

A photograph showing the lower half of three people sitting on a wooden bench. The person on the left is wearing a pink shirt and blue jeans with a tear, holding a white laptop. The person in the middle is wearing a yellow cardigan and blue jeans with a large tear, wearing black boots. The person on the right is wearing an orange sweater and blue jeans with a tear, wearing tan boots and holding a tablet. The floor is a light green tile.

# REPORT ON BLENDED AND SUPPLEMENTAL LEARNING

**MARCH 2022**



# DIRECTOR'S SUMMARY

**Defining** “blended learning” can be a challenge. Textbook definitions make sense; however, these definitions are cumbersome for stakeholders to unravel and apply. In light of this, we are seeing a subtle shift in the field, away from using “blended learning,” and toward simply referring to **combining technology with great instructional practices** to leverage each school and district’s vision. Much easier to understand, that language explains why each implementation of blended learning looks so unique and different. Blended learning is not itself an end, but rather a means to deliver an education that is more personalized, specialized, applied, and equitable. And, this is why Colorado Empowered Learning (CEL) has retooled our mission to reflect our project as an **implementation assistance** program that helps schools and educators combine technology with strong instructional practices.

CEL’s focus on implementation assistance continues to be the foundational triad of supplemental courses, consultative support, and professional development for educators. And since establishing CEL in 2015-16, we have had exceptional impact and growth. Consider these data. 2015-2021:

- ◆ 29,790 supplemental courses to 11,672 students across Colorado - 49% annual growth
- ◆ 5,654 enrollments in our professional development program
- ◆ Certification of 675 educators as Teachers of Blended Learning
- ◆ Consultative support to 89 unique districts

This past year, Colorado Empowered Learning has experienced a tremendous amount of growth in an effort to stem the issues with the Covid-19 pandemic and the need to support students, families and school districts across Colorado. Data from the 2020-2021 are compelling:

- 24,425 supplemental courses, taught by CDLS teachers
- 42,178 supplemental courses, taught by local teachers utilizing a new Option 3 program Serving a total enrollment for the 2021-2022 school year of 66,603 students

As we engage in our work and the conversations with stakeholders in the field, it is readily apparent that Colorado school district are developing their understanding of blended learning, which is why [Colorado's Blended Learning Roadmap](#) continues to be a critical part of our plan. While the scope of the Roadmap is greater than any one project, department, or agency, CEL is leading the effort to collaboratively engage partners in moving the plan forward. Derived from stakeholder feedback, CEL’s focus on moving forward with the Roadmap includes launching more effective communication, highlighting case studies, establishing a system to ensure equitable pricing for technology, fostering collaboration through open education resources, and developing partnership with other organizations to help fulfill our vision.

Administratively, Colorado River BOCES was the re-designated this fall by the Colorado Department of Education as the BOCES responsible for the leadership, administration, and management of the program.

This report is intended to provide you with information related to last year’s accomplishments, as well as, highlights of the current year. It was intentionally built on the same template to allow comparison from our previous reports.

It is certainly my honor and privilege to serve as the Project Director for Colorado Empowered Learning, and I look forward to continuing to improve the equity and quality of educational programs across our great state.

Best regards,

Dr. Ken Haptonstall, Ph.D.

# INTRODUCTION

## STATUTORY OVERVIEW

### Empowering Digital Learning for All Act


Revised in 2016, House Bill 16-1222 refocused the state’s effort in assisting districts in the implementation of blended learning and expanding supplemental course offerings to more students in Colorado. The priorities of the legislation are:


- “(I) Expanding the availability of supplemental online education courses and blended learning strategies;
- (II) Increasing significantly the number of students who enroll in high-quality, effective, and affordable supplemental online education courses;
- (III) Working with school districts, charter schools, and BOCES to create, offer, and sustain their own high-quality, effective, and affordable supplemental online education courses and blended learning, as well as targeted professional development and mentoring support;
- IV) Assisting educators in local public education agencies to increase their competency specifically in using digital learning strategies to lead and instruct in, and otherwise implement, digital learning; and
- (V) Documenting and sharing best practices in providing supplemental online education courses and blended learning.” (C.R.S. 22-5-119)

Additionally, the statute calls for the articulation of Colorado’s vision and a roadmap for integrating blended and supplemental learning in our schools.

### Leadership

A Board of Cooperative Educational Services (BOCES), selected by the Colorado Department of Education, leads, manages, and administers the program, and Colorado River BOCES is honored to serve as the designated BOCES. Colorado River BOCES identified two non-profit providers to assist in the delivery of the program:

 [Colorado] **Digital Learning Solutions** (CDLS) is the state-supported supplemental program that provides Colorado districts access to high quality online courses that supplement their existing course offerings in a 21<sup>st</sup> century learning environment.

 **iLearn Collaborative** (iLC’s) goal is to empower education agencies to improve education and create options for all students. iLC works in a collaborative environment to promote, implement, and support quality student-centered learning.





# COLORADO EMPOWERED LEARNING

## EQUITY, ACCESS, OPPORTUNITY, APPLICATION

House Bill 16-1222 established a framework for redesigning the statewide supplemental and blended learning program. Colorado Empowered Learning (CEL) was created to implement the policy.

CEL's mission is to harness the talents and knowledge of Colorado educators to expand equity and access through blended learning in K-12 Education.

Founded on three pillars of support for districts, schools, and students, and with increased demand, CEL has raised the bar for services in 2020-21.

### Empowered Students

Affordable and rigorous supplemental course offerings for middle and high school to support credit enhancement, advancement, or recovery needs. Ensure that your students have access to high quality learning materials, the most up-to-date and relevant content, a certified teacher, and the same opportunities as others across the state.

**Goal: 3,800 Course enrollments provided at an average cost of \$135 per enrollment.**

### Empowered Educators

Engaging professional development in blended learning that can lead to certification!

Led by teachers in a personalized environment with blended access anywhere/anytime. Over 20 courses available!

**Goal: 700 Educator enrollments at a cost of \$25 per enrollment. During the 2019-20 school year, to date, there have been over 750 enrollments.**

### Empowered Districts

Partner with experts who have leveraged technology in their schools and districts to drive learning outcomes within budget constraints. These experts now work full time to help others learn from their wins and their mistakes. This work is hard, but you do not need to do it alone!

**Goal: Foundational consultation provided to 15 districts and Phase II consultative support for 10 districts, provided at no cost.**

[www.colorado.gov/cel](http://www.colorado.gov/cel)

 [COEmpLearn](#) 



**COLORADO**  
EMPOWERED LEARNING

# BLENDED LEARNING

## WHAT IT IS, AND WHAT IT IS NOT

Confusion abounds around the idea of blended learning. Let's start with the definition used in Colorado's legislation:

*"Blended learning" means a formal education program through which a student learns at least in part through digital content with some element of student control and at least in part at a supervised physical location that is not the student's home.*  
C.R.S. 22-5-119 (3) (b)

Blended learning:

- is an authorized and mainstream component of public education, an instructional delivery model.
- provides students with control over their learning, promoting student agency.
- occurs in part in typical educational settings like classrooms, the workplace, and the community.
- requires the talent and expertise of a teacher who plans and leads instruction while facilitating learning.

Blended learning is not:

- an online school.
- a replacement for teachers.
- the same as a one-to-one program (one device for each student).

Blended learning is more than technology-rich educational environment. Rather, blended learning is an instructional delivery model that provides students some control over their learning, whether it be the time, path, place or pace of learning, promoting greater personalization, providing for deeper application of knowledge, and expanding opportunities for all students.

"Blended learning is an exciting direction and evolution resulting from years of online education."

Colorado Representative Bob Rankin

**You** 



# SUPPLEMENTAL LEARNING

## WHAT IS SUPPLEMENTAL LEARNING?

Supplemental learning has existed in some form since the mid 1990s. Collaborative and single district program success encouraged Colorado to pass legislation to support providing supplemental learning to across the state in 2007.

Supplemental learning consists of courses provided through digital content, led by a licensed teacher, and provided to students who are enrolled in traditional schools (“brick and mortar”). These courses are delivered under the authority of the local school district and documented in the student’s transcript.

Provided by local schools to enrich the learning opportunities for students, supplemental learning reaches a variety of needs:

- Expanding Curricular Offerings
- Opportunity for students to catch up (Credit Recovery)
- An entry point for schools to begin blended learning implementation
- The needs of diverse learners
- The divergent interests of students

### Not A Full-Time Online School

Full-time online programs are ones where the student was not enrolled in a brick-and-mortar school and took all of their courses from an online provider.

Supplemental is part of a Blended Environment

At the heart of blended learning is the concept of providing student agency. “Agency is the capacity and propensity to take purposeful initiative--the opposite of helplessness. Young people with high levels of agency do not respond passively to their circumstances; they tend to seek meaning and act with purpose to achieve the conditions they desire in their own and others' lives.” [Tom Vander Ark](#)

Supplemental courses offer students the opportunity to exercise their initiative as it relates to their interest and learning needs. The Christensen Institute defines four broad models of blended learning programs, one of which encompasses supplemental learning - [A La Carte](#). Supplemental learning is not confined to this level of blended learning but does traditionally lend itself to an extension of local offerings. However, with simple adjustments in delivery, supplemental courses can increase the degree to which blending occurs.



# SUPPLEMENTAL LEARNING

## EXPANDING COURSE OPTIONS TO COLORADO STUDENTS

In partnership with Colorado Digital Learning Solutions, we offer over 200 courses to students across the state.

Supplemental learning combines digital content and tools taught by a Colorado Teacher, in partnership with a site facilitator, to provide high quality, rigorous learning at an affordable price.

Supplemental learning enhances every school's ability to provide a broad course catalogue to all students.

Supplemental learning allows students in grades 3-12 to access an expanded course offering regardless of school location or size. Courses can be accessed to provide Advanced Placement, Credit Recovery, Career and Technical Education,

Expanded Electives, and serve students of differing abilities.

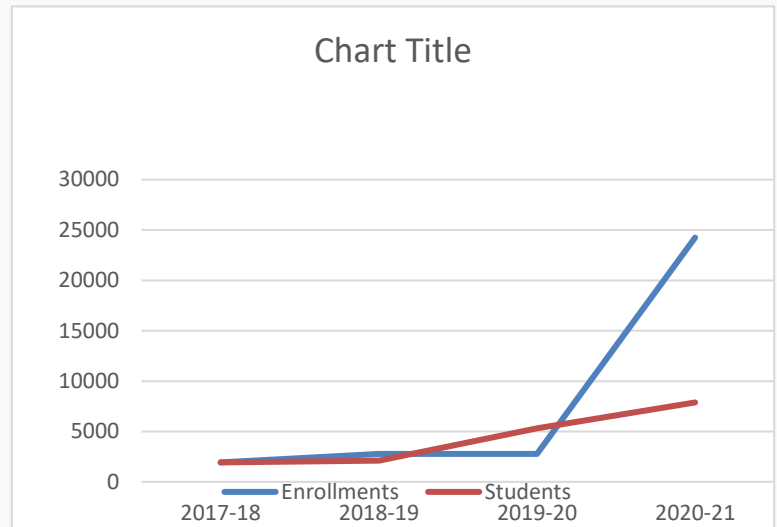
Cost per course enrollment was reduced \$35 in 2020-21 with traditional courses offered at \$100 and include AP and CTE courses. This was possible through a Federal GEER's grant that was supported through the Governor's office and CDE.

The success of supplemental learning is dramatically impacted by the role of the site facilitator, who serves to help guide students and as a resource for content and other related questions.

Summary of support provided districts:

- 42 districts currently have active enrollments in their LMS to support local online options for students
- 601 teachers from districts have active courses supporting students
- 1902 active course sections are being support locally by participating districts accessing 250 CDLS courses.
- 66,603 student enrollments are being supported by CDLS or district teachers:
  - o 42,178 student enrollments are being supported by districts and local teachers
  - o 24,425 student enrollments are being supported by CDLS teachers.
- CDLS is working with eNetLearning, a program of the Colorado BOCES, has provided free online professional development to help teachers in transitioning to online learning.

Enrollments for 2019-20 increased by 57% over 2018-19. Enrollments have increased, during the 2020-21 school year, by over 20,000. Additionally, the enrollments per student have increased from 1.2 to 3.4 enrollments per student. To support this increased demand CDLS hired over 100 additional Colorado teachers.





# SUPPLEMENTAL LEARNING

## APPLICATION IN COLORADO DISTRICTS

### South Routt School District (Northwest BOCES)

South Routt is a small rural district that leverages Colorado Empowered Learning's supplemental courses in order to provide additional course offerings to students and to address scheduling conflicts. In their model, they leverage an experienced, certified classroom teacher to serve as a site coordinator. In this role, she ensures that students succeed in a digital setting, developing the independent study skills required for success in college, career, and life. This teacher is then supported by a paraprofessional, the school guidance counselor, and the multi-tiered systems of support (MTSS) coordinator, ensuring the identification of, and support for, all students who would benefit from the program.

### Dolores County School District (San Juan BOCES)

Dove Creek High School and Middle School, in Dolores County School District 2, wants to give its students the same opportunities found in large urban districts, but it struggles to attract quality teachers to its rural location that can teach all the subjects of interest to students. To address this, it has paired a local teacher with a virtual teacher to co-teach core classes such as pre-algebra, Algebra I and II, and pre-calculus for students in grades 8-12. As a result, students can now graduate having completed more advanced coursework, better prepared for success in college. In addition, to support students' Individual Career and Academic Plans (ICAP), the district further leverages supplemental courses supported by Colorado Empowered Learning. These allow students the opportunity to explore their specific interests, emphasizing the connection between school and their futures.

### Deer Trail School District (East Central BOCES)

Working hand in hand with Deer Trail Administration, CDLS helped them leverage the talent of their existing staff by providing a collaborative approach to offering English classes to their secondary students. Superintendent and Principal, BJ Buchmann, said, "During this entire time of implementation for our online class support, I've found the CDLS team to be supportive, constructive, flexible and cordial in working within the instructional framework both CDLS and our admin team discussed. The availability of the CDLS online program supported our students at a time that we found it extremely difficult. Please know that we would not have been able to provide quality instruction without the help from the CDLS team and their online teaching staff."





# SUPPLEMENTAL LEARNING AT A GLANCE

\$775,166 operating budget - with an GEERS

Infusion of \$3 million

SERVED THIS YEAR...

23,510+

STUDENTS

123 School Districts Served  
66 of which are **SMALL** Rural

66,603

course enrollments  
(2020-21)

Enrollments in  
younger grades are trending  
**Up!**

66% of funding from the state

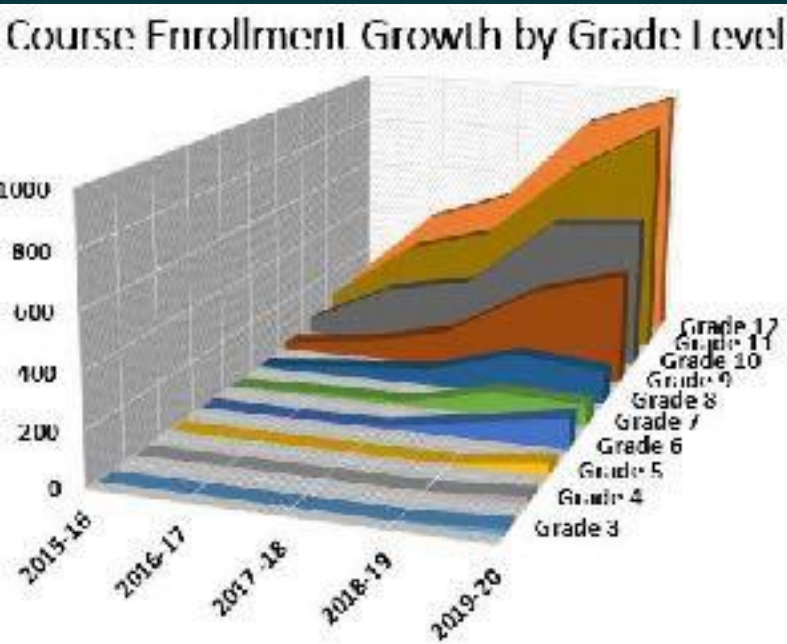
over **200** courses offered

successful completion rate **92%**  
(fall 2018)

year growth, on average - with a huge growth this  
past year.

**COURSE** on average

95% successful completion rate in the Blended/Hybrid Model



# CONSULTING

## EMPOWERING DISTRICTS EMPOWERING STUDENTS

In our third year service, CEL Consulting Services ensure that the courses and technology selected at a given school or district are aligned with both its learning model and its readiness for student-centered learning. Through our work, we facilitate the adoption and evolution of leading technology that supports pedagogical best practice, bridging between the Ed Tech and Education worlds.

Through our partnership with the iLearn Collaborative, districts across the state can receive foundational consulting support that assists planning and covers a variety of areas.



### STRATEGY

Identify the learning goals for students, answering key questions such as: where does blended learning fit in the bigger picture, which model(s) should the district implement, and how should technology and human capital be managed to support this?



### BROADBAND

Systematically determine current broadband performance, assess future needs, and create a plan to upgrade broadband infrastructure.



### IT HARDWARE

Define hardware strategies, including the ratio of students to devices, a plan for providing devices, and the selection of device types. Support procurement aligned with strategy.



### TRAINING

Assess existing Professional Development opportunities in the district and then add the supplemental resources and capabilities needed to ensure that students and teachers thrive in blended classrooms.



### IMPLEMENTATION

Support the district in ongoing project management and implementation, including assessing the human capital at the district, bringing in necessary support, building the capacity of the district staff over time.



### FINANCE

Determine financial goals for implementation, define the anticipated costs of implementation and ongoing operations of the blended model, and assess ways to cover the costs.



# CONSULTING

## DISTRICTS LARGE AND SMALL BENEFIT

After their successful first year of implementation, CEL consulting services have been in high demand for schools districts, both large and small. While small districts lack the capacity to implement systemic change without help, large districts face the same leadership challenges on a grander scale. Consulting services have been essential to supporting those districts who received foundational consultant last year as they implement the action plan established.

Goal: Provide foundational Consultation Services to 22 (new) districts in 2020-2021.  
Provide Phase II support to 18 school district who received foundational support in 2020-21.

### Wiggins School District (RE-50J), Wiggins, Colorado

Wiggins is a small rural district (546 students) that has made team teaching a strategic priority, with the goal of individualizing learning for each and every student. With the state's support through the Colorado Empowered Learning program, Wiggins was able to enhance and evolve its team teaching strategy to further meet the needs of students. Teachers received professional development on blended learning techniques and have begun integrating digital components into their team teaching and day-to-day instructional strategies. As teachers have gained comfort with these techniques, the district is also taking advantage of Colorado's Digital Content Warehouse, customizing not just their teaching approach, but also the content taught, to better reflect student needs and interests.

### Gunnison Watershed School District RE-1J

*"Our small, rural school district of approximately 2,000 students learned of iLC consulting right when we needed them most. I was hired as the new Technology Integration Specialist for Gunnison Watershed School District at the start of the school year. The position was new to the district and new to me, and I was tasked to support and contribute to the district's plan for instructional technology and to create a coherent plan for tech integration across our district (amongst many other roles/tasks). As a rather large undertaking for a single individual, iLC consulting was there to support me in accomplishing a series of tasks. Most useful of all was our time with consultant John Canuel, and his on-site visits that provided us with "State of the District Readiness Report". This report empowered us with key findings and recommendations that have been the foundation of our work and the progress we have made around creating and implementing a coherent technology integration plan."*





# CONSULTING SERVICES AT A GLANCE

**35** districts engaged in consultative services

**85%** rural engagement

Engagement	Districts	Totals
Rural	Dolores Huerta Preparatory HS, Creede, Ouray, Montrose, Weld Re-8, Huerfano, Center Consolidated, Manzanola, Buffalo, Steamboat Springs, Briggsdale, Morgan County, Weld Re-4, Trinidad, Alamosa, Uncompaghre BOCES, Mountain Valley, Delta, Peyton, Wiggins, Gunnison, Kit Carson, Clear Creek, Grand River Academy	25
Non-Rural	Brighton, Colorado Springs D-1 I, Cheyenne Mountain, Pueblo City, Thompson, Sheridan, Banning Academy, Adams 14, Widefield, CSDB	10
On Deck for new Engagement 2020-21	Hayden, RE-6J, Dolores RE-4A, (with 10 other districts who have expressed interest)	4

**100%** of cost covered by state

**Ten** districts engaged in phase II consulting support to implement plans

Districts report needing this **support**, but were previously unable to locate or afford it.

**Districts** are extending

**Large** districts find that CEL's experienced support amplifies the impact of their staff

support beyond the scope of the project

**TREND Alert!** Consultation leads to professional development which leads to better and more equitable outcomes for students.

# PROFESSIONAL DEVELOPMENT

## ADVANCING EDUCATORS

Through our partnership with the iLearn Collaborative, CEL helps educators reach their full potential by providing Professional Development in technology-enabled, student-centered learning. Courses are built for educators by educator-innovators and leaders, are immediately applicable in the classroom, are designed for optimum participation, and available for college credit and micro-credentials.

Training models include multiple methods to meet the needs of districts, schools, and individual educators.

### Certification in Blended Learning

Through our courses, educators can earn micro-credentials and certification as a blended learning instructor.



### Delivery Highlights

- Courses are designed to be completed in 3 weeks and are worth 15-clock hours towards re-certification, with most eligible for college credit.
- Courses are facilitated by experienced blended and personalized learning educators, who supplement digital materials with project-based work, synchronous group activities, one-on-one coaching, and personalized feedback on assignments.
- Learning progressions through course offerings guide educators through personalized pathways from introductory through advanced levels of knowledge and experience, meeting the instructional needs of participants.
- Participants can control when and what to learn through On-Demand and Just-In-Time course offerings.
- Courses can be delivered through the same Learning Management System utilized by students, modeling how to deliver an engaging experience.
- The course delivery and design models the instructional practices we are teaching, allowing enrollees to experience what it is like to be a blended, personalized learning student.
- Districts can use any of the delivery models: Signature Blend, Workshop, or Train the Trainer



# PROFESSIONAL DEVELOPMENT

## COURSES FOR EVERY LEVEL

### Blended Series

- ❖ Learning Management Systems Basics
- ❖ Introduction to Blended Learning
- ❖ Instructional Best Practices in Blended Learning
- ❖ Creating Digital Content for Blended Learning
- ❖ Rotation Models: Which model is best for your class?
- ❖ The Flipped Classroom: How Can This Work in Your Classroom?

### Intermediate Courses

- ❖ Differentiation Strategies in a Blended Environment
- ❖ Personalized Learning: Teacher's Data Dashboard
- ❖ Inquiry in Blended Learning
- ❖ Instructional Best Practices for Librarians
- ❖ Instructional Best Practice: Math, Science, English, Social Studies, Special Education, and Health/PE
- ❖ Introduction to OER

### Leadership Series

- ❖ Introducing Blended Learning to Your School or District
- ❖ Supporting Blended Learning in Your School or District

### Advanced Courses

- ❖ Engaging Students Using Gamification
- ❖ Project-Based Learning in Blended Learning Environments
- ❖ Digital Tools for Online and Blended Classrooms
- ❖ Online Course Development (12-week, 60-hour course; 30 facilitated hours)

### Personalized Learning Series

- ❖ Introduction to Personalized Learning
- ❖ Student Choice and Agency
- ❖ The Why, What & How of Personalized Learning
- ❖ Foundations of Personalized Learning
- ❖ Planning Instruction & Assessment in Personalized Learning
- ❖ Student Experiences in Personalized Learning
- ❖ Learning for Core Content
- ❖ Leading for Equity

"The extra content was extremely beneficial, as well as the use of tools we could incorporate in our own blended learning environment." ~Amy Ross, Eaton High School

"I liked learning about the variety of models. It was helpful to see that I was already incorporating BL into my program and ideas of how to tweak what was already working." ~Anonymous

"I really valued seeing other participants' examples. The option of creating a lesson or critiquing a lesson (differentiation) to apply knowledge." ~Anonymous





# PROFESSIONAL DEVELOPMENT

## SHARING BEST PRACTICES

text text text



CEL was honored to be a platinum sponsor for the iLC 2020 Annual Conference at which over 250 attendees shared best practices and successful projects supporting blended learning. More than 50 breakout sessions were led by Colorado and national experts, and the conference included site visits to some local schools implementing a blended learning model.

### Highlights

- ❖ 91% rated our keynote as “excellent” or “good”
- ❖ 91% found the sessions “useful”
- ❖ 73% of attendees are “likely to return” next year



### Most Highly Rated Sessions

Technology Driven Differentiations & 50 Ways to Improve your Classroom with Technology, Vicki Davis

Using G-Suite Apps to Develop Blended Learning Playlists, Heather Ko, Poudre Valley School District

Our Story - Canon City Schools and our Transition to Blended Learning, Cañon City Schools

Leadership and Learning with Blended: From Implementation to Impact, St Vrain Valley School District

“Very practical for every level teacher.”



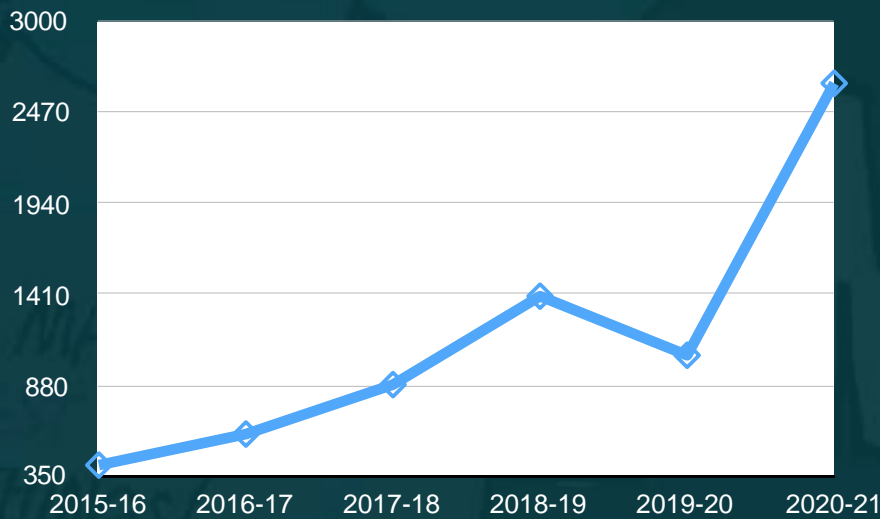
# PROFESSIONAL DEVELOPMENT AT A GLANCE

**1055** individual teacher enrollments from 16 districts

To date, **75** Teachers have completed Teacher Blended Learning Certification

**96%** responded that course facilitators were very good or outstanding

Enrollments are Soaring!



**70%** cost covered by state funding

**92%** of participants rated Very Good to Outstanding overall Course Satisfaction

**85%** successful completion rate is greater than typical online PD - the power of blended!

**\$25** cost per course over **25** courses offered

# CEL Joing OER Commons

## CREATING the Colorado Hub and Microsites

Access to sustainable, high quality, teacher vetted, digital content facilitates the shift toward blended learning. Unfortunately, existing content is either privately curated at an unsustainable price or content is simply neither curated nor organized to make it useful at scale. Additionally, existing content is provided in single units or lessons, without bring fully integrated, making it difficult for a district to approve. A Digital Content Warehouse of openly licensed educational resources (OER) addresses districts', schools', and teachers' needs by providing fully developed courses in a manner that allows the school or teacher to customize content and delivery to fit the educational process of the district.

The new Colorado OER Hub offers the ability for educators and other stakeholders to collaborate with school districts and other partners to create affordable, shared, full-length curriculum that has been curated and is ready for teachers to apply to their classes.

Content is being developed daily and is a continual process in support of the goals of the Colorado Department of Education and Colorado Empowered Learning.

OERColorado's hub platform coordinates efforts to support Colorado educators, administrators, curriculum experts, and other educational stakeholders across K-12 to adopt Open Educational Resources (OER) materials, share ideas and create affordable, high quality learning resources with the eventual migration to a larger more robust microsite in the works.



"Textbooks, are becoming obsolete. I read more than my share of textbooks. But it's a pretty limited way to learn something. Even the best text can't figure out which concepts you understand and which ones you need more help with. It certainly can't tell your teacher how well you grasped last night's assigned reading. But now, thanks to software, the standalone textbook is becoming a thing of the past." Bill Gates [Our 2019 Annual Letter](#)





# FUNDING

HB 16-1222 provided \$1,220,000 of state funds to implement the act in FY20. Additionally, districts pay a supplemental course enrollment fee of \$100 (previously \$200) for core classes and \$200 for more advanced and elective courses. Participants in professional development courses pay \$25 (normally \$150) per course.

Our adopted budget for FY20 is presented below.

Additionally, CEL received a \$6,000,000 GEER's grant from the Governors office and sponsored by CDE. Those fund were used to expand the courses offered by CDLS, professional development offered by iLearn Collaborative and support of a State Open Educational Resource Project and PBS Student Learning Tools.

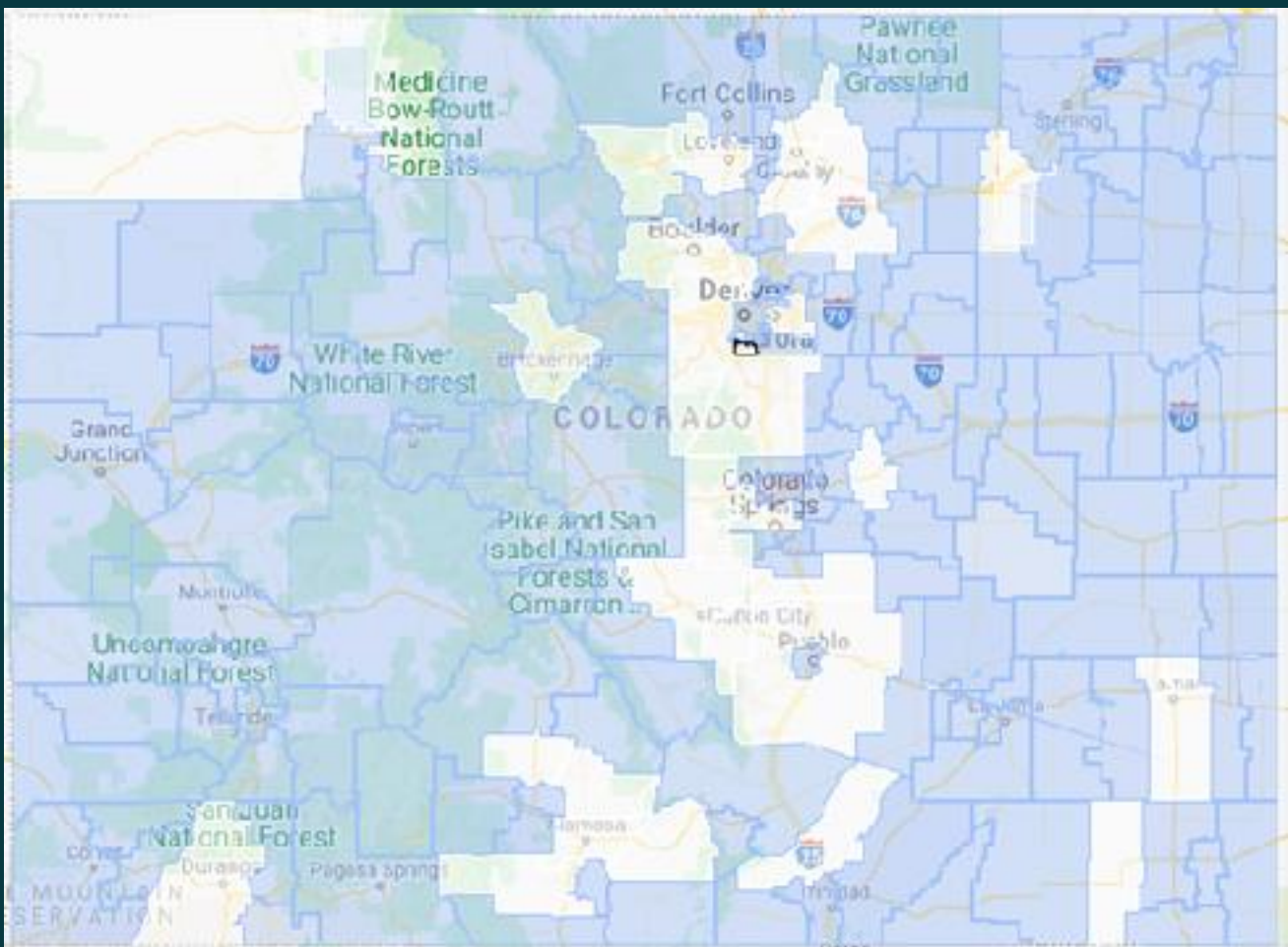
<b>CEL Operating Budget FY20</b>			<b>2020-2021 GEER's Funding</b>
Leadership and Administration	<b>\$96,000</b>	<b>Administration - Additional Support</b>	<b>\$8,550</b>
Financial Administration	\$25,045	<b>Small District Support</b>	<b>\$390,000</b>
Leadership	\$70,955		
Innovation	<b>\$69,000</b>	<b>Communications Services - Additional Support</b>	<b>\$25,000</b>
INACOL and iLC 2019	\$10,000	<b>PBS.- Student Learning Program</b>	<b>\$250,000</b>
Roadmap Implementation	\$25,000		
State Plan Priorities	\$29,000		
Travel / Misc	\$5,000	<b>OER State Level Program Support</b>	<b>\$111,000</b>
Supplemental Learning	<b>\$700,000</b>	<b>Supplemental Learning - Additional Support</b>	<b>\$4,827,525</b>
Consulting Services	<b>\$185,000</b>	<b>Consulting Services - Additional Support</b>	<b>\$150,000</b>
Professional Development	<b>\$170,000</b>	<b>Professional Development - Additional Support</b>	<b>\$237,120</b>
<b>Total</b>	<b>\$1,220,000</b>		<b>\$5,983,195</b>

At the end of FY19, CEL maintained a fund balance of \$28,500. These funds are earmarked for funding additional one-time expenditures in implementing the Roadmap and unanticipated increases in services due to higher than projected demand.

# STATEWIDE IMPACT

153 PARTICIPATING SCHOOL DISTRICTS 2020-21

## Participating Colorado School Districts



Blue Shading = Participating Districts-Supplemental Program

Visit [www.colorado.gov.cel](http://www.colorado.gov.cel)