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School Bullying Prevention and Education Grant
2026 Annual Report

Submitted to:
Colorado State Board of Education and House and Senate Education Committees of the Colorado General Assembly

By:
The Colorado Department of Education

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Office of Learning Supports, Teaching and Learning Unit
201 E. Colfax Ave. Denver, CO 80203
Collins_A@cde.state.co.us
Brown_Kristen@cde.state.co.us

Table of Contents

Executive Summary 3

Introduction 4

Grant Implementation 5

- Grant Activities 5
- Current Grantees 6

Grant Outcomes 15

- Evidence-Based Bullying Prevention Best Practices 15
- Prevalence of Bullying 18
- Outcome Data in Context 21

Conclusion 24

Executive Summary

The School Bullying Prevention and Education Grant (BPEG) program, administered by the Colorado Department of Education, marks its 10th year of supporting schools in implementing comprehensive, evidence-based approaches to bullying prevention. Since its inception, the program has reached nearly 250 schools and approximately 40,000 students annually, providing funding, training, and coaching to build sustainable, system-wide prevention efforts.

The BPEG program demonstrated strong, measurable impact during the 2024-25 school year, supporting 106 schools across 15 local education agencies and reaching nearly 50,000 students statewide. Schools implemented a comprehensive, research-aligned framework grounded in the five core components of effective bullying prevention, driving consistent and meaningful progress.

Program data highlight substantial gains in implementation across all cohorts. Schools continuing from Cohort 2 to Cohort 3 increased their implementation by an average of 27 percent, while new Cohort 3 grantees achieved an even more impressive 44 percent increase over the grant cycle. Cohort 4 schools showed the largest gains, with a remarkable 73 percent increase in implementation in just one year - demonstrating rapid adoption of best practices.

These improvements are matched by encouraging student outcomes. BPEG schools reported clear reductions in both bullying experiences and witnessing bullying. Among new Cohort 3 grantees, reported bullying decreased from 26 percent to 22 percent, while witnessing rates dropped significantly from 43 percent to 35 percent. Continuing grantees also showed renewed progress, reversing earlier post-pandemic increases.

Importantly, these positive trends stand out against statewide patterns. While bullying incidents and reporting have continued to rise across Colorado, BPEG schools are moving in the opposite direction - successfully reducing bullying and improving school climate. This contrast underscores the effectiveness of the BPEG approach and its meaningful impact on students and school communities.

Introduction

Administered by the Colorado Department of Education (CDE), the BPEG program has provided training and coaching to a total of 245 Colorado schools to reduce bullying for over 40,000 students each year since 2016. Nearly $20 million has been distributed during that time for the following authorized uses:

- Implement evidence-based best practices for preventing bullying;
- Ensure sustainability of the bullying prevention efforts over time;
- Include families and the community in bullying prevention efforts;
- Include student leadership and voice in bullying prevention efforts;
- Review and revise policies concerning bullying education and prevention;
- Survey students on their experiences with bullying; and
- Determine the degree to which evidence-based best practices are implemented with fidelity.

The end of fiscal year 2026 marks the completion of four full cohorts of BPEG program grantees. Now in its final year, Cohort 4 includes a smaller group of schools, as its funding became available following a Cohort 3 grantee's decision to withdraw from the grant. Table 1 shows the demographic data for the 2024-25 school year, which is the most recent outcome and fidelity data available presented in this legislative report. There are a total of 49,850 students in schools being served by the BPEG program during the 2024-25 school year. Cohort 3 consists of 10 Local Education Agencies (LEAs) including one Board of Cooperative Educational Services (BOCES) and the Charter School Institute (CSI). A total of 99 schools are represented in Cohort 3. Cohort 4 has five local education agencies (LEAs), including CSI, seven schools, and three educational regions across the state.

Table 1: Description of 2024-25 Program Cohorts

Descriptor	Cohort 3 (2022-25)	Cohort 4 (2023-26)	Total
LEAs	**10**	**5**	**15**
School Districts	8	4	12
BOCES	**1**	**0**	**1**
Charter School Institute	0	1	1
Charter Schools	**2**	**2**	**4**
Total Schools	99	7	106
Regions	**5**	**3**	**8**
Students Supported per Year	48,442	1,408	49,850

Grant Implementation

Grant Activities

Grantees engage in a wide range of activities through participation in the BPEG program. To support consistent implementation of evidence-based strategies and to help organize this work, grantees complete the BPEG self-assessment annually. The self-assessment outlines a comprehensive set of best practices aligned to the five core components of the BPEG program:

(1) Positive School Climate

(2) Evidence-based Practices

(3) Data-based Decision Making

(4) Family, School, and Community Partnerships (FSCP)

(5) Policy

More information on the five core components, including how they were selected and what they look like in practice, can be found in the BPEG Practice Profiles. BPEG program grantees implement concrete bullying prevention activities aligned with the five core components. For example, when a grantee holds bullying prevention workshops on the weekends and in the community, this reflects a best practice within the family, school, and community partnerships component. Similarly, efforts such as reviewing and updating a school or district handbook to ensure alignment with CDE's Bullying Prevention and Education Model Policy represent activities within the policy component. A full listing of the best practices associated with each core component is available in the BPEG self-assessment.

Technical assistance for the BPEG program is provided by the Statewide Bullying Prevention Manager at CDE. This support includes training and coaching for BPEG implementation coaches. These coaches are school or district staff members responsible for carrying out grant activities at the local level. Technical assistance includes quarterly bullying prevention trainings, monthly check-ins with implementation coaches, and access to asynchronous online learning opportunities. Additional supports designed to guide implementation coaches through the grant requirements include a month-by-month implementation guide, templates for required annual reports, and a year-at-a-glance resource that summarizes key timelines and deliverables for the grant program.

"We had the opportunity to build and host culture nights…where families represent their home country with artifacts and food…It gives an opportunity for community connection and supports building an inclusive environment."

Charter School Grantee

Current Grantees

During the 2024-25 school year, there were two cohorts in the BPEG program: Cohort 3 (2022-2025) and Cohort 4 (2023-26). The opportunity for a concurrent cohort of grantees came in 2023 after a Cohort 3 grantee withdrew from the grant. This provided a small amount of funding available for schools to create a fourth cohort. Each grantee is required to submit reports annually to CDE by June 30. Legislative reports for the BPEG program are published annually in May. Due to this fact, the fidelity and outcome data shared in this year's legislative report are from the 2024-25 school year. During the 2024-25 school year, Cohort 3 (2022-25) of the BPEG program was completing the final year in its three-year grant cycle. Cohort 4 was completing its second year in the BPEG program, and Cohort 5 applicants were completing a baseline student survey in the spring of 2025. Due to Cohort 5 grantees not being formally accepted into the grant until the 2025-26 school year, their data will be shared in next year's legislative report.



The Office of Learning Supports at the CDE selects schools to join the BPEG program using a competitive grant process. Additional priority points are available to applicants based on several factors including their rural status and the percentage of students qualifying for free-and-reduced lunch. Each grantee is eligible to receive a maximum of $35,000 per school, per year with a cap of $280,000 per year for each application. Due to the unique funding source for Cohort 4 and in an effort to provide bullying prevention support to more schools across Colorado, schools in Cohort 4 and Cohort 5 were able to participate in the BPEG program in one of two ways. First, applicants could apply to be a traditional grantee wherein they would complete all the required components of the grant program. Alternatively, schools and districts could apply to be a "student survey grantee." These grantees received a smaller amount of funding that focuses specifically on building readiness at their site by completing the student survey requirement of the BPEG program.

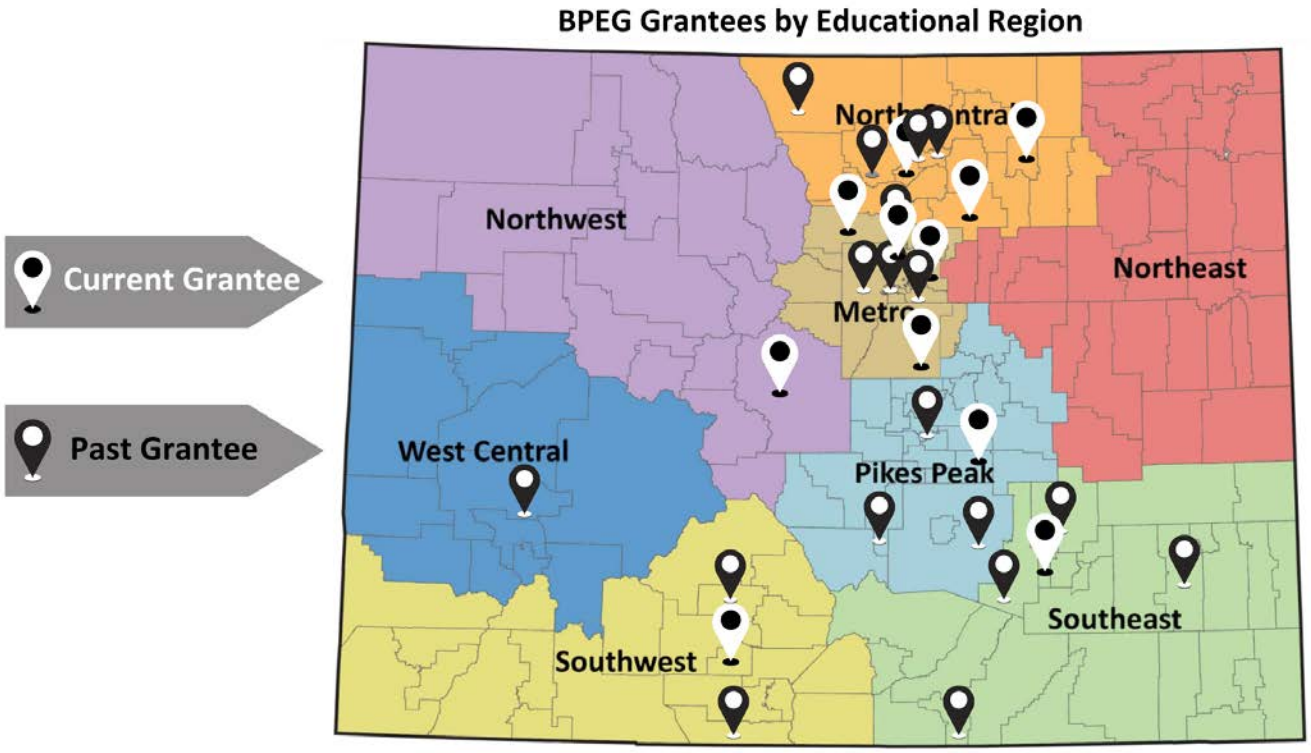
The student survey grantee option offers multiple benefits to participating schools, including access to ongoing technical assistance from CDE, the collection of more comprehensive data to inform future BPEG program applications, and the opportunity to earn additional priority points on subsequent BPEG applications. In Cohort 4, one district is participating as a student survey grantee, representing two schools. During the 2024-25 school year, a total of 15 grantees participated in the program, representing 106 schools statewide. Table 2 summarizes the funding allocated to each grantee for the 2024-25 school year. Overall, $1,853,216 was distributed through the program, with an average award of $123,548 per LEA.

Table 2: Funding for Grantees/LEAs in 2024-25

Grantee/LEA	2024-25 Funding
Cohort 3	
Adams-Arapahoe School District 28J (APS)	**$153,900**
Boulder Valley School District RE-2	$279,839
Denver Public Schools (DPS)	**$280,000**
Douglas County RE-1 - Hope Online Academy	$70,000
DPS - Highline Academy Schools	**$70,000**
DPS - Omar D. Blair Charter School	$35,000
Hanover School District 28	**$70,000**
Johnstown-Milliken School District RE-5J	$175,000
Mapleton School District 1	**$263,476**
Monte Vista School District C-8	$70,005
South Central BOCES	**$245,000**
Cohort 4	
Lochbuie Elementary School	**$35,000**
Park County RE-2	$69,996
Weld County School District RE-3J	**$35,000**
Weldon Valley School District RE-20J*	$1,000
Total	**$1,853,216**
Average Per Grantee	**$123,548**

Current and past BPEG program grantees are represented with markers in the map of Colorado seen in Figure 1.

Figure 1: Location of Current and Past BPEG Program Grantees



Appendix A shows the BPEG program LEAs, schools, and number of students enrolled at each for the 2024-25 school year. Student demographic information for schools participating in the BPEG program is presented in Table 3. For the 2024-25 school year, 51 percent of students enrolled in BPEG program schools identified as male, 49 percent identified as female, and less than 1 percent of students identified as non-binary. White students represent the largest racial or ethnic group within BPEG program schools at 49 percent, followed by students identifying as Hispanic or Latino at 39 percent. Each of the remaining race or ethnicity categories accounted for less than 10 percent of total enrollment. After several years of gradual increases in the proportion of students qualifying for free-and-reduced lunch in BPEG program schools, this percentage declined to 44 percent for the 2024-25 school year.

Table 3: Demographics of Students across BPEG Program Schools for the 2024-25 School Year

Descriptor	Number	Percentage	State Average
Gender			
Female	24,123	49%	49%
Male	25,454	51%	51%
Non-Binary	84	<1%	<1%
Race/Ethnicity			
American Indian or Alaskan Native	161	<1%	1%
Asian	2,083	4%	3%
Black or African American	2,128	4%	5%
Hispanic or Latino	19,232	39%	36%
White	23,084	46%	49%
Native Hawaiian or Other Pacific Islander	257	1%	<1%
Two or More Races	2,716	5%	5%
Free-and-Reduced Lunch			
Free Lunch	19,168	39%	39%
Reduced Lunch	2,515	5%	5%
Paid Lunch	23,293	47%	45%

Grant Outcomes

Evidence-Based Bullying Prevention Best Practices

The BPEG program collects outcome data related to both fidelity of implementation and reductions in bullying for each participating school. Fidelity of implementation is assessed using the BPEG self-assessment. The 2024-25 school year represents the second year in which data from the revised BPEG self-assessment has been available. This updated self-assessment is grounded in research and is aligned to the five core components of the BPEG program, as outlined in the program's practice profiles.

As part of the BPEG self-assessment process, schools assign self-reported ratings for each item using a three-point scale ranging from 0 to 2. A score of 0 indicates that a practice is "not in place," a score of 1 reflects that it is "partially in place," and a score of 2 signifies that it is "fully in place."



Cohort 3 grantees consist of both new grantees and continuing grantees. New grantees are defined as schools or districts that entered Cohort 3 without prior participation in the BPEG program. Continuing grantees are those that joined Cohort 3 after participating in Cohort 2. Because continuing Cohort 3 grantees have an additional three years of implementation experience, outcome analyses are reported separately for new and continuing grantees to support more meaningful comparisons.

Figure 2 shows the percentage of overall possible points earned on the BPEG self-assessment over time for continuing grantees, broken down by the core components of the grant program. The results show that there are mixed results across the core components of the BPEG program, but overall, continuing grantees improved their total scores from the previous year. Since the start of the BPEG program, Cohort 3 continuing grantees increased their implementation of bullying prevention best practices by an average of 27 percent. The component with the largest increase in possible points earned on the BPEG self-assessment was the Family School Community Partnership (FSCP) component with an increase of 55 percent.

New grantees in Cohort 3 saw even greater increases in their implementation of bullying prevention best practices as measured by the BPEG self-assessment as demonstrated in Figure 3. This may be due to the fact that they had more room for growth compared to continuing grantees since new grantees had not implemented any bullying prevention best practices prior to joining Cohort 3. Overall, since the beginning of the grant cycle, new grantees reported a 44 percent increase, on average, in possible points earned on the BPEG self-assessment. The most significant growth from the first year of the grant was in data-based decision making. In 2022-23, the percentage of possible points earned was an average of 35 percent on this component. In 2024-25, the percentage of possible points earned jumped to 74 percent. This means that new grantees more than doubled their implementation of data-based decision making during the grant cycle.

Please note the following acronyms for Figures 2, 3, and 4: FSCP: Family, school, and community partnerships; DBDM: data-based decision making; EBP: evidence-based practices; PSC: positive school climate.

Figure 2: BPEG Program Self-Assessment Scores for Cohort 3 Continuing Grantee Schools

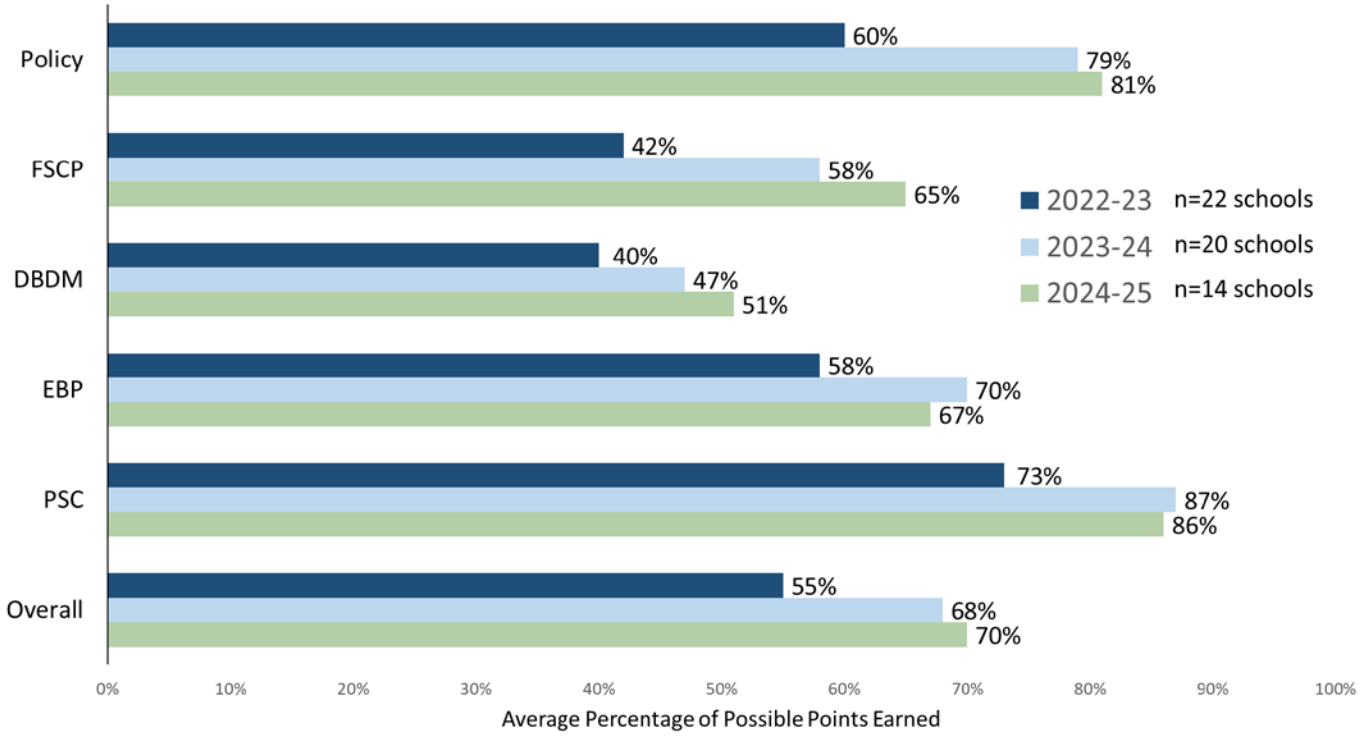
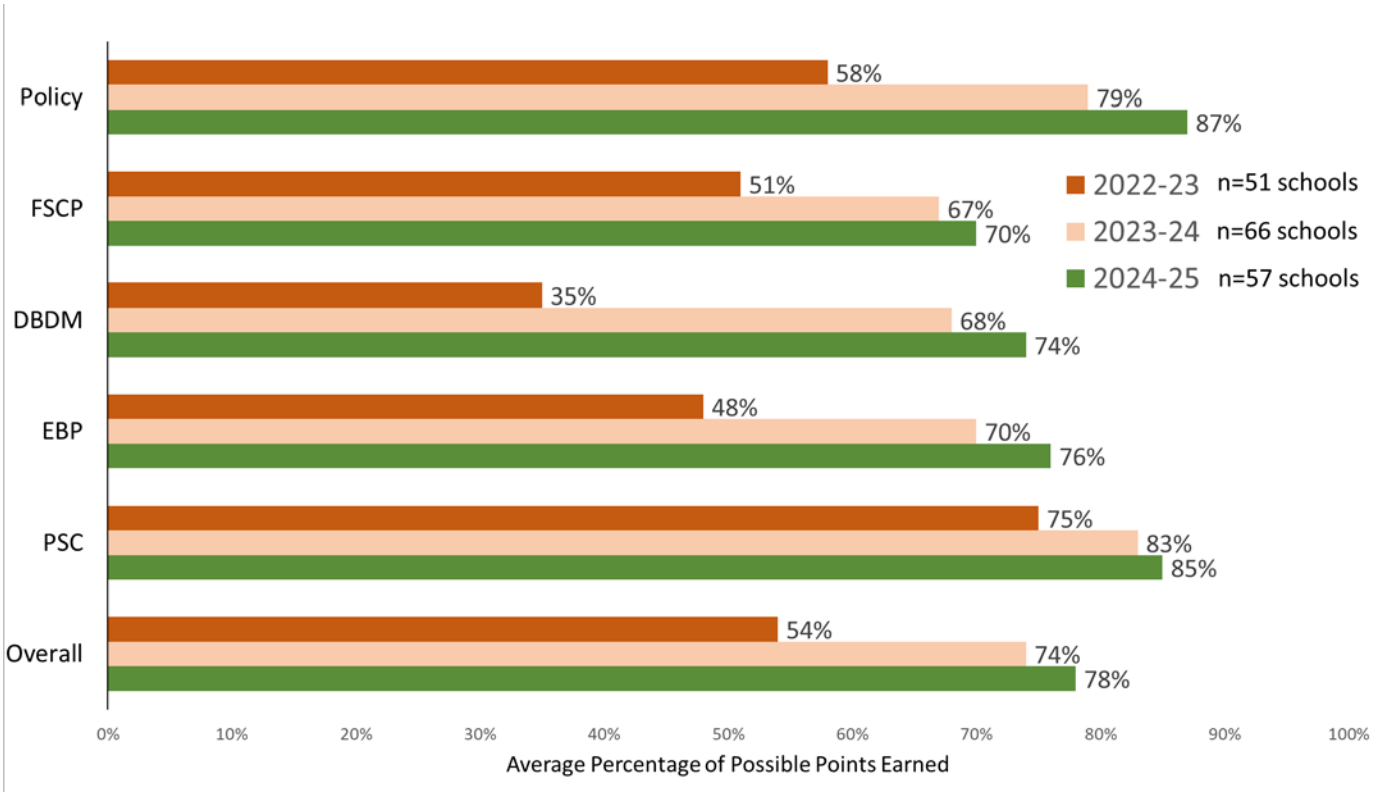


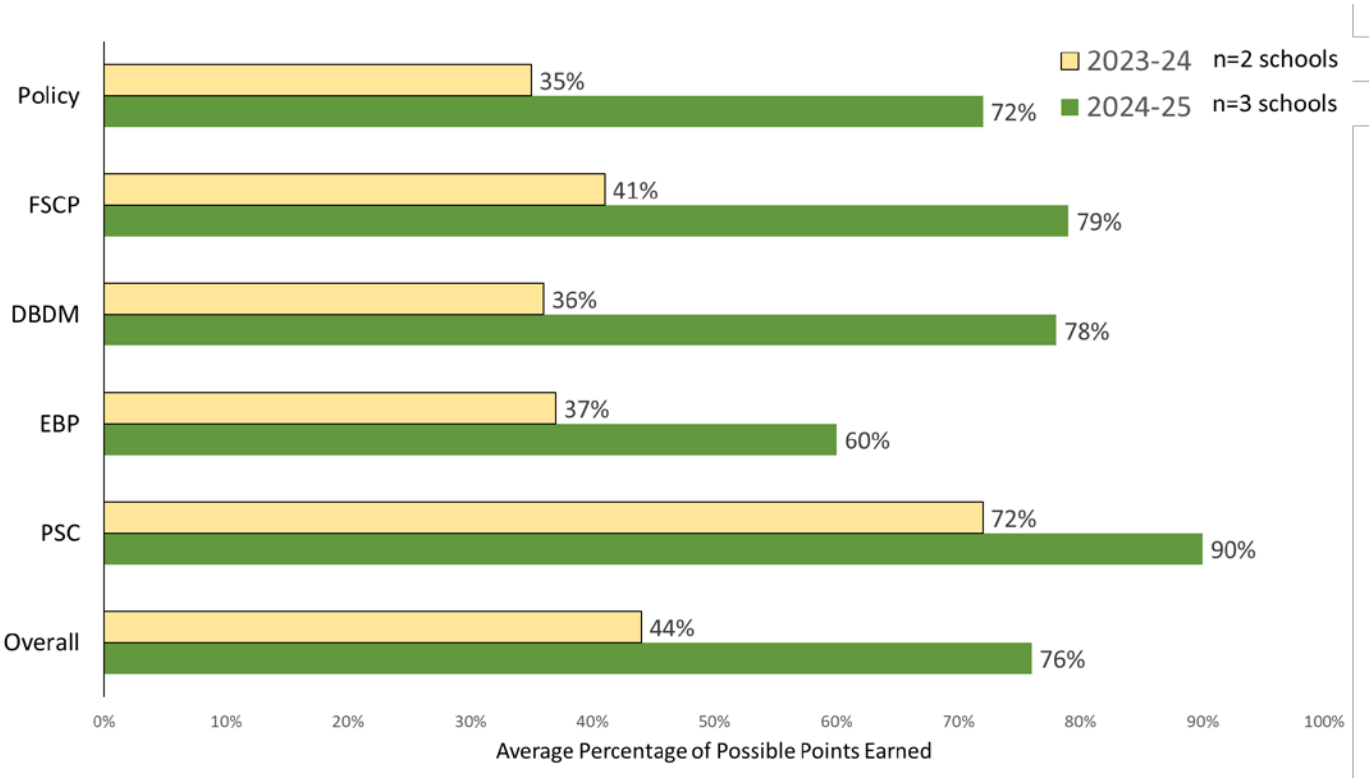
Figure 3: BPEG Program Self-Assessment Scores for Cohort 3 New Grantee Schools



This is the second year that fidelity data are available for Cohort 4 schools. Only traditional BPEG program grantees are required to complete the BPEG self-assessment. Figure 4 shows that there was an overall increase in the possible points earned from the previous year. In the 2023-24 school year, Cohort 4 grantee schools earned an average of 44 percent of the possible points and in the 2024-25 school year, they improved to earning an average of 76 percent of possible points. This represents an overall 73 percent increase. Several areas of the BPEG self-assessment saw significant increases including data-based decision making, FSCP and policy.

The data from all three groups of BPEG program grantees demonstrate that the BPEG program increases the implementation of bullying prevention best practices in schools.

Figure 4: BPEG Program Self-Assessment Scores for Cohort 4 Grantee Schools



Prevalence of Bullying

Grantees submit data for the BPEG program on June 30 of each year. This means that data are now available for the entirety of Cohort 3 (2022-25) and three years for Cohort 4 (2023-26).

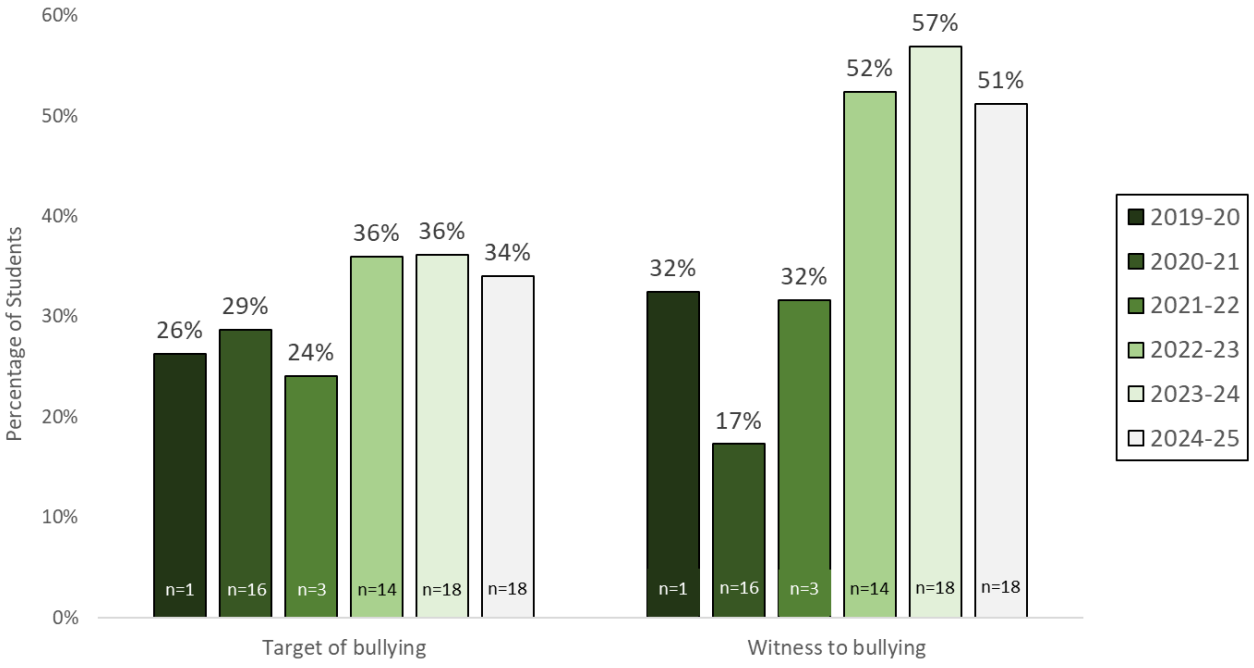
BPEG program schools administer annual student surveys each spring to gather information on students' experiences as both targets of bullying and witnesses to bullying. As per State Board of Education rules, each grantee is able to administer the annual student survey in a method that they deem appropriate given their unique context. These data are reported to CDE at the school level and are subsequently analyzed to assess the effectiveness of the BPEG program in reducing bullying behaviors. Cohort 3 continuing grantees have administered these survey questions since their initial year of participation in the grant during the 2019-20 school year. Multiple contextual factors have influenced the data collected over time. Most notably, widespread school closures during the COVID-19 pandemic disrupted survey administration in the first year, resulting in available data from only one school. An additional consideration is that most Cohort 3 continuing grantee

schools are located within a single district. As a result, shifts in bullying rates within that district are reflected in the overall trends observed for Cohort 3 continuing grantees.

Figure 5 displays the average percentage of students in Cohort 3 continuing grantee schools who report being targets of bullying and witnesses to bullying. While student-reported bullying rates remained relatively lower during the first three years of the grant, there was a noticeable increase during the 2022-23 school year. These elevated levels continued during the 2023-24 school year; however, for the 2024-25 school year, rates of both experiencing and witnessing bullying dropped. The elevated rates of bullying may be due to the return to a consistent academic schedule after the COVID-19 pandemic when many students experienced significant stressors.

There are similar trends found for Cohort 3 new grantees. Figure 6 shows that over the first two years of the grant, 26 percent of students in Cohort 3 new grantee schools reported being the target of bullying with witnessing rates staying static at 43 percent. Both of these averages were reduced in the final year of the grant cycle. Rates of experiencing bullying dropped to 22 percent and rates of witnessing bullying dropped to 35 percent. The total number of schools reporting data was consistently above 65 suggesting that these results are representative of Cohort 3 new grantees overall.

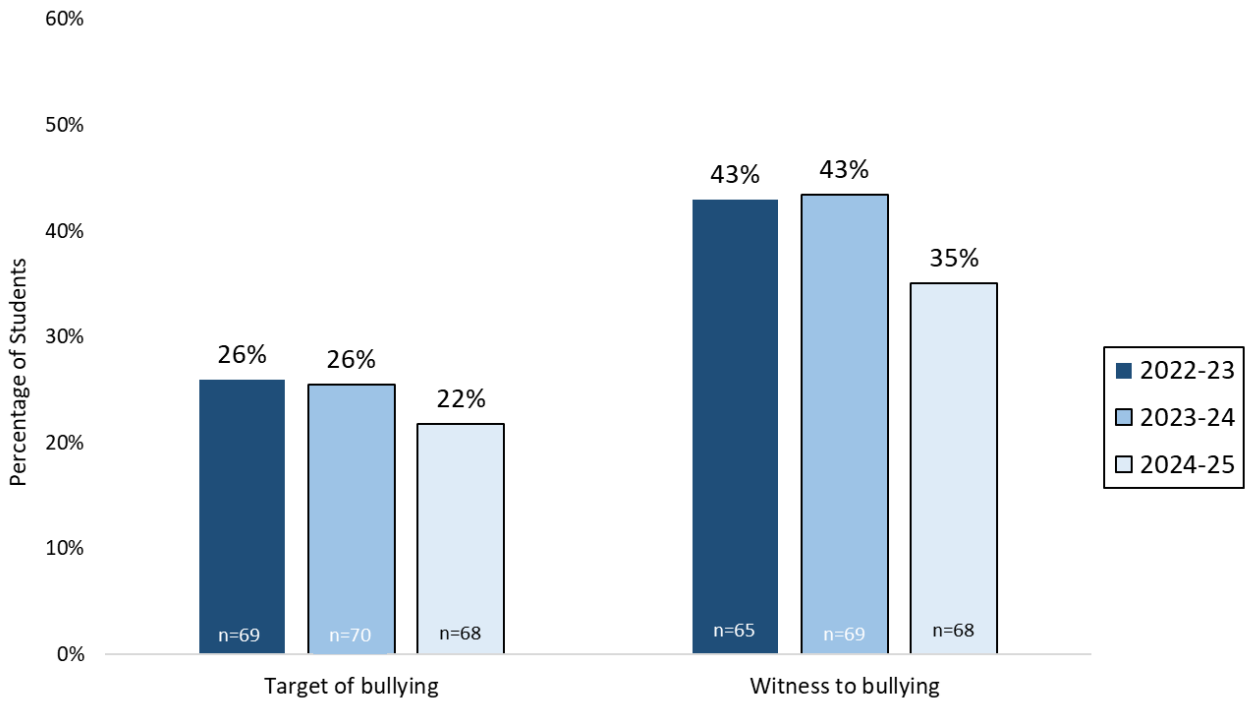
Figure 5: Average Rates of Bullying Over Time for Cohort 3 Continuing Grantee Schools



The 2024-25 school year marks the second year that outcome data are available for schools in Cohort 4 of the BPEG program, due to 2023-24 data being excluded because of low participation. As part of the application process to join the grant in spring 2023, schools were required to administer the student survey and submit the resulting data to CDE. Please note that due to a grantee data submission error in the spring of 2023, baseline data for Cohort 4 are different than what was presented in previous legislative reports. Results of the baseline survey found that 39 percent of students experienced bullying and in spring of the 2023-24 school year, participating schools were expected to complete and submit a second administration of the student survey. However, only one of the five eligible schools submitted survey data in spring 2024. Due to this and the

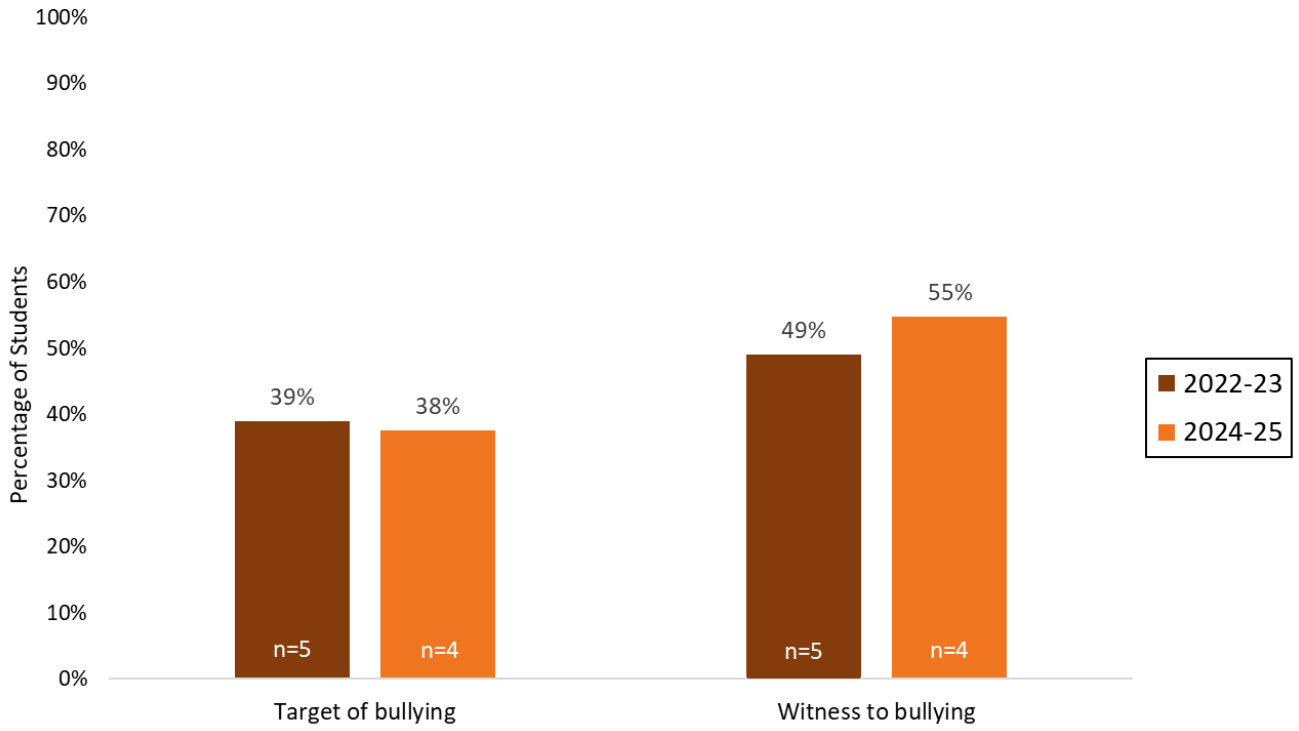
subsequent inability to interpret the data for that school year, the Cohort 4 data for 2024 are not included in this report.

Figure 6: Average Rates of Bullying Over Time for Cohort 3 New Grantee Schools



Four of the possible five Cohort 4 grantee schools completed the student survey for the 2024-25 school year. Figure 7 shows that 38 percent of students at Cohort 4 grantee schools report experiencing bullying and 55 percent report witnessing bullying. Compared to baseline, this means that there was a slight decrease in students experiencing bullying and an increase in students witnessing bullying. This larger increase in students reporting witnessing bullying may be due to the increased attention the grantee schools have placed on bullying awareness and prevention.

Figure 7: Average Rates of Bullying Over Time for Cohort 4 Grantee Schools



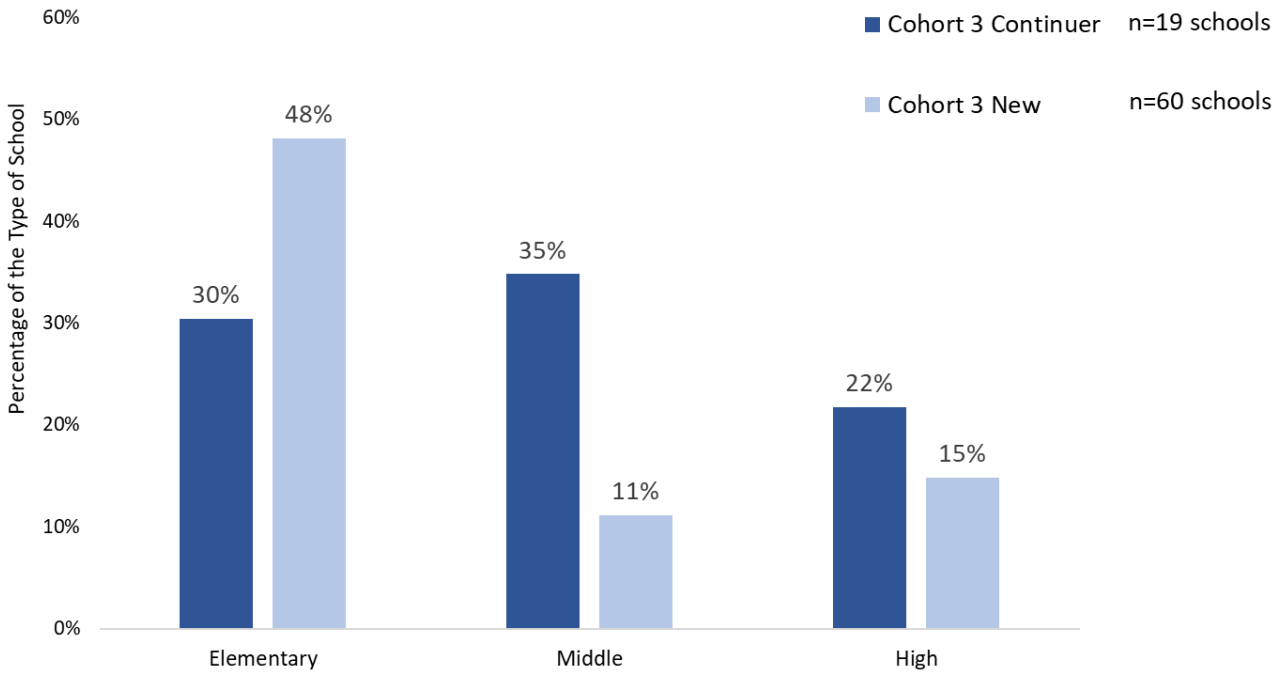
Outcome Data in Context

Additional context is required to accurately interpret trends in bullying rates across BPEG cohorts and over time. In particular, when comparing reported rates of bullying between Cohort 3 new grantee schools and Cohort 3 continuing grantee schools, it may appear counterintuitive that schools new to the BPEG program report a lower prevalence of bullying. One might reasonably expect that schools with longer participation in the BPEG program would demonstrate greater reductions in bullying. To understand this pattern, it is important to consider the types of schools represented within each group.

Figure 8 illustrates the distribution of school levels among Cohort 3 new and continuing grantees. These data show that Cohort 3 continuing grantees include a substantially higher proportion of middle schools compared to Cohort 3 new grantees. Conversely, elementary schools make up a significantly larger share of the Cohort 3 new grantee group. This distinction is meaningful, as research consistently indicates that bullying occurs more frequently in middle school settings.[1] The higher concentration of middle schools among Cohort 3 continuing grantees may therefore help explain their comparatively higher reported rates of bullying relative to Cohort 3 new grantees.

[1] See Rivara & LeMenestrel (2016)

Figure 8: Type of Schools by Percentage for BPEG Program Cohort 3 New and Continuing Grantees



The second area in which context is needed is on the rate of bullying over time for grantee schools. To fully understand how rates of bullying have changed over time for grantees, one must consider how rates of bullying have changed over time across the state. In just the past few years, Colorado schools have been required to report to CDE the number of bullying incidents that result in disciplinary action. Before this statewide reporting requirement was implemented, analyses were limited to examining trends within BPEG program schools over time to assess progress in reducing bullying. With the availability of statewide data, it is now possible to compare bullying trends among BPEG program grantees with trends observed across all Colorado schools.

Figure 9 shows the total number of unique bullying incidents (e.g., spreading rumors, physical attacks) resulting in discipline across the state of Colorado since revised data collection began in the 2023-24 school year. There were a total of 3,181 unique bullying incidents resulting in discipline during the 2023-24 school year and 3,385 unique bullying incidents that resulted in discipline for the 2024-25 school year. This represents a six percent increase compared to the decreases in rates of bullying seen from BPEG program schools. Due to declining enrollment across the state (a reduction of 399 students from the 2023-24 school year to the 2024-25 school year), this figure also shows the rate of unique bullying incidents resulting in discipline per 1,000 students. Additionally, in Figure 10, you can see how discipline incidents related to bullying are dispersed by grade level. Lower rates of bullying are found in elementary school, before peaking in middle school, then falling again in high school. These data reinforce the reasoning that Cohort 3 continuing grantees have higher rates of bullying compared to Cohort 3 new grantees because of the higher rate of middle schools in the cohort.

Figure 9: Statewide Unique Bullying Incidents Resulting in Discipline Over Time

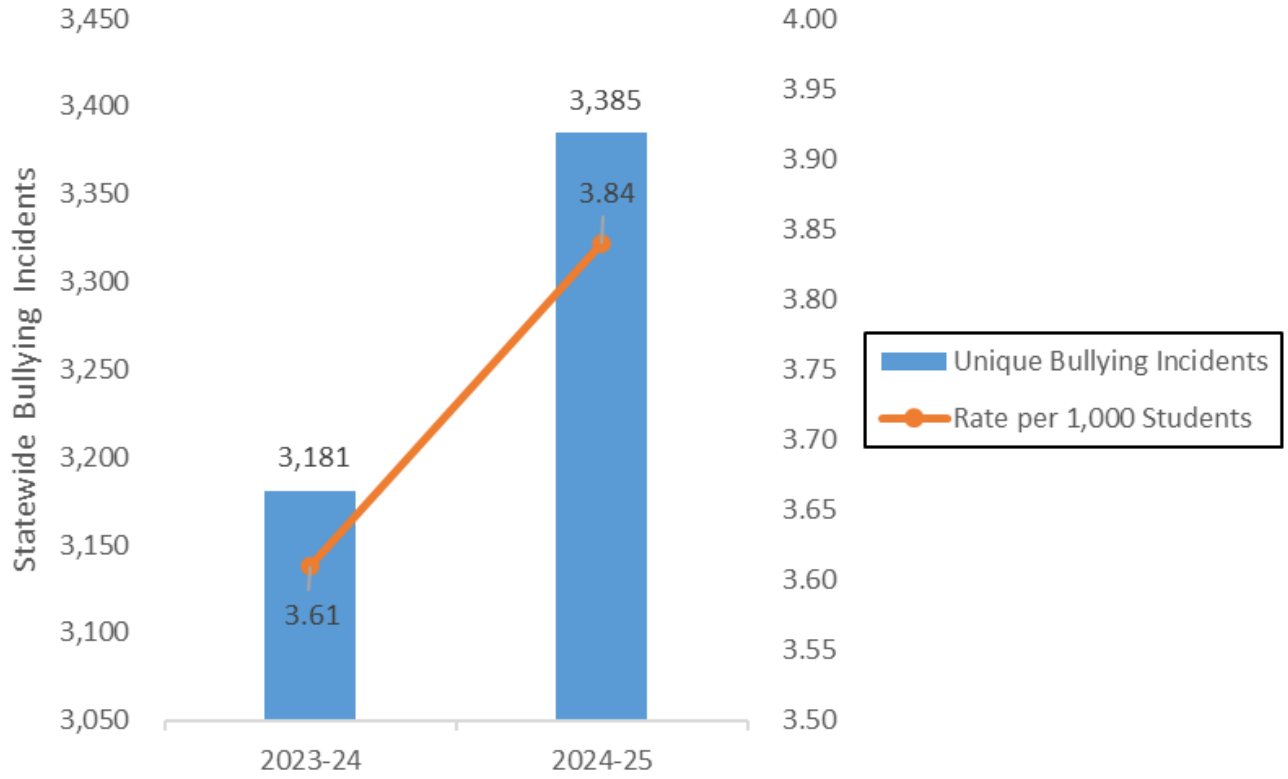
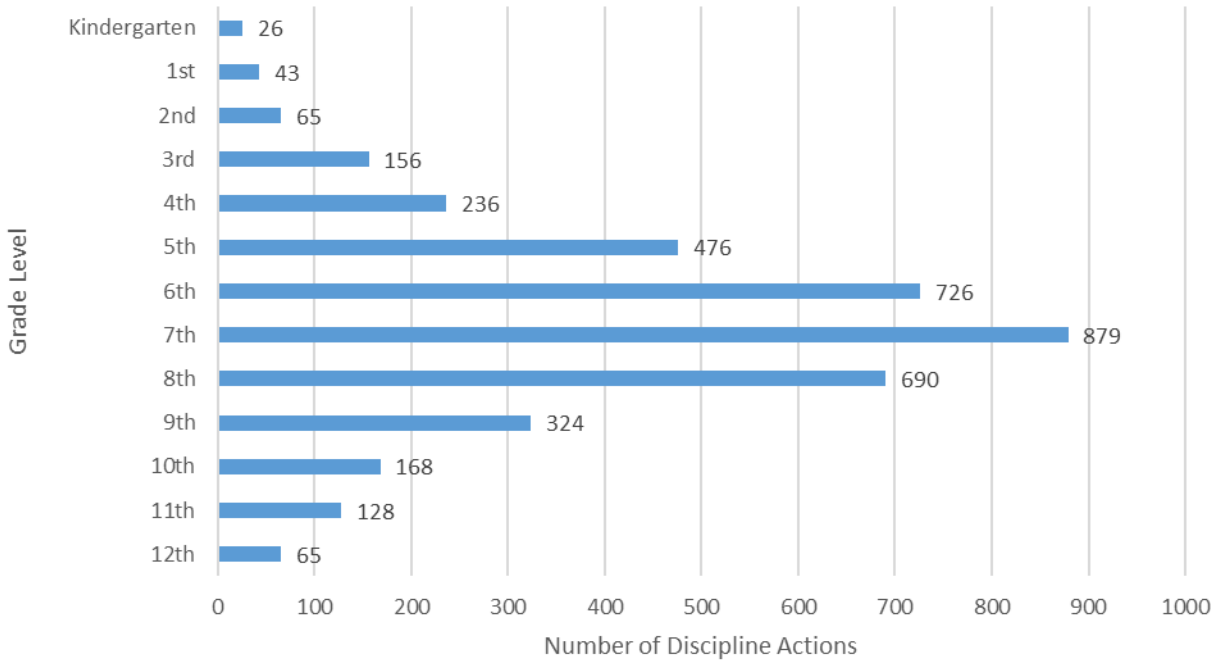
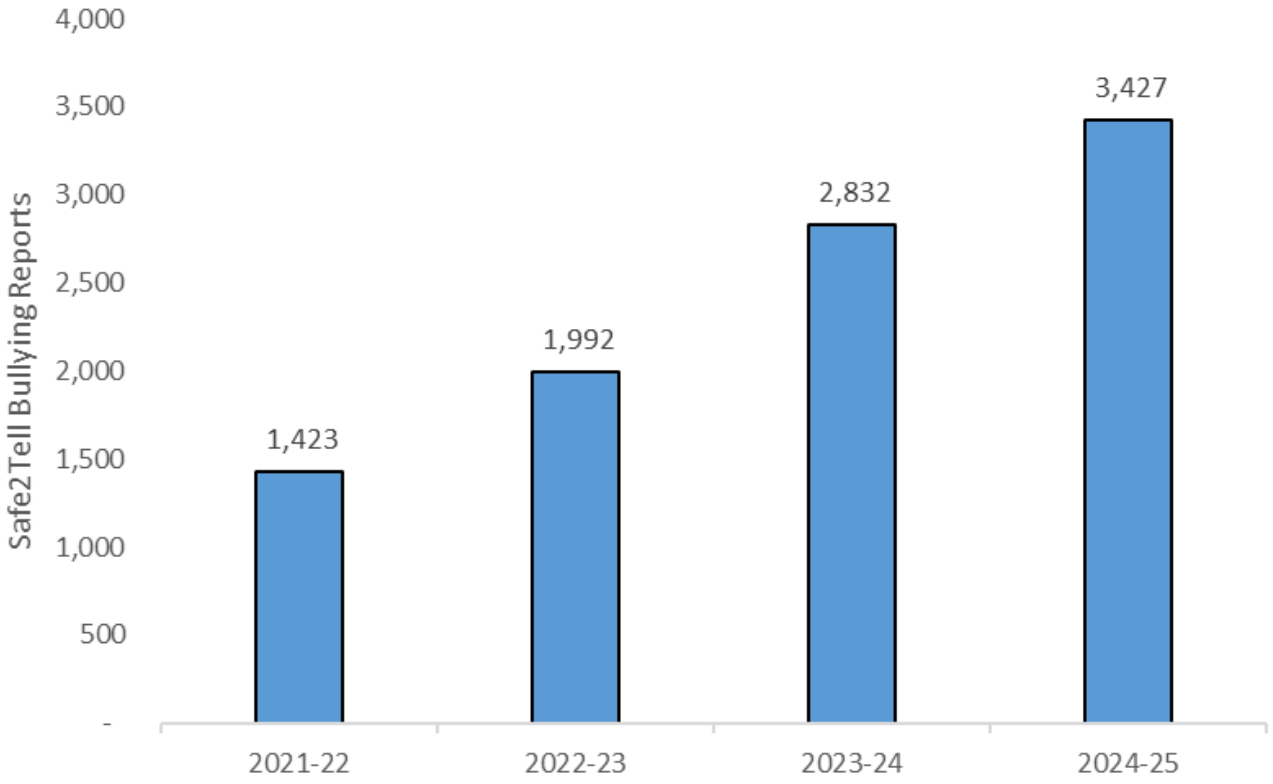


Figure 10: Statewide Bullying Discipline Incidents by Grade Level During the 2024-25 School Year



Another important area providing state-level trend data on bullying is Safe2Tell reports. Safe2Tell is Colorado's anonymous reporting tipline where youth and adults can report bullying, suicide threats, and other school-related concerns. Bullying is consistently one of the top three concerns reported to Safe2Tell and Figure 11 shows the number of bullying reports made to Safe2Tell over the past four school years.

Figure 11: Safe2Tell Bullying Reports Over Time



Based on Safe2Tell reporting data, there has been a consistent increase in reports of bullying over the past four years across the state of Colorado. During the 2021-22 school year, there were 1,423 reports made to Safe2Tell about bullying. That number increased to 1,992 for the 2022-23 school year and 2,832 for the 2023-24 school year. The most recent school year, 2024-25, saw another increase to a total of 3,427 tips reported. Overall tips to Safe2Tell have increased as well, however at a slower rate than tips on bullying. Since the 2021-22 school year, total Safe2Tell tips have increased 64 percent while the number of bullying tips received has increased 141 percent.

Conclusion

The BPEG program serves nearly 50,000 students across more than 100 schools throughout Colorado. Findings presented in this legislative report demonstrate that educators participating in the BPEG program continue to strengthen their implementation of evidence-based bullying prevention practices over time. Fidelity data from the BPEG self-assessment show meaningful growth across all five core components of the program, particularly in data-based decision making and family, school, and community partnerships. These improvements suggest

that schools are building stronger, more systemic approaches to bullying prevention rather than relying on isolated or short-term strategies.

At the same time, outcome data indicate that students in BPEG program schools are reporting declines in both experiencing and witnessing bullying during the most recent year of available data. These reductions are notable given broader statewide trends that show increases in bullying incidents resulting in discipline and rising reports of bullying through Safe2Tell. Taken together, these findings suggest that while bullying remains a significant and growing challenge across Colorado, schools engaged in sustained, evidence-based prevention efforts through the BPEG program may be better positioned to mitigate these trends locally.

This year also marks an important milestone for the BPEG program as it completes a decade of implementation. Over the past ten years, the program has reached hundreds of schools and supported long-term capacity building in bullying prevention across diverse communities, including urban, rural, and charter settings. As the program moves into future cohorts, continued attention to fidelity of implementation, student voice through survey data, and alignment with statewide prevention efforts will remain critical. Ongoing investment in the BPEG program provides an opportunity to deepen effective practices, expand impact, and support Colorado schools in creating safe, inclusive, and supportive learning environments for all students.

Appendix A: List of Grantees, schools, and Number of Students in BPEG Program Cohort 3 and 4 Schools in the 2024-25 School Year

Grantee / LEA / School Recipients	Number of Students
Adams-Arapahoe School District 28J (APS)	
Altura Elementary School	**527**
Dalton Elementary School	430
Dartmouth Elementary School	**422**
Fulton Academy of Excellence	410
Harmony Ridge P-8	**894**
Jewell Elementary School	493
Mrachek Middle School	**811**
Side Creek Elementary School	512
Boulder Valley RE-2	
Alicia Sanchez International School	**321**
Angevine Middle School	619
Aspen Creek K-8 School	**844**
Bear Creek Elementary School	318
Birch Elementary School	**299**
Boulder Community School/Integrated Studies	255
Boulder High School	**1,939**
Boulder Prep Charter High School	114
Boulder Universal	**231**
Broomfield Heights Middle School	490
Broomfield High School	**1,694**
Casey Middle School	363
Centaurus High School	**1,557**

Grantee / LEA / School Recipients	Number of Students
Centennial Middle School	598
Coal Creek Elementary School	313
Columbine Elementary School	231
Community Montessori School	277
Creekside Elementary School at Martin Park	359
Crest View Elementary School	390
Douglass Elementary School	313
Eisenhower Elementary School	308
Eldorado K-8 School	529
Emerald Elementary School	383
Fairview High School	1,863
Fireside Elementary School	431
Flatirons Elementary School	163
Foothill Elementary School	419
Heatherwood Elementary School	252
High Peaks Elementary School	257
Kohl Elementary School	273
Lafayette Elementary School	497
Louisville Elementary School	449
Louisville Middle School	627
Manhattan Middle School of the Arts and Academics	482
Meadowlark School	747
Mesa Elementary School	317
Monarch K-8 School	698
Monarch High School	1,431
Nederland Elementary School	196

Grantee / LEA / School Recipients	Number of Students
Nederland Middle-Senior High School	235
Nevin Platt Middle School	**484**
New Vista High School	327
Pioneer Bilingual Elementary School	**439**
Ryan Elementary School	436
Southern Hills Middle School	**502**
Superior Elementary School	418
University Hill Elementary School	**405**
Whittier Elementary School	269
Charter School Institute	
Prospect Academy	**94**
Denver Public Schools	
Brown International Academy	530
Cowell Elementary School	**308**
Denison Montessori School	364
Denver Center for International Studies	**354**
Denver Online	611
Dora Moore ECE-8 School	**349**
Farrell B. Howell ECE-8 School	585
West High School	**519**
Slavens K-8 School	762
Hanover School District 28	
Prairie Heights Elementary School	130
Hanover Junior-Senior High School	**134**
Highline Academy Schools	
Highline Academy Northeast	589

Grantee / LEA / School Recipients	Number of Students
Highline Academy Southeast	**591**
Hope Online Academy	
Hope Online Academy Schools	189
Johnstown-Milliken School District RE-5J	
Elwell Elementary School	**618**
Milliken Elementary School	472
Pioneer Ridge Elementary School	**528**
Milliken Middle School	695
Roosevelt High School	**1,184**
Mapleton School District 1	
Academy High School	399
Achieve Academy	**370**
Adventure Elementary	429
Clayton Partnership School	**430**
Explore Pk-8	557
Global Intermediate Academy	**346**
Global Leadership Academy	400
Global Primary Academy	**272**
Mapleton Early Career Preparation	306
Mapleton Expeditionary School of the Arts	**393**
Meadow Community School	378
Monterey Community School	**440**
Performing Arts School on Broadway	169
Trailside Academy	**492**
Valley View Innovation School	183
Welby Community School of the Arts	**308**

Grantee / LEA / School Recipients	Number of Students
York International	776
Monte Vista School District C-8	
Bill Metz Elementary School	**253**
Marsh Elementary School	166
Omar D Blair Charter School (Charter, DPS)	
Omar D Blair Charter School	**783**
Park County RE-2	
Edith Teter Elementary School	190
South Park Middle School	**87**
South Central BOCES	
Fisher's Peak Elementary School	**393**
Manzanola Elementary School	71
Manzanola Junior-Senior High School	**104**
Peakview Elementary School	447
Trinidad High School	**204**
Vega Collegiate Academy (Charter, APS)	
Vega Collegiate Academy	583
Weld County School District RE-3J	
Lochbuie Elementary School	**239**
Weldon Valley RE-20(J)	
Weldon Valley Elementary School	119
Weldon Valley Jr/Sr High School	**96**
BPEG Program Overall	
Total	**49,850**