



Nita M. Lowey 21st Century Community Learning Centers Grant Program End-of-Year Reporting Survey for Colorado 21st CCLC Subgrantees

We thank you for your time spent taking this survey.
Your response has been recorded.

Survey Recipient: [Perla Flores Frescas](#)

Instructions: Please complete the following End-of-Year reporting survey for [Mapleton Public Schools](#) for the following centers:

- [Adventure Elementary School](#)
- [NA](#)
- [NA](#)
- [NA](#)
- [NA](#)

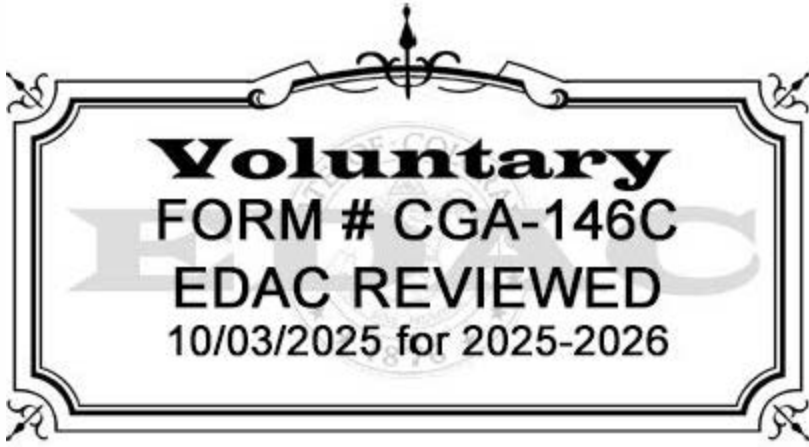
The results of the survey will help inform management of the 21st CCLC grant program and highlight program successes.

Special Notes: The reporting period is **June 1, 2025** through **May 31, 2026**. Please only report on activities provided during this time period. The survey is due **July 15 every year**.

Each Qualtrics survey is customized and pre-populates contact information and performance measures specific to each subgrantee. Please verify that the information pre-populated for your grant is correct and specific to your program/centers. Please contact Bonnie Brett (Brett_B@cde.state.co.us) with any concerns.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Subgrantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

Questions or Concerns: Additional questions on the End-of-Year Reporting Survey can be directed to your 21st CCLC Lead Consultant at CDE: Cody Buchanan (Buchanan_C@cde.state.co.us) or Jacqueline Weinheimer(Weinheimer_J@cde.state.co.us).



21st CCLC SUBGRANTEE INFORMATION

Subgrantee / Program Name: [Mapleton Public Schools](#)

Cohort: [11](#)

Name of Center(s): [Adventure Elementary School](#); [NA](#); [NA](#); [NA](#); [NA](#);

Please note in the space provided if this information has changed.

Program Contact: [Perla Flores Frescas](#)

Please note in the space provided if this information has changed

Program Contact Telephone: [720-569-4938](#)

Please note in the space provided if this information has changed

Program Contact Email: floresfrescasp@mapleton.us

Please note in the space provided if this information has changed

Fiscal Contact: [Diana Ogasawara](#)

Please note in the space provided if this information has changed

Fiscal Contact Telephone: [303-853-1063](#)

Please note in the space provided if this information has changed

Fiscal Contact Email: ogasawarad@mapleton.us

Please note in the space provided if this information has changed

SUCSESSES & CHALLENGES

Q1. Please share success stories from your grant program.

The success should be related to the services provided through your 21st CCLC grant. These success stories will be shared externally on the 21st CCLC webpages and in other program materials. Do not use the student's or family's real name or identifiable information.

- a. Provide one paragraph about a student who experienced success in academics or enrichment programming.

One of the greatest successes from our enrichment program was watching K's growth throughout the year. At the beginning of the year, K struggled with managing his emotions, often having anger outbursts and difficulty building friendships. Because he attended the program regularly and spent a lot of time with us after school, he had opportunities to practice social skills, build relationships, and receive consistent support. Over time, K formed a strong friendship with another student who became a positive influence in his life. Together, they encourage each other to make good choices, work hard in school, and be their best selves. K showed tremendous growth both academically and in his character, becoming more confident, responsible, and connected to his peers. Today, these two boys spend time together both in and out of school, and their friendship continues to help them succeed.

- b. Provide one paragraph about a parent/family who experienced success through meaningful family education and engagement activities.

One example of success through our family education and engagement activities was A's mom, who attended our adult English classes on a regular basis. A is an autistic student, and his family recently migrated from Colombia. Like many families adjusting to a new country, they faced challenges in learning how to best support their child while also navigating a new language and culture. A's mom faithfully attended classes to improve her English skills so she could better advocate for and support her son and communicate more confidently with the school and community. Through her participation, she gained valuable language skills and increased confidence. She shared that she was grateful for the support and opportunities provided through the program and felt more prepared to pursue employment and support her family's goals.

c. Provide one paragraph about a meaningful external collaboration or community partnership related to your 21st CCLC program leading to successful outcomes for 21st CCLC students and their families.

It is difficult to highlight just one external collaboration because all of our community partners made a meaningful impact on our 21st CCLC program and contributed to successful outcomes for students and families. Each partnership brought unique opportunities that helped strengthen school attendance, increase student motivation, build social and problem-solving skills, and create a stronger sense of community. Programs such as Sticky Fingers, The Knight School, Karate, and the activities led by our Adams 4-H partners were especially popular with students. These experiences gave students opportunities to explore new interests, develop confidence, work collaboratively with peers, and build important life skills in a fun and engaging environment. The support of these community partners enriched our program and helped create positive, lasting experiences for our students and families.

Q2. Program implementation challenges and subsequent impact: Describe any challenges at the school, center, district, or organizational level that you have encountered this year, and strategies that you have used or plan to use to overcome them.

One of the biggest challenges this year was stepping into the coordinator role without a formal handoff from the previous coordinator. As a result, I had to rely on many different people for guidance and support as I learned the various aspects of managing the program. While everyone was incredibly helpful and welcoming, it was challenging to navigate the responsibilities without prior background knowledge or established procedures. Despite these challenges, the program continued to run successfully, and we were able to establish routines that supported both academic and enrichment activities. Moving forward, I plan to support the new coordinator as much as possible to ensure a smoother transition and continued program success. I have already begun sharing feedback, resources, and recommendations based on my experiences this year. While some routines and activities worked very well and will continue, we will also make adjustments as needed to strengthen the program and better meet the needs of our students and families.

PARTICIPATION TARGETS

Q3. Unduplicated Student Participation: Students attending 21st CCLC programming at least once during the reporting period.

a. Your participation target(s) for Unduplicated Students:

1. **Adventure Elementary School : 236**
2. **NA : NA**
3. **NA : NA**
4. **NA : NA**
5. **NA : NA**

b. The actual number of Unduplicated Students served in your program(s) this year:

Adventure Elementary School :	274
NA :	
NA :	
NA :	
NA :	

c. Percentage of Unduplicated Student goal achieved:

- Adventure Elementary School: 116.1%
- NA: 0%
- NA: 0%
- NA: 0%
- NA: 0%

d. Please provide an explanation for your progress meeting this student participation target.

We made strong progress toward meeting our student participation target by expanding the variety of enrichment opportunities offered compared to Year 1 of the program. Throughout the year, we regularly sought student feedback to learn what types of activities they were interested in and used that information to guide our programming decisions. In addition, I observed student needs and interests and added opportunities that would be beneficial to our school community. Consistent advertising and promotion of program activities helped increase awareness and excitement among students. I also conducted frequent check-ins with participants to encourage attendance, build relationships, and maintain student motivation. These efforts contributed to increased engagement and participation in the program throughout the year.

Q4. Regular Student Attendee Participation: Students attending 21st CCLC programming for at least 75 hours during the reporting period.

a. Your participation target(s) for Regular Students:

1. **Adventure Elementary School : 118**
2. **NA : NA**
3. **NA : NA**
4. **NA : NA**
5. **NA : NA**

b. The actual number of Regular Students served in your program(s) this year:

Adventure Elementary School :

NA :

NA :

NA :

NA :

c. Percentage of Regular Student goal achieved:

- Adventure Elementary School: 60.2%
- NA: 0%
- NA: 0%
- NA: 0%
- NA: 0%

d. Please provide an explanation for your progress meeting this student participation target.

My work on this participation target reflects the school-year portion of the program and does not include the summer session. One challenge was stepping into the coordinator role after the program had already been started, which made it more difficult to influence participation and program implementation from the beginning of the grant year. To support participation, I focused on maintaining engagement among students who were already attending regularly and then expanded opportunities to the rest of our school community to ensure all available spots were filled and as many students and families as possible could benefit from the program. While participation during the school year was strong, summer attendance presented more challenges. Many students did not meet the required participation hours during the summer session; however, their consistent attendance throughout the school year contributed significantly to overall program participation. Moving forward, we will continue exploring strategies to increase summer attendance while maintaining strong engagement during the school year.

Q5. Student Average Daily Attendance: Number of students attending a 21st CCLC program on average on a daily basis during the reporting period.

a. Your participation target(s) for Average Daily Attendance *during the summer*:

- 1. **Adventure Elementary School : 48**
- 2. **NA : NA**
- 3. **NA : NA**
- 4. **NA : NA**
- 5. **NA : NA**

b. The actual Average Daily Attendance in your program(s) *during the summer* this year:

Adventure Elementary School :	41
NA :	
NA :	
NA :	
NA :	

a. Your participation target(s) for Average Daily Attendance *during the school year*:

- 1. **Adventure Elementary School : 60**
- 2. **NA : NA**
- 3. **NA : NA**
- 4. **NA : NA**
- 5. **NA : NA**

b. The actual Average Daily Attendance in your program(s) *during the school year* this year:

Adventure Elementary School :	57
NA :	
NA :	
NA :	
NA :	

c. Percentage of *summer* goal achieved:

- Adventure Elementary School: 85.4%
- NA: 0%
- NA: 0%
- NA: 0%
- NA: 0%

c. Percentage of *school year* goal achieved:

- Adventure Elementary School: 95%
- NA: 0%
- NA: 0%
- NA: 0%
- NA: 0%

d. Please provide an explanation for your progress meeting this student participation target.

I remained very aware of our participation goals throughout the school year and consistently monitored enrollment and attendance to stay on target. While we made strong progress, there were challenges that occasionally impacted participation. Staff professional development days and committee meetings sometimes reduced the number of staff available to lead extracurricular activities, limiting the opportunities we could offer on certain days. Despite these challenges, overall participation improved this year compared to previous years. We will continue to evaluate and adjust our scheduling, staffing, and programming to maximize participation and work toward fully meeting our participation goals in the future.

Q6. Family Member Participation: Family members attending 21st CCLC programming at least once during the reporting period.

a. Your participation target(s) for Unduplicated Family Members:

1. **Adventure Elementary School : 95**
2. **NA : NA**
3. **NA : NA**
4. **NA : NA**
5. **NA : NA**

b. The actual number of Unduplicated Family Members served in your program(s) this year:

Adventure Elementary School :

NA :

NA :

NA :

NA :

c. Percentage of Unduplicated Family Member goal achieved:

- Adventure Elementary School: 271.6%
- NA: 0%
- NA: 0%
- NA: 0%
- NA: 0%

d. Please provide an explanation for your progress meeting this family participation target.

We had many nights for families to be able to participate and engage in their child's learning. Different nights had different purposes, but we knew we wanted families here and participating.

Q7. How Families Were Served: Please describe the major activities you used to engage with families this year. Please also discuss any successes or challenges you encountered in engaging families, and strategies that you have used or plan to use to overcome the reported challenges.

This year, we implemented multiple family engagement opportunities to strengthen connections between families, the school, and the community. We began with our Back-to-School Night, where families had the opportunity to meet their child's teacher, learn about the school, and connect with the school community. We also hosted a Trunk-or-Treat event, which was very well attended and enjoyed by families. Throughout the year, we offered Parent English classes, parenting workshops designed to support families, and a one-time family cooking class. While these educational opportunities were valuable, we found it challenging to maintain consistent attendance. Families were more likely to attend events that were social and fun, while participation in educational sessions was lower. Each grade level also hosted a "Creciendo Juntos" (Growing Together) Night. During these events, teachers provided engaging activities that supported student learning while making the experience enjoyable for families. Based on parent feedback, these events were well received and appreciated. Lastly, we held our annual Fiesta Cultural, one of the most popular events in our community. Families enjoyed mariachi music, a cultural performance showcasing the traditions and clothing of different states in Mexico, as well as food and games. This event provided an opportunity to celebrate culture, build community, and bring families together in a meaningful way.

STATE PERFORMANCE MEASURES

For each of the Performance Measure ratings, check the response that best describes progress at the end of the rating period (May 31).

Please use the following guidance for rating your Performance Measures:

- **Exceeded:** 5% or more beyond goal
- **Met:** Within 5% of goal
- **Making progress:** From 50% of goal to 5% below goal
- **Not Making Progress:** Less than halfway to goal

Q8. Core Academic Performance Measure

a. Below is the current, approved **Core Academic** Performance Measure submitted by the 21st CCLC Subgrantee.

Report progress on Core Academic PM: **By the end of each year of the grant, 90% of regular student attendees in grades 3-6 will demonstrate an average increase of 5 percentile points each year in math and reading as measured by NWEA MAP by comparing Winter MAP data to the previous year.**

- ☐ Exceeded performance measure
- ☐ Met performance measure
- ☐ Making Progress
- ☒ **Not Making Progress**
- ☐ Data Not Available

b. Required Data Validation

i. What data did you examine to determine your rating?

We examined NWEA MAP Growth data for students in grades 3–6 who attended the program for 75+ hours. The analysis compared Fall 2024 to Winter 2025 growth percentiles in reading and math. For math 38% of our regular students made the growth and in reading 43% made the growth.

ii. What challenges did you face in meeting this performance measure (if any)?

I think for next year, we need to identify targeted support after school groups based on our NWEA BOY data. Although, growth was on my mindset, I was trying to figure out a lot of things this year. I believe it would help to look at whole school data earlier on.

iii. Number of students who needed improvement in this area or the number of students assessed for this performance measure at baseline:

- iv. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator:

20

Please use the following guidance for rating your Performance Measures:

- Exceeded: 5% or more beyond goal
- Met: Within 5% of goal
- Making progress: From 50% of goal to 5% below goal
- Not Making Progress: Less than halfway to goal

Q9. Essential Skills Performance Measure

- a. Below is the current, approved **Essential Skills** Performance Measure submitted by the 21st CCLC Subgrantee.

Report progress on Essential Skills PM: [By the end of each year of the grant, 60% of regular student attendees will improve their Personal Skills outlined in the Colorado Academic Standards by at least 25%, as measured by teacher surveys which will compare the beginning of the year to the end of the year.](#)

- ☐ Exceeded performance measure
- ☐ Met performance measure
- ☐ Making Progress
- ☒ **Data Not Available**
- ☐ Not Making Progress

b. Required Data Validation

- i. What data did you examine to determine your rating?

Although, we did complete teacher surveys and saw good results, we don't have beginning of the year data to compare our results to. We would like to change this goal for next year.

ii. What challenges did you face in meeting this performance measure (if any)?

The challenge of not being able to have a base comparison. If we do keep this goal, Adventure would like more guidance on how to accomplish this goal. No data available for the last two responses.

iii. Number of students who needed improvement in this area or the number of students assessed for this performance measure at baseline:

0

iv. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator:

0

Please use the following guidance for rating your Performance Measures:

- Exceeded: 5% or more beyond goal
- Met: Within 5% of goal
- Making progress: From 50% of goal to 5% below goal
- Not Making Progress: Less than halfway to goal

Q10. Family Engagement Performance Measure

- a. Below is the current, approved **Family Engagement** Performance Measure submitted by the 21st CCLC Subgrantee.

Report progress on Family Engagement PM: **In each year of the grant, 80% of parents/guardians who attended one or more sessions of a specialized program, like the staff-led Lectura curriculum, will increase their capacity to support their student's learning as measured by surveys at the end of the year.**

- ☐ Exceeded performance measure
- ☐ Met performance measure
- ☒ **Making Progress**
- ☐ Not Making Progress
- ☐ Data Not Available

b. Required Data Validation

- i. What data did you examine to determine your rating?

I created a google forms survey to gauge family engagement and I examined the results.

- ii. What challenges did you face in meeting this performance measure (if any)?

One challenge we faced this year was low participation in family educational opportunities. Despite our efforts to provide meaningful learning experiences for families, attendance was limited. Gathering feedback was also difficult. Even after sending the family survey multiple times and providing several reminders, only two parents responded. This made it challenging to fully understand family needs and interests and to evaluate the effectiveness of our educational offerings. Moving forward, we will continue exploring new ways to increase family engagement and encourage greater participation in both events and feedback opportunities.

iii. Number of family members who needed improvement in this area or the number of family members assessed for this performance measure at baseline:

1

iv. Number of family members who significantly improved or met specifically set criteria as measured by your selected indicator:

1

DATA COLLECTION AND REPORTING

Q11. Teacher Surveys: The compliance expectation is 100% distribution and return rates for teacher surveys for students in grades 1-12 who attended at least 75 hours of programming during the school year.

a. What percentage of student participants have a completed teacher survey?

100%

b. If the 100% expectation was not met, please explain why and provide a brief plan for meeting the compliance expectation next year.

100% expectation was met.

c. Provide a high-level analysis of your teacher survey data.

Adventure collected 53 teacher surveys in 2025–26. Teachers were asked to report on eight areas of student engagement in learning, including classwork completion, participation, attendance, motivation, attentiveness, behavior, and peer relationships. · Overall, teachers reported that at least half of regular attendees showed improvement in classwork completion, motivation, class participation, and attentiveness during the school year. · A majority of students were rated as having improved in at least one area of engagement, which aligns with the federal GPRA measure on teacher-reported engagement. · Only 1 student was identified as declined in the following categories: Coming to school motivated to learn, being more attentive in class and getting along with others. This data indicates that Adventure’s program supported positive growth in students’ engagement and readiness to learn, particularly in motivation, participation and attending class regularly.

All subgrantees are required to submit federal reporting data and run data checks in EZReports on an annual basis. Subgrantees will find information for the questions below under Reports > 21APR Report > Activities, Staffing, and Participation (ASP) and Outcomes > Data Check. Data issues can be accessed by clicking the symbol with the exclamation point on the Data Check page. All data issues must be reviewed and/or resolved by the subgrantee. **If the data issue cannot be fixed, the subgrantee should click 'Approve Exceptions' and provide reasons below.** Please put N/A if there are no data issues.

Q12. Federal 21-APR Data Reporting Requirements - Activities

a. What data warnings, if any, are identified by EZReports?

None were identified.

b. If data is missing and the issue(s) cannot be fixed, please provide the reason why data is missing and your plan to address this issue in the next program year.

N/A

Q13. Federal 21-APR Data Reporting Requirements - Staffing

a. What data warnings, if any, are identified by EZReports?

None were identified.

b. If data is missing and the issue(s) cannot be fixed, please provide the reason why data is missing and your plan to address this issue in the next program year.

N/A

Q14. Federal 21-APR Data Reporting Requirements - Participation

a. What data warnings, if any, are identified by EZReports?

The Economically disadvantaged warning and 5 adults didn't have a linked student.

b. If data is missing and the issue(s) cannot be fixed, please provide the reason why data is missing and your plan to address this issue in the next program year.

I am currently working to determine whether additional information can be obtained from the district in order to fully answer this question rather than leaving it as unknown. If we are unable to retrieve this data, we will implement a registration form for families next year that includes all necessary information, allowing us to accurately and consistently report this information moving forward. Unfortunately, the district was unable to provide this data. As a result, we reported the information that was available based on our knowledge of the families and the records we had access to. Moving forward, we will work to improve data collection processes to ensure more accurate reporting.

Q15. Federal 21-APR Data Reporting Requirements - GPRA #2: School GPA (Grades 7-8 & 10-12)

a. What data warnings, if any, are identified by EZReports?

None were identified.

b. If data is missing and the issue(s) cannot be fixed, please provide the reason why data is missing and your plan to address this issue in the next program year.

N/A

Q16. Federal 21-APR Data Reporting Requirements - GPRA #4: Behavior (Grades 1-12)

a. What data warnings, if any, are identified by EZReports?

None were identified.

b. If data is missing and the issue(s) cannot be fixed, please provide the reason why data is missing and your plan to address this issue in the next program year.

N/A

Q17. Federal 21-APR Data Reporting Requirements - GPRA #5: Engagement in Learning (Grades 1-5)

a. What data warnings, if any, are identified by EZReports?

There was one warning, which was: Engagement in learning data is missing for 72% of students (122 out of 169) in grades 1 - 5.

- b. If data is missing and the issue(s) cannot be fixed, please provide the reason why data is missing and your plan to address this issue in the next program year.

This data was missing because the system only provided surveys for students who were regular attendees. We completed 53 surveys.

PROGRAM STAFFING

Q18. Describe any staffing challenges faced by your center(s) this year (if any).

One of the staffing challenges we faced this year was recruiting staff to lead extracurricular activities. Many teachers were experiencing fatigue and felt overwhelmed by their existing responsibilities, which made it difficult to find staff willing to take on additional commitments after school. Finding staff for the summer program was also a challenge, as fewer employees were available or interested in working during the summer months. Another challenge involved communication. At times, staff made changes to their clubs or activities without communicating those changes, which created difficulties with planning and program coordination. To address this, I worked with staff to emphasize the importance of timely communication and how it impacts students, families, and the overall success of the program. Moving forward, we will continue to strengthen communication systems and explore ways to support and encourage staff participation in extracurricular programming.

Q18. What do you do to recruit and retain program staff?

To recruit and retain program staff, I focus on building positive relationships and creating a supportive environment. I make an effort to regularly communicate with staff, listen to their needs, and provide support whenever possible. I want staff to feel valued and appreciated for the time and effort they invest in our students. By fostering strong relationships and helping staff overcome challenges, I hope to encourage them to continue participating in the program and feel confident hosting future clubs and activities. Recognizing their contributions and maintaining open communication has been an important part of retaining staff and supporting the success of our program.

SUSTAINABILITY

Q20. Program Sustainability

a. How ready are you to sustain your program beyond the life of the your grant?

- ☐ Extremely Ready
- ☐ Moderately Ready
- ☒ **Slightly Ready**
- ☐ Not at all ready

a. Provide an explanation for why this response was selected, including actions taken to sustain your program this year.

One strategy has been partnering with Adams 4-H, which provides high-quality programming at no cost to our site. We can also utilize funds from our annual fundraiser to help support teacher-led clubs and enrichment opportunities for students. In addition, our Nutrition Services department provides free snacks for students participating in the program, helping reduce program costs while meeting student needs. Throughout the year, we have continued to build relationships with community partners and they have offered us reduced rates for us. While these efforts have provided a strong foundation, we recognize the need to continue exploring additional funding sources, partnerships, and creative solutions to ensure the program remains sustainable in the future.

Q21. All subgrantees are required to submit a Sustainability Plan using the template provided by CDE at the end of their second year in the grant cycle. What year of the grant cycle are you currently in?

- ☐ Year 1
- ☒ **Year 2**
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5

Upload the completed Sustainability Plan ([template found here](#)) using the following file name: "Grantee Name_Sustainability Plan 2026".

Adventure Elementary 2026 Sustainability Plan.docx

0.2 MB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

EVALUATION SUMMARY

Q22. All subgrantees are required to communicate local-level program evaluation results and make them readily available to the public, including posting these results on the subgrantee’s website. Describe your plan for communicating and disseminating evaluation results.

I plan on sending this evaluation summary to next year's 21st century coordinator and our school director. I also, plan on asking my school director to put this in our school's newsletter and school website.

Q23. All subgrantees are required to submit an Evaluation Summary as part of their EOY survey each year.

Upload your Evaluation Summary using the following file name “Grantee Name_Eval Summary 2026”.

Please note, CDE has provided an [Evaluation Summary template](#) subgrantees may use as well as a [rubric](#) for essential elements to include in the evaluation summary.

Adventure Elementary_Eval Summary 2026.docx

0.5 MB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

TECHNICAL ASSISTANCE

Q24. Supports: What state technical assistance, professional development (including training topics), or other state activities have been most helpful to better serve you and your 21st CCLC program?

Having Jacqueline as a resource has been incredibly valuable. This year, balancing my responsibilities as a 4th-grade teacher while also coordinating the 21st Century Grant program made it difficult to attend additional professional development opportunities. However, knowing I could reach out to Jacqueline for guidance and support was extremely helpful. I also found the beginning-of-the-year Kickoff Webinar to be very informative and beneficial. It provided useful information and helped me better understand the expectations and requirements of the program.

Q25. Professional Development: Please list and describe professional development and training topics that would be of benefit in implementing your grant.

We would appreciate professional development focused on understanding all components of our specific grant and the full reporting process. I would also benefit from training on accurately entering and managing attendance/time in EZ Reports, including best practices and common troubleshooting issues. We would like to change or edit some of the goals since they are very ambitious in obtaining for next school year.

21st CCLC Subgrantee Signatures:

This constitutes a signature confirming the accuracy of information being submitted to CDE.

Electronic Signature

Date

21st CCLC Program
Director Signature

Perla Flores Frescas

06/30/2026

Submission confirmation.

Thank you for filling out the 2025-26 21st CCLC End-of-Year Report. If your survey is complete and ready to be submitted for review by the 21st CCLC staff, please click Submit below. You will not be able to come back to your survey once you click the "Submit to CDE" button. A PDF copy of your results will be available after submission.

Please contact our grant evaluation email (GrantEvaluation@cde.state.co.us) if you have any questions while filling out your survey.

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