



COLORADO

Department of Education

COVID Relief Annual Update Legislative Report 2023

Pursuant to 22-2-146, C.R.S.

Submitted to:

**Colorado House Education Committee
Colorado Senate Education Committee**

By:

**Office of Strategic Recovery
Colorado Department of Education**

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Executive Summary

Three primary rounds of COVID Relief funding were provided to Colorado between March 2020 and March 2021. These federal funding sources were (1) the Coronavirus Aid, Relief, and Economic Security (CARES) Act in March 2020; (2) the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act in December 2020; and (3) the American Rescue Plan (ARP) Act in March 2021. This report provides the total amounts that the Colorado Department of Education (Department) received and was authorized to spend at the state level under each act; the designated purposes on which the Department spent the funds received; the specific amount allotted to each purpose; and data the Department has concerning the results and/or impacts for each funded purpose. This report is submitted to meet the legislative requirements as defined in section 22-2-146, C.R.S.

The vast majority of COVID relief funds received by the Colorado Department of Education (CDE) was funded through the Elementary and Secondary School Emergency Relief (ESSER) funds, established in the CARES Act (ESSER I), and further funded under the CRRSA Act (ESSER II) and the ARP Act (ESSER III). These funds were used to provide vital support to Colorado local education agencies (LEAs) and schools as they worked to transition to remote programs, reopen schools safely, maximize in-person instructional time, and address the impact of the COVID-19 pandemic on students, educators, and families. Funds were allowed to be used to implement actionable strategies to meet the urgent needs of students and educators as LEAs and schools have worked to return to and safely sustain in-person instruction, address the educational inequities that have been exacerbated by the COVID-19 pandemic, and address students' social, emotional, mental health, and academic needs.

Colorado received more than \$1.8 billion in ESSER funds across the three rounds of federal COVID relief funding. Of these ESSER funds, 90% (\$1.6 billion) was distributed directly to LEAs through Part A of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). The remaining 10% of ESSER funds (\$180.7 million) were reserved by CDE to meet state-level needs.

The CARES, CRRSA, and ARP Acts also created non-ESSER funds for a variety of programs that provided funding for education-related recovery needs. These included Governor's Emergency Education Relief (GEER), Emergency Assistance to Non-Public Schools (EANS), the Coronavirus Relief Fund (CRF), and State and Local Fiscal Recovery Funds (SLFRF). Additional programs related to pandemic recovery in education include the Child Nutrition, Homeless Children and Youth, IDEA, and Library programs, totaling an additional \$717.8 million.

Across three federal legislative acts, Colorado received over \$2.6 billion in COVID Relief funds for K-12 education. As mentioned previously, the majority of relief funds were administered through the ESSER 90% allocation program (\$1.6 billion). The remaining funds have supported a variety of programs aimed at addressing student needs. Funds will continue to be distributed through specified programs through the 2023-24 school year.

Part One - Overview of Pandemic Relief Funding

Colorado Federal Education Pandemic Relief Funding

In March 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law, establishing the Education Stabilization Fund (ESF), including the Elementary and Secondary School Emergency Relief Fund (ESSER I) and other programs. ESSER I dollars were appropriated to states based on the 2019-2020 Title I shares. Colorado was allocated \$836.6 million from the U.S. Department of Education from the CARES Act, including \$121 million to form the ESSER I fund (see Figure 1, orange).

In December 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was signed into law, providing an additional \$567.2 million to Colorado via the Education Stabilization Fund, including an allocation of \$519.3 million from the U.S. Department of Education to form the ESSER II Fund (see Figure 1, blue).

In March 2021, the American Rescue Plan (ARP) Act was signed into law, providing an additional \$1.3 billion to Colorado in funding for the ESF, including an allocation of \$1.2 billion from the U.S. Department of Education to form the ESSER III Fund (see Figure 1, green).

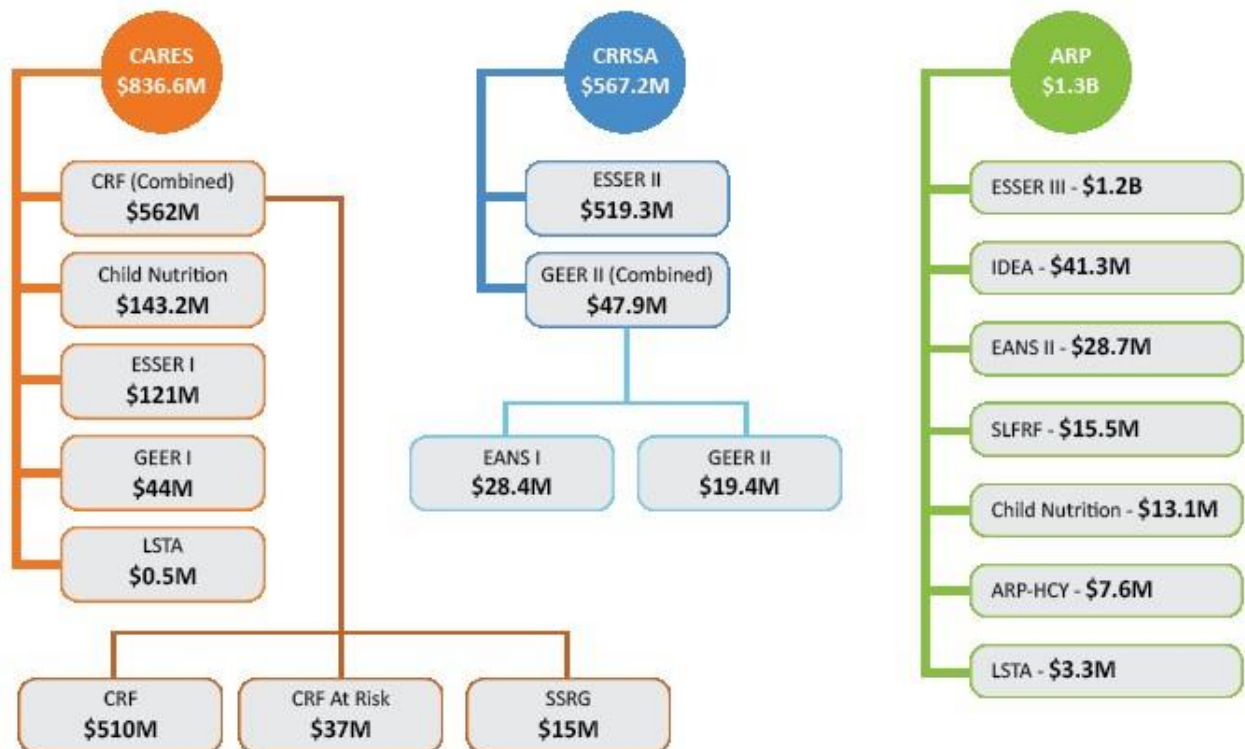


Figure 1: Colorado Education Pandemic Relief Funds

While ESSER federal funds represented the majority of funding provided for COVID relief, additional programs created by federal legislation were allocated to Colorado to support education-related pandemic relief efforts. Those established in the CARES Act include the Coronavirus Relief Fund (CRF), the Governor's Emergency Education Relief Fund (GEER) program, and funding for library services (the Library Services and Technology Act;



LSTA). The CRRSA Act, in addition to a second round of GEER funding, added the Emergency Assistance to Non-Public Schools (EANS) program. The ARP Act provided additional funds to EANS and LSTA and added funding for students with disabilities (IDEA), emergency school nutrition programs, funding to support homeless children and youth (HCY), and state and local fiscal recovery funds (SLFRF).

Table 1: Summary of CDE Portion of Federal Pandemic Relief Funding¹

Federal Program (Enacting Legislation)	Direct Allocation	State Allocation or Activities	State Administration	Total
CRF (CARES)	\$ 510,000,000	\$ 0	\$ 0	\$ 510,000,000
Child Nutrition (CARES)	\$ 143,151,717	\$ 0	\$ 0	\$ 143,151,717
ESSER I (CARES)	\$ 108,894,404	\$ 11,494,409	\$ 604,969	\$ 120,993,782
CRF - At-Risk Students (CARES)	\$ 37,000,000	\$ 0	\$ 0	\$ 37,000,000
CRF - Safe Schools Reopening Grant (CARES)	\$ 14,404,967	\$ 0	\$ 595,033	\$ 15,000,000
GEER I (CARES)²	\$ 0	\$ 9,836,598	\$ 117,527	\$ 9,954,125
LSTA (CARES)	\$ 492,824	\$ 7,128	\$ 20,399	\$ 520,351
ESSER II (CRRSA)	\$ 467,391,880	\$ 49,335,809	\$ 2,596,622	\$ 519,324,311
GEER II (CRRSA)	\$ 0	\$ 13,360,378	\$ 0	\$ 13,887,730
EANS I (CRRSA)	\$ 28,233,931	\$ 0	\$ 200,000	\$ 28,433,931
ESSER III (ARP)	\$ 1,050,438,565	\$ 110,879,626	\$ 5,835,770	\$ 1,167,153,961
IDEA (ARP)	\$ 41,260,993	\$ 0	\$ 0	\$ 41,260,993
EANS II (ARP)	\$ 28,509,729	\$ 0	\$ 200,000	\$ 28,709,729
SLFRF (ARP)	\$ 0	\$ 15,214,654	\$ 310,000	\$ 15,524,654
Child Nutrition (ARP)	\$ 10,083,303	\$ 2,364,478	\$ 623,337	\$ 13,071,118
ARP-HCY (ARP)	\$ 5,762,832	\$ 1,880,944	\$ 0	\$ 7,643,776
LSTA (ARP)	\$ 3,147,212	\$ 15,000	\$ 103,209	\$ 3,265,421

¹ For a list of abbreviations, see Glossary on page 62.

² Note that GEER I and II values in Figure 1 are for all GEER funds awarded to the State of Colorado while the GEER I and II values in Table 1 are for only those allocated to CDE.

Part Two - ESSER Overview

Colorado ESSER Funds

As stated in Section 1, ESSER dollars were appropriated to states based on the 2019-2020 Title I shares, with 90% of funds allocated to local education agencies (LEAs) that received a Title I allocation in the most recent fiscal year. The remaining 10% of ESSER appropriations were reserved to address state-level needs caused or exacerbated by the pandemic. The resulting distribution of funds by ESSER funding source is shown in Figure 2.

In Colorado, a total of \$1.6 billion in ESSER funding was allocated to LEAs, while the State reserved \$180.7 million in ESSER set-aside funding (Table 2).

Funding Direct to Districts

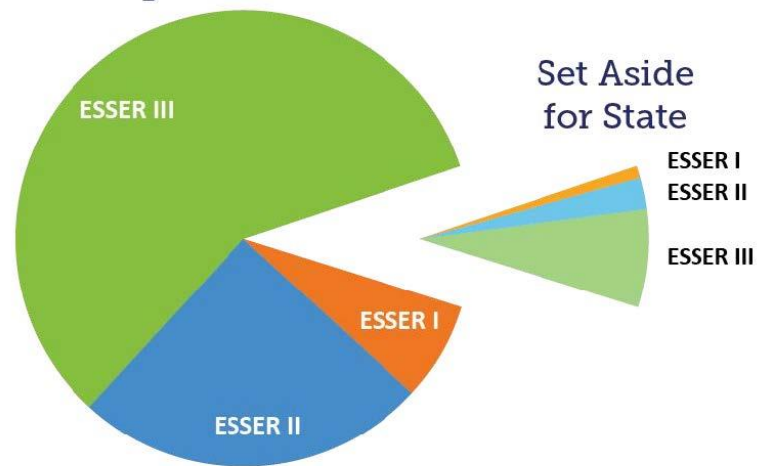


Figure 2: Colorado ESSER Funds

Table 2: Federal Pandemic Relief Funding Summary

LEA ESSER Funding	State ESSER Funding	Total ESSER Funding
\$1.6 Billion	\$180.7 Million	\$1.8 Billion

Each ESSER funding source was established with timelines for the use of funds, which are awarded on a reimbursement basis. ESSER I funds could be obligated through September 30, 2022; ESSER II funds could be obligated through September 30, 2023; and ESSER III funds can be obligated through September 30, 2024 (Table 3).


Table 3: Federal Pandemic Relief Funding Summary

	ESSER I (CARES Act) March 2020	ESSER II (CRRSA Act) December 2020	ESSER III (ARP Act) March 2021	Total ESSER Funding
Total State Allocation	\$ 120,993,782	\$ 519,324,311	\$ 1,167,153,961	\$ 1,807,472,054
Allocation to LEAs	\$ 108,894,404 <i>90% of total funding Title 1 formula</i>	\$ 467,391,880 <i>90% of total funding Title 1 formula</i>	\$ 1,050,438,565 <i>90% of total funding Title 1 formula</i>	\$ 1,626,724,849
State Set-Aside and Administrative Costs	\$ 12,099,378 <i>10% of total funding</i>	\$ 51,932,431 <i>10% of total funding</i>	\$ 116,715,396 <i>10% of total funding</i>	\$ 180,747,205
Funding Period	Through September 30, 2022	Through September 30, 2023	Through September 30, 2024	



Direct Allocation to LEAs - Distribution and Use of Funds

Under the federal requirements for ESSER, each State Education Agency (SEA) must allocate at least 90 percent of the ESSER funds it receives as subgrants to LEAs in proportion to the amount of funds each LEA received in the most recent fiscal year under Title I, Part A of the Elementary and Secondary Education Act (ESEA). These funds could be used for a broad range of activities to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.

As of October 31, 2023, Colorado has distributed, from the direct allocation to LEAs, over \$108 million from ESSER I, \$451 million from ESSER II, and \$592 million from ESSER III³ (Table 4).

Table 4: ESSER LEA Direct Allocations and Distributions

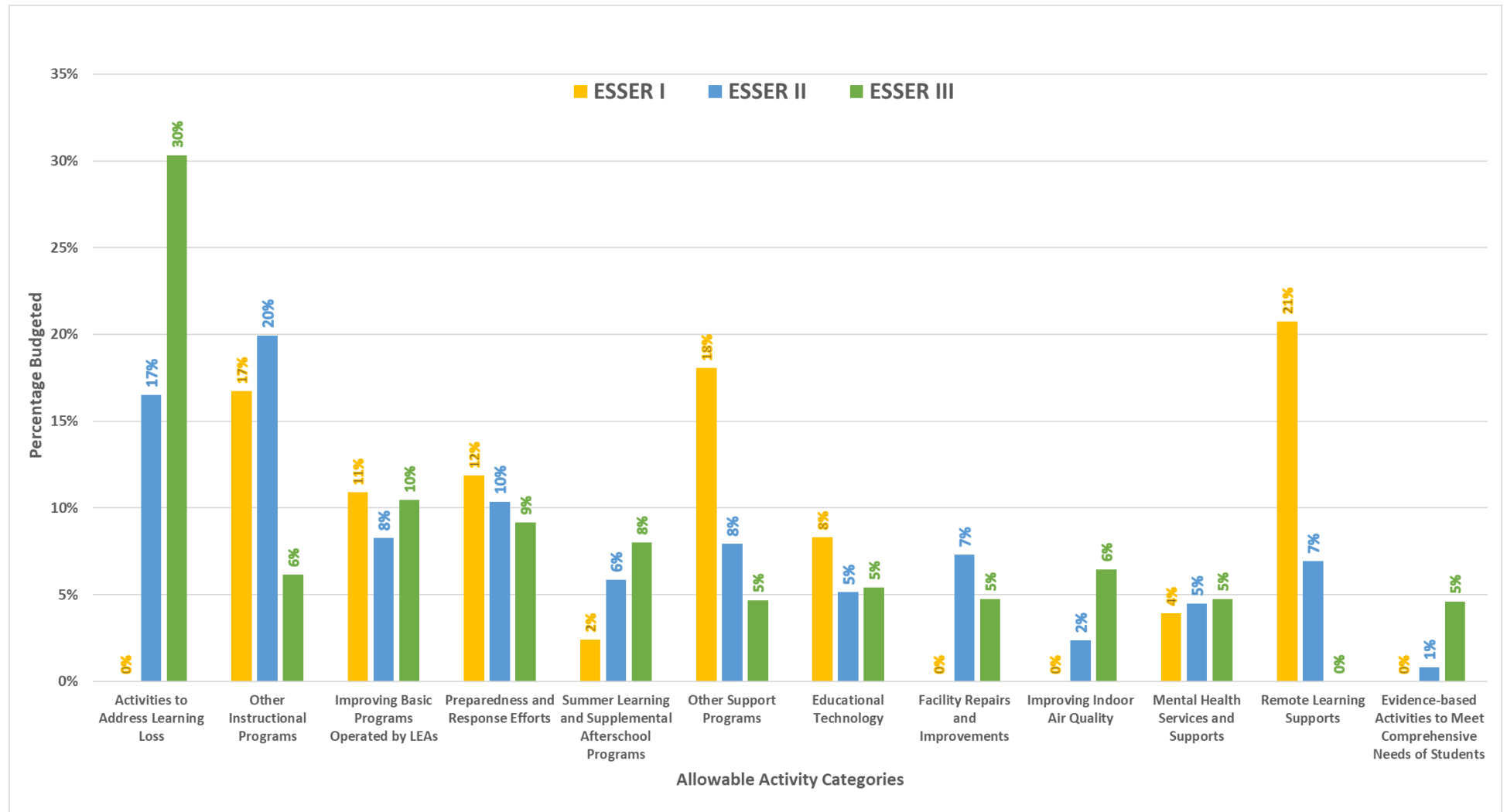
Allocated Purpose	Total Funding Allocation	Total Funding Distributed ⁴	Percentage of Total Funding Allocation Distributed
ESSER I 90%	\$ 108,894,404	\$ 108,850,808	99.96%
ESSER II 90%	\$ 467,391,880	\$ 451,317,918	96.56%
ESSER III 90%	\$ 1,050,438,565	\$ 592,860,981	56.44%

Figure 3 shows the top uses of the 90% ESSER LEA Direct Allocation funds for each ESSER in order of total dollar amount spent in each category through October 31, 2023.

³ Programs have until September 30, 2024, to expend ESSER III funds.

⁴ Distribution values are as of October 31, 2023. ESSER II grantees had until November 15, 2023, to submit requests for reimbursement for activities concluded by September 30, 2023. Similarly, ESSER III funds must be obligated by September 30, 2024. As a result, ESSER II and ESSER III distribution amounts in this report should not be considered final.

Figure 3: ESSER 90% Use of Funds





State Set-Aside - Distribution and Use of Funds

The 10 percent of ESSER funds not allocated directly to LEAs constitute the “state set-aside”, which could be used to meet state-level needs as defined by the State Board of Education (9.5%) and to administer these funds (up to 0.5%). Colorado received \$180,747,205 in state set-aside from ESSER I, II and III combined and has distributed over \$84.1 million as of October 31, 2023⁵.

Table 5: ESSER State Set-Aside Allocations and Distributions

Allocated Purpose	Total Funding Allocation	Total Funding Distributed ⁶	Percentage of total funding allocation distributed
ESSER I 10%	\$12,099,378	\$12,078,037	99.8%
ESSER II 10%	\$51,932,431	\$34,811,647	67.1%
ESSER III 10%	\$116,715,396	\$ 37,372,782	31.9%

Tables 6 through 8 below detail how the 10% state allocation was used for ESSER I, II and III.

⁵ Programs have until September 30, 2024, to expend ESSER III funds.

⁶ Distribution values are as of October 31, 2023. ESSER II grantees had until November 15, 2023, to submit request for reimbursement of activities concluded by September 30, 2023. As a result, the ESSER II funds distribution amounts in this report should not be considered final. ESSER I funds had to be obligated before September 30, 2022, and are final.



ESSER I - CARES Act - State Allocation

Total Allocation: \$ 12,099,378

Total Distributed: \$ 12,078,037

Table 6: Uses of ESSER I 10% State Allocation

Program	Total Allocation	Total Expended	Percentage of Total ESSER I State Allocation
Supplemental funding to LEAs and tribal nations receiving little/no ESSER funds from the 90% allocation	\$ 2,983,226	\$ 2,983,226	24.7%
Funding to support pandemic needs of existing 21st Century Community Learning Center (CCLC) grantees	\$ 2,480,848	\$ 2,480,848	20.5%
Purchase of updated high-quality ELA and mathematics curriculum	\$ 1,595,732	\$ 1,585,732	13.2%
Additional reimbursements for previously approved ESSER activities from the 90% allocation	\$ 1,370,760	\$ 1,359,421	11.3%
District broadband infrastructure and family internet access	\$ 1,238,518	\$ 1,238,518	10.2%
Stipends for student online class registration	\$ 650,000	\$ 650,000	5.4%
Teacher recruitment and retention	\$ 447,276	\$ 447,276	3.7%
AmeriCorps funding to support education workforce	\$ 407,598	\$ 407,598	3.4%
Substitute teacher pool expansion program	\$ 320,450	\$ 320,450	2.6%
Administrative costs	\$ 604,968	\$ 604,968	5.0%



ESSER II - CRSSA Act - State Allocation

Total Allocation: \$ 51,932,431

Total Distributed⁷: \$ 34,811,647

Table 7: Uses of ESSER II 10% State Allocations

Program	Total Allocation	Total Expended	Percentage of Total ESSER II State Allocation
Supplemental funding to LEAs and tribal nations receiving little/no ESSER funds from the 90% allocation	\$ 16,712,387	\$ 14,140,668	32.2%
Small-dollar teacher classroom projects	\$ 11,422,879	\$ 0	22.0%
Funding for new 21st Century Community Learning Center (CCLC) grantees	\$ 7,743,161	\$ 7,514,418	14.9%
Integration of CDE data systems	\$ 4,000,000	\$ 2,686,880	7.7%
High-impact tutoring	\$ 2,960,000	\$ 2,677,629	5.7%
Educator workforce fund	\$ 2,851,055	\$ 2,592,429	5.5%
Empowering Action for School Improvement (EASI) grants and supports	\$ 840,538	\$ 681,443	1.6%
Pilot program for synchronous online learning	\$ 750,000	\$ 162,158	1.4%
Teacher recruitment and retention	\$ 650,000	\$ 650,000	1.3%
Purchase of updated high quality mathematics curriculum	\$ 548,761	\$ 336,310	1.1%
Transportation assistance for students to attend higher-performing schools	\$ 306,682	\$ 306,682	0.6%
Blended learning initiative	\$ 162,500	\$ 160,802	0.3%
Technical assistance	\$ 146,847	\$ 94,750	0.3%
Rural program development grant	\$ 141,000	\$ 115,704	0.3%
Substitute teacher pool expansion program	\$ 100,000	\$ 95,153	0.2%
Administrative costs	\$ 2,596,621	\$ 2,596,621	5.0%

⁷ Distribution values are as of October 31, 2023. ESSER II grantees had until November 15, 2023, to submit requests for reimbursement for activities concluded by September 30, 2023. As a result, the ESSER II distribution amounts in this report should not be considered final.



ESSER III - ARP Act - State Allocation

Total Allocation: \$ 116,715,396

Total Distributed⁸: \$ 37,372,782

Table 8: Uses of ESSER III 10% State Allocations

Program	Total Allocation	Total Expended	Percentage of Total ESSER II State Allocation
Supplemental funding to LEAs and tribal nations receiving little/no ESSER funds from the 90% allocation	\$ 24,556,358	\$ 11,368,794	21.0%
Expanded Learning Opportunities	\$ 22,716,565	\$ 7,583,476	19.5%
Rural Coaction	\$ 21,648,534	\$ 4,860,796	18.6%
Peer-mentoring of early-service educators	\$ 12,421,652	\$ 3,362,528	10.6%
Purchase of updated high-quality ELA and mathematics curriculum	\$ 7,180,357	\$ 4,746,423	6.2%
Empowering Action for School Improvement (EASI) grants and supports	\$ 5,414,034	\$ 2,439,618	4.6%
Extending time for 21st Century Community Learning Center (CCLC) grantees	\$ 4,302,549	\$ 0	3.7%
Integration of CDE data systems	\$ 4,200,000	\$ 68,771	3.6%
AmeriCorps funding to support education workforce	\$ 1,500,000	\$ 232,987	1.3%
Transportation assistance for students to attend higher-performing schools	\$ 1,489,285	\$ 5,488	1.3%
High-impact tutoring	\$ 1,407,717	\$ 0	1.2%
Professional learning	\$ 1,150,893	\$ 81,665	1.0%
Statewide capacity building	\$ 975,683	\$ 293,652	0.8%
Technical assistance	\$ 866,000	\$ 314,705	0.7%
Pilot program for synchronous online learning	\$ 750,000	\$ 0	0.6%
Substitute teacher pool expansion program	\$ 300,000	\$ 115,494	0.3%
Administrative costs	\$ 5,835,769	\$ 1,898,385	5.0%

⁸ Programs have until September 30, 2024, to expend ESSER III funds.



Part Three - ESSER State Allocation Program Descriptions and Available Results

This section of the report provides details on each of the programs funded by the State allocation from ESSER I, II and III. Programs are organized from largest to smallest total ESSER allocation.

Targeted Supplemental Funding

Table 9: ESSER Supplemental Award Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁹	Total
Total Allocation	\$ 2,983,226	\$ 16,712,387	\$ 24,556,358	\$ 44,251,971
Total Distributed ¹⁰	\$ 2,983,226	\$ 14,140,668	\$ 11,368,794	\$ 28,492,688
Percentage of total funding allocation distributed	100.0%	84.6%	46.3%	64.4%

Supplemental funding was made from the state reserve fund to LEAs which received little-to-no funding from the 90% Title 1 ESSER allocations. Funds were also distributed to facility schools, tribal nations, and BOCES. Recipients could use these funds for a variety of allowable activities to respond to, prepare for, or prevent the spread of COVID-19.

Explanation of Supplemental Funding Formula

Districts receiving little or no funding under the Title I formula received supplemental funds in the following ways:

ESSER I

- Districts with a lower percentage of Free and Reduced-price Lunch (FRL)-eligible students compared to the state average were allocated funding to bring them to a total ESSER I allocation of \$15,000 (including the allocation based on the Title I formula).
- Districts with a higher percentage of FRL-eligible students compared to the state average were allocated funding to bring them to a total ESSER I allocation of \$25,000 (including the allocation based on the Title I formula).
- Additionally, districts with a higher percentage of FRL-eligible students compared to the state average AND whose ESSER I per pupil average was less than the ESSER I state average (including the funds allocated in the previous bullet), were allocated funding to bring them to the statewide average ESSER I per pupil amount.
- Further, two districts received funding to supplement CRF funds to adjust for large FRL data corrections.
- Boards of Cooperative Education Services (BOCES) were provided funding equal to 5% of FY18-19 unfunded special education expenditures.
- BOCES were allocated \$150 per student counted in the BOCES brick-and-mortar schools.
- Each of the tribal nations was allocated \$35,000.
- Districts receiving Title VI funding for eligible students were allocated \$100 per eligible student.
- Facility Schools ¹¹received \$600 per student.

⁹ Programs have until September 30, 2024, to expend ESSER III funds.

¹⁰ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.

¹¹ Facility Schools are residential, day treatment, and hospital programs approved by CDE to receive school finance funding, hire their own teachers, and provide educational services to the students placed with them by a public agency.

**ESSER II**

- Districts with a lower percentage of FRL-eligible students compared to the state average were allocated funding to bring them to a total ESSER II allocation of \$60,000 (including the allocation based on the Title I formula).
- Districts with a higher percentage of FRL-eligible students compared to the state average were allocated funding to bring them to a total ESSER II allocation of \$100,000 (including the allocation based on the Title I formula).
- Additionally, districts with a higher percentage of FRL-eligible students compared to the state average AND whose ESSER II per pupil average was less than the ESSER II state average (including the funds allocated in the previous bullet), were allocated funding to bring them to the statewide average ESSER I per pupil amount.
- Administrative Units were provided funding based upon Exceptional Children's Education Act (ECEA) student counts and overall fund split.
- BOCES were provided funding using the distribution approach in H.B. 12-1345.
- BOCES were allocated \$600 per student counted in the BOCES brick-and-mortar schools.
- Each of the tribal nations was allocated \$140,000.
- Districts receiving Title VI funding for eligible students were allocated \$400 per eligible student.

ESSER III

- Districts with a lower percentage of FRL-eligible students compared to the state average were allocated funding to bring them to a total ESSER III allocation of \$90,000 (including the allocation based on the Title I formula).
- Districts with a higher percentage of FRL-eligible students compared to the state average were allocated funding to bring them to a total ESSER II allocation of \$150,000 (including the allocation based on the Title I formula).
- Additionally, districts with a higher percentage of FRL-eligible students compared to the state average AND whose ESSER II per pupil average was less than the ESSER II state average (including the funds allocated in the previous bullet), were allocated funding to bring them to the statewide average ESSER I per pupil amount.
- Administrative Units were provided funding based upon ECEA student counts and overall fund split.
- BOCES were provided funding using the distribution approach in H.B. 12-1345.
- BOCES were allocated \$1,200 per student counted in the BOCES brick-and-mortar schools.
- Facility Schools received \$1,200 per student.
- Each of the tribal nations was allocated \$280,000.
- Districts receiving Title VI funding for eligible students were allocated \$600 per eligible student.

Table 10 shows how recipients of Supplemental funding from the ESSER 10% state allocation planned to use their funds, as identified from LEA applications.


Table 10: Available Data on Planned Uses of Supplemental Funds¹²

Planned Use of Funds	ESSER I	ESSER II	ESSER III
Activities to Address Learning Loss	-	X	X
Administering High Quality Assessments	-	X	
Cleaning & Sanitization Supplies	X	X	X
Discretionary Funds for Principals	X	-	-
Educational Technology	X	X	X
Evidence-based Activities to Meet Comprehensive Needs of Students	-	X	X
Facility Repairs and Improvements	-	X	X
Improvement of Secondary and Postsecondary Career and Technical Education (Perkins CTE Act allowable activities)	-	X	X
Improving Basic Programs Operated by Local Educational Agencies (ESEA allowable activities)	X	X	X
Improving Indoor Air Quality		X	X
Mental Health Services & Supports	X	X	X
Planning for Long-Term School Closures	X	X	X
Preparedness and Response Efforts	X	X	X
Professional Learning Related to Remote Learning	X	X	-
Remote Learning Supports	X	X	
Staff Training on Sanitation	-	X	X
Summer Learning & Supplemental Afterschool Programs	X	X	X
Supports for Students Experiencing Homelessness (McKinney-Vento allowable activities)	-	X	X
Supports for Students with Disabilities (IDEA allowable activities)	X	X	-
Tracking Student Attendance and Improving Student Engagement	-	X	-
Other¹³	X	X	X

¹² LEAs may revise their applications based on changing needs. The uses of funds are from LEA applications as of October 30, 2023.

¹³ The "Other" category includes: Other Instructional Programming, Other Administration Activities, Other Support Programs, Other Improvements of Instructional Services, and Other Activities Necessary to Maintain Operation and Continuity of Services.



Expanded Learning Opportunities

Table 11: Expanded Learning Opportunities Allocations and Distributions

	ESSER I	ESSER II	ESSER III ¹⁴	Total
Total Allocation	\$ 0	\$ 0	\$ 22,716,565	\$ 22,716,565
Total Distributed ¹⁵	NA	NA	\$ 7,583,476	\$ 7,583,476
Percentage of total funding allocation distributed	NA	NA	33.4%	33.4%

Overview

Expanded Learning Opportunities (ELO) are programs or initiatives offered by schools or community-based organizations that allow students different opportunities to accelerate, enrich, or strengthen their engagement in learning beyond their normal school program or school day. The ELO grant program distributed funds to create ELOs that address students' academic and personal needs, ensure families can engage in and support their students' learning, and continue to strengthen schools and communities during recovery from COVID-19.

Program Objectives

This funding opportunity seeks to accelerate student learning and strengthen student engagement in their learning by:

- 1) Providing students with comprehensive out-of-school time programs, including after school and during the summer, that build upon a student's school-day instruction to provide the continuity necessary to meet their academic, social, emotional, and mental health needs exacerbated by the COVID-19 pandemic.
- 2) Providing students a safe and healthy environment where additional educational enrichment services, programs, and activities are offered to students, particularly those who are disproportionately adversely affected by the COVID-19 pandemic.
- 3) Offering families of students served opportunities for active and meaningful engagement in their children's education, ultimately to positively impact student academic outcomes.
- 4) Providing students and their families with a deeper connection to their school and community, allowing them to understand and take advantage of the full breadth of school and community support and opportunities available to them.

ELO Grantee Information

2022-2023 School Year (Program Year 1)

- For the 2022-2023 school year, 43 afterschool and summer providers were awarded grants offering a total of 60 afterschool and summer programs. These projects served students in 58 school districts across the state, 33 of which are rural districts. ELO grantees include:
 - 17 Districts
 - 11 Community-Based Organizations serving 29 districts
 - 11 Charter Schools
 - 3 Libraries
 - 1 Institute of Higher Learning

¹⁴ Programs have until September 30, 2024, to expend ESSER III funds.

¹⁵ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Summer Programs

- \$10,601,000 in grant funding awarded
- Served 8,271 students in Year 1 of the program

Afterschool Programs

- \$9,677,888 in grant funding awarded
- Served 4,802 students in Year 1 of the program

Program Outcomes

As part of the ELO grant application process, applicants were required to identify how their ELO program aligned with one or more programs focus areas based on the following seven areas:

Academic Program Objectives

- Math
- English-Language Arts (ELA)
- English-Language Development (ELD)
- Academic "Other"

Social-Emotional/Mental Health (SEMH) Objectives

- Engaging Youth
- Engaging Families
- SEMH "Other"

Table 12: ELO Program Objectives

Program Term	Program Focus	Academic				Socio-Emotional/Mental Health		
		Math	ELA	ELD	Other Academic	Engaging Youth	Engaging Families	Other SEMH
Afterschool	Number of Objectives*	9	8	2	24	15	11	26
	Met or Exceeded	4 (44%)	2 (25%)	2 (100%)	12 (50%)	11 (73%)	8 (73%)	10 (38%)
	Partially Met	2 (22%)	5 (63%)	.	7 (29%)	2 (13%)	1 (9%)	9 (35%)
	In-Progress	.	.	.	4 (17%)	2 (13%)	1 (9%)	5 (19%)
	Did Not Meet	2 (22%)	1 (13%)	.	1 (4%)	.	1 (9%)	2 (8%)
	Incomplete**	1 (11%)	.	.	.	.	.	.
Summer	Number of Objectives*	14	22	1	41	25	9	24
	Met or Exceeded	1 (7%)	7 (32%)	.	16 (39%)	18 (72%)	5 (56%)	11 (46%)
	Partially Met	5 (36%)	8 (36%)	.	8 (20%)	4 (16%)	2 (22%)	3 (13%)
	In-Progress	5 (36%)	5 (23%)	1 (100%)	13 (32%)	2 (8%)	0	7 (29%)
	Did Not Meet	2 (14%)	1 (5%)	.	3 (7%)	.	1 (11%)	2 (8%)
	Incomplete**	1 (7%)	1 (5%)	.	1 (2%)	1 (4%)	1 (11%)	1 (4%)

* Programs could select more than one program objective.

** One objective was reported incomplete by a community-based organization that did not receive an adequate number of survey responses from community members to meaningfully measure the outcome.



Rural Coaction

Table 13: Rural Coaction Allocations and Distributions

	ESSER I	ESSER II	ESSER III ¹⁶	Total
Total Allocation	\$ 0	\$ 0	\$ 21,648,534	\$ 21,648,534
Total Distributed ¹⁷	NA	NA	\$ 4,860,796	\$ 4,860,796
Percentage of total funding allocation distributed	NA	NA	22.5%	22.5%

Overview

The Rural Coaction competitive grant program was created with the aim of expanding student pathway opportunities and career-connected learning partnerships among and across districts and BOCES. Funds were distributed to three cohorts of recipients, with Cohort I targeting district coalitions with strong existing partnerships, Cohort II targeting groups building new coalitions, and Cohort III targeting previously unfunded proposals from Cohorts I and II.

Grant Awards

Across the three cohorts, grant awards were issued to 17 partnerships of rural LEAs, BOCES, and/or institutes of higher learning from October 2022 to January 2023. These Rural Coaction programs are serving an estimated 37,800 rural students. Funds are being used: (1) to develop career pathways, apprenticeships, internships, and industry certifications; (2) for career exploration, job shadows, and an accessible school-to-career pipeline; and (3) to design and implement comprehensive regional approaches to career-connected learning (see Table 14 for sample program descriptions). All funded projects are multi-year and include a sustainability plan detailing expected ways local funding will replace the awarded grant funding after September 2024 when the award period is complete.

Grant Progress

As of Fall 2023, all recipients report continued work towards the planned grant activities. Due to the multi-year nature of recipients' projects, grant activities remain ongoing. Recipients have used grant funds to hire, reassign, or add additional duties over 15 staff positions and fund 11 different professional development opportunities directly related to recipients' funded projects. Of recipients hiring new staff, 35% hired 1 position, 11.8% hired 2 positions, and 35% hired 3 or more positions.

A total of 44 program objectives were created by grant recipients. Of those, 18% (n=8) are in-progress, 54% (n=24) are partially met, 23% (n=10) have been met, and 5% (n=2) have been exceeded. Table 15 provides sample program objectives that grantees report as met or partially met. For partially met objectives, grantees anticipate that continued efforts during SY 2023-2024 will result in the objective becoming fully met.

¹⁶ Programs have until September 30, 2024, to expend ESSER III funds.

¹⁷ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.

Table 14: Examples of Program Descriptions

East Central BOCES services 20 rural districts on the eastern plains of Colorado. This project expects to: • Increase the number of course offerings available to our districts (especially in CTE areas) and increase student engagement in those courses. • Increase the number of qualified teachers able to offer new courses. • Increase the number of students enrolled in CTE classes. • Increase the number of certifications earned by students. • Increase the number of internships or mentorships offered to students through partnerships with local industry. Participating districts will increase student career pathways in the following ways: 1) Career-Connected Learning: a. Pathways in outdoor recreation and leadership, construction trades, and business and technology. b. Expanding courses, concurrent enrollment, and credentialing in Adobe Certified Professional, Microsoft Office Certification, Emergency Medical Technician, and Certified Nursing Assistant c. Continuing to grow the student internship program, which currently has a 100% student placement rate. 2) Student Engagement: a. Creating a student-developed advisory committee with regular feedback sessions to ensure transparency, communication, and responsive programming. 3) Capacity-Building: a. Creating opportunities for students and staff to engage in cooperative learning. b. Increasing both hands-on and virtual learning opportunities across the participating districts.
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Table 15: Examples of Program Objectives

All 48 K-2 students experience at least two College and Career Readiness activities each semester in their K-2 curriculum, such as guest speakers, field trips, and direct instruction on college and career readiness by June 1, 2023. A nonprofit organization is formed, with formal agreements in place, and is financially sustainable. A program manager position is leveraged across all districts and higher education partners. Create and/or refine current career pathway programs as measured by course offerings by July 2024. Develop a network of work-based learning opportunities to increase access and awareness for students in the region within the grant period. 50% (or 4,392) students in grades 4-12 across the 6 districts engage in one or more pathway activities by the start of the Fall 2022 school year. Collaborate on the expansion of new career pathways and the roadmap to high quality development and implementation of pathways.

Future Data Collection and Analyses

Student-level participation and student-level outcome data will be required from grant recipients at the conclusion of the 2023-24 school year. Further program evaluation efforts are underway and will be informed by this student-level participation data alongside final local program reports.



21st Century Community Learning Centers (21st CCLC)

Table 16: 21st CCLC Allocations and Distributions

	ESSER I	ESSER II	ESSER III ¹⁸	Total
Total Allocation	\$ 2,480,848	\$ 7,743,161	\$ 4,302,549	\$ 14,526,558
Total Distributed ¹⁹	\$ 2,480,848	\$ 7,514,418	\$ 0	\$ 9,995,266
Percentage of total funding allocation distributed	100.0%	97.0%	0.0%	68.8%

Overview

Nita M. Lowey 21st Century Community Learning Centers (CCLC) is a pre-existing federal grant program which provides opportunities for academic enrichment, offer students a broad array of additional services, programs, and activities, and offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education. ESSER funding was provided to both: (1) Supplement existing "Cohort 8" programs to provide support for ongoing CCLC programs in Spring 2021 (ESSER I); and (2) Provide funding to expand CCLC programs to increase the number of Cohort 9 centers (ESSER II and ESSER III).

ESSER I

ESSER I funding allowed 46 21st CCLCs from Cohort 8²⁰ to expand dedicated access to technology in out of school time (OST) programs, add opportunities for experiential learning, and increase access to summer programming. Funding was also used to ensure health/safety protocols were met, including reducing student/staff ratios, and purchasing additional cleaning supplies, masks, and other necessities related to COVID prevention. The 46 Cohort 8 centers could choose from up to four possible uses for supplemental funding for 21st CCLC centers: (1) Addressing COVID Learning Impacts; (2) Preparing and returning to in-person learning; (3) Additional data collection efforts; and (4) Other innovative activities to address new and unique needs of students and their families (Table 17).

Table 17: 21st CCLC Priority Areas for ESSER 1 Supplemental Funds

Priority	Number of Centers ²¹
Addressing COVID-19 learning impacts	38
Preparing and returning to in-person learning centers	17
Additional data collection and reporting efforts	13
Other innovative activities to address new and unique needs of students and their families	33

¹⁸ Programs have until September 30, 2024, to expend ESSER III funds.

¹⁹ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.

²⁰ Additional details are available from the [Nita M. Lowey 21st Century Community Learning Centers \(CCLC\)](#) program.

²¹ Centers (N=46) could select one or more options, so the sum of priorities is greater than the number of centers.

**ESSER II and III**

Funding from ESSER II allowed for an additional 15 centers in CCLC Cohort 9. These centers served 3,973 students during the 2022-2023 school year. ESSER III funds will allow these additional centers to continue serving students for the 2023-2024 school year (Table 18). In addition to these awards, these centers were provided with additional funds to provide professional development to staff.

Table 18: E2 OST Cohort Data for 2021-2023

Cohort E2 OST	2021-2022	2022-2023	2023-2024
Total Programs	15	14	14
Number of Districts	12	11	11
Number of Sites	32	31	31
Total students served (4+ hours)	3,733	3,973	TBD
Total regular students (75+ hours)	1,944	1,975	TBD



Mentor Teacher Grant Program

Table 19: Mentor Teacher Allocations and Distributions

	ESSER I	ESSER II	ESSER III ²²	Total
Total Allocation	\$ 0	\$ 0	\$ 12,421,652	\$ 12,421,652
Total Distributed ²³	NA	NA	\$ 3,362,528	\$ 3,362,528
Percentage of total funding allocation distributed	NA	NA	27.1%	27.1%

Overview

The Colorado Department of Education (CDE) established the Mentor Teacher Grant Program in 2021. Initially, CDE allocated \$9.5 million from the ESSER III state reserve to the Mentor Teacher Grant Program (Mentor Grant), which provided funding for 26 grantees from across the state to provide targeted mentor training, increase the number of mentor teachers, and compensate mentor teachers. The amount requested by eligible grantees far exceeded the initial ESSER III allocation and so CDE expanded the allocation with an additional \$2.9 million for a second round of grantees. As school districts in Colorado continue to address the disruption in learning caused by the COVID-19 pandemic for both students and teachers alike, the Mentor Grant funding increased the quality of their mentoring program, trained and compensated mentor teachers, and increased support for teachers in their first three years of teaching.

Program Objectives

This grant program exists to:

- Deepen mentoring programs at the local level, specifically targeting pre-service mentoring programs for student teachers/clinical residencies and new to the profession (probationary) teachers in their first 3 years of teaching, including educators working under initial, alternative, and/or emergency licensure.
- Improve retention of new to the profession teachers and mentor teachers.
- Broaden the skills of mentor teachers to maximize mentor/mentee relationships and build instructional capacity.

Mentor Grantee Information- 2022-23

Twenty-six grants were awarded to 22 school districts, two charter school entities, and two Board of Cooperative Education Services (BOCES) for the 2022-23 and 2023-24 school years. The two charter school entities include the Colorado Charter School Institute (CSI), which supported twelve of their approved charter schools, and an individual charter school also authorized by the CSI. Twelve grantees (46%) were either rural school districts or BOCES that serve only rural school districts. These recipients reported working with 1,940 mentors and mentees, 22% of whom identified as male and 16% identified as teachers of color.

Mentor Grantee Information- 2023-24

The twenty-six grantees described above have a second year, the 2023-24 school year, to complete their grant activities. In addition, CDE created an additional one-year, second round of funding for new Mentor Grant grantees for the 2023-24 school year. As of October 31, 32 new mentor programs have been funded. No program outcomes or impacts are available for these grantees at the time of writing this report.

²² Programs have until September 30, 2024, to expend ESSER III funds.

²³ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Mentor Teacher Grant Program Outcomes

To capture the progress grantees made in year one of the grant, CDE received mid-grant progress reports from grantees and administered two surveys (one pre-participation and one post-participation) to mentors and mentees. The mid-grant progress report asked grantees to report successes and challenges. The surveys focused on the following measures: school connectedness; school leadership support; intentions to stay in education; and teacher efficacy. It is important to note that the first round of grantees only have one year of data.

Key survey findings include:

- 97% of Mentor Grant survey respondents reported that they intended to remain in education at the conclusion of the 2022-23 school year.
- 96% of mentor survey respondents felt confident in their ability to meet the needs of their new teachers.
- 91% of new teacher survey respondents felt confident in their mentor's abilities to meet their needs.

Below are examples from some grantees of the impacts the Mentor Grant has had. The information comes from the self-reported mid-grant reporting form.

- Grantee #1: Science teacher attrition dropped from 32% in 2021-22 to 12.5% in 2022-23.
- Grantee #2: The overall teacher turnover rate decreased from 24.21% in 2021-22 to 16.73% in 2022-23.
- Grantee #3: 92.2% of mentors agreed or strongly agreed that they felt confident in their ability to grow professionally, and 93.5% agreed or strongly agreed that they felt confident in their ability to help others grow professionally.
- Grantee #4: 91% of teachers in the mentoring program remained in their teaching positions for the following academic school year.

Mentor Teacher Academy

In collaboration with iLearn Collaborative, CDE is offering a Mentor Teacher Academy to teachers free of charge as part of a pilot program in the 23-24 school year. The course focuses on the skills of high-quality mentoring, including coaching, communication, and feedback, combining online asynchronous content and synchronous small-group coaching sessions via Zoom. Teachers can choose to access only asynchronous content. If they do, they will receive 20 hours of re-licensure credit. Teachers who access the asynchronous material and participate in the synchronous meetings will receive 35 hours of re-licensure credit.

Participants in the course are able to apply mentoring skills to support new teachers. The content is built around *Mentoring Matters* by Lipton and Wellman (3rd edition). Participants need to have a copy of the text to support their learning.

Schools and districts are encouraged to provide stipends for participation as much as possible as part of a larger induction program or mentoring stipend. Teachers spend approximately 20 hours in the online course and an additional 15 hours in the synchronous small-group coaching sessions.

As of November 2023, 179 teachers have enrolled in the course. Districts will provide stipends to 108 registered teachers. Of the 179 enrolled teachers, 130 chose asynchronous coaching sessions, and in addition to the asynchronous work, the remaining 49 have multiple opportunities to learn and connect through "live" online meetings. Participating teachers are associated with the following 45 entities: 26 school districts, 13 charter schools, 2 private schools, 3 BOCES, and 1 facility school.



Supporting Colorado Teachers Program

Table 20: Supporting Colorado Teachers Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation ²⁴	\$ 0	\$ 11,422,879	\$ 0	\$ 11,422,879
Total Distributed ²⁵	NA	\$ 0	NA	\$ 0
Percentage of total funding allocation distributed	NA	0%	NA	0%

Overview

The purpose of this competitive grant was to partner with a provider to quickly expand opportunities for teachers to secure materials and equipment for designing customized learning experiences. The COVID-19 pandemic forced teachers to work longer hours to support in class and remote learning while also completing increased administrative tasks. This program is designed to provide the classroom supports needed by teachers to address their students' pandemic-related needs.

Award Recipient

DonorsChoose.org, a 501(c)3 organization, was awarded this competitive grant. Colorado educators submitted projects to DonorsChoose of up to \$1,000 for classroom materials to remedy the impact of interrupted academic learning or to support students' social, emotional, and mental well-being to recover from COVID-19. Once projects were approved by DonorsChoose, CDE funding was applied to 100% of the project cost. Once the teacher confirmed that materials were still needed, DonorsChoose ordered and delivered requested materials to the educator's school.

Criteria for Educator Inclusion

Project requests could be made by anyone who meets both the following criteria:

- Is employed full time by a Colorado school district, charter school, Bureau of Indian Affairs school or Head Start center; and
- Spends at least three-quarters of their work time directly interacting with PreK-12th grade Colorado public school students.

Examples of qualifying positions include K-12 classroom educator, PreK educator, school librarian, school nurse, school psychologist, etc.

Outputs

From August 24 to September 25, 2023, 21,352 projects were provided CDE funding. This funding went to teachers in 1,670 schools across Colorado representing 168 school districts. The top subjects represented in projects that received funding were: 1) Literacy and Language; 2) STEM; and 3) Life Skills.

Additional Funding

In addition to the \$11,422,879 CDE awarded from ESSER II to DonorsChoose to be applied to educator projects, \$6,708,000 was added from GEER II and reverted EANS I funds through an interagency agreement to CDE from the Office of the Governor. These additional funds increased the total amount of CDE funding for this project to \$18,130,879.

²⁴ Additional funding (\$6,708,000) from GEER II and EANS I also contributed to this program.

²⁵ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Curriculum and Instructional Materials

Table 21: Curriculum and Instructional Materials Allocations and Distributions

	ESSER I	ESSER II	ESSER III ²⁶	Total
Total Allocation	\$ 1,595,732	\$ 548,761	\$ 7,180,357	\$ 9,324,850
Total Distributed²⁷	\$ 1,585,732	\$ 336,310	\$ 4,746,423	\$ 6,668,465
Percentage of total funding allocation distributed	99.4%	61.3%	66.1%	71.5%

Two grant awards were issued from the ESSER state set-aside for the purchase of curriculum. The first grant award, issued in the summer of 2022, was funded through ESSER I and ESSER III. These awards were distributed to 66 grantees for the purchase of high-quality K-3 reading and/or K-8 mathematics curriculum from a list of options curated by CDE. These purchases were estimated to impact over 99,900 students. To date, 120 purchases have been reported by these grantees, including reporting for 51 purchases for curricula in K-3 reading and 74 purchases for curricula in K-8 math. The most frequent mathematics curriculum purchased was created by Envision Mathematics (14 purchases) and the most frequent reading curriculum purchased was created by Amplify (11 purchases).

In the summer of 2023, a second round of curriculum funding from ESSER II provided an additional 13 grantees with K-12 mathematics curriculum. Additional data on the outcomes of these grant awards will be collected after the completion of the 2023-24 school year.

²⁶ Programs have until September 30, 2024, to expend ESSER III funds.

²⁷ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Integrated Data Systems

Table 22: Integrated Data Systems Allocations and Distributions

	ESSER I	ESSER II	ESSER III ²⁸	Total
Total Allocation	\$ 0	\$ 4,000,000	\$ 4,200,000	\$ 8,200,000
Total Distributed ²⁹	NA	\$ 2,686,880	\$ 68,771	\$ 2,755,651
Percentage of total funding allocation distributed	NA	67.2%	1.6%	33.6%

Overview

CDE is investing ESSER state set-aside funds to award contracts to two companies to upgrade, modernize, and align the agency's data collection system and grants management systems, and to hire the staff needed to provide technical assistance in the design, integration, and implementation of these tools used to support districts. This will ensure Colorado families, teachers, and district leaders are provided with robust technical assistance systems that allow for easier submission of data by districts to CDE to pinpoint student groups or content areas most affected by the pandemic and the schools and districts in need of additional supports. With a modernized grants management system, districts will be able to seamlessly apply for supports and services to address the needs of students disproportionately impacted by COVID-19 to ensure they emerge from the pandemic stronger.

Data Pipeline Modernization

The Data Pipeline Project, contracted to Zivaro, Inc., was executed on April 25, 2023, to upgrade and re-platform the aging CDE Data Pipeline and associated dependencies. Work has been ongoing and is planned to be completed by September 2024.

Grants Management System

The Grants Management System initial contract work was completed in October 2023 and is now live. The new grants management system, the Grants Administration, Implementation, and Navigation System (GAINS) is active and is beginning to pilot new grant programs. Upgrades include a streamlined application process, improved communication, comprehensive grant reporting, and enhanced security.

²⁸ Programs have until September 30, 2024, to expend ESSER III funds.

²⁹ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Empowering Action for School Improvement (EASI)

Table 23: EASI Allocations and Distributions

	ESSER I	ESSER II	ESSER III ³⁰	Total
Total Allocation	\$ 0	\$ 840,538	\$ 5,414,034	\$ 6,254,572
Total Distributed ³¹	NA	\$ 681,443	\$ 2,439,618	\$ 3,121,061
Percentage of total funding allocation distributed	NA	81.1%	45.1%	49.9%

Overview

ESSER II and ESSER III provided funds to expand school and district improvement efforts through the Empowering Action through School Improvement (EASI) grant. The funding through ESSER allowed for four primary approaches served through the EASI grant structure:

1. Direct service allocations to increase CDE staff capacity to serve low performing schools and districts, as defined by state and federal accountability systems, through professional learning opportunities for districts (ESSER II);
2. Enhanced funding of EASI in the 2021-22 grant cycle to expand the number of schools and districts, identified as low performing through state and federal accountability systems, that are served by multi-year evidence-based supports (ESSER III);
3. Building capacity of current EASI grantees with additional funding to bolster implementation support (ESSER III); and
4. The design, piloting, and early implementation of District Strategic Planning as a new EASI support (ESSER II & III).

Direct service allocations to increase CDE staff capacity and provide targeted learning totaled \$200,966. This amount included funding for consultants to support the Connect for Success program to conduct school site visits and professional learning for Transformation Network grantees. Additional information about Connect for Success is available [at this website](#). Details about the approach of the Transformation Network, including evaluation information, is available on the [CDE Transformation Network website](#).

The increased funding of EASI Cohort 5 in the 2021-2022 grant cycle awarded \$3,357,317 of ESSER III funds targeted to schools and districts identified as low performing through state and federal accountability systems. These additional funds supported 29 different local education agencies with school and district improvement efforts through established evidence-based interventions and supports. Evidence-based supports included Transformation Network, Connect for Success, the School Turnaround Leadership Development program, Colorado Multi-tiered System of Supports (COMTSS), and District Design and Led initiatives. The impact of these funds is forthcoming as the grant provides for a multi-year funding structure that will conclude in the 2023-2024 school year. More information about each of the supports is available [at this website](#).

ESSER III funds also supported EASI grantees through funds aimed to bolster implementation support. Four school districts, ranging from small rural to urban/suburban, were awarded a total of \$214,307. These funds were focused on incentivizing the use of an approved school improvement provider to support implementation of EASI funded school improvement efforts. Grantees were all active recipients of EASI grants and these funds enhanced implementation efforts based on the previously awarded EASI support.

³⁰ Programs have until September 30, 2024, to expend ESSER III funds.

³¹ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



The final programmatic approach of integrating ESSER funds with the EASI grant structure was geared towards the development and implementation of new EASI support called District Strategic Planning. District Strategic Planning pairs a district with an approved external provider to engage in a comprehensive review of systems and structures and then provides funding for stakeholder engagement, improvement planning, and early implementation support. Six school districts were awarded a total of \$380,000 ESSER funds. The final outcome of the initial pilot of District Strategic Planning is still outstanding as districts are currently in the early implementation phase of the support. Initial feedback from districts on this pilot has been positive. Due to this positive feedback, District Strategic Planning has been added into the annual EASI grant cycle as an available service. More information about District Strategic Planning as an EASI support is available [at this website](#).



Statewide Capacity Building

Table 24: Statewide Capacity Building Programs – Sum of Allocations and Distributions

	ESSER I	ESSER II	ESSER III ³²	Total
Total Allocation	\$ 1,175,324	\$ 750,000	\$ 2,775,683	\$ 4,701,007
Total Distributed ³³	\$ 1,175,324	\$ 745,153	\$ 642,133	\$ 2,562,610
Percentage of total allocation distributed	100%	99.4%	23.1%	54.5%

Overview

One of the focus areas approved by the State Board of Education for the ESSER set-aside in August 2021 was the strengthening of state capacity to support the state's districts and schools in accelerating and expanding opportunities for all students – both now and in the future. In line with that goal, CDE has entered into interagency agreements with Serve Colorado and the Colorado Center for Rural Education to expand the statewide educator workforce. CDE has also included ESSER funds for internal staffing to facilitate statewide recruiting and retention of early education teachers, new educators, and substitute teachers through professional development and improved recruitment activities through local workforce development centers, ed prep programs, and LEAs.

AmeriCorps Programs

Table 25: AmeriCorps Allocations and Distributions

	ESSER I	ESSER II	ESSER III ³²	Total
Total Allocation	\$ 407,598	\$ 0	\$ 1,500,000	\$ 1,907,598
Total Distributed ³³	\$ 407,598	NA	\$ 232,987	\$ 640,585
Percentage of total allocation distributed	100%	NA	15.5%	33.6%

AmeriCorps ESSER I Program

CDE formed an interagency agreement with Serve Colorado to provide emergency staffing to make up for school staff absences due to COVID-19. United Way of Southwest Colorado and Colorado State University provided 7 rural school districts with 129 AmeriCorps members for 15,582 work hours of paraprofessional support, summer school activities, and COVID-19 response from April 2021 through July 2022. Additionally, 10 substitute teacher authorizations were issued to AmeriCorps members to cover teacher staffing shortages.

AmeriCorps ESSER III Program

CDE partnered with Serve Colorado to coordinate alternative educator preparation grants that fund a two-year program for AmeriCorps members to serve within school districts while working toward securing their alternative teaching license. In year one of the program, AmeriCorps members serve as tutors in schools while enrolled in a one or two-year residency-based Colorado approved alternative teacher preparation program. As of August 2023, there are approximately 30 AmeriCorps members enrolled in the program.

³² Programs have until September 30, 2024, to expend ESSER III funds.

³³ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



UNC Substitute Bootcamp

Table 26: UNC Substitute Bootcamp Allocations and Distributions

	ESSER I	ESSER II	ESSER III ³⁴	Total
Total Allocation	\$ 320,450	\$ 100,000	\$ 300,000	\$ 720,450
Total Distributed³⁵	\$ 320,450	\$ 95,153	\$ 115,494	\$ 531,097
Percentage of total allocation distributed	100%	95.2%	38.5%	73.7%

The Colorado Center for Rural Education, housed at the University of Northern Colorado, distributed substitute stipends of \$300 each to new substitutes. This stipend reimbursed the cost of fingerprinting, application costs, and attendance at “Substitute Boot Camp.” From May 2021 to October 2023, 1,399 individuals successfully completed the Substitute Boot Camp.

Survey results given to participants of the Substitute Boot Camp in November of 2022 show that the major reasons participants chose to substitute were: living in the community where they work (51%); having the same schedule as their children (23%); no longer being employed as a full-time educator (11%); and “other reasons” (15%). Most respondents had clear intentions to remain as substitutes (82%), while a small minority did not intend to remain as a substitute (18%). This is in line with respondents’ timeline of intention to remain a substitute, where 19.2% intended to remain a substitute for less than six months, 17.4% intended to remain for six months to one year, and 63.4% intended to remain for longer than one year. Of respondents, 32.6% were interested in pursuing a career as a teacher after the completion of their substitute teaching experiences. Survey respondents served as substitute teachers in 75 school districts.

Early Childhood Career Navigators

Table 27: Early Childhood Career Navigators Allocations and Distributions

	ESSER I	ESSER II	ESSER III ³⁴	Total
Total Allocation	\$0	\$0	\$ 475,683	\$ 475,683
Total Distributed³⁵	NA	NA	\$ 75,774	\$ 75,774
Percentage of total allocation distributed	NA	NA	15.9%	15.9%

Funds were used to add CDE staffing in the development of a new Early Childhood Career Navigation team. The Early Childhood Career Navigation Team uses knowledge, intention, and collaboration to inclusively guide, connect, and support individuals in pursuit of a career in the field of early childhood. More information about this program can be found at the [CDE Early Childhood Career Navigation website](#).

³⁴ Programs have until September 30, 2024, to expend ESSER III funds.

³⁵ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.

**EdTalent Statewide Capacity Building (Other)****Table 28: Statewide Capacity Building (Other) Allocations and Distributions**

	ESSER I	ESSER II	ESSER III ³⁶	Total
Total Allocation	\$ 447,276	\$ 650,000	\$ 500,000	\$ 1,597,276
Total Distributed³⁷	\$ 447,276	\$ 650,000	\$ 217,878	\$ 1,315,154
Percentage of total allocation distributed	100%	100%	43.6%	82.3%

Funds were used to hire additional recruitment and retention specialists to facilitate statewide recruiting and retention of new educators and substitute teachers through professional development for substitute educators and improve recruitment activities through local workforce development centers, ed prep programs, and LEAs. More information about this program can be found on the [Educator Recruitment and Retention website](#).

³⁶ Programs have until September 30, 2024, to expend ESSER III funds.

³⁷ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



High-Impact Tutoring Program

Table 29: High Impact Tutoring Allocations and Distributions

	ESSER I	ESSER II	ESSER III ³⁸	Total
Total Allocation	\$ 0	\$ 2,960,000	\$ 1,407,717	\$ 4,367,717
Total Distributed ³⁹	NA	\$ 2,677,629	\$ 0	\$ 2,677,629
Percentage of total allocation distributed	NA	90.5%	0%	61.3%

Overview

Colorado's high-impact tutoring program grant (HITP) was created in alignment with H.B. 21-1234. Initial grant awards were distributed in February 2022. Overall, 18 grantees were awarded in this initial round of funding, 17 of which were able to implement their programs beginning in the Spring semester of 2022.

In the 2021-22 school year, HITP grantees reported services to 3,800 K-12 students at 74 schools totaling more than 35,000 aggregated hours of high-impact tutoring. Preliminary reporting from grantees indicates 88% of programs offered tutoring in math and 65% offered tutoring in reading, writing, and communications. Initial grantee end-of-year reports indicate student growth in reading, math, engagement, and other goals associated with participation in HITP.

In the 2022-23 school year, HITP grantees reported services to 5,300 K-12 students at 128 schools totaling more than 200,000 aggregated hours of high-impact tutoring. Preliminary reporting from grantees indicates that 88% of programs offered tutoring in math and 88% offered tutoring in reading, writing, and communications. These numbers include 76% of programs offering tutoring in both math and reading, writing, and communications.

HITP Legislative Reports

In accordance with H.B.21-1234, the High-Impact Tutoring Program has submitted reports to the Colorado Legislature on program activities, outputs, and outcomes. The most recent version of this report can be found at [Supplemental Education High-Impact Tutoring Programs](#).

³⁸ Programs have until September 30, 2024, to expend ESSER III funds.

³⁹ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Education Workforce Program Grant

Table 30: Education Workforce Program Grant Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 2,851,055	\$ 0	\$ 2,851,055
Total Distributed ⁴⁰	NA	\$ 2,592,429	NA	\$ 2,592,429
Percentage of total allocation distributed	NA	90.9%	NA	90.9%

Overview

A strong, talented education workforce is critical for schools and districts to provide safe in-person learning and address the social, emotional, mental health and academic impact of the pandemic. This includes ensuring educators, leaders, and support staff are in place and supported as they offer programs to provide in-person learning, address learning loss, complete unfinished learning, and meet the COVID-related needs of Colorado students. To this end, CDE created the Education Workforce Program Grant (EWP Grant) to provide funds to ensure LEAs have the capacity to meet the need for recruiting, retaining, and supporting the educator workforce during the pandemic. This was a one-year grant program operating during the 2022-23 school year.

Program Objectives

The EWP Grant's goal was to allow grantees to address local challenges resulting from the COVID-19 pandemic. Allowable activities included, but were not limited to, increasing educator and staff compensation; building and maintaining a cadre of high-quality substitute educators; supporting educator well-being, including improving working conditions; increasing the availability of qualified adults and personnel to support educators, students, and staff; and making investments in grow your own educator programs and the educator pipeline.

Education Workforce Program – Year 1 (2022-23)

Grantees comprised 16 school districts, nine charter schools (seven Colorado Charter School Institute (CSI) authorized schools and two district schools), three Boards of Cooperative Education Services (BOCES), one facility school and one individual public school.

Education Workforce Program Grant Outcomes

The EWP Grant allowed grantees to address local education workforce needs that developed during the COVID-19 pandemic. This flexibility resulted in a variety of activities, including: hiring an interventionist to help support teachers; supporting retention and professional development activities; marketing for teacher candidates; new hire stipends; longevity stipends; wellness stipends; relocation assistance; substitute teacher incentives; bus driver incentives; hiring long term substitutes for school buildings; providing additional instructional coaching for novice math teachers; staff building activities; book studies; creating a special education generalist alternative licensure program; supporting paraprofessionals; and increasing teacher salaries and benefits.

In addition, CDE asked grantees to administer one of four different surveys to collect information on the grant. The surveys were: (1) a workplace climate survey; (2) a workplace climate survey with additional questions on stipends; (3) a teacher efficacy survey; and (4) a teacher efficacy survey with additional questions on stipends. Survey selection was based on grant recipients' activities and stated outcomes. Survey administration was not a requirement of the grant, and not all grant activities could be measured using one of the four surveys.

⁴⁰ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Key survey findings include:

- Over 96% of respondents without stipends reported that the school district is a safe place for students to learn and a safe place to work, and that they would recommend the school district as a good place for students to learn.
- Over 94% of survey respondents with stipends reported that the school district is a safe place for students to learn and a safe place to work.
- Survey respondents reported that incentives and stipends supported their efforts to engage with the school and district community, increased the belief that their efforts positively impacted students, positively impacted their career and supported their intent to stay in their current school district.

Below are some examples of the impact the Education Workforce Program Grant had, as reported by grantees:

- Improved teacher retention rates (in one case, 100% staff retention);
- Successfully helped recruit and relocate 16 staff (including hard to fill positions such as custodial, bus drivers, maintenance, special education paraprofessionals and nutrition services staff);
- Built a cadre of high-quality substitute educators for our schools;
- Improved student test scores in our school district;
- Hired more diverse candidates in our school district;
- Improved use of data to drive school improvement in our school district;
- Improved school climate for educators and students in our school; and
- K-12 students in our district reported having a higher number of trusted adults from which they can obtain help or support.



Online Learning

Table 31: Online Learning Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁴¹	Total
Total Allocation	\$ 650,000	\$ 750,000	\$ 750,000	\$ 2,150,000
Total Distributed ⁴²	\$ 650,000	\$ 162,158	\$ 0	\$ 812,158
Percentage of total allocation distributed	100%	21.6%	0%	37.8%

Overview

ESSER I funds were provided to the Colorado River BOCES to expand access to the statewide online/blended learning program. As a result of this expansion, there were an additional 7,667 supplemental online course registrations in the Spring and Fall of calendar year 2022.

ESSER I funds were also used to offer students summer tutoring and homework support and to provide outreach and awareness to educators about a new K-12 open education resource (OER) learning platform, created to share instructional ideas, content, and learning resources through virtual means. Additionally, funds are being used to develop synchronous online courses to offer to systems and students in need of live teacher-pupil instruction through a virtual environment.

ESSER II funds sustained a need for enhanced services from the Colorado River BOCES as the designated BOCES to run the statewide supplemental online and blended learning program (see section 22-5-119, C.R.S.). Through this funding, the Colorado River BOCES was able to accomplish the following:

- *Expanded access to low-cost supplemental online courses provided through Colorado Digital Learning Solutions (CDLS).* Grant funds were used to help offset the cost of increased student enrollment and participation in the CDLS program when compared to participation pre-pandemic.
- *Built out, expanded, and implemented a synchronous supplemental online course delivery model known as CC Live.* Through ESSER II funding, Colorado Classrooms LIVE (CC-Live) was implemented as a pilot program – supported through a collaboration between the Colorado River BOCES and Colorado Digital Learning Solutions – to build state capacity for operating supplemental online courses with regular, synchronous learning integrated into the program. CC-Live brings highly-qualified Colorado teachers into classrooms across Colorado through live virtual instruction. This pilot aims to develop a model of teaching and learning in Colorado classrooms that mixes the benefits of the traditional in-person learning experience for Colorado students with live virtual teachers and instructional technologies. Additional information about this program is available [here](#).
- *Continued Buildout of an Open Educational Resources (OER) library for K-12.* Grant funds in FY 22-23 were leveraged to further expand a live OER library for K-12 – transitioning from a limited content “hub” to a more dynamic and robust microsite that could allow for multiple content hubs to be available at all times moving forward. The OER library for K-12 has significantly expanded Colorado educator access to open educational resources (OER) across the state. The OER project provides free, accessible, and customizable learning materials, fostering collaborative learning environments, and reducing the financial burden on students.

⁴¹ Programs have until September 30, 2024, to expend ESSER III funds.

⁴² Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



ESSER III will continue the further evolution and statewide delivery of a synchronous online learning option through the statewide supplemental online and blended learning program. In addition, the funding will extend the availability of an enhanced Open Education Resource (OER) environment for K-12 educators that was first created during the pandemic.



Rapid Request

Table 32: Rapid Request Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 1,370,760	\$ 0	\$ 0	\$ 1,370,760
Total Distributed	\$ 1,359,421	NA	NA	\$ 1,359,421
Percentage of total allocation distributed	99.2%	NA	NA	99.2%

Twenty-eight LEAs and three facility schools received additional funding to supplement already-approved ESSER I, II and III grant budget line items wherein the costs exceeded the original allocation. Allocations to the 31 recipients averaged \$45,692 per recipient.



ESSER Transportation Assistance Grant

Table 33: ESSER Transportation Assistance Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁴³	Total
Total Allocation	\$0	\$ 306,682	\$ 1,489,285	\$ 1,795,967
Total Distributed ⁴⁴	NA	\$ 306,682	\$ 5,488	\$ 312,170
Percentage of total allocation distributed	NA	100.0%	0.4%	17.4%

Overview

This grant program exists to provide funding to eligible applicants to create new or extend existing transportation programs that would provide eligible students transportation to a school other than the school that the student is currently attending or is designated to attend in the 2022-23 and 2023-24 school years. Through this program, students are able to attend a higher performing school of their choice within their current or an adjacent district and access high-quality instruction to support the acceleration of their learning as students and families continue to recover from the impacts of the COVID-19 pandemic.

Grantees and Student Participation

This competitive grant was awarded to two grantees: RootED Denver and the Community Leadership Academy. Both grantees began transporting students in the 2022-23 school year and are continuing to transport students under this grant award in the 2023-24 school year.

During the 2022-23 school year, 37 students received transportation assistance to four receiving schools. Most participating students were transported less than six miles from their departure point, though two students were regularly transported over 10 miles. 81% of participating students received over 100 rides and 55% of participating students received over 150 rides. The average participating student received rides for 80 school days, though there was substantial variation in the number of days students utilized the services, with individual participating students varying from one ride to 163 rides over the course of the 2022-23 school year.

⁴³ Programs have until September 30, 2024, to expend ESSER III funds.

⁴⁴ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.

Professional Learning

Table 34: Professional Learning Programs – Sum of Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁴⁵	Total
Total Allocation	\$ 0	\$ 0	\$ 1,150,893	\$ 1,150,893
Total Distributed⁴⁶	NA	NA	\$ 81,665	\$ 81,665
Percentage of total allocation distributed	NA	NA	7.1%	7.1%

Ongoing professional learning is a critical component of building and sustaining educator’s capacity to provide effective learning experiences for all students. After the disruption of the pandemic, many students in Colorado have unfinished learning, as evidenced by the drops in assessment scores. Now more than ever, it is critical for educators to employ effective instructional practices and align their instruction to standards to maximize every moment they have with students. Helping students catch up will continue to be a major focus for the next few years and will require all educators to use the most effective strategies available.

Compounding the impacts of the pandemic on student learning, educators also have had reduced access to professional learning opportunities. Many organizations that provide professional learning reduced operations during the pandemic, including the professional teaching associations that traditionally offer content area-focused annual conferences. Most districts focused their available professional learning time on helping educators to transition towards teaching remotely.

Professional Learning programs created with ESSER funds are designed to address these compounding needs – the need for high quality instruction to occur and the need for professional learning opportunities where educators can hone their skills to support the academic recovery of Colorado students. Four programs received ESSER funding: the Math Intervention Project; Colorado CoLabs; Professional Learning Cohorts; and the Regional Math Professional Development grant.

Math Interventions Project

Table 35: Math Interventions Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁴³	Total
Total Allocation	\$ 0	\$ 0	\$ 771,786	\$ 771,786
Total Distributed⁴⁴	NA	NA	\$ 0	\$ 0
Percentage of total allocation distributed	NA	NA	0%	0%

Intervention strategies for literacy and writing are well-developed and supported in Colorado through the READ Act passed by the Colorado Legislature in 2012. After the disruption of the COVID-19 pandemic, many students in Colorado have unfinished learning in mathematics evidenced by drops in recent assessment scores. Now more than ever, it is critical for educators to have access to and employ effective, evidence-informed instructional practices that are designed to address gaps in students’ prior knowledge and reteach concepts that are not mastered the first time they are taught.

Therefore, the Colorado Department of Education (CDE) has entered into a contract to create math intervention toolkits and training materials which will be housed on a website for free use by the public. All portions of the

⁴⁵ Programs have until September 30, 2024, to expend ESSER III funds.

⁴⁶ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



intervention toolkits, training materials, and other deliverables created and delivered to CDE under the contract resulting from this work will be fully owned by the State with no ongoing costs upon termination of the contract.

Colorado CoLabs

Table 36: Colorado CoLabs Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁴⁷	Total
Total Allocation	\$ 0	\$ 0	\$ 113,000	\$ 113,000
Total Distributed⁴⁸	NA	NA	\$ 76,158	\$ 76,158
Percentage of total allocation distributed	NA	NA	67.4%	67.4%

CDE's Office of Standards and Instructional Support is working with institutions of higher education, Colorado-based teaching organizations, and local school districts to offer regional professional development in various locations around the state. The goal of these learning experiences is to broaden access to high-quality, standards-aligned professional learning opportunities for educators, prioritizing regions that have historically had limited access to professional learning. The 2022 CoLabs engaged over 300 Colorado educators in professional learning for the following content areas: English language arts; mathematics; science; physical education; comprehensive health; and school administration.

In 2023, CDE expanded CoLabs efforts and engaged 443 Colorado educators in READ Act training, support for aligning systems to the Colorado Academic Standards and Colorado English Development Standards, and sessions that supported understanding of the recently revised Colorado Standards for social studies and the arts.

In 2024, CDE will be working to co-create the CoLabs experience with Northeast BOCES. The aim of this CoLabs experience is to engage up to 400 Colorado educators in meaningful professional learning and cultivate relationships with statewide and local partners.

Professional Learning Cohorts

Table 37: Professional Learning Cohorts Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁴⁷	Total
Total Allocation	\$ 0	\$ 0	\$ 225,000	\$ 225,000
Total Distributed⁴⁸	NA	NA	\$ 0	\$ 0
Percentage of total allocation distributed	NA	NA	0%	0%

Professional Learning Cohorts are CDE-led collaborative groups of district and school leaders actively working to improve student outcomes. Leaders typically join for four to eight virtual, hybrid, or in-person cohort sessions over the course of a year. All cohorts focus on a specific problem of practice, establish leader connection and collaboration across districts, include CDE experts, and are designed to empower leaders. There are approximately 259 current participants in learning cohorts, spanning approximately 88 districts and 66 school sites across the state. The District Improvement Strategy Office at CDE, housed in the Field Services and Supports Unit, designs, manages, and facilitates learning cohorts in collaboration with various offices and units across the department.

⁴⁷ Programs have until September 30, 2024, to expend ESSER III funds.

⁴⁸ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Learning Cohort activities can include site visits to schools and districts across the state, professional learning through CDE and external partners, grant opportunities for implementation, and a spotlight on best practices for districts through the lens of leaders. Eight separate Professional Learning Cohorts were held during the 2022-23 school year. The eight Learning Cohort focus areas were: Math Instruction; Chronic Absenteeism; Principal Leadership; Family, School and Community Partnerships for Teams; Strategies to Support Highly Mobile Youth; Culturally and Linguistically Diverse Education; Alternative Education Campus Leadership; and Family, School, and Community Partnerships for Principals.

Learning Cohorts continue to grow and expand. The District Improvement Strategy Office is adding additional learning cohorts on school safety and Special Education, among other topics, in the Spring of 2024. Participant feedback from learning cohorts is overwhelmingly positive as evidenced by cohort evaluations and informal feedback from the field.

ESSER II and ESSER III provided funds to expand school and district improvement efforts through CDE-led Professional Learning Cohorts. The funding through ESSER allowed for:

1. Direct service allocations to increase CDE staff capacity to support professional learning cohorts;
2. The design, implementation, and expansion of Professional Learning Cohorts; and
3. Grant funding to support schools specifically focusing on improving outcomes for students in mathematics as well as district and school teams enhancing support for chronically absent students.

Grant awards were distributed to 12 schools across 8 districts in 2023 to specifically enhance improvement efforts in Professional Learning Cohorts. More information about Professional Learning Cohorts can be found on the [Field Services District Improvement Strategy Office website](#).

Regional Math Professional Development

Table 38: Regional Math PD Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁴⁹	Total
Total Allocation	\$ 0	\$ 0	\$ 41,107	\$ 41,107
Total Distributed⁵⁰	NA	NA	\$ 5,507	\$ 5,507
Percentage of total allocation distributed	NA	NA	13.4%	13.4%

This grant program provided districts with funding to send teacher-leaders to two specific train-the-trainer events in June 2023, the National Council of Supervisors of Mathematics (NCSM) Summer Leadership Academy and the Colorado Council of Teachers of Mathematics (CCTM) Learning Institute. These teacher-leaders are now being provided stipends to develop and lead a region-wide professional development day in a centralized location in the San Luis Valley in January 2024 focused on effective math teaching practices.

Five grantees were awarded funds to support 12 total teacher-leaders to attend each conference in the summer of 2023. These teacher-leaders are being provided with \$1,200 stipends to develop professional development on effective math practices to be delivered to colleagues in January 2024.

⁴⁹ Programs have until September 30, 2024, to expend ESSER III funds.

⁵⁰ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Connecting Colorado Students Grant Program

Table 39: Connecting Colorado Students Grant Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 1,238,518	\$ 0	\$ 0	\$ 1,238,518
Total Distributed	\$ 1,238,518	NA	NA	\$ 1,238,518
Percentage of total allocation distributed	100%	NA	NA	100%

The Connecting Colorado Students Grant program provided grants to Local Education Agencies directed at improving and expanding K-12 internet access. Twenty-four school districts were awarded funding. Funds were used to install WiFi towers and radios, develop cloud-managed WiFi, purchase hotspot devices for students and families, and provide internet service directly to homes through local internet service providers. This contributed to an increase in the total area served by internet infrastructure by 280 square miles within the 24 school districts, bringing the total unserved area within the districts from 1,260 square miles in October 2019 to 980 square miles in April 2022.



Technical Assistance

Table 40: Technical Assistance Programs - Sum of Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁵¹	Total
Total Allocation	\$ 0	\$ 146,847	\$ 866,000	\$ 1,012,847
Total Distributed⁵²	NA	\$ 94,750	\$ 314,705	\$ 409,455
Percentage of total allocation distributed	NA	64.5%	36.3%	40.4%

ESSER set-aside funding has been used to provide technical assistance to the field by initiating several projects, both to increase the communication and impact of existing pandemic funding as well as to prepare for continued strategic learning and interventions for LEAs following the expiration of pandemic relief funding. These projects include:

- Convening leaders around pandemic-related challenges faced by their districts and schools, with the goal to provide a venue for identifying shared challenges, sharing strategies, and providing solutions for addressing such challenges
- Creating a pilot program to test the feasibility of allowing large, more populated school communities to partner with smaller communities to provide virtual learning opportunities in difficult to staff content areas
- Providing funds to organizations to carry out the critical role of transparency and communication with families and communities about the needs of the community's students and schools caused or exacerbated by the pandemic, continued community engagement around developing needs, the use of COVID relief funds in addressing those needs, and the impact of those funds on addressing the COVID-related needs
- Designing a pilot program with the South Central BOCES to create new cross-district communication solutions. This is serving an urgent need to ensure that parents and communities are aware of how the BOCES and member districts are navigating COVID recovery and will provide insights around how the BOCES and member districts can leverage communications support centralized through the BOCES.
- Convening a group of stakeholders from across Colorado to discuss the safety needs of Colorado schools, examining best and promising practices and policies from across the nation in addressing those needs, and building a report of the group's findings with recommendations for the role of the state in addressing the needs and opportunities related to improving student mental health and school safety, as identified by stakeholders
- Providing initial funding for a new position at CDE to support schools and districts with the development and implementation of community safety plans that can help address the health (social, emotional, mental) and safety (physical, emotional, psychological) needs of students and staff, particularly needs that have been exacerbated by the pandemic. This position is housed in CDE's Field Services Unit and will be funded in the future with the federal Safer Communities Grant funding.

⁵¹ Programs have until September 30, 2024, to expend ESSER III funds.

⁵² Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Blended Learning

Table 41: Blended Learning Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 162,500	\$ 0	\$ 162,500
Total Distributed ⁵³	NA	\$ 160,802	NA	\$ 160,802
Percentage of total allocation distributed	NA	99.0%	NA	99.0%

Program Overview

Blended Learning is a teaching strategy that combines remote/digital and in-person elements. It was used extensively in Colorado schools during the COVID-19 pandemic. CDE started the Blended Learning Initiative (BLI) for collective conversation across districts, schools, and the state to look at lessons learned, how students have been impacted, how education has evolved, and next steps to ensure that CDE work in this area is backed by robust research, conversation, and stakeholder engagement on what is best for K-12 education. Throughout the BLI, CDE engaged district and school leaders, educators, and families, including students, to provide feedback about blended and online learning. The goal of the BLI is to find the most appropriate updates to Colorado law and board rule that will open more flexible learning options to districts and schools.

Program Activities

The main program activities under the BLI include the Blended Learning and Supplemental Online Course Variance Waiver, Internal BLI Student Outcome Impact Data Project, External Research Scans, Convening Meetings, and Stakeholder Engagement.

Blended Learning and Supplemental Online Course Variance Waiver – During the 2021-22, 2022-23, and 2023-24 and under its authority for issuing variance waivers, CDE has allowed all Colorado districts and schools the opportunity to apply for the Blended Learning and Supplemental Online Course Variance Waiver for specific students. This waiver's purpose has been to allow exceptions for a limited number of students who are enrolled in brick-and-mortar schools to access off-site and/or asynchronous instruction beyond current limits without it having a detrimental impact on funding eligibility. Because new questions about instructional time have emerged during and through the pandemic related to when and how students enrolled in brick-and-mortar environments learn, the Department offered this limited variance waiver until an updated policy is established through a formal rulemaking process. The State Board of Education is scheduled to formally begin the rulemaking process in December.

BLI Student Outcome Impact Data Project – This project will evaluate the K-12 students who participated in the waiver over the three school years: 2021-22, 2022-23, and 2023-24. By looking at internal attendance, academic growth, and performance data, the evaluation will compare students participating in flexible learning and instructional models with those not participating.

External Research Scans – CDE contracted with a variety of external entities to identify and summarize best practices for blended and online learning. These findings were used to create an internal CDE report to further inform policy discussions around blended and online learning.

Convening Meetings – These allowed CDE to meet with invited education leaders and stakeholders to discuss research, policy, and best practices for blended and online learning.

⁵³ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Stakeholder Engagement - Throughout the fall of 2022, the Keystone Policy Group worked in partnership with the BLI team to design and manage a multi-platform stakeholder engagement process regarding statewide perspectives on the use of online and blended learning by educators, parents and students. A report of their findings can be [found here](#).



Rural Program Development Grant

Table 42: Rural Program Development Grant Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 141,000	\$ 0	\$ 141,000
Total Distributed⁵⁴	NA	\$ 115,704	NA	\$ 115,704
Percentage of total allocation distributed	NA	82.1%	NA	82.1%

Forty-seven LEPs were awarded \$3,000 to develop or expand out-of-school time (OST) programs, create Career and Technical Education (CTE) opportunities, or institute other academic enrichment programs. Categories for use of funds include: Before/Afterschool programs; Career-Connected Learning; Student Engagement Programs; School Climate Programs; Summer School Programs; and Other Academic Programs. Table 43 shows the program types approved for each of the 47 rural grantees.

Table 43: Reported Program Types Across Program Recipients

Program Type	Number of Programs
Other Academic Programs	15
Other Student Engagement	12
Career Connected Learning	7
Before/After School Programs	5
Summer School Programs	5
School Climate Programs	3
Total	47

⁵⁴ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



ESSER Administrative Costs

Table 44: Administrative Cost Allocations and Distributions

	ESSER I	ESSER II	ESSER III ⁵⁵	Total
Total Allocation	\$ 604,968	\$ 2,596,621	\$ 5,835,769	\$ 9,037,376
Total Distributed⁵⁶	\$ 604,968	\$ 2,596,621	\$ 1,898,385	\$ 5,099,992
Percentage of total allocation distributed	100%	100%	32.5%	56.4%

Federal legislation allowed for 0.5% of total federal funding from each of ESSER I, II, and III to be reserved for state-level indirect costs and administrative costs associated with distribution, monitoring, reporting, and evaluation of ESSER funds.

⁵⁵ Programs have until September 30, 2024, to expend ESSER III funds.

⁵⁶ Distribution values are as of October 31, 2023. ESSER II and ESSER III distribution amounts should not be considered final.



Part Four – Other Federal Education Pandemic Relief Funding

Governor’s Emergency Education Relief (GEER)⁵⁷

Quality Teacher Recruitment

Total Allocation: \$ 3,707,033

Distribution: \$ 3,178,582

The Quality Teacher Recruitment (QTR) Grant Program authorizes CDE to fund programs to coordinate recruitment, preparation, and placement of highly qualified teachers in school districts that have had difficulty attracting and retaining high-quality teachers. The 2020-22 QTR grant cycle was funded through the GEER Fund. In 2020-21, 627 teachers served the entire year in high-needs classrooms reaching an estimated 43,218 students across 45 Colorado school districts and 5 charter school systems. In 2021-22, grantees supported 502 teachers, 34,000 students, 40 Colorado school districts, and 1 charter school system. Additional GEER funds from reverted ARP EANS fund are supplementing the QTR program for the 2023-24 year. A further description and evaluation of the Quality Teacher Recruitment program can be found [here](#).

Empowered Remote Learning

Total Allocation: \$ 6,000,000

Distribution: \$ 6,000,000

Funds were provided to the Colorado River BOCES to expand access to the statewide online/blended learning program by: (1) enrolling students in an additional 57,700 courses in the 2020-21 school year and 3,300 additional courses in Fall 2021; (2) providing over 2,000 teachers professional learning in blended learning instruction; and (3) offering online/blended learning instruction consultation to 10 additional districts. Capacity was also expanded for emergency remote teaching through creation of a free, publicly available open education resource learning platform for Colorado K-12 educators and creation of content for parents/guardians alongside on-demand access to home-based learning resources available through Rocky Mountain PBS’s “Colorado Classroom”.

Colorado Charter School Institute Funding

Total Allocation: \$ 656,917

Distribution: \$ 656,917

The Colorado Charter School Institute (CSI) was awarded additional GEER funding by the Governor’s office. Funds were proportionally allocated on a per pupil basis to the 38 CSI-authorized schools. Funds were used for budgeted personnel and services diverted to a substantially different use, distance learning, public health expenses, economic support, payroll for public health and safety employees, improvements to telework capabilities, and COVID-19 testing and tracing.

⁵⁷ Additional GEER funds from reverted ARP EANS funds were allocated to CDE in November 2023. This report only includes COVID Relief funding through October 31, 2023. Details on this new funding will be added to the December 2024 version of this report.

**Math Accelerator**

Total Allocation: \$ 6,000,000

Distribution: \$ 0

The Governor allocated \$6 million of GEER funds to support mathematics acceleration in Colorado. CDE contracted with Zearn Math, a digital platform designed to accelerate learning in mathematics. GEER funds are paying for licenses to the digital platform for all public schools serving students through 8th grade. In addition, teachers receive training and funds for schools to use the Zearn Math paper-based mathematics curriculum, if they choose.

The goal of funding for the Zearn Math program is to increase mathematics achievement for all K-8 grade students in Colorado by providing access to all elementary, middle, and K-8 schools in Colorado to support student learning during the 2023-2024 school year. To date, 907 schools have been enrolled across the state for their use of the digital platform, educators have been trained on the use of the platform, and schools have been enrolled in the anchor program for impact study. Future activities will include continued enrollment of schools for the digital platform use, continued reimbursement of curricular materials, and a possible Year 2 contract.

Supporting Colorado Teachers Program

Total Allocation: \$ 6,708,000

Distribution: \$ 0

GEER II, in combination with reverted EANS I funds, were transferred to CDE via an interagency agreement to contribute to the Supporting Colorado Teachers Program. This to create a second round of the Supporting Colorado Teachers Program. Details on this program are available on page 27.

Imagination Library

Total Allocation: \$ 475,000

Distribution: \$ 475,000

Funds from GEER II were used by the Imagination Library of Colorado in addition to state funds to provide additional books (and their associated shipping costs) to children from birth to five years old so that young children can have access to high-quality, age-appropriate books monthly at no cost to families. In addition, the funding was used to assist local affiliates which temporarily lack the current budgeting or funding to meet or otherwise have financial difficulty meeting the county-based programs' funding requirements of paying for 50% of book costs.

Open Educational Resources

Allocation: \$ 177,378

Distribution: \$ 114,016

GEER II funds were provided to the Colorado River BOCES to provide additional support to the Open Educational Resources (OER) project described on page 38.

Administrative Costs

Total Allocation: \$ 117,527

Distribution: \$ 37,934

These funds were reserved for indirect and administration costs.



Emergency Assistance to Non-Public Schools (EANS)

Emergency Assistance to Non-Public Schools (EANS) I Awards

Total Allocation: \$ 28,233,931

Purchases: \$ 13,588,622

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) EANS I funds were awarded to non-public schools to address educational disruptions caused by the COVID-19 emergency. These funds were used to purchase or reimburse schools for allowable secular, neutral, and non-ideological services and assistance, including sanitization, personal protective equipment, COVID testing, educational technology, and connectivity under the CRRSA EANS program. During the first round of funding, each school was awarded \$700 per student and schools with low-income students were awarded an additional \$700 per low-income student.

The Governor's office authorized a second round of funding called the Governors Additional Emergency Nonpublic Schools program which allowed CDE to award \$2,312,463 in additional funds for the same activities under the EANS program. CDE was allowed to take \$213,265 in administrative and \$30,923.43 in indirect costs. Schools applied for up to \$100,000 each.

Emergency Assistance to Non-Public Schools (EANS) I Administrative Funds

Total Allocation: \$ 200,000

Distribution: \$ 200,000

These funds were reserved for indirect and administration costs.

Emergency Assistance to Non-Public Schools (EANS) II Awards

Total Allocation: \$ 28,509,729

Purchases: \$ 4,684,083

American Rescue Plan Act (ARP) EANS II funds were awarded to non-public schools to address the educational disruptions caused by the COVID-19 emergency. Funds have been used to purchase allowable secular, neutral, and non-ideological services and assistance, including sanitization, personal protective equipment, COVID testing, educational technology, and connectivity under the ARP EANS II program. Schools that enrolled a significant percentage of students from low-income families and were most impacted by the COVID-19 emergency are eligible for funding and have an opportunity to request \$1,900 per student. Final spending is underway and any unused funds will revert to the Governor's office for GEER purposes.

Emergency Assistance to Non-Public Schools (EANS) II Administrative Funds

Total Allocation: \$ 200,000

Distributions: \$ 200,000

These funds were reserved for indirect and administration costs.



Coronavirus Relief Funds

Coronavirus Relief Funds (CRF) – General

Total Allocation: \$ 510,000,000

Distribution: \$ 509,937,624

CRF funds were distributed to LEAs to support a wide range of eligible activities in responding to the pandemic in Colorado's schools. The most common uses included facilitating distance/remote learning, diverting budgeted personnel and services to different purposes, personal protective equipment, food programs, improving telework capabilities of employees, economic supports, administrative expenses, and other public health expenses.

Coronavirus Relief Funds (CRF) for At-Risk Students

Total Allocation: \$ 37,000,000

Distribution: \$ 37,000,000

CRF funds for at-risk students could be used for any allowable use under the original CRF. The most common uses for these funds were providing economic support, diverting budgeted personnel and services to different purposes, and facilitating distance/remote learning.

Coronavirus Relief Funds (CRF) - Safe Schools Reopening Grant

Total Allocation: \$ 14,404,967

Distribution: \$ 14,374,144

These grants were created to support schools needing additional resources to safely reopen for in-person learning. The most common expense categories were related to public health and personal protective equipment.

Administrative Costs

Total Allocation: \$ 595,033

Distribution: \$ 414,142

These funds were reserved for indirect and administration costs.



Individuals with Disabilities Education Act (IDEA)

Total Allocation: \$ 41,260,993

Distribution: \$ 34,255,286

IDEA funds under the American Rescue Plan (ARP) Act were eligible for any allowable use under IDEA. There are no specific reporting requirements for recipients of ARP IDEA funds.



Child Nutrition

Coronavirus Aid, Relief, and Economic Security (CARES) Act Meal Reimbursements

Total Allocation: \$ 143,151,717

Distribution: \$ 85,101,009

These funds provided meal reimbursements to LEAs during the pandemic. Funds were used to reimburse claims for meals served from March 27, 2020, through September 30, 2020.

Emergency Costs for Child Nutrition

Total Allocation: \$ 10,083,303

Distribution: \$ 9,977,004

These funds provided additional funding for local child nutrition program operators whose revenues declined or were temporarily interrupted during the early months of the pandemic due to COVID-19 related restrictions and closures. Program operators experienced widespread and significant gaps in funding, and in many cases were forced to expend their savings, draw funds from other sources, and cut or even suspend operations. The relief provided by these reimbursements addressed such shortfalls.

Farm to School State Formula Grant

Allocation: \$ 1,049,935

Distribution: \$ 105,665

CDE was provided funds to improve food and agricultural supply chain resiliency. The intended purpose of these funds is to support efforts to coordinate and provide technical assistance to build and increase the capacity to procure and use local foods in program meals as well as provide agricultural education opportunities for participating children. These funds are available to be expended until September 2026.

Supplemental Nutrition Assistance Program (SNAP) – Pandemic-EBT

Total Allocation: \$ 894,785

Distribution: \$ 891,017

Funds provided under this award were available for all necessary, allowable, and reasonable costs to child nutrition operators of implementing and administering P-EBT. Examples of allowable costs under this grant include salaries of personnel, outreach, equipment, supplies, support services (to include contracts for staffing or system related work that show clear allocation to the P-EBT Program), labor associated with reporting student-level P-EBT data, or other expenses associated with the administration of the P-EBT program.

National School Lunch Program (NSLP) Equipment Grant

Total Allocation: \$ 419,758

Distribution: \$ 280,439

Equipment Assistance Subgrants were awarded through a competitive process to eligible School Food Authorities (SFAs) participating in the National School Lunch Program (NSLP).

Supplemental Nutrition Assistance Program (SNAP) - EBT Administrative Costs

Total Allocation: \$ 623,337

Distribution: \$ 573,261

These funds were reserved for indirect and administration costs.



Children and Youth Experiencing Homelessness

American Rescue Plan Act-Homeless Children and Youth (ARP-HCY) Formula Allocation

Total Allocation: \$ 4,300,318

Distribution: \$ 2,235,343

Funding was distributed to 31 LEAs and 3 BOCES based on an LEA's allocation under ESEA Title I and the LEA's proportional share of the number of children and youth experiencing homelessness identified by each LEA relative to all LEAs in the State. Funding has been used to support the necessary expenses associated with the identification, enrollment, retention and educational success of children and youth experiencing homelessness.

American Rescue Plan Act-Homeless Children and Youth (ARP-HCY) Grant Allocation

Total Allocation: \$ 1,462,514

Distribution: \$ 1,236,662

Twenty-one LEAs and five BOCES were awarded funds through a competitive grant process to increase the identification of children and youth experiencing homelessness, provide wraparound services considering the impact of the COVID-19 pandemic, and provide assistance needed to enable children and youth experiencing homelessness to attend school and participate fully in school activities. Funds were used to increase capacity at the LEA level for greater outreach, identification, connection to wraparound services and access to greater professional development opportunities.

American Rescue Plan Act-Homeless Children and Youth (ARP-HCY) State Reserve

Total Allocation: \$ 1,880,944

Distribution: \$ 215,511

Funds are being used to build awareness, increase capacity, and strengthen collaborations with community-based organizations (CBOs). CDE awarded 3 grants to CBOs across the state: Homeward Alliance; Shiloh House; and Morgan County Interagency Oversight Group. Funding is being used to support outreach and emergency supports to children and youth experiencing homelessness.

Additionally, CDE has partnered with the state and local agencies, organizations, and stakeholders to develop and deliver Regional Collaborative Conversations (RCCs) to support Highly Mobile Youth. RCCs are CDE-sponsored regional events with professional development, action planning, networking, and resource sharing. The first of these RCCs was held in Alamosa in April 2022, and nine additional RCCs across different regions of the state have resulted in over 400 participants, representing 130 organizations, and 30 school districts across the state. Through these RCCs, CDE has distributed over \$60,000 in basic needs items to homeless youth serving organizations.

The Office of Student Support at CDE has also hired a contractor to support ongoing training and technical assistance at the local levels to strengthen capacity for greater outreach, identification, and connection to needed services for students experiencing homelessness.



Libraries

Library Services and Technology Act (LSTA) Library Distribution (Coronavirus Aid Recovery and Economic Security Act)

Total Allocation: \$ 520,351

Distribution: \$ 492,287

This grant program was offered to support the role of libraries in responding to the coronavirus pandemic. Funds distributed under this grant were used for a variety of purposes to meet the needs of the grantee library's community including providing pandemic hotspot services, ensuring social distanced access to computers and internet, expanding access to digital materials such as databases and audiobooks, and offering learning resources such as "take and make kits" for children. 52 public library jurisdictions were awarded a total of \$464,760. Additional funds were retained for state-level activities and administrative costs.

Library Services and Technology Act (LSTA) Library Distribution (American Rescue Plan Act)

Total Allocation: \$ 2,987,441

Distribution: \$ 2,987,441

Funds were distributed using the same model as state grants to libraries. 22 State Academic Libraries, 92 Public Library Jurisdictions, 123 School Library Districts, the Colorado Talking Book Library, and state-run Institutional Libraries all received funds. Funds were used for: library purchases of digital materials including eBooks, eAudiobooks, and databases; technology such as Wi-Fi enabled hotspots, tablets, and ChromeBooks available for check-out by patrons; new purchase or replacement of outdated computers, printers, scanners, self-check machines, and remote kiosks; materials for outdoor programming; "take and make kits" for all ages; and personal protective equipment.

Library Services and Technology Act (LSTA) Administrative Costs

Total Allocation: \$ 277,980

Distribution: \$ 277,980

These funds were reserved for indirect and administration costs.



State and Local Fiscal Recovery Funds (SLFRF)

School Health Professional Grant Program

Total Allocation: \$ 7,000,000

Distribution: \$ 405,703

The School Health Professional Grant Program (funded through H.B. 22-1243 and S.B. 22-147) is designed to provide funds to eligible education providers to enhance the presence of school health professionals in both elementary and secondary schools. Grant awards were issued in January 2023 to 28 LEAs. To date, over half of the award recipients have hired a school health professional, while the remainder are using contracts for services of health professionals. Of awardees, 85.7% of Local Education Agency work plans associated with this grant have indicated they have provided professional development in prevention education and screenings.

Adult Education and Literacy Grant Program

Total Allocation: \$ 5,000,000

Distribution: \$ 1,349,554

This grant program was offered to provide training to adults disproportionately impacted by the COVID-19 public health emergency for better employment outcomes. Adult education and literacy programs receiving these funds applied as either a workforce development partnership (focusing on workforce goals and outcomes) or education attainment partnership (focusing on the basic and more advanced skills needed to function effectively as parents, caregivers, employees, and citizens of the United States). These programs must focus their mission to ensure that more low-skilled, low-income adults attain the basic literacy, digital literacy, and numeracy skills so that they may improve their, and their children's, ability to participate in the current and future in-demand sectors of employment, function effectively in supporting and advocating for their children's education, and actively participate in society. Adult education and literacy programs are defined as programs that provide adult basic education, adult education leading to a high school equivalency credential, English as a second language instruction, or integrated basic education and skills training. (See section 22-10-103(1), C.R.S.).

Per section 22-10-104(II), C.R.S., Adult Education and Literacy Programs may include:

- In-person or online instruction;
- The development of documented learning plans describing courses or credits an eligible adult needs to complete an adult education and literacy program and fulfill the graduation requirements of the program;
- Coaching between an adult education provider and an eligible adult related to the student's pace and progress with the learning plan described in subsection (1)(a)(II)(B);
- Mentorship between a coach and an eligible adult to facilitate the completion of the eligible adult's learning plan described in subsection (1)(a)(II)(B) of this section to prepare the student to succeed in the adult education and literacy program and in the eligible adult's future endeavors. Funds must be used to provide services to eligible adults who lack sufficient mastery of the basic literacy, digital literacy, and numeracy skills necessary to enable the person to function effectively in the workplace;

In the first year of distribution of this grant, 1,533 learners were enrolled in sectoral job training programs working toward workforce training completion and job attainment. Of those learners, 422 completed sectoral job training programs.

**Colorado Department of Education (CDE) State Board Room Renovations**

Total Allocation: \$ 1,774,654

Distribution: \$ 1,576,208

As a result of the 2020 Census, Colorado now has eight congressional districts and the State Board of Education expanded from seven elected members to nine. This project was awarded in FY22 and was converted to SLFRF funds (revenue recovery) later in the fiscal year. The State Board Room now accommodates all nine members, includes increased capacity for public attendance, updated ADA, electrical and safety codes, and better supports public engagement through up-to-date technology for hybrid meetings and remote participation.

The State Board of Education has been using the space since April 2023. Substantial Completion for this project occurred in August 2023. CDE continues to work on minor outstanding construction tasks and toward remedying some issues with the audio-visual system before final closeout with the general contractor. It is anticipated that this project will be complete in the spring of 2024.

Concurrent Enrollment Expansion and Innovation Grant Program

Total Allocation: \$ 1,750,000

Distribution: \$ 1,432,027

In 2021, the state legislature authorized American Rescue Plan Act dollars from the federal coronavirus state fiscal recovery fund to support impacted communities of the public health emergency (see S.B. 21-268). \$1,750,000 was allocated to the Concurrent Enrollment Expansion and Innovation Grant Program. The program helped mitigate the negative impact of the pandemic on populations disproportionately impacted by COVID-19 by supporting students in obtaining college credits to earn necessary credentials to strengthen Colorado's workforce.

The grant program provided grants to partnering local education providers and institutions of higher education to expand and innovate concurrent enrollment opportunities to qualified students. The most common activities under the grant program included covering the costs of textbooks, supplies, and fees for students and reimbursing graduate tuition costs for high school teachers to become qualified concurrent enrollment instructors. When a high school has a qualified concurrent enrollment instructor in the high school building, the number of students who have access to postsecondary courses increases dramatically. As a result, transportation and other barriers to these courses are removed. It is a sustainable approach to improving students' postsecondary and career readiness.

Of the 13 grant recipients, four were designated as rural or small rural districts, six were urban/suburban districts, one was a charter school, and two were institutions of higher education. The list of grantees and the awards distributed can be found [here](#). The following self-reported data from grant recipients details the success of the program:

- 20,282 qualified students concurrently enrolled in postsecondary courses;
- 112,912 transferable postsecondary credits earned through concurrent enrollment;
- 1,046 concurrent enrollment students that complete an associate degree or certificate from an approved career and technical education program; and
- 32 teachers earned a credential in order to teach concurrent enrollment courses.



Conclusion

COVID Relief Funds for education were administered through a variety of programs within Colorado. These include the Elementary and Secondary School Emergency Relief (ESSER), Governor's Emergency Education Relief (GEER), Coronavirus Relief Fund (CRF), emergency funding for each of: Child Nutrition, the Individuals with Disabilities Education Act (IDEA), Homeless Children and Youth (HCY), Libraries, and State and Local Fiscal Recovery Funds (SLFRF) programs. The majority of pandemic relief funds were administered through the ESSER 90% allocation program. The remaining ESSER 10% state set-aside funds and other education-related pandemic relief funds have supported a variety of programs aimed at addressing student needs. Funds will continue to be distributed through specified programs through the 2023-24 school year.



Glossary of Acronyms

21 st CCLC	21st-Century Community Learning Center
ADA	Americans with Disabilities Act
ARP	American Rescue Plan Act
BLI	Blended Learning Institute
BOCES	Boards of Cooperative Educational Services
CARES	Coronavirus Aid, Relief, and Economic Security Act
CBOs	Community-Based Organizations
CC-Live	Colorado Classrooms LIVE
CCTM	Colorado Council of Teachers of Mathematics
CDE	Colorado Department of Education
CDLS	Colorado Digital Learning Solutions
COMTSS	Colorado Multi-tiered Systems of Supports
CSI	Charter School Institute
CTE	Career and Technical Education
CRF	Coronavirus Relief Fund
CRRSA	Coronavirus Response and Relief Supplemental Appropriations Act
EANS	Emergency Aid for Non-public Schools
EASI	Empowering Action for School Improvement
ECEA	Exceptional Children's Education Act
ELA	English Language Arts
ELD	English Language Development
ELO	Expanded Learning Opportunities
ESEA	Elementary and Secondary Education Act
ESF	Education Stabilization Fund
ESSER	Elementary and Secondary School Emergency Relief Fund
EWP	Education Workforce Program
FRL	Free and Reduced-Price Lunch
GAINS	Grants Administration, Implementation, and Navigation System
GEER	Governor's Emergency Education Relief Fund
HITP	High-Impact Tutoring Program
HCY	Homeless Children and Youth
IDEA	Individuals with Disabilities Education Act
LEAs	Local Education Agencies
LSTA	Library Services & Technology Act
LTTAP	Learning and Transparency Technical Assistance Program
NCSM	National Council of Supervisors of Mathematics
NSLP	National School Lunch Program
OER	Open Educational Resources
OST	Out of School Time
QTR	Quality Teacher Recruitment
P-EBT	Pandemic-Electronic Benefit Transfer
RCCs	Regional Collaborative Conversations
READ Act	Colorado Reading to Ensure Academic Development Act
SEA	State Education Agency



SEMH	Social-Emotional/Mental Health
SFA	School Food Authorities
SLFRF	Coronavirus State and Local Fiscal Recovery Funds
SNAP	Supplemental Nutrition Assistance Program
SSRG	Safe Schools Reopening Grant
UNC	University of Northern Colorado