE CLUB

Mancos Elementary School
2024-25 SY



89%

Mancos students who needed improvement demonstrated growth

142

Regular attendees* were assessed

87%

MCMS students who needed improvement demonstrated growth

*Students who attended 75 hours or more of programming

RESULTS

PERFORMANCE MEASURE 3: FAMILY ENGAGEMENT

80% of parents/caregivers who attend at least one family engagement session will report increased capacity to support their student's learning.



MANCOS SUMMER PROGRAM

Theatre 2025 Summer
Shadow Puppets with Ms. Desiree,
Mancos Site Coordinator
2024-25 SY

RESULTS

MANCOS

100% (27/27) of surveyed participants reported increased capacity.

MCMS

97% (72/74) reported increased capacity.

MEASUREMENT AND METHOD

Family members completed a one-question self-assessment survey at the conclusion of engagement sessions.

101 responses were collected across events at both sites.

INTERPRETATION

This measure was exceeded at both sites, indicating that family engagement efforts—especially those coordinated with school-wide events—are meaningful and impactful. Parents appreciated opportunities to see student work, interact with staff, and participate in simple take-home activities.

SUMMARY OF PROGRAM EVALUATION FINDINGS

SCYC's 21st CCLC programs at Mancos Schools and Montezuma-Cortez Middle School (MCMS) made strong progress toward key state performance measures, participation goals, and continuous improvement in the 2024–25 program year.

PROGRESS TOWARDS STATE PERFORMANCE MEASURES

All three state performance measures—Academic Growth, Essential Skills, and Family Engagement—were exceeded across both sites:

- Academic Growth: 100% of Mancos regular attendees and 94% of MCMS regular attendees showed growth in either math or reading, as measured by NWEA MAP (Mancos) and STAR (MCMS) fall-to-spring assessments.
- Essential Skills: 89% of Mancos and 87% of MCMS regular attendees demonstrated growth in relationship skills (communication and collaboration), as measured by the Teacher Observation Rubric.
- Family Engagement: 98% of family members surveyed reported increased capacity to support their student's learning following family engagement events.

PARTICIPATION TARGETS

SCYC met or exceeded almost all participation targets. Mancos surpassed goals for unduplicated student participation (101%) and regular attendees (170%), with particularly strong morning attendance driving high Average Daily Attendance (ADA). MCMS also exceeded targets for unduplicated student participation (121%) and ADA (114%), and regular attendees (106 total 125%). Family engagement goals were also met or exceeded at MCMS (205%) and showed strong progress at Mancos (80%).

TEACHER SURVEY RESULTS

Evaluation findings from the teacher assessment highlight the positive impact of consistent participation in 21st CCLC programming on students' social-emotional development. Teachers observed notable growth among regular attendees, particularly in self-awareness, social awareness, and responsible decision-making—core competencies that support both academic success and personal well-being. The data underscores the value of out-of-school time programs in fostering essential life skills and creating environments where students can thrive. These outcomes reinforce the importance of continued investment in programming that supports the whole child, especially in rural communities where access to these opportunities is otherwise limited.



YEARBOOK

Montezuma-Cortez Middle School
Robyne Cote, Yearbook Program
Instructor and participants.
2024-25 SY

SUMMARY OF PROGRAM EVALUATION FINDINGS

PROGRAM SUCCESSES

Successes this year included high levels of student engagement in enrichment programs, strong family event turnout—particularly at MCMS—and strong academic growth across both sites. Programs such as Garden Explorers and Theatre helped foster belonging, student voice, and inter-grade friendships. The addition of an Assistant Site Coordinator at MCMS this year was especially effective, as the close partnership increased our capacity at the school.

Successes include: club based model, support for working families, youth voice and choice, strong relationships with school staff, and evidence of social-emotional growth. Our club based model serves both elementary and secondary students, and it offers flexibility and responsiveness to student interests. This format promotes consistent engagement by allowing students to attend the clubs that excite them—whether its art, E-sports, coding, theatre, or running—making participation more meaningful and student-driven. Close collaboration with school-day staff, and staff members who work both for SCYC and the schools, has strengthened the continuity of support for students. This alignment improves communication and reinforces shared goals for student success. Teacher assessments show that regular attendees are demonstrating growth in social-emotional areas, including self-awareness, self-management, and responsible decision making. These gains are reflective of our program's safe, supportive, and skill-building environment.

PROGRAM CHALLENGES

While the 21st CCLC program at Mancos Schools has seen many successes, it also faces several challenges. Staffing continues to be a primary difficulty, particularly in a small rural community with a limited hiring pool. Recruiting and retaining qualified staff for afterschool hours is especially tough, as many educators are already stretched thin with their school-day responsibilities. Additionally, space availability and last-minute changes created staffing and scheduling difficulties. In both cases, our response strategies focused on strengthening school-level relationships and proactive planning to adapt to constraints while maintaining high-quality programming. Additionally, sustaining high levels of engagement among secondary students during peak seasons for sports and other extracurriculars can be difficult, as youth often have competing time commitments. The rural setting also means that families may face transportation limitations, and some students are unable to stay after school even when they want to participate. Despite these challenges, the Mancos team remains adaptable and student-focused, working closely with school partners to maintain consistent programming and seek creative solutions that keep students connected. At MCMS transportation challenges caused by district-level staffing shortages occasionally led to late buses and long evenings for our staff. Additionally, approval delays for survey distribution and ongoing communication barriers with the district office is challenging.

SCHOOL COMMUNITY YOUTH COLLABORATIVE



827

Unduplicated
Students Served



TWO

Unique 21CCLC
Sites



174

Regular Attendees



CONCLUSION

The 2024–2025 program year for the School Community Youth Collaborative (SCYC) 21st Century Community Learning Centers (21st CCLC) at Mancos Schools and MCMS reflects a year of exceptional growth, achievement, and community impact. Through a strong commitment to equity, youth empowerment, academic support, and community partnerships, SCYC has demonstrated how high-quality out-of-school time (OST) programming can be a vital resource for students and families in rural communities.

.Across both sites, SCYC not only met but exceeded key performance measures set forth by 21st CCLC. Academic growth outcomes were outstanding, with 100% of regularly attending Mancos students and 94% of MCMS students showing improvement in reading or math based on school-wide assessments. Essential skill development also saw robust gains, with 89% of Mancos and 87% of MCMS students demonstrating growth in collaboration and communication, according to teacher evaluations grounded in the CASEL framework.

SUMMARY OF PROGRAM EVALUATION FINDINGS

CONCLUSION

Student voice and empowerment were central to the programming model, and survey results reinforced the positive impact: 85% of students reported having caring adult relationships, 86% demonstrated empathy growth, and over 73% reported feeling empowered and included in decisions that impact them. These outcomes highlight the success of SCYC's Positive Youth Development approach, which prioritizes student agency, relationship-building, and holistic growth.

Program participation goals were met or exceeded at both schools, with Mancos achieving particularly high marks for regular attendance and average daily attendance. MCMS also demonstrated strong reach and participation, although minor challenges in transportation and district-level coordination occasionally affected consistency. Nevertheless, both sites remained agile and responsive, leveraging strong school-level partnerships to adapt and deliver high-quality programming despite logistical barriers.

Key program successes included student-informed clubs, dynamic enrichment offerings (Theatre, music, running, crafting, coding, dance, E-sports... and more!), and a flexible, relationship-based staffing model that helped meet diverse student needs. These successes were bolstered by thoughtful data collection, responsive program design, and deep engagement with the broader school community. Challenges—such as transportation limitations, facility constraints, and occasional communication hurdles—did not hinder the program's overall impact. Rather, they underscored the importance of collaboration, proactive problem-solving, and sustained investment in youth-serving infrastructure.

In conclusion, SCYC's 21st CCLC programming in Mancos and at MCMS continues to be an essential resource for supporting academic achievement, fostering emotional well-being, and building community resilience. As the program moves forward, it is well-positioned to deepen its impact through continued collaboration, intentional growth, and an unwavering commitment to youth development. SCYC's work stands as a powerful example of how place-based, youth-centered programming can impact the lives of students, families, and entire school communities.



MUSICAL THEATRE

Mancos Musical Theatre Club
Pirates! The Musical with Ms. Desiree,
Mancos Site Coordinator and Mr.
Saletta, Program Instructor
2024-25 SY

