

2024–2025
Statewide
Evaluation

Colorado Academic Accelerator Program (COAAP)



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Department of Education

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EXECUTIVE SUMMARY

The Colorado Academic Accelerator Program (COAAP) supports the creation of local out-of-school time (OST) programs focused on increasing student engagement and building capacity in mathematics and science. Centers offer high-quality academic and enrichment opportunities during non-school hours to high-risk students and their families.

This report evaluates outputs and outcomes during the program's first year of implementation, aiming to provide program insights that are useful for the state as it supports and monitors its COAAP programs.¹

22 GRANTEES AND 54 CENTERS SERVED STUDENTS

Across 22 grantees and 54 centers, a total of **4,836 students participated** during the 2024–2025 program year. Two in five students (40% $n = 1,935$) attended 30 or more days of programming.

Programs enrolled students in all grades from pre-kindergarten through 12th grade. Over half of students (55%) were in pre-kindergarten through grade 5, while 39% were in grades 6 to 8 and 6% were in grades 9 through 12. Students were evenly split between females (50%) and males (50%). A majority of students (69%) identified their race as white, and a majority of students (56%) identified their ethnicity as Hispanic.

Programs served
4,836
students

OUTPUTS AND OUTCOMES

Grantees offered a variety of enrichment and academic activities to students

All centers provided activities in **science, technology, engineering, and mathematics; academic enrichment; or well-rounded education activities**. Most centers (69%, $n = 37$) provided activities related to **science, technology, engineering, and mathematics**, which were attended by 2,472 students. About one in three centers (35%, $n = 19$) offered **academic enrichment**, which were attended by 1,583 students.

Programs engaged
5,593
family members

Grantees engaged in family-school partnerships

A total of **5,593 family members participated** in at least one activity during the 2024–2025 program year.

Grantees reported progress on grantee performance measures

Grantees were required to create four performance measures aligned with state priorities related to STEM core academic performance, STEM essential skills/educational enrichment,

¹ The [2024–2025 Legislative Report](#) was based on preliminary self-report data submitted by grantees through a single end-of-year (EOY) report. Of note, data from one center was not available for the legislative report but is included in this report. This final fiscal year 2024–2025 report uses data that grantees submitted regularly throughout the year via EZReports, along with aggregated statewide program data. Because the two reports are based on different data sources and reporting methods, differences in some findings are expected.

student attendance and engagement, and family engagement in STEM. **Almost all grantees reported making progress, meeting, or exceeding all four required performance measures.**

Students made progress on standardized assessments of mathematics skills

Among the 2,342 students in grades 4–8 for whom Colorado Measures of Academic Success (CMAS) mathematics scores were available for the previous and current school years, **48% ($n = 1,122$) showed improvement in CMAS mathematics scores.**

Teachers reported improvement in STEM essential skills, mathematical practices skills, and science and engineering practices skills

Teachers completed End-of-Year Teacher Surveys for participants who attended at least 30 hours of programming to assess how participation in COAAP impacts various indicators of STEM essential skills, mathematical practices skills, and science and engineering practices skills.

In rating STEM essential skills, teachers reported that **64% of students improved problem solving, 63% improved critical thinking, and 62% improved their communication.** In rating mathematical practices skills, teachers reported that **65% of students improved understanding concepts and 63% improved their procedural fluency.** Teachers reported that half or more students improved their science and engineering practices skills, such as **asking questions and defining problems (54%) and using mathematics and computational thinking (53%).**

Teachers reported improved student engagement

A subset of grantees asked teachers to complete surveys related to student engagement. Among these grantees, teachers reported that **54% of students improved their participation in class.**

COAAP resulted in financial savings for families

Totaling costs averted for tutoring, child care, and snacks, **COAAP saved families approximately \$3,329,291** during the 2024–2025 program year.

CONCLUSION

CDE's COAAP grant program provides OST programming for high-risk students and their families with a particular emphasis on increasing student engagement and building capacity in science and mathematics. Both standardized measures of mathematics skills and teacher reports indicate that students have benefited from attending COAAP programming. These benefits were reinforced by program directors in success stories, some of which are highlighted throughout the full report.

INTRODUCTION

Colorado Academic Accelerator Program (COAAP)

The Colorado Academic Accelerator Program (COAAP) was authorized in 2023 through Colorado’s “Math In Pre-kindergarten Through Twelfth Grade” Act ([C.R.S. 22-2-146.6](#)). COAAP aims to increase student engagement and build capacity in mathematics and science among high-risk students. The program seeks to increase students’ proficiency and achievement in science, technology, engineering, and math (STEM) through engaging students in academic and enrichment activities provided through out-of-school time programs (OST). COAAP aims to address the struggles that educators, families, and students face by:

1. Providing mathematics and science enrichment and support activities for students and targeting high-needs schools.
2. Empowering families to engage in their students’ education through opportunities to actively and meaningfully engage in their students’ education.
3. Building the capacity of educators and OST professionals to provide effective and engaging instruction through training and professional development activities, OST conference attendance, newsletters, and a COAAP website with online resources.

The program aims to build students’ skills and practices in areas that are essential to mathematics and science learning, increase the capacity of families to support their students, improve the instructional environment for collaborative and inclusive learning, and increase the use of evidence-based math tools.²

During the 2024–2025 program year, a total of 22 grantees received grants for 54 centers to provide students with free academic enrichment activities, including tutoring, to support them in succeeding academically, specifically in mathematics and science. Grantees also provide family engagement activities to promote family involvement in their students’ education.

About this report

The purpose of this report, which covers the 2024–2025 program year (July 1, 2024 to June 30, 2025), is to help the state monitor internal and external process and outcome measures and to provide suggestions for program improvement. CDE COAAP program staff developed program objectives to align with the CDE statewide strategic plan, which includes the following priority areas: **increase student engagement, accelerate student outcomes, strengthen the educator workforce, and provide operational excellence**. The COAAP logic model includes these four priority areas as well as a fifth priority area: **develop community partnerships and engage families**.

² Anticipated intermediate outcomes, which are beyond the scope of this report because they are not expected until approximately the third year of the program, include an increased percentage of students meeting grade level requirements in math and science and improved instruction in these subjects. Expected long-term outcomes (also outside the scope of this report) include an improved student mindset around math and science and improved educational outcomes such as reduced chronic absenteeism, increased graduation rates, and a strengthened education workforce.

Appendix A presents the COAAP logic model, outlining the program inputs/activities, outputs, and anticipated short, intermediate, and long-term outcomes in more detail.³ Appendix B presents this information in a different format, listing all objectives and sub-objectives by priority area.

This report includes findings from several data sources. COAAP grantees recorded data such as student attendance, activities provided, and staffing throughout the 2024–2025 program year directly into EZReports, a web-based software program. End-of-Year Teacher Surveys were administered through EZReports at the end of the program year. Program directors also completed an End-of-Year Grantee Survey in Qualtrics, a widely used survey administration platform. This included information such as progress towards performance measures, descriptions of family engagement activities, professional development needs, and success stories. Some of the success stories are provided throughout the report (they have been edited for succinctness and clarity, and to protect student Personally Identifiable Information).

The [2024–2025 Legislative Report](#) was based on preliminary self-report data submitted by grantees through a single end-of-year (EOY) report. Of note, data from one center was not available for the legislative report but is included in this report. This final fiscal year 2024–2025 report uses data that grantees submitted regularly throughout the year via EZReports, along with aggregated statewide program data. Because the two reports are based on different data sources and reporting methods, differences in some findings are expected.

³ The logic model was developed in partnership with CDE by Maggie Beam of Beam Consulting, who wrote the [COAAP Year One Report](#). The year one report includes a process evaluation detailing administrative components, populations served, and program implementation.

GRANTEES, STUDENTS, AND STAFF

This report includes data from grantees during the 2024–2025 reporting year.

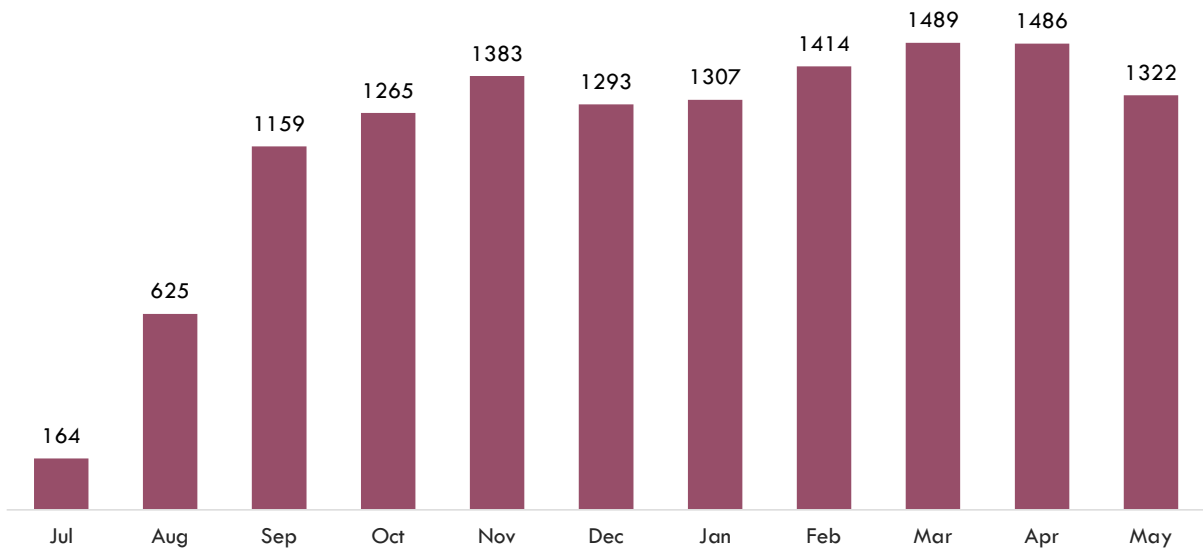
Nine grants (41%) were to school districts, and eight (36%) were to community-based organizations. Other grantees included consortiums, charter schools, and an institute of higher education. The total amount of funding disbursed was \$7,556,121. A full list of grantees and centers, including each grantee’s funding allocation, is provided in Appendix C.

How many students were served, and what were their demographic characteristics?

Student Attendance Patterns

In total, **54 centers served 4,836 students.**⁴ Figure 1 shows the number of students served per month between July 2024 and May 2025. The number of students served rose from 164 in July to a high of 1,489 in March before falling slightly to 1,322 in May. Excluding July, when only nine centers were operating, **centers served an average of 1,274 students per month.**

Figure 1
Number of students served per month



Note: Data in this figure comes from EZReports.

Three in five students (60%; $n = 2,901$) attended between 1 and 29 days, 14% ($n = 679$) attended 30 to 59 days, (10%; $n = 503$) attended 60 to 89 days, and 16% ($n = 753$) attended 90 days or more (see Figure 2).

⁴ Information on student attendance and demographics included in this report comes from EZReports. The [2024–2025 Legislative Report](#) used preliminary grantee self-report data from the End-of-Year Grantee Survey. The EZReports data is considered more reliable than the End-of-Year Grantee Survey data.

Figure 2
Student attendance by number of days attended



Note: Data in this figure comes from EZReports.

Student Demographic Characteristics

As shown in Figure 3, 50% of students were female, and 50% were male. For a very small proportion of students (0.1%), gender was recorded as “other.”

Figure 3
Student gender



Note: Data in this figure comes from EZReports.

Figure 4 presents data on student race broken out by federal reporting categories.⁵ The majority of students were white (69%). Race was unknown or “some other race” for 16% of students.

Figure 4
Student race

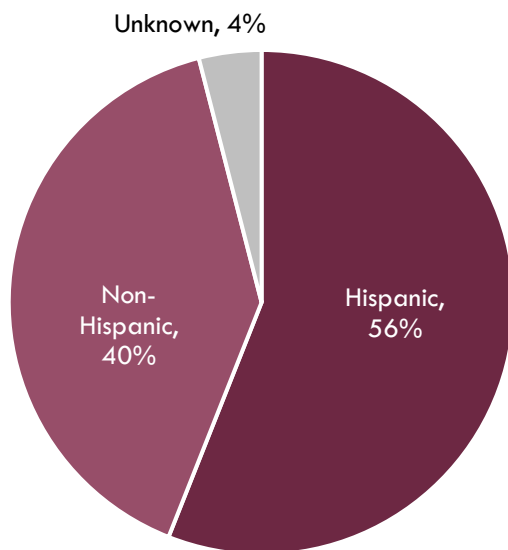


Note: Data in this figure comes from EZReports.

Figure 5 presents data on student ethnicity. A majority of students (56%) were Hispanic.

⁵ Nineteen students (0.4%) whose race was listed as Native Hawaiian or Pacific Islander are included in the “unknown or some other race” category in Figure 4. “AI/AN” stands for American Indian or Alaska Native.

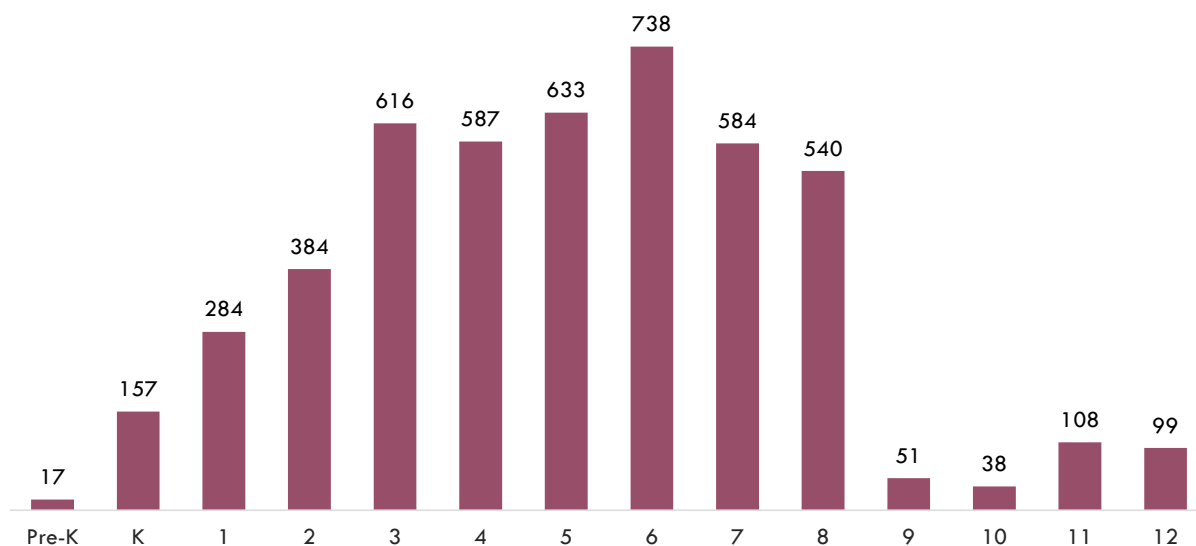
Figure 5
Student ethnicity



Note: Data in this figure comes from EZReports.

Figure 6 presents student grade levels served. All grades were represented among student attendees, though very few high school students attended. Over half of students (55%) were in pre-kindergarten through grade 5, while 39% were in grades 6 to 8 and 6% were in grades 9 through 12.

Figure 6
Student grade level



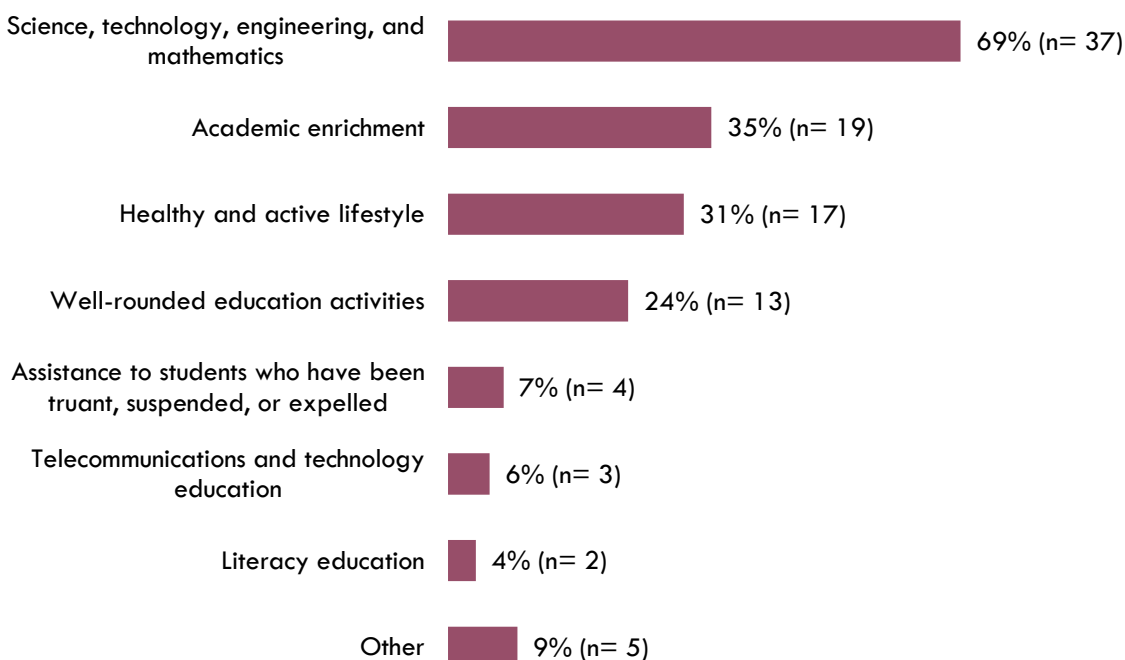
Note: Data in this table comes from EZReports.

What activities do programs provide for students?

All centers provided activities in **science, technology, engineering, and mathematics; academic enrichment; or well-rounded education activities**. Thirty-seven centers (69%) offered activities in **science, technology, engineering, and mathematics**, while 19 centers (35%) offered activities in **academic enrichment** and 17 (31%) offered activities in **healthy and active lifestyle** (see Figure 7). Thirteen centers (24%) offered **well-rounded education activities**. Fewer offered **assistance to students who have been truant, suspended, or expelled** ($n = 4$, 7%), **telecommunications and technology education** ($n = 3$, 6%), **literacy education** ($n = 2$, 4%), and **other activities** ($n = 5$, 9%).

Figure 7

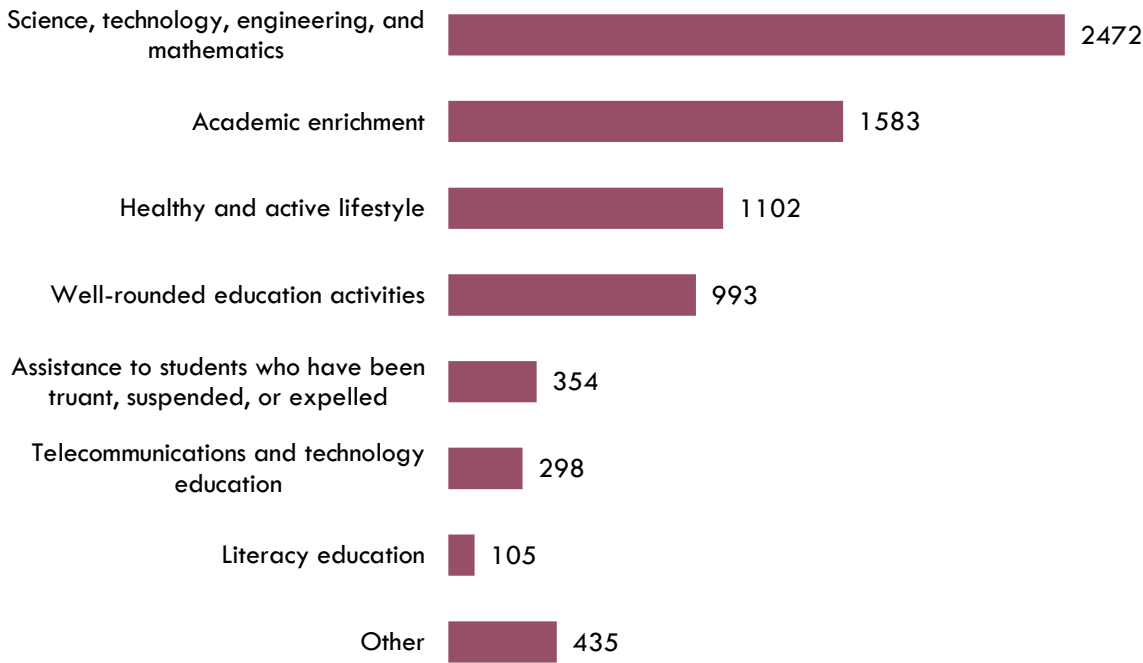
Number of centers offering activities



Note: Data in this figure comes from EZReports.

Figure 8 presents the number of students participating in each type of activity during the 2024–2025 program year using Every Student Succeeds Act (ESSA) categories. The most commonly attended activities included **science, technology, engineering, and mathematics** (2,472 students), **academic enrichment** (1,583 students), **healthy and active lifestyle** (1,102 students), and **well-rounded education activities** (993 students). Activities attended by fewer students included **assistance to students who have been truant, suspended, or expelled** (354 students), **telecommunications and technology education** (298 students), **literacy education** (105 students), and **other activities** (435 students).

Figure 8
Number of students participating in activities



Note: Data in this figure comes from EZReports.

GRANTEE PERFORMANCE MEASURES

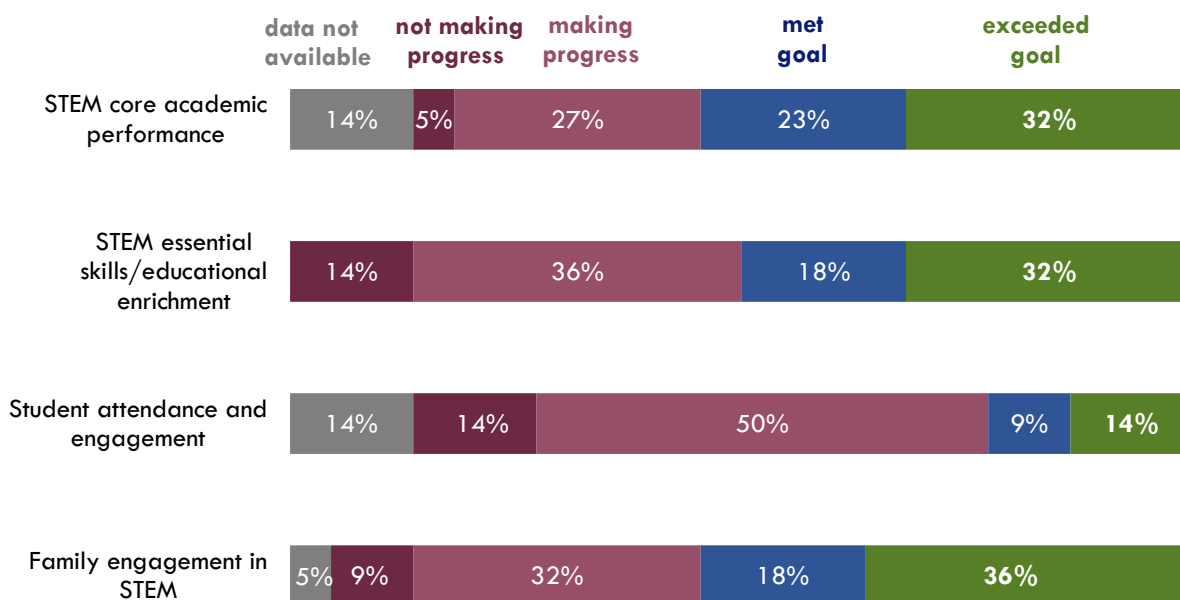
In their grant proposals, grantees created performance measures using the SMART (specific, measurable, achievable, relevant, and time-bound) framework for each of the following performance measures:

- STEM core academic performance
- STEM essential skills/educational enrichment
- School attendance and engagement
- Family engagement in STEM

Grantees were asked to rate their progress on each performance measure using a four-point scale (no progress, making progress, met goal, or exceeded goal). Grantee self-report ratings are included in this section; subsequent sections of the report describe progress in these areas from other sources.

All grantees ($N = 22$) provided responses to these items. **The majority of grantees rated themselves as making progress, meeting, or exceeding their performance measures** (see Figure 9).⁶

Figure 9
Grantee performance measures



Note: Data in this figure comes from the End-of-Year Grantee Survey.

⁶ Some grantees did not have data available to assess their performance on *STEM core academic performance* (14%), *student attendance and engagement* (14%), or *family engagement in STEM* (5%) performance measures. Data were not available for a variety of reasons, including lack of standardized test data altogether (due to an internal issue with a staff member who is no longer employed with the district), a lack of students attending at least 30 hours of programming, or a lack of teacher responses to surveys.

“We had a 5th-grade student who was on the autism spectrum, an English Language Learner, and largely nonverbal during the school day. The student was referred for support in developing social-emotional skills as well as for math support. Upon joining the program, the student began participating in our robotics program. Initially, they worked alone and struggled to share their work with others. Over time, however, the student began collaborating with a partner and eventually became comfortable working in a group. During one of our robotics showcases, a staff member asked the student to present their project. The student lit up, enthusiastically explaining how they had programmed the robot and what it could do. A learning specialist from the student’s school was also in attendance and, amazed, asked, ‘Do they talk in [the COAAP program]? I’ve never seen them speak that much!’ She had tears in her eyes, overwhelmed with joy at witnessing the student’s remarkable progress.”



To what extent are grantees making progress in meeting their STEM core academic grantee performance measures?

Over half of grantees (55%) rated themselves as meeting or exceeding their STEM core academic performance measure, and 27% reported making progress (see Figure 9). A small proportion (5%) rated themselves as not making progress, and 14% did not have data available.

One of CDE’s objectives is that 100% of programs in year one of the grant will report making progress on the *STEM core academic performance measure*. About four in five (82%) of grantees made progress on, met, or exceeded this objective (this may be an underestimate because 14% of grantees did not have available data).

Another CDE objective is that 100% of grantees share at least one story of a student achieving success in math and science in their program. Although all grantees provided a response, not all grantees provided a story; rather, some wrote something brief such as, “build a bot and create a code for it – highly engaged student.” Seventeen of the 22 grantees provided a student success story.

“One student who attended the club all year showed significant growth in their ability to share their science learning, gaining confidence through project-based experiences. At the start of the year, the student was quiet but consistently kind, helpful, and creative. While they struggled to share ideas, staff recognized this and intentionally paired them with good listeners, creating a safe environment for them to grow. Gradually, they began to open up. After presenting their work during the school day, they were so proud of their work that they asked to share it again with club staff during recess—something that was unimaginable earlier in the year.”

To what extent are grantees making progress in meeting their STEM essential skills/educational enrichment grantee performance measures?

Half of grantees (50%) rated themselves as meeting or exceeding their essential skills performance measure, and 36% reported making progress (see Figure 9). About one in seven (14%) rated themselves as not making progress.

One of CDE’s objectives is that 100% of programs in year one of the grant will report making progress on their *STEM essential skills /educational enrichment* performance measure. Most grantees (84%) made progress on, met, or exceeded this performance measure.

“We had a student who had a total meltdown at regional competition during a STEM competition. Their teammates rallied around them and supported them. A few months later, this same student, along with their teammates, performed the same STEM act during our family engagement night. They performed almost flawlessly and felt a sense of redemption.”



To what extent are grantees making progress in meeting their school attendance and engagement grantee performance measures?

About one in four grantees (23%) rated themselves as meeting or exceeding their school attendance performance measure, and 50% reported making progress (see Figure 9). About one in seven (14%) rated themselves as not making progress, and the same percentage (14%) did not have data available.

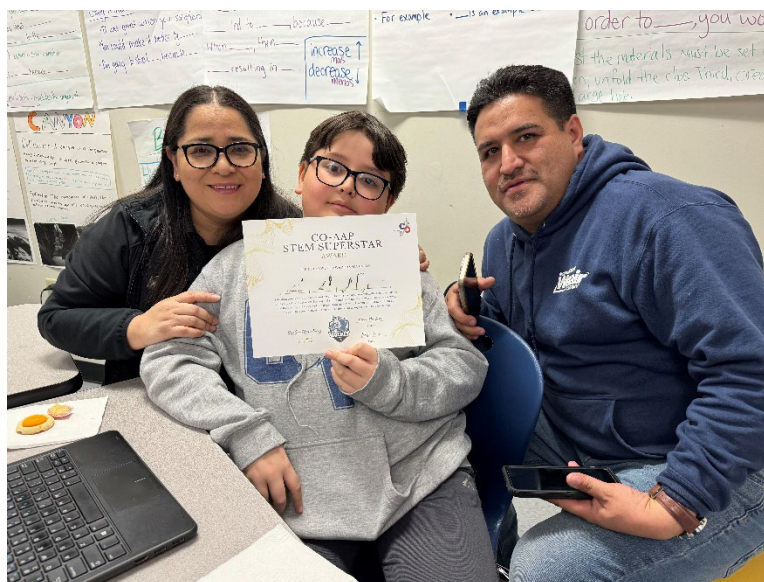
One of CDE's objectives is that 100% of programs in year one of the grant will report making progress on their *school attendance and engagement* performance measure. Nearly three in four grantees (73%) made progress on, met, or exceeded this performance measure (this may be an underestimate because 14% of grantees did not have available data).

To what extent are grantees making progress in meeting their family engagement in STEM grantee performance measures?

Over half of grantees (54%) rated themselves as meeting or exceeding their family engagement in STEM performance measure, and 32% reported making progress (see Figure 9). A smaller proportion (9%) rated themselves as not making progress, and 5% did not have data available.

One of CDE's objectives is that 100% of programs in year one of the grant will report making progress on their *family engagement in STEM* performance measure. Most grantees (84%) made progress on, met, or exceeded this performance measure.

Another CDE objective is that 100% of grantees share at least one story of a parent, family member, or caregiving experiencing success in STEM through meaningful family education and engagement activities. Although all grantees provided a response, not all grantees provided a story; rather, some wrote something brief such as, "100% of parents would reenroll their student." Sixteen of the 22 grantees provided a family success story.



“One family shared that before our outreach about their student’s progress, they had no idea their child was struggling so significantly in math. When they learned their student was performing more than two grade levels behind, they became committed to bringing their child to before-school tutoring every week. The caregivers not only gained tools to support learning at home but also came to the school to witness STEM programming, where they could see firsthand how hands-on activities inspired their child’s curiosity and confidence. By the end of the year, the caregiver proudly shared how much their student’s skills and self-esteem had grown, and they felt better equipped to support their child’s continued success in STEM.”

What strategies and supports do grantees find to be most effective?

Grantees were asked to rank the order of effectiveness of the primary strategies and supports that were funded by the COAAP grant dollars on a scale of 1 (most effective) to 5 (least effective). Because not all grantees received direct funding for all strategies, they only ranked the strategies that were directly funded.⁷

Identifying students who are below grade level or struggling in mathematics based on academic assessments was by far the most highly ranked strategy. Almost all grantees (90%) ranked it as one of their strategies, and the average ranking was 1.1 (see Figure 10). The second most effective strategy was **notifying the parents, guardians, or legal custodians if a student is below grade level or struggling in math**, which received an average ranking of 2.2 from 76% of grantees. The third most effective strategy was **implementing train-the-trainer or train-the-parent framework plans to improve math for students who are below grade level**, which received an average ranking of 3.3 from 76% of grantees.

Figure 10
Strategies and supports

Strategies and supports (Number and percent of grantees ranking each item)	Average ranking	1	2	3	4	5
Identifying students who are below grade level or struggling in mathematics based on academic assessments (n = 19, 90%)	1.1	18	1	-	-	-
Notifying the parents, guardians, or legal custodians if a student is below grade level or struggling in math (n = 16, 76%)	2.2	1	13	1	-	1
Implementing train-the-trainer or train-the-parent framework plans to improve math for students who are below grade level (n = 16, 76%)	3.3	1	1	7	7	-
Providing parents/guardians/legal custodians with a list of intervention and acceleration strategies to assist with math at home (n = 10, 48%)	3.6	-	3	1	2	4
Publishing mathematics curricula annually, including supplemental curricula or interventions (n = 10, 48%)	3.7	-	1	5	1	3

Note: Data in this table comes from the End-of-Year Grantee Survey.

⁷ One grantee completed the question incorrectly and is excluded from the analysis, so Figure 10 includes responses from 21 grantees.

COAAP OUTCOMES

This section of the report highlights findings in each of the four CDE strategic priorities (accelerate student outcomes, increase student engagement, strengthen the educator workforce, and provide operational excellence) and in a fifth strategic priority identified by the COAAP team (develop community partnerships and engage families). The full list of strategic priorities, objectives, and sub-objectives can be found in Appendix B.

Many of the outcomes in this section rely on teacher survey data. At the end of the school year, teachers completed the COAAP Teacher Survey for students who participated in at least 30 hours of programming. The survey included questions related to students' progress in seven STEM essential skills, six mathematical practices skills, and seven science and engineering practices skills. For each skill, teachers rated students as declined, maintained/no improvement, or improved.⁸ In addition, among a subset of grantees (who specified that they would use written surveys to assess student engagement), teachers completed a set of survey items regarding student engagement using the same rating scale.⁹

ACCELERATE STUDENT OUTCOMES

The COAAP objective for this strategic priority is:

Student and family participation in COAAP's free programming and tutoring will provide academic enrichment and support activities to improve student outcomes in science, technology, engineering, and math (STEM), allowing students to meet rigorous state academic standards, specifically in mathematics and science, and to increase student proficiencies and outcomes in mathematics.

How many students showed improvements in mathematics on standardized tests?

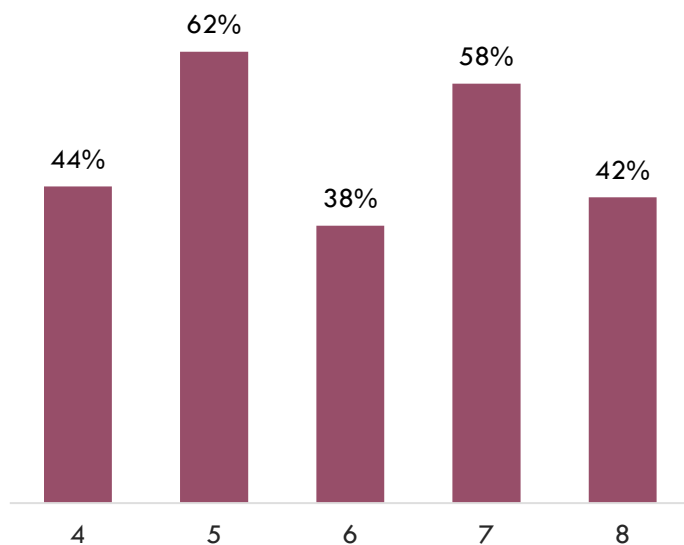
Colorado Measures of Academic Success (CMAS) mathematics scores from the previous and current school years were available for 2,342 students in grades 4–8. Among these students, **48% showed growth in CMAS scores compared to the previous year.** Students in grades 5 and 7 showed the highest rates of improvement (62% and 58%, respectively, while students in grade 6 showed the lowest rate of improvement (38%; see Figure 11).

⁸ Teachers could also rate students as “did not need to improve.” Because the percentage of students rated as “did not need to improve” was very small (ranging from 1%–2% for most skills), those students are not included in the graphs presented in this report.

⁹ Because the percentage of students rated as “did not need to improve” exceeded 10% for all items in the student engagement survey, those students are included in the graphs presented in this report.

Figure 11

Percentage of students in grades 4–8 whose CMAS mathematics scores improved from the previous year

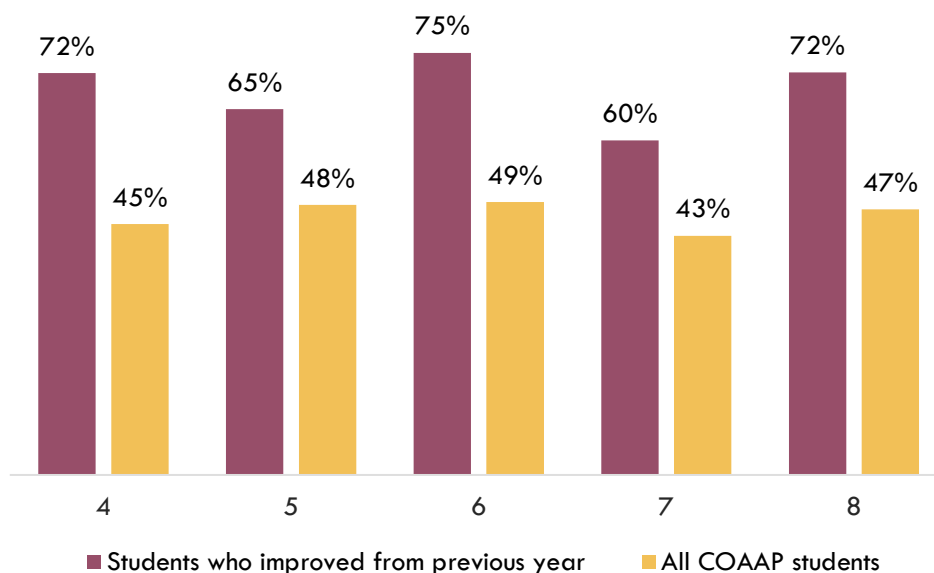


Note: Data in this figure comes from CDE's 21APR report.

Figure 12 shows student growth percentiles in CMAS mathematics scores broken out between students whose CMAS scores improved from the previous year ($N=1,122$) and all COAAP students ($N=2,342$) in grades 4–8.¹⁰

Figure 12

Student growth percentiles in CMAS mathematics scores



Note: Data in this figure comes from CDE's 21APR report.

¹⁰ A student growth percentile shows growth relative to peers on a 1–99 scale; a score of 50, for example, means the student showed more growth than 50% of their peers.

Among students who showed improvement from the previous year, the average student growth percentile was 72%, meaning that the average student showed more growth than 72% of their peers. It was highest among students in grade 6 (75%), grade 4 (72%) and grade 8 (72%). Among all students, the average student growth percentile was 46%, meaning that the average student showed more growth than 46% of their peers.

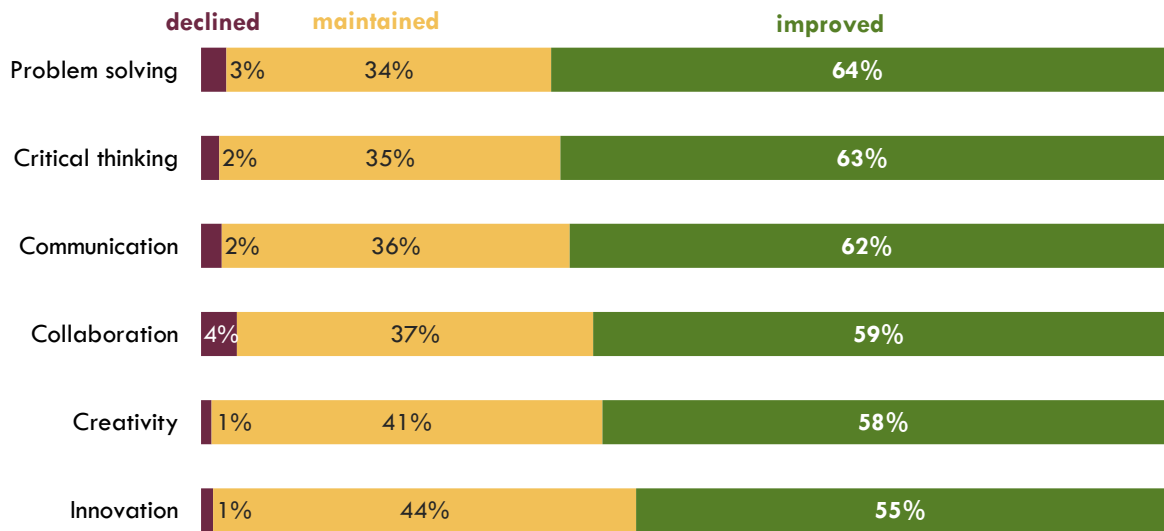
Because student-level data were not available to the evaluator, it was not possible to analyze whether there were any differences in mathematics performance by subgroup or whether students who attended more programming achieved more growth in mathematics or other areas. Therefore, it was not possible to assess progress towards reaching the CDE objective, “More than half of participating students demonstrate improved performance in mathematics—across all students, regardless of race, ethnicity, gender, grade level, disability, SES, geographic location, and ELL status.” It would be helpful for CDE to develop mechanisms to provide student-level achievement and attendance data in the future.

Do students who attend COAAP programs improve their STEM essential skills according to teacher reports?

Changes in STEM essential skills were assessed by surveys completed by teachers for students who attended 30 hours or more of COAAP programming during the program year.

Figure 13 presents teacher ratings of student improvement in areas related to STEM essential skills. Nearly two-thirds of students (64%) improved **problem solving**, and more than three in five showed improvement in **critical thinking** (63%) and **communication** (62%). More than half improved *collaboration* (59%), *creativity* (58%), and *innovation* (55%).

Figure 13
End-of-Year Teacher Survey ratings on STEM essential skills



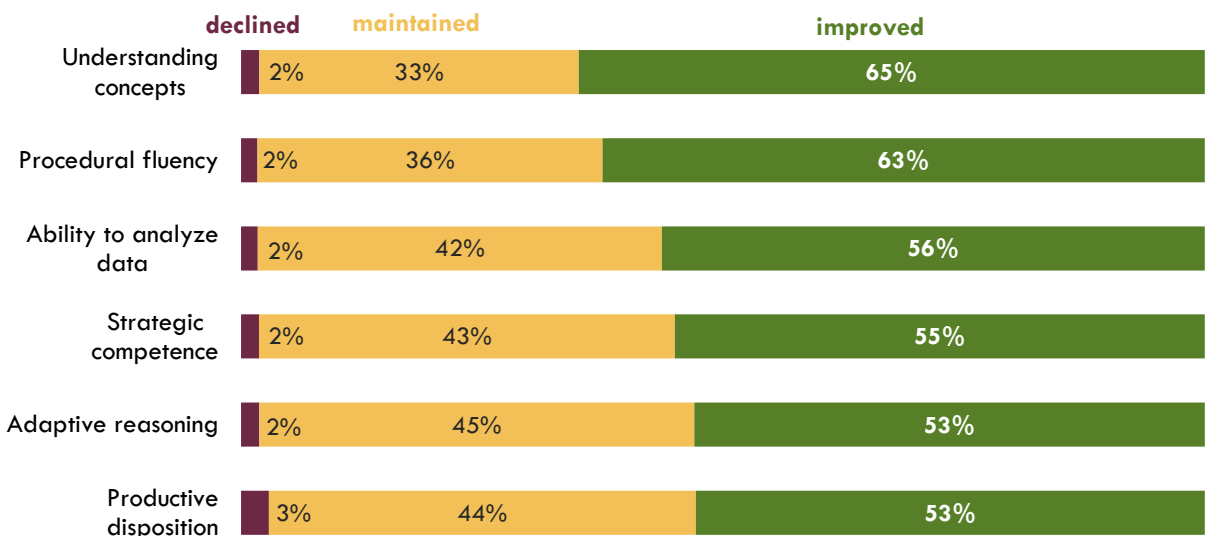
Note: Data in this figure comes from the End-of-Year Teacher Survey. The number of students for whom ratings were provided differed by question, ranging from 1,943 to 2,054.

Do students who attend COAAP programs improve their mathematical practices skills according to teacher reports?

Changes in mathematical practices skills were assessed by surveys completed by teachers for students who attended 30 hours or more of COAAP programming during the program year.

Figure 14 presents teacher ratings of student improvement in areas related to mathematical practices skills. Nearly two-thirds of students improved **understanding concepts** (65%) and **procedural fluency** (63%). Nearly three in five improved their **ability to analyze data** (56%) and **strategic competence** (55%). Over half improved their **adaptive reasoning** (53%), and **productive disposition** (53%).

Figure 14
End-of-Year Teacher Survey ratings on mathematical practices skills



Note: Data in this figure comes from the End-of-Year Teacher Survey. The number of students for whom ratings were provided differed by question, ranging from 1,803 to 1,889.

Do students who attend COAAP programs improve their science and engineering practices skills according to teacher reports?

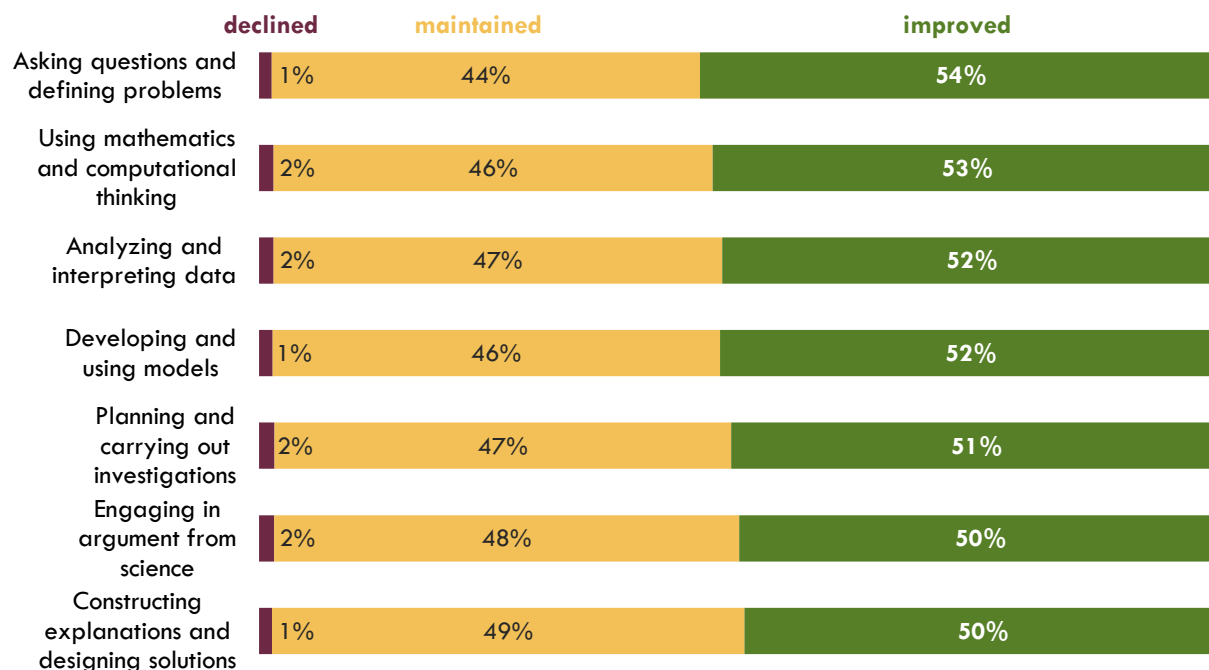
Changes in science and engineering practices skills were assessed by surveys completed by teachers for students who attended 30 hours or more of COAAP programming during the program year.

Figure 15 presents teacher ratings of student improvement in areas related to science and engineering practices skills. Just over half of students improved **asking questions and defining problems** (54%), **using mathematics and computational thinking** (53%), **analyzing and interpreting data** (52%), **developing and using models** (52%), and **planning and carrying out investigations** (51%). Half (50%) improved in **engaging in argument from science and constructing explanations and designing solutions**.

One of CDE’s objectives is that more than half of participating students demonstrate improved essential skills in mathematics and/or science. This objective was met, particularly in mathematical practices skills (see Figure 14 and Figure 15).

Figure 15

End-of-Year Teacher Survey ratings on science and engineering practices skills



Note: Data in this figure comes from the End-of-Year Teacher Survey. The number of students for whom ratings were provided differed by question, ranging from 1,399 to 1,464.

INCREASE STUDENT ENGAGEMENT

The COAAP objective for this strategic priority is:

Student and family participation in COAAP programming will increase student engagement during the school day and year.

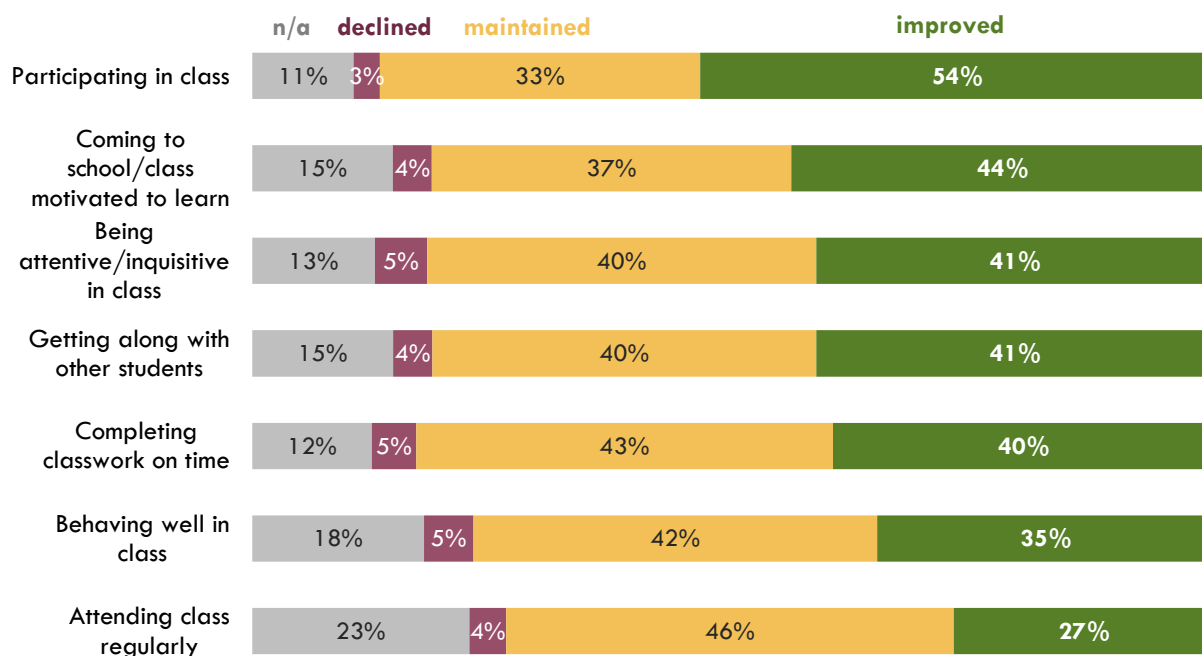
Do students who attend COAAP programs improve their school day engagement according to teacher reports?

Changes in school-day engagement in seven key indicators were assessed by surveys completed by teachers for students who attended 30 hours or more of programming during the program year.

Figure 16 presents teacher ratings of student improvement in areas related to student engagement. A subset of grantees (those that specified using written surveys as a way to assess student engagement) administered this survey. Students who did not need to improve or for whom the indicator was not applicable were not rated (they are shown in gray). More than half of students (54%) improved **participating in class** and more than two in five (44%) showed improvement in **coming to school / class motivated to learn**. About two in five (41%) improved **being attentive/inquisitive in class** (41%), **getting along with other students** (41%), and

completing classwork on time (40%). About one in three improved **behaving well in class** (35%) and about one in four (27%) improved **attending class regularly**.

Figure 16
End-of-Year Teacher Survey ratings on engagement



Note: Data in this figure comes from the End-of-Year Teacher Survey. The number of students for whom ratings were provided differed by question, ranging from 368 to 370.



“Students were struggling with the directions and expectations for building Edison robots. One student, however, figured out how to build one that would follow light. They taught all the other students in the group to do the same and then tutors led the students into a dark classroom. A tutor used the flashlight app on his phone, and all students watched their robots turn and move toward the light like turtles moving to the sea.”

STRENGTHEN THE EDUCATOR WORKFORCE

The COAAP objective for this strategic priority is:

COAAP programs will strengthen Colorado’s educator workforce by employing, retaining, and developing out-of-school time professionals, thus providing a potential non-traditional career pathway for the teaching profession and a source of additional income for day school teachers who also work as OST providers.

How do grantees staff their programs?

One of CDE’s objectives is that grantees will utilize a mix of teaching staff and out-of-school time youth specialists to fill staffing positions. Figure 17 presents the types of paid and volunteer staff along with the number of hours worked. Data for this figure were available from 34 centers. Across 34 centers, **134 staff and volunteers** worked **39,934 hours**. Most staff and volunteers were administrators (28%), other non-teaching school staff (21%), school day teachers (18%), and high school students (17%).

Figure 17

Number of staff/volunteers and hours worked

Staff Type	Number	Percent	Hours
Administrators	38	28%	27143
Other Non-Teaching School Staff	28	21%	448
School Day Teachers	24	18%	2238
High School Students	23	17%	2706
College Students	10	7%	3950
Community Members	8	6%	1495
Other	3	2%	1965
Total	134	100%	39,945

Note: Data in this figure comes from EZReports.

What opportunities for professional development are available to program staff?

CDE aims to offer quarterly opportunities for professional development for program and center staff. Both leading up to and during the 2024–2025 program year, CDE offered numerous trainings. These included webinars (e.g., grant kickoff, marketing, use of EZReports), local meetings, and statewide conferences. In addition, lead consultants provided orientation site visits and, as needed, one-on-one meetings. Excluding attendance at office hours, **257 duplicated**

people participated in professional development opportunities during the 2024–2025 program year.¹¹

CDE solicits feedback about grantees' desired professional development topics in the End-of-Year Grantee Survey and will work to incorporate those topics into the following year's trainings. Grantees noted interest in **learning more about STEM and mathematics instruction, collecting and using data, engaging families, and successful program implementation**. In addition, they noted a strong interest in **networking and learning from other programs**.



PROVIDE OPERATIONAL EXCELLENCE

The COAAP objective for this strategic priority is:

The CDE COAAP team will demonstrate operational excellence concerning administration of the Colorado Academic Accelerator Program grants through open communication with grantees, continued technical assistance, and data-driven continuous improvement efforts.

What supports does CDE provide to grantees?

Each grantee is assigned a lead consultant, who is the primary contact for the grantee. Lead consultants conduct site visits and are available for one-on-one consultations. CDE also offers regular trainings and communication. In addition, the [COAAP website](#) provides program announcements, background information, frequently asked questions, information on grant requirements (including data collection and tracking), and instructional resources specific to STEM.

How do grantees describe supports provided by CDE?

One of CDE's objectives is that grantees report positively on the customer service they receive from CDE. In the End-of-Year Grantee Survey, grantees noted numerous aspects of support provided by CDE as helpful. They particularly appreciated their **relationships with the lead**

¹¹ This number is not de-duplicated; that is, people who attended more than one professional development opportunity are counted multiple times.

consultants, who provided personalized guidance, check-ins, and accessible technical assistance. Grantees also expressed appreciation for **clear communication and centralized resources**, such as FriYAY newsletters and a document listing key program dates and deadlines. They also appreciated the **kickoff/orientation trainings, ongoing trainings and professional development** (especially for EZReports), and **opportunities to connect with peers during in-person events** (such as regional and statewide meetings, workshops, and conferences).

“The most helpful technical assistance is provided by phone and office hours. I appreciate knowing I can call my lead consultant with any questions or concerns that I might have. [My lead consultant] handles all situations, challenges, and discussions in a fair and balanced way. Having slides available for review after orientations, etc. is great, too.”

One program lead who was hired late in the process suggested providing a dedicated training or support group for staff who are new. They appreciated the “great guidance” from their lead consultant but said the trainings were “like drinking from a fire hydrant all year.”

Did all grantees meet data reporting requirements?

One of CDE’s objectives is that all grantees meet 100% of data reporting requirements. In this first year of the program, all grantees submitted required data via EZReports and the End-of-Year Grantee Survey. However, some required information on student outcomes was missing or unusable, and some grantees did not provide success stories. Lead consultants will continue to work with grantees one-on-one as needed to ensure data completeness and fidelity.

Does the COAAP program result in financial savings for families?

Another of CDE’s objectives is that COAAP results in positive financial savings for families. CDE used state-level data to produce cost savings estimates.¹² All cost savings were estimated as conservatively as possible, excluding additional snacks or hours of tutoring and child care provided during special events and family events. Only snacks provided and regular programming hours were counted.

Totaling costs averted for tutoring, child care, and snacks, COAAP saved families approximately **\$3,329,291** during the 2024–2025 program year.

Tutoring

COAAP grantees reported a total of 4658 hours of tutoring related programming during the 2024–2025 program year. At an estimated cost of \$23.11 dollars per hour, tutoring provided through COAAP saved families a total of **\$107,638** in tutoring costs during the 2024–2025 program year. The cost of tutoring was based on the average starting rate for hiring a tutor in Colorado on [care.com](https://www.care.com).

¹² These cost savings estimates differ from what was reported in the [2024–2025 Legislative Report](#). CDE identified inconsistencies in the self-reported grantee data used to calculate the cost savings estimates reported in the legislative report. CDE devised more robust metrics using state-level data to produce the more accurate cost savings estimates reported here.

Child care

COAAP grantees reported a total of 351,711 hours of child care during the 2024–2025 program year. At an estimated cost of \$8.53 dollars per hour, child care provided by COAAP saved families a total of **\$3,000,095** in child care costs. Out-of-school care time costs were derived from a report on the [Child Care Opportunity Index](#) in Colorado.¹³

Snacks

COAAP grantees reported a total of 175,840 attended participant days during the 2024–2025 program year. At an estimated cost of \$1.26 dollars per snack per day, snacks provided by COAAP saved families a total of **\$221,558** in snack costs during the 2024–2025 program year. The cost of snacks was derived from [USDA data on after-school snack costs](#).

DEVELOP COMMUNITY PARTNERSHIPS AND ENGAGE FAMILIES

The COAAP objective for this strategic priority is:

COAAP programs will develop an established presence and relationship in the community and offer families of students opportunities for active and meaningful engagement in students' education, including opportunities for mathematics literacy and related educational development.

What opportunities for engagement do grantees provide to families?

One of the aims of COAAP is to provide opportunities for families of students to actively and meaningfully engage in their students' education, both in mathematics literacy/numeracy and in other educational development. **Centers served a total of 5,593 family members during the 2024–2025 program year.** Family engagement activities included family math nights, family science nights, a robotics showcase, STEM events, and academic success fairs. Some schools provided food at the events to encourage attendance and community building.

“The program provided families with direct access to Zearn digital math acceleration platforms, enabling them to become partners in their children's mathematical learning. The most successful example was a parent at an elementary school, who requested website access and login credentials to monitor their child's progress at home. This parent intentionally extended their child's participation in the program to maximize engagement with Zearn math activities, demonstrating how providing families with concrete tools and access transformed them from passive observers to active participants in mathematical learning. The success of this approach suggests that when families have direct visibility into their child's math progress and can replicate learning activities at home, they become more invested in and capable of supporting academic growth.”

¹³ The average costs per month for the top ten most populous counties in Colorado were averaged and divided by 160 hours (8 hours x 20 days) to find an average cost per hour, presuming eight hours of care for four five-day work weeks each month.

What collaborations or partnerships have grantees developed?

One of CDE's objectives is that 100% of grantees share at least one story of meaningful collaboration or partnership related to COAAP that leads to successful outcomes for students and their families. Although all grantees provided a response, not all grantees actually provided a story; rather, some wrote something brief such as the name of a school district. Seventeen of the 22 grantees provided a story.



“A key partnership that led to meaningful outcomes for students and their families was our collaboration with Carnegie Learning’s MATHia and MathStream programs. With Carnegie Learning’s expert support and training, we were able to implement our digital learning accelerator more effectively. This partnership provided targeted, personalized instruction that met students where they were, helping them build skills and confidence. As a result, 78% of students who attended at least 30% of sessions showed measurable growth on the iReady benchmark, demonstrating how targeted collaboration can close learning gaps and set students up for long-term success.”

SUMMARY

CDE's COAAP grant program provides OST programming for high-risk students and their families with a particular emphasis on building capacity in science and mathematics. End-of-Year Teacher Survey data, improvements on mathematics standardized assessments, and stories from program directors demonstrate the positive impact of the program for both students and their families in its first year of implementation.

In the 2024–2025 program year, 22 grantees served as fiscal agents for Colorado's COAAP program, supporting activities in 54 centers throughout the state. A total of 4,836 students participated in the program, 1,935 (40%) of whom attended 30 or more days of programming.

Totaling costs averted for tutoring, child care, and snacks, COAAP saved families approximately \$3,329,291 during the 2024–2025 program year.

School-day teachers completing End-of-Year Teacher Surveys for students attending at least 30 hours of programming noted improvements in STEM essential skills, mathematical practices skills, science and engineering practices skills, and student engagement.

The most commonly attended activities were *science, technology, engineering and mathematics* (attended by 2,472 students), *academic enrichment* (1,583 students), *healthy and active lifestyle* (1,102 students), and well-rounded education activities (993 students).

Grantees reported progress on grantee performance measures. Almost all reported making progress, meeting, or exceeding their *STEM core academic performance*, *STEM essential skills/educational enrichment*, *school attendance and engagement*, and *family engagement in STEM* performance measures. However, it should be noted that only 23% of grantees made progress on, met, or exceeded their *student attendance and engagement* performance measure. Supporting grantees in ensuring that more students attend COAAP programming in future years will increase program impact.

Overall, 48% of students in grades 4–8 showed growth in CMAS mathematics scores compared to the previous school year. Because student-level data were not available to the evaluator, it was not possible to analyze whether there were any differences in mathematics performance by subgroup or whether students who attended more programming achieved more growth. It would be helpful for CDE to develop mechanisms to provide student-level achievement and attendance data in the future.

During the program's first year of implementation, CDE worked to provide operational excellence, providing timely and relevant training and one-on-one technical assistance, supporting grantees as they implemented and documented their programs, and monitoring grantees for compliance. Grantees provided positive feedback on the important role that CDE staff played in supporting them during the first year of program implementation—through site visits, individual technical assistance, networking opportunities, and trainings.

CDE could further support grantees with focused technical assistance on how to provide valid data related to student outcomes such as mathematics skills. It would also be helpful to more closely monitor student demographic information such as race (16% missing) and free lunch status (78% missing, therefore not included in the report). In addition, grantees would benefit from additional training on what constitutes a success story, as several grantees did not provide coherent stories.



“One student who initially expressed little interest in STEM gradually became one of the most enthusiastic participants in our after-school program. Through hands-on activities, this student discovered a passion for engineering and problem-solving.

Over the course of the program, they began staying after school and asking thoughtful questions, even assisting peers during group projects. Their confidence grew, and they started expressing interest in pursuing a STEM-related field in high school and beyond. This transformation reflects the impact of accessible, engaging STEM opportunities supported by the COAAP grant.”

APPENDIX A: LOGIC MODEL

INPUTS/ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES (1-2 YEARS)	INTERMEDIATE/LONG-TERM OUTCOMES
INPUTS • COAAP funding • CDE staff • After school program staff • Students (K-12 and families) • Community partners • Programming space • Transportation GRANTEE ACTIVITIES Improve student outcomes and engagement [1] [2] • Provide opportunities for free academic enrichment and support activities, including tutorial services for students and educational enrichment activities (e.g., Academic Enrichment-focused, STEM, computer science, activities around mathematics literacy/numeracy). • Offer activities designed to improve students' essential skills relating to math and science (e.g., activities designed to increase critical thinking and problem solving, activities focused on collaboration and communication, activities designed to highlight mathematic and scientific processes). • Target high-needs schools. • Target high-needs students. Strengthen educator workforce [3] • Utilize a mix of teaching staff and out-of-school time youth specialists to fill staffing positions. [3.1]	GRANTEE OUTPUTS Student outcomes and engagement [1] [2] • # of programs providing free academic enrichment and support activities, including tutoring [1.3] • # of programs offering activities designed to improve students' essential skills relating to math and science [1.7] • Total # of students served • # of high-needs schools served • # of high-needs students served • # of students participating in activities: tutoring and educational enrichment • # of total service hours by type: tutoring and educational enrichment Strengthen educator workforce [3] • # of program staff by role [3.1] • # of PD activities offered quarterly to grantees [3.2] • # of staff attending PD [3.2] Develop community partnerships and engage families [5] • # of grantees offering families opportunities for active and	Improve student outcomes [1] • All grantees report progress in their STEM Core Academic Performance Measure by year 1 and maintain or demonstrate growth by year 2. [1.1] • All grantees share at least one story of a student achieving success in Math and Science in their program. [1.2] • More than half of participating students demonstrate improved performance in mathematics—across all students, regardless of race, ethnicity, gender, grade level, disability, SES, geographic location, and ELL status. [1.4] • More than half of participating students demonstrate improved essential skills in mathematics and/or science. [1.5] • All grantees report progress in their STEM Essential Skills/Educational Enrichment Performance Measure by year 1 and maintain or demonstrate growth by year 2. [1.6] Increase student engagement [2] • All grantees report progress in their Student Attendance and Engagement Performance Measure by year 1 and maintain or demonstrate growth by year 2. [2.1] Strengthen educator workforce [3] • [see “Outputs”]	INTERMEDIATE (3 YEARS) Improve student outcomes [1] • All grantees meet or exceed their STEM Core Academic Performance Measure by year 3. [1.1] • All grantees meet or exceed their STEM Essential Skills/Educational Enrichment Performance Measure by year 3. [1.6] Increase student engagement [2] • All grantees meet or exceed their Student Attendance and Engagement Performance Measure by year 3. [2.1] Develop community partnerships and engage families [5] • All grantees meet or exceed their Family Engagement in STEM Performance Measure by year 3. [5.2] Provide operational excellence [4] • The COAAP Program will find that the yearly financial savings for Families is positive. [4.1] • 100% grantee compliance by year 3 of the grant [4.5] LONG-TERM Improve student outcomes [1] • Increased percentage of students at or above grade level in math and science

INPUTS/ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES (1-2 YEARS)	INTERMEDIATE/LONG-TERM OUTCOMES
- Quarterly opportunities for professional development for program and center staff offered by CDE, soliciting yearly feedback about desired professional development topics. [3.2] Develop community partnerships and engage families [4] - Develop an established presence and relationship in the community - Provide opportunities for families of students to actively and meaningfully engage in students' education: - mathematics literacy/numeracy - other educational development CDE ACTIVITIES Provide operational excellence [4] - Equitably distribute COAAP grant funds as defined by the priority areas identified by CDE leadership through periodic needs assessments of the state. [4.2] - Provide support necessary for all grantees to meet 100% of data reporting requirements and to ensure data fidelity. [4.3] - Support grantees who have not submitted a reduction request to spend at least 90% of their allocated funds each year of the grant on allowable expenses. [4.4] - Monitor grantee compliance before the end of the initial funding period and intervene early to ensure a compliance rate of 100% by the third year of the grant. [4.5] - Provide timely and effective customer service to grantees. [4.6]	meaningful engagement in their children's STEM education. [5.4] CDE OUTPUTS Provide operational excellence [4] - Distribution of grant funds by priority areas identified by CDE leadership [4.2] - Record of support provided by CDE to grantees to help meet 100% of data reporting requirements and to ensure data fidelity. [4.3] - Record of support provided by CDE to grantees who have not submitted a reduction request to spend at least 90% of their allocated funds each year of the grant on allowable expenses. [4.4] - Record of monitoring and intervention provided by CDE to ensure grantee compliance before the end of the initial funding period and to ensure a compliance rate of 100% by the third year of the grant. [4.5] - Record of timely and effective customer service provided by CDE to grantees. [4.6]	Develop community partnerships and engage families [5] - All grantees share at least one story about a meaningful collaboration or partnership related to COAAP leading to successful outcomes for students and their families [5.1] - All grantees report progress in their Family Engagement in STEM Performance Measure by year 1 and maintain or demonstrate growth by year 2. [5.2] - All grantees share at least one story about a parent/family member/caregiver who experienced success in STEM through meaningful family education and engagement activities. [5.3] Provide operational excellence [4] - The COAAP Program will find that the yearly financial savings for families is positive. [4.1] - Equitable distribution of COAAP grant funds will be achieved. [4.2] - All grantees meet 100% of data reporting requirements. [4.3] - All grantees who have not submitted a reduction request will spend at least 90% of their allocated funds each year of the grant on allowable expenses. [4.4] - Grantees report positively on the customer service received by CDE. [4.6]	- Increased percentage of students at or above grade level in math and science at targeted high-needs schools Increase student engagement [2] - Increased graduation rates - Reduced dropout rates - Reduced chronic absenteeism - Reduced mobility rates Strengthen educator workforce [3] - Increased diversity of teaching professionals in OST staff positions

APPENDIX B: CDE STRATEGIC PRIORITIES, OBJECTIVES, AND SUB-OBJECTIVES

1. ACCELERATE STUDENT OUTCOMES

Objective: Student and family participation in COAAP's free programming and tutoring will provide academic enrichment and support activities to improve student outcomes in science, technology, engineering, and math (STEM), allowing students to meet rigorous state academic standards, specifically in mathematics and science, and to increase student proficiencies and outcomes in mathematics.

Sub-objectives:

1.1 100% of grantees will report that they are at least making progress in their STEM Core Academic Performance Measure by year 1 of the grant. In year two, 100% of programs will show stability or growth in their self-ratings of progress on STEM Core Academic Performance Measure. 100% of grantees will report that they have met or exceeded their STEM Core Academic Performance Measure by year three of the grant.

1.2 100% of grantees will share at least one story of a student achieving success in Math and Science in their program.

1.3 100% of programs will provide free academic enrichment and support activities, including tutorial services to help students, to meet rigorous state academic standards in mathematics and science and to increase student proficiencies and outcomes in mathematics (e.g., Academic Enrichment-focused, STEM, computer science, activities around mathematics literacy/numeracy).

1.4 More than half of students attending COAAP programming during the school year and summer will demonstrate improved performance in mathematics. This improvement will be seen across all students, regardless of race, ethnicity, gender, grade level, disability, socioeconomic status, geographic location, and English language learner status.

1.5 More than half of students attending COAAP programming during the school year and summer will demonstrate improved essential skills in mathematics and/or science according to participating students' math or science teacher reports.

1.6 100% of grantees will report that they are at least making progress in their STEM Essential Skills/Educational Enrichment Performance Measure by year 1 of the grant. In year two, 100% of programs will show stability or growth in their self-ratings of progress on STEM Essential Skills/Educational Enrichment Performance Measure. 100% of grantees will report that they have met or exceeded their STEM Essential Skills/Educational Enrichment Objectives by year three of the grant.

1.7 100% of programs will offer activities designed to improve students' essential skills relating to math and science (e.g., activities designed to increase critical thinking and problem solving, activities focused on collaboration and communication, activities designed to highlight mathematical and scientific processes).

2. INCREASE STUDENT ENGAGEMENT

Objective: Student and family participation in COAAP programming will increase student engagement during the school day and year.

Sub-objective:

2.1 100% of grantees will report that they are at least making progress in their Student Attendance and Engagement Performance Measure by year 1 of the grant. In year two, 100% of programs will show stability or growth in their self-ratings of progress on Student Attendance and Engagement Performance Measure. 100% of grantees will report that they have met or exceeded their Student Attendance and Engagement Performance Measure by year three of the grant.

3. STRENGTHEN THE EDUCATOR WORKFORCE

Objective: COAAP programs will strengthen Colorado's educator workforce by employing, retaining, and developing out-of-school time professionals, thus providing a potential non-traditional career pathway for the teaching profession and a source of additional income for day school teachers who also work as OST providers.

Sub-objectives:

3.1 Grantees will utilize a mix of teaching staff and out-of-school time youth specialists to fill staffing positions.

3.2 CDE will provide quarterly opportunities for professional development for program and center staff. CDE will solicit yearly feedback about desired professional development topics.

4. PROVIDE OPERATIONAL EXCELLENCE

Objective: The CDE COAAP team will demonstrate operational excellence concerning administration of the Colorado Academic Accelerator Program grants through open communication with grantees, continued technical assistance, and data-driven continuous improvement efforts.

Sub-objectives:

4.1 The COAAP Program will find that the yearly financial savings for families is positive.

4.2 Funds for the COAAP grant will be distributed equitably as defined by the priority areas identified by CDE leadership through periodic needs assessments of the state.

4.3 CDE will provide support necessary for all grantees to meet 100% of data reporting requirements and to ensure data fidelity.

4.4 CDE will support grantees who have not submitted a reduction request to spend at least 90% of their allocated funds each year of the grant on allowable expenses.

4.5 CDE will monitor grantee compliance before the end of the initial funding period and intervene early to ensure a compliance rate of 100% by the third year of the grant.

4.6 CDE's COAAP program will provide timely and effective customer service to grantees.

5. DEVELOP COMMUNITY PARTNERSHIPS AND ENGAGE FAMILIES

Objective: COAAP programs will develop an established presence and relationship in the community and offer families of students opportunities for active and meaningful engagement in students' education, including opportunities for mathematics literacy and related educational development.

Sub-objectives:

5.1 100% of grantees will share at least one story about a meaningful collaboration or partnership related to COAAP leading to successful outcomes for COAAP students and their families.

5.2 100% of grantees will report that they are at least making progress in their Family Engagement in STEM Performance Measures by year 1 of the grant. In year two, 100% of programs will show stability or growth in their self-ratings of progress on STEM Performance Measures. 100% of grantees will report that they have met or exceeded their STEM Performance Measures by year three of the grant.

5.3 100% of grantees will share at least one story about a parent/family member/caregiver who experienced success in STEM through meaningful family education and engagement activities.

5.4 100% of grantees will offer families of students served by COAAP centers opportunities for active and meaningful engagement in their children's STEM education.

APPENDIX C: GRANTEES AND CENTERS

This table lists all grantees and centers that were active during 2024–2025 program year.

Fiscal Agent	Region	Funding Allocation	Number of Centers	Names of Centers
School Districts				
Adams 12 Five Star Schools	Metro	\$615,000	4	Malley Drive Elementary School North Star Elementary School North Mor Elementary School Stukey Elementary School
Adams County 14	Metro; North Central	\$650,000	4	Central Elementary School Rose Hill Elementary School Kearney Middle School Lester Arnold High School
Adams-Arapahoe 28J	Metro	\$126,962	1	Edna & John W. Mosley P-8
Denver County 1	Metro	\$360,000	2	Newlon Elementary School Responsive Arts & Steam Academy (RASA)
Estes Park R-3	North Central	\$97,767	1	Estes Park Elementary School
Harrison 2	Pikes Peak	\$539,164	3	Panorama Middle School Carmel Community School Fox Meadow Middle School
Mesa County Valley 51	West Central	\$717,840	4	Pear Park Elementary School Nisley Elementary School Rocky Mountain Elementary School Fruitvale Elementary School
Sheridan 2	Metro	\$180,000	1	Sheridan High School
St Vrain Valley RE1J	Metro	\$698,656	4	Longs Peak Middle School Sunset Middle School Thunder Valley K-8 Timberline PK-8
Community Based Organizations				
Boys & Girls Clubs of Metro Denver	Metro	\$174,600	1	Johnson Elementary School

Fiscal Agent	Region	Funding Allocation	Number of Centers	Names of Centers
Boys and Girls Clubs of Larimer County	North Central	\$286,738	4	Laurene Edmondson Elementary Lincoln Elementary Sarah Milner Elementary Winona Elementary
EUREKA! McConnell Science Museum	West Central	\$320,665	4	Orchard Avenue Elementary Lincoln Orchard Mesa Elementary Tope Elementary Mesa View Elementary
Riverside Educational Center	West Central	\$720,000	4	Bookcliff Middle School Grand Mesa Middle School Mount Garfield Middle School Orchard Mesa Middle School
The Pinhead Institute Inc	Southwest	\$82,347	1	West End RE-2
Boys & Girls Clubs of Pueblo County - District 60	Southeast	\$349,200	2	Park View Elementary School Columbian Elementary School
Boys & Girls Clubs of Pueblo County - District 70	Southeast	\$174,600	1	Avondale Elementary School
Kids at Their Best, Inc.	North Central	\$660,000	4	Fort Morgan Middle School Green Acres Elementary School Beaver Valley Elementary School Pioneer Elementary School
Charter				
DSST Schools	Metro	\$207,630	3	DSST: College View Middle School Conservatory Green Middle School Green Valley Ranch Middle School
Consortium				
La Veta Re-2	Southeast	\$108,000	2	La Veta School District RE-2 Aguilar School District RE-6
South Central BOCES	Southeast	\$162,000	2	Peakview Elementary School Trinidad Middle School
Colorado Charter School Institute				
Axis International Academy - CSI	North Central	\$166,500	1	Axis International Academy
Institute of Higher Education				
University of Colorado - Boulder	Metro	\$158,452	1	STEM Launch