



# JBC Staff Comeback Memos

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# JBC Staff Comeback

## Capital Construction

**JBC Staff:** Andrea Uhl, (303-866-4956)

**Date:** March 16, 2026

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## Repeal Capitol Complex Master Plan Implementation Fund [New Item]

### Recommendation

Staff recommends the Committee sponsor legislation to repeal the Capitol Complex Master Plan Implementation Fund (CCMPIF); this is a new item that has not been previously discussed.

### Analysis

The Capitol Complex Master Plan Implementation Fund was created by H.B. 15-1344 (Fund National Western Center & Capitol Complex Projects). That bill authorized the issuance of certificates of participation (COPs) for the construction of the Colorado State University Spur campus at the National Western Stock Show grounds and created the Capitol Complex Master Plan Implementation Fund. Statute allows the Treasurer, at the request of the Capitol Development Committee (CDC)<sup>1</sup>, to annually transfer the difference between \$20.0 million and annual payments for the National Western COPs from the General Fund to the CCMPIF. The CCMPIF transfer amount varied during the first few years of COP payments and then stabilized at approximately \$2.5 million starting in FY 2022-23.

The Legislative Council Staff Economic & Revenue Forecast assumes the transfer will be made each year and reflects an annual \$20.0 million transfer out of the General Fund in the “General Fund Transfers to Capital Funds” table in the forecast (\$17.5 million is automatically transferred to the National Western Center Trust Fund for COP payments). If the Capital Development Committee does not write a letter directing the Treasurer to make the transfer in a given year, the \$2.5 million is absorbed back into the General Fund.

The Capitol Complex Master Plan was completed shortly before H.B. 15-1344 was passed. The CCMPIF was meant to be used for projects included in the Master Plan, subject to annual appropriation. From what staff can gather, no appropriations were ever made out of the CCMPIF. Instead, the balance of the fund (\$18.6 million) was transferred into the Capitol Complex Renovation Fund with the passage of S.B. 22-239 (Buildings in the Capitol Complex) for a similar purpose. S.B. 23-306 (Buildings in the Capitol Complex) further directed any future transfers into the CCMPIF related to H.B. 15-1344 to be transferred to the Capitol Complex Renovation Fund.

The Committee previously authorized a bill draft to repeal the Capitol Complex Renovation Fund. Absent additional action, any future \$2.5 million transfers to the CCMPIF would remain in the CCMPIF. Funds would

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<sup>1</sup> Section 24-75-307 (2), C.R.S.

accrue until the Department of Personnel and Administration (DPA) receives approval from the CDC and an appropriation for a capital project in the Capitol Complex. Staff recommends repealing the CCMPIF in order to 1) realize General Fund savings of \$2.5 million starting in FY 2026-27 and 2) force DPA to make a General Fund/Capital Construction Fund request for the full amount of any future Capitol Complex projects – i.e. the Centennial Building.

This recommendation requires legislation. Staff believes the CCMPIF repeal can be included with the draft legislation to repeal the Capitol Complex Renovation Fund and annual depreciation lease-equivalent payments, but is awaiting an official determination from the Office of Legislative Legal Services as of the time of this writing. If the CCMPIF repeal cannot fit within that bill, staff recommends separate legislation.

## JBC Staff Comeback

# Office of the Governor - Office of the Lieutenant Governor

JBC Staff: Andrew McLeer, (303-866-4959)

Date: March 16, 2026

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## BA1 – MTCF Balancing (Youth Mental Health Corps)

### Request

The request includes a reallocation of \$1.5 million Marijuana Tax Cash Fund from the Early Literacy Program in the Department of Education to Serve Colorado in the Office of the Lieutenant Governor.

### Recommendation

Staff recommends denial of the request. In the original figure setting presentation on March 2, 2026, staff had recommended approval of the request. This recommendation for approval was based on staff's understanding that the statutory language around AmeriCorps program support in the Lieutenant Governor's Office (Section 24-20-503, C.R.S.) permitting state funds to support AmeriCorps programs. However, subsequent conversations with the Office of Legislative Legal Services indicate that the Office of the Lieutenant Governor is only able to provide "in-kind" assistance (e.g., grant writing support), rather than direct financial support to the program.

### Analysis

Extending funding for the Youth Mental Health Corps (YMHC), managed by Serve Colorado within the Office of the Lieutenant Governor, is a proposal to provide sustainable state funding for a "near-peer" support model designed to address the youth mental health crisis. Recruited and trained as mental health navigators, young adults (ages 18–24) serve in middle and high schools to provide early intervention and behavioral health support to students through AmeriCorps. While addressing immediate student needs, these corps members also earn credentials through the Colorado Community College System, effectively creating a professional pipeline to help alleviate the state's shortage of licensed behavioral health specialists. This funding augments AmeriCorps funding, supporting cost of living and credentialing in Colorado.

The request is primarily driven by a desire to expand from a pilot to a more permanent program by stabilizing the initiative against fluctuations in federal grant cycles and private philanthropic support. By transitioning the YMHC into a state-augmented program, the Office of the Lieutenant Governor aims to secure career pathways for young professionals, ensuring that the 150-member target can be consistently met even as initial seed funding from partners like the Schultz Family Foundation and Pinterest sunsets. This transition allows the state

to institutionalize the program while providing rural and underserved school districts with a reliable, long-term source of mental health navigation and support.

The Office has identified early success for the program, with 144 members deployed across 65 sites in Colorado. The YMHC has demonstrated significant early success by providing "near-peer" support to over 4,500 Colorado students in its first year alone. An independent WestEd evaluation found that participating schools reported a marked reduction in behavioral referrals and improved student attendance, alongside a cultural shift where students engaged in more help-seeking behavior. The program may also prove successful in addressing the state’s provider shortage, with 20 percent of members securing permanent employment in the field before even completing their service term. By delivering an estimated \$34 in community value for every \$1 invested, the YMHC has proven to be a high-impact model for both immediate student intervention and long-term workforce development.

Staff recommends denial of the request based on consultation with the Office of Legislative Services. Under current law (Section 24-20-503, C.R.S.), the Commission on Community Service is not permitted to spend state money on AmeriCorps support directly.

## Office of the Lieutenant Governor – Line Item Detail

Given the size of the outstanding decision for BA1 discussed above in relation to the entire Office’s budget, staff had recommended revisiting line item detail for the Department. Given staff recommendation for denial, staff recommends the following appropriations for the Lieutenant Governor’s Office.

### Line Item Detail

#### Administration

This line item provides funding for the personal services and operating expenses of the Lieutenant Governor’s office.

**Statutory Authority:** Article IV of the Colorado Constitution and Sections 1-11-201 to 204, and 26-6.5-109, C.R.S.

**Request and Recommendation:** The Office request and staff recommendation are summarized in the table below.

#### Office of the Lieutenant Governor, Administration

Item	Total Funds	General Fund	Cash Funds	Reapprop. Funds	Federal Funds	FTE
FY 2025-26 Appropriation						
SB 25-206 (Long Bill)	\$555,899	\$555,899	\$0	\$0	\$0	4.0
<b>Total FY 2025-26</b>	<b>\$555,899</b>	<b>\$555,899</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>4.0</b>
FY 2026-27 Recommended Appropriation						
FY 2025-26 Appropriation	\$555,899	\$555,899	\$0	\$0	\$0	4.0
Prior year actions	12,587	12,587	0	0	0	0.0
GOV R1 2.5 percent GF reduction	-14,775	-14,775	0	0	0	0.0

Item	Total Funds	General Fund	Cash Funds	Reapprop. Funds	Federal Funds	FTE
Total FY 2026-27	\$553,711	\$553,711	\$0	\$0	\$0	4.0
Changes from FY 2025-26	-\$2,188	-\$2,188	\$0	\$0	\$0	0.0
Percentage Change	-0.4%	-0.4%	n/a	n/a	n/a	0.0%
FY 2026-27 Executive Request	\$553,711	\$553,711	\$0	\$0	\$0	4.0
Staff Rec. Above/-Below Request	\$0	\$0	\$0	\$0	\$0	0.0

## Discretionary Fund

This line item provides discretionary funding for the Lieutenant Governor’s Office. Pursuant to Section 24-9-105, C.R.S., elected officials may be provided specified amounts to expend as each elected official sees fit. The specified maximum amount for the Lieutenant Governor is \$5,000, and is subject to appropriation by the General Assembly. Traditionally the fund has been used to purchase items like flowers for funerals of dignitaries, cards, official photos, and other items not covered in the Administration line item of the Lieutenant Governor’s Office.

**Statutory Authority:** Section 27-9-105, C.R.S.

**Request:** The Department requests continuation funding of \$2,875 General Fund.

**Recommendation:** Staff recommends continuation funding.

## Commission of Indian Affairs

This line item provides funding for the Commission of Indian Affairs, which acts as a liaison between Native Americans and the State government, aiming to ease access to government. It focuses on Indian health, child welfare, water rights, economic development, among other issues identified by Native American populations.

**Statutory Authority:** Section 27-9-105, C.R.S.

**Request and Recommendation:** The Office request and staff recommendation are summarized in the table below.

### Office of the Lieutenant Governor, Commission of Indian Affairs

Item	Total Funds	General Fund	Cash Funds	Reapprop. Funds	Federal Funds	FTE
<b>FY 2025-26 Appropriation</b>						
SB 25-206 (Long Bill)	\$518,397	\$517,213	\$1,184	\$0	\$0	4.0
Total FY 2025-26	\$518,397	\$517,213	\$1,184	\$0	\$0	4.0
<b>FY 2026-27 Recommended Appropriation</b>						
FY 2025-26 Appropriation	\$518,397	\$517,213	\$1,184	\$0	\$0	4.0
Prior year actions	10,020	10,020	0	0	0	0.0
GOV R1 2.5 percent GF reduction	-13,676	-13,676	0	0	0	0.0
Total FY 2026-27	\$514,741	\$513,557	\$1,184	\$0	\$0	4.0
Changes from FY 2025-26	-\$3,656	-\$3,656	\$0	\$0	\$0	0.0

Item	Total Funds	General Fund	Cash Funds	Reapprop. Funds	Federal Funds	FTE
Percentage Change	-0.7%	-0.7%	0.0%	n/a	n/a	0.0%
FY 2026-27 Executive Request	\$514,741	\$513,557	\$1,184	\$0	\$0	4.0
Staff Rec. Above/-Below Request	\$0	\$0	\$0	\$0	\$0	0.0

## Commission on Community Service

The Commission was created pursuant to the federal National and Community Service Trust Act of 1993 and allows the state to receive grants, allotments, and service positions under the act. The Commission consists of at least 15, but not more than 20, members and is charged with implementing programs and administering funds received from the corporation for national and community service. The unit was established in the Office of the Lieutenant Governor H.B. 18-1324 (Codify Governor's Commission On Community Service).

**Statutory Authority:** Sections 24-20-501 through 503, C.R.S.

**Request and Recommendation:** The request and staff recommendation are summarized in the table below.

### Office of the Lieutenant Governor, Commission on Community Service

Item	Total Funds	General Fund	Cash Funds	Reapprop. Funds	Federal Funds	FTE
<b>FY 2025-26 Appropriation</b>						
SB 25-206 (Long Bill)	\$478,901	\$478,901	\$0	\$0	\$0	2.0
<b>Total FY 2025-26</b>	<b>\$478,901</b>	<b>\$478,901</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>2.0</b>
<b>FY 2026-27 Recommended Appropriation</b>						
FY 2025-26 Appropriation	\$478,901	\$478,901	\$0	\$0	\$0	2.0
Prior year actions	10,986	10,986	0	0	0	0.0
SW-BA1 MTCF Reallocation	0	0	0	0	0	0.0
GOV R1 2.5 percent GF reduction	-12,663	-12,663	0	0	0	0.0
<b>Total FY 2026-27</b>	<b>\$477,224</b>	<b>\$477,224</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>2.0</b>
Changes from FY 2025-26	-\$1,677	-\$1,677	\$0	\$0	\$0	0.0
Percentage Change	-0.4%	-0.4%	n/a	n/a	n/a	0.0%
FY 2026-27 Executive Request	\$1,977,224	\$477,224	\$1,500,000	\$0	\$0	2.0
Staff Rec. Above/-Below Request	-\$1,500,000	\$0	-\$1,500,000	\$0	\$0	0.0

JBC Staff Comeback

# Judicial Department – Office of Public Guardianship

**JBC Staff:** Scott Philip Thompson, (303-866-4957)

**Date:** March 16, 2026

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## Request for Information for Update on Pilot Program and Expansion

JBC Staff recommends the Committee include a Request for Information (RFI) from the Office of Public Guardianship. Recommended RFI language follows:

Judicial Department, Office of Public Guardianship – The Office of Public Guardianship is requested to provide by November 1, a brief report documenting program success, its transition from a pilot program, and progress on its expansion to serve all judicial districts in Colorado. The report should include information such as the number and type of requests being made in districts not yet served the program and volume of clients served in districts where the program has already expanded.

# JBC Staff Comeback Education

**JBC Staff:** Amanda Bickel, (303-866-4960)

**Date:** March 16, 2026

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This packet includes decisions/clarifications that should be resolved to set final figures for the Long Bill and other legislation. It also includes additional information on various programs that Committee members requested during or after the staff figure setting on February 24.

## Decision: General Fund Offset for MTCF Behavioral Health Care Professional Program Reduction

### Recommendation

During figure setting on February 26, 2026, the JBC approved a staff recommendation to reduce funding for the Behavioral Health Care Professional Matching Grant program by \$3,000,000 from the Marijuana Tax Cash Fund, with the intent that this reduction would be used to provide General Fund savings.

Based on further communication with the analyst for the Office of Children Youth and Families and the Behavioral Health Administration in the Department of Human Services, **staff recommends using the \$3.0 million MTCF savings to offset General Fund otherwise required in the Office of Children, Youth and Families.** This would involve **increasing MTCF appropriations and reducing General Fund appropriations in the following line items** by the amounts specified.

- Refinance the remaining General Fund appropriated for the **Tony Grampsas** program in the Department of Human Services, Office of Children, Youth and Families, Division of Community Programs. MTCF would increase by \$1,835,264 and General Fund would reduce by the same amount, so that the \$11.6 million program is funded solely with Marijuana Tax Cash Fund and the Youth Services Program Fund. The Tony Grampsas program provides funding to community-based organizations for prevention and intervention services. It focuses on reducing youth crime, violence, substance abuse, and school dropout rates.
- Refinance the remainder in the Department of Human Services, Division of Youth Services, Community Programs, **S.B. 91-94 Programs** line item by increasing the MTCF by \$1,164,736 and reducing General Fund by the same amount. This \$16.9 million program currently has an appropriation of \$14.0 million from the General Fund and \$3.3 million from the Marijuana Tax Cash Fund. It provides state funding to local jurisdictions for community-based alternatives to detention and incarceration for youth.

Alternatively, there are multiple line items in the Behavioral Health Administration section of the Long Bill where Marijuana Tax Cash Fund could be increased and General Fund decreased.

# Decision: Transfer and New Name for Educator Effectiveness Unit Line Item

## Recommendation

Staff recommends:

- Make a net \$0 transfer of \$200,000 General Fund from Quality Teacher Recruitment Program line item to the Educator Effectiveness Unit line item; and
- Rename the current “Educator Effectiveness Unit” line item the “Educator Effectiveness and Recruitment Administration” line item.

**The Department will use this \$200,000 to support the TEACH Colorado program, a joint teacher recruiting effort between the Department and number of other partners, including school districts and the Department of Higher Education.**

## Analysis

- The General Assembly has been funding the \$200,000 TEACH recruitment program for seven years, but the footnote mechanism used is no longer available (as described further below).
- The Department considers this recruitment effort to be a sufficiently high priority that it would like to redirect money from the existing Quality Teacher Recruitment Program (QTRP) line item; however, the QTRP line item is used solely for contracts with providers who place aspiring teachers in classrooms in locations throughout the State and then provide ongoing mentoring and support.
- The Department therefore proposes moving the money from the QTRP line item to the current Educator Effectiveness Unit line item, which includes funding for various functions related to the management of educator effectiveness, recruitment, and retention programs.
- Staff supports the transfer, but notes that the “Educator Effectiveness Unit” name of this line item no longer encompasses all of its functions. The line item was originally created to support statewide efforts to evaluate teachers; however, S.B. 21-185 (Supporting Educator Workforce in Colorado) added into the line item the FTE administrative support for the Quality Teacher Recruitment Program, the Educator Recruitment and Retention program, and the Teacher Recruitment and Educator Preparation Program (TREP). Given this, staff recommends modifying the line item name to more accurately describe its expanded function.

**Previous Source of TEACH Colorado Funding:** During figure setting, Staff recommended, and the Committee approved, eliminating the following footnote, because the related line item was eliminated. As staff noted at the time, the Department was exploring options for ensuring that the program that was funded based on the footnote could continue.

- 15 Department of Education, Student Pathways, Career Readiness, Career Development Success Program -- It is the General Assembly's intent that \$200,000 of this appropriation be used for activities other than direct grants to school districts.

This footnote was first included in the FY 2019-20 Long Bill. The General Assembly added this footnote to authorize the Department to hold back \$200,000 from the appropriation for the Career Development Success Program (also known as the Career Development Incentive Program or CDIP).

- The Department used these funds to support the TEACH Colorado program.
- The Career Development Incentive Program money has now been consolidated with other line items to create the Postsecondary Workforce Readiness Start-up and Sustain line items, based on the changes included in S.B. 25-315 (Postsecondary Workforce Readiness).
- The footnote was retained for seven years. Staff does not know why this was the mechanism for funding the TEACH Colorado program, since the CDIP statute did not seem directly related.
- The footnote can no longer be retained in its prior form, so this appears to be a good opportunity to ensure that funding for the TEACH program is authorized in an appropriate line item.

## Decision: TREP Bill Refinement

During figure setting for the Department of Education, the Committee moved to phase out the Teacher Recruitment Education and Preparation program, which is currently funded in the School Finance section of the Long Bill. The staff write-up did not provide much detail about how a phase-out might be structured. However, the Committee previously phased out the Accelerating Students through Concurrent Enrollment (ASCENT) Program, so there is a model for this.

Staff recommends an approach similar to that used for ASCENT, but—because this program funds both a fifth **and** sixth year of high school—this means that the program will not completely end until FY 2028-29. The staff proposal is described below, and this is how a Committee bill is currently being drafted. However, there is also a faster alternative, described below.

The **current law** FY 2026-27 Long Bill was expected to include a capped 250 student FTE for the TREP program at a rate of \$10,721 per student FTE for a total of \$2,680,250 cash funds from the State Education Fund.

## Recommendation

Staff recommends a JBC bill:

- Reduce the rate paid to districts per student to \$7,140 for FY 2026-27 and FY 2027-28.
- No student should be allowed to participate in FY 2027-28 who was not already enrolled for their 5<sup>th</sup> year in FY 2026-27.
- The program would then repeal after the close of FY 2027-28.

Anticipated savings would be:

- Savings of \$895,250 State Education Fund for the 250 student FTE expected to be enrolled in FY 2026-27.
- Savings increasing to \$1.6 to \$1.8 million in FY 2027-28 (figure to be refined).
- Savings for the full program cost (currently \$2.7 million) would be realized in FY 2028-29.
- All of the reductions above may be temporarily offset by “hold harmless” calculations in the school finance formula, as occurred for ASCENT.

Alternatively, the Committee could:

- Set a cap *below* 250 for FY 2026-27, e.g., 193 based on the actual enrollment in FY 2025-26; and/or
- Specify that the program will only serve students in FY 2026-27 who were already enrolled in the program for their fifth year in FY 2025-26. This would generate faster savings, but might represent an abrupt turnaround for students who were already hoping to participate in the program for their fifth year in FY 2026-27.

The Department reports that the Intent to Participate (ITP) will open in late March and close on May 1.

*Staff notes that, based on the rapid increase in the program from FY 2024-25 to FY 2025-26, it seems likely that there will be more students who apply to participate in FY 2026-27 than the program's current 250 cap, and the Department may therefore need to establish some guidelines that will exclude some students from participating, regardless.*

- In FY 2024-25, there were 99 student FTE in 36 districts and 1 CSI school
- In FY 2025-26, there were 193 FTE, in 30 districts

Enrollment nearly doubled from FY 2024-25 to FY 2025-26. At the recent rate of growth, the program would probably exceed the current 250 cap in FY 2026-27 if it were allowed to.

## Decision: Bill for Technical Change to S.B. 25-315

### Recommendation

Staff recommends the JBC sponsor legislation that makes a technical change to language in S.B. 25-315 to avoid Postsecondary Workforce Readiness Start-up funds being diluted by too broad distribution. Staff noted during figure setting that a change might be needed and now has additional detail, described below. Since S.B. 25-315 (Postsecondary Workforce Readiness) was a JBC bill, the JBC seems an appropriate sponsor for a technical fix with fiscal implications.

### Additional Detail and Background

The Charter School Institute submitted [this public comment](#) to the state board for one of the SB25-315 Start-Up Fund rulemaking hearings, asking us to take a closer look at the definition of “local education provider” (LEP) in the statutory language (22-54-202(4), C.R.S.):

*“Local education provider” means a school district, a charter school authorized by a school district pursuant to part 1 of article 30.5 of this title 22, a charter school authorized by the state charter school institute pursuant to part 5 of article 30.5 of this title 22, or a board of cooperative services created and operating pursuant to article 5 of this title 22 that operates one or more public schools.*

This language means that every charter high school must be treated as individual entities within the Start-Up formula. There were 91 individual charter high schools operating in 2023-24, authorized by 29 entities, resulting in 270 total LEPs to be considered for Start-Up funding.

This is not mirrored in the Sustain Fund language in the bill. For the Sustain Fund, the charter school authorizer must forward to the charter school “an amount equal to one hundred percent of the sustain funding amount” that the authorizer receives ([C.R.S. 22-54-205\(5\)](#)). Some of the feedback CDE has received is that we should make things consistent and distribute Sustain funding by individual high school instead of by school district. There are ~600 public high schools in Colorado, so this would really dilute Start-Up funding.

In an effort to both align funding distribution for the Start-Up Fund with the Sustain Fund, and to provide more equitable funding to LEPs with the Start-Up Fund, modifying the definition of LEP in the bill would help. Here is what the team was thinking that could help clarify how charter schools receive Start-Up Funding:

22-54-202(4) “Local education provider” means a school district, ~~a charter school authorized by a school district pursuant to part 1 of article 30.5 of this title 22~~, a charter school authorized by the state charter school institute pursuant to part 5 of article 30.5 of this title 22, or a board of cooperative services created and operating pursuant to article 5 of this title 22 that operates one or more public schools.

22-54-203 - Add a (3)(c) and (d) that reads:

(c) A SCHOOL DISTRICT THAT AUTHORIZES A CHARTER SCHOOL SHALL FORWARD START-UP FUNDING TO THE DISTRICT CHARTER SCHOOL AN AMOUNT DETERMINED BY THE SCHOOL DISTRICT THAT REFLECTS THE CHARTER SCHOOL’S NEED FOR POSTSECONDARY AND WORKFORCE READINESS PROGRAMMING.

(d) THE STATE CHARTER SCHOOL INSTITUTE SHALL FORWARD START-UP FUNDING TO AN INSTITUTE CHARTER SCHOOL AUTHORIZED BY THE INSTITUTE AN AMOUNT DETERMINED BY THE INSTITUTE THAT REFLECTS THE INSTITUTE CHARTER SCHOOL’S NEED FOR POSTSECONDARY AND WORKFORCE READINESS PROGRAMMING.

## Additional Information – Various Programs – Staff Summaries

For a few programs below, staff has summarized new information from the Department and combined it with information from figure setting and other sources. Staff has also provided full department responses to Committee figure setting questions in a subsequent section.

### Math Accelerator – Staff Summary and Update

During figure setting for the Department on February 24, 2026, staff recommended a \$1.5 million reduction to the Academic Accelerator program created in FY 2023-24 through H.B. 23-1231 (Math in Pre-K through Twelfth Grade). This was based on a preliminary estimate of funds that would not be used. The Committee instead voted to end the program at the end of FY 2025-26, recouping what staff estimated would be approximately \$8.0 million. The Committee requested a bill draft, and staff will be presenting the draft this week. In the meantime:

- Committee members expressed interest in learning more about the program;

- Staff was alerted to an error in the staff write up (and believes some other staff comments could have been clearer);
- The Department of Education provided an update on the funds that can be recouped if the JBC ends the program as it voted to do or if it recaptures money that is currently expected not to be expended;
- Staff noted that the Governor’s November 2025 request had proposed a “set aside” of \$2.0 million for a bill to continue funding for this program. Staff is not recommending such a set-aside but wished to bring it to the JBC’s attention; and
- The State Board of Education voted not to do a “comeback” on JBC action, but the Governor’s Office may still do so.

**Background information from original write-up, with correction:**

- The Department received a one-time FY 2023-24 appropriation of \$24,500,000 General Fund for the Math Accelerator Grant Program. Statute specified the required appropriation and specified that the money could be used through FY 2026-27. **Of the total, \$16,242,845 was rolled forward into FY 2025-26.**
- The purpose of the grant is to create community learning centers that provide free academic enrichment and support activities to help students in science, technology, engineering, and math.
- The program is similar to federal and other state out-of-school time grant programs, but particularly focuses on math enrichment to be provided by collaborators outside of school hours. This includes before school, after school, summer, and the fifth day in four-day school weeks.
- In FY 2024-25, the department allocated \$7,556,121 to **22 grantees operating 53 community learning centers** in 2024-2025. For the first year of funding, grantees reported serving 4,660 students. Of these students, half (50.3%) were in first through fifth grades and 40% were in sixth through eighth grades, with the remainder in pre-K or high school.
- More than one-third of grantees (40%) are from the Metro region; the remainder are in other parts of the State, although there are no grantees in the northeast. **Grantees are primarily community-based organizations (40%) and districts (43%),** with the remaining grantees being charter schools (8%), consortiums (8%), and Institutes of Higher Education (2%).

**Year 1 report:** The first year report for the program (December 2024) is at the following link:

<https://www.cde.state.co.us/studentsupport/coaapyr1rpt>

**Year 2 report:** The second year report was part of the Department’s SMART Act report and is available here:

[https://resources.finalsite.net/images/v1772052814/cdestatecous/izr2v59sxfnc4fduyqfi/COAAP\\_Legislative\\_Brief\\_2024\\_25.pdf](https://resources.finalsite.net/images/v1772052814/cdestatecous/izr2v59sxfnc4fduyqfi/COAAP_Legislative_Brief_2024_25.pdf) According to the report:

- The report estimates over \$650,000 in savings for participating families in FY 2024-25 *on average for each of the 22 grantees*. This is approximately double the annual program allocation. Staff believes this degree of savings for families is plausible, given the cost of childcare and tutoring. The estimate is based on the statewide average costs of childcare and tutoring. *[Note: Staff initially mis-interpreted this portion of the report and thought it referred to total annual program savings, rather than savings per grantee].*
- Schools participating in the program had lower chronic absenteeism in FY 2024-25 than the prior year. For students for whom data was available, about one-third (336 students) of those who had been chronically absent in FY 2023-24 (1,115 students) were not in FY 2024-25. This is a notable improvement, although the overall degree of chronic absenteeism referenced in the report is still striking.<sup>2</sup>

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<sup>2</sup> The report states that “More than half of the students for whom data were available (60.6%) were not chronically absent in 2023-24 or 2024-25.” This seems to imply that nearly 40 percent were chronically absent in one of the two years.

- Of the 2,335 students who were assessed, 76.4 percent of students showed improvement in math after program participation. It is difficult to know the significance of the improvements cited in the report, particularly since there is no comparison to students who were not participants.

**Additional Information from Governor’s Office and Department:** The Governor’s Office has provided additional information available at the following link and referenced in the information from the Department.

[https://docs.google.com/document/d/1XArdGo8c5bdP\\_mQaK2EwUEOXP6kHSlhgGFXsZDbCFSw/edit?tab=t.0](https://docs.google.com/document/d/1XArdGo8c5bdP_mQaK2EwUEOXP6kHSlhgGFXsZDbCFSw/edit?tab=t.0)

- The Office emphasizes the savings to families, improvements in math scores, and measures of improvement in school attendance.
- It also emphasizes that the amount of funds rolled-forward into FY 2025-26 was largely by design, rather than due to a slow start. The CDE project timeline for the program included:

Grant allocation by each fiscal year to COAAP grantees follows:

- **FY23-24 and FY24-25** grant allocation (15 months total): **\$7,556,121**
- **FY25-26** grant allocation: **\$7,433,852**
- **FY26-27** grant allocation: **\$7,433,852**

- The Department also notes that this program is employing a considerable number of people. The number of individual COAAP-funded staff working at grantee sites is 597. This is 17 full time employees and 580 part-time employees.

**Additional Observations from Staff:** *Staff is not suggesting this is a bad program.* The federal government has been providing funding to states for these types of out-of-school time programs since the 1990s through the 21<sup>st</sup> Century Community Learning Center Program. The Department states that *Colorado receives approximately \$12.8M annually for the federal 21st Century Community Learning Centers (21st CCLC) grant.*<sup>3</sup> *The 21<sup>st</sup> CCLC grant program has been studied over the years and demonstrated to have positive benefits.* Efforts have also been made to improve the program’s effectiveness<sup>4</sup>, and the Academic Accelerator is an effort to innovate in this area.

Staff had suggested letting the program run its course, given the front-end investments by participants, and simply taking funds that were unlikely to be spent. However, the JBC is facing many difficult decisions this year. *This is a grant program supporting operations at 56 sites. This compares to 1,877 public schools in Colorado. Whether the Committee ends the program early or allows it to run its course, the State’s resources are not sufficient to pay for grants of this type across the state, and it likely cannot continue funding for this program into the future.*

**Funds available from ending the program early versus “excess” funds:** In response to staff questions the Department reports that:

- To account for current year staffing on the bill and costs associated with closing it out next fiscal year, there would be **\$8,411,542** available to revert back to the General Fund.
- If the grant is not cancelled but is continued, based on grantees that have dropped centers over the last two years the Department that **\$1,075,923** would still be available to revert back and be available for other

<sup>3</sup> In 2025-26, there are 38 grantees across three different cohorts, receiving a total of \$12,366,503.64 in distribution funds. Grantees receive funds for an initial period of three years with the option to continue funding for up to an additional two years.

<sup>4</sup> <https://www.air.org/sites/default/files/2024-08/MOTT%20Summary%20Key%20Findings.pdf>

appropriations in FY 2026-27. [This is less than the \$1.5 million estimate staff was provided earlier, which was provided on a very rapid turnaround and may have missed some administrative costs.]

## School Counselor Corps – Staff Summary and Update

**JBC Action/Staff Key Considerations in Figure Setting Packet:** Staff recommended, and the JBC approved, a budget balancing reduction to this program of \$1.0 million from \$12.0 million to \$11.0 million.

Staff noted that a recent evaluation of the School Counselor Corps Grant Program by the University of Denver Colorado Evaluation and Action Lab using a quasi-experimental design found the program had no statistically significant impact on 4- and 6-year graduation, 4-year completion, school dropout, dual enrollment, FAFSA completion or READ plan/reading deficiency rates.

The program **did** have a statistically significant positive impacts on graduation and completion for students with a disability and English language learners.

Department staff noted that the program was popular with school districts, and staff hoped that a more limited cut this year would prompt the Department and stakeholders to think about how to improve the program, given the DU findings.

**Program Structure:** The Department runs multiple cohorts at one time. In year 1 of a cohort, the awarded entity (typically a district) receives \$30,000–\$50,000 TOTAL *for planning purposes*. Grantees plan, collect data, write goals, and are trained on how to set up a comprehensive school counseling model. For the following three years, the district receives \$90,000 per SITE (i.e., per school) to fund additional counselors at each site. A single awardee may cover up six sites/schools.

**Program Funding:** The program was first created in 2008 and funding has increased over the years. Most recently, in the FY 2021-22 School Finance Act (S.B. 21-268) the General Assembly removed the statutory cap of \$10.0 million on appropriations for the School Counselor Corps Grant program and increased the appropriation by \$2,000,000 from the State Education Fund beginning in FY 2021-22. It has remained at approximately the \$12.0 million level since that time.

**What works about this program?** Rep. Brown about what defenders of this program might say regarding DU study results. The Department’s full response is attached, but it notes:

- The program substantially improves student-to-counselor ratios. For example, for cohort 10 (2020-2024), The ratio across all funded schools improved from 438:1 to 276:1. Ratios for middle and high schools were below 250:1.
- The Department points to the limitations outlined in the DU study itself and highlights that much of DU’s work covered the COVID pandemic time period.
- Other Department data indicates that the program improves four-year graduation and six-year completion rates and improves postsecondary matriculation rates. The Department notes that the program has been expanded to elementary and middle schools, but the outcomes measured have not been modified.
- Most districts indicate that they intend to try to keep the improved student-to-counselor ratios. In the final end of year report, grantees are asked to share about their plans for sustaining the impact of the program in their schools. In the 2024 report, 66% indicated that funding had been secured to continue the counselor position beyond the end of grant funding using various sources.

### Prior Program Analyses:

- JBC Staff was quite critical of the program prior to FY 2013-14. Among the key reasons was that it appeared that the program was funding the same schools repeatedly, which strongly suggested that schools were not increasing their counselor ratios on an ongoing basis after the grant was completed. Since this was one of the goals of the program, this was a concern.
- The Department made significant changes to the program for FY 2013-14, including: (1) providing limited funding for the first year of the grant to support planning; (2) requiring reporting at the end of the planning year and using that reporting to determine whether to continue funding; (3) eliminating repeat funding for individual schools; and (4) increasing annual reporting and accountability required of grant recipients. Staff continues to support the Department’s changes to the program and believes the additional reporting information and oversight by the Department will allow for a more informed evaluation of the program in future years. The program was also recognized nationally as a best practice by the Reach Higher Initiative.
- This program was *not* one of the programs offered for reductions in FY 2020-21 (Coronavirus Pandemic cuts), as the Department considered this to be one of its more effective programs.
- Previously, there were very positive external reviews of the program. For example, a study in 2016 found the program improved graduation rates and reduced dropout rates. The study concluded that, on that basis, the program was saving \$20 in various social costs for every \$1 spent.<sup>5</sup>

## Charter Schools and BEST Funding – Staff Summary and Update

In response to questions from Sen. Amabile, the Department provided data about capital construction support for charter schools provided by the State. ***The data raise significant questions about the amount of state support currently provided for charter school facilities.***

- The Department’s statewide data indicates that **charter schools are on average in better condition than district schools overall, based on their Facility Condition Index.** The average year of construction for charters is 1992. The average for districts is 1984. FCI scores are between 0 and 1. The lower the score the better. The charter average is 0.35. The district average is 0.51.
- **Charter schools and district schools have similar “adequacy” scores.** This is a measure of how well facilities support programming.
- **In recent years, charter schools have received a disproportionately large share of BEST grant funding.** Charter schools currently make up about 15.4 percent of all enrollment. Between FY 2023-24 and FY 2025-26, charter schools received, respectively, 24.2 percent, 18.1 percent, and 26.0 percent of all BEST grants.

**In addition to the money charter schools may apply for from BEST for grants, most charter schools are also receiving annual per pupil money from the Charter School Facilities Assistance Program. The appropriation for this program is estimated at \$42.3 million in FY 2026-27, based on statutory formulas. For comparison, funding for BEST cash grants will be \$107.4 million in FY 2026-27.**

- Charter School Facilities Assistance scheduled to increase by \$1.0 million per year in FY 2027-28 and again in FY 2028-29, before being reduced by \$15.0 million in FY 2029-30, when additional funding authorized in H.B. 24-1448 (New School Finance Formula) expires.

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<sup>5</sup> Amy Engelman, PhD, Principal/Evaluator, CREED Connections, Inc., “2016 Legislative Report, Colorado School Counselor Corps Grant Program”, May 2016.

- **Staff believes it may be time to reconsider Charter School Facilities Assistance. Any change would need to be statutory.**
- **As discussed during the Staff figure setting presentation, Charter Schools Facilities Assistance predates the BEST program and many changes in law that help ensure that charter schools receive funding that is aligned with funding for other district schools, e.g., legislation that requires that district charter schools receive a proportionate share of district mill levy override money and that the state provides funding for Charter School Institute schools to “equalize” mill levy override support from districts.**
- **Some charter school facilities are doubtless still in poor condition.** While some districts include charter schools in school bond measures, this is not always the case. However—broadly speaking—the *additional* charter school funding now being provided may not be warranted.
- **Staff recognizes that statutory changes to the Charter School Facilities Assistance Program could jeopardize some federal grant funding** (\$35 million provided over five years; annual amounts decline to \$7.7 million in FY 2026-27, with further reductions through FY 2028-29). **However, the JBC is inevitably foregoing some federal funds as it works to reduce the state budget.**

## Colorado School for the Deaf and the Blind – Staff Summary [from Andrea Uhl]

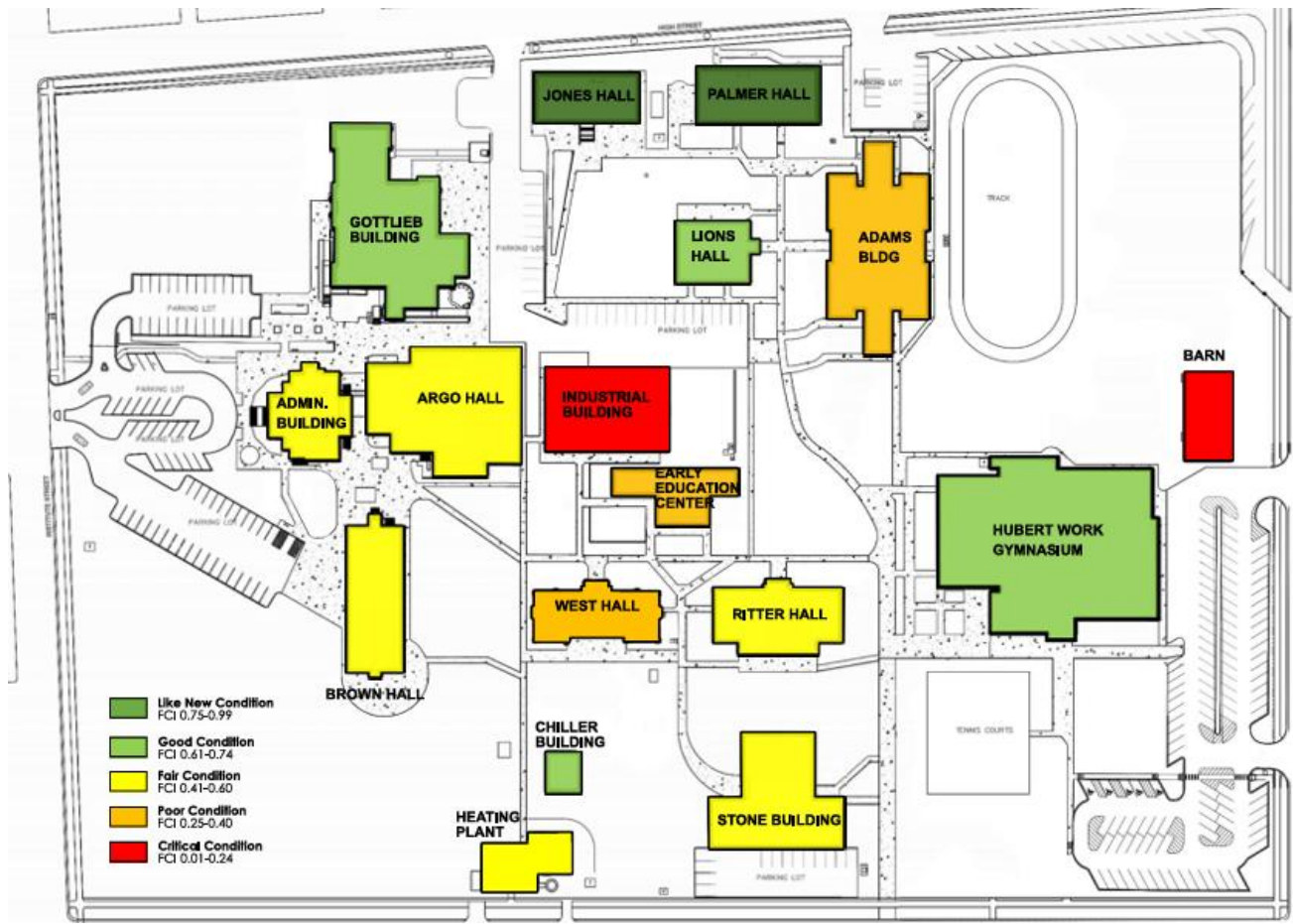
Rep. Taggart requested additional information on the costs associated with maintaining the historic Colorado School for the Deaf and Blind campus, noting that it was likely to be expensive.

The short answer to Rep. Taggart’s question is that yes, this is a very expensive campus overall and on a per student basis.

The Colorado School for the Deaf and the Blind serves 165 students on campus, including 50 who are residents, as of the October 2025 count. The administration for various outreach programs is also on the campus.

The CSDB has 17 buildings, 12 of which are on the State Historical registry. Four of the structures are support buildings, and three of the buildings - the ones impacted by their West Hall capital project - are in poor condition. One of those buildings would be demolished after the West Hall capital project is complete. Their facilities plan can be found here: <https://www.csdb.org/about/campus/facilities>

**West Hall Project and Five Year Capital Renewal Plan:** The first phase of the project will include project planning/design and prep work for the relocation of the School for the Blind, the Early Education Program, and the Little Language Learners program. The Phase I scope includes expanding the chiller plant so that cooling can be added to West Hall, adding a backup generator, and installing EV charging stations and solar panels. Phase II would remodel West Hall, construct an addition, install an elevator and remodel entrances for ADA access, replace the playground, and abate asbestos and lead. The CDC included \$13.8 million for the West Hall project on the prioritized capital construction list for FY 2026-27. Total funding for the West Hall project, which is being requested from state Capital Construction Fund and Building Excellent Schools Today funds, is \$42.7 million. The Early Education Program would move from the Early Education Center into West Hall. Once the move is complete, the Early Education Center (poor condition) would be planned for demolition because the square footage is not needed after the West Hall project is completed. The CSDB vision is to turn the center of campus into green space (quadrangle). The Blind School would move from Adams Hall into West Hall. Once that move is complete, Adams Hall would be renovated to accommodate the Bridges-to-Life Program (18-21) currently residing in Stone Hall [estimated \$11.5M renovation cost]. The five year plan also includes renovation of Stone Hall to accommodate student outreach and other functions now in West Hall [estimated \$23.5M cost].



**Controlled Maintenance:** CSDB also has \$34.0 million worth of outstanding controlled maintenance projects. The first three are on levels 1, 2, and 3 of the FY 2026-27 list, respectively. The Brown Hall project would receive funding with Level 1, but it is at the bottom of the Level 1 list (a score of 10, which is the highest score before the cutoff to Level 2).

June 30, 2025

<b>Controlled Maintenance Project Request - Five Year Plan FY2026-27 to FY2030-31 (CM 5P)</b>											
(A) Agency/Institution:			Dept. of Education - CSDB			(B) Agency/Institution Signature Approval:			Tera Spangler		
(C) OSA Delegate Signature:			Michael A Nero			(D) OSA Review Signature:					
(1) Agency / Institution Priority #	(2) Project M # (if continuation)	(3) CM Category	(4) Project Title	(5) No. of Phases	(6) Total Project Cost	(7) Prior Appropriation	(8) FY26/27 Budget	(9) FY27/28 Budget	(9) FY28/29 Budget	(9) FY29/30 Budget	(9) FY30/31 Budget
1		RF	Brown Hall Renovation	2	\$ 8,256,508		\$ 4,669,352	\$ 3,587,156			
2	2022-022M21	RF	Gym Building Envelope Improvements	4	\$ 9,743,694	\$ 5,044,058	\$ 4,699,636				
3		HVAC	Argo Hall Steam Line Replacement	1	\$ 575,333		\$ 575,333				
4		RF	Ritter Hall Renovation	2	\$ 8,500,000			\$ 4,500,000	\$ 4,000,000		
5		FS	Upgrade Outdoor Athletic Facilities	2	\$ 7,000,000				\$ 3,500,000	\$ 3,500,000	
6		RF	Lions Hall & Industrial Building Envelope	1	\$ 2,500,000					\$ 2,500,000	
7		I	Pavement Replacement	1	\$ 2,500,000						\$ 2,500,000
					\$ -						
					\$ -						
					\$ -						
					\$ -						
(10) Totals for each Fiscal Year							\$9,944,321	\$8,087,156	\$7,500,000	\$6,000,000	\$2,500,000
(11) Grand Total of the Five Year Plan							\$34,031,477				

# Department of Education Responses to JBC Questions from Figure Setting

The responses below address questions on the following topics. Department responses are verbatim, with minor edits for length.

- State Aid for Charter School Facilities
- READ Act
- School Counselor Corps
- Math Accelerator
- Other Grants
- Parents Encouraging Parents Conference
- Online Education RFI

## State Aid for Charter School Facilities

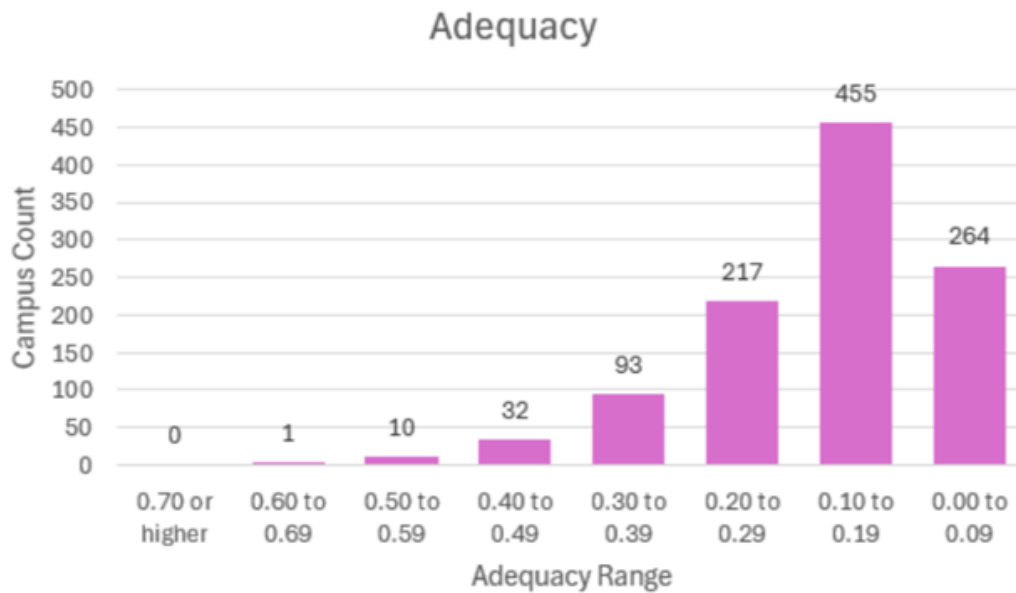
Sen. Amabile requests further discussion of Charter School Facilities Assistance and general funding for charter schools.

1) BEST was previously able to at least provide FCI information comparing charter schools to other schools. I think there is also an "appropriateness" of facility rating. Please provide whatever you can comparing charter facilities versus other facilities.

Average Facility Condition Index (FCI), Adequacy Index, and Year Built for charters and districts:

	Facility Condition Index	Adequacy Index	Year Built
Charters	0.35	0.20	1992
District	0.51	0.17	1984

Statewide Adequacy results:



**Facility Condition Index (FCI)** is an industry-based standard to compare the cost of replacing major systems against replacing an entire facility. **The higher the score, the poorer the condition of the facility.**

**Adequacy Index (AI)** is a measure of how well facilities support programming: site circulation, parking, pedestrian access, security, classroom sizes, sound transfer between spaces, and more. It is a fairly subjective survey that the district/charter completes with one of our assessors. The higher the AI, the less the school complies with the standards.

Regional Program Managers use this report to help grantees complete their requests by illustrating things that might not show up in an FCI: for example there is no security vestibule, there are structural integrity concerns, or there is no existing fire suppression system.

The average AI score for the state is 0.17. Over 60% of the schools for which we have adequacy data fall between 0.10 and 0.20. With little variation we believe the 0.03 difference between districts and charters relates to the types of buildings charters typically occupy, not always being originally designed as schools.

2) The JBC also discussed the amount BEST spends on charter schools versus other schools, noting relatively low percentages, based on a "phone a friend". Can CDE provide additional context? Examples (1) What has been BEST spending on charters in the last 5 years versus since program inception? (2) How does BEST spending on charter school construction compare with charters as a percentage of schools, square footage, or another easily comparable metric?

We can filter BEST award amount by grantee (district or charter). A fifth Regional Program Manager was hired for the FY23-24 grant round to provide more support and guidance to charter schools on how to prepare a BEST grant. This table does not include emergency grants (awarded to both districts and charters), the Charter School Capital Construction program (\$331.4M from FY15-FY25), or the School Facilities Incentive Grant (\$11.5M in FY25).

Fiscal Year	BEST Award Amount	District			Charter	
FY08-09	\$ 81,051,613	\$ 81,051,613	100.0%	\$ -	0.0%	
FY09-10	\$ 93,272,091	\$ 80,258,059	86.0%	\$ 13,014,031	14.0%	
FY10-11	\$ 169,950,522	\$ 154,484,057	90.9%	\$ 15,466,465	9.1%	
FY11-12	\$ 142,945,470	\$ 113,191,290	79.2%	\$ 29,754,180	20.8%	
FY12-13	\$ 198,745,372	\$ 193,290,099	97.3%	\$ 5,455,273	2.7%	
FY13-14	\$ 72,261,762	\$ 71,012,813	98.3%	\$ 1,248,949	1.7%	
FY14-15	\$ 41,389,897	\$ 41,389,897	100.0%	\$ -	0.0%	
FY15-16	\$ 47,778,186	\$ 47,736,259	99.9%	\$ 41,927	0.1%	
FY16-17	\$ 60,000,000	\$ 59,885,278	99.8%	\$ 114,722	0.2%	
FY17-18	\$ 171,648,660	\$ 170,492,389	99.3%	\$ 1,156,272	0.7%	
FY18-19	\$ 255,158,728	\$ 219,228,930	85.9%	\$ 35,929,797	14.1%	
FY19-20	\$ 256,527,162	\$ 255,370,251	99.5%	\$ 1,156,911	0.5%	
FY20-21	\$ 135,798,432	\$ 117,280,002	86.4%	\$ 18,518,430	13.6%	
FY21-22	\$ 289,215,557	\$ 258,060,606	89.2%	\$ 31,154,951	10.8%	
FY22-23	\$ 110,000,000	\$ 108,772,360	98.9%	\$ 1,227,640	1.1%	
FY23-24	\$ 159,705,220	\$ 120,986,265	75.8%	\$ 38,718,955	24.2%	
FY24-25	\$ 155,245,826	\$ 127,168,562	81.9%	\$ 28,077,264	18.1%	
FY25-26	\$ 201,554,058	\$ 149,075,516	74.0%	\$ 52,478,542	26.0%	
	\$ 2,642,248,556	\$ 2,368,734,247		\$ 273,514,310		

Charter Schools have made up 15.1% of enrollment five years ago and currently make up about 15.4% of enrollment.

## READ Act

Sen. Kirkmeyer would like to know how many school districts have an actual READ Act program where they are receiving money from these programs.

1 district, Vilas declined accepting READ Act per pupil funds for 2025-26; however, they had 0 students identified as having an SRD therefore would have received \$0.

All districts receive per pupil funds annually based on the number of students reported as having a significant reading deficiency. Districts submit annual budgets for these funds. READ Act budgets expenditures are reviewed and approved to ensure all expenses are allowable uses of funds under the READ Act.

Sample Literacy Blocks

Weld RE-4 School District

Minimum Daily Time Requirements (Literacy)

Minimum Daily Time Requirements		
	Kdg-2nd Grades	3rd-5th Grades
Word Recognition	20-30 Minutes	20 Minutes
	- Phonemic Awareness - Phonics - Fluency (2nd)	- Advanced Phonics - Morphology (Generative Vocab) - Fluency
Language Comprehension	30-40 Minutes	50 Minutes
	- Grammar/Vocab (15 min) - Literature: Early Comprehension (20 min)	- Grammar/Vocab (20 min) - Literature: Complex text comprehension (30 min)
Writing	30 Minutes	30 Minutes
	- Writing - (Handwriting)	- Writing - (Keyboarding)

Additional Small Group & Independent Time Requirements		
	Kdg-2nd Grades	3rd-5th Grades
Small Group & Independent Work	20+ Minutes (concurrent)	25+ Minutes (concurrent)
	Small Group	Small Group
	- Classroom Differentiation - Tier 2 Intervention - Tier 3 Intervention	- Classroom Differentiation - Tier 2 Intervention - Tier 3 Intervention
	Independent Work	Independent Work
	- Literacy Stations - Independent Practice - Partner Work	- Literacy Stations - Independent Practice - Partner Work

**St. Vrain Valley School District**

(as published on SVVSD’s CStaff Curriculum Resources page)

## Daily Instructional Minutes (Elementary Only)

**English Language Arts: 165 minutes**

- Whole group Reading (45 minutes)
- Whole group Writing (45 minutes)
- Small Group Collaboration & Targeted Instruction (45 minutes)
- Foundational Skills (20-30 minutes)
  - Foundations (Grades K-3) or Structured Morphology (Grades 4-5)

**Sen. Bridges: How well do scores from the READ Act (assessments that identify SRDs) align with scores from other sources?**

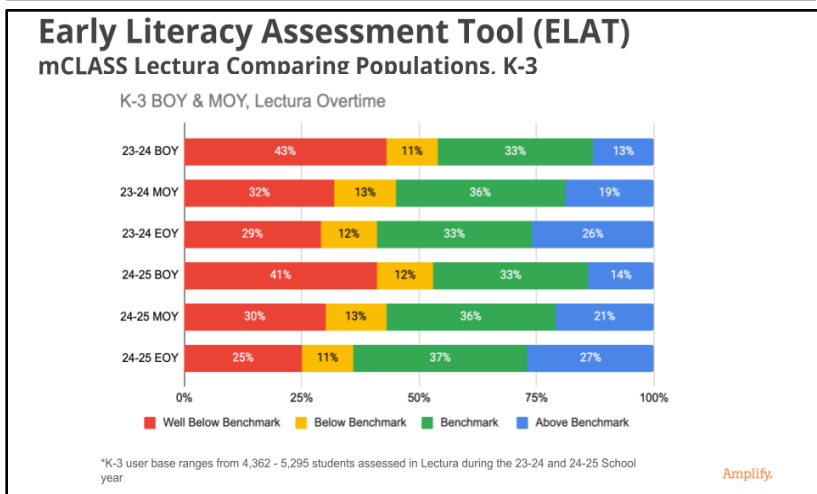
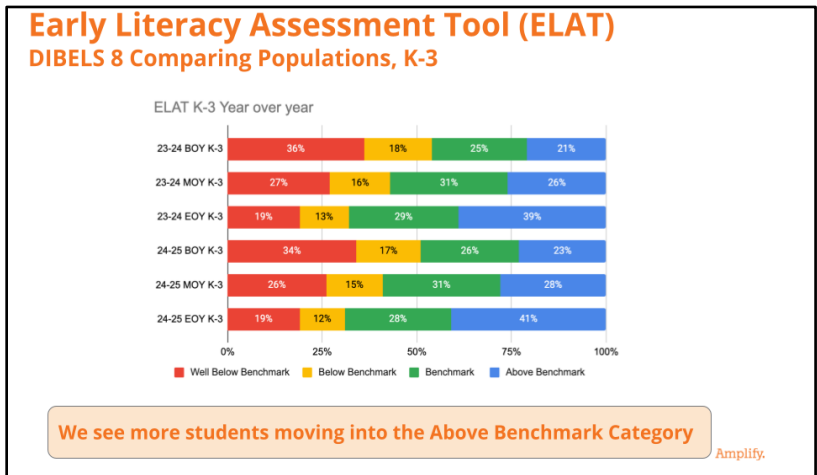
An important note here is that different assessments use different scales that do not always align since the assessment vendor sets the cut scores within their scales. Therefore, it is difficult to align

scores across assessments. In addition, there are different purposes for different assessments, so the scales would not align directly.

The department can provide the equipercetile cross index WestEd did in our evaluation last year around how scores line up from READ assessments with CMAS scales, but we would need to provide a lot of context since the assessments are different, assessing different things. Otherwise we do not have data around district benchmarking assessments they may use in addition to READ act assessments. Please let us know if you would like the cross index work WestEd did as well as the additional context.

**Rep. Taggart: Can you see improvement from the READ Act at the individual level using the ELAT tools? Do the reports and evaluations capture that detail?**

Yes, ELAT tools show growth within the assessment and the reports provided capture the detail. ELAT uses Amplify DIBELS 8 and Lectura as the assessment. The state gets aggregate data, but schools and districts get student level data.



## School Counselor Corps Grant Program

**Sen. Kirkmeyer (and Rep. Sirota) are looking for detail on the funding structure over the 4 years. Can you provide a chart/diagram that helps to clarify this?**

## Background

Historically, SCCGP receives a little over \$12,000,000 each year from the legislature. When the long bill was signed spring 2025, SCCGP was allocated **\$12,029,506**.

**Deductions** There are two statutorily required deductions that come from the allocation before SCCGP can be awarded:

1. SCCGP Statute allows **3%** of the annual appropriation to be used for program implementation costs: **\$360,885**.
  - a. C.R.S. 22-91-104(6):

*“The department may expend no more than **three percent** of the moneys annually appropriated for the program to offset the costs incurred in implementing the program, including the provision of grant-related professional development, training, and reporting activities.”*
2. BOCES grant-writing Statute: **\$41,677**.
  - a. C.R.S. 22-2-122(3) **(a)** *For each budget year, the department shall allocate to the boards of cooperative services established pursuant to article 5 of this title that provide a wide range of services described in section 22-5-118 to their member school districts, or school districts with student populations of less than four thousand students, an amount equal to one percent of the amount appropriated to all education grant programs for that fiscal year, or two hundred fifty thousand dollars, whichever is less. The amount allocated to the boards of cooperative services pursuant to this subsection (3) shall be taken from the amounts appropriated to all education grant programs. In the event the department allocates two hundred fifty thousand dollars, such amount shall be taken from each education grant program in the same proportion that the amount appropriated for that fiscal year to the education grant program bears to the total amount appropriated for that fiscal year to all education grant programs. **(b)** The department shall proportionately divide the moneys allocated pursuant to this subsection (3) among the boards of cooperative services described in paragraph (a) of this subsection (3) on a per school district basis, based on the total number of school districts that have student populations of less than four thousand students and are members of boards of cooperative services that shall receive moneys pursuant to this subsection (3). **(c)** The boards of cooperative services that receive moneys pursuant to this subsection (3) shall only use such moneys to assist member school districts and schools in applying for grants from education grant programs. One or more boards of cooperative services may use the moneys allocated pursuant to this subsection (3) jointly to provide services to member school districts from more than one board of cooperative services.*

## SCCGP Funding Model

(Outlined in the Request for Applications)

- The number of Year 1 awarded applications (Cohort 15), funded at **\$30,000–\$50,000** each for planning purposes
  - Grantees plan, collect data, write goals, and are trained on how to set up a comprehensive school counseling model

- The number of sites in Cohorts 12–14, each funded at **\$90,000** per site
- There is a difference between applications awarded and sites awarded. In year one an application can get funding, but that application may have up to six schools to be funded. So year one they get a set, small amount but in years two through four, each of the school sites would receive \$90k to hire a school counselor.

**Visual Overview**

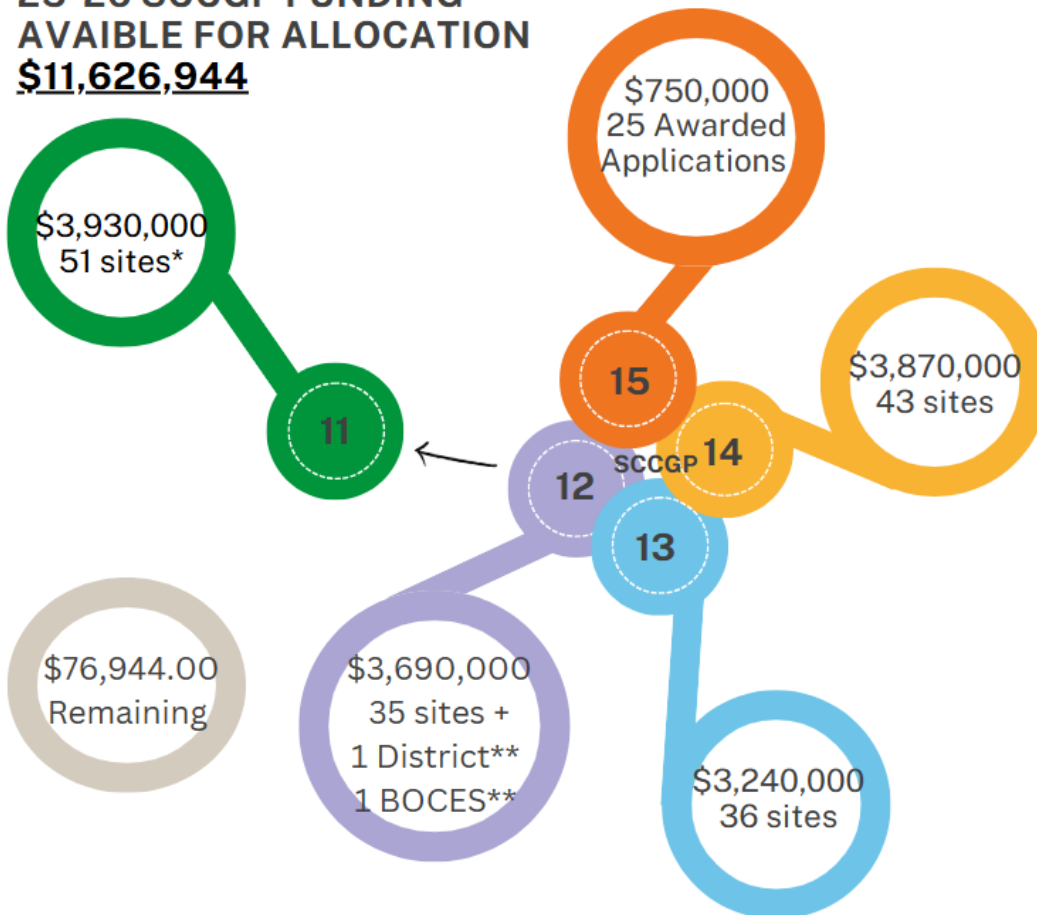
For FY 25–26, SCCGP **\$11,626,944** was available to award.

**Core Grant Funding Structure**

- **\$750,000** – Year 1, Cohort 15
- **\$3,870,000** – Year 2, Cohort 14
- **\$3,240,000** – Year 3, Cohort 13
- **\$3,690,000** – Year 4, Cohort 12

Total: **\$11,550,000**

**25-26 SCCGP FUNDING AVAILABLE FOR ALLOCATION**  
**\$11,626,944**



\*Different award amount for each site was used

\*\* These sites received more than \$90,000 per site as district or region wide applications

**Calculation**

Total amount available to disburse: **\$11,626,944**

Minus total amount allocated to Cohorts 12–15: **\$11,550,000**

Remaining balance: **\$76,944**. In 2025, SCCGP distributed the remaining balance back to Cohort 15, increasing each Year 1 award to **\$33,077** per funded application.

**Rep. Brown: What is the data that the Department or other stakeholders might be using to refute the findings of the DU Lab study?**

Data from recent cohorts is not included in Legislative Reports until they finish the four years. We currently have grantees in Cohorts 12-15. The 2025 Legislative Report ([not currently public, still in review process](#)) is about Cohort 10, which occurred from 2020-2024.

By the end of SCCGP funding, grantee schools:

- Improved student-to-counselor ratios from pre-funding levels. The ratio across all funded schools improved from 438:1 to 276:1. Ratios for middle and high schools were below 250:1.
- Made progress on, reached, or exceeded 87% of goals set during the development year.
- Improved four-year graduation and six-year completion rates. While Cohort 10 schools gained 2.5 percentage points in four-year graduation rates, the margin between Cohort 10 schools and the statewide graduation rates remained equal pre- and post-funding. Also, Cohort 10 schools gained 1.6 percentage points MORE than the statewide average on six-year completion rates.
- Improved postsecondary matriculation rates from 41.7% to 52.7%, narrowing the gap between Cohort 10 schools and the statewide average from 12.8 percentage points to 4.5 percentage points.

2024 Legislative Report ([not currently public, still in review process](#)) is about cohort 9, which occurred from 2019-2023.

By the end of SCCGP funding, grantee schools:

- Maintained and Extended Lower Dropout Rates: In the development year, Cohort 9 schools had a lower dropout rate (1.2%) than the state average. By the end of funding, while state dropout rates increased to 2.1%, Cohort 9 schools further decreased their dropout rates to less than or equal to 0.5%.
- Supported High School Students' High School Graduation and Completion: Over the course of the four-year program, grantee schools increased both four-year graduation and six-year completion rates. Even though Cohort 9's six-year completion rate was below the state average before funding, by the final year of the grant, it increased to 91.4%, over eight percentage points higher than the state average.
- Built Capacity within Schools
  - Funding from SCCGP moved student-counselor ratios from 525:1 to 257:1 across grantees, allowing counselors to provide more individualized support to students and their schools. The number of licensed school counselors in Cohort 9 schools more than doubled, from 31.5 full-time employees (FTE) before the beginning of the grant cycle to 64.35 FTE in the last year of the grant.
  - SCCGP sites attended an estimated 5,000+ hours of professional development in the final funding year alone, which further developed their knowledge, skills and ability to meet students' needs.

- Nearly all sites (95%) engaged professionals and community members beyond the school counseling program in the Individual Career Academic Plan (ICAP) process, building capacity within others at their school to support PWR.

Something to note about the structure of the grant program, the original statute was written for high school outcomes (grad rates, matriculation, dropout etc) yet elementary and middle schools were added to the statute without updated reporting requirements. So, the data includes elementary and middle schools but those are not able to contribute to much of the required outcomes reporting,

Regarding the DU study itself, it had a lot of variables that impacted the total outcomes. Study limitations are listed on page 30 of the report and are summarized here::

- CDHE's data breach prevented many data points from being shared.
- CDE's new process from data collection- outside of what was legislatively available was difficult to obtain and not all was included.
- The study was done on cohorts that all were active during the two years of COVID. The work done during that time did not follow the typical scope of the program due to changes in staffing, vacancy in positions, and virtual support.

**Staff: Do you have any data on whether schools that improve counselor-to-student ratios through a Counselor Corps grant keep those additional staff once the grant is over?**

The "sustainability" of school counselors is asked in the end-of-year (EOY) SCCG report. The following [2024 legislative report](#) on page 26 reflects in a narrative way grantee responses on this topic (self-reported, not a formal study):

### **Sustainability**

In the final EOY report, grantees are asked to share about their plans for sustaining the impact of the program in their schools. Eleven of the 12 grantee school districts indicated that their school or district wants to continue the positions and work funded by SCCGP. Of the 38 school-level reports, 25 (66%) indicated that funding had been secured to continue the counselor position beyond the end of SCCGP funding. Funding sources included school/district general funds, state rural funding and other grants, including the Colorado Opportunity Scholarship Initiative Fund My Future grant.

## **Math Accelerator**

Rep. Brown and Rep. Taggart have requested more information on this program.

- We have the legislative brief that we've already shared that summarizes 2024-25 funding and outcomes:  
[https://resources.finalseite.net/images/v1772052814/cdestatecous/izr2v59sxfnc4fduyqfi/COAAP\\_Legislat...](https://resources.finalseite.net/images/v1772052814/cdestatecous/izr2v59sxfnc4fduyqfi/COAAP_Legislat...)
- The OSS team pulled this summary together to respond to the JBC conversation, and it includes things like RFA timelines and such, which may be helpful in getting into the weedy details:

[https://docs.google.com/document/d/1XArdGo8c5bdP\\_mQaK2EwUEOXP6kHSlhgGFXsZDbCFSw/edit?usp=sharing](https://docs.google.com/document/d/1XArdGo8c5bdP_mQaK2EwUEOXP6kHSlhgGFXsZDbCFSw/edit?usp=sharing)

- There is also the first year external evaluation report:  
<https://www.cde.state.co.us/studentsupport/coaapyr1rpt>
- Paid staff in out-of-school time (OST) programs can range from activity leaders to educators and program managers. Their responsibilities span academic support, youth development, safety, behavior management, physical activity, enrichment programming, and family/community engagement.
- OST staff often take on multiple roles within a single program, including: teachers, mentors, site coordinators, program directors, tutors, counselors, coaches, activity facilitators, youth leaders, program administrators, fiscal staff, health or wellness staff and family engagement coordinators.
- The number of individual COAAP-funded staff working at grantee sites is 597. This is 17 full time employees and 580 part-time employees.

As part of the above, can you provide an update on the 21st Century Community Learning Programs grant and how much Colorado has received/ is receiving? Does this go to the same recipients? Different recipients?

- In the current 2025-26 program year, there are 21 COAPP grantees and 38 21st Community Learning Center (21st CCLC) grantees.
  - Five organizations receive both COAP and 21st CCLC funds (this is 24% of COAPP grantees). It is important to note, however, that funds are tied to specific out-of-school time programs/centers, so for those five grantees that overlap, each grant provides services to different students in different locations. [This was required in the application]
  - For example, the Boys & Girls Clubs of Metro Denver receives \$174,600 in COAPP funding to serve Johnson Elementary. They also receive \$866,048 in 21st CCLC funding to serve the following schools/programs:
    - Cole Arts & Sciences Boys & Girls Club
    - Colorado Sports Leadership Academy (CSLA)
    - Hidden Lake High School
    - Josephine Hodgkins Leadership Academy
    - Tennyson Knolls Preparatory School
    - KIPP Sunshine Peak Academy
    - KIPP Northeast Denver Middle School
- [This visual](#) summarizes the programmatic similarities and differences between COAPP and 21st CLCC
- [COAAP 21st CCLC Grantee Funding 02.06.26 for JBC.xlsx](#) shows the grantees and amounts of funding for COAPP and 21st CCLC. Since 21st CCLC operates in cohorts, there are three separate 21st CCLC tabs, one for each of the currently active cohorts.

#### **21st Century Community Learning Centers Summary**

- Colorado receives ~\$12.8M annually for the 21st Century Community Learning Centers (21st CCLC) grant

- The 2025-26 21st CCLC award from USDOE was \$12,862,977.
- In 2025-26, there are 38 grantees across three different cohorts, receiving a total of \$12,366,503.64 in distribution funds.
- Grantees receive funds for an initial period of three years with the option to continue funding for up to an additional two years.
- Grantees may be LEAs themselves, as well as community-based organizations working in partnership with local schools.
- In the 2024-25 school year, grantees served 17,109 individual students and 15,912 family members for a total of 23,660 hours of programming during the school year.
- Title IV-B permits an SEA to retain 2% for administrative costs and 5% for state leadership activities. At the Colorado Department of Education, 4.0 FTE are funded by Title IV- B (which includes 14 employees in total due to partial funding for some employees) across five offices.

## Other Grants

**Rep. Taggart has asked about the Ninth Grade Success Grant Program and the Education Stability Grant Program, noting that there isn't enough money for statewide benefit. Do you have additional information?**

### Ninth Grade Success Grant Program

Consistently strong outcomes in initial years of the grant - here is the most recent [3 page summary](#). Highlights include:

An examination of Cohort 1 grantee and state rates from the year before the grant began to the final year of implementation reveals:

- All grantees except one **increased graduation rates** over time
- Two thirds of grantees ending the program with a **graduation rate at or above the state rate**
- More than half of Cohort 1 grantees **decreased their dropout rates** over time
- All but two grantees ending the program with a **dropout rate below the state rate**.

### Ed Stability Grant

Students Served in 2023-24 (more information can be found in the [2023-24 State Policy Report: Dropout Prevention and Student Re-engagement](#), pages 62 - 66)

- 5,787 students were served
- 81.7 percent of students served were experiencing homelessness
- 8.4 percent were in out-of-home placement (foster care)
- 11.4 percent were in migrant education programs

ESG-funded districts showed higher graduation, completion, and attendance rates and lower dropout, chronic absenteeism, and truancy rates compared to pre-grant years. In 2023–24, **96.7% of highly mobile students served through ESG stayed in school or completed their education**.

Promising practices are beginning to emerge from intentional alignment with the CDE strategic plan. ESG supports innovative strategies including:

- extracurricular engagement

- career exploration
- individualized graduation pathways
- resource centers for streamlined connection to services
- student/family/community navigators providing tier three holistic interventions
- specific transportation strategies to ensure attendance and engagement in school and extracurricular activities

## Parents Encouraging Parents Conference

**Sen. Bridges would like to know how many people go to the PEP conferences. [The appropriation for this program was reduced from \$68,000 to \$50,000 in JBC action.]**

The CDE's Parents Encouraging Parents (PEP) Conference has been promoting family school partnerships and supporting peer networking and the education of Colorado's parents of children with disabilities since 1980. Most of the funds used to cover the costs of the PEP conference are IDEA dollars. State dollars are used to cover the cost of providing the meals and lodging for families required by SB19-215. Meals are not an allowable use of IDEA funds. Here are attendance numbers from the last 3 school years:

- Fall 2023: 68
- Spring 2024: 43
- Fall 2024: 46 (78 registered but we had an unusually high number of no shows and cancellations)
- Spring 2025: 82
- Fall 2025: 73

## RFI on Online Education

**Rep. Taggart asked to add a component about the number/percentage of students that go from online to higher education as compared to brick and mortar. Is this something that you could capture in the data?**

We can add this request into the RFI if desired as it will take further analysis to answer the question.