



COLORADO LEAGUE of  
CHARTER SCHOOLS



# Opportunities for Students



Produced by  
**Melia Nuñez**  
**Nora Dooling**

---

Edited by  
**Peter Mason**  
**Kim Daly**

---

Data by  
**Kevin Hesla**

<b>Executive Summary</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Key Areas of Focus</b>	<b>5</b>
• Expanding College Access	<b>5</b>
• Innovative Career Pathways	<b>7</b>
• Personalized Support Systems	<b>10</b>
• Data-Driven Success Tracking	<b>12</b>
<b>Conclusion</b>	<b>14</b>
<b>Recommendations</b>	<b>16</b>
<b>References</b>	<b>17</b>

## Executive Summary

The Colorado League of Charter Schools recently concluded a series of interviews with charter school leaders across the state to better understand how schools are expanding postsecondary and career opportunities for underrepresented students. What emerged were consistent themes of rigorous academics, personalized support, and real-world learning. Schools such as Thomas MacLaren School, DSST: Cedar High School, New Legacy Charter School (NLCS), and STEM School Highlands Ranch are working to close opportunity gaps through strategies like dual enrollment, career pathways, and early college and career advising.

These models yield both strong outcomes and life-altering student success stories. To build on this progress, the League recommends:

1. **Expanding high-performing charter school models:** Continued investment in schools that combine innovation with mission-driven support will broaden access to quality education for underserved communities.
2. **Strengthening partnerships with employers and colleges:** Increased collaboration with local businesses, universities, and industry partners will expand access to internships and career exploration.
3. **Preserving the autonomy that enables innovation:** Autonomy allows charter schools to build responsive, student-centered systems. Policymakers should safeguard this flexibility to ensure continued innovation in support of all learners.

By investing in student-centered learning models, Colorado can continue to lead in building educational pathways that are as diverse and dynamic as the students they serve.

*Interviews were conducted with four Colorado charter schools in the Spring of 2025. Their insights, cited throughout this report as personal communications, were used to inform key findings.*

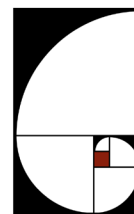
## Introduction

This report explores how Colorado charter schools are expanding postsecondary and career opportunities for historically underrepresented students who have often been overlooked by traditional systems. Through in-depth interviews with educators at four charter schools—**Thomas MacLaren School**, **New Legacy Charter School (NLCS)**, **STEM School Highlands Ranch**, and **DSST: Cedar High School**—the report highlights how these schools are working to close opportunity gaps and help every student build an actionable, meaningful path after graduation.

While the term “historically underserved students” was not explicitly defined in the interviews, it clearly refers to student populations who have traditionally faced systemic barriers to educational success. Some of these include students from low-income households, teen parents, students who have experienced homelessness or involvement with the justice system, and those from immigrant backgrounds. The schools featured in this report serve these students not only with academic instruction, but also with comprehensive, individualized support systems that reflect deep integrity and a commitment to fair outcomes.

This report shows how charter schools across Colorado are meeting the challenge of equity with systems that put students first—systems that are both innovative and grounded in care. By showcasing their approaches to college readiness, career development, and personalized student support, this report aims to offer insight into how charter schools can play a pivotal role in closing persistent gaps in access and opportunity.

The following sections will detail the key findings of this research, organized into five focus areas: expanding college access, creating innovative career pathways, providing personalized support systems, leveraging data to guide student success, and strengthening connections with industry and higher education partners.



THOMAS MACLAREN  
SCHOOL



New Legacy  
Charter School



## Key Areas of Focus

### Expanding College Access

Colorado charter schools are deeply committed to expanding college access for all students by implementing comprehensive strategies that support academic achievement and career readiness. One key approach is through offering Advanced Placement (AP) and dual enrollment opportunities that allow students to earn college credits while still in high school. As leaders at STEM School Highlands Ranch share,

“Students typically graduate with concurrent enrollment credits, and approximately 70% take an AP class during their high school years. Some even graduate with associate degrees” (A. Cardinal, M. Cartier, M. Gasser, G. Hoskins, K. Myrick, N. Ryan, and L. Veldhuizen, personal communication, April 15 and 25, 2025).

Further emphasizing the impact of these programs, a school leader at DSST: Cedar High School explained,

“Students who have done the concurrent enrollment plus AP classes, they’ve gone to college, and they’ve had a whole year knocked off and are doing three years instead of four. That’s because of the concurrent enrollment that they did through Global Leadership or senior projects or whatever that looked like, plus their AP credits” (B. Burkhardt and A. Serina, personal communication, March 18, 2025).

In addition to academic opportunities, successful schools provide individualized counseling and mentorship starting as early as 9th grade. This personalized support helps students and families navigate the often complex college application process. Mary Faith Hall, Executive Director of Thomas MacLaren School, shares,

“The college counselor meets with all high school students in groups starting in 9th grade and then individually in junior and senior year. We have created application handbooks, sent out college newsletters, held parent nights, and walked students and parents through the application process. We host college reps here at school regularly” (M.F. Hall, personal communication, April 4, 2025).

Moreover, New Legacy’s advisory system offers ongoing mentorship to ensure students are supported both academically and emotionally, helping them stay on track toward their postsecondary goals. This approach is particularly critical for teen parents, who receive additional career preparation through programs like the “diploma plus” initiative. As Steven Bartholomew, Executive Director, notes,

“For teen parents, just getting a high school diploma is not enough; they need to know about career opportunities available to them. Students must complete internships, certifications, or college courses and take a career pathways class, ensuring they graduate with meaningful real-world experience” (S. Bartholomew, personal communication, April 2, 2025).

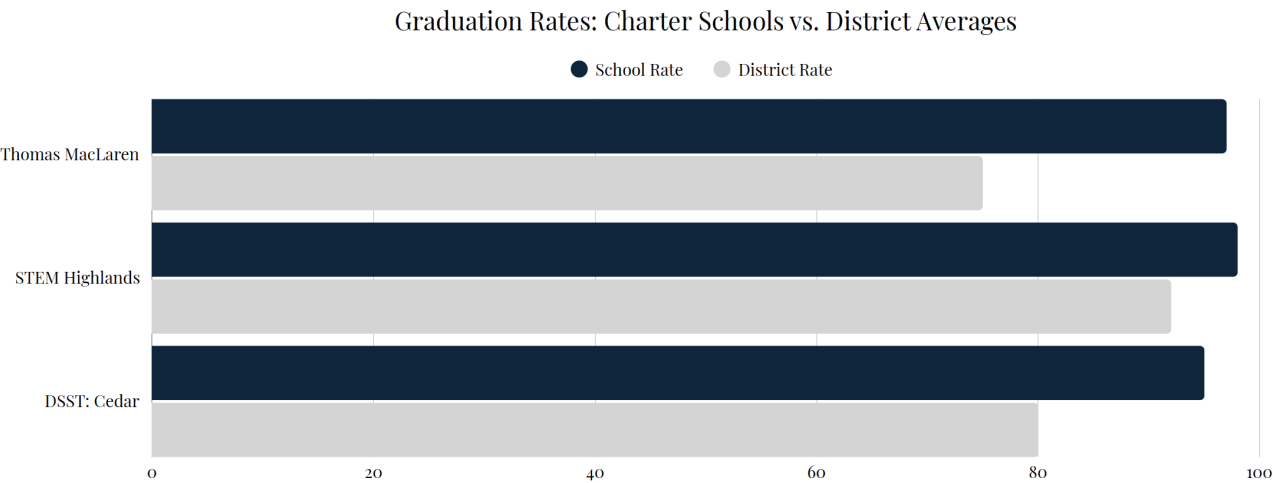
Finally, one of the most powerful demonstrations of this commitment comes from DSST: Cedar High School’s “100% acceptance day.” Says one school leader:

“We do Colorado Free Application Day, where for the three days, they’re pushing into senior classes, helping them apply, and every step of the way, they’re supporting kids. We have a track record of 100% college admission since our first graduating class in 2020. We will not let you fail.” (B. Burkhardt and A. Serina, 2025).

Together, these programs and supports help break down barriers and make college a real option for every student.

Recent data reinforces this impact:

- Thomas MacLaren School reports a 97% graduation rate and a 90% college matriculation rate, far surpassing the district’s 75% graduation and 39% matriculation rates.
- STEM School Highlands Ranch achieved a 98%+ graduation rate and an 83% matriculation rate, exceeding the Douglas County district average of 92% and 68%, respectively.
- DSST: Cedar High School boasts a 95% graduation rate and an 89% matriculation rate, outperforming the district average of 80% and 56% (Colorado Department of Education, 2024b & 2024c).



# Innovative Career Pathways

## **CTE and Problem-Based Learning in STEM Environments**

One of the primary ways in which Colorado charter schools promote early career awareness among students is through career and technical education (CTE) programs. The curriculum at STEM School Highlands Ranch revolves around STEM-focused, problem-based learning, starting from a young age and continuing through 12th grade. STEM School believes that STEM education helps to develop a student's "identity, sense of purpose, and place in the world," and that problem-based learning allows students to identify at an early age what they excel at and what they find challenging.

According to the National Math and Science Initiative, STEM education not only strengthens critical thinking, collaboration, and problem-solving skills but also enhances workforce readiness, particularly as STEM occupations are expected to grow at twice the rate of non-STEM jobs. Furthermore, students who engage in STEM courses are more likely to persist in college and pursue high-wage, high-demand careers in science, technology, engineering, and mathematics (National Math and Science Initiative, 2023).

## **Exploration to Specialization: DSST: Cedar High School's Pathway Model**

Similarly, DSST: Cedar High School offers pathway courses to facilitate students' self-discovery. Starting in 9th grade, students take art, music, engineering, and physical education over four quarters. During this stage, students focus on determining which fields they see themselves seriously pursuing in the future. In 10th grade, students take two semester-long classes, and by 11th grade, they are expected to "narrow in" on one field and take a year-long class in that discipline. Students then move on to concurrent enrollment courses in 12th grade if possible.

This "narrowing in" pathway system allows maximum flexibility for students who may not know what they want to pursue in college and beyond, while also accommodating students who are certain of their paths. Associate School Director Allie Serina notes that, like STEM School Highlands Ranch, DSST: Cedar High School's pathways are deeply rooted in STEM. "AP Music Theory ... is such a STEM-based class, but in an art environment, which is a cool crossover there," she explains.

## **Career Readiness for Teen Parents at New Legacy Charter School**

CTE looks different at New Legacy Charter School, however. Because most New Legacy students are teen parents, "real-world learning" is baked into the school curriculum to prepare students to enter the workforce as soon as possible after graduation. New Legacy's "diploma plus" framework ensures that students are as prepared as possible for their postsecondary plans. Completing an internship, certification, or college course has been a graduation requirement since 2023; in addition, all students take a required Career Pathways course and complete 30 hours of "real-world learning" each quarter.



Bianca, a 2022 graduate, exemplifies this model, turning her internship into a career in dentistry through a program at Emily Griffith Technical College. Jocelyn, class of 2024, earned her Child Development Associate (CDA) credential as a junior and later enrolled in the ASCENT (Accelerating Students through Concurrent Enrollment) program, a Colorado initiative that enables eligible high school students to take a “fifth year” consisting entirely of college classes after their senior year. Today, she is studying nursing while her child is cared for by the school’s early learning center.

### **Mentorship and Community Partnerships**

New Legacy also partners with local businesses and professionals to provide students with community-based career mentorship opportunities. Students and mentors typically meet twice a week, and mentors provide feedback on student performance. Advisors and teachers also have meetings with mentors periodically to check in on student progress and maximize students’ professional development.

DSST: Cedar High School uses a similar system wherein 11th-grade students are required to complete an internship in the local community. Allie Serina states, “Our kids also do internships during their junior year, so it looks really different for a lot of them. Some of them go to a hospital and volunteer. For example, Associate School Director Bailey Burkhardt’s intern helped create our school swag. When they won the National Blue Ribbon, his job was to design and produce the T-shirts and sweatshirts.

Serina also noted that the school’s location, in Denver’s Washington Park area, has “some benefits and some drawbacks... DSST: Aurora Science and Tech campus partners with Anschutz, and they do a lot of their internships through Anschutz, whereas we don’t share a campus with a giant, fantastic hospital.” Despite the geographical limitations of their school, Cedar has both “long-term relationships with places like Denver Health” and “families who are connected in whatever way [in the community] and are able to offer internships and opportunities.”

### **Internship Coordination and Entrepreneurial Experiences**

Similarly, STEM School Highlands Ranch has a full-time employee dedicated to helping students find internships in the community during their 12th-grade year. Additionally, there is a “discovery program” available for graduates who want to take gap years, which the school calls “grades 13 and 14.” STEM School’s business club and class also partner with a company to manufacture apparel and merchandise, which are sold at the student store run by the business club. This company runs internships for students, which in turn helps high schoolers develop an understanding of business operations and real-world work processes before college. Other internships or paid opportunities that students have pursued in their communities include nursing assistant, civil engineering, and technology internships with the school IT team.



## Industry Certifications and Postsecondary Impact

Colorado charter schools also offer flexible options for students who want to pursue industry certifications or obtain internships while still in high school. At New Legacy, students are required to take a parenting class after their children are born. This parenting class is very similar to a college-level child development class and integrates seamlessly with the Child Development Associate (CDA) certificate, which is also offered through the school, enabling students to work as early childhood educators in Colorado. Although most students do not pursue this certification, it offers a viable option for those who are interested.

## Real-World Learning Leads to Real Outcomes

The impact of these innovative career pathways is reflected in postsecondary outcomes. Both STEM School Highlands Ranch and DSST: Cedar High School report postsecondary matriculation rates far above state and district averages—83% and 84% respectively in the 2022–2023 school year, compared to the state average of just 57% (Colorado Department of Education, 2024b). These data points reinforce how sustained exposure to STEM and CTE opportunities can lead to stronger academic persistence and workforce readiness.

At New Legacy Charter School, traditional outcome measures like test scores and graduation rates often fail to reflect the depth and complexity of student success due to the school’s unique model and population. For a small, highly-specialized school serving teen parents, student achievement is more meaningfully captured through qualitative evidence and personal narratives. Alumni like Bianca and Jocelyn—who transitioned from high school to careers in dentistry and nursing—show how “real-world learning” creates relevant, personalized pathways that empower students to pursue their goals despite significant life challenges. These stories, more than numbers, speak volumes about the school’s impact.



## Personalized Support Systems

Across schools, one of the most critical drivers of student success is the presence of personalized support systems that center on academic guidance, career planning, mental health, and real-world readiness. These systems reflect a deep commitment to meeting each student where they are and ensuring no one falls through the cracks.

Students receive targeted academic and financial support to help them overcome challenges and stay on track toward graduation and postsecondary success. At Thomas MacLaren School, students who fall behind academically receive personalized intervention, while staff offer hands-on assistance with Free Application for Federal Student Aid (FAFSA) completion, scholarship opportunities, and college applications.

This investment in individualized support is reflected in student outcomes: nearly 100% of MacLaren students are proficient in reading and writing, with 94% meeting P/SAT Evidence-Based Reading and Writing (EBRW) proficiency benchmarks in 2023–24, far outpacing the district average of 51% and the state average of 63%. In math, 66% of students were proficient, compared to just 21% in the district and 35% statewide (Colorado Department of Education, 2024a). These results show that strong academic performance can go hand-in-hand with a deeply personalized approach. As one school leader shares,

“Most of this guidance [college application, financial aid, and scholarship processes] occurs in the context of the student’s individual meetings with the college counselor. There are also annual financial aid and application workshops for students and parents” (M.F. Hall, 2025).

This individualized approach is also rooted in a larger philosophy of barrier removal: ensuring that every student, regardless of background, has access to the tools and opportunities needed to succeed. As DSST: Cedar High School leader Allie Serina explains,

“You do not slip through the cracks here in any way, shape, or form. Whether it’s your mental health, your academics, or your college success, you will not slip through the cracks because we don’t let you. That’s really what the systems are about—how do we ensure that 100% of students are getting the support they need in order to get where they want to be?” (B. Burkhardt and A. Serina, 2025).



At DSST: Cedar High School, support begins early and is tailored to each student's goals and circumstances. Starting in 9th grade, students receive personalized academic and career advising through structured advisory systems. These advisors, assigned at a 15:1 student-to-advisor ratio, are able to build meaningful relationships, helping students explore their interests, prepare resumes, make internship connections, and plan their futures. Students' transcripts function as living documents—not just records of coursework, but tools that help advisors identify and nurture each student's strengths and needs.

“Our college success programming and our career focus are some of the best I’ve ever seen in any school,” one leader notes. “We start with our students in their freshman year... figuring out what’s right for them. Sophomore year, it’s once-a-month check-ins. Junior year, we start having family meetings... the conversation is, ‘what is the right next step for you and your family—what is your best fit?’” (B. Burkhardt and A. Serina, 2025).

In this system, no two students are expected to follow the same path. Instead, students are empowered to make informed decisions about their futures, with a support network that steps in when academic or personal challenges arise, whether through tutoring, social work referrals, or simply consistent adult care and check-ins.

This holistic approach even extends to specialized support for students navigating unique circumstances, such as teen pregnancy. One school offers a pregnancy course followed by a parenting class modeled after a college-level early childhood development curriculum. These offerings not only equip students with parenting skills but also keep them on track for graduation and postsecondary planning. This level of care has a lasting impact. Reflects Bartholomew, “No student ever falls through the cracks at NLCS” (2025), a testament to how personalized advising, wraparound supports, and real-world readiness intersect to meet students' complex needs.

The throughline across these schools is clear: personalized support systems do more than meet individual student needs—they systematically raise outcomes across entire school communities. Whether it is through academic interventions at Thomas MacLaren, tiered advising at DSST Cedar, or real-world readiness at New Legacy, these schools show that targeted, relationship-based supports create a schoolwide culture of expectation, resilience, and follow-through.

The result is not just improved college access or higher proficiency rates; it is a structural safety net that ensures every student is seen, supported, and positioned for long-term success. For other schools looking to move the needle on equity and postsecondary readiness, the lesson is simple: personalization is not an add-on; it is a strategy that transforms systems.



## Data-Driven Success Tracking

Each of these schools uses unique data tracking techniques to refine and improve student performance and school culture. For example, at New Legacy, the transcript serves as a “living document” that helps advisors, teachers, and counselors implement holistic support systems tailored to individual students. Advisors reference transcripts to ensure that all students are on track. The document also helps advisors identify students’ individual strengths and interests, which leads to better and more thoughtful support overall.

Personal growth, empowerment, decision-making, and postsecondary planning are also part of the transcript; students will not graduate if they are not planning for their careers. If advisors are concerned about student performance, they speak to the student and other faculty and staff to address the issue and determine what kind of extra support the student needs, from extra tutoring to a social worker.

New Legacy’s robust advisory system serves as the lifeblood of the school. In addition to tracking student performance through transcripts, advisors also help students navigate career paths, write resumes, and make calls for shadow days and internships. The school’s low 20:1 student-to-advisor ratio allows advisors to become acquainted with their students on a personal level.



Post-graduation data tracking is challenging for New Legacy, as alumni are typically very busy. Despite the challenges of maintaining regular communication with graduates, New Legacy sends out a yearly alumni survey and sometimes accommodates alumni children in the early learning center, provided there is room.

At DSST: Cedar, data tracking is an integral component of school operations and culture improvement. As Serina states,

“The metrics that drive our instructional space are PSAT, GPA, and those things for students that open doors. Specifically, we focus really heavily on our multi-lingual and special education learners because we know that they need additional support, so those are metrics that we always watch as we’re always keeping an eye on our subgroups. In the culture space, we have this system called Live School, where kids can earn points and buy things from the store.”

“We watch that data really closely because it essentially is the pulse of our culture,” she continues. “Things that we monitor there are things like: *How many detentions are we getting? Who’s skipping detention? When we look at our interventions, are our students of different subgroups experiencing our discipline systems differently? What are the discrepancies in ethnicity? So those are the kinds of things that we track in terms of culture.*”

“We also do student experience surveys,” says Serina, “which is how I measure the success of our culture team in terms of how much students like it here. So questions like: *Are you proud to go here? Do you experience joy at school? Do you feel like your teachers care about you? Do you have friends?*”

“And then on the engagement side, we do family surveys,” explains Serina. “We have the highest family survey data in our network, and I think that’s a big part of what our operations team does. Our operations team ensures that those people are totally on board.”

Beyond internal systems, DSST: Cedar’s state testing data highlights the impact of these strategies. In the 2023–2024 school year, 63% of students were proficient in math and 74% in reading/writing, significantly outperforming both district averages (31% math, 51% EBRW) and state averages (35% math, 63% EBRW). Their math median growth percentile reached 77, well above the district’s 47 and state’s 50, while their EBRW median growth percentile reached 63, again above local and statewide benchmarks (Colorado Department of Education, 2024a). These results underscore how closely monitoring academic, behavioral, and cultural data—paired with responsive supports—can produce consistently strong student outcomes.

Ultimately, what sets these schools apart is not just that they track data, but how they use it to act swiftly and strategically. From holistic, narrative-based transcripts at New Legacy to real-time culture dashboards and achievement metrics at DSST Cedar, data becomes a tool for expanding opportunity, illuminating both where students are thriving and where additional support is needed. This intentional, proactive use of data allows schools to intervene before students fall behind, tailor supports to specific subgroups, and continually refine systems based on lived student experience. In a landscape where opportunity gaps persist, these models demonstrate that when data is used not just to measure, but to respond, it becomes a powerful engine for closing those gaps and driving meaningful, sustained student success.

## Conclusion

Colorado charter schools are making significant strides in expanding postsecondary and career opportunities for students from underrepresented backgrounds. Through a combination of academic rigor, career readiness programming, individualized support systems, and data-driven decision-making, the schools featured in this report—**Thomas MacLaren School**, **New Legacy Charter School**, **STEM School Highlands Ranch**, and **DSST: Cedar High School**—are actively closing opportunity gaps and redefining what success looks like for every student.

From dual enrollment, AP courses, career pathways, and internships to mentorship programming and deeply personalized advising that starts as early as 9th grade, each school leverages distinct strategies to support its students. These human-centered approaches ensure students are seen, supported, and empowered to pursue futures that match their goals and realities. Support structures like FAFSA assistance, college application workshops, and wraparound services for teen parents make a tangible difference in students' lives, ensuring that postsecondary planning is not just encouraged but expected.

The outcomes speak for themselves. DSST: Cedar High School boasts a 100% college acceptance rate, with approximately 89% of graduates matriculating (Colorado Department of Education, 2024b). As an Alternative Education Campus, New Legacy Charter School's overall graduation rates remain a challenge due to its unique population and model. However, the depth and impact of individual student outcomes are undeniable. The graduation data for New Legacy reflects a traditional four-year high school timeline; however, most students enroll after transferring or dropping out elsewhere, often requiring more than four years to graduate. For example, when New Legacy receives a student who qualifies as a senior, their graduation rate exceeds 80%.



Olivia, once homeless at 14 and pregnant at 16, took three college classes her senior year and is now pursuing a bachelor's degree in child psychology. Daniel, a former justice-involved student, transitioned from system involvement to entrepreneurship, launching a mobile automotive business after completing a high school internship. These stories illustrate how New Legacy's focus on real-world learning and personal support can lead to transformative outcomes, even in the face of significant adversity.

School	SPF Rating (2024)	Math Proficiency	EBRW Proficiency	Graduation Rate	Postsecondary Matriculation
DSST: Cedar High School	Performance	<b>63%</b> (vs. 35% state)	<b>74%</b> (vs. 63% state)	<b>95%</b>	<b>89%</b>
STEM School Highlands Ranch	Performance	<b>68%</b> (vs. 35% state)	<b>92%</b> (vs. 63% state)	<b>98%</b>	<b>83%</b>
Thomas MacLaren School	Performance	<b>66%</b> (vs. 35% state)	<b>94%</b> (vs. 63% state)	<b>97%</b>	<b>90%</b>
New Legacy Charter School	AEC: Priority	Data suppressed	Data suppressed	<b>37%</b>	<b>16%</b>

(Colorado Department of Education, 2024a, 2024b, & 2024c)

While **Thomas MacLaren School**, **STEM School Highlands Ranch**, and **DSST: Cedar High School** post exceptional academic and postsecondary outcomes far above state and district averages, **New Legacy’s impact is captured through qualitative success**. As an Alternative Education Campus serving pregnant and parenting teens, the school’s “diploma plus” model ensures students graduate with real-world experience—often through internships, certifications, and concurrent enrollment. Students like Olivia, once homeless and pregnant at 16, are now pursuing college degrees; Daniel, formerly justice-involved, now runs a mobile automotive business. These stories go beyond individual success to reflect systems designed for student transformation.

Colorado’s charter schools are not just preparing students for what comes next; they are helping them imagine and build it. By aligning strategic design with measurable outcomes, these schools offer a blueprint worth emulating. The data and stories showcased here demonstrate that with the right systems in place, every student—regardless of circumstance—can graduate ready for college, career, and life.



# Recommendations

Based on the strategies and student outcomes explored in this report, several key recommendations emerge for policymakers, educators, and community stakeholders committed to advancing opportunities in education:

## **1. Support and Expand Successful Charter School Models**

The charter schools highlighted in this report are demonstrating what is possible when innovation meets deep student support. Their success, measured in college acceptance rates, career readiness, and life-changing student stories, underscores the value of replicating and scaling these models. Continued investment in high-performing charter schools and the conditions that allow them to thrive will expand access to high-quality, equitable education for more historically underserved students.

## **2. Encourage Cross-Sector Partnerships**

Strong collaborations between charter schools, local businesses, and higher education institutions are vital to preparing students for real-world success. Internship programs, mentorship opportunities, and dual-enrollment pathways not only provide hands-on experience but also help students build networks and identify future careers. Encouraging and facilitating more of these partnerships, especially in underserved communities, can multiply impact and create smoother transitions into college and the workforce.

## **3. Promote Policy Frameworks that Enable Innovation**

Charter schools benefit from a level of autonomy that allows them to design responsive, student-centered programming. This flexibility enables them to create customized advising systems, real-world learning opportunities, and targeted academic supports. Policymakers should continue to protect and promote this autonomy, ensuring that charter schools can innovate in ways that directly address student needs, particularly those of students who have traditionally been left behind in more rigid systems.

## References

Colorado Department of Education. (2024a). *Colorado SAT and PSAT Data and Results*.

Retrieved July 14, 2025, from [www.cde.state.co.us/assessment/sat-psat-data](http://www.cde.state.co.us/assessment/sat-psat-data)

Colorado Department of Education. (2024b). *District and School Performance Framework Results*.

Retrieved July 14, 2025, from [www.cde.state.co.us/accountability/performanceframeworkresults](http://www.cde.state.co.us/accountability/performanceframeworkresults)

Colorado Department of Education. (2024c). *Graduation Statistics*.

Retrieved July 14, 2025, from [www.cde.state.co.us/cdereval/gradratecurrent](http://www.cde.state.co.us/cdereval/gradratecurrent)

National Math and Science Initiative. (2023, August 25). *Unlocking the benefits of STEM education for every student*.

Retrieved July 14, 2025, from [www.nms.org/Resources/Newsroom/Blog/2023/August/Unlocking-Benefits-of-STEM-Education-for-Students.aspx](http://www.nms.org/Resources/Newsroom/Blog/2023/August/Unlocking-Benefits-of-STEM-Education-for-Students.aspx)