



COLORADO
Department of Education

COVID Relief Annual Update Legislative Report 2024

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

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By:
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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. Eligible uses of funds included: implementing 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, addressing the educational inequities that have been exacerbated by the COVID-19 pandemic, and addressing 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, Individuals with Disabilities Education Act (IDEA), and Library Programs, totaling an additional \$907.1 million in funding for Colorado.

Across three federal legislative acts, Colorado received over \$2.7 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.

Part One - Overview of Pandemic Relief Funding

Colorado Federal Education Pandemic Relief Funding

In March 2020, the Coronavirus Aid, Relief, and Economic Security (CARES)¹ 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 \$870.7 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).

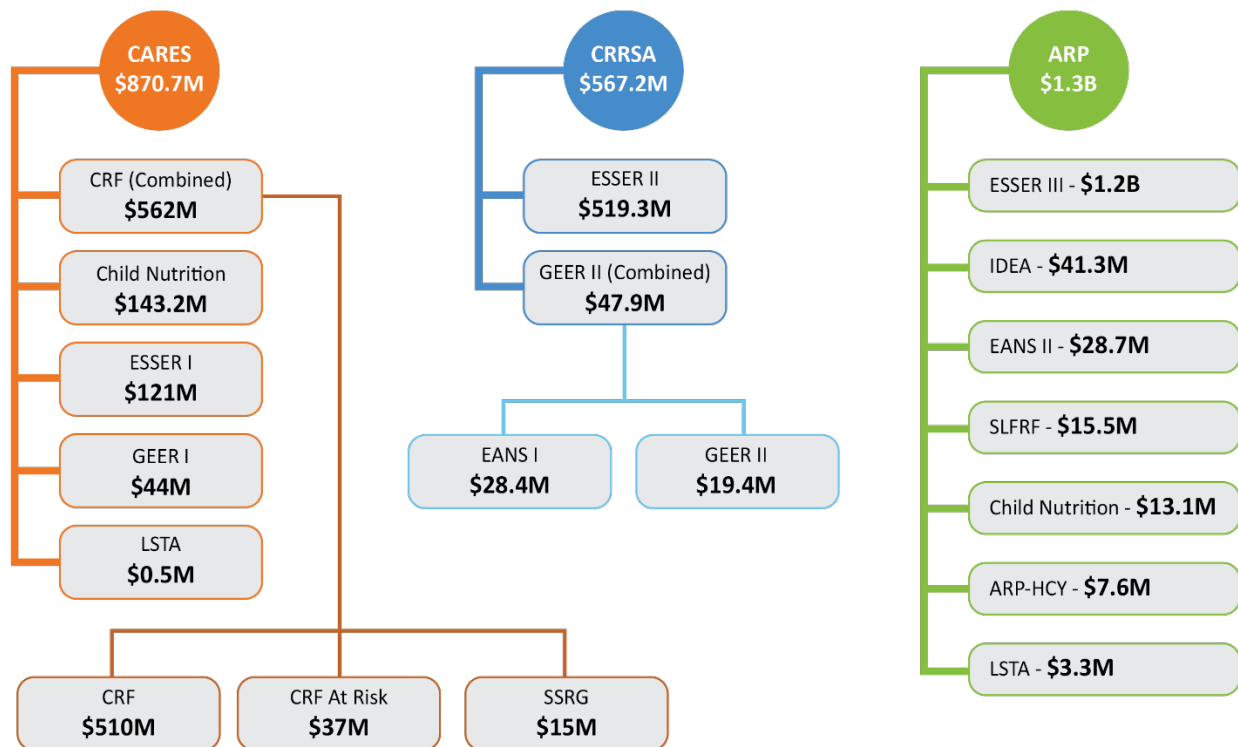


Figure 1: Colorado Education Pandemic Relief Funds

While ESSER federal funds represented the majority of funding provided for COVID relief, additional funding from programs created by federal legislation were allocated to Colorado to support education-related pandemic

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



relief efforts. Those established in the CARES Act included 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 Funding

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	\$ 4,139,442	\$ 0	\$ 4,139,442
EANS I (CRRSA) ³	\$ 28,233,931	\$ 0	\$ 200,000	\$ 28,433,931
ESSER III (ARP)	\$ 1,050,438,565	\$ 111,450,627	\$ 5,264,769	\$ 1,167,153,961
IDEA (ARP)	\$ 41,260,933	\$ 0	\$ 0	\$ 41,260,933
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	\$ 2,481,243	\$ 623,337	\$ 13,187,883
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

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. These values do not include reverted EANS funds.

³ All CRRSA EANS I and ARP EANS II funds not awarded to nonpublic schools were reverted to the Governor’s office for any GEER allowable activity.

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 were 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 could 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 November 6, 2024, Colorado has distributed, from the direct allocation to LEAs, over \$108 million from ESSER I, \$467 million from ESSER II, and \$990 million from ESSER III (Table 4).

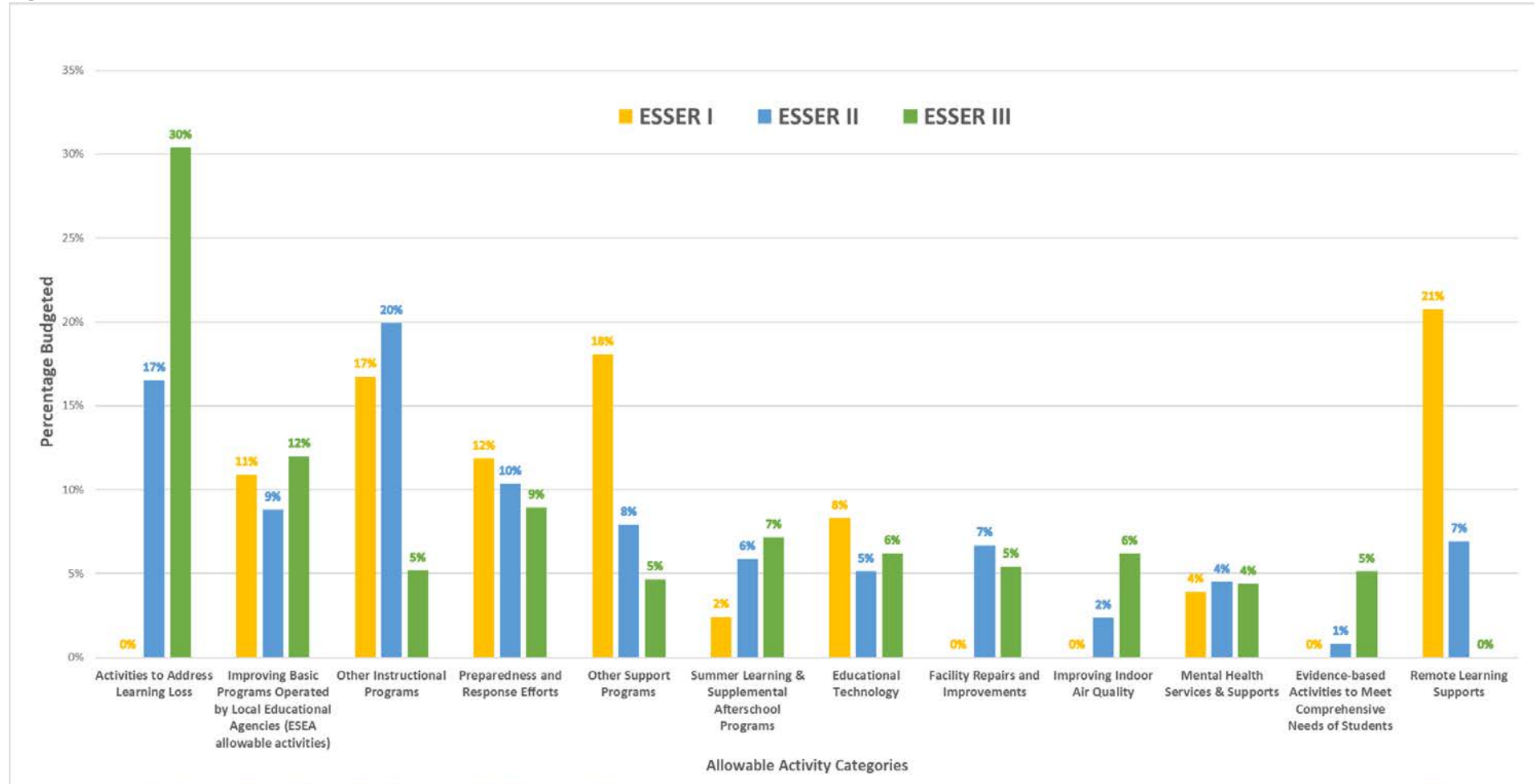
Table 4: ESSER LEA Direct Allocations and Distributions

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	\$ 467,319,946	99.98%
ESSER III 90%	\$ 1,050,438,565	\$ 990,519,038	94.30%

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 November 6, 2024.

⁴ Distribution values are as of November 6, 2024. ESSER III grantees had until November 15, 2024, to submit requests for reimbursement for activities concluded by September 30, 2024. As a result, 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 \$162 million as of November 6, 2024.

Table 5: ESSER State Set-Aside Allocations and Distributions

Allocated Purpose	Total Funding Allocation	Total Funding Distributed ⁵	Percentage of total funding allocation distributed
ESSER I 10%	\$12,099,378	\$12,078,038	99.8%
ESSER II 10%	\$51,932,431	\$51,266,421	98.7%
ESSER III 10%	\$116,715,396	\$ 98,996,392	84.8%

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

⁵ Distribution values are as of November 6, 2024. ESSER III grantees have until November 15, 2024, to submit request for reimbursement of activities concluded by September 30, 2024. As a result, the ESSER III funds distribution amounts in this report should not be considered final. ESSER I and ESSER II funds are final.



ESSER I - CARES Act - State Allocation

Total Allocation: \$ 12,099,378

Total Distributed: \$ 12,078,038

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 English language arts 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 Distributed⁶: \$ 51,266,421

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	\$ 16,495,847	\$ 16,203,409	31.8%
Small-dollar teacher classroom projects	\$ 11,389,496	\$ 11,389,496	21.9%
Funding for new 21st Century Community Learning Center (CCLC) grantees	\$ 7,670,787	\$ 7,670,787	14.8%
Integration of CDE data systems	\$ 3,150,932	\$ 3,088,790	6.1%
High-Impact Tutoring Program	\$ 2,960,000	\$ 2,960,000	5.7%
Educator Workforce Fund	\$ 2,632,977	\$ 2,632,977	5.1%
ESSER II Late Liquidation Accounting Adjustment	\$ 1,451,901	\$ 1,142,853	2.8%
Empowering Action for School Improvement (EASI) grants and supports	\$ 776,713	\$ 776,713	1.5%
Pilot program for synchronous online learning	\$ 749,999	\$ 749,999	1.4%
Teacher recruitment and retention	\$ 677,188	\$ 677,188	1.4%
Purchase of updated high quality mathematics curriculum	\$ 511,679	\$ 511,679	1.0%
Transportation assistance for students to attend higher-performing schools	\$ 306,682	\$ 306,682	0.6%
Blended Learning Initiative	\$ 160,802	\$ 160,802	0.3%
Substitute teacher pool expansion program	\$ 142,728	\$ 142,728	0.3%
Technical assistance	\$ 132,716	\$ 132,716	0.3%
Rural Program Development Grant	\$ 125,364	\$ 122,982	0.2%
Administrative costs	\$ 2,596,621	\$ 2,596,621	5.0%

⁶ Distribution values are as of November 6, 2024. The US Department of Education issued a waiver to CDE to allow select LEAs to make late liquidation accounting adjustments for ESSER II eligible expenditures. ESSER II Late Liquidation approved grantees can submit requests for reimbursement through March 31, 2025. As a result, the ESSER II total distributed values in this report should not be considered final.



ESSER III - ARP Act - State Allocation

Total Allocation: \$ 116,715,396

Total Distributed⁷: \$ 98,996,392

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	\$ 24,468,615	\$ 22,355,461	21.0%
Expanded Learning Opportunities	\$ 22,502,617	\$ 18,615,772	19.3%
Rural Coaction	\$ 21,648,534	\$ 18,281,053	18.5%
Peer-mentoring of early-service educators	\$ 12,153,560	\$ 10,694,978	10.4%
Purchase of updated high-quality English language arts and mathematics curriculum	\$ 7,237,718	\$ 7,060,554	6.2%
Empowering Action for School Improvement (EASI) grants and supports	\$ 5,164,188	\$ 4,018,076	4.4%
Extending time for 21st Century Community Learning Center (CCLC) grantees	\$ 4,302,549	\$ 4,138,943	3.7%
Reimbursement of ESSER-eligible expenditures posted to other funding sources	\$ 4,286,145	\$ 1,350,863	3.7%
Integration of CDE data systems	\$ 1,910,634	\$ 1,797,423	1.6%
High-impact tutoring	\$ 1,853,916	\$ 1,701,610	1.6%
AmeriCorps funding to support education workforce	\$ 1,500,000	\$ 635,667	1.3%
Statewide capacity building	\$ 1,068,281	\$ 818,509	0.9%
Technical assistance	\$ 929,112	\$ 826,755	0.8%
Pilot program for synchronous online learning	\$ 750,000	\$ 515,296	0.6%
Professional learning	\$ 662,434	\$ 535,977	0.6%
Transportation assistance for students to attend higher-performing schools	\$ 516,920	\$ 387,450	0.4%
Substitute teacher pool expansion program	\$ 352,424	\$ 285,930	0.3%
Lockable cell phone pouches pilot program	\$ 142,979	\$ 142,979	0.1%
Administrative costs	\$ 5,264,769	\$ 4,833,093	4.5%

⁷ Distribution values are as of November 6, 2024. ESSER III grantees had until November 15, 2024, to submit requests for reimbursement for activities concluded by September 30, 2024. As a result, the ESSER III distribution amounts in this report should not be considered final.



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	Total
Total Allocation	\$ 2,983,226	\$ 16,495,847	\$ 24,468,615	\$ 43,947,688
Total Distributed ⁸	\$ 2,983,226	\$ 16,203,409	\$ 22,355,461	\$ 41,542,096
Percentage of total funding allocation distributed	100%	98.2%	91.4%	94.5%

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 Boards of Cooperative Education Services (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 Schools⁹ received \$600 per student.

⁸ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.

⁹ 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 Colorado's 2012 School Finance bill, 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 Funds

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	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	-
Supports for Students with Disabilities (IDEA allowable activities)	X	X	X
Tracking Student Attendance and Improving Student Engagement	-	X	-
Other ¹⁰	X	X	X

¹⁰ 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	Total
Total Allocation	\$ 0	\$ 0	\$ 22,502,617	\$ 22,502,617
Total Distributed¹¹	NA	NA	\$ 18,615,772	\$ 18,615,772
Percentage of total funding allocation distributed	NA	NA	82.7%	82.7%

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 addressed students’ academic and personal needs, ensured families could engage in and support their students’ learning, and continued to strengthen schools and communities during recovery from COVID-19.

Program Objectives

This funding opportunity sought 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.

Table 12: Awards Distributed

Award	Number of Grantees	Total Awarded Amount	Awardee Type
ELO Summer	38	\$11,582,667	<ul style="list-style-type: none"> • 20 LEAs • 3 BOCES • 14 Community-Based Organizations • 1 Institute of Higher Education
ELO Afterschool	28	\$10,853,209	<ul style="list-style-type: none"> • 14 LEAs • 13 Community-Based Organizations • 1 Institute of Higher Education
Total	66	\$22,435,876	

¹¹ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Rural Coaction

Table 12: Rural Coaction Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 21,648,534	\$ 21,648,534
Total Distributed¹²	NA	NA	\$ 18,281,053	\$ 18,281,053
Percentage of total funding allocation distributed	NA	NA	84.4%	84.4%

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 served an estimated 37,800 rural students. Funds were 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. All funded projects were multi-year and included a sustainability plan detailing expected ways local funding would replace the awarded grant funding after September 2024 when the award period was completed.

¹² Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



21st Century Community Learning Centers (21st CCLC)

Table 14: 21st CCLC Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 2,480,848	\$ 7,670,787	\$ 4,302,549	\$ 14,454,184
Total Distributed ¹³	\$ 2,480,848	\$ 7,670,787	\$ 4,138,943	\$ 14,290,578
Percentage of total funding allocation distributed	100%	100%	96.2%	98.9%

Overview

Nita M. Lowey 21st Century Community Learning Centers (CCLC) is a pre-existing federal grant program that provides opportunities for academic enrichment, offers students a broad array of additional services, programs, and activities, and offers 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 8¹⁴ 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-to-staff ratios as well as purchasing additional cleaning supplies, masks, and other necessities related to COVID-19 prevention. The 46 Cohort 8 centers could choose from up to four possible uses for supplemental funding for 21st CCLC centers: (1) addressing COVID-19 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 15).

Table 13: 21st CCLC Priority Areas for ESSER 1 Supplemental Funds

Priority	Number of Centers ¹⁵
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

¹³ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.

¹⁴ Additional details are available from the [Nita M. Lowey 21st Century Community Learning Centers \(CCLC\)](#) program.

¹⁵ 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 subgrants with 31 Community Learning Centers in 21st CCLC Cohort 9 starting July 1, 2021, and running through June 30, 2022.

ESSER III funds allowed these additional Community Learning Centers to continue serving students and their families through the 2023-2024 program year which ran from July 1, 2023, through June 30, 2024 (Table 16). ESSER III funds were distributed as follows: 5.7% (\$244,723) dedicated to summer programming, 24.8% (\$1,067,166) dedicated to out-of-school time programming, and 69.5% (\$2,990,660) dedicated to programming designed to address learning loss. During the 2023-2024 program year Community Learning Centers funded by ESSER III funds served 4,326 students for four hours or more. Of these 4,326 students, 48.7% or 2,107 students participated on a regular basis, or 75 hours or more. Additionally, in 2023-2024 these Community Learning Centers funded by ESSER III funds served 4,184 unduplicated family members of participating students.

In addition to the base allocations described above, Community Learning Centers funded by ESSER III funds were provided with supplemental funds to provide enhanced professional development to staff.

Table 14: E2 OST Cohort Data for 2021-2023

Cohort E2 OST	2021-2022	2022-2023	2023-2024
Total Subgrants	15	14	14
Number of Districts	12	11	11
Number of Community Learning Centers	31	31	31
Total students served (4+ hours)	3,733	3,973	4,326
Total regular students (75+ hours)	1,944	1,975	2,107



Mentor Teacher Grant Program

Table 15: Mentor Teacher Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 12,150,560	\$ 12,150,560
Total Distributed ¹⁶	NA	NA	\$ 10,694,978	\$ 10,694,978
Percentage of total funding allocation distributed	NA	NA	88.0%	88.0%

Program Overview

The Colorado Department of Education (CDE) established the Mentor Grant Program in 2021. In 2022-23, CDE allocated \$9.5 million from the federal government’s Elementary and Secondary School Emergency Relief Fund (ESSER) to the Mentor Grant Program (Mentor Grant), funded 26 grantees from across the state to provide targeted mentor training, increase the number of mentor teachers, and compensate mentor teachers. After the first year of the Mentor Grant, CDE saw a need to support mentorship and allocated an additional \$2.9 million for a second round of grantees. The second round of funding, only one-year grants, funded 33 programs. Eight of the 33 second round grantees had also received funds in the first round of funding. As school districts in Colorado continued 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.

Program Objectives

This grant program was created 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 school year. The two charter school entities included the Colorado Charter School Institute (CSI), which supported twelve approved charter schools and an individual charter school authorized by the CSI. Twelve grantees (46%) were either rural school districts or BOCES that served only rural school districts. These recipients reported working with 1,940 mentors and mentees.

Mentor Grantee Information- 2023-24

In the 2023-24 school year, 33 additional grants were awarded to 20 school districts, five Board of Cooperative Education Services (BOCES) and eight charter schools. School districts authorized six of the eight charter schools, and CSI authorized the other two. Twenty-one grantees (64%) were either a rural school district, a charter school located in a rural school district or a BOCES that served only rural school districts. The second round of grantees reported working with almost 1,300 mentors and mentees. In all, grantees reported working

¹⁶ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



with 3,214 mentors and new teachers in the past two school years. Twenty percent identified as male or non-binary and 22% as an educator of color.

Mentor Teacher Grant Program Outcomes

To capture the impact of the grant on mentors and new teachers, CDE administered two surveys (one pre-participation and one post-participation) to mentors and new teachers. An end-of-grant report asked grantees to report accomplishments. The surveys focused on the following measures: school connectedness; school leadership support; intentions to stay in education; and teacher efficacy.

Key survey findings include:

- 97% of Mentor Grant survey respondents reported that they intended to remain in education at the conclusion of the 2023-24 school year or retire from the field.
- 96% of mentor survey respondents felt connected to the other teachers and staff at their school.
- 91% of new teacher survey respondents felt connected to the other teachers and staff at their school.

Below are examples from individual grantees of the Mentor Grant's strengths and impacts. The information comes from the self-reported end-of-grant reporting form.

- “Overall, the Mentor Teacher Grant Program addresses critical needs in the education system by providing targeted support for new teachers, fostering collaboration among educators and districts, and leveraging expert resources to enhance the quality of mentorship. These efforts are likely to contribute to better-prepared and supported teachers, ultimately leading to improved educational outcomes and increased teacher retention.” (Grantee #1)
- “One of the greatest strengths of the mentor teacher grant program is its positive impact on both teacher retention and overall student achievement. By providing structured support through mentoring, we have been able to significantly improve the experience for new and transitioning teachers, leading to higher retention rates. Teachers who feel supported are more likely to remain in the profession, which helps to create a stable and experienced teaching workforce. This stability not only benefits the teachers but also contributes to a stronger school culture and consistency in instruction for students.” (Grantee #2)
- “[We had an] 89% retention rate for new teachers and 87% for mentor teachers.” (Grantee #3)
- “[We] supported a district-wide induction program and two teachers earned their professional license from CDE. Also, had over 90% teacher retention.” (Grantee #2)
- “[We had] 92.2% of Mentors agreed or strongly agreed that they felt confident in their ability to grow themselves, and 93.5% agreed or strongly agreed that they felt confident in their ability to grow others.” (Grantee #3)
- “[We] retained 88% of alternative licensure teachers, which is a 50% increase from the previous year.” (Grantee #4)

Mentor Teacher Academy

In collaboration with iLearn Collaborative, CDE offered teachers a free Mentor Teacher Academy as part of a pilot program in the 2023-24 school year. The course focused on the skills of high-quality mentoring, including coaching, communication, and feedback. Utilizing online asynchronous content and synchronous small group coaching sessions via Zoom, teachers had the option to choose their desired format. The asynchronous content awarded teachers 20 hours of re-licensure credit, while teachers who accessed the asynchronous material and participated in the synchronous meetings received 35 hours of re-licensure credit.



Participants in the course were able to apply mentoring skills to support new teachers. The content was built around *Mentoring Matters* by Lipton and Wellman (3rd edition). Schools and districts were encouraged to provide stipends for participation as much as possible as part of a larger induction program or mentoring stipend. Teachers spent approximately 20 hours in the online course and an additional 15 hours in the synchronous small group coaching sessions.

In the 2023-24 school year, 179 teachers enrolled in the course. Stipends were provided to 108 registered teachers. Of the 179 enrolled teachers, 130 chose asynchronous and the remaining 49 had multiple opportunities to learn and connect through “live” online meetings, as well as access to all the asynchronous resources. Teachers were associated with the following entities:

- 26 school districts
- 13 charter schools
- 2 private schools
- 3 BOCES
- 1 facility school

Thirty percent (39 teachers) of those enrolled in the asynchronous course completed the asynchronous course last year, while 53% (26 teachers) of the combined course completed the course that included live Zoom learning sessions.



Supporting Colorado Teachers Program

Table 16: Supporting Colorado Teachers Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation ¹⁷	\$ 0	\$ 11,389,496	\$ 0	\$ 11,389,496
Total Distributed	NA	\$ 11,389,496	NA	\$ 11,389,496
Percentage of total funding allocation distributed	NA	100%	NA	100%

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 was 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 met both the following criteria:

- 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 included K-12 classroom educator, PreK educator, school librarian, school nurse, school psychologist, etc.

Outputs

From August 24, 2023, 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 \$11,389,496 CDE distributed from ESSER II to DonorsChoose to be applied to educator projects, \$6,708,000 was added from GEER II and reverted EANS I funds in September 2023 through an interagency agreement to CDE from the Office of the Governor.

A second campaign with DonorsChoose was announced by Governor Polis in August 2024. This second campaign was funded with \$3,958,116 in reverted EANS II funds through an interagency agreement to CDE from the Office of the Governor.

¹⁷ Additional funding (\$10,666,116) from GEER II and reverted EANS funds also contributed to this program.



Curriculum and Instructional Materials

Table 17: Curriculum and Instructional Materials Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 1,595,732	\$ 511,679	\$ 7,237,718	\$ 9,345,129
Total Distributed¹⁸	\$ 1,585,732	\$ 511,679	\$ 7,060,554	\$ 9,157,965
Percentage of total funding allocation distributed	99.4%	100%	97.6%	98.0%

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. 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.

¹⁸ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Integrated Data Systems

Table 18: Integrated Data Systems Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 3,150,932	\$ 1,910,634	\$ 5,061,566
Total Distributed ¹⁹	NA	\$ 3,088,790	\$ 1,797,423	\$ 4,886,213
Percentage of total funding allocation distributed	NA	98.0%	94.1%	96.5%

Overview

CDE invested 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. 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. The contract was mutually agreed by all parties to be terminated.

Grants Management System

The Grants Management System, contracted to LINQ, completed initial contract work 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 included a streamlined application process, improved communication, comprehensive grant reporting, and enhanced security.

CDE State Grants Project

To ensure CDE grants processes and systems are coordinated and aligned in ways that will best serve Colorado’s LEAs, districts, schools, and students, CDE contracted with Dillinger Research and Applied Data to assess and analyze state grants currently administered by CDE, collect input from internal and external stakeholders, and make recommendations about streamlining grant processes as well as reducing administrative burdens. A [final report](#) from Dillinger was submitted to CDE and presented to the State Board of Education in October 2024.

¹⁹ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Empowering Action for School Improvement (EASI)

Table 21: EASI Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 776,713	\$ 5,164,188	\$ 5,917,925
Total Distributed ²⁰	NA	\$ 776,713	\$ 4,018,076	\$ 4,771,812
Percentage of total funding allocation distributed	NA	100%	77.8%	80.6%

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:

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, are 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 Designed and Led initiatives. The impact of these funds is forthcoming as the grant provided for multi-year funding that recently concluded in 2023-24. 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.

The final programmatic approach of integrating ESSER funds with the EASI grant structure was geared towards the development and implementation of a new EASI support called District Strategic Planning. District Strategic

²⁰ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



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 in 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 22: Statewide Capacity Building Programs – Sum of Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 1,175,324	\$ 819,917	\$ 2,920,705	\$ 4,915,946
Total Distributed²¹	\$ 1,175,324	\$ 819,917	\$ 1,740,107	\$ 3,735,347
Percentage of total allocation distributed	100%	100%	59.6%	76.0%

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 entered into interagency agreements with Serve Colorado and the Colorado Center for Rural Education to expand the statewide educator workforce. CDE 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, educator preparation programs, and LEAs.

AmeriCorps Programs

Table 23: AmeriCorps Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 407,598	\$ 0	\$ 1,500,000	\$ 1,907,598
Total Distributed²¹	\$ 407,598	NA	\$ 635,667	\$ 1,043,265
Percentage of total allocation distributed	100%	NA	42.4%	54.7%

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. During the 2023-24 school year, 51 AmeriCorps members participated in AmeriCorps and Serve Colorado’s programming. The following list is an example of the activities of these members:

- Participated in teacher preparation coursework
- Observed classroom teaching
- Provided small group intervention, Tier 1 classroom support and 1:1 tutoring
- Supported social and emotional learning
- Conducted single-subject lessons.

²¹ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



UNC Substitute Bootcamp

Table 19: UNC Substitute Bootcamp Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 320,450	\$ 142,728	\$ 352,424	\$ 815,602
Total Distributed²²	\$ 320,450	\$ 142,728	\$ 285,930	\$ 749,108
Percentage of total allocation distributed	100%	100%	81.1%	91.8%

The Colorado Center for Rural Education (CCRE), 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 April 2022 to September 2024, 3,887 individuals successfully completed the “Substitute Boot Camp.”

Survey results given to the recipients of CCRE’s substitute stipend in October 2024 show that the major reasons survey respondents chose to substitute were: living in the community where they work (64%); having the same schedule as their children (29%); no longer being employed as a full-time educator (17%); and “other reasons” (15%).²³ Most respondents (83%) had clear intentions to remain as substitutes. Of the 83% intending to remain a substitute, 3.8% intended to remain a substitute for less than six months, 14.8% intended to remain for six months to one year, and 64.4% intended to remain for longer than one year. Of respondents, 46.2% were interested in pursuing a career as a teacher after the completion of their substitute teaching experiences. Survey respondents served as substitute teachers in 59 school districts.

Early Childhood Career Navigators

Table 25: Early Childhood Career Navigators Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$0	\$0	\$ 503,281	\$ 503,281
Total Distributed²²	NA	NA	\$ 503,281	\$ 503,281
Percentage of total allocation distributed	NA	NA	100%	100.0%

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](#).

²² Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.

²³ Survey respondents could select more than one response, so total percentages add to greater than 100%.



Bueno Center Paraeducator Recruitment Conference

Table 26: Bueno Center Paraeducator Recruitment Conference Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 65,000	\$ 65,000
Total Distributed²⁴	NA	NA	\$ 36,000	\$ 36,000
Percentage of total allocation distributed	NA	NA	55.4%	55.4%

An interagency agreement with the CU-Boulder Bueno Center funded participation and attendance for paraprofessional convenings across the state. The convenings focused on both professional development opportunities for paraprofessionals regarding high quality instructional practices for students and learning and financial assistance programs that are available for them to become licensed as a teacher in Colorado.

In collaboration, eight different opportunities were offered through in-person and virtual events across the state. In total, 75 paraprofessionals, community members or individuals interested in learning how to become educators attended these events. More than 77% of attendees indicated they were interested in learning more about pathways to earning a teaching degree and license. Of the 68 individuals who responded to the question, “What do you find is the biggest barrier/challenge to pursuing your teaching degree?” 65% said affordability was their top concern.

EdTalent Statewide Capacity Building (Other)

Table 27: Statewide Capacity Building (Other) Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 447,276	\$ 677,189	\$ 500,000	\$ 1,624,465
Total Distributed²⁴	\$ 447,276	\$ 677,189	\$ 279,228	\$ 1,403,693
Percentage of total allocation distributed	100%	100%	55.8%	86.4%

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 to 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](#).

²⁴ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



High Impact Tutoring Program

Table 28: High Impact Tutoring Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 2,960,000	\$ 1,853,916	\$ 4,813,916
Total Distributed ²⁵	NA	\$ 2,960,000	\$ 1,701,610	\$ 4,661,610
Percentage of total allocation distributed	NA	100%	91.8%	96.8%

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. For the 2023-24 school year, a total of 37 LEAs joined the program.

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. Reporting from grantees indicated 88% of programs offered tutoring in math and 65% offered tutoring in reading, writing, and communications. Grantee end-of-year reports indicated 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. Reporting from grantees indicated 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.

In the 2023-24 school year, HITP grantees included new awardees and those completing no-cost extensions (a total of 44 initial grantees). This group reported services to 11,000 K-12 students at 183 schools totaling more than 300,000 aggregated hours of high-impact tutoring. Reporting from grantees indicated that 67% of participating students received free and reduced-price lunch and 21% of the students were multilingual learners. Grantees included eight rural and small rural districts.

HITP Legislative Reports

In accordance with H.B.21-1234, the High-Impact Tutoring Program has submitted reports to the Colorado General Assembly on program activities, outputs, and outcomes. All versions, including the most recent version of this report, can be found at the [High-Impact Tutoring webpage](#).

²⁵ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



ESSER III Rapid Request Grant Program

Table 29: ESSER III Rapid Request Grant Program Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 4,286,146	\$ 4,286,146
Total Distributed²⁶	NA	NA	\$ 1,350,863	\$ 1,350,863
Percentage of total allocation distributed	NA	NA	31.5%	31.5%

The ESSER III Rapid Request Grant Program was a competitive grant that allowed LEAs to apply for award funding for previously incurred ESSER-eligible expenditures from fiscal year 2024 that were paid from another funding source or for fiscal year 2025 expenditures for ESSER-eligible activities obligated on or prior to September 30, 2024. Priority was given to Local Education Providers that could demonstrate funds were directed towards interventions for student learning loss related to the COVID-19 pandemic.

To award as many eligible applicants as possible, grant awards were capped at \$90,000 per grantee. Sixty-four (64) awards were distributed to 62 grantees in August 2024 for previously incurred ESSER-eligible expenses. Thirty-nine (39) grant awards were issued to grantees for reimbursement of evidence-based interventions for student learning loss. The remaining 25 grant awards were issued for reimbursement of general ESSER-eligible expenditures. Grantees had until November 15, 2024, to request reimbursement for these expenditures.

²⁶ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Education Workforce Program Grant

Table 20: Education Workforce Program Grant Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 2,632,977	\$ 0	\$ 2,632,977
Total Distributed	NA	\$ 2,632,977	NA	\$ 2,632,977
Percentage of total allocation distributed	NA	100%	NA	100.0%

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

Program Objectives

The EWP Grant’s goal was to allow grantees to address local workforce 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 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.

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.

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 21: Online Learning Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 650,000	\$ 749,999	\$ 750,000	\$ 2,149,999
Total Distributed ²⁷	\$ 650,000	\$ 749,999	\$ 515,296	\$ 1,915,295
Percentage of total allocation distributed	100%	100%	68.7%	89.1%

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 educational resources (OER) learning platform, created to share instructional ideas, content, and learning resources through virtual means. Additionally, funds were 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 aimed 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.

²⁷ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



ESSER III continued 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 extended the availability of an enhanced Open Educational Resources (OER) environment for K-12 educators that was first created during the pandemic. ESSER III funds were also used to expand access to high quality online courses and instruction through pilots incorporating new and upcoming technology tools, such as AI tools for education, into course delivery.



ESSER II Late Liquidation Accounting Adjustment

Table 22: Rapid Request Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 1,451,901	\$ 0	\$ 1,451,901
Total Distributed	NA	\$ 1,142,853	NA	\$ 1,142,853
Percentage of total allocation distributed	NA	78.7%	NA	78.7%

In July 2024, the US Department of Education provided CDE with approval for continued access to ESSER II funds for purposes of liquidating ESSER-eligible obligations that occurred on or prior to September 30, 2023. This liquidation extension process allowed 10 LEAs to make accounting adjustments to move ESSER-eligible expenditures incurred prior to September 30, 2023, from other funding sources onto the ESSER II Late Liquidation Accounting Adjustment.



ESSER I Rapid Request

Table 33: 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.



ESSER Transportation Assistance Grant

Table 34: ESSER Transportation Assistance Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$0	\$ 306,682	\$ 516,920	\$ 823,602
Total Distributed ²⁸	NA	\$ 306,682	\$ 387,450	\$ 694,132
Percentage of total allocation distributed	NA	100.0%	75.0%	84.3%

Overview

This grant program provided funding to eligible applicants to create new or extend existing transportation programs in the 2022-23 and 2023-24 school years. Through this program, students were 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 used grant funds to transport students for two school years: 2022-23 and 2023-24.

²⁸ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Professional Learning

Table 35: Professional Learning Programs – Sum of Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 662,434	\$ 662,434
Total Distributed²⁹	NA	NA	\$ 535,977	\$ 535,977
Percentage of total allocation distributed	NA	NA	80.9%	80.9%

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.

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 were 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. Six programs received ESSER funding: the Math Intervention Project; Colorado CoLabs; Professional Learning Cohorts; the Math Teacher Toolkit Institute; the Regional Math Professional Development grant; and Newcomer and Multilingual professional development trainings.

Math Interventions Project

Table 36: Math Interventions Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 210,786	\$ 210,786
Total Distributed²⁹	NA	NA	\$ 210,786	\$ 210,786
Percentage of total allocation distributed	NA	NA	100%	100%

After the disruption of the COVID-19 pandemic, many students in Colorado have unfinished learning in mathematics evidenced by drops in recent assessment scores. CDE entered into a contract with a third-party vendor to create math intervention toolkits and training materials housed online for free use by the public. All portions of the intervention toolkits, training materials, and other deliverables created and delivered to CDE under the contract resulting from this work are fully owned by the State with no ongoing costs.

²⁹ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Colorado CoLabs

Table 37: Colorado CoLabs Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 113,000	\$ 113,000
Total Distributed³⁰	NA	NA	\$ 94,757	\$ 94,757
Percentage of total allocation distributed	NA	NA	83.9%	83.9%

CDE’s Office of Standards and Instructional Support worked 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 was 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 Language Development Standards, and sessions that supported understanding of the recently revised Colorado Academic Standards for social studies and the arts.

In 2024, CDE partnered with the Northeast BOCES and Northeastern Junior College to offer professional learning to almost 200 educators. The event’s 43 sessions covered a wide range of topics including support for multilingual learners, artificial intelligence in education, and improving students’ literacy and mathematics skills.

Professional Learning Cohorts

Table 38: Professional Learning Cohorts Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 225,000	\$ 225,000
Total Distributed³⁰	NA	NA	\$ 129,044	\$ 129,044
Percentage of total allocation distributed	NA	NA	57.4%	57.4%

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.

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;

³⁰ Distribution values are as of November 6, 2023. ESSER III distribution amounts should not be considered final.



Culturally and Linguistically Diverse Education; Alternative Education Campus Leadership; and Family, School, and Community Partnerships for Principals.

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](#).

Math Teacher Toolkit Institute

Table 39: Math Teacher Toolkit Institute Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 50,000	\$ 50,000
Total Distributed³¹	NA	NA	\$ 50,000	\$ 50,000
Percentage of total allocation distributed	NA	NA	100%	100%

CDE contracted with the Colorado Council of Teachers of Mathematics (CCTM) to host a multi-day math intervention design workshop in the summer of 2024. The goals of this workshop were to equip workshop participants with the skills and knowledge to develop math interventions tailored to students experiencing difficulty in mathematics and to equip participants with the skills and knowledge to develop math interventions that are reusable. Participating teachers were taught about the design of intervention materials in math and were guided in the actual creation of math interventions materials to be actively used in classrooms and educational environments.

Regional Math Professional Development

Table 40: Regional Math PD Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 40,508	\$ 40,508
Total Distributed³¹	NA	NA	\$ 28,250	\$ 28,250
Percentage of total allocation distributed	NA	NA	69.7%	69.7%

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.

Five grantees were awarded funds to support 12 total teacher-leaders to attend each conference in the summer of 2023. These teacher-leaders were provided with \$1,200 stipends to develop professional development on

³¹ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



effective math practices. This professional development was then delivered by these teacher-leaders to colleagues at a region-wide professional development day in January 2024.

Newcomer and Multilingual Trainings

Table 41: Newcomer and Multilingual Trainings Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 23,140	\$ 23,140
Total Distributed³²	NA	NA	\$ 23,140	\$ 23,140
Percentage of total allocation distributed	NA	NA	100%	100%

CDE contracted with Beth Skelton, an English Language Development (ELD) consultant, to provide professional learning to educators on Long-Term Success for Experienced Multilinguals. The training focused on key language strategies to increase language and academic achievement for a growing subset of multilingual learners, referred to as Long-Term English Learners (LTELs). This learning provided educators with strategic language strategies to accelerate recovery from academic learning loss associated with the COVID-19 pandemic and address critical language needs of LTELs in our systems and in response to the impact of COVID-19. This training was provided to 37 participants at Aurora Public Schools (APS). APS sent several of their ELD leadership team members and teacher leaders to the training. The training strategies shared during the training have been embedded in the APS Credentials Program (which is a condition of employment) and other school supported professional learning. In addition to APS staff, other educators from other large metro districts and rural districts joined the training.

Additionally, CDE contracted with Dr. Carol Salva of Seidlitz Education to provide a training entitled “7 Steps to a Language-Rich Interactive Classroom” to K–12 general education teachers and ELD Specialists in the Boulder Valley School District. This training included differentiating instruction for multilingual students from varying backgrounds with a variety of language proficiencies with an emphasis on how to create a classroom environment that keeps students engaged through powerful learning supports. 128 individuals attended this training. Boulder Valley required the training for their principals to support them with the implementation of embedded language instructional practices in content classroom and the components of that work through walkthroughs and evaluation cycles. Other teachers across Colorado attended, representing districts from both the metro and rural areas.

³² Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Connecting Colorado Students Grant Program

Table 42: 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 43: Technical Assistance Programs - Sum of Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 132,716	\$ 929,112	\$ 1,061,828
Total Distributed³³	NA	\$ 132,716	\$ 826,755	\$ 959,471
Percentage of total allocation distributed	NA	100%	89.0%	90.4%

ESSER set-aside funding provided 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 included:

- 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 served an urgent need to ensure that parents and communities are aware of how the BOCES and member districts are navigating COVID recovery and provided 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 trainings and technical assistance to districts in areas across Colorado to ensure alignment of districts’ short- and long-term financial plans with their strategic plan and goals, mission and vision for more effective and efficient allocation of financial resources to support the specific needs of a district’s schools, students, and staff in addressing its particular challenges and opportunities as they continue to recover from the COVID-19 pandemic.
- 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,

³³ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



mental) and safety (physical, emotional, psychological) needs of students and staff, particularly needs that have been exacerbated by the pandemic. This position is now funded with the federal Safer Communities Grant funding.



Blended Learning

Table 44: Blended Learning Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 160,802	\$ 0	\$ 160,802
Total Distributed ³⁴	NA	\$ 160,802	NA	\$ 160,802
Percentage of total allocation distributed	NA	100%	NA	100%

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’s work in this area is backed by 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. In 2024, after three years of facilitating the BLI, the BLI was sunset since more permanent flexible learning options to districts and schools were encompassed in changes to the State Board of Education Rules for the Public School Finance Act (PSFA).

Program Activities

The main program activities under the BLI included 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 provided all Colorado districts and schools the opportunity to apply for the Blended Learning and Supplemental Online Course Variance Waiver. This variance waiver allowed districts and schools to provide students instructional models and learning opportunities that fall outside of CDE’s [Student October Count Audit Resource Guide](#) for funding purposes. The variance waiver allowed for continued flexible learning options districts and schools developed and have found beneficial to students during the 100% remote learning period. This data and information was used to develop the [BLI 2021-2024 Final Variance Waiver Findings](#) and [REL 2021 Research Scan and BLI Crosswalk Report](#).

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. This internal data project will be developed and available following the release and analysis of 2023-24 student data.

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.

³⁴ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



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.

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](#).



Cell Phone Pouches Pilot Program

Table 45: Cell Phone Pouches Pilot Program Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 0	\$ 142,979	\$ 142,979
Total Distributed³⁵	NA	NA	\$ 142,979	\$ 142,979
Percentage of total allocation distributed	NA	NA	100%	100%

Since the onset of the pandemic, students have experienced significant needs around mental health. Reports have shown that the increase in social media usage has exacerbated these mental health needs. As such, CDE launched a pilot program to provide three school districts with funding for lockable cell phone pouches. These cell phone pouches are intended to limit student access to social media and other cell phone functions during the school day while still allowing students to retain physical control of their phones.

³⁵ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Rural Program Development Grant

Table 46: Rural Program Development Grant Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 0	\$ 125,364	\$ 0	\$ 125,364
Total Distributed³⁶	NA	\$ 122,982	NA	\$ 122,982
Percentage of total allocation distributed	NA	98.1%	NA	98.1%

Rural Program Development Grant awardees each received \$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 included: before/afterschool programs; career-connected learning; student engagement programs; school climate programs; summer school programs; and other academic programs. Table 47 shows the program types approved for each of the rural grantees.

Table 47: 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

³⁶ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



ESSER Administrative Costs

Table 48: Administrative Cost Allocations and Distributions

	ESSER I	ESSER II	ESSER III	Total
Total Allocation	\$ 604,968	\$ 2,596,621	\$ 5,264,769	\$ 8,466,358
Total Distributed³⁷	\$ 604,968	\$ 2,596,621	\$ 4,833,093	\$ 8,034,682
Percentage of total allocation distributed	100%	100%	91.8%	94.9%

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.

³⁷ Distribution values are as of November 6, 2024. ESSER III distribution amounts should not be considered final.



Part Four – Other Federal Education Pandemic Relief Funding

Governor’s Emergency Education Relief (GEER)

Quality Teacher Recruitment

Total Allocation: \$ 3,739,152

Distribution: \$ 3,701,577

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 and reached 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 funds supplemented the QTR program for the 2023-24 year. In the 2023-24 school year, 461 teachers served the entire year in the classroom and reached 42,212 students in 45 Colorado school districts and 1 charter school system. A further description and evaluation of the Quality Teacher Recruitment program can be found [here](#).

Empowered Remote Learning

Total Allocation: \$ 6,085,408

Distribution: \$ 6,014,188

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.”

Governor’s Additional Emergency Education Relief Fund (GAENS)

Total Allocation: \$ 2,312,463

Distribution: \$ 1,865,074

Funds were provided to CDE from the Governor’s Office for purposes of managing the GAENS program to non-public schools with the focus on providing additional mental health support services, specifically in the areas of counseling, speech therapy, language, development, emotional and physiological impact from the pandemic; offering tutoring services and other enrichment programs that would aim to increase students’ academic and social-emotional well-being; and implementing other activities as specified in federal GEER requirements.

**Colorado Charter School Institute Funding**

Total Allocation: \$ 656,971

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.

Math Accelerator

Total Allocation: \$ 8,390,641

Distribution: \$ 5,988,369

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 paid for licenses to the digital platform for all public schools serving students through 8th grade. In addition, teachers received training and funds for schools to use the Zearn Math paper-based mathematics curriculum, if they chose.

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 2024-2025 school year. To date, 1,028 schools have been enrolled across the state for their use of the digital platform, 348,995 students are rostered for usage, and 16,488 educators have been rostered for usage. Additionally, educators are trained on the use of the platform and schools have been enrolled in the anchor program for an impact study. Future activities will include continued enrollment of schools for digital platform use, continued reimbursement of curricular materials, and an impact study.

Supporting Colorado Teachers Program

Total Allocation: \$ 10,666,116

Distribution: \$ 10,643,524

In September 2023, \$6,708,000 in GEER II and reverted EANS I funds were transferred to CDE via an interagency agreement to contribute to the Supporting Colorado Teachers Program. This added funding to the Supporting Colorado Teachers Program initially launched by CDE in August 2023. Details on this program are available on page 26.

In August 2024, the Governor's Office transferred \$3,958,116 in reverted ARP EANS funds to CDE via an interagency agreement to create a new campaign for the Supporting Colorado Teachers program.

Imagination Library

Total Allocation: \$ 775,000

Distribution: \$ 594,712

Reverted EANS I and reverted EANS II funds 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 could 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 lacked the current



budgeting or funding to meet or otherwise had financial difficulty meeting the county-based programs' funding requirements of paying for 50% of book costs.

Open Educational Resources

Allocation: \$ 450,000

Distribution: \$ 344,921

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.

Pandemic EBT – Summer Administrative Funds

Total Allocation: \$ 285,716

Total Distribution: \$ 285,716

Additional funding to provide for CDE administrative activities associated with the Child Nutrition Pandemic EBT program.



Emergency Assistance to Non-Public Schools (EANS)

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

Total Allocation: \$ 28,233,931

Purchases: \$ 27,077,132

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.

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: \$ 12,886,457

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 were 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 were eligible for funding and had an opportunity to request \$1,900 per student. Any unused funds were reverted 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: \$ 41,260,933

Distribution: \$ 37,627,358

IDEA funds under the American Rescue Plan (ARP) Act were eligible for any allowable use under IDEA. There were 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: \$ 313,812

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: \$ 1,011,550

Distribution: \$ 996,060

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: \$ 406,843

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: \$ 593,056

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: \$ 4,381,189

Distribution: \$ \$4,000,494

Funding was distributed to 31 LEAs and 3 BOCES (Board of Cooperative Educational Services) 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 was 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: \$ 2,267,203

Distribution: \$ 2,134,145

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: \$ 995,384

Distribution: \$ \$772,586

Funds were 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 was being used to support outreach and emergency supports to children and youth experiencing homelessness.

Additionally, CDE 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 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 nearly 550 participants, representing 150 organizations, and 34 school districts across the state. Through these RCCs, CDE distributed approximately \$60,000 in donated and purchased basic needs items to homeless youth serving organizations.

The Office of Student Support at CDE 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. Fifty-two 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. Twenty-two 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: \$ 3,854,706

The School Health Professional Grant Program State and Local Federal Recovery Funds (SLFRF) (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, provide training and resources to school staff for implementing evidence-based programming for behavioral health education and care for all students and allow school health professionals to connect students enrolled in elementary and secondary schools with services provided by community-based organizations for treatment and counseling.

Grant awards were issued in April 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. 85.7% of Local Education Agency work plans associated with this grant have indicated they have provided professional development in prevention education and screenings.

In June 2024, funds appropriated to this program through H.B. 22-1243 and S.B. 22-147 were rolled over to H.B. 24-1466, changing the source of program funds and thereby extending the date by which grantees must obligate and expend grant funds from December 2024 to December 2026.

Adult Education and Literacy Grant Program

Total Allocation: \$ 5,000,000

Distribution: \$ 2,729,408

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 third year of distribution of this grant, 1,958 learners were enrolled in sectoral job training programs working toward workforce training completion and job attainment. Of those learners, 1,070 completed sectoral job training programs.

Colorado Department of Education (CDE) State Board Room Renovations

Total Allocation: \$ 1,774,654

Distribution: \$ 1,623,065

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 with the general contractor on remedying issues with the audio-visual system before final closeout. Additionally, project savings could allow for adding supplementary cooling to the CDE lobby and network IT closet. This is anticipated to take through to the end of the appropriation in June 2025.

Concurrent Enrollment Expansion and Innovation Grant Program

Total Allocation: \$ 1,750,000

Distribution: \$1,291,681

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). The General Assembly allocated \$1,750,000 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 outcomes 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 included 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 supported a variety of programs aimed at addressing student needs.



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
CCRE	Colorado Center for Rural Education
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