Steamboat Springs Education Fund: Summary and Review of Grant Accountability Reports

For Accountability Reports Submitted:	Fall 2025
For Funds Used:	Academic Year 2024-2025
For Funds Granted:	Spring 2024

Source documents: The primary source documents for this Summary and Review document are the following (1) Original Applications and (2) Accountability Reports.

District or Organization	Category & Grant I.D.	Amount Awarded	Grant Plan Fulfilled ?	Recommendations/Feedback/Questions	Highlights from Accountability Report & Challenges Identified
Hayden	**TOTAL GRANTED** Spending Report	**$331,035**			
Hayden	**Student-Facing Staff G25-01-H** Accountability Report	$208,346	Yes	SSEF Comments/Questions CDE recognized the District as Accredited, with the overall performance rating increasing from 53.9% (2024) to 58.8% (2025). **Hayden High School is in the top 10% of districts recognized by Future Farmers of America (2-star chapter) with 71 student members. It continues to provide excellent CTE pathways and is a hallmark of the FFA. Note that 4 students earned their FFA State Degree and 2 former HSD graduates were recognized as FFA American Degree recipients** HHS workforce readiness scores have increased from 75% in 2023 to 84 in 2025, and they have a 100% graduation rate. **Feedback from SSEF led the district to reflect on how they were staffing the instructional coaching. As a result, they have separated the middle school principal's role from the coaching role so that the coach is not in an evaluative role when working with staff. Thank you for considering our feedback in your re-structuring of the IC position.** **Question**: Your multilingual teacher position is .5 FTE, yet he/she supports 28 students grades K - 12. How would a full FTE better meet the	Project Summary Paraprofessionals were hired for elementary and middle school to provide direct academic and behavioral intervention support in small group interventions for students performing below grade level mastery. The multilingual teacher supported 28 students K - 12 during the 2024-2025 school year with multilingual language plans and English language assessments. Funds will continue to be used to support the CTE program at the secondary level with a lab manager to reinforce concepts, monitor safety, and align with CTE pathways within the cluster model. Challenges: *Please note per the AR: “The District was not fully staffed in core content areas until October, while we waited for five classroom teachers to arrive via cultural exchange visas. During the first trimester, these positions were filled by long-term substitutes in special education, elementary, middle, and high school teaching roles. This impacted nearly

				needs of this population?	every aspect of the district, including: classroom behavior, content instruction in middle and high school, and our ability to implement a coaching model. Once the cultural exchange visas were approved and our staff were integrated, we were able to shift to a more proactive approach."
Hayden	**Technology** **G25-02-H** Accountability Report	$86,000	Yes	SSEF Comments/Questions **Questions**: How does increasing school security and providing real-time background checks meet the mission of the EFB, to enhance academic accomplishment in Routt County through **student-facing investments** in staff, facilities, infrastructure, **technology**, and curriculum, made available through our public schools? Have you been able to collect data to support an increase in student performance based on said technological upgrades? How much of your $86,000 allotment was spent on said software and hardware?	Project Summary ● Replacement of 12 classroom Promethean Boards that are nearing the end of their functional life. ● 290 out of 360 student Chromebooks replenishment to replace aging machines. ● Purchase new visitor Management software (Raptore Technologies) and hardware to increase school security and provide real-time background checks. ● Website and student information system updates.
Hayden	**Curriculum/Materials** **G25-03-H** Accountability Report	$36,689		SSEF Comments/Questions The purchase of all materials seemed to be well thought out and implemented. The goals seemed to be very logical for the purchases and it is good to see SSEF funding going to purchases that further support education in an expanded functions from the traditional school funding.	Project Summary ● Purchase of district's first ever English Language Learner curriculum to meet the needs of growing ELL population. ● Purchase of Elementary SEL curriculum (Zones of Regulation) and K-5 instructional materials. ● Consumables for i-Ready K-5 math instruction adoption. ● VEX Robotics starter kits to increase student engagement with hands-on learning. ● Reading intervention materials for grades 4-5 to align with K-3 materials covered by the CDE READ Act including Read Naturally, Lexia Learning (DIBELS) assessments. Outcomes/Academic Accomplishment: ● Selected and adopted the K-5 character development preventative curriculum, Zones of Regulation for all K-5 students. All students receive this preventative instruction from the School Counselor to learn strategies for self-regulation, and classroom teachers reference teachings from the curriculum in their classroom interactions..

					• CDE provides funding for early literacy curriculum in grades K-3 through the READ Act, but these funding sources cannot be utilized for materials in grades 4-5. SSEF funding allowed us to vertically align reading intervention curriculums K-5. • The VEX Robotics starter kit was purchased and utilized in elementary and middle school STEAM and STEM classes. • Purchased student consumables for the adopted math instructional program at the elementary level.The program is aligned to state standards, and the consumables include student workbooks and intervention materials.
South Routt	**TOTAL GRANTED** Spending Report	**$264,763**			
South Routt	**Student-Facing Staff G25-04-SR** Accountability Report	$139,763	Yes	SSEF Comments/Questions: You use funds for a G/T coordinator and you state G/T students are a target group, but this is the second year in a row with no G/T data for that student-facing position. At what point will you include evidence of G/T intervention and education? A breakdown of the PSAT math scores (rather than the total score) would be more useful, since you state you are specifically targeting secondary math with your high school math interventionist.	Project Summary SOROCO has hired a secondary STEM teacher and math interventionist to help improve math scores. They also recognize the need for more professional development for the elementary school teachers who don't know how to implement the math curriculum. Administration is providing more walk-throughs to observe how the curriculum is being taught. Elementary and middle school math scores remain at the "approaching" level on CMAS testing, but middle school math growth is at the "exceeds" level. So they are moving in the right direction, but they have been at the "approaching" level for at least the last three years (all the data that was supplied). Staffing with qualified teachers continues to be a problem for the district, as does funding and affordable housing.
South Routt	**Technology G25-05-SR** Accountability Report	$125,000		SSEF Comments/Questions The agriculture department received funds for both software and tablets; are other departments receiving the tech funds that they need as well? Your stated target groups are "all students and staff" and not just the agriculture department.	Project Summary • SOROCO updated several current software applications. These applications were noneducational and mostly dealt with security. Agriculture program software was also added. • As far as hardware, 100 new Chromebooks, hand-held radios, tablets for the ag program, security cameras, and new intercoms were purchased. The radios, cameras, and intercoms were purchased to improve security and student movement between the MS, HS, and ag building.

					• SOROCO has updated the conduit to the football field in order to stream games and improve security. • A cyber attack was successfully thwarted this year. • There were three significant internet outages which caused disruption at SOROCO which emphasized the known need to improve resilience, but the costs of that are prohibitive.
South Routt	**Curriculum/Materials** **G25-06-SR** ~~Accountability Report~~	~~$1,951~~		SSEF Comments/Questions These funds were shifted to Student-Facing Staff	Project Summary
SSSD	**TOTAL GRANTED** Spending Report	**$5,299,536**			
SSSD	**Student-Facing Staff** **G-25-07-SBS** Accountability Report	$3,882,288	Yes	SSEF Comments/Questions All SSSD schools were fully staffed with school counselors within the American School Counselor Association National Model of counselor-to-student ratios. Excellent achievement!!! According to your report, "383 students in the district have a home language of Spanish. These families receive translation and interpretation services through SSSD translators. Translation support for an additional 15 languages (including Vietnamese, Dari, Mandarin, Thai, Ukrainian, Nepali, and Uzbek) is coordinated by the SSSD translators through Integrated Community or a language line." The number of students on track to English language proficiency in 2024-2025 meets or exceeds state mandates. Bravo!! However, you admit that you need to meet academic "stretch goals" to close the gap between ML students and your general student population. You state that the data has been reviewed, and instructional strategies are being modified through professional development aligned to best practices. Again, great job supporting our ML population through data-driven best practices!!! **Question**: There was concern from some parties that incoming 6th graders' GE support both socially, emotionally, and academically was not as	Project Summary Reduced class sizes across the district through 20.5 FTE teaching positions: • Soda Creek Elementary: 4 teachers. • Strawberry Park Elementary: 4 teachers. • Sleeping Giant School: 4 teachers. • Steamboat Springs Middle School: 3 • teachers. • Steamboat Springs High School: 2 • teachers. • North Routt Community Charter School: 2.5 teachers. The District values and continues to thrive because of small class sizes. This is valuable to students and teachers alike. Small class sizes allow teachers more time to form individualized connections with students, which helps students both socially/emotionally and academically. SSSD will be recognized by CDE as a District of Distinction.

				robust as in the elementary years. You added more GE FTE to 6th grade to “temporarily see if this helps students.” Were you able to determine if this addition was effective? What metric are you using to determine the difference between academic rigor in the elementary and 6th grade? CMAS scores seem to indicate there is no lapse in rigor. What social-emotional assessments do you employ to measure your programs’ effectiveness or lack thereof?	
SSSD	**Technology** **G25-08-SBS** Accountability Report	$1,115,000	Yes	SSEF Comments/Questions ● Thank you for this very thorough report. It will be interesting to see the percentage of people using Alma in your next report. ● It is very difficult to keep up with the fast pace of hardware and the cost. Thank you for thinking outside the box for short term and long term solutions. ● The network has become a must in our world today and it must be secure. Great job in moving forward with the necessary steps to keep it up and running and safe with a 99.9% uptime goal. ● Congratulations on all the work done.	Project Summary ● Technology/Software This was year two of adopting a new student information system ALMA that was implemented in the Finance Department.. The goal this year was to fan it out to Special Education, Enterprise and Education.. A technology committee was created to create procedures for the review and purchase of all software applications. This committee included technology, teaching and learning and special education..This allowed for extensive review of software before purchase May - June schools requested software applications for 2025-26 year. This also made measurement of where and how software is being used possible. A great challenge is in the ALMA software as it is a young company and we are its largest clients. ● Hardware The team worked on three goals in this category. First was to meet the need of devices for students and staff including Chromebooks and laptops. This included adding/replenishing over 400 chromebooks, over 100 laptops and monitors and multiple printers. Added a new management software to keep tabs on where,,what and when with all these devices as well. Upgrades were made to the Main UPS at the datacenter. This system needs to be available 24/7. Lastly, security cameras were added as well as improvements to the sound at SSMS and SGS stages and cafeteria. A huge challenge for the team is the rising cost of Chrome devices which is eating into the budget that previously funded other technology. ● Network Without a doubt the network is the most important category in technology and with a goal of 99.9% uptime, continues to be top priority for the group. The team worked on the continuation of Fabric throughout the district which drastically improves network configurations compared to traditional networking. Another top priority is for the network to be safe and

					secure and the team is continuously working on improvements in cyber security, A challenge in this category is the fact that the network (internet) relies on THOR (a network consortium with others) from Steamboat to Denver. The district needs a connection from the northern part of the ring but this comes with a large cost.
SSSD	**Curriculum/Materials G25-09-SBS** Accountability Report	$230,000	Yes	SSEF Comments/Questions ● Thank you for your very thorough report outlining the goals, the needs fulfilled and the specific measurement data that is being used to ensure the curriculum implementation is working. ● Also kudos for using funds to include all grade levels (K-12) and ensuring curriculum aligns with the CO state standards.	Project Summary ● English Language Arts 6-12 The district purchased a high-quality English Language Arts curriculum, Common Lit for all 6-12 classrooms.The purchase included consumable materials for student learning. Outcomes: 2025 CMAS ELA scores for overall performance indicated that the percentages of SSSD students who Met & Exceeded State expectations were as follows: Grade 6: 69.8% (as compared to the State, 44.2%).Grade 7: 75.1% (as compared to the State, 48.8%). Grade 8: 75.9% (as compared to the State, 43.9%). 2025 PSAT/SAT evidence based reading and writing scores for overall performance indicate the following percentages of SSSD students who Met & Exceeded State expectations: Grade 9 PSAT: 80.8% (as compared to the State, 65.4%). Grade 10 PSAT: 81.6% (as compared to the State, 63.5%). Grade 11 SAT: 80% (as compared to the State, 61.5%). K-5 World Cultures ● The district purchased three new K-5 World Cultures curriculums: Vamos,Calico,Rockalingua. This was to ensure K-5 language classes have evidence-based curriculum aligned to the Spanish language Colorado teaching standards. Outcomes: All elementary schools are utilizing the same curriculum for K-5. K-12 Health ● The district purchased a new K-12 Health curriculum, Health SMART to ensure K-12 health classes have evidence-based

					curriculum aligned to Colorado teaching standards. Outcomes: The district now has research-based aligned curricular resources in all K-12 classrooms. High School Curricular Resources ● Ensure high school students have the resources to be successful in various academic pursuits. High school instruction is more differentiated and requires multiple curricular resources as compared to Elementary and Middle School. Purchased resources included World Language: Entraculturas. AP History. Intro to Business. ELA novel study core curricular resources. Curricular Software: ● The district purchased i-Ready licenses for ELA and math for K-5 interim assessments. Outcomes: SSSD students met math expectations on the CMAS state assessments and students with disabilities exceeded expectations. Future plans include increased training on ReadyMath for teachers. Challenges: ● The biggest challenges for the district were re-engaging teachers in pre-COVID curricular work, aligning limited resources with the strategic plan based on student needs and ensuring performance and growth met community expectations.
SSSD	**Special Projects/Programs G25-10-SBS** Accountability Report	$72,248	Yes	SSEF Comments/Questions ● A valuable service to our families in the Valley with limited child care options available. ● Curve ball this past year with Young Tracks abruptly closing. Well done navigating a fluid environment. ● Is there any information on how many families choose not to enroll their children in PK due to financial barriers? Or is there a waiting list to enroll? ● What standard indicates "kindergarten readiness" and can you demonstrate	Project Summary Highlights ● Ensured through tuition assistance that 22 students with significant financial barriers were enrolled full-time in the PK program ● The state's Universal Preschool Program (UPK) does not fully fund the cost of SSSD's preschool program.

				how the SSSD PK program excels in these standards? • Are there any findings of children with special needs being able to "graduate" from those special needs at a higher rate due to going through SSSD PK?	• District was able to accommodate additional students after the closure of Young Tracks <u>Challenges</u> • Families with limited means were able to afford to enroll their children full-time in the PK program • Staff retention • Need for specialized staff while maintaining a required low student to teacher ratio.
Montessori	**TOTAL GRANTED** Spending Report	**$263,763**			
Montessori	**Student-Facing Staff G25-11-SM** Accountability Report	$250,951		<u>SSEF Comments/Questions</u> Montessori does a great job of reflecting on how the money was spent and planning for the coming year. When you read through their outcomes it is no wonder they are growing their student body at a time when the number of children in the district is shrinking. They continue to build and grow year over year and you see it in results. Congratulations on the achievements, your hard work does not go unnoticed.	<u>Project Summary</u> Large class sizes with one instructional lead limit a teacher's ability to deliver differentiated and targeted lessons to multiple age groups in a Montessori classroom. Adding part-time and occasional full-time assistants to our classrooms reduces our student: teacher ratio. Because of budget constraints we have minimal interventionists on staff. However, our assistant teachers support the delivery of both Tier I and Tier II curriculum. They also provide Tier I and II behavior and social/emotional support within the classroom to better support student success in all aspects of learning and growth. Outcomes/Academic Accomplishment: Steamboat Montessori received the John Irwin School of Excellence award based on student growth and achievement in 24/25 in addition to Distinction recognition from Charter School Institute. Further, Steamboat Steamboat Montessori meets or exceeds all performance indicators on the School Performance Framework as specified by the Colorado Department of Education. Our overall School Performance Data from CDE has steadily increased yearly over the past 4 years placing us in the 99%tile of all schools in Colorado.

					The nature of our mixed age classrooms and a spiraling Montessori curriculum do not perfectly align to grade level normed assessment. However, we saw an increase in growth and achievement scores school wide in CMAS between the 23/24 and 24/25 school year. SM math growth has increased by 28 points over the last year. In 2025, SM overall student math growth exceeded state expectations as did reading data. SM Math achievement has steadily increased by 16 points over the last 5 years. SM ELA achievement has increased by 7 points over the last 5 years. Our DIBELS data, which highlights early literacy shows growth over the past 3 years shows a steady increase as well.
Montessori	**Technology** **G25-12-SBS** Accountability Report	$13,812	Yes	SSEF Comments/Questions With constantly improving technology, it is challenging to keep pace with the costs and replacement for maintaining the latest demands of device hardware. Great job making it happen.	Project Summary • Provided updated Chromebooks ensuring that all 1st–5th grade students had access to reliable technology for assessments, research, and digital literacy instruction. • This upgrade allowed testing to run smoothly and reduced disruptions caused by outdated or malfunctioning devices. • Students were able to engage more confidently with digital tools, supporting both academic readiness and essential 21st-century Challenges: Identifying, phasing out outdated devices, and coordinating replacements quickly enough to meet testing requirements.
Community Group	**Grant Name and I.D.**				
Yampatika	**Environmental Education** **G25-13-COM** Accountability Report Original Application	$28,000	Yes	SSEF Comments: • Thank you for this very thorough report. • It is very difficult to keep up with the hiring and retaining of staff. Thank you for working to retain the staff you have in place and thinking outside the box for new hiring. • Your survey results from teachers are great. It is clear that Yampakita has a strong presence in the community.	Project Summary: • Student knowledge The Yampatika program targets Pre-K through 12th grade students throughout Routt County. They delivered programming to 1,955 students in SSSD, South Routt SD and Hayden SD. The goal this year was to increase student knowledge of the subject matter by 10%. Targeted data tools included teacher surveys and

				• Congratulations on all the dedicated work done serving 3295 unduplicated students across 28 schools!	student attitude surveys. In the end student surveys were not taken due to low response rates. However, teacher surveys did show that an average of 95% of teachers strongly agreed that students were engaged and excited and learning had increased dramatically and the hands-on lessons in an outdoor setting was a highlight and provided an opportunity to learn in a different environment. • Environmental Education Programming The goal for Yampikita was to increase the educational programming to 5% more students in Routt County than last year. Yampikita ended up seeing a lower percent of students in the Steamboat Springs School District (5% more) but a greater number of students in both Hayden SD (12% more) and South Routt SD (22% more). Due to staffing limitations, an increase in Hayden and South Routt resulted in a slight decrease in programming in Steamboat Springs SD. From teacher interviews it is clear that this program helps to meet their standards and gives kids the ability to engage in meaningful forms of learning that can't always happen in the classroom - especially in districts where resources are limited.
RMYC	**Yampa Valley Science School** **G-25-14-COM** Accountability Report Original Application	$45,000	Yes	SSEF Comments: • The evidence that the model is accretive to a student's learning is very strong and robust. • The historical impacts of RMYC are insightful and should be included but a larger emphasis on current needs and accomplishments would be helpful • This is a wonderful and unique resource in our valley. The evidence that this model is effective shows the true impact your organization has on our youth. Keep up the good work! • What are your current challenges?	Project Summary: • Yampa Valley Science School provides sixth-grade students with a quality, place-based environmental science education program while also providing local high school juniors and seniors with experiential leadership opportunities: Highlights • Students showed a 63.1% increase in educational understanding • 92.68% Of students reported being more comfortable with their classmates after attending • 87.75% Of students felt more excited about science post attending • Substantial increase in students' attitudes, motivation, social behaviors, curiosity about the natural world, and one's personal impact on the environment.

					Challenges ● The challenges COVID-19 presented appear to be worked through albeit with adjustments to the model. According to feedback from the individuals involved, the new model appears to be working well. Kudos to the team for maintaining flexibility to the model while ensuring student engagement.
Partners	**School Based Mentoring G25-15-COM** Accountability Report Original Application	$43,000	Yes	SSEF Comments: Your application indicated you were planning to place four SBMs in Routt County Schools, but your report mentions mentors at only three schools. Are there multiple SBMs at a school? Or were only three hired? If the latter, which school did not receive a mentor that you had anticipated placing one in?	Project Summary: Partners uses SSEF funds for their School-Based Mentors, a program which places trusted adults with students who have had difficult life experiences.Each SBM has a caseload of 10 students identified by the school administration, but their interactions can involve other students as well. They had two goals for their mentees: 1, 60% of Target Students, as measured by the pre-post youth outcomes survey will maintain or show improvement in at least two of the following outcomes: adult bonding, decision making, self-esteem, school commitment, social and communication skills. ● Two of the behaviors had 60% or above and the other behaviors were all in the 54-57% range. 2. 80% of target students will receive an overall rating of 3 or higher (scale 0-5) for positive outcome on school performance (attendance, behavior and grades) as measured by the school staff survey ● 75 % of school staff reported an Overall increase in School Performance ● 87 % of school staff reported Overall impact on Classroom Behavior ● 90% of school staff reported Overall Improvement in Attendance ● 87% of school staff reported improvement in Homework and Assignment Completion 100% of the youth participating responded that their mentors listen to them and respect their input and ideas. Partners returned some money last year due to losing two mentors (one due to the cost of living and one due to being let go) but anticipated that all of this year's mentors will remain for the full school year.

Integrated Community	**Study Friends Tutoring G25-16-COM** Accountability Report Original Application	$20,000	Yes	SSEF Comments: At a time with dramatically increased stresses on immigrant community members, it is especially critical that these important supports exist for our children and their families. Thank you for the commitment to not just the academic success, but the well-being of our valued students.	Project Summary: Integrated Community used funds for two programs listed below as well as expanding the data collection to track results. ● Study Friends – Tutoring and academic support to students with diverse backgrounds for strong academic foundations and the confidence to thrive in school. ● Raising a Reader- 13 new Kindergarteners were provided targeted literacy support. With increasing new student arrivals, the organization was also able to expand enrollment to Hayden and Oak Creek, further broadening their impact. This helped students develop strong language and literacy foundations at home allowing families to connect both languages and helped students improve comprehension abilities at school. ● These programs have fostered measurable growth in academic achievement, literacy, social-emotional development, and family engagement, while strengthening connections between school, home, and community
Jr. Achievement	**Jr. Achievement G25-17-COM** Accountability Report Original Application	$7,000	Yes	SSEF Comments: ● Was the program offered to Hayden and South Routt middle schools? Did they decline? ● Thank you for both local and national survey results.	Project Summary: ● 562 students served, 2,803 contact hours ● Financial Literacy and Entrepreneurship Classes held at Steamboat Springs Middle School and Sleeping Giant (6-8th grade) ● Local and national survey results show positive impact on students and positive support from teachers ● Created a new program to be piloted this year entitled JA Business Quest which is aligned to middle school social studies standards.
Opera Steamboat	**Opera in the Schools G25-18-COM** Accountability Report Original Application	$10,000	Yes	SSEF Comments: ● How many schools did you visit? ● Why do you believe you reached half as many students as the previous year (and your goal)? ● Have you considered other ways to measure your outcomes? ● What grades/ages did you serve?	Project Summary: ● The Opera that was presented this year was The Wish Gatherer composed by Noah Mosely with libretto by J L Williams to schools throughout the Yampa Valley. Written specifically for ages 6-12, and featuring a children's chorus. Before each performance, the students will be taught the children's chorus music so they can directly engage in music-making with the opera artists. This opera is specifically designed for students to learn and sing along. ● Reached 1000 students, number of classes 41 and number of sessions 53. Challenges ● Difficult time connecting with schools, teachers and finding the right contacts for scheduling.

					• The demand for this kind of engagement in the schools is higher than the organization can afford to accommodate,
NW Colorado Health	**Youth Resiliency G25-19-COM** Accountability Report Original Application	$25,000	Yes	SSEF Comments: Thank you for your thorough report.It is clear that this program is clearly supporting the mission of the grant. It is encouraging that you have been able to identify interns to help meet the demand for the program.	Project Summary: • The overarching goal to be achieved was to deliver trauma-informed Youth Resiliency programming to Routt County schools in the form of small groups, classroom and community presentations. • Key concepts included identifying a trusted adult, self efficacy skills and self regulation. Program achieved its objectives of: 1. At least 75% of surveyed youth will be able identify at least one trusted adult during the 24/25 school year. 2. At least 75% of surveyed youth will be able to identify one new self-regulation tool during the 24/25 school year. Actual results were 94% and 96% respectively, and served almost 350 children. Overwhelmingly positive feedback from participants, parents and community partners. In addition, training was provided to 950 adults.
Steamboat Strings Orchestra	**SSHS Orchestra G25-20-COM** Accountability Report Original Application	$12,000	Yes	SSEF Comments:	Project Summary: Steamboat Symphony Orchestra pays for the SSO Concertmaster and Director of Education to direct the HS Orchestra. Funds also support students in a credited orchestra class culminating in two live performances. • The HS orchestra increased from 10 students to 13. • This program provided professional music education, coaching and an opportunity for students to play with other professional musicians. • Funding provided the retention of a high quality instructor for the program. • This program partnered with Steamboat Mountain School and Summit County schools for festival opportunities. • Smaller class sizes allowed for more individual attention and preparation for student auditions, scholarships and competition prep. Challenges:

					• Student class scheduling makes it difficult to remain in the orchestra class while maintaining their other commitments.
Steamboat Dance Theatre	**Dance Programming in Local Schools G25-21-COM** Accountability Report Original Application	$3,000	Yes	SSEF Feedback: • Is there a way to quantify your positive outcomes– such as a survey?	Project Summary: • Offered dance classes during PE in 3rd and 5th grade classes • Served ALL Routt County schools • Over 500 students served • Helped with at least two community presentations/performances
STARS	**Adaptive Physical Education G25-22-COM** Accountability Report Original Application	$15,000	Yes	SSEF Feedback: • How many Routt County students were served as part of this funding? • Was there a difference in participation numbers between Adaptive PE support and mentored ski programming? Thank you for the continued dedication to differently-abled students in our communities. Good work!	Project Summary: STARS improved academic achievement by supporting students with disabilities through adaptive physical education and ski programming that strengthened both physical and cognitive development. Up to 52 students were served in all Routt County districts through weekly Adaptive PE personnel that worked alongside existing PE teachers, paraprofessionals during non-ski season school schedule and six Adaptive Ski Lessons during the ski season for students that participated. The program also trained school staff and peer mentors, enhancing the quality and inclusivity of PE instruction across Routt County districts.
Steamboat Reading	**Successful Readers G25-23-COM** Accountability Report Original Application	$15,000	Yes	SSEF Feedback: • Thank you for the comprehensive report.In 2023, 69 students involved. No mention of the number impacted this past year? 68 students was indicated as the expected number in the comments. • The “Relevant Stories” provided were very moving and show how important this work is, and how well it aligns with the mission of the grant.	Project Summary: • Steamboat Reading works with students who have not been meeting grade-level expectations in phonemic awareness and decoding skills. They also work with special needs students, particularly those with dyslexia. • The project was successful in achieving the goal of advancing the reading ability of 80% of participating students 1.5 -2 years in growth. Actual results were @ 88%. At the end of the school year 100% of parents agreed that their child gained confidence in reading, improved academic performance, and developed greater confidence at school.
Strings Music Festival	**Strings School Days G25-24-COM** Accountability Report Original Application	$10,000	Yes	SSEF Feedback: • Thank you for your thorough report and the efforts you make to gather survey data.	Project Summary: • Strings School Days is a free music and arts education program for more than 3,000 pre-Kindergarten through 12th grade students in all school districts in Routt County. The program uses the performing arts to help

				• Also generous praise for exposing all students (preK-12) to the arts and music in such an innovative approach.	students broaden cultural horizons, and become more self-confident, collaborative, creative, and thoughtful people. • Field trips included visits to the Strings Music Pavilion to see puppet plays, reggae artists, theatrical performances, Shakespeare, one on one mentoring for band students in grades 7-12 and songwriting mentorships. • All study guides aligned with the Colorado Academic Standards. • Outcomes: Student, Teacher and Parent surveys were distributed and results from the various programs show an overwhelming percentage of students demonstrated a shift of understanding a new point of view, liking something new and appreciating differences. Challenges: • At one of the designated field trips, the organization had a performer invite the students to get out of their seats and dance in the front of the room. Since multiple schools are invited to these performances this proved challenging for the teachers and chaperones. Strings has adjusted their guidance to the artists to ensure that the Pavilion is an orderly space for the teachers as well as a fun and engaging learning environment for the students. • Gathering teacher and parent feedback remained a challenge. Strings individually emails every teacher to increase the number of survey respondents.
NW Colorado BOCES	**G24-25-COM** Accountability Report Original Application	$19,169	Yes	SSEF Feedback:	Project Summary: • Originally NW Colorado BOCES asked for $91,300 to add two part time positions to support Tier 2 & 3 interventions in both Hayden and South Routt. This large amount was not able to be allocated by the Educational Fund Board (EFB) through the community group grants. It was decided through discussions by the EFB , NW Colorado BOCES and the two school districts that NW Colorado BOCES would modify their request for funds. • Funds were awarded to NW Colorado BOCES in the amount of $19,169, the organization decided to shift their focus to the Hayden school district and center specifically on students experiencing needs related to Autism. • Since the number of students with these specific needs was much smaller than the original number of students, some of the funds are being rescinded. Approximately $15,850.25.

					• Students were provided direct services through Yampa Valley Autism. • Staff were also trained by Yampa Valley Autism. • Seven students were serviced which included observations, summer programming and small group work.