COLORADO ACADEMIC ACCELERATOR PROGRAM (CO-AAP)

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Year 1 Report

Prepared for

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Prepared by

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EXECUTIVE SUMMARY

The Colorado Academic Accelerator Program (CO-AAP) was authorized in 2023 through Colorado's "Math In Pre-kindergarten Through Twelfth Grade" Act (**C.R.S. 22-2-146.6**). CO-AAP seeks to increase students' proficiency and achievement in science, technology, engineering, and math (STEM) through their participation in academic and enrichment activities occurring in funded community learning centers during out-of-school time (OST), such as before school, after school, summer, and the fifth day for schools on a four-day week.

Through CO-AAP funding, grantees will:

- Provide opportunities for free academic enrichment and support activities, which must include providing tutorial services to help students, particularly students who attend high-needs schools, to meet rigorous state academic standards, specifically in mathematics and science, and to increase student proficiencies and outcomes in mathematics; and
- Offer families of students opportunities for active and meaningful engagement in students' education, including opportunities for mathematics literacy/numeracy and related educational development.

The Request for Applications (RFA) for the grant program was designed to distribute funds to eligible entities to establish or expand community learning centers that provide the opportunities for students and families listed above during OST. The Colorado Department of Education (CDE) awarded nearly $8 million to a total of 22 grantees to implement programs in 56 community learning centers.

This Year 1 report provides an overview of the grant application and review process, information about the applicant pool and grant awards, a summary of grantees' planned activities for addressing state priorities through CO-AAP programming, and projected cost savings to families.

APPLICATION AND REVIEW PROCESS

CDE received 50 applications for the CO-AAP grant competition, with lead applicants distributed across seven of the CDE's eight regions. Community-based organizations and school districts made up the majority of applicants, while charter schools, consortiums, and other independent organizations comprised the remainder. Almost one-third of the applicants included multiple sites. The average funding request was $382,239.

To support applicants, CDE held webinars and weekly office hours and provided additional resources through their CO-AAP webpage. The review process involved a team of trained external and CDE reviewers who evaluated applications based on narrative content and alignment with state priorities. Applicants were scored on factors such as program need, development, implementation, evaluation, and budget, with up to 50 additional points available for addressing CDE's identified priorities, such as intervention strategies, use of evidence-informed programs, and support for high-needs students. A total score of 150 out of 200 points was required for applicants to receive funding.

GRANT COMPETITION OUTCOMES

CDE funded a total of 22 applicants, with a distribution across six of the seven CDE regions that submitted applications. Approximately 40% of funded applicants were from the Metro Denver region with smaller portions distributed across other regions. No applications from the Northwest region were funded despite five being submitted either due to applications not meeting the requisite 150-point

minimum (four applicants) or not sufficiently addressing priority areas (one applicant). In terms of applicant types, community-based organizations and consortiums were most likely to receive funding, each comprising 36% of the funded pool, while charter schools, school districts, and institutes of higher education made up the remaining 28%. Funded applicants proposed a total of 56 community learning centers, with each grantee including between one and four sites.

The average amount requested by applicants was similar between funded and non-funded applicants. Although the amount awarded was slightly lower on average than the amount requested, only two funded applicants received less than their requested amount. CDE allocated a total of $7,804,136, just under the $8 million available for the program. The review process revealed that funded applicants had substantially higher scores in both narrative and priority areas compared to non-funded applicants. Funded applications averaged higher in total points, narrative points, and priority points, reflecting a strong alignment with the program's state priorities.

PLANNED IMPLEMENTATION COMPONENTS

The 22 CO-AAP-funded grantees developed objectives to address a wide range of intervention strategies aimed at improving students' STEM outcomes, particularly in math and science, with a priority on high-needs students. Grantees developed objectives around improving student achievement as measured by state or standardized assessments, improving students' essential skills, and increasing student attendance and engagement in STEM. Family and caregiver objectives focused on providing supports to parents and guardians to better engage them in their children's education. Interventions ranged from afterschool programs to family engagement activities that used evidence-informed strategies such as high-dosage tutoring, hands-on STEM learning, social-emotional learning integration, and digital tools to provide personalized learning support.

Grantees demonstrated a strong focus on serving diverse student populations, including low-income students, students of color, English learners, and those with disabilities, with strategies such as culturally responsive teaching, language support, and differentiated instruction. To support smooth transitions between school levels, grantees also implemented summer camps, afterschool programs, and mentorship opportunities. Grantees set clear objectives to measure success, with most of the grantees identifying academic performance, STEM skill development, and student engagement outcomes. While grantees readily identified measures to assess student objectives, and in some cases family engagement, some grantees encountered challenges defining clear measures for objectives pertaining to program, staffing, and community objectives. This is a potential area for CDE to offer additional technical assistance for grantees. Additionally, CDE might consider streamlining the asset mapping tool to generate an accessible way to measure progress over the grant period.

PROJECTED COST SAVINGS TO FAMILIES

Return on Investment, which measures the financial value of an investment relative to its cost, is being used to demonstrate how CO-AAP benefits families. Families participating in CO-AAP programming save money in areas such as childcare, tutoring, financial literacy, postsecondary and workforce readiness, basic needs, and social-emotional learning. The average projected savings in the two areas most frequently identified by grantees, childcare and tutoring, were $677,607 and $502,135, respectively.

INTRODUCTION

The Colorado Academic Accelerator Program (CO-AAP) was authorized in 2023 through Colorado's "Math In Pre-kindergarten Through Twelfth Grade" Act (**C.R.S. 22-2-146.6**). CO-AAP seeks to increase students' proficiency and achievement in science, technology, engineering, and math (STEM) through their participation in academic and enrichment activities occurring in funded community learning centers during out-of-school time (OST), such as before school, after school, summer, and the fifth day for schools on a four-day week.

Through CO-AAP funding, grantees will:

- Provide opportunities for free academic enrichment and support activities, which must include providing tutorial services to help students, particularly students who attend high-needs schools, to meet rigorous state academic standards, specifically in mathematics and science, and to increase student proficiencies and outcomes in mathematics; and
- Offer families of students opportunities for active and meaningful engagement in students' education, including opportunities for mathematics literacy/numeracy and related educational development.

The Request for Applications (RFA) for the grant program was designed to distribute funds to eligible entities to establish or expand community learning centers that provide the opportunities for students and families listed above during OST.

Effective April 1, 2024, a total of 22 organizations received grants for 56 community learning centers to provide students with free academic enrichment activities, including tutoring, to support students' academic success, attendance, and engagement, specifically in mathematics and science. Grantees also provide family engagement activities to promote family involvement in their students' education.

In the **short term**, the program builds students' skills and practices in areas essential to mathematics and science learning, increase the capacity of parents to support their students, improve the instructional environment for collaborative and inclusive learning, and increase the use of evidence-based math tools. Anticipated **intermediate outcomes** are an increased percentage of students meeting grade-level requirements in math and science and improved instruction in these subjects. Expected **long-term outcomes** are an improved student mindset around math and science and improved educational outcomes such as increased engagement in school, reduced chronic absenteeism, and increased graduation rates for students as well as a strengthened education workforce. **Appendix A** presents the CO-AAP logic model that outlines the program activities and outputs and anticipated short, intermediate and long-term outcomes in more detail.

The Colorado Department of Education (CDE) contracted Beam Consulting, a third-party evaluator, to implement an evaluation of CO-AAP. The evaluation is separated into two phases: a planning period phase (Year 1) and an implementation phase (Years 2-3). Data collected by CDE related to the planning period include grantee application information and grantee activities during the initial planning period.

During the implementation phase, CDE will collect the following program data annually: (a) measures of activities, staffing, attendance, and outcomes collected through a statewide data collection system called EZReports; (b) student and family participation rates, self-assessments and program narratives, information on technical assistance provision and needs, and progress on state performance measures collected in end-of-year surveys; and (c) other grantee-provided data including summary of activities during the initial planning period, program observation ratings, and cost savings to families who participate in the programs and activities offered by the community learning centers. This Year 1 report covers the application process and planning period of the grant.

EVALUATION METHODS

This section presents the evaluation questions, data sources, and analyses used for this report.

EVALUATION QUESTIONS

Three evaluation questions outlined below address the planning period phase of the grant. **Appendix B** presents the CO-AAP objectives and sub-objectives aligned with each evaluation question.

1. How was the CO-AAP grant competition executed?
    - Who applied?
    - What did CDE do to make the process accessible?
    - What was CDE's review process?
2. What were the outcomes of the grant competition?
    - Which applications were funded?
    - To what extent did funded applications align with state priorities?
3. What are grantees' planned implementation components and measurable outcomes?
    - Which state performance measures are grantees expected to report on?
    - What are the anticipated cost savings to families identified by grantees?

DATA SOURCES

The evaluator utilized data from submitted grant applications and planning period reports for this report (see **Appendix C** for grant application data and **Appendix D** for grant planning period information).

Grant Applications

CDE provided a spreadsheet detailing grant application submission information, including lead applicant name, region, number of proposed sites, amount requested, and cost per student. Additionally, the spreadsheet details the reviewers' funding recommendations, rating scores, and amount funded.

Grant Planning Period Reports

At the end of the initial planning period, April 1, 2024 to June 30, 2024, all grantees submitted a planning period report. This report provides student and family outcome objectives as they relate to the performance measures, program, staff, and collaboration outcome objectives, and the planned actions for achieving success on those objectives. The report also includes a work plan; intervention activities planned for students and families; plans and updates for data collection, tracking, and evaluation procedures; updates on staffing and partnership development; and the projected impact on financial savings for families of students to be served during program implementation.

DATA ANALYSIS

To address **planning period evaluation** questions, the evaluator used quantitative data gathered through grant applications to differentiate grant applicants and funded grantees. The evaluator used qualitative information to describe how the CO-AAP competition was executed and grantees' planned implementation components and measurable outcomes.

PLANNING PERIOD FINDINGS

This section presents the evaluation findings for the Year 1 planning period of the CO-AAP grant.

1 How was the CO-AAP grant competition executed?

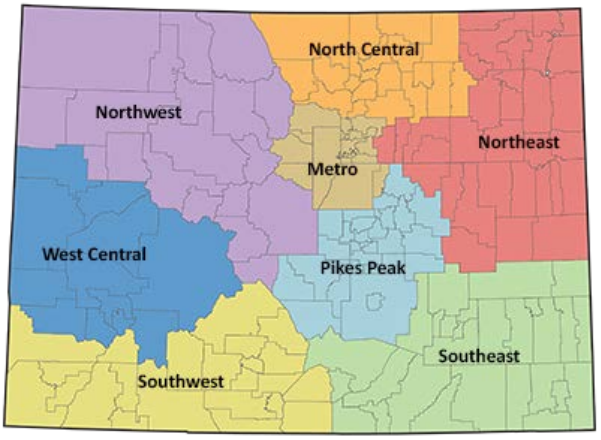
- Who applied?
- What did CDE do to make the process accessible?
- What was CDE's review process?

APPLICANT CHARACTERISTICS

CDE received a total of 50 applications for the CO-AAP grant competition. Lead applicants were spread across seven of eight CDE regions, with Northeast being the only region not represented in the applicant pool (see Exhibit 1).

Exhibit 1. CDE Regions Represented by Applicants

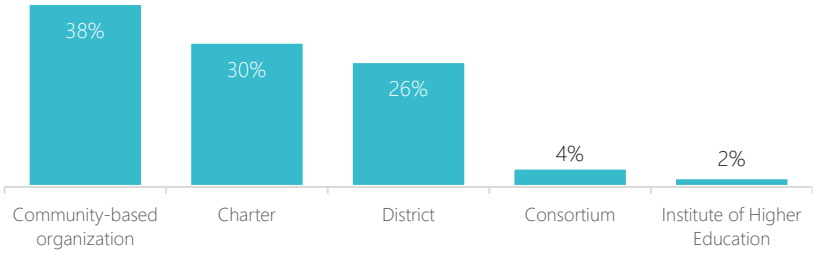
Metro	17
North Central	14
Northeast	0
Northwest	5
Pikes Peak	6
Southeast	4
Southwest	5
West Central	6



Notes. Five grantees included sites in two or more regions.

Exhibit 2 breaks out lead applicants by type. Community-based organizations (38%) and charters (30%) together comprised 68% of the applicant pool. The remaining 32% of applicants were districts (26%), consortiums (4%), or Institutes of Higher Education (2%).

Exhibit 2. Percent by Applicant Type



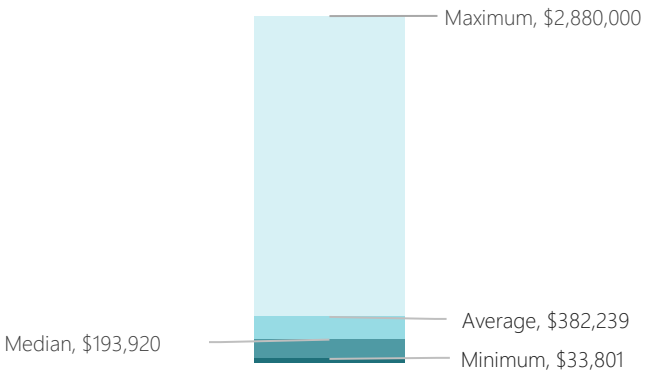
More than half of applicants (53%) proposed a single site. A total of 32% of applicants included between two and four sites, and one applicant (2%) included seven sites (see Exhibit 3). Of note, applicants could apply for a maximum of $180,000 per year per center. There was no minimum award amount.

Exhibit 3. Number of Sites Included in Applicant Proposal

1 site	2 sites	3 sites	4 sites	7 sites
53%	6%	14%	24%	2%
n = 26	*n* = 3	*n* = 7	*n* = 12	*n* = 1

Exhibit 4 shows that the average amount requested by applicants was $382,239; the minimum amount requested was $33,801 and the maximum amount was $2,880,000. The median amount requested was $193,920.

Exhibit 4. Funding Requested by Applicants



APPLICATION PROCESS

CDE administered an online survey and conducted focus groups to determine what would be most accessible and useful to a wide audience to help inform the development of the CO-AAP RFA. Questions focused on defining high-needs students, grant award amounts, and programming requirements. To address feedback received and to ensure equitable access to funding, equitable funding for eligible entities, and equitable access to programs and services for target student populations and their families, CDE:

- included time requirements and award amounts in the Funding Notice that align with both legislation and the needs of eligible entities across Colorado.
- assigned priority points based on areas of need identified in legislation and through stakeholder focus groups.
- delivered a series of webinars to address grantee concerns around meeting hour requirements, obtaining student data, budgeting, and incorporating STEM into existing programming.

CDE adapted the Nita M. Lowey 21st Century Community Learning Centers RFA content and format for CO-AAP, incorporating CO-AAP legislative requirements and priorities as well as feedback gathered through surveys and focus groups. In December 2023, CDE released its CO-AAP RFA, with a February 15, 2024, due date. The RFA was distributed via email announcements from CDE and publicized in the weekly *Scoop* newsletter to districts and through the CO-AAP webpage.

After the RFA was released, CDE staff provided several types of technical assistance to offer all potential applicants support to assist them in developing high-quality applications. CDE held an application webinar; posted website links, registration details, dates and times, frequently asked questions regarding the application, and various other resources on CDE's CO-AAP webpage; and held weekly office hours to address potential applicants' questions.

REVIEW PROCESS

In preparation for the review process, CDE's Office of Grants Program Administration (GPA) selected and trained a team of independent reviewers and implemented an objective peer reviewer grant application scoring process. Reviewers rated each application on its narrative content (worth 150 points) and on the extent to which the application addressed a set of state priorities called out in the CO-AAP legislation (worth 50 points).

The CO-AAP RFA outlined a set of criteria and a scoring rubric for assigning points (see **Appendix E** for a complete list of criteria included in the CO-AAP scoring rubric). Up to 150 narrative points were assigned based on the applicants' thoroughness and clarity of responses and support using appropriate objective data in each of the following narrative areas:

- Demonstration of Need **[30 points]**
- Program Development **[35 points]**
- Program Implementation **[45 points]**
- Program Evaluation **[30 points]**
- Program Budget **[10 points]**.

Up to 50 priority points were assigned based on each of CDE's **priority areas** called out in the CO-AAP legislation (see **Appendix F** for more detailed description of priority areas):

1. Adoption of one or more intervention strategies **[5 points]**
2. Use of evidence-informed programs that build student skills in STEM (particularly mathematics and science) **[5 points]**
3. Use of digital math accelerator programs **[5 points]**
4. Serving high-needs students attending high-needs schools **[25 points, 5 for each of 5 high needs criteria]**
5. Meeting the needs of diverse student populations **[5 points]**
6. Targeting students who transition from elementary school to middle school and middle school to high school, as well as students who transition from Pre-Kindergarten to Kindergarten. **[5 points]**

The grant review process for the CO-AAP RFA involved a competitive peer review and scoring process managed by CDE's GPA Office. To avoid bias, reviewers, both internal and external and including experts in the out-of-school-time field, were selected through an open solicitation process. They provided contact details as well as descriptions of their relevant experience, disclosed conflicts of interest, and agreed to confidentiality and conflict of interest guidelines. Training webinars ensured consistency and objectivity among reviewers.

Each proposal was rated individually, followed by a group discussion facilitated by a team leader to align scores. Final narrative scores were ranked and grants funded based on available resources, with priority given to proposals that met eligibility and scoring criteria. Points for addressing state priority areas were assigned by CDE after verifying responses provided in the application using available data. A final score included up to 150 narrative points and up to 50 priority points for a total possible score of 200. Applicants needed to score at least 150 points out of the 200 possible points to be approved for funding.

2 What were the outcomes of the grant competition?

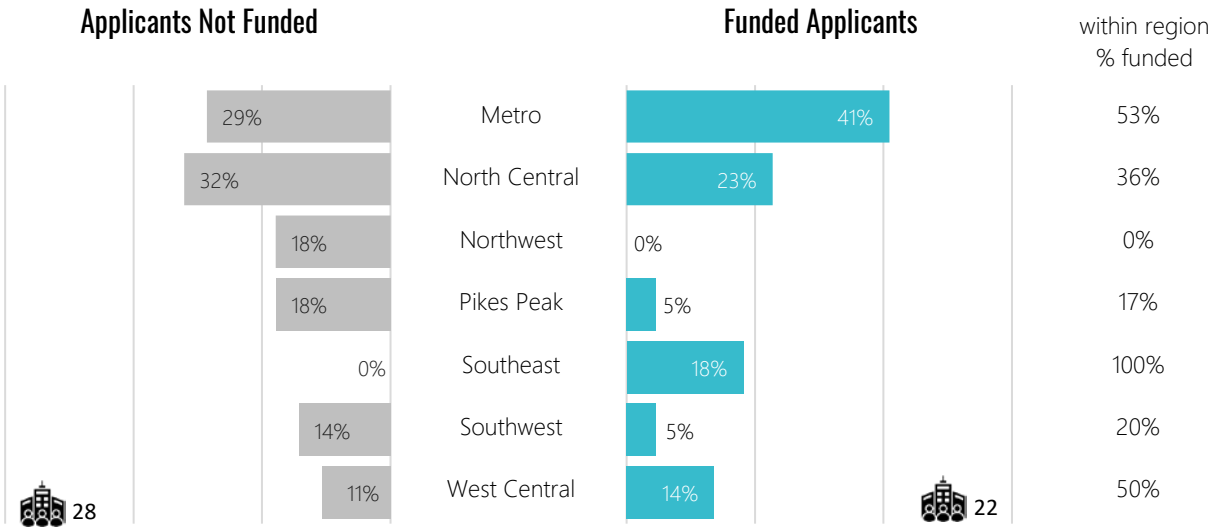
- Which applications were funded?
- To what extent did funded applications align with state priorities?

FUNDED APPLICATIONS

CDE funded a total of 22 applicants. This section compares funded and not funded applications on factors including CDE region of lead applicant, applicant type, number of proposed sites, average funding request, and reviewer ratings. Additionally, this section presents funded applications' alignment with state priorities as indicated by assigned priority points.

Funded applicants were spread across six of the seven CDE regions from which applications were received (see Exhibit 5). More than one-third of funded applicants (41%) were from the Metro Denver region. Nearly one-quarter of funded applicants (23%) were from the North Central region, 18% from the Central region, 14% from the West Central region, and 5% each from the Pikes Peak and Southwest regions. Although five applications were from the Northwest region, these applications did not receive scores within the range to be funded.

Exhibit 5. Region of Lead Applicant

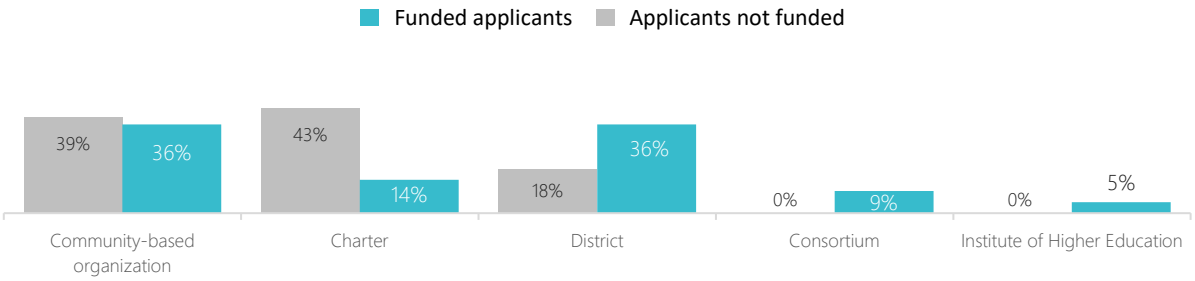


Notes. Four applicants included sites in two regions, and one applicant included sites in four regions. The "within region % funded" column shows the proportion of funded applications that included a site in the specified region.

Exhibit 6 breaks shows the distribution of funded applications by lead applicant type. Community-based organizations (36%) and districts (36%) were the highest category to be funded. The remaining 28% of

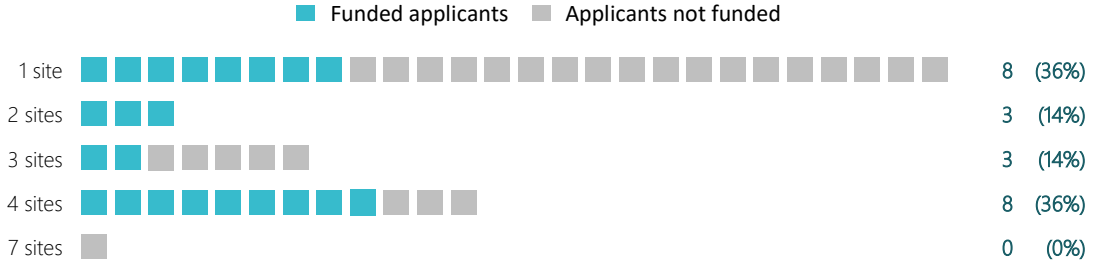
funded lead applicants were distributed among charter schools (14%), consortiums (9%), or Institutes of Higher Education (5%).

Exhibit 6. Distribution of Funded Applications by Lead Applicant Type



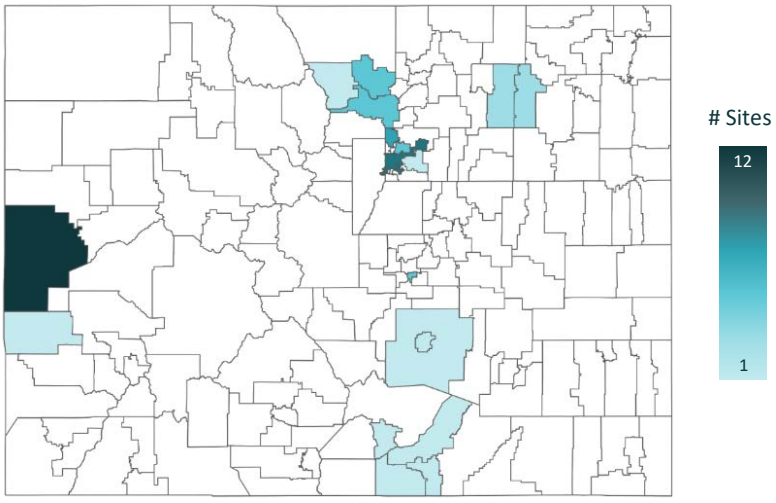
Final funding decisions resulted in a distribution of applicants that had proposed between one and four sites (see Exhibit 7). The number of sites—community learning centers—that were funded through the review process was 56.

Exhibit 7. Award Outcomes by Number of Sites Included in Applicant Proposal



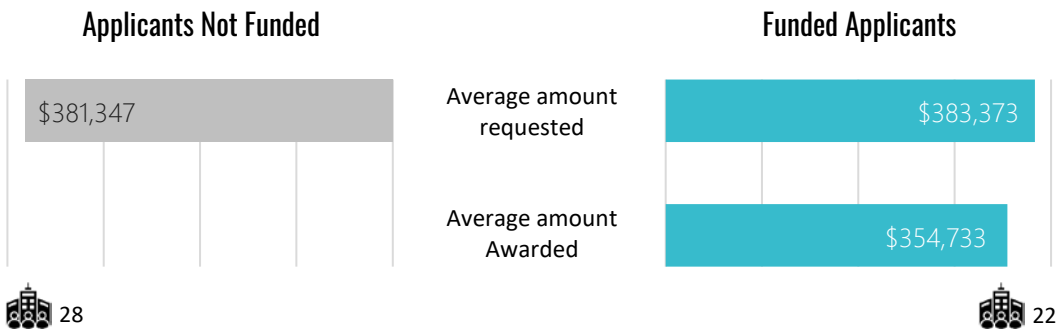
As shown by the district map in Exhibit 8, the 22 selected grantees will provide services to youth participants in multiple districts throughout the state. A full list of grantees and sites is presented in **Appendix G**. Outcome evaluation results reported in subsequent years will include all students and families who receive programming at one of the 56 community learning centers.

Exhibit 8. Districts With Participating CO-AAP Sites



In total, CDE awarded $7,804,136 in state funds through the CO-AAP RFA process. The average amount of funding requested by applicants was similar between funded applicants and those not funded (see Exhibit 9). Although the average amount awarded was almost $30,000 less than the average amount requested across all funded applications, only two funded applicants received an award amount that was less than their initial request.

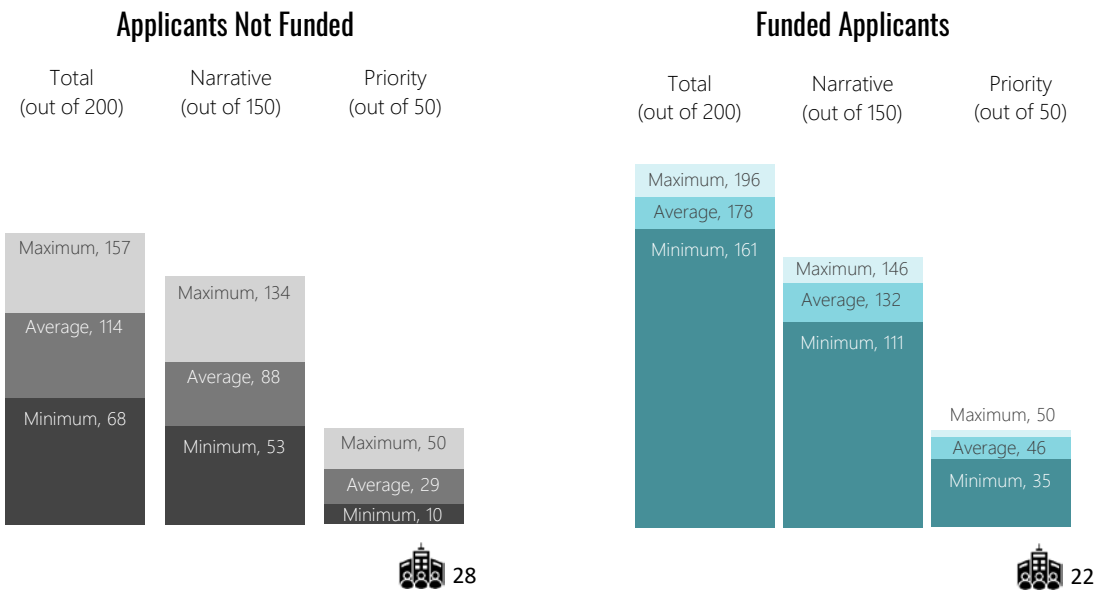
Exhibit 9. Grant Funding Requests and Awards



Notes. The total amount awarded across 22 funded applicants was $7,804,136. Grant awards ranged from $90,000 to $170,000.

Exhibit 10 presents the review outcomes—the points awarded—to funded and non-funded applicants. Total points are the sum of narrative and priority points awarded through the review process. To be approved for funding, applicants needed to score at least 150 points out of the 200 possible points. As shown below, the average points assigned to funded applicants was significantly higher than those assigned to non-funded applicants across total points, narrative points, and priority points.

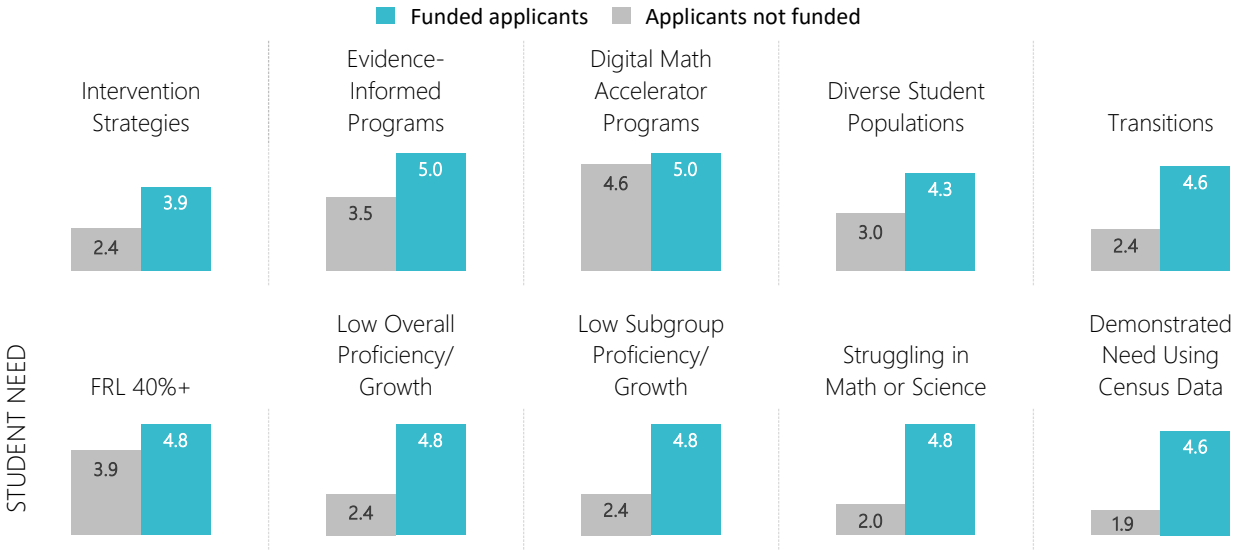
Exhibit 10. Points Awarded to Applicants



ALIGNMENT OF APPLICATIONS WITH STATE PRIORITIES

Exhibit 11 shows that funded applicants were more likely to have addressed state priorities than non-funded applicants—substantially so in all areas except Digital Math Accelerator Programs. **Appendix H** presents the priority areas for all funded and not funded applicants.

Exhibit 11. Average Priority Points Awarded to Applicants by Priority Area



Note. FRL = Free- and Reduced-Price Lunch eligibility.

3 What were grantees' planned implementation components and measurable outcomes?

PLANNED IMPLEMENTATION COMPONENTS

Of the 22 funded grantees 20 grantees provided narrative in their application to address all six of the state priorities. The remaining two grantees provided plans to address five of the six priorities. This section highlights some of the strategies, programs, and demonstrated needs identified by grantees in their applications and planning period reports.

Intervention Strategies

Some of the intervention strategies identified across the various grantees are presented below. Strategies proposed by grantees centered on identifying students for intervention, communicating with parents and guardians, and providing interventions and supports to students and families. Examples are described below.

Identifying Students

- Data-driven approach - using various assessments like CMAS, NWEA Measures of Academic Progress (MAP), Renaissance Star, and i-Ready to identify students with low performance.
- Teacher input - relying on teacher observations and classroom assessments to identify struggling students.
- Multi-Tiered System of Supports (MTSS) - Leveraging MTSS processes to identify students who need additional support.

Communicating with Parents and Guardians

- Direct communication - using various channels like phone calls, emails, and in-person meetings to inform parents about their child's performance and the available support options.
- Parent-teacher conferences - scheduling regular conferences to discuss student progress and intervention strategies.
- Informational materials - Providing parents with written materials, such as brochures, newsletters, and handouts, to explain the program and offer resources.

Providing Interventions and Support

- Tutoring - providing one-on-one or small-group tutoring to address specific learning needs.
- Family engagement - organizing workshops and events to educate parents about effective strategies to support their child's learning at home.
- Digital tools - utilizing online digital math programs such as Zearn, i-Ready, MATHia, and an array of other CDE approved digital math programs, provides additional practice and personalized learning for CO-AAP participants, and connects school day math to out-of-school time activity.
- Teacher training - providing professional development for teachers to enhance their instructional practices and better support struggling students.

Evidence-Informed Programs

Several evidence-informed programs were identified to build student skills in STEM, particularly math. Examples of programs cited in funded proposals include:

- **Small-group, high-dosage tutoring.** Several grantees planned to use small group tutoring or instruction, such as the high-dosage tutoring programs at community-based organizations like Boys & Girls Clubs, charter schools like Axis International Academy, and schools within Denver Public School's Extended Learning and Community Schools (ELCS) program. These tutoring programs feature groups of around three students, and differentiate rotations. A few examples from the list of evidence-informed programs grantees plan to use include Eureka Math2, Zearn Math, i-Ready, and DreamBox Learning.
- **Hands-on, experiential STEM learning.** Evidence-informed programs such as Girls Who Code, Future City, STEM Labs, and grantee-created experiential STEM enrichment leverage hands-on activities to teach STEM concepts. Programs like VEX Robotics, FIRST Lego League, LEGO Education, Bo-Bot Robotics, and PHET Interactive STEM simulations support hands-on, experiential learning by providing students with concrete experiences to understand abstract scientific and engineering principles.
- **Social-emotional learning (SEL) integration.** Evidence-informed programs like Build-A-Robot and STEM-focused programs also incorporate SEL topics into the curriculum, helping students build both technical and interpersonal skills through collaborative STEM projects.
- **Family and community engagement.** Intentional family nights that focus on math, science and STEM in multiple, ongoing events rather than one time per year is the expectation. Themes include bilingual STEM nights, family financial literacy programs, family math casino nights, and other events that involve parents and reinforce math, science and STEM at home.
- **Curriculum alignment and high-quality instruction.** Grantees will align instruction in out-of-school-time programs by utilizing school-day math and science curriculum extensions. The effective use of evidence-informed programs supports the mastery of math concepts from early childhood through high school.

- **STEM career exposure and industry partnerships.** Some grantees (e.g., DSST Schools and Boys & Girls Clubs) plan to provide students with opportunities for STEM career exposure through partnerships with industry professionals and field trips to science museums and tech companies that are designed to inspire students and enhance their understanding of STEM careers.
- **Culturally responsive and inclusive practices.** Several grantees such as St. Vrain Valley Schools emphasize the integration of students' cultural backgrounds into the learning experience, promoting inclusivity and fostering teamwork. This approach helps make STEM more relevant and accessible to diverse learners.
- **STEM competitions and challenges.** Evidence-informed programs like VEX Robotics and Girls Who Code provide students with opportunities for competitions that foster computational thinking, problem solving, and teamwork.

Digital Math Accelerator Programs

Some of the key digital math accelerator programs identified by grantees include:

- **Zearn** - a top-rated math learning platform used across Colorado, which provides digital math lessons that help students access grade-level content and develop problem-solving skills.
- **Imagine Math** - a math accelerator program used to supplement classroom learning with enrichment exercises and math practice.
- **ST Math (Spatial-Temporal Math)** - a visual-based instructional program focused on solving mathematical problems through interactive puzzles and non-routine problem-solving tasks.
- **Freckle Math** - an adaptive K-8 online math program that customizes lessons based on student needs, with dashboards for teachers to monitor progress.
- **i-Ready** - an individualized math support program that offers assessments and personalized instruction, also used for progress monitoring and growth tracking.
- **DreamBox Learning** - a K-8 math program that adapts to students' actions and decisions, promoting competency in math concepts through a game-like environment.
- **Magnamath** - a digital platform that uses AI for personalized math instruction, formative assessment, and feedback, designed to improve conceptual understanding.
- **Inspirit** - a virtual learning platform providing immersive simulations and 3D models for math and STEM concepts.
- **MATHia (Carnegie Learning)** - a digital practice tool with real-time hints, checks for understanding, and differentiated content, used in conjunction with the MATHstream platform.
- **Waggle** - a supplemental math accelerator program that personalizes activities, provides content based on student performance, and supports English learners.
- **IXL** - a digital math program that provides personalized practice and support based on student performance, used by multiple schools.
- **Edmentum Exact Path** - a math and reading program used for individualized learning paths based on assessments, providing personalized support for students.
- **Carnegie Learning's MATHstream** - a component of the Carnegie Learning platform that integrates video-based tutoring with adaptive learning paths and interactive exercises.

High-Needs Students

Grantees demonstrated that their students to be served through CO-AAP attend high-needs, high-poverty and low-performing schools that have not historically had the resources or capacity to provide high-quality math (and science) instruction and enrichment programs. Evidence included:

- A K-12 Free- and Reduced-Lunch rate of 40% and above in 2022-2023.
- Low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those assessments in 2021-2022 and/or 2022-2023.
- Students in disaggregated groups that have low proficiency and/or low growth on CMAS Math, low NWEA MAP scores, and/or PSAT/SAT Math scores compared to the state averages for those disaggregated student groups in 2021-2022 and/or 2022-2023.
- A significant number of students (as determined by applicant) who are below grade level or struggling in math (and science) based on a body of evidence, including local assessments.
- A demonstrated need for additional supports and services according to Census Data (by county, community and/or block, household income, education, etc.) or other relevant data.

Diverse Student Populations

The grantees prioritized serving diverse student populations, including low-income students, students of color, English Learners, students with disabilities, and highly mobile students (i.e., students experiencing homelessness or foster care and migrant students). To effectively serve these diverse populations, some of the strategies proposed by grantees included:

- Culturally responsive teaching - using culturally relevant teaching methods and materials to engage students and address their unique needs.
- Language support - providing language support services, such as bilingual teachers and interpreters, to help ELL students succeed.
- Differentiated instruction - tailoring instruction to meet the needs of individual students, including those with disabilities and those who are gifted.
- Social-emotional support - offering counseling and social-emotional learning programs to help students develop the skills they need to succeed.
- Family engagement - involving families in their child's education through parent workshops, conferences, and other activities.
- Community partnerships - collaborating with community organizations to provide additional support and resources to students and families.
- Data-driven decision making - using data to identify student needs and measure the effectiveness of interventions.

Transitions

The strategies provided by grantees focus on smooth transitions between school levels, particularly for students moving from elementary to middle school and middle school to high school. Included below is a breakdown of the key approaches.

Identifying and Targeting Students

- Data-driven approach - using academic assessments, behavior data, and teacher input to identify students who need additional support.
- MTSS - leveraging MTSS frameworks to identify and target students who are struggling.
- Targeted Outreach - directly contacting families of incoming kindergarteners and fifth graders.

Programming for Navigating the Transition

- Summer camps - offering specialized summer camps to bridge the gap between school years and address academic and social-emotional needs.
- After-school programs - providing extended learning opportunities with a focus on academic support, social-emotional skills, and STEM activities.
- Mentorship and peer support - pairing older students with younger students to provide guidance and support.
- Family engagement - involving families in the transition process through workshops, conferences, and other events.

Types of Activities

- Engaging STEM activities - offering hands-on, project-based learning experiences to spark interest in STEM fields.
- Career exploration - exposing students to various STEM careers and pathways.
- Collaborative Learning - Encouraging teamwork and problem-solving skills through group activities.
- Counseling and social-emotional learning - providing opportunities for students to develop social-emotional skills, such as self-regulation, empathy, and problem-solving.
- Community building - creating a supportive and inclusive learning environment.

OBJECTIVES AND MEASURABLE OUTCOMES

In their planning period reports, grantees set objectives and selected measures to evaluate progress for students, families/caregivers, the program, staff, and collaborations.

Students

For the performance measure related to improving **student academic performance in STEM**, 12 grantees identified a single assessment and nine grantees identified multiple assessments to assess academic growth in math and science. Most frequently cited were the Colorado Measures of Academic Success (CMAS) tests, selected by 14 grantees; NWEA's Measures of Academic Progress (MAP), selected by nine grantees; and i-Ready, selected by five grantees. Other measures selected in addition to CMAS, NWEA MAP, or i-Ready included Renaissance STAR, i-Station, Teaching Strategies GOLD, and the PSAT and SAT. Five grantees selected CMAS on its own, and nine selected CMAS in addition to another standardized assessment. Three grantees selected NWEA MAP as its only assessment, and three grantees selected i-Ready as its only assessment. The proposed percentage of participating students that will demonstrate growth in math each year as measured by one of the assessments ranged from 50% to 80% across grantees.

For the **student STEM essential skills and educational enrichment** performance measure, problem solving (identified by 16 grantees), collaboration (identified by 10 grantees), and communication (identified by nine grantees) were the essential skills most frequently selected, followed by critical

thinking, creativity, conceptual understanding, and productive disposition. Cultural awareness and procedural fluency were each selected by a single grantee. Most (18 grantees) selected at least two skills to track. Grantees plan to measure essential skills with the CO-AAP Essential Skills Student Improvement Survey which will be completed by the math and/or science teachers of participants. Across grantees, proposed objectives ranged from 50% to 85% of student participants improving their essential skills in math and science from pretest to posttest each grant year.

For the **student attendance and engagement** performance measure, grantees could choose to measure and track either attendance or engagement. The majority (15 grantees) selected a focus on school-day attendance, while the other seven grantees chose to focus on school-day engagement. Student attendance and school-day engagement will be measured by end-of-year school district attendance data and the CO-AAP Student Observation Survey. Across grantees, proposed objectives ranged from 50% to 90% of student attendees increasing their school-day engagement each grant year.

Families and caregivers

For the **family engagement in STEM** performance measure, all but two grantees chose to focus on increasing family members' active and meaningful engagement in their student's learning, with the other two selecting a focus on increasing family members' own capacity and skills through adult learning. Many grantees did not identify specific measures for assessing family member engagement, but some identified measures such as post-event surveys or exit slips, pre- and post- family surveys, and end-of-year family surveys.

Program

All but two grantees identified at least one program performance objective, and 18 identified two or more objectives. Most grantees did not identify a clear measure to evaluate their program objectives. Key themes identified in grantees' program objectives included program design and improvement, effective program implementation and delivery, and program evaluation and improvement.

Staff

All but two grantees identified at least one staffing performance objective, and 17 identified two or more objectives. Most grantees did not identify a clear measure to evaluate their program objectives, though two indicated they would administer staff surveys. Key themes identified in grantees' staffing objectives included staff recruitment, hiring, and onboarding; staff professional development; staff performance monitoring, mentorship, and support; and staff capacity building and recognition.

Collaboration

Nineteen grantees identified at least one collaboration performance objective, and 16 identified two or more objectives. Most grantees did not identify a clear measure to evaluate their program objectives, though two indicated they would administer staff surveys. Collaboration objectives centered around developing strong partnerships (e.g., establishing and maintaining positive relationships with external partners), leveraging partner expertise (e.g., working with partners to develop and implement programs), and offering community engagement and outreach opportunities (e.g., providing opportunities for students to interact with professionals).

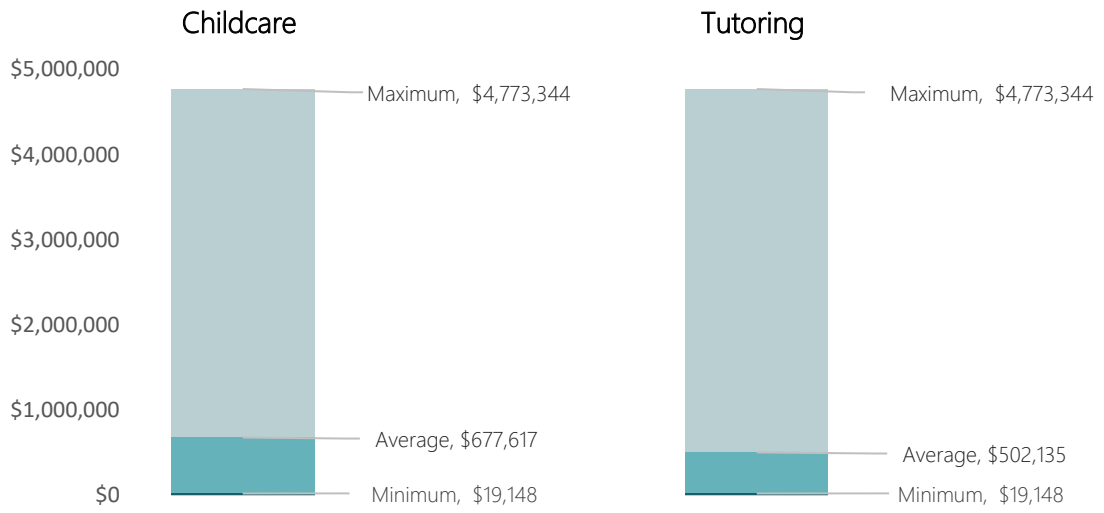
Financial Savings for Families, Return on Investment Projections

Return on Investment, or ROI, is a calculation of the monetary value of an investment versus its cost. Determining ROI is helpful to show how the CO-AAP Grant saves families money on specific programs and activities that are provided by CO-AAP community learning centers. Some of the categories in which families receive a monetary savings by participating in CO-AAP programs include:

- Childcare during the school year and summer.
- Tutoring or other remedial/academic supports (during school year and/or summer).
- Financial literacy for students and families in CO-AAP programs.
- Postsecondary and Workforce Readiness (PWR) and outcomes.
- Basic needs (e.g., food, meals, safety, trusted adults, safe space).
- Social-emotional learning, mental health, wellness and nutrition.

Grantees completed ROI worksheets, estimating areas and amounts of anticipated cost savings to families. Exhibit 12 presents minimum and maximum estimates and average savings across grantees for tutoring and childcare, the two most frequently identified areas estimated.

Exhibit 12. ROI Estimates Across Grantees



Asset Mapping

Asset map data were collected from grantees in the planning period report but due to inconsistent reporting format and depth of information reported, thematic analysis was not possible. Asset map data will be collected from grantees again during the first annual data collection cycle at the end of the 2024-2025 program year.

CONCLUSIONS

The Colorado Academic Accelerator Program, CO-AAP, was authorized in 2023 to help address ongoing issues in education: students struggling in mathematics and science; and educators, out-of-school time (OST) professionals, and families who are struggling to effectively engage and build capacity of students' mathematics and science proficiency. The grant program focuses on increasing students' proficiency and achievement in STEM through engaging students in academic and enrichment activities provided through out-of-school time programs. CDE awarded nearly $8 million to a total of 22 grantees to implement programs in 56 community learning centers. Programs will provide students with free academic enrichment activities and tutoring to support students in succeeding academically, specifically in mathematics and science. Grantees will also provide family engagement activities to promote family involvement in their students' education.

This Year 1 report provides an overview of the grant application and review process, information about the applicant pool and grant awards, a summary of grantees' planned activities for addressing state priorities through CO-AAP programming, and projected cost savings to families.

APPLICATION AND REVIEW PROCESS

CDE received 50 applications for the CO-AAP grant competition, with lead applicants distributed across seven of the CDE's eight regions. Community-based organizations and school districts made up the majority of applicants, while charter schools, consortiums, and other independent organizations comprised the remainder. Almost one-third of the applicants included multiple sites. The average funding request was $382,239.

To support applicants, CDE held webinars and weekly office hours and provided additional resources through their CO-AAP webpage. The review process involved a team of trained external and CDE reviewers who evaluated applications based on narrative content and alignment with state priorities. Applicants were scored on factors such as program need, development, implementation, evaluation, and budget, with up to 50 additional points available for addressing CDE's identified priorities, such as intervention strategies, use of evidence-informed programs, and support for high-needs students. A total score of 150 out of 200 points was required for applicants to receive funding.

GRANT COMPETITION OUTCOMES

CDE funded a total of 22 applicants, with a distribution across six of the seven CDE regions that submitted applications. Approximately 40% of funded applicants were from the Metro region with smaller portions distributed across other regions. No applications from the Northwest region were funded despite five being submitted either due to applications not meeting the requisite 150-point minimum (four applicants) or not sufficiently addressing priority areas (one applicant). In terms of applicant types, community-based organizations and consortiums were most likely to receive funding, each comprising 36% of the funded pool, while charter schools, school districts, and institutes of higher education made up the remaining 28%. Funded applicants proposed a total of 56 community learning centers, with each grantee including between one and four sites.

The average amount requested by applicants was similar between funded and non-funded applicants. Although the amount awarded was slightly lower on average than the amount requested, only two funded applicants received less than their requested amount. CDE allocated a total of $7,804,136, just under the $8 million available for the program. The review process revealed that funded applicants had

substantially higher scores in both narrative and priority areas compared to non-funded applicants. Funded applications averaged higher in total points, narrative points, and priority points, reflecting a strong alignment with the program's state priorities.

PLANNED IMPLEMENTATION COMPONENTS

The 22 CO-AAP-funded grantees developed objectives to address a wide range of intervention strategies aimed at improving students' STEM outcomes, particularly in math and science, with a priority on high-needs students. Grantees developed objectives around improving student achievement as measured by state or standardized assessments, improving students' essential skills, and increasing student attendance and engagement in STEM. Family and caregiver objectives focused on providing supports to parents and guardians to better engage them in their children's education. Interventions ranged from afterschool programs to family engagement activities that used evidence-informed strategies such as high-dosage tutoring, hands-on STEM learning, social-emotional learning integration, and digital tools to provide personalized learning support.

Grantees demonstrated a strong focus on serving diverse student populations, including low-income students, students of color, English learners, and those with disabilities, with strategies such as culturally responsive teaching, language support, and differentiated instruction. To support smooth transitions between school levels, grantees also implemented summer camps, afterschool programs, and mentorship opportunities. Grantees set clear objectives to measure success, with most of the grantees identifying academic performance, STEM skill development, and student engagement outcomes. While grantees readily identified measures to assess student objectives, and in some cases family engagement, some grantees encountered challenges defining clear measures for objectives pertaining to program, staffing, and community objectives. This is a potential area for CDE to offer additional technical assistance for grantees. Additionally, CDE might consider streamlining the asset mapping tool to generate an accessible way to measure progress over the grant period.

RETURN ON INVESTMENT PROJECTIONS

Return on Investment, or ROI, measures the financial value of an investment relative to its cost, and is used to demonstrate how CO-AAP benefits families. Families participating in CO-AAP programs save money in areas such as childcare, tutoring, financial literacy, postsecondary and workforce readiness, basic needs, and social-emotional learning. Grantees provided estimates of these savings. Across the 22 grantees, the average projected savings in the two most frequently identified areas, childcare and tutoring, were $677,607 and $502,135, respectively. These estimates highlight the significant potential financial impact on families.

APPENDIX A. PROGRAM LOGIC MODEL

Theory of Change. Providing free academic enrichment and support activities for students, empowering families to engage in their students' education, and building capacity of OST professionals will lead to improved student educational outcomes in STEM, increased capacity of parents to better support their students' education, and improved math instruction in OST programs.

INPUTS/ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES (1-2 YEARS)	INTERMEDIATE/LONG-TERM OUTCOMES
INPUTS ▪ CO-AAP 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] ▪ 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	**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 ▪ # of high-needs schools served **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 meaningful engagement in their children's STEM education. [5.4]	**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"] **Develop Community Partnerships and Engage Families [5]** ▪ All grantees share at least one story about a meaningful collaboration or partnership related to CO-AAP 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 CO-AAP Program will find that the yearly Financial Savings for Families is positive. [4.1]	**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 CO-AAP 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 ▪ 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

INPUTS/ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES (1-2 YEARS)	INTERMEDIATE/LONG-TERM OUTCOMES
CDE ACTIVITIES **Provide operational excellence [4]** ▪ Equitably distribute CO-AAP 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]	**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]	▪ Equitable distribution of CO-AAP 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]	

Note. Logic model elements are derived from CDE's identified objectives and sub-objectives as defined in Appendix B.

APPENDIX B. CO-AAP OBJECTIVES

Exhibit B1. CO-AAP Objectives - Planning Period (April 1 through June 30, 2024)

CO-AAP Objectives	Sub-Objectives for Planning Period
Process analysis of grant competition [EQ1]	Who applied?
	CDE's process - email announcements through CDE, held stakeholder meetings and focus groups to inform RFA development, office hours and training for applicants with weekly FAQ updates, selected and trained reviewers, and decision-making process with external reviewer teams and CDE CO-AAP leads
Outcome analysis of grant competition [EQ2]	# grantees funded; # sites; CBO v LEA; amounts awarded
	reach/distribution/spread across state (map)
	Distributed funds according to legislation. (how much went out total, also range, did our priority points accurately fund the targeted populations)
	To what extent will students attending high-needs schools be served? ▪ A K-12th grade Free and Reduced Lunch rate of 40% and above in 2022-23; ▪ Low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those assessments in 2021-22 and/or 2022-23; ▪ Students in disaggregated groups that have low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those disaggregated student groups in 2021-22 and/or 2022-23; ▪ A significant number of students (as determined by applicant) who are below grade level or struggling in math (and science) based on a body of evidence, including local assessments; ▪ A demonstrated need for additional supports and services according to Census Data (by county, community and/or block, household income, education, etc.) or other relevant data.
	Established presence and relationship in the community?
	Plan to meet the needs of diverse student populations?
	Which intervention strategies were adopted?
	Which evidence-informed programs were selected to build student skills in STEM and math?
	Which digital math accelerator program were selected? (list describing all selected)
Process or output analysis of planning tool. [EQ3]	Essential skills identified in student-level objectives
	Standardized assessments/sources selected for measuring academic growth in math and science
	Which intervention strategies were adopted? (also in RFA, change?)
	Which digital math accelerator program were selected? (also in RFA, change?)
	Financial Savings for Families, ROI projections
	Student increased school day attendance as measured by school district data vs. demonstrated increased school day engagement as measured by CO-AAP Student Observation Survey results (performance measure 3)?
	Family engagement attendance in programs designed to increase their own capacity/skills/learning vs. increasing active and meaningful engagement in student learning (performance measure 4)? Trends in strategies selected?
	Thematic analysis of community-based asset maps, differentiated by LEA or CBO

APPENDIX C. GRANT APPLICATION DATA

Application Review

1. Initial funding recommendation
2. Final funding recommendation
3. Rating score

Application Specifications

1. Applicant type
2. Region
3. Number of proposed sites

Cost Specifications

1. Amount requested
2. Amount funded
3. Cost per student

APPENDIX D. PLANNING PERIOD REPORT DATA

Outcome Objectives

1. Objectives for students (3 of which must align with grantee performance measures)
2. Objectives for families (1 of which must align with grantee performance measure)
3. Objectives for program
4. Objectives for program staff
5. Objectives around collaborations with external vendors

Activities

1. For each of the above objectives, planned actions for achieving success
2. Intervention activities planned for students and families

Grant Management

1. Work plan
2. Plans and updates for evaluation data collection, tracking, and procedures
3. Updates on staffing
4. Updates on partnership development
5. Projected impact on financial savings for families of students served

APPENDIX E. CO-AAP SCORING RUBRIC

APPENDIX F. PRIORITY AREA DEFINITIONS

Each of the six priority areas called out in the CO-AAP legislation is defined below as specified in the **CO-AAP Funding Opportunity**. Possible points assigned to grantee applicants are equitably distributed across priorities, with five points assigned to each priority, including each of the five high-need sub-categories. By targeting these priority areas and high-need populations, CDE aims to effectively engage and build the mathematics and science proficiency of all students.

Priority	Definition
Intervention strategies **[5 points]**	Each school district board of education shall consider adopting procedures by which the schools of the school district, including charter schools, that include any of grades six through nine shall review the relevant data for students in those grades and identify students who are demonstrating behaviors that indicate the student is at greater risk of dropping out of school. The behaviors may include, but need not be limited to, low academic achievement, truancy, insubordinate behavior, and disengagement. The procedures may specify that, after a school identifies a student as being at increased risk of dropping out of school, the school shall provide appropriate interventions that are designed to assist the student in improving his or her academic performance and behavior and in increasing his or her overall level of engagement in school. Interventions may include, but need not be limited to, counseling, tutoring, parent engagement, and developmental education services. Procedures may include: (a) Identifying students who are below grade level or struggling in mathematics based on academic assessments administered pursuant to section 22-7-1006.3; Notifying the parents, guardians, or legal custodians if a student is below grade level or struggling in mathematics;(c) Providing parents, guardians, or legal custodians with a list of interventions and acceleration strategies to assist with mathematics at home, including a state-advisory list of curricula options described in section 22-2-146.5, referrals for mathematics tutoring, or other intervention opportunities, when applicable; (d) Publishing mathematics curricula annually, including supplemental curricula or interventions; and(e) Implementing train-the-trainer or train-the-parent plans to improve mathematics achievements for students who are below grade level or struggling in mathematics; children with disabilities, as defined in section 22-20-103; or students who are English language learners. If a school district board of education adopts procedures pursuant to this subsection (2), the school district shall notify a student's parents[/caregivers] as soon as possible after the school district identifies the student as being at greater risk of dropping out of school. The school district shall provide to the student's parents[/caregivers] a description of the interventions that the school district intends to implement for the student, if any. The parent may approve or reject the described interventions. If the parent rejects the interventions, the school district shall not implement the interventions. The parent may terminate the interventions at any time after the school district begins providing the interventions. A parent may contact the school district in which his or her student is enrolled to request interventions pursuant to this subsection (2) if the parent determines that the student is at greater risk of dropping out of school. (C.R.S. 22-32-118.6 and C.R.S. 22-30.5-526.5**).**

Priority	Definition
Evidence-informed programs **[5 points]**	A program or practice that relies on peer-reviewed evidence to establish a basis for accelerating learning, which includes evidence-informed curricula, intervention, acceleration strategies and assessment options (C.R.S. 22-2-146. (b)). Unlike evidence-based practice, practice knowledge and intervention decisions regarding evidence-informed practice are enriched by previous research but not limited to it. In this way, evidence-informed practice is more inclusive than evidence-based practice (McSherry, 2007).
Digital math accelerator programs **[5 points]**	Online, digital, and/or virtual platforms used for student learning in math. Examples include but are not limited to Zearn, Khan Academy, MAP Accelerator, Smart Lab Learning, and so forth. As a state, Colorado has invested in Zearn. Zearn is the online math learning platform that is provided at no cost to schools and school districts statewide that opt-in to participate, as well as for use in the community learning centers funded by the CO-AAP grant.
High-needs students **[25 points]**	a. Students attending a school with K-12th grade Free and Reduced Lunch rate of 40 percent and above in 2022–2023 b. Students attending a school with Low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those assessments in 2021–2022 and/or 2022–2023 c. Students in disaggregated groups that have low proficiency and/or low growth on CMAS Math and/or PSAT/SAT Math, compared to the state averages for those disaggregated student groups in 2021–2022 and/or 2022–2023 d. A significant number of students (as determined by applicant) who are below grade level or struggling in math (and science) based on a body of evidence, including local assessments e. Students attending a school with demonstrated need for additional supports and services according to Census Data (by county, community and/or block, such as household income, education, etc.) or other relevant data
Diverse student populations **[5 points]**	Also known as “disadvantaged, marginalized, and/or historically underserved students”, students who are excluded from social, economic and/or educational opportunities enjoyed by other youth in their community due to numerous factors beyond their control. Youth identified in these categories may feel or are underserved, disregarded, ostracized, harassed, persecuted, or sidelined in the community. Examples of youth who are in these categories are students of color, students who identify as Black Indigenous People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) students, students with disabilities, and English learners. Diverse student populations also include highly mobile students , which are children or youth who at any time during the academic year were homeless, as defined in section 22-1-102.5, C.R.S; were in non-certified kinship care, as defined in section 19-1-103, C.R.S; were students in out-of-home placement, as defined in section 22-32-138(1)(h), C.R.S.; or were migrant children, as defined in section 22-23-103, C.R.S.
Transitions **[5 points]**	Students who are transitioning from Pre-Kindergarten to Kindergarten and/or elementary school to middle school and/or middle school to high school.

APPENDIX G. CO-AAP GRANTEES

APPENDIX H. APPLICANT PRIORITY AREAS

Exhibit H1. Priority Areas of Funded Applicants

Lead Applicant	Intervention Strategies	Evidence-Informed Programs	Digital Math Accelerator Programs	Diverse Student Populations	Transitions
Adams 12 Five Star Schools	■	■	■	■	■
Adams County 14	■	■	■	■	■
Adams-Arapahoe 28J	■	■	■	■	■
Axis International Academy		■	■	■	■
Be the Change Community School	■	■	■	■	■
Boys & Girls Club Denver Metro	■	■	■	■	■
Boys & Girls Club Pueblo County - District 60		■	■	■	■
Boys & Girls Club Pueblo County - District 70		■	■	■	■
Boys and Girls Clubs of Larimer County	■	■	■	■	■
Denver County 1	■	■	■	■	■
DSST Schools	■	■	■	■	■
Estes Park R-3	■	■	■	■	■
EUREKA! McConnell Science Museum	■	■	■	■	
Harrison 2	■	■	■	■	■
Kids at Their Best, Inc.		■	■	■	■
La Veta Re-2	■	■	■		■
Mesa County Valley 51	■	■	■	■	■
Riverside Educational Center		■	■		■
South Central BOCES	■	■	■	■	■
St Vrain Valley RE1J	■	■	■		
The Pinhead Institute Inc	■	■	■	■	■
University of Colorado - Boulder	■	■	■	■	■

Exhibit H2. Priority Needs Areas of Funded Applicants

Lead Applicant	FRL 40%+	Low Overall Proficiency/ Growth	Low Subgroup Proficiency/ Growth	Struggling in Math or Science	Demonstrated Need Using Census Data
Adams 12 Five Star Schools	■	■	■		
Adams County 14	■	■	■	■	■
Adams-Arapahoe 28J	■	■	■	■	■
Axis International Academy	■		■	■	
Be the Change Community School	■	■	■	■	■
Boys & Girls Club Denver Metro	■	■	■	■	■
Boys & Girls Club Pueblo County - District 60	■	■	■	■	■
Boys & Girls Club Pueblo County - District 70	■	■	■	■	■
Boys and Girls Clubs of Larimer County	■	■	■	■	■
Denver County 1	■	■	■	■	■
DSST Schools	■	■	■	■	■
Estes Park R-3	■	■	■	■	■
EUREKA! McConnell Science Museum	■	■	■	■	■
Harrison 2	■	■	■	■	■
Kids at Their Best, Inc.	■	■	■	■	■
La Veta Re-2	■	■	■	■	■
Mesa County Valley 51	■	■	■	■	■
Riverside Educational Center	■	■	■	■	■
South Central BOCES	■	■	■	■	■
St Vrain Valley RE1J	■	■	■	■	■
The Pinhead Institute Inc	■	■		■	■
University of Colorado - Boulder		■	■	■	■

Exhibit H3. Priority Areas of Applicants Not Funded

Lead Applicant	Intervention Strategies	Evidence-Informed Programs	Digital Math Accelerator Programs	Diverse Student Populations	Transitions
2Partner Mathematics Consulting	■		■	■	
Academy of Arts and Knowledge Elementary	■	■	■	■	
Atlas Preparatory Middle School	■	■	■		
AXL Academy		■	■	■	
Boys & Girls Club of the High Rockies		■	■		
Boys & Girls Clubs in Colorado	■	■	■	■	■
Boys and Girls Clubs of San Luis Valley		■	■		
Colorado Early Colleges Colorado Springs	■		■		■
Colorado Early Colleges Fort Collins			■		■
Colorado Early Colleges Windsor			■	■	
Colorado Institute for Early Learning	■	■	■	■	■
Community Leadership Academy	■	■	■	■	■
Cool Science			■	■	■
District 49	■	■	■	■	■
Eagle County RE 50		■	■		■
Jefferson County R-1		■	■		■
Lake County R-1		■		■	
Ricardo Flores Magon Academy	■	■	■	■	■
Sheridan 2	■	■	■	■	■
Steamboat Montessori			■		
Summer Scholars			■		
The Dale House Project				■	■
The Juniper School	■	■	■		
The Mountain School		■	■		
The Powerhouse		■	■	■	■
Vanguard Classical School - East	■	■	■	■	
Vanguard Classical School - West	■	■	■	■	

Exhibit H4. Priority Needs Areas of Applicants Not Funded

Lead Applicant	FRL 40%+	Low Overall Proficiency/ Growth	Low Subgroup Proficiency/ Growth	Struggling in Math or Science	Demonstrated Need Using Census Data
2Partner Mathematics Consulting			■	■	■
Academy of Arts and Knowledge Elementary	■	■	■	■	
Atlas Preparatory Middle School	■	■	■	■	■
AXL Academy	■		■	■	
Boys & Girls Club of the High Rockies	■	■			
Boys & Girls Clubs in Colorado	■		■		
Boys and Girls Clubs of San Luis Valley	■	■			■
Colorado Early Colleges Colorado Springs					
Colorado Early Colleges Fort Collins				■	
Colorado Early Colleges Windsor					
Colorado Institute for Early Learning	■	■	■	■	■
Community Leadership Academy	■	■	■		
Cool Science	■				
District 49	■	■			
Eagle County RE 50	■		■		
Jefferson County R-1	■	■			
Lake County R-1				■	■
Ricardo Flores Magon Academy	■	■	■	■	■
Sheridan 2	■	■	■	■	■
Steamboat Montessori	■				
Summer Scholars	■	■			■
The Dale House Project	■				■
The Juniper School	■		■		
The Mountain School					■
The Powerhouse	■				
Vanguard Classical School - East	■	■	■	■	
Vanguard Classical School - West	■	■	■	■	