



MENU OF SUPPORTS – 2024-25

The Menu of Supports is a summary of the services offered in the EASI application. For more detailed information regarding each service, refer to the information sheets available on the EASI website.

EXPLORATION SUPPORTS				
LEAs interested in funds and/or services to conduct a review of key systems (district or school), stakeholder engagement, improvement planning, and initial implementation. Exploration support activities are a precursor to applying for full implementation grants (e.g. District Designed and Led).				
Support	Description	Eligibility	Duration	Available Funds
<p><u>School Holistic Reviews (external provider)</u></p> <ul style="list-style-type: none"> - Holistic Review - All holistic reviews include funding for all the required activities listed in the description column <p>OR</p> <p><u>School Specialized reviews (CDE facilitates)</u></p> <ul style="list-style-type: none"> - AEC and Online Review - Language Learner Partnership - All specialized reviews include funding for all the required activities listed in the description column 	<p>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).</p> <p><u>School Diagnostic Reviews</u> External reviews are an important component in helping a school prepare for rapid, effective turnaround work. The types of available reviews include the traditional holistic diagnostic review that looks at the comprehensive school system, as well as specialized reviews for schools that want a more detailed look at programming.</p> <p><u>Stakeholder Engagement</u> State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, families, community members, local board members) throughout the school improvement process.</p> <p><u>Improvement Planning</u> The improvement planning component is intended to build upon the diagnostic review and stakeholder engagement work.</p> <p><u>Early Implementation</u> Upon completion of EASI Exploration work, the school may begin some early implementation of strategies and activities identified during the diagnostic and improvement planning work.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive Support, Targeted Support, Additional Targeted Support) and/or schools with a State identification of Priority Improvement, Turnaround, or On Watch</p>	<p>1.5 Years</p>	<p><u>Holistic Reviews Total Grant (External provider facilitates)</u> Up to \$80,000</p> <p><u>Specialized Reviews Total Grant (CDE facilitates)</u> Up to \$42,000</p> <p><i>See Exploration Route Fact Sheet for recommended funds allocations</i></p>
<p><u>District Specialized Reviews</u></p> <ul style="list-style-type: none"> - Language Learner Partnership (formerly known as ELD) – CDE facilitates - All specialized reviews include funding for all the 	<p><u>Stakeholder Engagement</u> State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, families, community members, local board members) throughout the school improvement process.</p>		<p>1.5 Years</p>	<p><u>Specialized Reviews Total Grant (CDE facilitates)</u> Up to \$42,000</p> <p><u>District Strategic Planning Total Grant (External</u></p>



<p>required activities listed in the description column</p> <p>District Strategic Planning</p> <ul style="list-style-type: none"> - Systems review - Stakeholder engagement - Improvement planning - Early implementation support 	<p>Improvement Planning The improvement planning component is intended to build upon the specialized review and stakeholder engagement work.</p> <p>Early Implementation Upon completion of EASI Exploration work, the school may begin some early implementation of strategies and activities identified during the diagnostic and improvement planning work.</p>			<p><u>provider facilitates</u>) \$80,000-\$150,000 (depending on district size and other factors)</p> <p><i>See Exploration Route Fact Sheet for recommended funds allocations</i></p>
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DISTRICT DESIGNED AND LED IMPROVEMENT STRATEGIES				
LEAs have a plan or are already implementing a plan that meets requirements for school(s) or is interested in implementing an improvement strategy outlined in a CDE Major Improvement Strategy Guide .				
Support	Description	Eligibility	Duration	Available Funds
Improvement Support	<p>Through the District Designed and Led (DDL), districts are encouraged to initiate and expand supports for schools in need of improvement. This route is a good fit for districts and schools that have invested in a comprehensive needs assessment, solid planning, and are ready for implementation or that have seen positive results and would like to expand programming.</p> <p>To be awarded funds under this service, proposals must demonstrate that the LEA and school(s) are building from established processes for the cross-cutting elements, including stakeholder engagement, improvement planning, use of evidence-based interventions (EBI), evaluation, and reporting. Grantees must either have had a recent external diagnostic review from another EASI support or a provider.</p> <p>Districts seeking additional capacity for implementation should consider organizations approved for Improvement Implementation Support on the CDE Advisory List of Providers.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive Support, Targeted Support, Additional Targeted Support) and/or schools with a State identification of Priority Improvement, Turnaround, or On Watch</p>	Up to 2.5 Years	<p>Up to \$20,000 in year 1* Up to \$50,000 in year 2 Up to \$50,000 in year 3</p> <p><i>*May only be requested if funds do not overlap with a prior EASI support used to demonstrate need</i></p> <p><i>*See information sheet on details about maximum awards by district.</i></p>
Major Improvement Strategy	<p>District Designed and Led- Major Improvement Strategy (DDL-MIS) is designed to support districts implement school improvement efforts aligned to one of CDE's Major Improvement Strategy Guides.</p> <p>To be awarded funds under this service, proposals must demonstrate a need for the selected improvement strategy through any of</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools with a State identification of Priority Improvement,</p>	Up to 2.5 Years	<p>Up to \$20,000 in year 1 Up to \$80,000 in year 2 Up to \$80,000 in year 3</p> <p><i>*See information sheet on details</i></p>



	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.	Turnaround, or On Watch	<i>about maximum awards by district.</i>
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OFFERED SERVICES

LEAs interested in applying for an existing CDE program or support aimed at improving school systems. Services may include a comprehensive approach that includes planning and implementation phases.

Support	Description	Eligibility	Duration	Available Funds
<p style="text-align: center;"><u>Accountability Pathways</u></p>	<p>The Accountability Pathways is intended to support LEAs and schools with planning for and implementing the 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 who receive a directed action from the state board, the grant can support implementation of the approved pathway plan.</p> <p><i>Note- Districts should review the service information sheet for additional details and limitations related to eligibility, duration, funding by year, and available funding amounts.</i></p>	<p>LEAs in Year 4 or 5 of Priority Improvement, Turnaround; or an LEA that has had an action directed by the State Board of Education</p> <p>or</p> <p>Schools in Year 4 or 5 of Priority Improvement, Turnaround; or a school that has had an action directed by the State Board of Education</p>	<p>Up to 2 Years</p>	<p>Up to \$100,000 in year 1 Up to \$100,000 in year 2</p> <p>LEAs applying on behalf of multiple schools (at least three schools) and/or the LEA itself may request no more than \$400,000 per year.</p>
<p style="text-align: center;"><u>Colorado Multi-Tiered System of Supports (COMTSS)</u></p>	<p>Colorado Multi-Tiered System of Supports (COMTSS) is defined as a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, LEA, region, and state level. Our mission is to shape, develop, and increase the collective capacity of schools and LEAs to implement and sustain a multi-tiered system of supports through a problem-solving culture that integrates data, practices, and systems to improve educational outcomes for every student.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive Support, Targeted Support, Additional Targeted Support) and/or with a State identification of Priority Improvement, Turnaround, or On Watch</p> <p>LEAs that commit to partnering with COMTSS staff to focus on systemic change through professional learning and capacity-building.</p>	<p>Up to 2.5 Years</p>	<p>Up to \$20,000 in year 1 Up to \$80,000 in year 2 Up to \$80,000 in year 3</p>
<p style="text-align: center;"><u>Connect for Success (CFS)</u></p>	<p>Connect for Success is an opportunity for schools identified for support and improvement to connect with and learn from some of Colorado’s High Achieving Schools (HAS) Schools that participate in the Connect for Success grant</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive</p>	<p>Up to 2.5 Years</p>	<p>Up to \$20,000 in year 1 Up to \$80,000 in year 2</p>



	<p>receive a diagnostic visit and a report that includes recommendations from a CDE team based on the findings of the HAS study, the opportunity to visit one of the High Achieving Schools and support from CDE in developing an action plan based on the team’s findings.</p>	<p>Support, Targeted Support, Additional Targeted Support) and/or with a State identification of Priority Improvement, Turnaround, On Watch</p> <p>This grant opportunity is <u>not</u> a good fit for online schools or schools that currently have</p> <ul style="list-style-type: none"> • Accountability Pathways • Transformation Network • In year 4 or later on the state Accountability Clock 		<p>Up to \$80,000 in year 3</p>
<p><u>School Turnaround Leadership Development Program (STLD)</u></p>	<p>The STLD Program offers the 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. STLD awards are focused on leadership development of school and district leaders, rather than whole staff development or improvement activities. There are two types of STLD programs: general turnaround leadership and leadership for systems and services for students with disabilities.</p> <p>STLD awards cover the cost of the selected STLD program for staff in leadership positions and travel may not be available. STLD providers must be on the CDE Advisory List of Providers for 2024-25 and are listed on the STLD Providers Overview Grid for 2025-26.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive Support, Targeted Support, Additional Targeted Support) and/or with a State identification of Priority Improvement, Turnaround, On Watch</p>	<p>Varies, Based on Provider Programs</p>	<p>Varies, Based on Provider Programs View the list of turnaround leadership development providers</p>
<p><u>School Transformation Network</u></p>	<p>The Colorado 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 Transformation 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. All participating Transformation Network schools will receive access to specialized professional development, on-site performance management sessions, quarterly</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or with a State identification of Priority Improvement, Turnaround, or On Watch</p> <p>This grant opportunity is not a good fit currently with Connect for Success. Please see information sheet for</p>	<p>Up to 2.5 Years</p>	<p>Up to \$20,000 in year 1 Up to \$80,000 in year 2 Up to \$80,000 in year 3</p>



	Transformation Network events, and principal supervisor cohort gatherings.	additional program fit considerations.		
<p><u>Rigorous Action through Redesign</u></p>	<p>The Rigorous Action through Redesign is intended to support LEAs and schools with deep school design intended to address systemic issues impacting school performance and create sustained improvement for schools in Years 2-3 on the State Accountability identification system or for schools reaching Years 3 or 4 on the Federal accountability identification system.</p> <p>School redesign, in the context of this grant, is a process facilitated by a CDE approved external partner that includes a deep comprehensive review of the existing school systems and structures (e.g. people, time, resources, school model, alignment to Four Domains for Rapid School Improvement) driven by a representative school-design team. Participating schools should expect to spend 12-18 months on comprehensive design work and an additional 12 months on early implementation and prototyping identified new school design priorities.</p>	<p>LEAs with schools identified for improvement under ESSA in Year 3 or more of Comprehensive Supports (CS) Lowest 5% of CS Low Graduation rate and/or with a State identification of Priority Improvement or Turnaround in Year 2 or 3</p>	<p>2.5 years</p>	<p>Up to \$20,000 in year 1 Up to \$100,000 in year 2 Up to \$100,000 in year 3</p>



OTHER SERVICES				
LEAs interested in building local board capacity to support school improvement				
Support	Description	Eligibility	Duration	Available Funds
<p><u>Facilitated Board Training for School Improvement</u></p>	<p>The primary objectives of the program include:</p> <ol style="list-style-type: none"> 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. <p>The program’s theory is that participation in the training will lead to improved student academic performance over time as measured by Colorado’s educational accountability system.</p>	<p>Local boards and superintendents that (a) have schools identified through state accountability measures (i.e., Priority Improvement, Turnaround, On Watch) and (b) are interested in strengthening governing practices for stronger school improvement.</p>	<p>One to Two Years</p>	<p>Up to \$10,000 per School Board</p>
<p><u>School Transitions</u></p>	<p>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 must be focused on the implementation of one or more of the core components outlined in CDE’s Family, School, Community Partnership Strategy Guide 2.0 (FSCP).</p>	<p>School districts with an upcoming school closure or school consolidation where either (a) closing school or (b) the receiving school (if receiving at least 50% of a student body) is identified for improvement under ESSA (i.e., Comprehensive Support, Targeted Support, Additional Targeted Support) and/or with a State identification of Priority Improvement, Turnaround, or On Watch</p>	<p>Less than 1 year (March-Sept)</p>	<p>Up to \$50,000 per school closure</p>