COLORADO
Department of Education

School Transformation Grant 2025 Funding Cycle Legislative Report

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Executive Summary

In 2018, H.B. 18-1355 modified the state's accountability law, creating the School Transformation Grant (STG) program. Schools and districts on Performance Watch can apply for grant funds to support leadership development activities, educator professional development, to implement activities geared towards instructional transformation, or to plan or implement one of the restructuring options that state law requires for schools and districts with persistent low performance.

This report will cover the funding summary for the School Transformation Grant (STG) 2025 grantees (awarded funds in February 2026 for implementation from 2026 to 2028). This report will include a description of the use of funds, an overview of grantees, and other updates to the grant. **Figure 1** shows the application and State Board of Education approval timelines for STG 2025 grantees.

	STG 2025 Grantees
EASI application opened	September 2025
Outreach & support events	October - November 2025
Application deadline	December 2025
Funding decisions	January 2026
State Board of Education approved awards	February 2026

Figure 1: STG 2025 Timeline

The total award of STG funds for the 2025 grant cycle, across the three-year distribution period (FY2026 through FY2028), is $5.4M distributed to 27 LEAs to support schools or districts on Performance Watch. School-level support was awarded for 40 total schools, in addition to district-level strategies. The most frequent service funded through this grant cycle was Accountability Pathways with 13 district- and school-level awards. Other frequent awards, many of which are multi-year, were for funding to participate in the School Transformation Network (10 schools) and the Targeted Professional Learning service (six schools).

Introduction

History

In 2018, H.B. 18-1355 modified the state's accountability law, renaming and expanding the School Turnaround Leadership Development (STLD) grant program by creating the School Transformation Grant (STG) program (C.R.S. 22-13-103). In addition to leadership development activities, schools and districts on Performance Watch (either on the Accountability Clock or On Watch[1]) can apply for grant funds to support educator professional development, to implement activities geared towards instructional transformation, or to plan or implement one of the restructuring options that state law requires for schools and districts with persistent low performance. Thus, School Turnaround Leadership Development became one of several support program routes funded through the School Transformation Grant.

Districts and the Charter School Institute apply for School Transformation Grant funds through the Empowering Action for School Improvement (EASI) application. The EASI application was created to streamline multiple school improvement opportunities into a single application and use a needs-based approach to award services and funding. Ultimately, the intent is to develop a robust process of matching schools' needs with rigorous, evidence-based strategies and adequate resources. The application braids state school improvement funds (i.e., School Transformation Grant funds) with federal school improvement funds allocated through the Every Student Succeeds Act (ESSA) to maximize resources available for students.

Eligibility and Allowable Grant Initiatives

Schools and districts implementing Turnaround or Priority Improvement plans were eligible for funding in the 2025 School Transformation Grant funding cycle. As outlined in 1 CCR 301-95, section 2.02(1), the State Board of Education awarded 2025 School Transformation Grant funding to eligible districts or charter schools for the following initiatives:

- Identifying and recruiting both practicing and aspiring school turnaround leaders;
- Participating in turnaround leadership development programs offered by identified providers;
- Providing educator professional development;
- Providing services, support, and materials to transform instruction;
- Planning for and implementing one or more of the following rigorous school redesign strategies, including:
    - Converting a district public school to a charter school;
    - Seeking innovation school status;
    - Replacing the school's operator or governing board;
    - Contracting with an external management partner; and/or
    - Closing a public school or revoking the charter for a charter school.

For future grant cycles, the allowable grant initiatives for the School Transformation Grant was updated by H.B. 25-1278 and a rulemaking process completed by the State Board of Education in May 2026. For more information, see the Spring 2026 Rulemaking Process on page 30.

[1] A school that receives a rating of Priority Improvement or Turnaround, the two lowest plan types a school can receive, is placed on the Accountability Clock. Schools that for two or more consecutive years received a rating of Priority Improvement or Turnaround must receive an Improvement rating or higher for two consecutive years to exit the Accountability Clock. A school that for two or more consecutive years received a plan type of Priority Improvement or Turnaround, and that received a rating of Improvement or higher for one year, is On Watch.

The support services available through the School Transformation Grant each map back to one or more of the initiatives above. These services are categorized into four different routes, outlined below:

- **Exploration Supports Route**
  - School Holistic Review
  - Language Learner Partnership
  - Alternative Education Campus (AEC) and Online School Reviews
  - District Strategic Planning
- **District Designed and Led Improvement Strategies Route**
  - Implementation Support
  - Major Improvement Strategy
- **Offered Services Route**
  - Accountability Pathways
  - Connect for Success
  - School Turnaround Leadership Development Program
  - School Transformation Network
  - Foundations for Accelerated Improvement
- **Other Services Route**
  - Facilitated Board Training for School Improvement
  - School Transitions
  - Targeted Professional Learning

Summary information about these support program routes, including a route description, duration, eligibility, and baseline funding amounts, can be found on CDE's website: EASI Menu of Supports.

Available Funding

In fiscal year 2025-26, the School Transformation Grant received an annual appropriation of approximately $7.0M. Because districts apply for up to three years of activities through the grant (for multi-year supports and interventions), each year some of the annual allocation is already obligated to previously made grant awards, and some is obligated to new awards. CDE allocates some of each fiscal year's award to previous obligations and sets aside portions of future allocations for new awards because of the multi-year nature of the grant. As it has in previous years, CDE also made awards in the 2025 funding cycle for future years, contingent on available funds.

Funding recommendations are made by reviewing applications that include the following components:

- Assessment of the school and leadership needs;
- An implementation timeline; and
- A complete budget narrative and proposal.

Applications that meet the requirements of the grant are evaluated for funding in order of priority of state and federal identification. State funds were prioritized to the highest priority schools (i.e., those that have had low performance for the greatest number of years) and schools identified for improvement under both state and federal accountability systems.

Funding Summary

School Transformation Grant 2025 Grantees

Through the Empowering Action for School Improvement (EASI) application, and with help from across the Department, the School Quality & Support Division facilitated the annual grant review process from December 2025 to January 2026 to review applications for School Transformation Grant funding. In total, 50 districts and charter schools applied during the application window of September 2025 to December 2025 for funding through either STG or federal school improvement dollars.

Twenty-seven district applications were recommended for funding by CDE for a total of $5,367,903 in awards via state funding. The State Board of Education approved the recommended awards during the February 2026 board meeting[2]. As a reminder, additional districts and schools were funded through federal funds, but those are not included in this report. **Figure 2** maps the districts receiving funds in 2025 through the School Transformation Grant (note that the Charter School Institute also received funding but is not represented on the map).

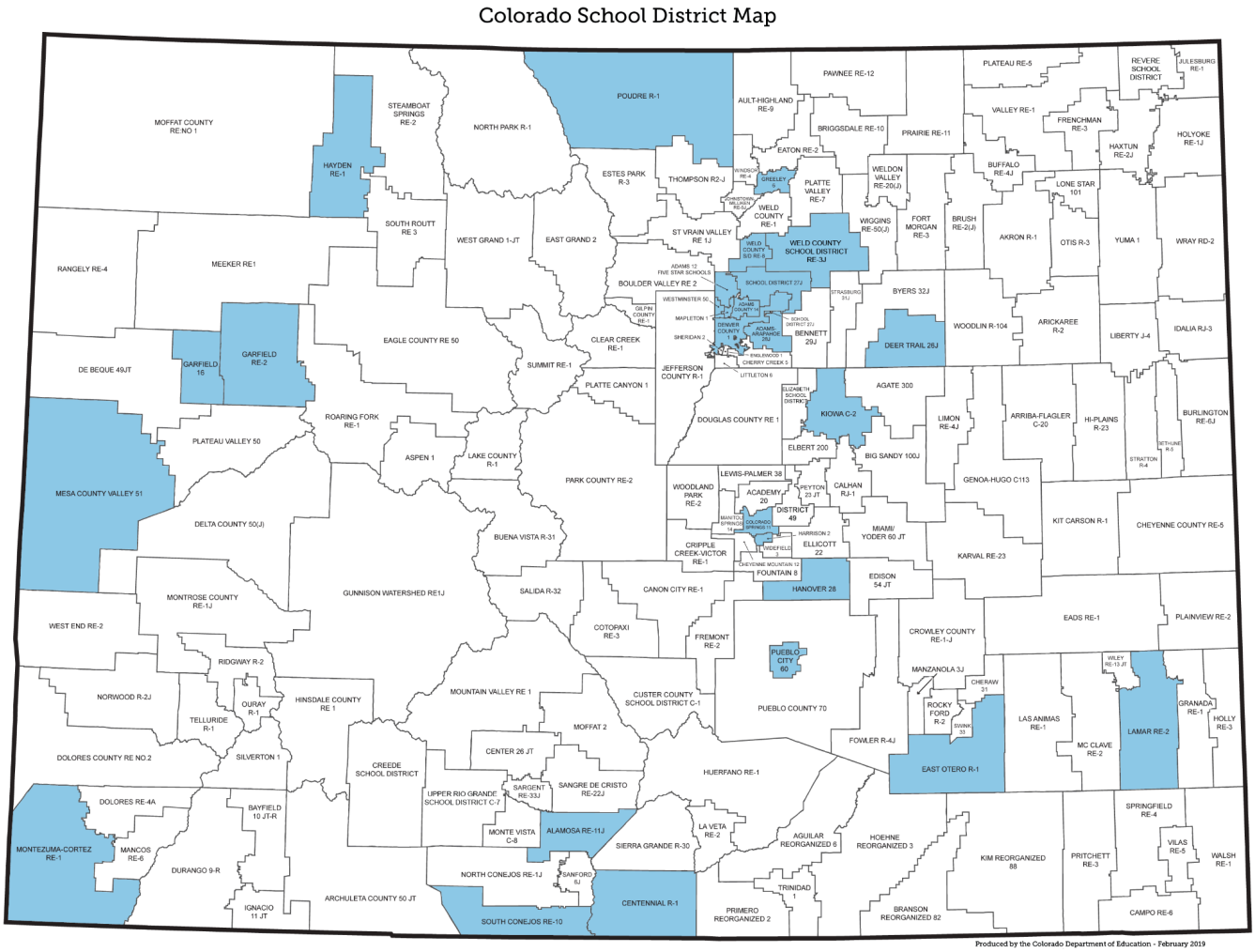


Figure 2: Map of STG 2025 Grantees

[2] Note that awards approved by the state board during the February 2026 meeting have been slightly adjusted to respond to changing circumstances at a school or district.

The award totals for STG 2025 grantees are listed by district in **Figure 3**. These totals are the sum of all single- and multi-year awards each district will receive. More information about each route begins on page 11. For a more detailed breakdown of awards, including the year-by-year award amounts and support program routes, see Appendix A: School Transformation Grant 2025 – Full Award Breakdown.

District	Total Award Amount	District	Total Award Amount
Adams 12 Five Star Schools	$180,000	Hayden RE-1	$180,000
Adams County 14	$520,000	Kiowa C-2	$160,000
Adams-Arapahoe 28J	$480,000	Lamar Re-2	$180,000
Alamosa RE-11J	$80,000	Mapleton 1	$47,418
Centennial R-1	$90,000	Mesa County Valley 51	$180,000
Colorado Springs 11	$415,985	Montezuma-Cortez RE-1	$150,000
Deer Trail 26J	$240,000	Poudre R-1	$80,000
Denver County 1	$160,000	Pueblo City 60	$125,000
East Otero R-1	$160,000	School District 27J	$180,000
Garfield 16	$180,000	South Conejos RE-10	$160,000
Garfield Re-2	$9,500	Weld County School District RE-3J	$160,000
Greeley 6	$360,000	Weld Re-8 Schools	$170,000
Hanover 28	$180,000	Westminster Public Schools	$360,000
Harrison 2	$180,000	**Grand Total:**	**$5,367,903**

Figure 3: Sum of STG 2025 Awards by District

In the 2025-26 fiscal year, approximately $875,000 of School Transformation Grant funding was retained by the Department for program implementation, including staff salaries, contracts with external evaluation partners, operating costs, and staff travel to support grantees in alignment with H.B. 25-1278.

Historical Funding - School Transformation Grant 2018-2025

The School Transformation Grant cycle is in its eighth grant cycle since the program was established via H.B. 18-1355. **Figure 4** below outlines the total award amounts by fiscal year for the eight STG grant cycles that have been completed (2018 through 2025). Funding totals year to year vary due to the fact that CDE allocates some of each fiscal year's award to previous obligations and sets aside portions of future allocations for new awards.

Grantee Year	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028	Total Award
2018	$ 1,899,366	$ 1,480,910	$ 816,320	-	-	-	-	-	-	$ 4,196,596
2019	$ 2,653,704	$ 1,765,958	$ 1,353,502	$ 210,000	-	-	-	-	-	$ 5,983,164
2020	-	$ 1,195,798	$ 1,498,610	$ 1,450,956	$ 120,000	-	-	-	-	$ 4,265,364
2021	-	-	$ 823,900	$ 1,033,896	$ 766,850	$ 240,000	-	-	-	$ 2,864,646
2022	-	-	-	$ 2,460,146	$ 2,520,990	$ 2,427,625	$ 210,000	-	-	$ 7,618,761
2023	-	-	-	-	$ 2,364,000	$ 2,364,550	$ 2,199,750	-	-	$6,928,300
2024	-	-	-	-	-	$1,736,434	$2,806,167	$2,319,433	-	$6,862,034
2025	-	-	-	-	-	-	$1,505,246	$1,906,657	$1,956,000	$5,367,903

Figure 4: STG 2018-2025 Awards

Advisory List of Providers

Overview

In Colorado, the Advisory List of Providers is given to districts as a resource so that those districts searching for a school improvement partner have a vetted list available to them. However, the Advisory List does not play a gatekeeper role, meaning schools and districts are still free to choose providers that are not on the list to support their school improvement work, and to leverage state and federal dollars to support those partnerships through, for example, the Empowering Action for School Improvement (EASI) grant. Based on CDE policy, the exception is that schools and districts that received STG funding for participation in the School Holistic Review, District Strategic Planning, Targeted Professional Learning, and School Turnaround Leadership Development support routes *must* choose a provider on the Advisory List. Additionally, inclusion on the Advisory List does not guarantee that school or district pathway plans involving the organization will be approved by the State Board of Education during an Accountability Hearing.

In June 2025, the department released its sixth School & District Support Request for Information (RFI). Submissions were solicited in the following categories:

- **Diagnose & Plan Partners**
  - District Strategic Planning (holistic or targeted at one or more key district systems)
  - School Holistic Reviews and Improvement Planning
- **Implementation Partners**
  - Improvement Implementation Support (school and district levels)
    - School Turnaround Leadership Development
  - Targeted Professional Learning
  - Accountability Pathways Partners (formerly Management Partners)

School Turnaround Leadership Development (STLD) program providers also had to apply under Improvement Implementation Support in order to become a qualified STLD provider.

For more information about these categories, see the full 2025-26 School and District Support Request for Information.

In September 2025, after completing the evaluation process, the department published the 2025 School & District Support Advisory List of Providers. The full Advisory List can be found in Appendix B: 2025 School & District Support Advisory List of Providers, or on the CDE website. In the summer of 2026, the department plans to run another School & District Support RFI process. This means that an updated Advisory List of Providers will be available during the next round of School Transformation Grant funding in 2026.

Routes and Services Overview

The following sections provide background on the services that are available for funding through the School Transformation Grant via the Empowering Action for School Improvement (EASI) Application. These services are organized into four different routes: Exploration Supports, District Designed and Led, Offered Services, and Other Services.

Each section includes a background on the route and service, as well as schools and districts that received a grant award for participation from the 2025 School Transformation Grant funding cycle. Please note that there are also schools and districts that received federal funding for the same services. These schools and districts are not included in this report.

Summary information about these support program routes, including a route description, duration, eligibility, and baseline funding amounts, can be found on CDE's website: EASI Menu of Supports.

Exploration Supports Route

Route Overview

The Exploration route of the Empowering Action for School Improvement (EASI) application is focused on identifying needs and exploring options through external diagnostic reviews, stakeholder engagement, and effective improvement planning. The components of the Exploration route assist LEAs in identifying areas of strength and need (External Diagnostic Review), engaging a variety of stakeholders in improvement conversations (Stakeholder Engagement), and building a plan centered around those prioritized needs (Improvement Planning). The EASI application also offers the opportunity for LEAs/schools to focus their Exploration work on a particular population of students, content areas, or school models (i.e., English Learners or AECs/Online schools).

School Holistic Review

Overview

The School Holistic Diagnostic Review is ideal for schools that would benefit from an external eye taking a comprehensive look at the school system to identify areas for improvement. LEAs are awarded funds on behalf of their schools to work with a CDE-approved and -trained partner to conduct a school-based diagnostic review. External partners will provide the following services:

- Conduct a comprehensive, evidence-based review and corresponding report organized by the Colorado Four Domains for Rapid School Improvement detailing how the school's infrastructure supports culture and climate shift, instructional transformation, talent management and leadership for rapid improvement.
- Facilitate a staff debrief, including key findings from the review, high-level observations, opportunities for improvement, and a timeline for next steps for turnaround work.

Awardee Summary

During the 2025 STG funding cycle, 5 school-level awards were granted for the School Holistic Review service, totaling $400,000. The detailed award amounts can be found in **Figure 5.**

School Holistic Review				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Alamosa RE-11J	Alamosa Alternative Education School	Exploration	School Holistic Review	$80,000
Denver County 1	Grant Ranch ECE-8 School	Exploration	School Holistic Review	$80,000
Kiowa C-2	Kiowa Elementary School	Exploration	School Holistic Review	$80,000
Kiowa C-2	Kiowa Middle School	Exploration	School Holistic Review	$80,000
Poudre R-1	Irish Elementary School	Exploration	School Holistic Review	$80,000
			Grand Total:	**$400,000**

Figure 5: School Holistic Review - STG 2025 Grantees

Language Learner Partnership

Overview
The Language Learner partnership is facilitated by CDE's Office of Culturally and Linguistically Diverse Education (CLDE) and District Improvement Strategy Office (DISO). Through the Language Learner Partnership, the district/school:

- Review implementation of current programming and determine clear strengths, areas of growth, and likely root causes
- Establish a common understanding among partners of the current programmatic and data context of the district in terms of providing language instruction educational programs for MLs
- Leverage and build upon current district data analysis practices to reveal strengths and areas of growth in terms of outcomes for MLs
- Create or refine district vision for serving MLs
- Determine high-leverage and feasible adjustments to program(s), instruction, and/or supplemental services for the current school year and plan for the following school year
- Develop a district/school implementation tool to monitor and track progress toward meeting ML programmatic implementation activities within the district system.

Awardee Summary
There were no awards made for the Language Learner Partnership service in the 2025 School Transformation Grant cycle.

AEC and Online School Reviews

Overview
The Alternative Education Campus (AEC) and Online School Reviews support is ideal for schools that are working to prioritize improvement efforts. The support is meant to provide feedback to support the school's improvement efforts, to help the school prioritize efforts, and to provide opportunities to understand strategy implementation in their context. The service is designed based on the unique needs and focus of AECs and online schools and has multiple options to connect review and analysis to planning and implementation.

- Self-Assessment: Using a CDE tool (described below) designed specifically for AECs and online schools, school leadership teams conduct a self-assessment to guide their work.
- On-Site Diagnostic Review: A team of 2-3 CDE staff and in most cases a current school leader will partner with school and district leadership to conduct a diagnostic review examining the design, ongoing operations, and practices of the school through review of materials, interviews of staff, students, families, and observations.
- Formal Report, Prioritization, and Implementation planning: CDE will provide a formal report, support prioritization, and assist with development of an implementation and improvement plan including short cycle plans and the UIP.
- Connection to other Alternative Education Campuses or online schools, which may include:
    - Webinars and phone calls to share practices
    - Structured site visits to observe and explore strategies

Awardee Summary
There were no awards made for the AEC and Online School Reviews service in the 2025 School Transformation Grant cycle.

District Strategic Planning

Overview

This opportunity provides funding to districts who are seeking to strengthen district systems that are necessary to support sustainable school improvement in one or more identified schools. These district systems may include Talent Management, Instructional Infrastructure, Turnaround Leadership development, and/or Culture and Climate. Grantees will partner with an approved external provider to conduct a systems review, stakeholder engagement activities, and prioritization and improvement planning.

Awardee Summary

During the 2025 STG funding cycle, one district-level award was granted for the District Strategic Planning service, totaling $90,000. The detailed award amounts can be found in **Figure 6.**

District Strategic Planning				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Centennial R-1	District	Exploration	District Strategic Planning	$90,000
			Grand Total:	**$90,000**

Figure 6: District Strategic Planning - STG 2025 Grantees

District Designed and Led Route

Route Overview

The District Designed and Led (DDL) route of the Empowering Action for School Improvement (EASI) application encourages districts to initiate and expand support for schools in need of improvement. This route includes two services including Implementation Support and Major Improvement Strategy. Both DDLs options are designed to support a district in the implementation of their improvement efforts. Implementation Support as a service is designed for districts and their schools that have a demonstrated need that can be met through a clearly defined district led improvement implementation effort.

Implementation Support

Overview

DDL - Implementation Support is designed for districts or individual schools that have a demonstrated need that can be addressed by implementing a focused improvement strategy. Successful grantees can demonstrate the need, show alignment to single improvement strategy, and have a clear plan for implementation.

Districts are encouraged to engage in activities that build long-term capacity to implement and sustain improvements including partnering with external providers from CDE's vetted improvement partner list, building or improving systems to drive school improvement aligned to the Four Domains for Rapid School Improvement, and building staff capacity to implement improvement strategies.

Awardee Summary

There were no awards made for the District Designed and Led - Implementation Support service in the 2025 School Transformation Grant cycle.

Major Improvement Strategy

Overview

DDL - Major Improvement Strategy as a service is designed for districts and their schools that have a demonstrated need that can be served through the implementation of one of CDE's Major Improvement Strategy (MIS) Guides. Current guides include:

- Attendance Strategy Guide 2.1
- Coaching Strategy Guide 2.1
- Data Driven Instruction Strategy Guide 2.1
- Family-School-Community Partnerships (FSCP) Strategy Guide 2.1
- High Dosage Tutoring Strategy Guide 2.1
- Multi-Tiered System of Support (MTSS) Strategy Guide 2.1
- Ninth Grade Success Strategy Guide 2.1
- Professional Learning Communities (PLC) Strategy Guide 2.1
- Trauma-Informed Education Strategy Guide 2.1

To be awarded funds under this service, proposals must demonstrate a need for the selected improvement strategy through any of the following: recent external diagnostic review, recent internal district review, recent S-CAP review, or relevant school or district-level data trends in the last three years.

Awardee Summary

During the 2025 STG funding cycle, three school-level awards were granted for the District Designed and Led Major Improvement Strategy service, totaling $490,000. The detailed award amounts can be found in **Figure 7.**

District Designed and Led Major Improvement Strategy				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Hayden RE-1	Hayden Valley Elementary School	District Designed & Led	Major Improvement Strategy	$180,000
Montezuma-Cortez RE-1	Kemper Elementary School	District Designed & Led	Major Improvement Strategy	$150,000
Weld County School District RE-3J	Weld Central Middle School	District Designed & Led	Major Improvement Strategy	$160,000
			Grand Total:	**$490,000**

Figure 7: District Designed and Led Major Improvement Strategy - STG 2025 Grantees

Offered Services Route

Route Overview

The Offered Services route contains services run by the Colorado Department of Education aimed at improving school systems. Services may include a comprehensive approach that includes diagnostic review, planning, and implementation phases.

Accountability Pathways

Overview

The Accountability Pathways service is intended to support Local Educational Agencies (LEAs) and schools with planning for and implementing the state statutory options, or pathways, for persistently low-performing schools and LEAs. For those nearing the end of the Accountability Clock, the grant can support exploring the pathways, taking thoughtful action, and increasing readiness for discussions with the State Board of Education. For those with a formal directed action from the state board, the grant can support implementation of the approved pathway plan. LEAs that meet the following criteria are eligible to apply:

- A **school** that is in Year 4 or 5 of Priority Improvement or Turnaround or a school that has had an action directed by the State Board of Education
- A **LEA** that is in Year 4 or 5 of Priority Improvement or Turnaround that has had an action directed by the State Board of Education.

Eligible schools and LEAs are strongly encouraged to apply for the Accountability Pathways route in Year 4 in anticipation of state board hearings during Year 5. If a school or LEA transitions to Year 4 On Watch or Year 4 On Hold, funds may be used to support early action activities. Schools or LEAs that advance to Year 5 plus shall use funds for activities associated with state board-directed action. A school or LEA that moves off of Performance Watch and is no longer required to complete activities associated with state board directed-action will have their future projected award(s) terminated.

Awardee Summary

During the 2025 STG funding cycle, 13 district- and school-level awards were granted for the Accountability Pathways service, totaling $2,005,000. The detailed award amounts can be found in **Figure 8.**

Accountability Pathways				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Adams County 14	Adams City High School	Offered Services	Accountability Pathways	$160,000
Adams County 14	Central Elementary School	Offered Services	Accountability Pathways	$160,000
Adams County 14	District	Offered Services	Accountability Pathways	$200,000
Adams-Arapahoe 28J	Aurora Hills Middle School	Offered Services	Accountability Pathways	$160,000
Adams-Arapahoe 28J	Mrachek Middle School	Offered Services	Accountability Pathways	$160,000
Adams-Arapahoe 28J	North Middle School[3]	Offered Services	Accountability Pathways	$160,000
Colorado Springs 11	Galileo Middle School	Offered Services	Accountability Pathways	$160,000
Colorado Springs 11	Jack Swigert Middle School	Offered Services	Accountability Pathways	$160,000
Denver County 1	Rocky Mountain Prep Noel	Offered Services	Accountability Pathways	$80,000
East Otero R-1	La Junta Intermediate School	Offered Services	Accountability Pathways	$160,000
Pueblo City 60	Risley School of Exploration	Offered Services	Accountability Pathways	$125,000
South Conejos RE-10	Guadalupe Elementary School	Offered Services	Accountability Pathways	$160,000
Weld Re-8 Schools	Fort Lupton High School	Offered Services	Accountability Pathways	$160,000
			Grand Total:	**$2,005,000**

Figure 8: Accountability Pathways - STG 2025 Grantees

[3] Formally known as “North Middle School Health Sciences and Technology Campus”.

Connect for Success

Overview

In 2014, the Colorado Department of Education (CDE) conducted a comprehensive study of five high achieving elementary schools identified based on their overall performance, as well as the performance of their student groups, specifically English Learners, students with disabilities, students experiencing poverty, and minority students. The study focused on how these schools are attaining higher academic achievement than other schools in the state. The school and LEA leadership, personnel, families, and students participated in surveys, focus groups, and interviews to help identify the factors contributing to the schools' success with the identified groups. The High Achieving Schools (HAS) Study summarized the study purpose and methods, overall findings highlighting effective strategies common across the five schools in the 2014 study, and effective strategies unique within each school.

In 2018, CDE added four new high achieving schools to the study: a rural elementary school, a middle school, a high school, and an alternative education campus (AEC). The same methodology was used to identify practices that contribute to the success of the schools. Although three of the four schools were secondary schools, many of the same trends were noted across the second round of high achieving schools as evidenced in the first study.

The HAS study findings were used to develop the Connect for Success (CFS) grant which is an opportunity for schools identified for support and improvement to connect with and learn from the HAS to replicate the effective practices and strategies common across the HAS.

Schools that participate in the Connect for Success grant receive a diagnostic visit and a report that includes recommendations from a CDE team based on the findings of the HAS study. After hearing a panel of HAS school leaders and personnel and connecting with them at a kickoff meeting, grantees visit one of the HAS to see the effective practices in person. Schools identify and/or hire an implementation coach who works with a CDE Implementation Manager to replicate HAS strategies as well as monitor the implementation of those practices.

Awardee Summary

There were no awards made for the Connect for Success service in the 2025 School Transformation Grant cycle.

School Turnaround Leadership Development Program

Overview

Leadership is a critical factor in creating a welcoming, equitable, and productive school environment in which students learn and consistently demonstrate strong academic achievement and growth, and in which teachers are empowered to learn and grow professionally and collaboratively. In LEAs and schools needing improvement, leadership is acutely important. The School Turnaround Leadership Development (STLD) support route offers an opportunity for Colorado educators to connect and partner with leadership development programs that are specifically focused on developing leaders to serve students in low-performing schools. Individuals that participate in the STLD route will have the opportunity to attend one of the identified leadership development programs. Participants are expected to develop capacity that will directly impact student learning. Grantees are required to use funding to:

- Identify, train, and support teachers and aspiring school leaders, current school leaders, or district-, charter organization-, or Institute-level staff who support the identified school(s);
- Subsidize the cost of school turnaround leaders and other support staff to participate in turnaround leadership development programs; and
- Reimburse school turnaround leaders for the costs they incur (e.g., travel, lodging) in completing turnaround leadership development programs offered by identified providers.

An "identified provider" is a public or private entity that offers a high-quality turnaround leadership development program for Colorado educators that has been approved for inclusion on the 2025 Advisory List of Providers. Eligible STLD providers identified through the School & District Support RFI process are listed in **Figure 9**.

Eligible School Turnaround Leadership Development Providers: 2025
Accelerate Institute - Leadership Academy **Achievement Network** - Turnaround Leadership Development Services **BES (build. excel. sustain.)** - School Management and Leadership Accelerator - School Leader Coaching **Generation Schools Network** - Turnaround Leadership Program **Relay Graduate School of Education** - National Principal Academy Fellowship - National Principal Supervisor Academy - Instructional Leader Professional Development Program **Teaching Lab** - School Turnaround Leadership Development **TNTP** - School Turnaround Leadership Development **University of Denver** - Design Improvement Program - Ritchie Program for School Leaders **University of Virginia (UVA)** - Partnership for Leaders in Education

Figure 9: Eligible STLD Providers

Awardee Summary

During the 2025 STG funding cycle, two school-level awards were granted for the School Turnaround Leadership Development service, totaling $47,418. The detailed award amounts can be found in **Figure 10.**

School Turnaround Leadership Development				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Mapleton 1	Explore Pk-8	Offered Services	School Turnaround Leadership Development	$23,709
Mapleton 1	Monterey Community School	Offered Services	School Turnaround Leadership Development	$23,709
			Grand Total:	**$47,418**

Figure 10: School Turnaround Leadership Development - STG 2025 Grantees

Impact Surveys

The State Board of Education's rules outline minimum reporting requirements for participants in the STLD program. *See* 1 CCR 301- 95, section 2.02(8). Each participant is required to report to the department on a set of required metrics on or before July 1 of the following year. Data has been collected and summarized through various formats during this grant program including participant submissions and surveys. **Figure 11** outlines the responses from individuals who participated during the 2024-25 school year. Respondents were prompted with the question, *"How has participation in the provider program affected the following at your school or district?"*

"How has participation in the provider program affected the following at your school or district?"				
Leadership for Rapid School Improvement				
	Decreased	**No Change**	**Increased**	**Not Applicable**
Systems thinking and design thinking	0%	8%	93%	0%
Effective systems for goal setting and progress monitoring	0%	10%	85%	5%
Distributive leadership	3%	23%	68%	8%
Developing an effective instructional leadership team (ILT)	3%	28%	65%	5%
Strategic communication (communicating vision and priorities)	0%	25%	70%	5%
Time management and prioritization	0%	28%	68%	5%
Talent Management				
	Decreased	**No Change**	**Increased**	**Not Applicable**
Recruiting and hiring talented staff	0%	60%	28%	13%
Developing talent	0%	10%	83%	8%
Effective observation & feedback and coaching	3%	10%	88%	0%
Quality of professional development	0%	23%	75%	3%
Supports for new teachers	0%	33%	60%	8%
Effective performance management	0%	28%	58%	15%
Instructional Transformation				
	Decreased	**No Change**	**Increased**	**Not Applicable**
Effective instructional practices	0%	18%	83%	0%
Effectively implementing standards-based curricula	0%	20%	78%	3%
Rigor of student work	0%	25%	70%	5%
Equitable outcomes for students	0%	23%	70%	8%
Effective use of data to plan and prepare for instruction	0%	18%	80%	3%
Collaborative structures to support review and use of data	0%	18%	80%	3%
Rigor and alignment of assessments	0%	40%	55%	5%
Effective MTSS processes for identifying and supporting students	0%	53%	35%	13%
Strategically utilizing schedule and staff to best meet student needs	0%	40%	48%	13%
Culture & Climate Shift				
	Decreased	**No Change**	**Increased**	**Not Applicable**
Parent and community involvement	3%	68%	15%	15%
Staff demonstration of increased high expectations for all students	0%	28%	70%	3%
Positive culture and climate of school	0%	35%	58%	8%
Equitable engagement and behavioral outcomes for students	0%	40%	50%	10%

Figure 11: School Turnaround Leadership Development - 2024-25 Impact Surveys (n=40 participants)

School Transformation Network

Overview
The School Transformation Network will accelerate student achievement for select schools through targeted support, resources, and flexibility. The Transformation Network is a highly collaborative and accountable endeavor between local schools, their LEAs, and the Colorado Department of Education. Schools in the Network will benefit from enhanced diagnostic reviews and planning support; personalized, professional learning opportunities with a cohort of peer schools; and additional resources through supplemental grant funding. CDE's Theory of Action is that by supporting both LEAs and schools together, we will see lasting, sustained improvement in the lowest-performing schools.

The Network uses the Four Domains for Rapid School Improvement framework to support schools in developing a rigorous improvement plan around four research-based conditions to improve school performance and student achievement:

- Culture Shift: Build an equitable school culture focused on student learning and parent and community engagement.
- Instructional Transformation: Design and implement a rigorous, aligned, and engaging academic program that is responsive to student learning needs, is driven by data, and is flexible to meet the needs of all students.
- Talent Development: Employ systems and strategies to recruit, develop, evaluate, and retain excellent teachers and staff.
- Leadership: Customize and target leadership development to meet the improvement needs at all levels of the educational system.

All participating Network schools receive access to specialized professional development, on-site performance management sessions, and regular Network events.

Each Network school will be assigned a School Transformation Specialist from CDE, who will serve as a resource and partner to the LEA and school. All participating Network schools will be required to engage a "district partner" to serve as a key support and advocate for the school at the LEA level. The district partner must be a senior-level LEA staff member who will attend all Network professional development opportunities and events with the school team. The district partner should remain assigned to the school for the duration of the Transformation Network participation and will be responsible for ensuring the conditions for turnaround success are established at the school and supported by the LEA.

Awardee Summary

During the 2025 STG funding cycle, 10 school-level awards were awarded for the School Transformation Network service, totaling $1,680,000. The detailed award amounts can be found in **Figure 12.**

School Transformation Network				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Adams 12 Five Star Schools	North Mor Elementary School	Offered Services	School Transformation Network	$180,000
Deer Trail 26J	Deer Trail Elementary School	Offered Services	School Transformation Network	$120,000
Deer Trail 26J	Deer Trail Junior-Senior High School	Offered Services	School Transformation Network	$120,000
Garfield 16	Grand Valley Middle School	Offered Services	School Transformation Network	$180,000
Greeley 6	James Madison STEAM Academy	Offered Services	School Transformation Network	$180,000
Greeley 6	Scott Elementary School	Offered Services	School Transformation Network	$180,000
Hanover 28	Hanover Junior-Senior High School	Offered Services	School Transformation Network	$180,000
School District 27J	Vikan Middle School	Offered Services	School Transformation Network	$180,000
Westminster Public Schools	Fairview PK-8	Offered Services	School Transformation Network	$180,000
Westminster Public Schools	Josephine Hodgkins Leadership Academy	Offered Services	School Transformation Network	$180,000
			Grand Total:	**$1,680,000**

Figure 12: School Transformation Network - STG 2025 Grantees

Foundations for Accelerated Improvement

Overview

Foundations for Accelerated Improvement is intended to support schools earlier on the State Accountability Clock (Years 2 and 3) in accelerating improvement and avoiding reaching the end of the clock through effective implementation of effective foundational systems. The Four Domains for Rapid School Improvement provides a comprehensive research-based framework for school improvement. The Four Domains include: Leadership for Rapid Improvement, Talent Management, Instructional Transformation, and Culture and Climate Shift. For each domain, practices are defined that describe the role of the state, district, and school, providing examples of their roles in successful school improvement efforts.

Research has demonstrated that within the Four Domains for Rapid School Improvement, there are key systems and practices that are essential to accelerating initial improvement and serve as the “foundation” for building capacity to implement additional research-based school improvement processes. School improvement success also hinges on a school’s ability to narrow and prioritize improvement efforts to 2-3 high impact areas of improvement. The purpose of the Foundations for Accelerated Improvement is to provide strategic support to schools in assessing their foundational systems aligned to the Four Domains for Rapid School Improvement, identifying 2-3 key, high impact priorities, create a strong improvement plan aligned to these priorities, and build the capacity to strengthen these foundational systems to accelerate improvement and avoid reaching the “end of the clock."

Awardee Summary

During the 2025 STG funding cycle, three school-level awards were awarded for the Foundations for Accelerated Improvement service, totaling $540,000. The detailed award amounts can be found in **Figure 13**.

Foundations for Accelerated Improvement				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Harrison 2	Panorama Middle School	Offered Services	Foundations for Accelerated Improvement	$180,000
Lamar Re-2	Parkview Elementary School	Offered Services	Foundations for Accelerated Improvement	$180,000
Mesa County Valley 51	Central High School	Offered Services	Foundations for Accelerated Improvement	$180,000
			Grand Total:	**$540,000**

Figure 13: Foundations for Accelerated Improvement - STG 2025 Grantees

Other Services Route

Route Overview

The Other Services route encompasses all other services offered through EASI. Currently, the Facilitated Board Training for School Improvement, School Transitions, and Targeted Professional Learning are the three services in this route.

Facilitated Board Training for School Improvement

Overview

School boards play an integral role in ensuring student achievement within a school district. However, local board members may not always feel they have a well-defined role in how to successfully engage and support low performing schools. Similarly, board members are expected to drive academic change but often do not receive formal training on how to best accomplish this work. Per HB 18-1355, the Colorado Department of Education is expected to offer local board training to support the academic outcomes of local education agencies.

The facilitated board training for school improvement offered service was created through a partnership between the Colorado Association of School Boards (CASB) and the Colorado Department of Education (CDE). The offered service combines effective governance practices along with best practices associated with school turnaround work including the CDE Four Domains for rapid school improvement framework.

The primary objectives of the program include: 1) increased understanding of effective governance practices and board member roles and responsibilities; 2) increased board member understanding and support of district improvement efforts; and 3) a developed action plan for improving academic outcomes. The theory of action is that participation in the training will lead to improved student academic performance over time as measured by Colorado's educational accountability system.

Awardee Summary

During the 2025 STG funding cycle, one district-level award was granted for the Facilitated Board Training for School Improvement service, totaling $10,000. The detailed award amount can be found in **Figure 14.**

Facilitated Board Training for School Improvement				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Weld Re-8 Schools	District	Other Services	Facilitated Board Training	$10,000
			Grand Total:	**$10,000**

Figure 14: Facilitated Board Training for School Improvement - STG 2025 Grantees

School Transitions

Overview
School closures and consolidations are challenging for students, staff, and families at both the closing and receiving schools. School Transitions offers support focused on ensuring that students, staff, and families are welcomed and successfully integrated into a new school community following the closure or consolidation of schools. Funds for School Transitions are specifically targeted at the implementation of one of the core components outlined in CDE's Family, School, Community Partnership Strategy Guide 2.1 (FSCP).

Awardee Summary
There were no awards made for the School Transitions service in the 2025 School Transformation Grant cycle.

Targeted Professional Learning

Overview
Targeted Professional Learning is designed to enable school and district staff to attend a vetted and approved professional learning option. This is short-duration support with a narrow focus on targeted professional learning areas. Guided by CDE's Strategic Plan (2025-28) priorities, three targeted areas were identified as aligned to CDE's Four Domains for Rapid School Improvement. The targeted professional learning areas include:

- Domain 2: Talent Development: 2.1 Recruitment and Retention
- Domain 3: Instructional Transformation: 3.1 Vision for Instruction
- Domain 4: Culture & Climate Shift 4.2: Engaging Learning Environment

Grantees must select from an approved professional learning offering from an approved provider.

Awardee Summary
During the 2025 STG funding cycle, six school-level awards were granted for the Targeted Professional Learning service, totaling $105,485. The detailed award amounts can be found in **Figure 15.**

Targeted Professional Learning				
STG 2025 Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Colorado Springs 11	Adams Elementary School	Other Services	Targeted Professional Learning	$11,800
Colorado Springs 11	Carver Elementary School	Other Services	Targeted Professional Learning	$23,124
Colorado Springs 11	Galileo Middle School	Other Services	Targeted Professional Learning	$21,974
Colorado Springs 11	Jack Swigert Middle School	Other Services	Targeted Professional Learning	$29,587
Colorado Springs 11	Orton Academy	Other Services	Targeted Professional Learning	$9,500
Garfield Re-2	Graham Mesa Elementary School	Other Services	Targeted Professional Learning	$9,500
			Grand Total:	**$105,485**

Figure 15: Targeted Professional Learning - STG 2025 Grantees

EASI Supplemental - Building Capacity for Instructional Coaching

Overview

An Empowering Action for School Improvement (EASI) supplemental grant application is offered only when there are remaining School Transformation Grant (STG) funds in the current fiscal year. Remaining funds may be the result of having more funds than requests in the current fiscal year or when a school or district from a prior grant cycle opts to return or reduce an award for the current fiscal year. In fiscal year 2026, the majority of the funds available for the supplemental grant opportunity were from a school district returning fiscal year 2026 funds from the 2023 STG grant cycle.

To distribute the remaining fiscal year 2026 STG funds, the EASI Supplemental – Building Capacity for Instructional Coaching opportunity was released in February 2026 with application due in March. All districts with at least one eligible school were contacted and encouraged to apply. Award notifications were made in April 2026 providing funding up to $50,000 per eligible school for the 2026-27 school year.

The EASI Supplemental– Building Capacity for Instructional Coaching provides funding for a full-time building guest/substitute teacher or teacher on special assignment for the 2026-27 school year to schools identified for improvement under the state accountability system. Schools must have instructional coaching as a documented major improvement strategy in the Unified Improvement Plan, S-CAP, or other EASI service support. The presence of a guest teacher or teacher on special assignment builds capacity of a school to ensure implementation fidelity of instructional coaching as a major improvement strategy. The additional support for instructional coaching is to enhance the effectiveness of teaching and learning for improved best-first instruction as aligned to CDE’s strategic priority of Accelerating Student Outcomes.

Awardee Summary

Awards for the EASI Supplemental - Building Capacity for Instructional Coaching opportunity were made in April 2026. Fourteen school-level awards were granted, totaling $654,424. The detailed award amounts can be found in **Figure 16.**[4]

EASI Supplemental - Building Capacity for Instructional Coaching Grantees				
District	**Participating School**	**Route**	**Service**	**Total Award**
Brush RE-2(J)	Beaver Valley Elementary School	EASI Supplemental	Teacher on Special Assignment	$50,000
Clear Creek RE-1	Clear Creek Middle School	EASI Supplemental	Teacher on Special Assignment	$49,436
Colorado Springs 11	Orton Academy	EASI Supplemental	Teacher on Special Assignment	$50,000
Denver County 1	Abraham Lincoln High School	EASI Supplemental	Guest Teacher	$50,000
Denver County 1	McMeen Elementary School	EASI Supplemental	Guest Teacher	$50,000
Denver County 1	Munroe Elementary School	EASI Supplemental	Guest Teacher	$50,000
Hanover 28	Hanover Junior-Senior High School	EASI Supplemental	Guest Teacher	$44,928
Montezuma-Cortez RE-1	Children's Kiva Montessori School	EASI Supplemental	Teacher on Special Assignment	$49,876
Montezuma-Cortez RE-1	Kemper Elementary School	EASI Supplemental	Teacher on Special Assignment	$50,000
School District 27J	Otho E Stuart Middle School	EASI Supplemental	Guest Teacher	$36,728
School District 27J	Overland Trail Middle School	EASI Supplemental	Guest Teacher	$36,728
School District 27J	Vikan Middle School	EASI Supplemental	Guest Teacher	$36,728
South Conejos RE-10	Guadalupe Elementary School	EASI Supplemental	Teacher on Special Assignment	$50,000
Springfield RE-4	Springfield Elementary School	EASI Supplemental	Teacher on Special Assignment	$50,000
			Grand Total:	**$654,424**

Figure 16: EASI Supplemental - Building Capacity for Instructional Coaching Grantees

[4] Due to the supplemental nature of this opportunity, these grant awards are reported separately from the School Transformation Grant grantees and are not included in Appendix A: School Transformation Grant 2025 – Full Award Breakdown or in **Figure 3**: Sum of STG 2025 Awards by District (page 8).

Grant Updates

Spring 2026 Rulemaking Process

The State Board of Education underwent a rulemaking process from March 2026 to May 2026 to update 1 CCR 301-95, Rules for the Administration of the School Transformation Grant Program, to incorporate legislative changes from H.B. 25-1278. The state board voted unanimously to approve the updated rules during a May 13, 2026 Rulemaking Hearing. Materials from this Rulemaking Hearing, including annotated and clean versions of approved rules, are available on BoardDocs.

The approved rule amendments are intended to align to H.B. 25-1278 to expand the allowable use of School Transformation Grant funds to include additional instructional transformation activities, supporting schools and districts in their use of local assessment data to identify performance indicator gaps and provide supports and interventions, and supporting schools and districts in engaging in community-led improvement strategies.

Evaluation Update

Over the last two years, the School and District Transformation Unit has re-engaged in an evaluation partnership with the University of Colorado's Center for Assessment, Design, and Research and Evaluation (CADRE). The evaluation work with CADRE has primarily focused on updating the quantitative evaluation of the School Transformation Grant (STG) and gaining a better understanding of the role of districts in supporting school improvement efforts. The School and District Transformation Unit's evaluation partnership with CADRE is set to continue throughout 2026-27.

School Transformation Grant - Quantitative Study

In 2024-25, CADRE initiated an update of the evaluation of the STG incorporating student and school outcomes through 2023-24. CADRE previously conducted an evaluation of the School Transformation Grant (STG) in 2021-22 examining student and school outcomes from 2015 to 2019 for schools participating in Connect for Success, School Transformation Network, and the School Turnaround Leadership Development programs. Due to the adjustments in state assessments and accountability ratings related to the pandemic, CADRE indicated that the resulting analysis only provided a baseline understanding for evaluating future trends and that additional data are needed. As such, the quantitative evaluation efforts of STG in 2024-25 resulted in only establishing preliminary baseline information. In 2026-27, the evaluation partnership with CADRE will continue to build on the original evaluation by incorporating additional data from 2024-25 and 2025-26. The final quantitative evaluation report on STG is expected by June 2027.

Role of School Districts in School Improvement Efforts

Over the last two years, CADRE engaged with research endeavors to assist the School and District Transformation Unit in understanding the role of school districts in supporting, guiding, and facilitating school improvement efforts. Those research endeavors included literature review of the role of school districts in turnaround efforts as well as a qualitative study focused on the Colorado context. For the qualitative study, CADRE utilized surveys and interviews with district partners of school districts that have worked with CDE's School Transformation Network (TN) through 2024-25.

Key findings from [The Role of the School District in School Transformation: Findings from Transformation Network Districts in Colorado][5] include:

- A majority of district leaders found the TN tools, supports, and professional development opportunities to be useful in providing the structure and training necessary to engage in meaningful school improvement work.
- District leaders felt highly supported by School Transformation Specialists from the Colorado Department of Education. Leaders described the relationship as a collaborative partnership that fosters trust and provides a supportive context for transformation work.
- Districts served as the link between the state TN team and school leaders. Participating in the TN helped district leaders develop a cohesive vision and build capacity to sustain improvement efforts after the end of TN participation. The specific role of the district in supporting improvement efforts did, however, differ across districts depending on district size and capacity.
- Despite district leaders' positive perspectives on engagement with the TN, they noted ongoing challenges to engaging in this work including the large time investment, obtaining buy-in from school leaders and teachers, accessing TN supports when districts are distally located, and sustaining transformation efforts after the grant period ends.

Learnings from these research efforts were used to inform and refine the Transformation Network as a CDE service funded by STG.

[5] Nath, K., McClure, K., & Diaz-Bilello, E. (2025). The Role of the School District in School Transformation: Findings from Transformation Network Districts in Colorado. Boulder, CO: The Center for Assessment, Design, Research and Evaluation (CADRE), University of Colorado Boulder.

Conclusion

In the 2025 cycle, the School Transformation Grant distributed $5.4M to 27 LEAs to support schools or districts on Performance Watch. School-level support was awarded for 40 total schools, in addition to district-level strategies. The most frequent service funded through this grant cycle was Accountability Pathways with 13 district- and school-level awards. Other frequent awards, many of which are multi-year, were for funding to participate in the School Transformation Network (10 schools) and the Targeted Professional Learning service (six schools).

As the educational and policy context for school performance and transformation evolves, CDE has prioritized continuous improvement through a continued external evaluation partnership with the Center for Assessment, Design, Research, and Evaluation (CADRE) at the University of Colorado Boulder. CDE also will provide implementation updates for legislation affecting School Transformation Grant funds in next year's legislative report.

Appendix A: School Transformation Grant 2025 - Full Award Breakdown

District Name	School Name	Route	Service	FY2026	FY2027	FY2028	Total
Adams 12 Five Star Schools	North Mor Elementary School	Offered Services	School Transformation Network	$60,000	$60,000	$60,000	$180,000
Adams County 14	Adams City High School	Offered Services	Accountability Pathways	-	$80,000	$80,000	$160,000
Adams County 14	Central Elementary School	Offered Services	Accountability Pathways	-	$80,000	$80,000	$160,000
Adams County 14	District	Offered Services	Accountability Pathways	-	$100,000	$100,000	$200,000
Adams-Arapahoe 28J	Aurora Hills Middle School	Offered Services	Accountability Pathways	-	$80,000	$80,000	$160,000
Adams-Arapahoe 28J	Mrachek Middle School	Offered Services	Accountability Pathways	$80,000	-	$80,000	$160,000
Adams-Arapahoe 28J	North Middle School	Offered Services	Accountability Pathways	-	$80,000	$80,000	$160,000
Alamosa RE-11J	Alamosa Alternative Education School	Exploration	School Holistic Review	$80,000	-	-	$80,000
Centennial R-1	District	Exploration	District Strategic Planning	$90,000	-	-	$90,000
Colorado Springs 11	Adams Elementary School	Other Services	Targeted Professional Learning	-	$11,800	-	$11,800
Colorado Springs 11	Carver Elementary School	Other Services	Targeted Professional Learning	-	$23,124	-	$23,124
Colorado Springs 11	Galileo Middle School	Offered Services	Accountability Pathways	-	$80,000	$80,000	$160,000
Colorado Springs 11	Galileo Middle School	Other Services	Targeted Professional Learning	-	$21,974	-	$21,974
Colorado Springs 11	Jack Swigert Middle School	Offered Services	Accountability Pathways	$80,000	-	$80,000	$160,000
Colorado Springs 11	Jack Swigert Middle School	Other Services	Targeted Professional Learning	-	$29,587	-	$29,587
Colorado Springs 11	Orton Academy	Other Services	Targeted Professional Learning	$9,500	-	-	$9,500
Deer Trail 26J	Deer Trail Elementary School	Offered Services	School Transformation Network	-	$60,000	$60,000	$120,000
Deer Trail 26J	Deer Trail Junior-Senior High School	Offered Services	School Transformation Network	-	$60,000	$60,000	$120,000
Denver County 1	Grant Ranch ECE-8 School	Exploration	School Holistic Review	$80,000	-	-	$80,000
Denver County 1	Rocky Mountain Prep Noel	Offered Services	Accountability Pathways	$30,000	$50,000	-	$80,000
East Otero R-1	La Junta Intermediate School	Offered Services	Accountability Pathways	-	$80,000	$80,000	$160,000
Garfield 16	Grand Valley Middle School	Offered Services	School Transformation Network	$60,000	$60,000	$60,000	$180,000
Garfield Re-2	Graham Mesa Elementary School	Other Services	Targeted Professional Learning	-	$9,500	-	$9,500
Greeley 6	James Madison STEAM Academy	Offered Services	School Transformation Network	$60,000	$60,000	$60,000	$180,000
Greeley 6	Scott Elementary School	Offered Services	School Transformation Network	$60,000	$60,000	$60,000	$180,000

District Name	School Name	Route	Service	FY2026	FY2027	FY2028	Total Award
Hanover 28	Hanover Junior-Senior High School	Offered Services	School Transformation Network	$60,000	$60,000	$60,000	$180,000
Harrison 2	Panorama Middle School	Offered Services	Foundations for Accelerated Improvement	$60,000	$60,000	$60,000	$180,000
Hayden RE-1	Hayden Valley Elementary School	District Designed & Led	Major Improvement Strategy	$20,000	$80,000	$80,000	$180,000
Kiowa C-2	Kiowa Elementary School	Exploration	School Holistic Review	$80,000	-	-	$80,000
Kiowa C-2	Kiowa Middle School	Exploration	School Holistic Review	$80,000	-	-	$80,000
Lamar Re-2	Parkview Elementary School	Offered Services	Foundations for Accelerated Improvement	$60,000	$60,000	$60,000	$180,000
Mapleton 1	Explore Pk-8	Offered Services	School Turnaround Leadership Development	$13,873	$9,836	$ -	$23,709
Mapleton 1	Monterey Community School	Offered Services	School Turnaround Leadership Development	$13,873	$9,836	$ -	$23,709
Mesa County Valley 51	Central High School	Offered Services	Foundations for Accelerated Improvement	$60,000	$60,000	$60,000	$180,000
Montezuma-Cortez RE-1	Kemper Elementary School	District Designed & Led	Major Improvement Strategy	$18,000	$66,000	$66,000	$150,000
Poudre R-1	Irish Elementary School	Exploration	School Holistic Review	$80,000	-	-	$80,000
Pueblo City 60	Risley School of Exploration	Offered Services	Accountability Pathways	-	$75,000	$50,000	$125,000
School District 27J	Vikan Middle School	Offered Services	School Transformation Network	$60,000	$60,000	$60,000	$180,000
South Conejos RE-10	Guadalupe Elementary School	Offered Services	Accountability Pathways	$80,000	$ -	$80,000	$160,000
Weld County School District RE-3J	Weld Central Middle School	District Designed & Led	Major Improvement Strategy	-	$80,000	$80,000	$160,000
Weld Re-8 Schools	District	Other Services	Facilitated Board Training	$10,000	-	-	$10,000
Weld Re-8 Schools	Fort Lupton High School	Offered Services	Accountability Pathways	-	$80,000	$80,000	$160,000
Westminster Public Schools	Fairview PK-8	Offered Services	School Transformation Network	$60,000	$60,000	$60,000	$180,000
Westminster Public Schools	Josephine Hodgkins Leadership Academy	Offered Services	School Transformation Network	$60,000	$60,000	$60,000	$180,000
			Total	**$1,505,246**	**$1,906,657**	**$1,956,000**	**$5,367,903**

Appendix B: 2025 School & District Support Advisory List of Providers

CDE has concluded its 2025-2026 RFI review, and the providers who were successful in that process are now included on our Advisory List. Schools and districts with low-performing schools are encouraged to consider the providers on the list across the six categories below. CDE reviewed all application materials using our published rubrics and a "body of evidence" approach that included review of application forms and narrative, authentic work samples, evidence of prior impact, and references. Based on this review, all approved providers met CDE's quality criteria and provided evidence of impact or demonstrated a track record of success. In addition, some providers met the quality standards at the highest level. These providers are noted as "approved with distinction." Each provider was required to submit an Organization Overview (Form A), as well as a service-specific form (Forms B, C, D, E, F, or G) and supporting work products. CDE reviewed all applications. All forms and supporting work documents can be viewed via the hyperlinks in the table below.

Approved providers also had the opportunity to participate in an optional and supplemental process to identify up to three field-validated expertise areas. Expertise areas were field-validated using feedback from educators and partners who work directly with each participating provider. A detailed list of all field-validated expertise areas and associated providers are listed on page 47.

CDE Advisory List of Providers

Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Targeted Professional Learning	Accountability Pathways Partners
2Partner Mathematics Consulting	Provider Overview	Folder			Approved		Approved	
Accelerate Institute	Provider Overview	Folder	Approved	Approved	Approved	Approved	Approved	
American Institutes for Research	Provider Overview	Folder			Approved with Distinction			
ANet	Provider Overview	Folder		Approved with Distinction	Approved	Approved	Approved	Approved
Attuned Education Partners	Provider Overview	Folder	Approved	Approved	Approved		Approved	
Baiza & Associates Consulting, LLC	Provider Overview	Folder		Approved with Distinction				
Bellwether	Provider Overview	Folder	Approved with Distinction	Approved with Distinction	Approved with Distinction			
BES (build. excel. sustain.)	Provider Overview	Folder			Approved	Approved		

Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Targeted Professional Learning	Accountability Pathways Partners
BetterLesson	Provider Overview	Folder		Approved				
Black Hills Special Services Cooperative Compass Partners in Learning	Provider Overview	Folder					Approved	
Catalyst for Educational Change	Provider Overview	Folder		Approved			Approved	
Center For High School Success	Provider Overview	Folder			Approved			
Cognia, Inc.	Provider Overview	Folder	Approved					
Colorado Education Initiative	Provider Overview	Folder	Approved	Approved with Distinction	Approved		Approved	
Colorado League of Charter Schools	Provider Overview	Folder		Approved with Distinction	Approved			
Colorado Outward Bound	Provider Overview	Folder					Approved	
Education Resource Strategies	Provider Overview	Folder	Approved					

Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Targeted Professional Learning	Accountability Pathways Partners
Elevate & Evolve Coaching and Consulting LLC	Provider Overview	Folder			Approved			
FranklinCovey	Provider Overview	Folder			Approved			
Galvanized Education Partners	Provider Overview	Folder		Approved				
Generation Schools Network	Provider Overview	Folder		Approved with Distinction	Approved	Approved	Approved	
Instruction Partners	Provider Overview	Folder	Approved		Approved with Distinction			
Instructional Empowerment, Inc.	Provider Overview	Folder		Approved	Approved		Approved	
JS Education Partners	Provider Overview	Folder			Approved			
K12 Coalition	Provider Overview	Folder	Approved		Approved			
Lit	Provider Overview	Folder	Approved		Approved with Distinction			

Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Targeted Professional Learning	Accountability Pathways Partners
Marzano Resources, LLC	Provider Overview	Folder					Approved	
Mass Insight Education & Research	Provider Overview	Folder	Approved	Approved	Approved			
Momentum Strategy & Research	Provider Overview	Folder		Approved				
New Teacher Center	Provider Overview	Folder			Approved		Approved	
ONWARD Education Consulting	Provider Overview	Folder		Approved				
Relay Graduate School of Education	Provider Overview	Folder			Approved	Approved		
SchoolWorks	Provider Overview	Folder		Approved	Approved			
SELF - Special Education Leader Fellowship	Provider Overview	Folder			Approved with Distinction			
Spark and Compass Consulting, LLC	Provider Overview	Folder	Approved					

Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Targeted Professional Learning	Accountability Pathways Partners
STRIVE INC	Provider Overview	Folder		Approved with Distinction	Approved		Approved	
Talent Development Secondary at the Tides Center	Provider Overview	Folder			Approved		Approved	
Teaching Lab	Provider Overview	Folder			Approved with Distinction	Approved	Approved	
TeachUnited	Provider Overview	Folder		Approved	Approved			
The Center for Model Schools, a division of HMH Education Company	Provider Overview	Folder			Approved			
The Impact Team	Provider Overview	Folder		Approved	Approved			
The National Center on Education and the Economy (NCEE)	Provider Overview	Folder					Approved	
TNTP, Inc.	Provider Overview	Folder	Approved	Approved	Approved	Approved	Approved	Approved
Transformation Leaders Network	Provider Overview	Folder			Approved			

Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Targeted Professional Learning	Accountability Pathways Partners
UChicago Network for College Success	Provider Overview	Folder		Approved				
UnboundEd Learning, Inc.	Provider Overview	Folder			Approved		Approved	
University of Denver	Provider Overview	Folder			Approved	Approved		
University of Virginia Partnership for Leaders in Education	Provider Overview	Folder			Approved with Distinction	Approved with Distinction		
US Math Recovery Council	Provider Overview	Folder					Approved	
Waterfall Learning	Provider Overview	Folder			Approved			
WestEd	Provider Overview	Folder			Approved			
Wisconsin Center for Education Products and Services (WCEPS)	Provider Overview	Folder					Approved	

Targeted Professional Learning by CDE Strategic Priority & Four Domains Indicator

CDE Strategic Priority	Four Domains Indicator	Provider	Approval Status	Professional Learning Title & Link to Form	Supporting Work Documents
Strengthen the Educator Workforce	Domain 2: Talent Development- 2.1 Recruitment and Retention	**New Teacher Center**	Approved	Foundational Institute for Coaches	Folder
Strengthen the Educator Workforce	Domain 2: Talent Development- 2.1 Recruitment and Retention	**TNTP, Inc.**	Approved	Building and Keeping a Championship Team: Proactive and Reactive Talent Strategies	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**2Partner Mathematics Consulting**	Approved	Developing Math Content Coaching	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**2Partner Mathematics Consulting**	Approved	Understanding Fractions: Fraction Progressions and Conceptual Understanding	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**ANet**	Approved	Planning & Instruction with a Curriculum	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Attuned Education Partners**	Approved with Distinction	Colorado Excellence in Math Collective	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Attuned Education Partners**	Approved with Distinction	Science of Reading	Folder

CDE Strategic Priority	Four Domains Indicator	Provider	Approval Status	Professional Learning Title & Link to Form	Supporting Work Documents
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Black Hills Special Services Cooperative Compass Partners in Learning**	Approved	Compass Paraprofessional Toolkit	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Black Hills Special Services Cooperative Compass Partners in Learning**	Approved	The Science of Reading: Unraveling the Reading Rope	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Catalyst for Educational Change**	Approved	High Quality Instructional Practices	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Generation Schools Network**	Approved	Best First Instruction	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Instructional Empowerment, Inc.**	Approved	Model of Instruction for Deeper Learning	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Marzano Resources, LLC**	Approved	Collaborative Teams that Transform Schools	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Marzano Resources, LLC**	Approved	Motivating and Inspiring Students	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Marzano Resources, LLC**	Approved	The New Art and Science of Teaching	Folder

CDE Strategic Priority	Four Domains Indicator	Provider	Approval Status	Professional Learning Title & Link to Form	Supporting Work Documents
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**STRIVE INC**	Approved	STRIVE's Disciplinary Literacy: Every Classroom, Every Day	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**STRIVE INC**	Approved	Striving Mathematicians: A Math System to Plan, Teach, and Assess Mathematical Concepts	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**STRIVE INC**	Approved	Writing in Response to Reading	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Teaching Lab**	Approved	Instructional Vision and Coherence Leadership Series	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**The National Center on Education and the Economy (NCEE)**	Approved	Educurious by NCEE	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**TNTP, Inc.**	Approved	Consistency is Foundation to Accelerated Learning	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**UnboundEd Learning, Inc.**	Approved	Online Math Academy (OMA)	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**US Math Recovery Council**	Approved with Distinction	Add+Vantage Courses	Folder

CDE Strategic Priority	Four Domains Indicator	Provider	Approval Status	Professional Learning Title & Link to Form	Supporting Work Documents
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**US Math Recovery Council**	Approved	Math Recovery Specialist Courses	Folder
Accelerate Student Outcomes	Domain 3: Instructional Transformation- 3.1 Vision for Instruction	**Wisconsin Center for Education Products and Services (WCEPS)**	Approved	Pathways to Transformation	Folder
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**Accelerate Institute**	Approved	End of Year Strategic Planning Retreat	Folder
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**Colorado Education Initiative**	Approved	Career Advising and Exploration Trainings	Folder
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**Colorado Education Initiative**	Approved	Career Connected Learning- Professional Learning Series	Folder
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**Colorado Education Initiative**	Approved	Socio-Emotional Development & Trauma-Responsive Practices Series	Folder
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**Colorado Outward Bound**	Approved	Educator Professional Development Day- Skills for Thriving Students	Folder
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**Talent Development Secondary at the Tides Center**	Approved	Student Success System Learning Series	Folder

CDE Strategic Priority	Four Domains Indicator	Provider	Approval Status	Professional Learning Title & Link to Form	Supporting Work Documents
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**TNTP, Inc.**	Approved	Strong Start: Accelerate Learning and Improve Student Engagement	Folder
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**UnboundEd Learning, Inc.**	Approved	Local Summits	Folder
Increase Student Engagement	Domain 4: Culture & Climate Shift- 4.2 Engaging Learning Environment	**UnboundEd Learning, Inc.**	Approved	Standards Institute	Folder

Field Validated Expertise Areas

Participation in the field-validated expertise area process was optional for providers. This information serves only as supplemental information to the RFI process and should not be treated as a comprehensive list of the expertises of approved providers.

Field Validated Expertise Areas	
Expertise Area	**Expert Providers**
Alternative education school designs	No field-validated providers at this time.
Community Schools	American Institutes for Research
English Language Arts instruction (rigor, engagement)	ANet JS Education Partners New Teacher Center
English Learner (EL)/Multilingual Learner (ML) Models	New Teacher Center
Family School Community Partnerships	Black Hills Special Services Cooperative Compass Partners in Learning FranklinCovey
High school design (evidence based improvement strategies for high schools)	Colorado Education Initiative STRIVE INC Talent Development Secondary at the Tides Center
Math instruction (conceptual understanding, rigor, engagement)	2Partner Mathematics Consulting ANet Bellwether Instruction Partners UnboundEd Learning, Inc.
Postsecondary and Workforce Readiness	Generation Schools Network
Rural school improvement	Generation Schools Network ONWARD Education Consulting University of Virginia Partnership for Leaders in Education
School operations and finance	Education Resource Strategies
Special education models and effective service design	SELF- Special Education Leader Fellowship

Field Validated Expertise Areas	
Expertise Area	**Expert Providers**
Strategies for closing opportunity gaps (students of color, students qualifying for FRL, students with special needs)	Accelerate Institute Generation Schools Network UChicago Network for College Success UnboundEd Learning, Inc.
Strategies for Improving Quality and Rigor of Instruction (e.g. curriculum implementation, ensuring grade level rigor in instruction, alignment to assessment strategic, etc)	Attuned Education Partners Instruction Partners K12 Coalition TNTP, Inc. UnboundEd Learning, Inc. Waterfall Learning
Student Engagement, Behavior Supports, & SEL	FranklinCovey
Talent Development (management and strategic staffing structures)	Accelerate Institute
Whole school redesign	No field-validated providers at this time.