Race to the Top – Early Learning Challenge
2014 ANNUAL PERFORMANCE REPORT

Colorado

JUNE 2015

Race to the Top
Early Learning Challenge

Table of Contents

> *Note: All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cells in a table indicates that the Grantee did not provide data or did not select the option.*

APR Cover Sheet

General Information

1. PR/Award #: S412A130004-13A

2. Grantee Name: Executive Office of the State of Colorado

3. Grantee Address: 136 State Capitol Building, Denver, CO 80203

4. Project Director Name: Mary Anne Snyder

       Title: Director of the Office of Early Childhood

       Phone #: (303) 866-3475

       Email Address: maryanne.snyder@state.co.us

Reporting Period Information

5. Reporting Period: 1/1/2014 **to** 12/31/2014

Indirect Cost Information

6. Indirect Costs

a. Are you claiming indirect costs under this grant? ☑ Yes ☐ No

b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? ☑ Yes ☐ No

c. If yes, provide the following information:

       Period Covered by the Indirect Cost Rate Agreement(s): 12/31/2012 to Current

       Approving Federal agency: ☑ ED ☑ HHS ☐ Other (Please specify):

Certification

The Grantee certifies that the State is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148))

☑ Yes ☐ No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

☑ Yes ☐ No

The Child Care and Development Fund (CCDF) program

☑ Yes ☐ No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Signed by Authorized Representative

Name: Stacey Kennedy

Title: Director, Child Care Quality Initiatives

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

Accomplishments

- The Colorado Shines Quality Rating and Improvement System technology solution was built and includes a robust and integrated approach for data collection and system efficiencies to support licensing, child care resource and referral, rating administration, and the tracking and administration of quality improvement funds. To date 624 child care program users have signed up within the Colorado Shines technology system. One- hundred-fifty-three level 2 applications have been submitted and 32 level 3 through 5 Applications submitted. The Early Childhood Professional Credential 2.0 and the scoring rubric was approved by the Early Childhood Professional Development Advisory.

- Developed user guides for the Colorado Shines Quality Rating and Improvement System, including guides for specific users (licensing specialists, ratings assessors, and quality incentive navigators), along with a complete program guide for licensed child care providers.

- Developed, piloted and finalized the Level 2 Quality Indicators for programs who are just beginning their quality journey through the Colorado Shines Quality Rating and Improvement System.

- An implementation team was established to guide the Colorado Shine Quality Rating and Improvement System ratings and Quality Improvement incentives. This team supports the Colorado Department of Human Services, Office of Early Childhood and the Colorado Department of Education on supports to programs and stakeholders.

- Five accrediting agencies have been recognized as an alternative pathway into the Colorado Shines Quality Rating and Improvement System, with one, the National Association for the Education of Young Children, reaching a quality level 4 crosswalk. Four other agencies (American Montessori Society, National Association for Family Child Care, National Early Childhood Program Accreditation, and Association of Christian Schools International) reaching a level 3 crosswalk.

- All licensing specialists have completed the National Association for Regulatory Administration licensing credential, as well as an Environmental Rating Scale Quality Certification.

- Colorado's Statewide Coaching Credential and Coaching Network completed the development of Colorado's three-tiered coaching credential, awarding 60 early childhood professionals a provisional coaching credential.

- The approved school readiness assessment menu now includes four assessments: Teaching Strategies GOLD®; Teaching Strategies GOLD® Kindergarten Entry Assessment Survey; Desired Results Developmental Profile - Kindergarten (DRDP-K); and the Riverside Early Assessment of Learning (REAL).

- Developed the Colorado Shines Quality Rating and Improvement System Coaching Framework based on the Practice Based Coaching model and provided a Colorado Shines Quality Rating and Improvement System Coaching Framework Training of Trainers.

- Colorado's Early Childhood Faculty Coalition completed the alignment of the Colorado Early Childhood Competencies for Educators and Administrators with 13 common early childhood courses.

- Scholarships and Incentives: Allocated $625,000 of scholarship awards through partnerships with Qualistar T.E.A.C.H.; Colorado's Foundation for Community Colleges; and Preschool Special Education, and Early Intervention Services.

- A pilot was conducted to determine the success of requiring matching funding with the Colorado Foundation for Community Colleges, which raised an additional $141,000.

- The Professional Development Information System launched Phase One Pilot in December 2014. This includes 14 Colorado Shines online courses supporting level 2 of the Colorado Shines Quality Rating and Improvement System.

- Contract awarded to Simply Digi to customize its current Learning Management System to create an innovative workforce registry and training system based on Colorado's Early Childhood Competencies for Educators and Administrators.

- The Early Childhood Professional Development team, in partnership with the Colorado Department of Human Services Quality Rating and Improvement System team, conducted regular update sessions and webinars with early childhood professionals across the state.

- School district participation in the school readiness assessment project increased for the 2014-2015 school year: 15 school districts and 3,775 children were added.

- Advanced training was offered to teachers using Teaching Strategies GOLD® for a second year. These trainings addressed the following topics: authentic observation-based assessment, objective documentation, best practices in kindergarten, and how to use assessment information to inform practice.

- The school readiness web page was updated regularly. This included adding resources from other states. Examples of updates include: Revisions/updates of fact sheets as new information becomes available; Creation of new fact sheets as needed, for example, a fact sheet providing information on assessments that were added to the approved menu in the summer of 2014; Times, locations, and registration information for all community meetings were listed; dates, times and topics covered on all online webinars were listed; as related articles and/or reports became available they were added to the resource section; etc.

- A vendor has been identified to work with the Colorado Department of Education to produce video resources to enhance on-line trainings.

- Customizations to Teaching Strategies GOLD® were identified, including the addition of Colorado Academic Standards to all academic domains.

- Presentations continue to be made to a variety of groups including; the Colorado Association of School Executives (CASE), the Early Childhood Summit, the Early Childhood Leadership Commission (ECLC), and the Early Childhood and School Readiness Legislative Committee. Presentations were designed to meet the need of the requesting organization. Most often there were updates on the school readiness assessment implementation process. At times presentations included specific information on each of the three approved assessment systems; Teaching Strategies GOLD, Riverside Early Assessment of Learning (REAL), and the Desired Results Developmental Profile for Kindergarten (DRDP-K). We were also asked to facilitate workshops designed to help teachers and school administrators learn more about

appropriate assessment for children in kindergarten. This included information on the importance of assessing both developmental and academic domains. Presentation Topics:

- o Designing a P-3 system: the whys, the hows, and the expected outcomes

- o What does the research say about authentic assessment in early childhood classrooms?

- o How does implementation of school readiness support quality programming for children?

- o How to use school readiness assessment to support efficient data gathering of student's progress for instructional planning

- Race to the Top Early Learning Challenge Grant funds were used to provide training for the state team and three school districts to become certified Teaching Strategies GOLD® trainers.

Lessons Learned

- The aggressive time line of the Race to the Top Early Learning Challenge Grant requires government systems to move quickly.

- Communication is critical.

- Engaging early childhood professionals and local implementation partners while designing and developing new systems is critical.

- Successful implementation of an authentic, observation-based school readiness assessment is dependent, in part, on support from principals and school district administration. To address this challenge the Colorado Department of Education is:

- o Distributing *Leading Pre-K - 3 Learning Communities, Competencies for Effective Principal Practices* published by the National Association of Elementary School Principals.

- o Revising the content for principal training sessions. Principal training sessions will be added to the training calendar.

- o Identifying a principal or other district administrator(s) who would be willing to share their experience with their colleagues.

- o Exploring the development of a principal/leadership institute with the Colorado Department of Education Literacy Office.

- o Creating a webinar focused on the multiple uses of assessment data.

- o Developing a guidance document on a P-3 approach to early childhood education.

Challenges and Strategies to Address Challenges

- The results of the Evaluation Summit highlighted challenges with data collection and analysis and the need for a solid understanding of areas for evaluation. To address this challenge, an Evaluation Task Force was convened to develop a logic model and identify key research questions to inform the request for proposal to solicit an evaluation vendor.

- Aligning the development timelines of Colorado Shines Professional Development Information System (PDIS) and Quality Rating and Improvement System technology platforms was challenging. Colorado is creating the PDIS by enhancing Simply Digi's learning management system. The QRIS is a new system build by Vertiba on a Sales Force platform. Each vendor approaches development based on their differing business models. To address the differences in approach and development timelines, QRIS and PDIS staff participated in joint work sessions.

- The ED PD staff had to simultaneously develop the business operations model and technology specifications for the competency system; workforce registry; learning management system; credentialing system; trainer approval and training approval system. To address this challenge, the Colorado Department of Education added staff to focus on support of current credentialing system and Professional Development Information System Help Desk. Timeline for the trainer and training approval system were extended.

- The high demands placed on kindergarten teachers impede the implementation of a school readiness assessment for all kindergarten children. To address this challenge, the Colorado Department of Education has deployed an enhanced communication plan to increase school district awareness of the implementation options. Additionally, there is ongoing distribution of resources that offer guidance for how the school readiness assessment system aligns with other assessments and responsibilities (i.e. used to create report cards, family conference forms, individual readiness plans, possibly eliminate the need for additional assessments, etc.) and examples of time saving techniques. There is also ongoing training and technical assistance offered by the School Readiness State Team, including weekly office hours to answer questions and Training of the Trainer opportunities to give additional school districts an opportunity to have an in-house trainer available.

- Parents and others are very concerned about the collection and reporting of school readiness assessment data. To address this challenge, the Colorado Department of Education reviewed and revised security and privacy policies to exceed state and federal law.

- Some kindergarten teachers and school administrators have limited knowledge of the unique learning and development needs of children in kindergarten. To address this challenge, the Colorado Department of Education is developing resources, training materials, webinars, etc. that provide the research based information and examples needed to inform practices.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

Governance Structure

The Colorado Department of Human Services is the lead agency responsible for planning and implementing the Race to the Top Early Learning Challenge Grant. The Office of Early Childhood within the Colorado Department of Human Services is specifically responsible for the day-to-day administration of the grant. Colorado is committed to the successful execution of the grant against the identified scope and performance metrics and is committed to ensuring strong accountability and fiduciary controls.

Projects:

As outlined in the grant statement of work, Colorado is implementing the following projects listed in the table below and has identified if there are other state departments involved in managing or receiving grant funds, including the grant monitor role for each project area.

- Project 1: Overall Grant Management - Colorado Department of Human Services, monitored by the Grant Director

- Project 2: Early Learning and Development Guidelines - Colorado Department of Human Services, monitored by the Grant Director

- Project 3: Next Generation Tiered Quality Rating Improvement System - Colorado Department of Human Services; Governor's Office of Information Technology, monitored by the Child Care Quality Rating and Improvement Project Manager and Grant Business Analyst at Colorado Department of Human Services

- Project 4: Building a Great Early Childhood Workforce - Colorado Department of Education; Colorado Department of Higher Education; Colorado Department of Human Services; and Governor's Office of Information Technology - monitored by the Workforce Project Manager at Colorado Department of Education

- Project 5: Results Matter Expansion - Colorado Department of Education, monitored by the Results Matter Project Manager

- Project 6: Kindergarten Readiness/School Readiness - Colorado Department of Education, monitored by the Kindergarten Readiness Project Manager

Lead Agency:

While several activities of the grant are managed on a day-to-day basis by other agencies, (specifically, the Colorado Department of Education), it is the Office of Early Childhood within the Colorado Department of

Human Services that maintains primary accountability for grant administration and adherence to the Division of Accounting and State Controller fiscal policies related to grant administration.

Early Childhood Leadership Commission:

The Early Childhood Leadership Commission was established in 2010 through SB10-195 to "promote the coordination of policies and procedures that affect the health and well-being of Colorado children." The Commission was reauthorized in 2013 for a period of five years through HB13-1117 and moved the Commission from the Office of the Lieutenant Governor to the Colorado Department of Human Services to provide guidance and advice to the Office of Early Childhood. The Commission serves as Colorado's State Advisory Council for early childhood, per the federal Head Start Act. Through data gathering, policy development and community engagement, the Early Childhood Leadership Commission has worked to advance all components of the Early Childhood Colorado Framework: early learning; family support and parent education; social, emotional, and mental health; and health.

Statutory duties of the Early Childhood Leadership Commission include advising the Office of Early Childhood; identifying opportunities for, and barriers to, the alignment of standards, rules, policies, and procedures across programs and agencies that support young children; and assisting public and private agencies in coordinating efforts on behalf of pregnant women and children, including securing funding and additional investments for services and supports for children and their families.

The Office of Early Childhood provides critical updates on the grant progress and spending to the Early Childhood Leadership Commission, as outlined in the Race to the Top Early Learning Challenge Grant application for initial funding (CFDA Number: 84.412A) submitted by the state of Colorado on October 26, 2012.

The Commission has five committees that support the efforts of the Race to the Top Early Learning Challenge Grant: Legislative Implementation; Program Quality and Alignment; Finance; Data; and Communications. The Legislative Implementation Task Force is committed to conducting research and making recommendations related to the statewide implementation of tiered reimbursement rates for the Colorado Child Care Assistance Program. The Program Quality and Alignment Committee addresses the coordination of state standards, rules, policies and procedures across programs and agencies. The Finance Committee is primarily focused on sustainability strategies. Evaluation is addressed within the Data Committee. The Communication Committee supports the strategic communication plan to reinforce the importance of early childhood and why quality matters during the early years.

Colorado Department of Human Services Policy Advisory Committee:

The Colorado Department of Human Services Policy Advisory Committee (PAC) addresses human services policy issues through collaboration, cooperation and effective communication between the state and counties to improve the delivery of services for children, families and adults across the state of Colorado. The Committee submits recommendations to the Executive Director of the Department.

In calendar year 2014, the Early Childhood Sub-PAC advised on:

- Implementation of Colorado House Bill 14-1317 "Concerning Modifications to the Colorado Child Care Assistance Program" by formulating a task force to develop rules addressing eligibility, authorization periods, and administration.

- Development of policies and procedures to reduce fraudulent use of Child Care Development Block Grant funds.

- Increased county-level access to data collected and used by the Colorado Department of Human Services.

In calendar year 2015, the Early Childhood Sub-PAC will make recommendations on the following:

- Continued implementation of Colorado House Bill 14-1317; the task force will continue to meet to develop rules on tiered reimbursement tied to quality; reducing parental co-payments; further increasing access for eligible families; and reviewing State rules to ensure alignment with Child Care Development Block Grant Re-authorization requirements.

- Support the local implementation of the Colorado Shines Quality Rating Improvement System.

- Identify and communicate opportunities for the alignment and sustainability of state and federally funded programs for child development, child care and other early childhood education programs and services.

School Readiness Advisory Committee:

In 2012, the Colorado Department of Education established the School Readiness Advisory Committee whose purpose is to advise the department on implementation and policy issues related to school readiness, including assessment, and its impact on districts and connections to the early childhood system. In 2015, the School Readiness Advisory Committee will reconvene as a P-3 Education Advisory Committee. The major accomplishment related to the School Readiness Assessment process in 2014 was to help design the application process used to select additional assessment systems for the Colorado menu. Members of the advisory committee also served as part of the committee reviewing the applications and making final recommendations to the CDE Board for their approval.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

Year two of the Race to the Top Early Learning Challenge Grant included the following activities to engage key stakeholders:

Webinars

- Held on June 26, 2014, the webinar "Messages and Strategies to promote the Early Learning and Development Guidelines" demonstrated the features of the new EarlyLearningCO.org website, including tips about how to talk about the Colorado Early Learning and Development Guidelines guidance on how to utilize the available resources, and addressing questions from stakeholders. This webinar and others are currently available for viewing on the Colorado Shines website; 230 attendees participated.

- Held on June 30, 2014, the webinar "Colorado Shines Quality Rating and Improvement System" was held to update staff members from Child Care Resource and Referral organizations on the Colorado Shines Quality Rating and Improvement System; 39 Child Care Resource and Referral staff participated.

- On July 7, 2014, training for Licensing Specialists on Colorado Shines level 2 was held, with 49 participants, seven of which attended via webinar.

- Held on July 22, 2014, the webinar "Colorado's Early Learning System and Race to the Top" provided information on the impact of the Colorado Shines Quality Rating and Improvement System to the Early Learning System; 52 people attendees participated.

- Held on August 26, 2014, the webinar "Getting ready for Quality Rating and Improvement System and Professional Development Information System" provided information about the steps early childhood providers and professionals can take to get ready for Quality Rating and Improvement System and Professional Development Information System. The webinar was designed for all members of the provider community; 251 attendees participated.

- Held on September 30, 2014, the webinar "Supporting Early Childhood Education Provider's use of Authentic Assessment Systems" addressed the interest in using authentic assessment systems in early childhood settings, including access and other factors that need to be considered in order for providers to fully utilize all the resources available within authentic assessment systems. The Results Matter Expansion Project team discussed the project's work to date and additional factors to consider when contemplating using Teaching Strategies GOLD® or other systems; 64 attendees participated.

- Held on October 28, 2014, the webinar on Universal Application served as an introduction to the basics of Colorado's PEAK online system, including a look at the 12 programs that are part of the application, and discussion on the impact of these changes to programs and the families they serve; 15 attendees participated.

- Held on December 16, 2014, the webinar "Navigating Colorado Shines" offered a complete walk through of the new Colorado Shines website (www.coloradoshines.com), including how to register programs into Colorado Shines, and update individual program information; 90 attendees participated.

- In January, 2014 Colorado hosted an Evaluation Summit with representation from a number of states, evaluation experts, representatives from foundations, supporters of Early Childhood Education in Colorado, and Race to the Top Early Learning Challenge Grant staff to share best practices on developing evaluations and selecting partners to complete evaluations for the Race to the Top Early Learning Challenge Grant; 33 attendees participated. The objectives of this Summit included:

  o Understand Colorado's RTT-ELC projects, nationwide QRIS evaluation trends, and specific state QRIS evaluations.

  o Understand the relationship between QRIS and the other RTT-ELC grant projects that inform and impact effective evaluation.

  o Develop potential QRIS and overall grant evaluation outcomes and identify gaps or needs.

- A meeting between the Arapahoe County Early Childhood Council and Professional Development Coordinators and Coaches was conducted to share information on the status of Colorado's Quality Rating and Improvement System design, as well seek input for changes.

- The Rocky Mountain Early Childhood Conference, a two-day conference with more than 2000 attendees from across Colorado was held in Denver. Colorado Department of Human Services and Colorado Department of Education staff members conducted four information sessions on the status of the Quality Rating and Improvement System, as well as on overview of the program design, and updated information built off of the 2013 statewide listening tour.

- The State School Readiness Team conducted 20 regional community meetings and trainings and 45 on-site visits were made to school districts to provide technical to small groups of teachers.

- The State School Readiness Team offered an expanded number of webinars, including webinars hosted by each vendor on the menu of assessment options. Presentations were developed that can be used in face to face meetings, or quickly edited for a virtual presentation.

- Six regional Colorado Preschool Program meetings occurred across the state (Grand Junction, Durango, Alamosa, Colorado Springs, Sterling, Denver). These meetings provided an opportunity to share information about the new Colorado Shines Quality Rating and Improvement System with Colorado Preschool Program Coordinators and gather feedback from coordinators on implementation challenges for school based preschool programs; 150 attendees participated.

- Quality Rating and Improvement System Advisory for School District Programs was assembled. Meetings occurred in May, June, and October 2014. This group of 20 formed to provide input on structure for implementation of the Quality Rating and Improvement System in school district programs. The primary focus of the group is to inform the alignment of standards between the Colorado Shines Quality Rating and Improvement System and the Colorado Preschool Program.

- Presentations about Colorado Shines occurred at the following events: Breckenridge Early Childhood Conference, Broomfield Early Childhood Conference, Douglas County Early Childhood Conference, Boulder Early Childhood Conference, Pikes Peak Early Childhood Conference, Estes Park Early Childhood Conference, Colorado Association for the Education of Young Children Board Retreat, and the Family Child Care Conference; 500 attendees participated.

- Four meetings were held in August 2014 to discuss the Colorado Shines Quality Rating and Improvement System and the alignment of this new system with the Denver Preschool Program; 120 attendees participated.

- Early Childhood Summits occurred statewide to support Early Childhood Councils to be effective champions of the Colorado Shines Quality Rating and Improvement System and Professional Development Information System. Summits were held in the following counties: Arapahoe, La Junta, Keystone, Larimer, Kiowa, Lincoln, Trinidad, Weld, Alamosa, Durango, Morgan, Ouray, Montelores, Chaffee, Huerfano, Pueblo, Douglas, Yuma, Logan, Phillips, and El Paso; 1,500 attendees participated.

- The ECPD Team collaborated with 8 other initiatives to increase capacity for reflective supervision throughout the state.   A priority goal of the Coaching Network is to prepare the CDE Regional Coaching Consultants and other partners to provide Reflective Supervision to coaches in their regions (participating in at least 25 hours of Reflective Supervision is a requirement for renewing the Colorado Coaching Credential). By collaborating with other initiatives throughout the state, we were able to bring in a national expert and maximize training resources.   5 representatives from each initiative attended the training (a TOT model). The intention is to build the capacity to provide reflective supervision was increased across initiative. In addition to the 2 day training, Dr. Heller is providing 6 hours of follow up support to the participants as they implement reflective supervision for their initiative.

- Regional Teaching Strategies GOLD® trainings were held throughout the state for more than 400 teachers and school district administrators. Kindergarten teachers currently using Teaching Strategies GOLD® in their kindergarten classrooms assisted state staff with these trainings. Colorado is divided into

5 main areas; Northwest, Northeast, Southwest, Southeast and Front Range (along interstate I-25 from Ft. Collins, through Denver, to Colorado Springs) this is where most of our population is located. Our large group, regional training sessions were divided this way: Northwest -1, Western Slope-1; Northeast – 2, Southeast/South – 2; South west – 2; Front Range – 5

- A demonstration of the Colorado Shines Quality Rating and Improvement System technology system and Professional Development and Information System, and the Early Childhood Workforce Competency Self-Assessment were held at the Colorado Association for the Education of Young Children (CAEYC) Conference in Denver and the Durango Association for the Education of Young Children Conference in Durango; 150 attendees participated.

- User acceptance testing for the Colorado Shines Quality Rating and Improvement System Database occurred in November and December of 2014 with multiple stakeholder groups (Quality Improvement Navigators, Early Childhood Councils, Child Care Resource and Referral Specialists, Rating Assessors, and licensed child care program staff); 60 attendees

- The Family, Friend and Neighbor Learning Community Leadership provided recommendations to the Office of Early Childhood to inform the Race to the Top Early Learning Challenge Grant investments to increase quality within family, friend and neighbor care setting.

- The Early Childhood Professional Development Advisory Committee held its inaugural meeting on May 9, 2014. Representatives from two-and four-year colleges, universities and alternative teacher preparation programs; professional associations; Family, Friend and Neighbor care; Colorado Department of Education Teacher Licensure and Educator Effectiveness; Head Start; Child Care Licensing; Quality Rating and Improvement System; Early Childhood Training, Coaching, and Quality Improvement Providers; Early Intervention and Special Education; Colorado Preschool Program; and Results Matter were present; 35 attendees participated.

- Task forces to support Competencies, Credential 2.0 and Trainer Approval, Professional Development Information System and Training Approval, Colorado Shines/Quality Rating and Improvement System, Scholarships/Incentives and Communications were established. Early Childhood Professional Development Advisory members serve as co-chairs with task force membership expanded to include additional early childhood professionals. These task forces provide input and review to the key implementation strategies for building Colorado's early childhood workforce.

- Coaching Network Work Groups recruited local coaches, coach trainers, and statewide coaching initiative representatives to participate in work groups to develop the content of required elements in the Colorado Coaching Consortium. The relationship-based Professional Development training work group created learning objectives aligned to the Colorado Coaching Competencies to inform the training that is a requirement towards earning a Coaching Credential at any level. The Case Study work group developed the required elements and criteria of an in-depth Case Study that must be completed as part of all applications toward a level III Coaching Credential.

- Like many states, Colorado is experiencing difficulty in recruiting and retaining personnel to serve young children with disabilities and their families who are enrolled in Early Intervention Services and Preschool Special Education. To address this need, the Colorado Departments of Education and Human Services collaborated to award individual grants to support early childhood educators from Colorado's Race to the Top Early Learning Challenge Grant. Targeted programs were based on the results of a statewide

survey of special education directors and community service boards. (See scholarship section for results.)

- In September 2014, the Results Matter Expansion Project initiated "The Helping Hand Newsletter" for the participating providers to support the implementation of Teaching Strategies GOLD®, and to keep them informed of relevant initiatives in the field that impact quality systematic practices.

- The Results Matter Expansion Project initiated two Professional Learning Communities in August 2014 for center-based administrators and family child care home providers. These offer an opportunity for providers to advance both professionally and organizationally in their growth and use of Authentic Assessment and successful implementation of the Teaching Strategies GOLD® system. The intent of the design of a mutual community of learners operates as the sustainability element beyond the end of the Race to the Top Early Learning Challenge Grant cycle.

- Parent Engagement Training was developed by the Results Matter Expansion Project to inform families of the Teaching Strategies GOLD® assessment features that provides opportunities for them to participate in the child's growth and development. This training will be offered to providers in winter of 2015.

- The School Readiness team at the Colorado Department of Education conducted 20 regional training sessions and community information meetings across the state. State staff visited 45 school districts providing technical assistance to small groups of teachers and school district administrators.

- Presentations continue to be made to a variety of groups including the Colorado Association of School Executives (CASE), University of Colorado Denver School of Public Affairs, the University of Denver, the Early Childhood Summit, the Early Childhood Leadership Commission (ECLC), and the Early Childhood and School Readiness Legislative Committee. Presentations were designed to meet the need of the requesting organization. Most often there were updates on the school readiness assessment implementation process. At times presentations included specific information on each of the three approved assessment systems; Teaching Strategies GOLD, Riverside Early Assessment of Learning (REAL), and the Desired Results Developmental Profile for Kindergarten (DRDP-K). We were also asked to facilitate workshops designed to help teachers and school administrators learn more about appropriate assessment for children in kindergarten. This included information on the importance of assessing both developmental and academic domains. Presentation Topics included:
    - Designing a P-3 system: the whys, the hows, and the expected outcomes
    - What does the research say about authentic assessment in early childhood classrooms?
    - How does implementation of school readiness support quality programming for children?
    - How to use school readiness assessment to support efficient data gathering of student's progress for instructional planning

- Cross-training, and cross-office work opportunities were supported within the Colorado Department of Education, with a focus on infusing the Professional Development Information System and School Readiness in to the broader P-12 education system.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

The following are the 2015 proposed legislation as of February 27th, budgets, policies executive orders and the expected impact on the Race to the Top Early Learning Challenge Grant State Plan:

HB 15-1024: Increase Colorado Preschool Program Slots

House Bill 15-1024 proposed to increase the number of state-funded Colorado Preschool Programs slots by 3,000. It is projected that these additional slots will cost $11.3 million and will be reserved for the use of providing part- or full-day care. Currently a portion of existing slots may be allocated to providing Kindergarten. This legislation supports the overall objective of the grant; ensuring high-needs children receive a high-quality early learning experience. If passed, we anticipate seeing an increase in the number of high-quality rated sites serving these new preschool slots.

HB 15-1001 Early Childhood Educator Development Fund (statutory alignment):

House Bill 15-1001 proposed to align multiple funding streams supporting professional development into a single Early Childhood Educator Development Fund housed within the Department of Human Services. This fund would focus on supporting the obtainment of a postsecondary credential in early childhood, and align well with use of grant funds to support ongoing professional development. Consolidation of funding into a single fund will also help create a common approach across programs to support professional development.

HB15-1020: Legislation funding full day kindergarten for all children has been introduced in the 2015 legislative session.

House Bill 15-1020 proposes to revise the state's school finance act that currently counts each child served in kindergarten as a half-day pupil and allocates .08 of a full-day in supplemental funds to districts. If passed, the revision would take place in 2015-16 and 2016-17 school years, increasing the amount of funding to districts to support existing enrollment and expand enrollment. We anticipate this will increase the overall participation in part-day and full-day kindergarten programs to better support children first entering the K-12 arena. This has implications for the number of children impacted by grant supported school readiness assessments, and Colorado's ability to demonstrate growth in school readiness over time.

Colorado Department of Human Services Child Care Rules and Regulations:

A joint Colorado Department of Human Services, Colorado Department of Education and local partner team conducted expert review of the personnel section of the rules and regulations. Final recommendations for aligning competencies and credentials were approved by the stakeholder team in August 2014. Priority issues include support for early stage early childhood professionals and the alignment of competencies and credentials for early childhood teachers and directors. The recommendations fully support the Workforce Qualifications of the Colorado Shines Quality Rating and Improvement System. Release for public comment is targeted for early 2015.

The only impact that is anticipated would be that the Child Care Rules and Regulations would support Early Childhood Professionals to meet licensing requirements through a two-fold method. Professionals would be able to meet requirements through the credential as well as through the current method of meeting

requirements through prescribed coursework. This will put an emphasis on the credential that will support more professionals to use this method to meet licensing requirements. For example, an Early Childhood Teacher could meet the licensing requirements through either a level 2 credential or through a combination of experience and two Early Childhood Courses as is written in the current child care rules and regulations.

Additionally, the State Board of Human Services adopted a rule-making package to reduce the risk of infant mortality related to Sudden Unexpected Infant Death Syndrome (SUIDS) in licensed child care facilities by removing environmental hazards that researchers correlate to sudden infant death syndrome and ensuring adequate training in infant safe sleep positions for infant nursery staff. These proposed rules create uniform infant safe sleep standards for child care providers and meet the recommendations of the Child Fatality Prevention System (CFPS) State Review Team, housed in the Colorado Department of Public Health and Environment (CDPHE).

The State Board of Human Services adopted a rule to address recent natural disasters that have impacted a number of licensed child care providers where children in licensed care were evacuated to safety or sheltered in place. These rules create uniform disaster and emergency preparedness for child care providers.

The anticipated impact of these two rule packages is the addition of licensing requirements to be met by providers, strengthening the level 1 quality rating.

Colorado Department of Education/Colorado Department of Higher Education Approval of Teacher Preparation Programs:

In Colorado, the Colorado Department of Higher Education and Colorado Department of Education share responsibility for approval of university teacher preparation programs. During the 2014 calendar year, the Colorado Department of Education Professional Services and Educator Licensing staff reviewed teacher licensing and teacher preparation program standards. The Competencies Task Force (part of the Early Childhood Professional Development Advisory Committee seated by the Early Childhood Leadership Commission) served as the subject matter expert team and provided recommendations for revising the early childhood sections based on the Early Childhood Competencies. Final recommendations will be presented to the Colorado State Board of Education in 2015.

Once complete, the Early Childhood Competencies will align with the Colorado's Early Childhood Teacher Preparation Program Approval process. As a result, college and university programs will map their degree programs with the Early Childhood Competencies. Innovation grants funded through the Race to the Top Early Learning Challenge Grant will be awarded to support this work.

Colorado's School Readiness Initiative:

The School Readiness Initiative, which was part of Senate Bill 08-212, has been phasing in since the 2012-13 school year. The initiative is reflected in the strategic plan for the Colorado Department of Education. The strategic plan identifies four primary goals, two of which relate to school readiness: start strong and read by third grade. In 2014 the Colorado General Assembly established the Colorado Standards and Assessments Task Force (HB 14-1202). This task force was charged with studying the implications of Colorado's state and local assessment system for school districts, educators, and students. After review of the School Readiness Assessment requirements within Senate Bill 08-212, the Colorado Standards and Assessments Task Force put forth the following recommendations:

- The only required components of School Readiness Assessments should include the six domains specified in SB08-(CAP4K): social physical, language, cognitive, literacy, and mathematics.

- The School Readiness Assessment should only be required to be utilized in the fall rather than three times per year, as is current practice. While there should be no requirement to further administer the School Readiness Assessment in the middle or end of the year, the State should fund the optional administration of further assessments by a district or school.

- As noted in the recommendations regarding the READ Act, a school or district should not be required to administer both the literacy component of a School Readiness Assessment and the reading assessments required by the READ Act to Kindergarten students in the fall and, instead, should only administer one of the two.

- Schools and districts should not be required to create both a School Readiness Plan and a separate READ Plan for the same child.

- Schools and districts should continue to be allowed to choose a School Readiness Assessment from the menu of valid, reliable, developmentally appropriate tools approved by the State Board of Education. The State Board of Education should actively work to continue to expand the menu available choices for schools and districts.

- Expected impact and anticipated changes to the Race to the Top Early Learning Challenge Grant State Plan:

    o Expected Impact: The recommendations made by the task force support the implementation plan that Colorado Department of Education has already developed. However, the Colorado Legislature could accept the recommendations as is, make significant changes, or not act at all. We would have to re-evaluate the impact once they take action.

    o Anticipated Changes: If the recommendations are accepted as presented, changes may be needed for the school readiness assessment budget. Once the Colorado Department of Education knows which assessment each school district chooses, and how many children will be included, specific costs, such as cost per child, number of trainings needed, and cost of training provided by each assessment vendor, will be identified. Adjustments may need to be made to training and materials budgets. Applications from the school districts providing this information are due back to Colorado Department of Education at the end of March 2015.

Budget Items

Colorado Child Care Assistance Program (CCCAP)

The Governor requested $88,376,361, an increase of $11,043,028 above 2014 funding, to increase overall spending to implement the Colorado Child Care Assistance Program. This includes $770,000 in provider rate increases, continuation of the Senate Bill 14-003 Cliff Effect program, and House Bill 14-1317 implementation costs. Children participating in the Colorado Child Care Assistance Program are one of the key high-needs populations the grant aims to support. If approved, this increase in funding will better support parent and provider participation in the Colorado Child Care Assistance Program through changes in policy, and should increase the number of high-needs children in licensed and quality rated care.

Micro Loans and Grants to Increase Access to Child Care Programs

The Governor requested $338,200 to incentivize the opening of additional child care facilities throughout the state. This request addressed the lack of available licensed care to sufficiently support children in Colorado. As a result of these gaps in care children are frequently served in unlicensed settings. The program would provide loans of up to $10,000 to qualified individuals looking to enter into licensed child care. Additionally, the Governor requested $250,000 to provide micro-grants to reduce barriers for friend, family and neighbor care providers, or FFN providers, who wish to pursue a child care license. The grants fund training, safety and operational requirements. By meeting these requirements, and securing a license, FFN providers become eligible for quality investments through the Colorado Child Care Assistance Program and other quality improvement initiatives.

Early Intervention Caseload Growth

The Governor requested $2,453,204 to support the increase in caseload experienced by the Early Intervention Services program in Colorado. This increase would support growth in identification rates by ensuring a corresponding growth in resources to support children diagnosed with a developmental delay or disability. This funding would support the Office of Early Childhood in administering Early Intervention Services and align with grant goals to best support our highest-need children.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

The Race to the Top Early Learning Challenge Grant has fostered a greater level of cooperation and alignment between participating agencies by enabling mutual investment and management of projects impacting stakeholders that are often common among agencies. The Colorado Department of Human Services and the Colorado Department of Education, in particular, operate grant management as a single project team with weekly status meetings and cross-agency participation in efforts across all grant project areas.

Thanks to cross-agency alignment, 2014 hosted statewide trainings, presentations, and summit events that brought staff across various projects together to engage in community conversations. The cooperation extends to agency partnerships for vendor selection, development of common communications materials, and collaborative funding of projects addressing shared goals. To date, project managers have incorporated Quality Rating, Developmental Assessment, and Professional Development initiatives to encourage holistic conversations about change in the field of early childhood.

These partnerships become further concrete when looking at the individual grant projects. Participation, from public and private entities to advocacy organizations and individual providers, have made up essential advisory groups interacting with project decision making from state offices directly to local leaders. For example, Child Care Resource and Referral specialists and the Early Childhood Council Leadership Alliance played a critical role in developing the technology solutions within the Colorado Shines Quality Rating and Improvement System database. Partnership is an essential element to implement and adopt change on such a scale, and partnership will continue to be a strategy moving forward to accomplish Colorado's vision for improvement.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application)

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(2) A Comprehensive Assessment System	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(3) Early Childhood Educator qualifications	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)
(Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(5) Health promotion practices	
Yes or No	Yes
Health promotion practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(6) Effective data practices	
Yes or No	Yes
Effective data practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

The State has made progress in ensuring that:	
TQRIS Program Standards are measurable	✓
TQRIS Program Standards meaningfully differentiate program quality levels	✓
TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children	✓
The TQRIS is linked to the State licensing system for Early Learning and Development Programs	✓

Describe progress made during the reporting year in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Colorado's new Quality Rating and Improvement System is the result of several years of collaboration from early childhood stakeholders across the state and country. Since 2011, the Colorado Department of Human Services has been in the process of developing Colorado's new Quality Rating and Improvement System, Colorado Shines, including defining the standards and criteria for the rating system, the structure for rating programs, and an enhanced workforce qualification and professional development system. In 2012, Colorado engaged the support of Oldham Innovative Research to develop the framework at the direction of the Early Childhood Quality Rating and Improvement System Design Committee. The Colorado Department of Human Services published an initial draft of the Quality Rating and Improvement System in July 2013, and input was received from early childhood professionals and leaders across Colorado. In September 2013, the Department issued a request for information to gather additional formal feedback about the framework design and point structure. A final review occurred in March 2014 by research scientists with the Frank Porter Graham Child Development Institute. The branding, development, and implementation planning for Colorado Shines concluded in September 2014.

Within the Colorado Shines Quality Rating and Improvement System a lower rated program meets basic licensing requirements for health, safety and staff qualifications. Higher quality rated programs have more qualified staff, effective ways to engage families, lower staff to child ratios, and effective, age-appropriate learning environments. Ratings of early education and care programs are made public to provide program quality information to families and the community.

The Colorado Shines Quality Rating and Improvement System is based on standards in five categories related to early education and care program quality: (1) workforce qualifications and professional development; (2) family partnerships; (3) leadership, management and administration; (4) learning environment; and (5) child health. Colorado Shines Quality Rating and Improvement System standards apply to all licensed child care centers, family child care homes, and district and charter-based preschool programs. Colorado's Quality Rating and Improvement System is a rating system based on an accumulation of points within the standards categories and results in a quality rating level of 1 to 5.

Licensed child care programs serving children prior to kindergarten entry are required to participate in the Colorado Shines Quality Rating and Improvement System. A quality level 1 equals basic child care licensing requirements. It is not required that programs be rated beyond the licensing requirement of a level 1. If a program chooses not to pursue higher quality levels, then it will remain at a level 1 unless licensing compliance changes.

Programs that wish to gain a higher quality rating (levels 2 - 5) can voluntarily do so by providing evidence to meet the level requirements. Level 2 demonstrates that programs have taken additional steps towards building

quality by completing the "Self-Assessment Quality Indicator" tool. This self-assessment informs the "Quality Improvement Plan" which is also a required component of level 2. These tools help to determine the current quality status of programs, identify areas for improvement, and establish the foundation for the quality module trainings that are required for child care program staff under level 2 of the Colorado Shines Quality Rating and Improvement System. The level 2 training modules include:

1. Colorado Shines Quality Rating and Improvement System level 1 and level 2
2. Colorado Shines Quality Rating and Improvement System levels 3 to 5
3. Quality Rating and Improvement System for Leaders
4. Introduction to the Environment Rating Scale
5. Early Childhood Workforce Competencies
6. Colorado Early Learning and Development Guidelines
7. Social and Emotional Health and Development
8. Welcoming Children
9. Child Health
10. Family Engagement
11. Introduction to Assessment
12. Introduction to the Classroom Assessment Scoring System™ (CLASS™)

Seventy-five percent of all program staff must complete 10 of the above listed training modules. Finally, in order to complete the level 2 requirements, early childhood professionals employed by the program must create a profile within the Professional Development Information System.

Program ratings of levels 3 to 5 are attained through higher levels of points across the standards categories. Colorado's revised approach to rating acknowledges the changes in workforce management. In 2013, the Early Childhood Leadership Commission approved the Colorado Early Learning Professional Development Plan. This plan includes a framework of performance-based competencies for early childhood educators and administrators. The Colorado Shines point structure allows programs more flexibility to earn points in a variety of different ways so that the amount of potential points earned at levels 3 to 5 is not restricted by the philosophy or teaching curriculum for a program. Colorado Shines ratings require early education and care programs to initiate an on-site assessment for a fee. Through funding support from Colorado's Race to the Top Early Learning Challenge Grant, there will be no cost to programs during the initial implementation through 2016. The cost structure for ratings beyond 2016 is still being developed. Program ratings are renewed on a triennial basis.

The Colorado Shines Quality Rating and Improvement System is being implemented in four phases beginning in November 2014, and completing by December 2016. While licensed child care programs can begin pursuing ratings at any time, the timeline was designed to focus first on programs that serve children through the Colorado Child Care Assistance Program and programs that have been previously rated by Qualistar Colorado.

Phase 1 (October 2014 - January 2015)

- Colorado Shines website launched (www.ColoradoShines.com)
- level 2 training modules published
- Technical assistance and incentive funding made available to Colorado Child Care Assistance Program priority sites for quality improvement and rating
- Statewide outreach and engagement conducted
- Current Qualistar rated programs due to expire scheduled for new rating

- Alternative Pathway programs enter into the Colorado Shines Quality Rating and Improvement System
- Ready programs can begin the application process

Phase 2 (Beginning in February 2015)

- Current Qualistar rated programs due to expire are prioritized for a Colorado Shines rating prior to the date of expiration
- Targeted outreach conducted which includes high and medium enrollment Colorado Child Care Assistance Programs

Phase 3 (Mid 2015)

- Early adopters (motivated and/or incentivized) programs enter the Colorado Shines Quality Rating and Improvement System

Phase 4 (2015 - 2016)

- All remaining programs enter the Quality Rating and Improvement System (i.e., family child care homes, school district- and charter school-based preschools)

By the end of 2016, the Colorado Shines Quality Rating and Improvement System will be fully implemented across licensed child care programs in the state serving children prior to kindergarten entry.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

A communications vendor, SE2, Inc., was awarded a contract as the communications vendor through an open and competitive request for proposal process. In developing a plan for the successful implementation and adoption of the Colorado Shines Quality Rating and Improvement System in Colorado, specific emphasis has been placed on a comprehensive and efficient communications plan, supported by a clear and impactful name and logo. In reviewing national brand and marketing practices for quality rating improvement systems, some best practices were identified and will be applied in Colorado:

1. Linking the Colorado Shines brand to a larger early childhood education vision and campaign;

2. Building comprehensive, easy to use resource libraries for parents and providers; and

3. Creating targeted messaging by audience that clearly explains the benefit of engaging with the new rating system.

Using these best practices, and identifying the performance goals of the new rating system, the following communication objectives will be used by SE2, Inc. to guide the communication plan:

1. <u>Increase Awareness</u>: Show measurable annual increases in awareness of the Colorado Shines Quality Rating and Improvement System among parents of children birth to five years of age, and professionals working in early learning programs serving these children.

2. <u>Drive Adoption</u>: Show measurable annual increases in providers' engagement with the new rating system by measuring the utilization of support materials provided via the website;

3. <u>Increase Parent Engagement</u>: Show measurable annual increases in parents' engagement with the new rating system through utilization of quality rated provider search tools, and the inclination to use a quality rating as one of several factors influencing their selection of an early learning child care program, as established through annual research.

Progress towards meeting these objectives will be measured through a combination of web traffic and download tracking, annual research of parents and providers, and self-reported information collected from parents when they are using the online tool to locate a child care program.

In addition, the Department utilizes Geographic Information Systems (GIS) to conduct spatial analysis in targeting licensed programs that are included in the Colorado Shines Quality Rating and Improvement System in relation to children with high needs and high needs communities. These efforts will assist in understanding the dispersion of high quality rated facilities within concentrated areas of high need.

To support increased participation in quality rating, and sustainability for the many small business owners running early care and learning facilities, the Colorado Department of Human Services contracted with Early Learning Ventures and the Merage Foundation. Using the shared services platform, targeted programs receive cost savings and business management supports that allow them to focus more on the quality of care. In 2014, 32 programs joined via a scholarship to participate in shared services, requiring they apply for a level 2 quality rating and supporting their preparation to achieve quality. Further, program selection occurred through

geospatial analysis identifying risk factors like high subsidized care enrollment, low-income census tracts, and geographic dispersion across Colorado. This approach allows Colorado to clearly demonstrate how this approach aligns with our goal of supporting high needs children, places, and programs.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Type of Early Learning & Development Program in the State	Targets Number and percentage of Early Learning and Development Programs in the TQRIS									
	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	222	27.00%	222	27.00%	222	27.00%	412	50.00%	823	100.00%
Early Head Start & Head Start[1]	130	48.00%	130	48.00%	130	48.00%	136	50.00%	272	100.00%
Programs funded by IDEA, Part C	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Programs funded by IDEA, Part B, section 619	139	20.00%	139	20.00%	139	20.00%	352	50.00%	704	100.00%
Programs funded under Title I of ESEA	3	6.67%	-	0.00%	-	0.00%	7	50.00%	13	100.00%
Programs receiving from CCDF funds	-	0.00%	-	0.00%	934	50.00%	934	50.00%	1,867	100.00%
Other 1	-	0.00%	-	0.00%	2,615	50.00%	5,230	100.00%	5,230	100.00%
Describe:	Licensed Facilities Child Care, Family Child Care, Preschool Programs									
Other 2	114	100.00%	114	100.00%	114	100.00%	114	100.00%	114	100.00%
Describe:	School Readiness Quality Improvement Program									

[1] Including Migrant and Tribal Head Start located in the State.

	Actuals Number and percentage of Early Learning and Development Programs								
Type of Early Learning & Development Program in the State	**Baseline**			**Year 1**			**Year 2**		
	# of programs in the State	**# in the TQRIS**	**%**	**# of programs in the State**	**# in the TQRIS**	**%**	**# of programs in the State**	**# in the TQRIS**	**%**
State-funded preschool	823	222	27.00%	823	204	24.80%	733	224	30.60%
Specify:	Colorado Preschool Program								
Early Head Start & Head Start[1]	272	130	48.00%	272	61	21.70%	259	63	24.30%
Programs funded by IDEA, Part C	10,990	-	0.00%	10,990	-	0.00%	20	-	0.00%
Programs funded by IDEA, Part B, section 619	704	139	20.00%	704	139	20.00%	624	125	20.00%
Programs funded under Title I of ESEA	45	3	6.67%	45	3	6.67%	34	4	11.80%
Programs receiving from CCDF funds	1,867	-	0.00%	2,316	245	10.60%	2,232	577	25.90%
Other 1	5,230	-	0.00%	5,892	464	7.86%	4,600	492	10.70%
Describe:	Licensed Facilities Child Care, Family Child Care, Preschool Programs								
Other 2	114	114	100.00%	114	114	100.00%	144	130	90.30%
Describe:	School Readiness Quality Improvement Program								
[1] Including Migrant and Tribal Head Start located in the State.									

	Actuals Number and percentage of Early Learning and Development Programs					
Type of Early Learning & Development Program in the State	**Year 3**			**Year 4**		
	# of programs in the State	**# in the TQRIS**	**%**	**# of programs in the State**	**# in the TQRIS**	**%**
State-funded preschool						
Specify:						
Early Head Start & Head Start[1]						
Programs funded by IDEA, Part C						
Programs funded by IDEA, Part B, section 619						
Programs funded under Title I of ESEA						
Programs receiving from CCDF funds						
Other 1						
Describe:						
Other 2						
Describe:						
[1] Including Migrant and Tribal Head Start located in the State.						

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

State-funded preschool
Source: CDE, Colorado Preschool Program (2014); CDE, Results Matter Program (2014)
The Colorado Preschool Program data only includes sites that allow Qualistar Colorado (2014 State ratings administrator) to release their rating information. A few sites were unidentifiable due to license exemptions (Tribal) and Cherry Creek 5 school district sites were not specified for use with quality data. Baseline data is reported as actual. Program data, including ratings information, are self-verified for the academic year 2013-2014 using the annual census count (October 1, 2013). Data quality is reported with confidence.

Early Head Start and Head Start
Source: CDHS, Head Start State Collaboration Liaison (2014); HHS, Administration for Children and Families (2014)
Early Head Start and Head Start program totals include unlicensed and exempt facilities, whereas Early Head Start and Head Start programs participating in the State Colorado Shines Quality Rating and Improvement System are licensed. Baseline data was reported as actual, but included duplicated counts of Early Head Start, Head Start, Migrant, and AI/AN (American Indian/American Native). Program data, including ratings information, are self-verified.

Programs funded by IDEA, Part C
Source: CDHS, Early Intervention (2014)
Early Intervention Services are provided, per Part C of the Individuals with Disabilities Education Act (IDEA), in "natural environments" with 97.8% of services in Colorado being provided in the home. As this percentage of home-based services has remained stable over the past several years, we do not anticipate this changing over the next several years. The baseline data and Year One data was reported as actual; however, they reflected the unduplicated number of children who received services through the Individuals with Disabilities Education Act, Part C. A better representation of Early Learning and Development "programs" funded by Part C of the Individuals with Disabilities Education Act would be 20, which are Community Centered Boards (CCBs) providing statewide Early Intervention services in Colorado.

Programs funded by IDEA, Part B, section 619
Source: CDE, Exceptional Student Services Unit (2014)
IDEA, Part B, Section 619 baseline and actual data are estimated based on the Colorado Preschool Program at 85% participation. Program data are self-verified.

Programs funded under Title I of ESEA
Source: CDE, Coordinator of ESEA Reporting (2014)
Title I data is reflective of what is reported from the 2013 Consolidated State Performance Report (CSPR), which includes the number of low-income students associated with each Title I-funded preschool, but does not include targeted assistance data. Program data, including ratings information, are self-verified. Data quality is reported with confidence.

All licensed facilities, CCDF, and School Readiness Quality Improvement Program
Source: CDHS (2014)
Child Care Development Fund (CCDF) program data represents the number of licensed facilities which had any

children utilize Colorado Child Care Assistance Program (CCCAP) during the period of December 2013 to November 2014 and had a current Qualistar rating at any point during the period of December 2013 to November 2014. This does not imply that for all of these facilities that they were rated and served CCCAP at the same time. A small portion of facilities chose not to make their ratings public information. The Office of Early Childhood does not have license numbers for these facilities, and as such, could not match these facilities to CCCAP data. The actuals are reported with high confidence. The baseline data was not available due to poor data quality and the inability to match ratings data CCCAP utilization at the time of reporting 2012.

All Licensed Care is included to provide the baseline, unduplicated count, for all programs; as state preschool, Part B, Title I preschool, as well as all CCDF funded programs are licensed. Additionally, at least 70% of Head Start programs are licensed and all School Readiness Quality Improvement Programs are licensed. The assumption was made that the number of licensed programs remains the same. Based on Colorado's approach to include all licensed care in the Colorado Shines Quality Rating and Improvement System, we had proposed that the target numbers in the Licensed Facilities row will be the best for capturing and monitoring progress for this Performance Measure. However, previous baseline and Year One data represented all licensed facilities administered by the Office of Early Childhood, which included a few licensed programs types that do not qualify for ratings in the Colorado Shines Quality Rating and Improvement System. Year Two data included only licensed program types that are eligible for ratings; i.e., as described in the state licensing data system as 'Day Care Center', 'Preschool', 'Day Care Home', 'Day Care Home 3', 'Experienced Child Care Provider', 'Infant/Toddler Home', 'and 'Large Day Care Home'. Finally, based on Colorado's plan for the Colorado Shines Quality Rating and Improvement System, we anticipate measurable increases in participation beginning in calendar year 2015, as all eligible licensed programs will participate based on the types described above.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

The actuals for the Early Head Start and Head Start programs fell short of the target (-23.7%) for Year Two, partially due to data issues where up to 79 programs (unlicensed and exempt) are included in the total that are not eligible to participate in the State quality ratings system administered by Qualistar. Since the Colorado Shines Quality Rating and Improvement System is embedded in the state's child care licensing, only licensed Early Head Start and all Head Start programs should be counted. Additionally, the baseline data for programs participating in the Qualistar Rating process included duplicated counts. The State may explore reporting amendment options to change the methodology of counting Early Head Start and Head Start programs to better reflect only eligible programs for purposes of this measurement.

The baseline and Year One targets for "Programs receiving from CCDF funds" were not determined due to the inability to match and query quality rating data with CCCAP data. The actuals for all Early Learning and Development Programs, with the exception of programs funded by IDEA, Part C, will participate in the Colorado Shines Quality Rating and Improvement System at a 100% rate once it is fully implemented, which requires all eligible licensed programs to participate in the ratings system. This will be reflected in the 2015 Annual Performance Report.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application)

Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)	Yes
Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs	Yes

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

The Colorado Department of Human Services selected a vendor for the new rating system through an open and competitive request for proposal process. The initial procurement was cancelled based on cost (costs were higher than budgeted) and structure (solicited proposals in two specialized areas of expertise: quality ratings administration and quality rating improvement system technology system). A second procurement was posted on May 13, 2014 for an Early Childhood Quality Rating and Improvement System Administrator. Outreach was conducted to vendors who showed interest in the initial procurement opportunity. The second posting received 149 total hits on the ColoradoBIDS System. The request for proposal closed June 13, 2014 with one proposal. A contract was executed in September 2014 with the awarded vendor, Qualistar Colorado.

The Colorado Department of Human Services executed a contract with Vertiba in May 2014 to build the technology solution for the Colorado Shines Quality Rating and Improvement System. This system provides functionality that allows licensing specialists, coaches, quality improvement navigators, and rating assessors to more efficiently perform specific roles within the Colorado Shines technology system. It is built on the Salesforce Platform to allow for easy and affordable future enhancements, as well as a simple licensing structure that reduces the overall costs of ownership as well as maintenance and enables long term system sustainability. The full integration and operability of the system allows for robust reporting and data analysis.

The Colorado Shines technology system is integrated with various other data systems to establish a data connection between systems and avoid duplicate entry of data into multiple systems, and inherently give specific roles better access to data needed to effectively and efficiently perform their jobs. This system is integrated with the Professional Development Information System, TRAILS Licensing System, and the ecConnect Quality Improvement Grant Management System. Functionality of the system directly supports the rating and

child care resource and referral activities. Additionally, the system allows licensed child care programs to market their business to the public on the Colorado Shines website (www.coloradoshines.com).

The Professional Development and Information System and the Colorado Shines technology system are integrated to share data related to employee professional development and credentials which informs the progression and point accumulation for child care programs. The integration with the TRAILS State Licensing System enables Colorado Shines to always have up-to-date program license data and basic program profile information. The data exchange between ecConnect Quality Improvement Grant Management System enables the program to see what funding is available, as well as the ability to apply for quality improvement grants. Finally, including child care resource and referral functionality within the Colorado Shines technology system enables referral specialists to easily help families search for programs that match their needs and criteria with ease and in turn provide a better experience for families and their children.

To date, the core functionality for the Colorado Shines technology system which includes rating, level 2 site visit assessments, quality improvement plans, level 2 applications, level 3 through 5 applications and classroom reports.   While the main functionality has been implemented, there are plans to add additional functionality to the main system as well as integrate the Colorado Shines technology system with other related data systems to create a better user experience and greater efficiency.

To date, 810 child care program users have signed up within the Colorado Shines technology system. Two hundred twelve level 2 applications have been submitted and 73 level 3 through 5 applications submitted.

Information from Colorado Shines technology system will link to other state data systems to both support and sustain increased program quality across the state and better evaluate program outcomes. The enhanced system will help benchmark quality for consumers and broaden awareness of the components of quality.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application)

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	Yes
Increased compensation	

Number of tiers/levels in the State TQRIS
5

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	21	1	7	0	0	24	2
TQRIS Programs that Moved Down at Least One Level	10	2	2		1	13	1

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	Yes
Effective data practices	Yes
Program quality assessments	Yes

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

Colorado's goal is to have 20% of the licensed child care programs rated at a high quality level (levels 3-5). To meet this goal, a strategic, targeted outreach program is being launched to encourage the participation of the child care programs that enroll the highest number of children receiving child care subsidy.

Additionally, Colorado is applying the following criteria when determining which programs will be initially scheduled once the new rating system launches:

- Licensed child care programs currently rated by Qualistar Colorado (the previous rating system) with expiration dates. This will ensure no lapse for licensed child care programs residing in tiered reimbursement counties, and that existing rating cycles stay as close to current as possible;

- Licensed child care programs serving children with high needs, specifically child care centers serving children through the Colorado Child Care Assistance Program. This will support grant goals of having a greater number of children with high needs attending programs with quality levels 3-5;

- Licensed child care programs that will enter the new Colorado Shines Quality Rating and Improvement System through an alternative pathway, such as approved accrediting entities or Head Start and Early Head Start programs; and

- Licensed child care programs that request to be rated, known as early adopters, in the order of their request.

The Colorado Department of Human Services, Office of Early Childhood uses the C-Stat process to track the number of rated licensed child care programs, including the percentage of children under the age of five served in the top tiers of quality, levels 3-5. C-Stat is the Colorado Department of Human Services monthly performance

management strategy, which focuses on data driven outcomes, along with accountability and action plans. Continuous quality improvement efforts include using research, promising practices, peer networks, and process improvements practices.

The Colorado Department of Human Services set a wildly important goals to ensure that least 31% of children under the age of five receiving child care subsidy are served in high quality programs by June 30, 2015. The first goal is focused on alternative pathway programs that enroll children receiving child care subsidy. To date outreach has occurred to all accrediting agencies within Colorado to determine their intent to submit an application as an alternative pathway into the Colorado Shines Quality Rating and Improvement System. To date all agencies have been contacted (N=10). Five of these agencies have submitted applications and have been cross walked to a level 3 (American Montessori Society, Association of Christian Schools International, National Association for Family Child Care, National Early Childhood Program Association) or level 4 (National Association for the Education of Young Children). These approvals have increased the number of children served in high quality programs by 759 or 7.8%. Head Start/Early Head Start grantee and delegate programs are also being considered for an alternative pathway status.

The remaining two wildly important goals are focused on large priority programs (enroll 36 or more children receiving child care subsidy) and medium priority programs (enroll between 16 and 35 children receiving child care subsidy).

Large Priority Programs

Goal: Increase number of children under the age of five receiving child care subsidy being served in a high enrollment, high quality program from 0 to 724 by June 30, 2015.

- Lead Measure 1: Contact large priority programs to determine interest in the Colorado Child Care Program Quality Improvement Grant (six contacts per week by December 31, 2014).

- Lead Measure 2: Ensure all level 2 requirements are complete for 100% of the ready programs (based on coaching assessment score) by April 30, 2015.

- Lead Measure 3: Conduct ratings assessments for 100% of the ready programs by June 30, 2015.

To date lead measure 1 is complete and lead measures 2 and 3 are in progress.

Medium Priority Programs

Wildly Important Goal: Increase number of Colorado Child Care Assistance Program children under the age of five being served in a medium enrollment, high quality program from 0 to 930 by June 30, 2015.

- Lead Measure 1: Contact large priority programs to determine interest in the Colorado Child Care Program Quality Improvement Grant (six contacts per week by December 31, 2014).

- Lead Measure 2: Ensure all level 2 requirements are complete for 100% of the ready programs (based on coaching assessment score) by April 30, 2015.

- Lead Measure 3: Conduct ratings assessments for 100% of the ready programs by June 30, 2015.

To date lead measure 1 is complete and lead measures 2 and 3 are in progress.

Progress for these two wildly important goals are tracked on a weekly basis. Progress and slippage is reported on a monthly basis during the Office of Early Childhood C-stat meeting.

Information from the Colorado Shines technology system links to other state data systems to both support and sustain increased program quality across the state and better evaluate program outcomes. The enhanced system will help benchmark quality for consumers and broaden awareness of the components of quality.

Dashboard reports are being created within the Colorado Shines Quality Rating and Improvement System technology system, Professional Development Information System and the ecConnect Quality Improvement Grant Management System to track progress toward the Race to the Top Early Learning Challenge grant performance goals. Data from these systems will also inform outreach and recruitment strategies.

Performance Measure (B)(4)(c)(1)

In the table, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	473	478	562	2,115	5,230	465	492		
Number of Programs in Tier 1	12	11	13	1,600	3,600	12	25		
Number of Programs in Tier 2	68	71	83	215	805	71	65		
Number of Programs in Tier 3	277	284	334	100	325	276	277		
Number of Programs in Tier 4	109	107	126	150	425	101	119		
Number of Programs in Tier 5	0	0	0	50	75	0	0		

Performance Measure (B)(4)(c)(1) Data Notes
Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Data Source:
Qualistar Colorado (2014)

Please note that there were some other programs that had Qualistar ratings during calendar year 2014 which expired before Dec 31, 2014; and have not since requested to be re-rated. Quality levels of ratings (0-4) do not include a Level 5 in 2014. The cumulative number of programs in levels 1 through 4 do not represent the total reported in the actuals table due to 6 additional programs with a "provisional" rating. In 2015 (Year Three), Level 5s will become available as the Colorado Shines Quality Ratings and Improvement System is implemented and transitions from 4 - level to a 5 level program. Programs with a "provisional rating; which are not assigned quality rating levels by tiers, but nonetheless have active participation in the state's Quality Rating System and therefore were counted in the totals for 2014.Even though there was a slight increase in the total number of programs participating in the state's Quality Rating System at the end of 2014, the targets for tiers 2-4 were not met and are characterized by marginal growth, consistent with previous years. Additionally, the state has implemented several strategies that have direct and indirect impacts on increasing the number of programs in the top tiers if quality levels; e.g. increasing Level 2 participation through shared services, supports for meeting Level 2 and Levels 3-5 requirements for the programs, enrolling children through CCDF funds, maintaining currently rated programs, working with Early Childhood Councils to support programs through quality incentives and capacity building, etc.

Data quality is reported with high confidence.

Increasing better opportunities for Colorado's young children who utilize child care subsidy is a goal that is aligned with the Office of Early Childhood's goals (RTT-ELC grant and departmental C-Stat performance measurement). In the RTT-ELC grant, the target goal is 34% in the top tier by December 31, 2016. In the departmental C-Stat, the target goal is 31% in the top tier (quality levels 3 and higher) by June 30, 2015. As of

9/30/14, the current measurement is 26.1% in the top tier. In attempts to improve the measurement by the target goals and dates, the Office has developed a multi-pronged strategy to drive the increase to not only meet the goals, but to exceed them. Examples are program-specific targeted outreach and providing technical assistance to those who enroll more than 13 children receiving child care subsidy under the age of five per month on average in 2014, maintaining currently high-rated programs, and targeting accredited/Head Start programs that will cross-walk to high quality (levels 3-5) as an alternative pathway in the Colorado Shines QRIS.

Performance Measure (B)(4)(c)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

The actuals for the total number of Qualistar rated programs fell short of the target (-70 programs) for Year Two. The actuals are reported for the end of calendar year 2014 (December 31, 2014), and do not capture the number of programs that had quality ratings during calendar year 2014 which expired before December 31,2014; and have not since requested to be re-rated. The actuals for the remainder of the grant program will be closer to or exceed the targets once the Colorado Shines Quality Rating and Improvement System is fully implemented, requiring all licensed programs to participate in the ratings system.

Performance Measure (B)(4)(c)(2)

In the table, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Targets Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	6,623	34.00%	6,623	34.00%	6,623	34.00%	9,545	49.00%	10,519	54.00%
Early Head Start & Head Start[1]	5,519	44.00%	5,519	44.00%	5,519	44.00%	9,408	75.00%	12,544	100.00%
Programs funded by IDEA, Part C	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Programs funded by IDEA, Part B, section 619	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Programs funded under Title I of ESEA	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Programs receiving from CCDF funds	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%

[1] *Including Migrant and Tribal Head Start located in the State.*

Actuals										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	19,480	6,623	34.00%	19,538	6,249	31.98%	20,850	5,472	26.20%
Specify:	Colorado Preschool Program								
Early Head Start & Head Start[1]	12,544	5,519	44.00%	14,075	2,135	17.02%	14,541	2,730	18.80%
Programs funded by IDEA, Part C	5,806	-	0.00%	5,989	-	0.00%	6,077	-	0.00%
Programs funded by IDEA, Part B, section 619	8,671	-	0.00%	8,928	-	0.00%	8,605	-	0.00%
Programs funded under Title I of ESEA	6,854	-	0.00%	2,034	-	0.00%	954	63	6.60%
Programs receiving from CCDF funds	9,699	-	0.00%	9,753	-	0.00%	10,042	-	0.00%
[1] Including Migrant and Tribal Head Start located in the State.										

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool						
Specify:						
Early Head Start & Head Start[1]						
Programs funded by IDEA, Part C						
Programs funded by IDEA, Part B, section 619						
Programs funded under Title I of ESEA						
Programs receiving from CCDF funds						
[1] Including Migrant and Tribal Head Start located in the State.						

Performance Measure (B)(4)(c)(2) Data Notes
Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

State-funded preschool
Source: CDE, Colorado Preschool Program (2014); CDE, Results Matter Program (2014)
Colorado Preschool Program data only includes children served in sites that have allowed Qualistar Colorado (current State ratings administrator) to release their rating information. A few sites were unidentifiable due to license exemptions (Tribal) and Cherry Creek 5 school district sites were not specified for use with quality data. Baseline data is reported as actual. Program data, including ratings information, are self-verified for the academic year 2013-2014 using the annual census count (October 1, 2013). Data quality is reported with high confidence.

Early Head Start and Head Start
Source: CDHS, Head Start State Collaboration Liaison (2014)
Early Head Start and Head Start children total include children served in unlicensed and exempt facilities and home services, whereas Early Head Start and Head Start children participating in the top tier programs of the Colorado Shines Quality Rating and Improvement System are licensed. Also, the children total data reflects total enrollment for calendar year 2014, which is inherently more than the funded enrollment, which the quality data is measured against and is the best data available to make the association. The total enrollment data had been used to report the denominator for the baseline and thereafter since the beginning of the grant application. Enrollment data per month is not available, therefore, the actual number of Head Start children in the top tiers compared to the state total as described above is a flawed measurement. One solution would be to measure the quality data to the state total with both based on the funded enrollment data (snap shot or point in time). Program and children data, including quality ratings information, are self-verified.

Programs funded under Title I of ESEA
Source: CDE, Coordinator of ESEA Reporting (2014)
Title I data is reflective of what is reported from the 2013 Consolidated State Performance Report (CSPR), which includes the number of low-income students associated with each Title I-funded preschool, but does not include targeted assistance data. Program data, including ratings information, are self-verified. Data quality is reported with confidence.

Programs funded by IDEA, Part C; IDEA, Part B, section 619; Title I of ESEA; and CCDF funds
Sources: CDHS, CDE, Exceptional Student Services Unit (2013); Early Intervention (2013); CDE, Coordinator of ESEA Reporting (2012); CDHS (2013)
Current data collection methods do not allow for reporting the specificity of data requested for IDEA, Part C and B, and CCDF programs (i.e., we are not able to identify and track the numbers of children with 'high needs,' as specifically defined for purposes of this grant, served per every program type in top tier programs).

CCDF data is accounted for through CCCAP utilization, which is represented by CCCAP payments during a care date (as opposed to payment date), during the given time period of December 2013 to November 2014. Unique counts represent all unique individuals whom utilized CCCAP care at least once during the time period. CCDF data may include some duplication between age groups. Duplication across age groups is a result of pulling data for children served under CCDF for an entire calendar year. During that year span participating children age into different groups and the data system does not allow Colorado to currently distinguish which children have changed ages. This approach to query the data was used both to be consistent with the methodology of the

application and because it better reflects the total population served throughout the year. Colorado chose not to report participation as a single point in time, although it would remove duplicate counts, it would also under-represent the number of children served throughout the year given families are constantly joining and leaving the program.

Children data by programs associated with IDEA, Part B, section 619 is not available to measure quality information.

Children data in programs/services funded by IDEA, Part C cannot be measured against quality ratings data due to the nature of where these services are provided, which are not in rated facilities but "natural environments".

Performance Measure (B)(4)(c)(2) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

The actuals for the Colorado Preschool Program fell short of the target (-7.76%) for Year Two. This can be attributed to a combination of shifts in program quality and where the headcounts are recorded (enrollment). A possible solution is to develop a similar strategy used to target high needs children utilizing CCCAP (CCDF) for opportunities to be served in higher quality rated programs.

The actuals for the Early Head Start and Head Start programs fell short of the target (-25.23%) for Year Two, partially due to data issues where the total number of Head Start children (denominator) does not directly relate to the number of Head Start children in the top tiers (numerator). As noted above, "Early Head Start and Head Start children total include children served in unlicensed and exempt facilities and home services, whereas Early Head Start and Head Start children participating in the top tier programs of the Colorado Shines Quality Rating and Improvement System are licensed. Also, the children total data reflects total enrollment for calendar year 2014, which is inherently more than the funded enrollment, which the quality data is measured against and is the best data available to make the association. One solution would be to measure the quality data to the state total with both based on the funded enrollment data (snap shot or point in time)."

Validating the effectiveness of the State TQRIS (Section B(5) of Application)

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

With the primary goal of increasing access to high quality licensed child care programs for children with high needs, the Colorado Department of Human Services recognizes the importance of evaluation. In order to understand evaluation best practices and develop a comprehensive and effective evaluation plan, Colorado convened an Evaluation Summit in January of 2014. This summit included representatives from other states (Minnesota, Illinois, and Wisconsin), evaluation experts, philanthropic partners, early childhood education advocates and Race to the Top Early Learning Challenge Grant staff. The objectives for the Evaluation Summit include the following:

- Understand Colorado's Race to the Top Early Learning Challenge Grant projects, nationwide Quality Rating and Improvement System evaluation trends, and specific state Quality Rating and Improvement System evaluations;

- Understand the relationship between Quality Rating and Improvement System and the other grant projects that inform and impact effective evaluation;

- Develop potential Quality Rating and Improvement System and overall grant evaluation outcomes and identify gaps or needs.

Results of this event highlighted challenges with data collection and analysis and the need for a solid understanding of areas for evaluation. To address this challenge an Evaluation Task Force was created to develop a logic model and identify key research questions to inform the request for proposal that will be posted to solicit an evaluation vendor.

The Evaluation Task Force was convened as a subcommittee of the Early Childhood Leadership Commission Data Committee. Over a seven-month period, this task force met to develop a logic model for Colorado's Early Childhood work, specifically from the lens of grant activities, and develop research questions. The logic model was used as the foundation from which to identify the following primary research questions and is included as an attachment to this annual performance report.

The logic model is based upon a theory of change that increased resources and support for effective early childhood programs and workforce will result in comprehensive improved long- term outcomes for Colorado's children and families. Although this logic model focuses heavily on early learning as defined by the Race to the Top Early Learning Challenge Grant, the Evaluation Task Force acknowledges that this is just one piece of the larger early childhood system, as detailed in the Early Childhood Colorado Framework:

- Family and community engagement and commitment will be critical to successful outcomes for children.
- Collaboration and integration between systems and partners will be crucial and will require creative and innovative approaches.
- Programs that are improving outcomes for children and families will require stable and diverse long term funding sources.
- Access to and appropriate use of comprehensive data will be crucial to the success of this work.

Solicitation for an evaluation partner with an established track record of rigorous program evaluation and demonstrated strength in validation studies occurred in December, 2014 through an open and competitive request for proposal process. In their proposals, evaluators were asked to propose a research design, methodology, and protocols to answer the key research questions that were identified by the Evaluation Task Force. The awarded contractor will work at the direction of the Office of Early Childhood within the Colorado Department of Human Services to design a process for data collection and analysis and conduct the evaluation over a two-year period.

There are two goals of the evaluation - to understand the implementation and the outcomes of funded projects. The Colorado Shines Quality Rating and Improvement System is the primary focus of the evaluation, as it is the largest funded Race to the Top Early Learning Challenge Grant project and is integrally connected to all of the other projects.

Phase one of the evaluation will begin early 2015 and is intended to provide information to understand the implementation of the Colorado Shines Quality Rating and Improvement System. This evaluation is focused on understanding the validity and implementation of the new rating system. The near term objective for the evaluator is to address the following questions as part of the implementation of the Colorado Shines Quality Rating and Improvement System:

- To what extent does the Colorado Shines Quality Rating and Improvement System differentiate levels of quality in programs - both overall and across each domain?

- Does each level accurately reflect expected quality of programs, given the variation of program type and method of rating?

The second phase of the evaluation will focus on quality improvement activities and access to the Colorado Shines Quality Rating and Improvement System. Specifically, the evaluator will address the following research questions:

- Which quality improvement activities (e.g. dosage and intensity) lead to increased participation in the Colorado Shines Quality Rating and Improvement System?

- What barriers prevent participation in and progression through the quality levels of the Colorado Shines Quality Rating and Improvement System?

This phase of the evaluation will begin late 2015 and conclude by the end of the 2016 calendar year.

Finally, Colorado is interested in continuing the evaluation efforts after the Race to the Top Early Challenge Grant concludes to learn more about the outcomes of the children enrolled in the high quality rated programs (levels 3-5). Specifically understanding if these children experience better outcomes than their peers enrolled in lower quality programs. This final phase of evaluation will also support a greater understanding of what combination and weighting of indicators best discriminate levels of quality.

Focused Investment Areas: Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

<div style="border:1px solid #000; background:#d9dde3; padding:10px;">

Focused Investment Areas

☑ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

☑ (C)(2) Supporting effective uses of Comprehensive Assessment Systems.

☐ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

☐ (C)(4) Engaging and supporting families.

☑ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

☑ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

☑ (E)(1) Understanding the status of children's learning and development at kindergarten entry.

☐ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

</div>

Promoting Early Learning Outcomes

Early Learning Development Standards (Section C(1) of Application)

Has the State made progress in ensuring that it's Early Learning and Development Standards:

Early Learning and Development Standards	
Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers	Yes
Cover all Essential Domains of School Readiness	Yes
Are aligned with the State's K-3 academic standards	Yes
Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities	Yes

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

The Colorado Early Learning and Development Guidelines describe the path of children's learning and development from birth to eight years old. They are designed so that everyone who cares for young children can play an important part in giving Colorado's children a strong start. The guidelines are based on research and bring together widely accepted strategies to help children develop successfully. For the first time, experts from across Colorado have woven together their knowledge about these important years. As a result, the guidelines are aligned with and help connect existing programs to create a coordinated approach to learning and development.

Through an open and competitive request for proposal, SE2, Inc. was awarded a contract to develop the Colorado Early Learning and Development Guidelines website: www.earlylearningco.org. This website synthesizes the important information from the Guidelines to target parents and caregivers, providers and educators, and child advocates. To inform the development of the website, SE2 completed a discovery phase, which included: facilitated discussions with seven key stakeholder groups, creation and analysis of an on-line survey completed by more than 250 respondents, review of existing communications materials related to the guidelines, and review of external resources and websites. This work provided the insight for the communications plan. It also provided important feedback from key stakeholders.

The website, www.earlylearningco.org, was launched in June 2014. The website is the central resource for parents, providers and partners to learn more about the Colorado Early Learning and Development Guidelines in English and Spanish. The website also includes special features including an online tool to allow partners to customize the flyers and a tool where site visitors can share their stories about the guidelines are being utilized as a resource across the state. A webinar, Message's and Strategies to Promote Colorado's Early Learning and Development Guidelines, was held on June 26, 2014, with more than 300 registrants. During this webinar SE2 demonstrated the features of the new website, providing tips about how to talk about the Colorado Early Learning and Development Guidelines, offer guidance on how to utilize the available resources, and answer questions from stakeholders.

Since the launch of the website there have been 4,901 individual users, 7,256 sessions and 27,377 page views. Seven percent of the users have accessed the Spanish version of the site.

Through funding from the Race to the Top Early Learning Challenge Grant, Early Childhood Councils deployed a grassroots communication strategy to increase awareness and education about the Early Learning and Development Guidelines.

Multiple strategies are being deployed to increase awareness of the Early Learning and Development Guidelines. Distribution of the Early Learning and Development Guidelines and tip sheets will target early childhood professionals and educators statewide. Radio spots were developed by Clear Channel, Pandora and local radio stations, in addition, Early Childhood Councils submitted press releases through local newspapers, and utilized bus board advertising and social media strategies. Finally, promotional items for professionals and parents have been developed in some communities and are being distributed by local hospitals, pediatric offices, libraries and other community locations that families frequent.

One of our staff, Cathy Smyth teaches EDSE 532: Typical and Atypical Early Child Development: Application to Early Childhood Special Education, as an online master's level course for the University of Northern Colorado. Colorado's Early Learning and Development Guidelines are used as required reading for the course (section 6, P. 7), and it is a necessary part of the Developmental Matrix assignment (Guidelines also attached) which is the final assignment for the students. In the beginning of the course, we review the ELDGs in an audio lecture and how to use them. The Developmental Matrix assignment is aligned with the national and state wide requirements for accreditation for the university. Students are required to synthesize all that they have learned in the different developmental domains for typical development and two conditions. The ELDGs provide clear information on how typical development progresses, and I think it is a tool my students will use often in the future.

In 2015, the Early Childhood Leadership Commission, which serves as the State Advisory Council, is leading the project to update the Early Childhood Colorado Framework with the help of the recently appointed Framework Steering Committee. This commission is committed to engaging stakeholders with cross domain experience and expertise to ensure the second iteration of the Early Childhood Colorado Framework remains a resource and guide for communities and partners across the state. This public-private partnership reflects the Early Childhood Leadership Commission's dedication to advance all components of the framework: early learning; family support and parent education; social-emotional, mental health, and health. One important outcome of this project is to create a more direct link between the Early Childhood Colorado Framework and the Early Learning and Development Guidelines.

Comprehensive Assessment Systems (Section C(2) of Application)

Has the State made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to:

Comprehensive Assessment Systems	
Select assessment instruments and approaches that are appropriate for the target populations and purposes	Yes
Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems	
Articulate an approach for aligning and integrating assessments and sharing assessment results	Yes
Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

The mission of the Results Matter Program is to positively influence the lives of children and families by using child, family, program and system outcomes data to inform early childhood practices and policy. The child and family outcomes describe the benefits that are desired for children and their families as a result of participating in early childhood care and education programs and services. The rich evidence gleaned through ongoing child assessment, family outcomes surveys and program quality evaluation, supports results driven program and policy decisions, and provides the means to demonstrate the efficacy of services available to Colorado's children and families.

The data obtained through Results Matter is used to describe child progress across specific developmental and educational domains as well as through global outcomes developed by the national Early Childhood Outcomes Center and the U.S. Department of Education. These outcomes illustrate the integrated nature of early childhood development and allow the comparison of information from programs using different assessment tools.

The Results Matter program promotes:

- Assessment of child learning and developmental progress
- Collection of family outcomes information
- The use of child and family outcomes data to inform program and policy decisions

Through partnership between the Colorado Departments of Human Services and Education, utilizing Race to the Top - Early Learning Challenge Grant funds, the Results Matter Child Care Expansion Project will increase the number of children included in the Results Matter program by 3,500 during the life of the grant, 2013 -2016.

Eligible children are not currently part of Results Matter, but are enrolled in a licensed Head Start/Early Head Start program, child care center, or family child care home that participates in the School Readiness Quality Improvement Program and/or accepts the Colorado Child Care Assistance Program payments, Colorado's child care subsidy program. Programs are required to apply and the awarded programs are grouped in one of two cohorts. Cohort one includes 31 programs consisting of 128 classrooms. Applications are currently under review for cohort two.

In 2014 the Results Matter Expansion Project was focused on implementation, technical assistance and training efforts regarding authentic assessment best practices. Individuals were oriented on the use of the Teaching Strategies GOLD® system, how to conduct objective observations, and why data obtained from reports is valuable and useful to inform both classroom and program level practices.

Portfolios for cohort one were purchased and assigned to participating programs. During this phase field consultants learned that there were significant discrepancies in the readiness of both classroom and administrative staff to implement Teaching Strategies GOLD®. The following are the primary reasons for this discrepancy: variation in program infrastructures, varying knowledge of child development and comfort with the change process.

Building capacity in the use and successful implementation of the Teaching Strategies GOLD® System was a primary focus in 2014. Cohort one was supported by the training and technical assistance providers in the use of the Teaching Strategies GOLD® System through the use of videos and trainings on the Results Matter website (http://www.cde.state.co.us/resultsmatter/). Additional trainings were customized to meet the individual needs of the participating child care programs. To support parent education, a parent engagement training was developed. These trainings will deploy in 2015. Finally, the Results Matter Expansion Team will conduct a training on reports for administrators. This training will focus on how assessment data can be used to inform practice.

During the 2014 grant year the Results Matter Expansion Project supported 1,480 Active Children and 440 Archived Children for a total of 1,920. Two trainings were developed for the 2015 calendar year: Reports and Family Engagement. Fifteen child care programs were selected for the second cohort. Ongoing support for the program staff for cohort one occurred to support a deeper understanding of each child's development and learning through authentic assessment practices. Finally, a Western Slope Consultant will be on-boarded in January 2015.

Key accomplishments for 2014 include:

- Training and technical assistance providers introduced authentic assessment observations as part of the everyday experience in the classrooms or program settings.

- Results Matter Expansion Program staff prepared for the first checkpoint through training and technical assistance providers modeling a classroom observation to document children's growth and development.

- Training and technical assistance providers were intentional in communicating to program staff that using documentation would help them support, guide, and inform their planning and instruction both for individual children and groups.

- The Teaching Strategies GOLD® System has a feature that supports family engagement. Training and technical assistance providers highlighted this feature as part of their conversations with the program staff.

- Professional learning communities were created, one for family child care homes and two for child care centers, with the intent of building capacity and the use of understanding of the Teaching Strategies GOLD® features.

- The Results Matter Expansion Program initiated *The Helping Hand* newsletter to connect participating programs with resources as well as other Race to the Top Early Learning Challenge Grant initiatives. This newsletter has a feature called "Golden Nuggets" that offers tips on building skills in the implementation of the Teaching Strategies GOLD® system.

Time allocated for on-site professional development for child care staff has presented a challenge. To address this challenge the Results Matter Expansion Program has implemented the following strategies: offering trainings in smaller segments during nap-time; identifying a staff leader who can be trained to be the in-house expert; and the creation and facilitation of Professional Learning Communities to build capacity in the use and understanding of the Teaching Strategies GOLD® features.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)

Has the State made progress in developing:

Workforce Knowledge and Competency Framework	
A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes	Yes
A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Yes

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Colorado's Early Childhood Competencies Framework is the underlying foundation for all key strategies for building a great early childhood workforce that include:

- Thirty (30) two- and four-year early childhood preparation programs are aligning certificate and degree programs with the Early Childhood Competencies Framework and will create regional articulation agreements between degree programs. The revised Early Childhood Professional Credential will unify the education and child care credentialing systems and include a coaching credential. Progress to date includes:

  - Colorado's sixteen Community College Early Childhood programs completed the initial mapping of Colorado's common 13 Early Childhood courses by fall, 2015. Continued work includes addressing gaps through redesigning courses. The timeline for completion is fall, 2016.

  - Colorado reinstated the ability for four year colleges and universities to offer Bachelor degrees in Early Childhood in 2012. The EC Professional Development Advisory has been charged to develop recommendations for revising rules and regulations for approving teacher preparation programs at 4 year institutions. Work started in Dec., 2014 and includes using the EC Competencies Framework as the foundation for the rules. Completion timeline is projected by fall 2015.

  - Work on regional articulation agreements will begin upon approval of the changes to the rules and regulations governing the approval of EC teacher preparation programs.

  - In Oct., 2014, the CDHS stakeholder group drafting recommendations for changes to child care rules and regulations agreed to include Credential 2.0 as another option for personnel qualifications for Asst. Teacher, Teacher and Director. Anticipated approval is summer 2015.

- The revised Early Childhood Professional Credential will unify the education and child care credentialing systems and include a coaching credential.

- The incorporation of the Early Childhood Competencies Framework into statewide professional development offerings.

- Providing incentives and support to early childhood professionals based on courses, degrees and professional development offerings aligned with the competencies.

- Developing measures for evaluating competence, including a process for professionals to receive credit for prior learning through evaluation.

- Building a Professional Development Information System, based on the Early Childhood Competencies Framework, that combines a workforce registry with a learning management system.

Beginning in January 2013, the early childhood competencies sub-committee of Colorado's Early Childhood Professional Development Advisory Committee assumed responsibility for finalizing Colorado's Early Childhood Competencies Framework for Educators and Administrators. Prior to 2013, the work was facilitated by Oldham Innovative Research. The framework consists of the following domains:

- Child Growth, Development and Learning
- Child Observation and Assessment
- Family and Community Partnerships
- Guidance
- Health, Safety, and Nutrition
- Professional Development and Leadership
- Program Planning and Development
- Teaching Practices

Early childhood competencies supporting social-emotional development, cultural competence and children with special needs are present in all eight domain areas. The competencies are built on a framework of four levels. They begin with the basic knowledge and skills needed to enter the field and progress, according to degree of mastery, to advanced levels of academic preparation and a wide range of experiences. The four levels are cumulative, meaning that early childhood professionals at the top level have the skills and knowledge to meet all the competencies in the lower levels. The levels are as follows:

- Level 1 - Demonstrates the basic skills and knowledge to best support quality early childhood care and education.

- Level 2 - Demonstrates the skills and knowledge at the previous level plus: Applies skills and knowledge to implement effective early childhood environments and experiences for young children.

- Level 3 - Demonstrates the skills and knowledge at previous levels plus: Designs, plans and analyzes policies, procedures and practices that are optimal for young children.

- Level 4 - Demonstrates the skills and knowledge at previous levels plus: Advances the field of early childhood education through advocacy, leadership, and teaching, coaching and mentoring.

The Early Childhood Competencies Framework was approved by the Colorado Early Childhood Leadership Commission in May of 2013. A published version is available at the following website: http://www.cde.state.co.state.us/early/eccompetencies.

Alignment activities for key strategies in 2014:

Strategy One: Alignment with Higher Education

Community Colleges:

Colorado's Early Childhood Faculty Coalition (representing 100% of early childhood education chairs and key faculty from 17 community colleges and technical colleges) began aligning community college early childhood certificate and degree programs with the Early Childhood Competencies Framework in October 2013.   Over the summer of 2014, the Colorado Community College Coalition completed this coordinated study and mapping of the 13 common early childhood courses. The team identified which competencies were met in specific courses and where gaps in addressing competencies occurred. Work will continue in four primary areas: strengthening early childhood education practicums; early childhood administration courses; and increasing content and application in early childhood pedagogy, methods, techniques, and observation and assessment.

Colorado Department of Education and Higher Education:

The Early Childhood Competencies Framework is aligned with Colorado's Quality Standards for Teachers and Principals which has been adopted by the Colorado State Board of Education. These standards are the foundation for Colorado's Educator Effectiveness Program and the state's teacher preparation approval system for bachelor degree programs (jointly administered by the Colorado Department of Education and the Colorado Department of Higher Education). Calendar year 2014 progress in alignment includes:

- The Colorado Department of Education Professional Services and Educator Licensing staff are reviewing teacher licensing and teacher preparation program standards. The Competencies Task Force (part of the Early Childhood Professional Development Advisory seated by the Early Childhood Leadership Commission) serves as the subject matter expert team and has provided recommendations for revising the early childhood sections based on the Early Childhood Competencies Framework. Work will be completed by mid-2015.

- Colorado Department of Education staff from Educator Effectiveness, Office of Early Learning and School Readiness, Office of Literacy and Preschool Special Education created the *Colorado State Model Educator Evaluation System: Practical ideas for Evaluating Early Childhood Educators,* that serves as an implementation guide on best practices for supporting the rollout of the effective educator rubric. Details about the Early Childhood Competencies Framework and the Colorado Shines Quality Rating and Improvement System are included. Final release is slated for early 2015.

Strategy Two: Credentials, Child Care Rules and Regulations, and Coaching

Early Childhood Credential 2.0:

Colorado's Early Childhood Credential 2.0 provides a common system for all Colorado early childhood professionals to document and quantify their professional growth and accomplishments, and by doing so to define and advance the profession. The model uses the Early Childhood Competencies Framework for early childhood educators and administrators to integrate the pathways of formal education, ongoing professional development (including specialized credentials and certifications), experience and demonstrated competencies. Individuals accumulate points along each of the pathways. Total points assign one of six professional designations.

The Early Childhood Credential 2.0 directly aligns with the Colorado Shines Quality Rating and Improvement System workforce qualifications quality indicator. Licensed child care programs earn points based on the varied levels of credentials for their staff. It is projected that there will be 5,000 credentialed professionals by the end of 2015.

Final credential levels and point structures approved by the early childhood professional development points are totaled across formal education (up to 50), ongoing professional development (up to 30), experience (up to 20), and demonstration of competencies (up to 10 bonus points). The total points place a professional within one of the following designations:

- Early Childhood Professional I (10 - 20 points) - an individual must have points from at least two areas

- Early Childhood Professional II (21-35 points) - with point accumulation in at least two areas

- Early Childhood Professional III (36-50 points) - with point accumulation in at least two areas

- Early Childhood Professional IV (51-60 points) - with point accumulation in at least three areas

- Early Childhood Professional V (61-70 points) - with point accumulation in at least three areas

- Early Childhood Professional VI (71+ points) - with point accumulation in at least three areas

Early childhood professionals will advance to higher credential levels as they obtain more education, ongoing professional development, and experience. Levels must be renewed every three years.

Colorado Department of Human Services Child Care Rules and Regulations:

A joint Colorado Department of Human Services, Colorado Department of Education, and local partner team conducted an expert review of the personnel section of the child care rules and regulations. Final recommendations for aligning competencies and credentials were approved by this stakeholder team in August 2014. Priority issues included support for early stage early childhood professionals, alignment of competencies and credentials for early childhood assistant teachers, teachers and directors. The recommendations fully support the workforce qualifications quality indicator section of the Colorado Shines Quality Rating and Improvement System framework. Release for public comment is targeted for early 2015.

Statewide Coaching Network:

The Colorado Coaching Network creates an infrastructure in the state to support and expand coaching in early learning settings birth to third grade. The 2014 accomplishments include the following:

- Completed hiring of four half time regional coaching consultants. Interview teams had staff representation from the Colorado Department of Education and the Colorado Department of Human Services. The regional coaching consultants will provide professional development and supports to local coaches within their region. These professional development and support opportunities are aligned with the Colorado Coaching Competencies to strengthen foundational best practices in early childhood coaching.

- Conducted a statewide Colorado Coaching Network survey. A total of 171 coaches participated in the survey, indicating that the greatest needs include opportunities for training on specific coaching skills and reflective supervision.

- Defined regional assignments for the coaching consultants based on survey input from local coaches and Early Childhood Councils.

- Completed the provisional coaching credential application process with the application window from October through December 2014. Criteria include 300 direct coaching hours, three years of early childhood experience, and completion of coaching training. This initial step supports the Colorado Shines Quality Rating and Improvement System requirement of receiving coaching support from a credentialed coach. The full coaching credential application and process was made available in January of 2015. This process requires specific training and participation in relationship-based professional development and reflective supervision.

- Conducted planning and development sessions for a training to support reflective supervision. The training will occur in January 2015 and is a requirement of the coaching credential. This training is a collaborative effort for the following collaborative partners: Early Intervention Services, Home Visiting, Pyramid Plus, Clayton Early Learning, Qualistar Colorado, Expanding Quality for Infants and Toddlers, Colorado Association of Infant Mental Health, and Early Childhood Mental Health. Facilitation will be provided by Dr. Sherryl Heller from Tulane University and Zero to Three.

- Convened a relationship-based professional development workgroup that finalized the required learning objectives for adult learning training and coaching skills training. This is a required training for the coaching credential. Adult learning objectives for this training align with the requirements for Colorado trainer approval.

- Finalized the completion of a case study to apply for the level III coaching credential.

Strategy Three: Statewide Professional Development Offerings

Trainer and Training Approval System:

Revision of the Trainer Credential and Training Approval System was initiated in March of 2014. The Early Childhood Professional Development Team received consultation from the Early Learning Challenge Technical Assistance and other state professional development personnel to improve knowledge on how to increase the rigor of Colorado's Early Childhood Training System. To date, the voluntary system in Colorado has not supported the needs of professionals in Colorado. Additionally, there is potential for better alignment with the Colorado Department of Human Services Child Care Licensing. Progress in 2014 includes:

- Shifting the responsibility for developing and maintaining the Trainer Credential and Training Approval System from the Colorado Department of Human Services Trainer and Training Approval System Committee to the Early Childhood Leadership Commission Early Childhood Professional Development Advisory. The current scope of the Early Childhood Professional Development Advisory includes determining the application process; the training evaluation process; and how to differentiate types of training (mandatory for licensing, specialized training, etc.). The process will be piloted in mid-2015.

- The Credential Task Force completed initial recommendations for a revised trainer approval and credential in fall 2014. Many of the requirements with the Early Childhood Credential and the adult learning courses will be utilized for both trainers and coaches. Deploying an awareness campaign for this requirement will be a priority in 2015.

Strategy Four: Incentives to Promote Competency Development and Alignment

In the fall of 2014, the Early Childhood Professional Development Advisory approved the development of a competitive request for proposal process for Colorado Community Colleges, Colorado College/University programs with early childhood education degree programs and approved training programs aligned with the Early Childhood Competencies for Educators and Administrators. In early 2015, funding will be available for innovative application of competencies through community-based demonstration schools, partnerships between higher education faculty and community coaches around experiential learning, high quality competency based content and innovative approaches for credit by evaluation for prior learning. Funds will be awarded for the following purposes:

- The Community College Early Childhood Faculty Coalition completed initial mapping of the Early Childhood Competencies for Teachers and Administrators with the core community college early childhood courses. Additional funding may be awarded for an early childhood faculty work group to align content, develop new content, submit for curricula approval process, and implement changes.

- Four-year early childhood programs to map new degree programs with Early Childhood Competencies for Teachers and Administrators.

- Credit by evaluation for prior learning projects from two- and four-year programs based on the Early Childhood Competencies for Teachers and Administrators.

- Professional development approved trainings mapped to the Early Childhood Competencies Framework and entered into the Professional Development Information System.

- Planning grants to create professional development programs incorporating innovative approaches to providing competency-based early childhood professional development linking formal education, training, coaching delivered in community-based early childhood settings.

Strategy Five: Evaluate Credential 2.0 and Identify Tools Measuring Competencies

In 2014, Dr. Donna Bryant, Frank Porter Graham research scientist, completed analysis of 620 (unduplicated count) survey responses for the credential revision. Initial findings show strong psychometric structure to scoring system. Final revision of the points structure was completed in early May and the Early Childhood Professional Development Advisory approved the point structure for the pilot: 50 points in formal education, 30 points for professional development, 20 points for experience, and bonus points for demonstrated competencies. Early Childhood Credential 2.0 data will be analyzed in fall 2015 with any recommendations for changes to the point structure incorporated by January 2016.

The Colorado Department of Education Race to the Top Early Learning Challenge Grant and Effective Educator projects are developing a plan for working together to identify tools to measure competencies that also align with Colorado's effective educator rubric. Implementation of the plan will begin in March of 2015. Identified tools will be associated with points for the demonstrated competencies section of the Early Childhood Credential 2.0.

Strategy Six: Building a Professional Development Information System

The Professional Development Information System is based on the Early Childhood Competencies Framework and functions as a combined workforce registry and learning management system. Progress in 2014 includes:

- The Simply Digi vendor contract was signed in February 2014 and a project launch session with the Colorado Department of Education, Colorado Department of Human Services, Simply Digi, national technical assistance support and implementation specialists was held in early March 2014. Competencies design documents were delivered to Simply Digi on April 8, 2014. The Professional Development Information System is designed to fully meet quality and data standards established by the National Registry Alliance.

- A Data Governance Advisory was created with Colorado Department of Education and Colorado Department of Human Services staff to determine data integration and to create a data sharing agreement.

- Technical specifications for the largest area of the project, the workforce registry and credentialing system, were submitted to Simply Digi in July 2014.

- Phased testing of initial registration and 14 level 2 Colorado Shines online courses occurred in November 2014. These training modules are aligned with the Early Childhood Competencies Framework. Full launch of the Professional Development Information System is targeted for March 2015.

The Professional Development and Information System benefits early childhood professionals by offering an on-line career portfolio including college transcripts, ongoing professional development trainings and employment history that are scored to award participating professionals their Colorado Early Childhood Credential. Additionally, professionals are able to create a professional development plan based on their competencies self-assessment and career goals. On-line courses and face-to-face learning opportunities are also offered through the system for attaining professional goals.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities (Section D(2) of Application)

Has the State made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes:

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including:	Yes
Scholarships	Yes
Compensation and wage supplements	
Tiered reimbursement rates	Yes
Other financial incentives	
Management opportunities	
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework	Yes
Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Colorado's scholarship and incentives plan for the Race to the Top Early Learning Challenge Grant targeted early care and education professionals who work with children with special needs, English language learners, and children living in poverty. Scholarships and incentives encourage credential, certificate and degree attainment because research shows that professionals with a Bachelor's degree improve outcomes for children and professionalize the field of early childhood. The plan builds on best and innovative practices, considers the unique needs of our state, and supports the diversity within the workforce.

Colorado's Plan

In 2014, Colorado leveraged existing scholarship programs and developed new partnerships to distribute $625,000 in educational incentives through the following mechanisms:

T.E.A.C.H. Scholarship:

- The Colorado Department of Human Services contracts with the Colorado T.E.A.C.H. program, administered by Qualistar Colorado, to support professionals completing credentials and degrees at

two-year and four-year institutions ($335,000). The Race to the Top Early Learning Challenge Grant awarded $105,000 to this program in the Spring of 2014 which resulted in the following awards:

- Sixty five recipients from 48 sponsoring programs, including five family child care home providers

- Forty six basic licensing courses (two early childhood courses), 17 associate degree candidates and two bachelor degree candidates

- Recipients serving 847 children receiving Colorado Child Care Assistance Program funds, including: 495 English Language Learners; 143 children with special needs, 46 children in foster care; 39 children of recent immigrants; 29 children whose families are homeless and 16 children living in migrant families

An additional $230,000 will be awarded to T.E.A.C.H. in the spring of 2015. These funds are projected number of recipients: 157 recipients, including 104 for two early childhood courses, 46 for associate degrees in early childhood education and seven bachelor degrees in early childhood education.

Colorado Community College Foundation:

The Colorado Departments of Human Services and Education partnered with the Colorado Community College Foundation to expand access and increase the number of participating students in early childhood education. Administered through community colleges across the state, scholarships are available to students for coursework leading to certification or an associate degree. The Race to the Top Early Learning Challenge Grant awarded $210,000 with a planned $200,000 match from local college foundations. The total match raised to date is $145,000.

Since the award of the contract in February 2014, 12 of the participating 16 colleges awarded funds to 107 students, with an average award size of $1,364. The remaining four colleges will award scholarships in the spring 2015 term.

Demographics of awarded early childhood professionals:

- 96% female
- 76% seeking degrees; 10% seeking certificates
- 59% Caucasian, 24% Hispanic, 3% African American, 7% other and 7% not reported
- 38% confirmed as first-generation college students
- 42% Pell Grant eligible
- Six students completed their education in 2014
- Fourteen students will complete their programs by May 2015, 19 will complete their program by December 2015, with the remainder completing their program in 2016.

Early Intervention Services and Preschool Special Education:

Like many states, Colorado is experiencing challenges in recruiting and retaining personnel to serve young children with disabilities and their families who are enrolled in Early Intervention Services and Preschool Special Education through the Individuals with Disabilities Education Act. The Colorado Department of Education's Preschool Special Education staff and Colorado Department of Human Services' Early Intervention Colorado staff worked with school districts and Community Centered Boards in Colorado to identify gaps in supporting professionals working in programs serving children with developmental disabilities or delays. Areas of established need were identified through surveys of local programs. The Race to the Top Early Learning Challenge Grant funds target communities struggling to recruit and retain early childhood special educators with scholarships for tuition and loan repayment. A total of $153,191 is awarded to support the recruitment and retention strategies ($77,261 in 2014 and $75,930 in 2015). These funds supported the following awards:

- Eight recipients were awarded in Spring 2014, with seven of the eight requesting funding in 2015

- Nine recipients were awarded in the Fall of 2014, with eight of the nine requesting funding in 2015

- 29% of awardees are funding recruitment and retention efforts

- 70% of awardees are receiving scholarships, demographics of the awarded early childhood professionals include:

    o 100% are female
    o 80% are enrolled in a program within the state of Colorado
    o 20% are enrolled in out-of-state programs

- 1% of awardees are receiving funding for student loan repayment

- The professionals and organizations awarded serve 37 of the 64 Colorado counties

Based on evaluation of the distribution of the 2014 funds, Colorado's Early Childhood Professional Development Advisory Committee will provide recommendations for distributing $700,000 in 2015 and 2016 for scholarships and incentives.

Performance Measure (D)(2)(d)(1)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

		Targets				Actuals			
	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Total number of "aligned" institutions and providers	30	30	30	24	30	30	30		
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	404	535	700	750	800	535	767		

Performance Measure (D)(2)(d)(1) Data Notes

Colorado has had an Early Childhood Associate Degree Pathway for many years, but only recently acquired the ability, through a change in statute, to grant a bachelor's degree in early childhood. Several four-year institutions started Early Childhood Education Bachelor Degree Programs in the fall of 2013.

In 2014, 30 institutions were aligned to either the Colorado Core Knowledge and Standards or the Rules for the Administration of Education Licensing Act of 1991. Our community colleges are aligned to the Core Knowledge and Standards and our four-year institutions are aligned to the Education Licensing Act of 1991. Seven hundred and sixty seven individuals were awarded a credential by an aligned institution. In this context, a credential is a certificate (requirements vary by community college) or an ECE endorsement with a bachelor's degree. Alternative licensure prep programs are included here as well. This figure is an increase from last year and exceeds the 2014 target.

Performance Measure (D)(2)(d)(1) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Colorado's goal was to have 700 Early Childhood Educators credentialed by an "aligned" institution. We met and exceeded that goal by 67. Alignment between Colorado's Competencies for Early Childhood Educators and Administrators and institutions of higher education is well underway and we anticipate being able to report on this in the 2015 Annual Performance Report.

Performance Measure (D)(2)(d)(2)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Targets									
	Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Early Childhood Professional Credential Level I	236	1.03%	1,131	4.90%	2,262	9.90%	3,390	15.00%	4,241	19.00%
Early Childhood Professional Credential Level II	63	0.28%	1,200	5.20%	2,400	11.00%	3,600	21.00%	4,800	21.00%
Early Childhood Professional Credential Level III	42	0.18%	80	0.35%	800	3.50%	2,037	9.00%	2,514	11.00%
Early Childhood Professional Credential Level IV	79	0.35%	116	0.50%	800	3.40%	2,000	8.70%	2,500	11.00%
Early Childhood Professional Credential Level V	39	0.17%	39	0.17%	200	0.87%	400	1.70%	800	3.50%
Early Childhood Professional Credential Level VI	2	0.01%	5	0.01%	10	0.01%	20	0.01%	30	0.13%
Early Childhood Professional Credential Total	461	2.01%	2,571	11.00%	6,472	28.00%	11,450	50.00%	14,855	65.00%

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Early Childhood Professional Credential Level I	236	1.03%	846	3.70%	525	2.30%				
Early Childhood Professional Credential Level II	63	0.28%	410	1.80%	327	1.40%				
Early Childhood Professional Credential Level III	42	0.18%	325	1.40%	272	1.20%				
Early Childhood Professional Credential Level IV	79	0.35%	503	2.30%	432	1.90%				
Early Childhood Professional Credential Level V	39	0.17%	180	0.80%	151	0.66%				
Early Childhood Professional Credential Level VI	2	0.01%	13	0.05%	12	0.05%				
Early Childhood Professional Credential Total	461	2.01%	2,277	10.00%	1,719	7.50%				

Performance Measure (D)(2)(d)(2) Data Notes
Please describe the methodology used to collect the data, including any error or data quality information.

The above data is for Early Childhood Professional Credential 1.0. As with last year's data, this is a snapshot of a point in time (December 31, 2014) and not growth figures. The Professional Development Information System will allow us to easily do growth reporting. The state of Colorado began issuing Early Childhood Professional Credential 2.0 (aligned to Colorado Core Knowledge and Standards) in late December 2014. As such, there is no data to report yet. The technology system that will support the large-scale implementation of Credential 2.0 will be fully operational in March of 2015. The percentages, unless otherwise noted, are based on the total number of Early Childhood Educators in the state (credentialed or non-credentialed) with 22,935 as of the end of calendar year 2014.

Performance Measure (D)(2)(d)(2) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Colorado did not reach the 2014 targets. Our transition to Credential 2.0 is still in process and because of this transition, we experienced a decrease in the number of professionals who applied for Credential 1.0. This transition will be complete in the spring of 2015 and we will be able to report on growth of the Credential in the 2015 Annual Performance Report. We anticipate having 15,000 professionals with Credentials by the end of the grant period. Alignment with both the state's licensing regulations and QRIS Standards, along with Credential 2.0's broader definition of the ways in which professionals gain expertise in early childhood, will support the increase in professionals with Early Childhood Professional Credential 2.0. It is also important to note that in 2014, there were 285 Early Childhood Professionals who got their first Credential. The range included Level I - 138, Level II - 36, Level III - 36, Level IV - 54, Level V - 19, Level VI - 2.

Measuring Outcomes and Progress

Understanding the Status of Children's Learning and Development at Kindergarten Entry (Section E(1) of Application)

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws	
Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)	

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

In 2013 and 2014, all school districts participating in the school readiness assessment project were using Teaching Strategies GOLD® as their child assessment system.

Teaching Strategies GOLD® covers both academic and developmental domains, specifically: Social/Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, The Arts, Social Studies, and English Language Acquisition. In order to be approved by the Colorado Department of Education State Board, Teaching Strategies GOLD® was required to provide evidence that it was research based, valid and reliable. It is also aligned with the Colorado Academic Standards. The Teaching Strategies GOLD® system includes an inter-rater reliability certification process. Teachers review and evaluate a number of child portfolios and must receive 80 percent or higher reliability in each area of development and learning in order to achieve this certification. This certification helps teachers feel more confident that they are entering objective information in to each child's portfolio.

Teaching Strategies GOLD® is an observation based assessment embedded in the day to day classroom activities. There are three identified checkpoint windows; fall, winter, and spring, when teachers enter documentation and scoring information for each child. Initial scores are collected within the first six weeks of the school year.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Colorado completed the second year of a multi-year implementation process in 2014. The work with school districts during this year continued to validate the lesson of 2013 that use of this type of assessment would require a paradigm shift for many teachers and school administrators. It also became increasingly evident that teachers and administrators felt the stress of the growing number of assessments for children, teachers and administrators. Colorado continues to be committed to developing a school readiness assessment system that will support children's growth and development, and most importantly, provide useful information to families about the growth of their children. It is also important that the system will also provide reliable information that can be used to develop individual readiness plans for each child, and inform instruction.

Key accomplishments for 2014 include:

- A project manager was hired to replace the individual who vacated the position in July. Two additional School Readiness Specialists were also hired.

- Additional options were added to the approved school readiness assessment menu.

- Regional Teaching Strategies GOLD® trainings were held throughout the state. A total of 425 people were trained, including 287 teachers who would be using Teaching Strategies GOLD® for the first time, 78 teachers who would be starting their second year using this system, and 60 principals. A kindergarten teacher with experience using Teaching Strategies GOLD® assisted with each training session during the summer of 2014.

- School district participation in the school readiness assessment project increased for the 2014-2015 school year. In 2013, there were 92 school districts, 350 schools, 1,043 teachers and 12,448 children. In 2014, 107 school districts, 533 schools, 1,167 teachers and 16,223 students participated.

- Training was developed specifically for teachers who already had experience using Teaching Strategies GOLD®. This training was designed to help teachers move beyond learning about Teaching Strategies GOLD® and how to use the system. Trainings addressed the following topics: authentic, observation-based assessment; objective documentation; best practices in kindergarten; and how to use assessment information to inform practice.

- Training was developed specifically for administrators, primarily principals, that provided basic information on Teaching Strategies GOLD® with a focus on the type of data and reports that could be generated in this system.

- Technical assistance was offered through mail, phone call, face-to-face contacts, and via web to teachers and administrators. This support occurred both for teachers who were new to Teaching Strategies GOLD® in 2014 and those entering their second year using this system.   In addition to more than 20 regional community meetings and training sessions, 45 visits were made to school districts to provide technical assistance to small groups of teachers.

- An expanded number of webinars were offered on a variety of topics. This included webinars hosted by each vendor on the menu of assessment options. In November and December of 2014 several regional community meetings were scheduled to provide information on the assessment systems added to the approved menu. Presentations were developed that can be used in face to face meetings, or quickly

edited for a virtual presentation. When community meetings were canceled due to weather conditions, the information was presented via Adobe Connect webinar.

- The school readiness webpage continues to be updated routinely. Numerous resources have been added. In 2014, resources from other states were included. Video clips about quality assessment and instructional practices developed by Washington State have been added to the web page and have been included in Colorado's training sessions and other presentations.

- A vendor has been identified to work with the Colorado Department of Education on the production of video resources.

- Customizations to Teaching Strategies GOLD® were identified in response to feedback from school districts. Details provided in the "Feedback and Program Improvement" section below.

- Presentations continue to be made to a variety of groups including; the Colorado Association of School Executives, the Early Childhood Summit, the Early Childhood Leadership Commission, and the Early Childhood and School Readiness Legislative Committee.

- Ongoing, active participation occurred with the Early Childhood Leadership Commission Program Quality and Alignment and Data Committees, and the policy committee of the National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE).

- The state school readiness team and staff from three school districts became certified Teaching Strategies GOLD® trainers.

School Readiness Assessment Menu:

In 2012, the Colorado State Board of Education voted to offer districts a menu of approved school readiness assessment and approved Teaching Strategies GOLD® as the first approved assessment. In 2013, the State Board of Education voted to add three more assessments to the menu. The 2015-16 school year is anticipated to be the first year of full implementation of the school readiness assessments in Colorado.   In the 2015-2016 school year all state funded school districts will be required to use one of these assessment systems to inform individual readiness plans for all kindergarten children. Details on the additions of tools to the school readiness assessment menu are as follows:

- June 2014, the Colorado Department of Education once again issued a request for information to identify additional assessment systems to add to the approved menu.

• August 2014, the School Readiness Assessment Committee met to review assessment systems.

- October 2014, the Colorado State Board of Education approved the following:

  o Teaching Strategies GOLD® full assessment system

  o Teaching Strategies GOLD® survey

  o Desired Results Developmental Profile - Kindergarten (DRDP-K) developed by the state of California, and

  o Riverside Early Assessment of Learning (REAL) developed by Houghton Mifflin Harcourt

- School districts will be able to choose from this menu for the 2015-2016 school year.

- Colorado researched the assessment systems used in other states. There were very few assessments that met Colorado's criteria. Those of most interest to Colorado were currently either in development or being field tested.

Feedback and Program Improvement

Just as in 2013, feedback from teachers using Teaching Strategies GOLD® most often included the following issues:

- It takes a significant amount of time to learn and implement a new assessment system. This is complicated by the requirements of other state or district mandate assessments. Teachers are struggling with finding ways to make all the pieces fit together.

- The importance of support from principals and school district administration.

- The need for better alignment with the Colorado Academic Standards.

- The added difficulties for teachers working with half day kindergarten, without a classroom aide.

- The need for additional training and technical assistance.

- There continues to be a lack of understanding among some as to why there is a requirement to assess the developmental domains. By far, the major concern raised was the amount of time authentic, observation-based assessment seems to require.

In both 2013 and 2014, school districts had the ability to ease into full implementation. Some chose to use the full assessment, only including four or five students. Others chose to enter documentation for three to four domains. There were some school districts that tried using the full system, including all children. The Colorado Department of Education staff kept track of questions and issues raised by each implementation choice. We often found that a lack of understanding of the system requirements added to the time burden for teachers. As staff became aware of these challenges they were able to offer numerous time saving tips.

While Colorado was researching what assessments were being used in other states, we found that issues and challenges were the same. Colorado took a close look at Kindergarten Entry Assessment implementation in Washington, New Jersey and Maryland. In response to the feedback from the field, Colorado developed a list of implementation options for school districts including:

- Assess only these six domains as required by state statute; social/emotional, physical, language, cognitive, literacy, and math.

- Use their READ Act (Literacy) assessment information in place of the literacy domain.

- Use the survey version of Teaching Strategies GOLD® for the fall check point, and the full system for the winter and spring checkpoints.

- Assess all children in the fall. Continue assessing only those children scoring below age expectations, or for which there are other concerns.

- Assess all children in the fall. Entering final scores only once during the school year.

- Use the full assessment system with all children only for the fall check point.

- Use the full assessment system providing scores three times a year.

As we help school district staff think through the options we are finding that some are considering a combination of more than one of these options.

Concerns regarding the number of required assessments for all children in the P-12 public school system continue to be raised. In the 2014 session of Colorado's legislature a bill passed creating The Colorado Standards and Assessment Task Force, to review the concerns and provide recommendations. Their final report was released the week of January 26, 2015. It included the following recommendations:

- School Readiness Assessments should only require the assessment of the six domains included in SB 08-(CAP4K): social/emotional, physical, language, cognitive, literacy, and mathematics.

- The School Readiness Assessment should only be required to be administered in the fall rather than three times per year as is current practice. While there should be no requirement to further administer the School Readiness Assessment in the middle or end of the year, the State should fund the optional administration of further assessments by a district or school.

- As noted in the recommendations regarding the READ Act, a school or district should not be required to administer both the literacy component of a School Readiness Assessment and the READ Act to kindergarten students in the fall and, instead, should only administer one of the two.

- Schools and districts should not be required to create both a School Readiness Plan and a separate READ Plan for the same child.

- Schools and districts should continue to be allowed to choose a School Readiness Assessment from the menu of valid, reliable, developmentally appropriate tools approved by the State Board of Education. The State Board of Education should actively work to continue to expand the menu available choices for schools and districts.

These recommendations supported the options the Colorado Department of Education had already approved. The Colorado Department of Education will continue to work with all three assessment vendors to customize their systems to meet the needs of kindergarten teachers and children.

Distribution of School Readiness Assessment Funds:

The Race to the Top Early Learning Challenge Grant funds covered the full costs for districts to purchase student portfolios from Teaching Strategies in 2014 ($9.95 per portfolio).

District applications for 2015-2016 funds will be available in February, 2015. The cost per child will be negotiated with vendors once the Colorado Department of Education knows how many children with be participating in each assessment system. Race to the Top Early Learning Challenge Grant funds are expected to cover the full cost for school districts for the 2015-2016 school year as well.

Data Tables

Commitment to early learning and development

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income families, by age

Table (A)(1)-1: Children from Low-Income[1] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1	9,234	2.8%
Toddlers ages 1 through 2	18,605	5.6%
Preschoolers ages 3 to kindergarten entry	19,080	5.7%
Total number of children, birth to kindergarten entry, from low-income families	46,919	14.1%
[1] Low-Income is defined as having an income of up to 200% of the Federal poverty rate.		

Data Table (A)(1)-1 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

Sources: U.S. Census Bureau, American Community Survey, Tables CP03 and DP05 (2013); National KIDS COUNT (2013)

The child population by age group data presented are based on the National KIDS COUNT 2013 published estimates, which are updated annually; whereas, estimates from other alternate sources (American Community Survey or Colorado Children's Campaign) did not include annual updates or single-age categories. The numbers of children from low-income families were estimated by applying the poverty rate (14.0%) of 'families with related children under 5 years only' to each age group.

Population estimates for all percentages, unless otherwise noted, are based on 2013 Census data indicating that Colorado has 333,573 children under the age of 5.

Table (A)(1)-2: Special Populations of Children with High Needs

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who…	Number of children (from birth to kindergarten entry) in the State who…	Percentage of children (from birth to kindergarten entry) in the State who…
Have disabilities or developmental delays[1]	14,682	4.4%
Are English learners[2]	66,637	20.0%
Reside on "Indian Lands"	851	0.3%
Are migrant[3]	620	0.2%
Are homeless[4]	1,615	0.5%
Are in foster care	2,735	0.8%
Other 1 as identified by the State	69	0.0%
Describe:	Children birth through 2 years eligible for Part C based on parents having a developmental disability	
Other 2 as identified by the State	89,276	22.7%
Describe:	Children in immigrant families	

[1]For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).
[2]For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.
[3]For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).
[4]The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Table (A)(1)-2 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

Special populations: Children who have disabilities or developmental delays
Sources: Colorado Department of Education, Exceptional Student Services Unit (2014); Colorado Department of Human Services, Early Intervention Colorado (2014)
The number of children who have disabilities or developmental delays participating in Individuals with Disabilities Education Act Part B (section 619) and Part C programs in 2014 were 8,605 and 6,077 respectively. Part B data only includes ages 3 to 5, while Part C data only includes ages 0 to 3.

Special populations: Children who are English learners
Source: U.S. Census Bureau, American Community Survey, Table B16007 (2013)
There is no data for children ages birth through age 4 (under 5) who speak a language other than English at home. The English language learners count and percentage is based on the 20% of children ages 5-17 that speak a language other than English. Applying the same proportion (20%) to the total number of children birth through age 4 in Colorado yielded the reported data.

Special populations: Children who reside on "Indian Lands"
Source: U.S. Census Bureau, American Community Survey 5-Year, Table DP05 (2013)

Children under age 5 residing in the Southern Ute Reservation, Colorado and Ute Mountain Reservation and Off-Reservation Trust Land, Colorado--New Mexico--Utah

Special populations: Children who are migrant
Source: Colorado Department of Education, Coordinator of Elementary and Secondary Education Act Reporting (2014)

Special populations: Children who are homeless
Source: Colorado Department of Education, Homeless Education Liaisons (2014)

Special populations: Children who are in foster care
Source: Colorado Department of Human Services, Adoption and Foster Care Analysis and Reporting System/National Child
Abuse and Neglect Data System (2014)
Foster care children are defined as out-of-home (OOH).

Special populations: Children birth through two years eligible for Individuals with Disabilities Education Act Part C based on parents having a developmental disability
Source: Colorado Department of Human Services, Early Intervention (2014)

Special populations: Children in immigrant families
Source: U.S. Census Bureau, American Community Survey, Table C05009 (2013)
One or more foreign-born parent data was used to determine the number of children in immigrant families. This data includes children ages birth through five; therefore, the percentage estimate uses the total number of children of 392,097 under the age of six as the denominator.

Population estimates for all percentages, unless otherwise noted, are based on 2013 Census data indicating that Colorado has 333,573 children under the age of five.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	**Infants under age 1**	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
State-funded preschool	32	327	20,491	20,850
Specify:	Colorado Preschool Program			
Data Source and Year:	Colorado Department of Education, Colorado Preschool Program, Results Matter Program (2014)			
Early Head Start & Head Start[1]	681	1,632	1,228	14,541
Data Source and Year:	Colorado Department of Human Services, Head Start State Collaboration Liaison (2014)			
Programs funded by IDEA, Part C and Part B, section 619	717	5,360	8,605	14,682
Data Source and Year:	Colorado Department of Education, Exceptional Student Services Unit (2014)Colorado Department of Human Services, Early Intervention (2014)			
Programs funded under Title I of ESEA	-	-	954	954
Data Source and Year:	Colorado Department of Education, Coordinator of ESEA Reporting (2014)			
Programs receiving funds from the State's CCDF program	1,009	4,125	4,908	10,042
Data Source and Year:	Colorado Department of Human Services (2014)			
Other 1	-	3,669	-	3,669
Specify:	Nurse Family Partnership			
Data Source and Year:	Invest in Kids, Nurse-Family Partnership (2014)			
Other 2	337	973	854	2,164
Specify:	Parents as Teachers			
Data Source and Year:	Colorado Parent and Child Foundation (2014)			
Other 3	-	-	716	716
Specify:	Home Instruction for Parents of Preschool Youngsters			
Data Source and Year:	Colorado Parent and Child Foundation (2014)			

[1] *Including Migrant and Tribal Head Start located in the State.*

Data Table (A)(1)-3a Data Notes
Enter text here to clarify or explain any of these data if needed.

State-funded preschool (Colorado Preschool Program) children, by age, data are self-verified for the academic year 2013-2014 using the annual census count (October 1, 2013).

Early Head Start and Head Start children, by age, data include children served in unlicensed and exempt facilities and home services, in addition to licensed facilities. The children data reflects total enrollment for calendar year 2014, and may include duplicates between age groups.

The number of children with high needs participating in programs funded by Individuals with Disabilities Education Act (IDEA) Part C included 717 infants under age 1 and 5,360 toddlers ages 1 through 2. The number of children with high needs participating in programs funded by IDEA Part B, section 619, included 8,605 preschoolers ages 3 through 5. Both are based on the annual December 1 count.

Children, by age data included only preschoolers ages 3 through 5 for programs funded under Title I of Elementary and Secondary Education Act according to CSPR (Consolidated State Performance Report).

Child Care Development Fund data may include some duplication between age groups. These age categories are determined by the day on which care was provided. As such, an individual child may move between age categories over the course of a year. The sum of each age category is larger than the all ages count because children can be in more than one age category in a given time period.

Nurse-Family Partnership data is an estimate of all clients served in 2014, including some clients who are no longer in the program. This program only serves ages birth through two.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	11,083	175	520	1,614	47	596	6,815
Specify:	Colorado Preschool Program						
Early Head Start & Head Start[1]	9,129	435	139	1,158	35	967	7,873
Early Learning and Development Programs funded by IDEA, Part C	1,904	22	166	240	8	191	3,546
Early Learning and Development Programs funded by IDEA, Part B, section 619	3,009	68	200	285	14	300	4,729
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program							
Other 1	876	97	75	112	75	119	1,224
Describe:	Nurse Family Partnership						
Other 2	1,415	33	30	39	4	121	1,114
Describe:	Parents as Teachers						
Other 3	497	16	21	44	2	33	163
Describe:	Home Instruction for Parents of Preschool Youngsters						

[1] *Including Migrant and Tribal Head Start located in the State.*

Data Table (A)(1)-3b Data Notes
Enter text here to clarify or explain any of these data if needed.

State-funded preschool
Sources: Colorado Department of Education, Colorado Preschool Program (2014); Colorado Department of Education, Results Matter Program (2014)
State-funded preschool (Colorado Preschool Program) children, by race/ethnicity, data are self-verified for the academic year 2013-2014 using the annual census count (October 1, 2013).

Early Head Start and Head Start
Source: Colorado Department of Human Services, Head Start State Collaboration Liaison (2014)

Early Head Start and Head Start children, by race/ethnicity, data include children served in unlicensed and exempt facilities and home services, in addition to licensed facilities. These are reported data from the 2013-2014 Head Start Program Information Report (PIR) and includes American Indiana/Alaska Native and Migrant Seasonal Head Start data. The questions of Ethnicity and Race are asked separately on the PIR. The figures for Ethnicity are Hispanic or Latino Origin: 9,129; Non-Hispanic/Non-Latino Origin: 5,590. Additional data: Other Race - 3,154; Unspecified Race- 529.

Early Learning and Development Programs funded by Individuals with Disabilities Education Act (IDEA), Part C
Source: Colorado Department of Human Services, Early Intervention (2014)
Data from the annual December 1 count.

Early Learning and Development Programs funded by IDEA, Part B, section 619
Source: Colorado Department of Education, Exceptional Student Services Unit (2014)
Data from the annual December 1 count.

Early Learning and Development Programs funded under Title I of Elementary and Secondary Education Act (ESEA)
Source: Colorado Department of Education, Coordinator of ESEA Reporting (2014)
Title I data not available (reporting as blanks).

Early Learning and Development Programs receiving funds from the State's Child Care Development Fund (CCDF) program
Source: Colorado Department of Human Services (2014)
CCDF data not available (reporting as blanks).

Nurse Family Partnership
Source: Invest in Kids, Nurse-Family Partnership (2014)
These numbers identify clients that are currently enrolled in the program at the end of calendar year 2014.
Nurse-Family Partnership program data reported 10.9% no response.

Parents as Teachers (PAT) and Home Instruction for Parents of Preschool Youngsters (HIPPY)
Source: Colorado Parent and Child Foundation (2014)
Data sourced from Visit Tracker for all children receiving at least 1 private visit from October 1, 2013 to September 30, 2014. 2 of the 7 HIPPY sites do not collect multi-race data.

Table (A)(1)-4: Data on funding for Early Learning and Development

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	**Baseline**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Supplemental State spending on Early Head Start & Head Start[1]					
State-funded preschool	$67,106,863	$67,236,788	$74,618,543		
Specify:	Colorado Preschool Program				
State contributions to IDEA, Part C	$17,097,261	$19,908,423	$19,910,756		
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry		$22,753,114	$24,446,257		
Total State contributions to CCDF[2]	$34,940,849	$38,822,336	$40,374,807		
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met		
If exceeded, indicate amount by which match was exceeded			$4,654,041		
TANF spending on Early Learning and Development Programs[3]	$989,673	$870,062	$679,634		
Other State contributions 1		$2,003,669	$2,675,834		
Specify:	Early Childhood Councils				
Other State contributions 2	$47,000				
Specify:	Even Start Family Literacy				
Other State contributions 3	$12,400,000	$14,300,000	$15,374,863		
Specify:	Nurse Home Visitor Program				
Other State contributions 4	$1,231,571	$1,219,071	$1,538,028		
Specify:	Tony Grampsas Youth Services- Early Childhood				
Other State contributions 5	$1,100,000	$1,146,670	$1,146,684		
Specify:	Early Childhood Mental Health Specialists				
Total State contributions:	**$134,913,217**	**$168,260,133**	**$185,419,430**		

[1] *Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.*
[2] *Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.*
[3] *Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.*

Data Table (A)(1)-4 Data Notes
Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

State-funded Preschool
Source: Colorado Department of Education, Colorado Preschool Program (2014).

State contributions to Individuals with Disabilities Education Act (IDEA) Part C
Source: Colorado Department of Human Services, Early Intervention (2014).

State contribution for Special Education and related services
Source: Colorado Department of Education, 619/ Preschool Special Education and Child Find
The funding reported represents the amount of funds provided by the state for the general education of preschoolers served through the 619 program. In addition to these funds there are state special education dollars that are also expended for preschoolers with disabilities. However, because those funds are part of the special education dollars that serve children with disabilities ages 3-21, there is no way to ascertain the specific amount that is spent on just preschool age children with disabilities.

State contribution to Child Care Development Fund (CCDF)
Source: Colorado Department of Human Service (2014)
Data reported for CCDF state match has been broken into calendar year to align with the reporting period for the Annual Performance Report. However, CCDF operates on a different fiscal year, and as such the answer to the question of whether the match was met, and if exceed by how much cannot be answer on a calendar year basis. For the 2013 fiscal year Colorado met the match requirements, for the 2014 fiscal year Colorado exceeded the match requirements, and for the 2015 fiscal year the period has not concluded yet. The figure reported for match during 2014 is subject to change given the grant period is still open until 09/30/2015.

Temporary Assistance for Needy Families (TANF) spending on early learning and development programs
Source: Colorado Department of Human Services (2014).

Early Childhood Councils
Source: Colorado Department of Human Services (2014).

Nurse Home Visitor Program (NHVP)
Source: Colorado Department of Human Services (2014).

Tony Grampsas Youth Services (TGYS)
Source: Colorado Department of Human Services (2014).

Early Childhood Mental Health Specialists
Source: Colorado Department of Human Services (2014).

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program[1]			
Type of Early Learning and Development Program	**Baseline**	**Year 1**	**Year 2**
State-funded preschool *(annual census count; e.g., October 1 count)*	21,160	19,538	20,850
Specify:	Colorado Preschool Program		
Early Head Start and Head Start[2] *(funded enrollment)*	12,544	14,075	14,541
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	-	14,917	14,682
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*	-	2,034	954
Programs receiving CCDF funds *(average monthly served)*	9,699	16,329	10,042
Other 1	-	3,791	3,669
Describe:	Nurse Family Partnership		
Other 2	-	1,944	2,164
Describe:	Parents as Teachers		
Other 3	-		
Describe:	Home Instruction for Parents of Preschool Youngsters		

[1] Include all Children with High Needs served with both Federal dollars and State supplemental dollars.
[2] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table (A)(1)-5 Data Notes
Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

State-funded preschool
Sources: Colorado Department of Education, Colorado Preschool Program (2014); Colorado Department of Education, Results Matter Program (2014)

Early Head Start and Head Start
Source: Colorado Department of Human Services, Head Start State Collaboration Liaison (2014)

Programs and services funded by Individuals with Disabilities Education Act (IDEA) Part C and Part B, section 619
Sources: Colorado Department of Education, Exceptional Student Services Unit (2014); Colorado Department of Human Services, Early Intervention (2014)
IDEA Part C and Part B (section 619) baseline data for 2012 were not available due to programs not being able to identify and report the number of children with high needs served.

Programs funded under Title I of Elementary and Secondary Education Act (ESEA)
Source: Colorado Department of Education, Coordinator of Elementary and Secondary Education Act Reporting (2014)
Title I of ESEA baseline data for 2012 was not available due to programs not being able to identify and report the number of children with high needs served. Year Two data does not include children in private preschools (unavailable) and includes the number of students specifically targeted for Title I based on targeted assistance. These estimates vary between years based on subsidy service utilization.

Programs receiving Child Care Development Fund (CCDF) funds
Source: Colorado Department of Human Services (2014)
CCDF data reflects average monthly utilization from December 2013 through November 2014.

Nurse Family Partnership
Source: Invest in Kids, Nurse-Family Partnership (2014)
Nurse Family Partnership baseline data for 2012 was not available due to programs not being able to identify and report the number of children with high needs served.

Parents as Teachers and Home Instruction for Parents of Preschool Youngsters
Source: Colorado Parent and Child Foundation (2014).

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	**Age Groups**		
	Infants	**Toddlers**	**Preschoolers**
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes
Enter text to explain or clarify information as needed.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
Types of programs or systems	**Elements of a Comprehensive Assessment System**				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
State-funded preschool	✓	✓	✓	✓	
Specify:	Colorado Preschool Program				
Early Head Start & Head Start[1]	✓	✓	✓	✓	
Programs funded by IDEA, Part C	✓	✓			
Programs funded by IDEA, Part B, section 619	✓	✓	✓	✓	
Programs funded under Title I of ESEA	✓	✓	✓	✓	
Programs receiving CCDF funds	✓	✓	✓	✓	
Current Quality Rating and Improvement System requirements (Specify by tier) **Tier 1**			✓	✓	
Tier 2			✓	✓	
Tier 3			✓	✓	
Tier 4			✓	✓	
Tier 5					
State licensing requirements					
[1] Including Migrant and Tribal Head Start located in the State.					

Data Table (A)(1)-7 Data Notes
Enter text here to clarify or explain any of the data, if necessary.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	$441,605.21	$760,185.34	$0.00	$0.00	**$1,201,790.55**
2. Fringe Benefits	$122,519.31	$210,217.46	$0.00	$0.00	**$332,736.77**
3. Travel	$19,950.69	$28,728.51	$0.00	$0.00	**$48,679.20**
4. Equipment	$68,131.13	$6,681.99	$0.00	$0.00	**$74,813.12**
5. Supplies	$9,703.49	$24,819.75	$0.00	$0.00	**$34,523.24**
6. Contractual	$351,756.23	$971,460.56	$0.00	$0.00	**$1,323,216.79**
7. Training Stipends	$950.00	$0.00	$0.00	$0.00	**$950.00**
8. Other	$77,840.84	$113,949.42	$0.00	$0.00	**$191,790.26**
9. Total Direct Costs (add lines 1-8)	$1,092,456.90	$2,116,043.03	$0.00	$0.00	**$3,208,499.93**
10. Indirect Costs	$71,969.27	$169,694.87	$0.00	$0.00	**$241,664.14**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$57,516.25	$329,915.32	$0.00	$0.00	**$387,431.57**
12. Funds set aside for participation in grantee technical assistance	$21,698.90	$37,055.07	$0.00	$0.00	**$58,753.97**
13. **Total Grant Funds Requested** (add lines 9-12)	$1,243,641.32	$2,652,708.29	$0.00	$0.00	**$3,896,349.61**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$1,243,641.32**	**$2,652,708.29**	**$0.00**	**$0.00**	**$3,896,349.61**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The second year of the Colorado Race to the Top Early Learning Challenge Grant project plan constituted the largest amount of anticipated spending of any calendar year. During this time changes in planned versus actual contract budgets, administration of local funding, and staff vacancies were the largest contributing factors to under-spent funds.

At the beginning of the state fiscal year in July 2014, the State of Colorado transitioned to a new accounting system CORE (Colorado's Operations and Resource Engine). As part of this transition existing funding streams transferred into the new system, along with redeveloping expense reporting processes, and reestablishing coding on key items like contracts. This year's Annual Performance Report is built on six months of reporting from the Colorado Financial Reporting System (Colorado's legacy system), and six months of reporting from the new CORE. As such, some deviation in budget line expenditures relate to ongoing efforts to review and recode items transitioned from one system to the next. This had a noticeable impact on how some local and contractual expenses were reported, and also produced a delay between when payroll tracking information appears in CORE. Colorado can attest to the accuracy of overall spending reported, and will address any variations found between project budget lines in the following narrative.

Colorado relies on CORE as the system of record for reporting on the Annual Performance Report. At this time, reported payroll across all project areas are inclusive of COFRS records (January 1 - June 30, 2014), CORE (July 1 - October 31, 2014) and Payroll (November 1 - December 31, 2014). The state is currently working on enhancing CORE to have up to date payroll information for reporting, and in the interim information from Payroll will be used to augment figures to be current to the period of reporting.

Colorado plans to run a formal budget amendment request to address these discrepancies and make strategic adjustments to years three and four in order to avoid any risk of future budget deviations. This includes addressing some areas of small overspending as well. Overspending, however, in most every case can be connected to Colorado's transition to a new statewide accounting system in the middle of the calendar year. As part of the planned amendment, revisions to accounting coding will also help normalize spending across project lines and eliminate instances of overspending.

Colorado will conclude a budget review process to amend grant year 2015 and 2016, during which time Colorado will consider applying for a no-cost extension. Both the amendments and no-cost extension will take into consideration the large budget items that will have the most impact on spending projections: quality incentives, system operation and enhancements, and system dependent contracts.

Budget Summary Table Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Colorado will propose an approach to the use of rollover funding from 2014 that takes into account the challenges experienced this past year with the time necessary to bid out, score, and award competitive contracts. Contracts account for significant portions of the planned expenses not utilized in 2014. Strategies to address this may include consolidating separate contract activities into fewer posted opportunities, transitioning some planned contracts into in-house projects with new personnel, and adjusting planned time lines involving contracts to better align spending with calendar year projections.

Year three is also an important year in Colorado's plan for evaluation and sustainability planning. This year Colorado will launch a validation project focused primarily on the implementation of the Colorado Shines Quality Rating and Improvement System. As evaluation results are submitted, revisions to the implementation approach may require Colorado to adjust existing project plan and budgets. Additionally, as the grant team reviews the one-time and ongoing costs associated with grant work, planning for a sustainable transition to state funds or conclusion to one-time projects will inform how Colorado plans for closing out the grant in 2016.

Budget Table: Project 1 – Governance of the RTT- Early Learning Challenge Grant

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 1					
1. Personnel	$113,328.18	$136,711.20	$0.00	$0.00	**$250,039.38**
2. Fringe Benefits	$33,159.25	$35,233.93	$0.00	$0.00	**$68,393.18**
3. Travel	$2,123.78	$500.10	$0.00	$0.00	**$2,623.88**
4. Equipment	$16,249.13	$0.00	$0.00	$0.00	**$16,249.13**
5. Supplies	$494.80	$1,047.81	$0.00	$0.00	**$1,542.61**
6. Contractual	$82,964.06	$183,344.57	$0.00	$0.00	**$266,308.63**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$2,076.37	$55,556.35	$0.00	$0.00	**$57,632.72**
9. Total Direct Costs (add lines 1-8)	$250,395.57	$412,393.96	$0.00	$0.00	**$662,789.53**
10. Indirect Costs	$10,519.78	$32,845.56	$0.00	$0.00	**$43,365.34**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$1,760.85	$310,706.65	$0.00	$0.00	**$312,467.50**
12. Funds set aside for participation in grantee technical assistance	$21,698.90	$37,055.07	$0.00	$0.00	**$58,753.97**
13. **Total Grant Funds Requested** (add lines 9-12)	$284,375.10	$793,001.24	$0.00	$0.00	**$1,077,376.34**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$284,375.10**	**$793,001.24**	**$0.00**	**$0.00**	**$1,077,376.34**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 1 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The Governance of the Race to the Top Early Learning Challenge Grant Project spent approximately 31% or $886,000 of the 2014 planned budget based on reporting drawn February 1, 2015. When $708,000 in encumbered funds are factored in, this project spent or committed 54% of the planned budget. Discrepancies in planned spending results from the following items:

1. Contractual - Contractual spending was not aligned with target levels based on variation in start date and overall project cost. A total of $708,000 in encumbered funding will be rolled into 2015 for existing contracts. Additionally $233,000 in contracts planned but not executed in 2014 will carry over to the 2015-2016 budget.

2. Local Funding - Local funding was also under-spent by $1.5 million in 2014 due to several factors, these include outstanding invoices (not factored into the above encumbered amount), and the opportunity to better align use of local funds in 2015 with changes in other state distributed funding streams.

3. Other - Other was overspent by $47,234.78. Overspending in this line item can be connected to expenses coded to this line intended for the local funding projects and shared office costs exceeding projections.

4. Indirect - Indirect was overspent by $19,269.02, due to the changing allocation of costs under Colorado's federally approved cost allocation plan. As the composition of the Office of Early Childhood changes, the portion of associated costs allocated to Race to the Top varies, and in 2014 costs exceeded the original projections.

Project 1 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The 2015 calendar year is a key year for communications projects within the grant, and as these efforts roll out statewide we anticipate the need to evaluate whether any additional resources need to be directed to this effort. This may include creating more specific communications activities with local funds, moving cost savings for other contracts into communications, or shifting funding across lines to support communications. Once such example may be travel funding. Calendar year 2014 travel funding was under-spent between receiving government rates for travel and finding affordable venues. As such, reductions in future planned travel funding may be shifted to areas of need like communications.

Technical assistance set-aside funds were also an area of underspending in 2014. Based on use from the prior two years, it will be important for Colorado to discuss with our federal partners how best to utilize these funds to accomplish grant goals. One use of underspending from 2014 that will be considered is addressing projections for the cost allocation plan in 2015 and 2016. Colorado went through this practice for the prior annual performance report, and recognizes the value in conducting this review throughout the year given that projections are impacted by changes in shared expenses and distribution within the Office of Early Childhood.

Budget Table: Project 2 – Early Learning Standards and Guidelines

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 2					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits	$0.00	$0.00	$0.00	$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$41,924.61	$149,347.08	$0.00	$0.00	**$191,271.69**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$41,924.61	$149,347.08	$0.00	$0.00	**$191,271.69**
10. Indirect Costs	$1,141.11	$1,719.76	$0.00	$0.00	**$2,860.87**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$43,065.72	$151,066.84	$0.00	$0.00	**$194,132.56**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$43,065.72**	**$151,066.84**	**$0.00**	**$0.00**	**$194,132.56**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 2 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The Early Learning Standards and Guidelines Project spent approximately 57% or $272,000 of the 2014 planned budget based on reporting drawn February 1, 2015. When $180,000 in encumbered funds are factored in, this project spent or committed approximately 95% of the planned budget. Discrepancies in planned spending results from the following items:

1. Contractual - Contractual spending has a total of $21,000 in cost savings not used for vendors related to communications, design, and printing of the Colorado Early Learning and Development Guidelines. The unspent contractual funds will be shifted to continue to support communications efforts primarily occurring in the Project 1 budget and scope.

2. Local - All local spending is encumbered, however only $130,000 of the funding has currently been invoiced. The remaining $180,000 will be invoiced shortly after the end of calendar year 2014 and should fully spend out this line.

3. Indirect - Changing cost allocations within the cost allocation plan produced a small overage in indirect by $1,000.

Project 2 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

With the Early Learning Standards and Guidelines Project scheduled to conclude in 2014, there are no anticipated changes in activities for 2015. Any under-utilized funding will be considered within the budget amendment to support goals in alignment with its intended use. Project 2 focused heavily on communications around the Colorado Early Learning and Development Guidelines to various audiences, and we now have the opportunity to shift savings to communications more broadly across the grant.

Budget Table: Project 3 – Tiered Quality Rating and Improvement System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 3					
1. Personnel	$52,894.00	$282,980.34	$0.00	$0.00	**$335,874.34**
2. Fringe Benefits				$14,655.05	**$72,500.34**
3. Travel	$4,055.05	$4,646.43	$0.00	$0.00	**$8,701.48**
4. Equipment	$51,882.00	$6,681.99	$0.00	$0.00	**$58,563.99**
5. Supplies	$225.17	$4,336.84	$0.00	$0.00	**$4,562.01**
6. Contractual	$193,359.18	$403,541.66	$0.00	$0.00	**$596,900.84**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$2.96	$8,827.27	$0.00	$0.00	**$8,830.23**
9. Total Direct Costs (add lines 1-8)	$317,073.41	$783,514.87	$0.00	$0.00	**$1,100,588.28**
10. Indirect Costs	$12,347.44	$75,788.68	$0.00	$0.00	**$88,136.12**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$329,420.85	$859,303.55	$0.00	$0.00	**$1,188,724.40**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$329,420.85**	**$859,303.55**	**$0.00**	**$0.00**	**$1,188,724.40**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 3 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The Tiered Quality Rating and Improvement System project spent approximately 15% or $1.6 million of the 2014 projected budget. When the $4.5 million in encumbered funds are included, the percentage increases to 56%. The following variations account for the under spending in 2014.

1. Contractual - The Project 3 budget revolves around the implementation of Colorado Shines, the new Quality Rating and Improvement System. Development of this system will continue into 2015 before fully in production. Related activities are unspent or under-spent in 2014 because they depend on the availability of this system. In total, approximately $2 million in planned contracts will be distributed across 2015-2016 because they must be aligned with implementation of the new rating system. These primarily include activities around integrations, training, rating reliability, a validation study of the new system, and ongoing development of the Universal Application project.

2. Local Funds - Similarly, local funds for quality improvement investments in early and care and learning programs were not distributed in 2014 because they rely on Colorado Shines as the mechanism to disburse and track funding. In total the $2.7 million in planned investments will be split between 2015 and 2016 to coincide with implementation of Colorado Shines at the beginning of 2015.

3. Personnel, Equipment, and Supplies - Project 3 also had several lines of overspending, in the areas of personnel ($19,718.17), equipment ($6,681.99), and supplies ($1,336.84). In the instances of personnel and equipment, charges intended for other budget lines were incorrectly coded, including new staff hires coded to Project 3 rather than Project 1. These items will be addressed ongoing with Accounting to provide revised coding. Supply costs that exceeded the limit included the purchase of computer and phone supplies, software, and meeting materials. These supplies will help staff engage as help desk and support for new users of the Colorado Shines system.

Project 3 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

As the new Quality Rating and Improvement System, Colorado Shines, is fully implemented the funding earmarked for quality improvement ($7.1 million) will be available to licensed child care programs that complete level 2 requirements and pursue high quality levels (level 3-5). While a comprehensive outreach and communication strategy is being deployed to educate and support licensed child care programs to move up in quality levels, the actual up-take rate will best be understood six months into the implementation phase for this new rating system. The actual up-take rate will inform how the quality improvement funding is allocated for the final two years of the grant.

Additionally, given the high number of planned contracts in Project 3, combining related activities into fewer postings will support more timely contract execution. Work intended to contract out may be accomplished in-house as the office determines the appropriate staffing needed to operate the new system. This includes roles for business analysis, data analysis, and system operations that were built into contractual costs but will be considered for internal staff. Further, the evaluation contractor may identify recommended changes that require Colorado to amend the approach to use of funds around quality rating.

Travel will also be an item to review for possible amendments, even with frequent traveling presentations, trainings and workshops travel was under-spent in 2014. Travel will increase in 2015 to support publicly releasing the full Colorado Shines system, but anticipated cost savings will be shifted to contractual or local funds supporting the system use.

Budget Table: Project 4 – Developing a Great Early Childhood Education Workforce

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 4					
1. Personnel	$93,350.48	$85,192.08	$0.00	$0.00	**$178,542.56**
2. Fringe Benefits				$21,637.78	**$20,103.89**
3. Travel	$4,256.17	$4,572.50	$0.00	$0.00	**$8,828.67**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$1,332.72	$664.74	$0.00	$0.00	**$1,997.46**
6. Contractual	$1,370.00	$212,008.00	$0.00	$0.00	**$213,378.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$20,959.35	$10,927.17	$0.00	$0.00	**$31,886.52**
9. Total Direct Costs (add lines 1-8)	$142,906.50	$333,468.38	$0.00	$0.00	**$476,374.88**
10. Indirect Costs	$12,747.79	$15,477.73	$0.00	$0.00	**$28,225.52**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$155,654.29	$348,946.11	$0.00	$0.00	**$504,600.40**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	$155,654.29	$348,946.11	$0.00	$0.00	**$504,600.40**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 4 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Developing a Great Early Childhood Education Workforce spent approximately 45% or $1.04 million of the 2014 projected budget. When approximately $300,000 in encumbered funds are included, the percentage increases to 60%. The following variations account for the under spending in 2014.

1. Personnel and fringe - Underspending in personnel and fringe is attributed to a hiring delay for the four part-time regional coaching consultants. The recruitment and hiring process occurred in August 2014 which resulted in an internal staffing solution. This process occurred three months later than expected. Finally, the instructional design work for the Colorado Shines Quality Rating and Improvement System level 2 on-line courses started later than originally expected.

2. Travel - Year one funds were shifted into year two to support the anticipated summer roll-out of the Professional Development Information System. Travel expenditures were less than projected due to a longer development phase for this new system. These cost savings funded traveling technology kiosks which will support the full roll-out of the Professional Development Information System beginning in March 2015.

3. Supplies - The majority of underspending was related to the delayed roll-out of the statewide coaching network. Both regional and statewide trainings were delayed into early 2015. The technology costs for the traveling kiosks were shifted by the Colorado Department of Education into the other line item.

4. Contractual - The majority of the underspending is related to delays in the release and awarding of the competitive innovation funds for competency alignment. Also, there was a later than expected decision regarding the approach for identifying tools to measure competencies and the evaluation of Credential 2.0. Both projects are slated for release in the first quarter of 2015. In December 2014, Qualistar Colorado received an award of $240,000 to fund T.E.A.C.H. and $50,000 was awarded to SE2 to support communications. Both contracts were executed in January 2015.

5. Other - The majority of the underspending is related to the delayed roll-out of the statewide coaching network.

Project 4 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Priority considerations in year three include a final decision to add four additional part-time regional coaching consultants. Additionally, cost savings for the instructional design position in 2014 will fund the initial work for creating on-line courses required for coaches and trainers.

With the roll-out of the Professional Development Information System and full implementation of the statewide coaching network, increased statewide travel by staff will be required. We anticipate requests to fund travel costs from local coaches to fully participate in regional trainings. Cost savings from staff travel will be shifted to offset travel costs for local coaches.

No substantive changes planned for supplies.

The Colorado Department of Education will be moving the disbursement of the scholarship/incentive funds into a local distribution account. No indirect will be charged to manage these funds. The Early Childhood

Professional Development Advisory will determine the allocation of $700,000 to fund scholarship/incentive funds for year three by March, 2015. A more aggressive disbursement strategy is an immediate priority in 2015. Additionally, the recent request to shift funding from the Professional Development Information System development into adding two part-time full time equivalent staff to support the launch, help desk and validating credentials was approved in early January 2015. These positions have since been filled. With the Professional Development Information System roll-out scheduled for March 2015, final customizations of the Simply Digi system will be identified by late summer. Funding was requested and approved as part of Colorado's supplemental awards.

The other category budget will be evaluated to determine if additional funds need to be allocated for printing and training cost related to the Professional Development Information System.

Budget Table: Project 5 – Results Matter Expansion

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 5					
1. Personnel	$111,977.68	$175,301.80	$0.00	$0.00	**$287,279.48**
2. Fringe Benefits				$36,854.16	**$61,719.95**
3. Travel	$468.04	$6,759.13	$0.00	$0.00	**$7,227.17**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$1,812.09	$7,345.29	$0.00	$0.00	**$9,157.38**
6. Contractual	$3,673.38	$480.00	$0.00	$0.00	**$4,153.38**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$20,155.21	$24,117.49	$0.00	$0.00	**$44,272.70**
9. Total Direct Costs (add lines 1-8)	$174,940.56	$275,723.66	$0.00	$0.00	**$450,664.22**
10. Indirect Costs	$18,591.15	$27,851.41	$0.00	$0.00	**$46,442.56**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$193,531.71	$303,575.07	$0.00	$0.00	**$497,106.78**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$193,531.71**	**$303,575.07**	**$0.00**	**$0.00**	**$497,106.78**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 5 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The Results Matter Expansion Project expended 55% or $1.4 million of the projected 2014 budget. Overall, this project was accurately budgeted to meet the actual expenses. Differences in the projected and actual spending are due to various adjustments in the operation of the project.

1. Personnel - Personnel was under-spent by $84,000 in 2014. This was due to the Results Matter Expansion Project Coordinator position being modified to a 0.8 full time equivalent. The coordinator position was occupied by the Center-Based Specialist which left the Center-Based Specialist position vacant since November 2014. Cost savings will be shifted to support the 0.8 full time equivalent in year three of the project.

2. Fringe - A higher percentage than projected was spent in fringe benefits, totaling $24,000 in overspending. Additional funds will be allocated to cover said category. While overspending will be addressed by shifting cost savings, Colorado is currently verifying whether fringe benefits were correctly coded to this project during the transition of accounting systems.

3. Contractual - One large contractual activity planned for 2014 was dependent on the development of related systems in order to complete an integration. The $300,000 in unspent contractual funds will be moved into 2015 to support project alignment with the release of both the Colorado Shines Quality Rating and Improvement System and the Professional Development Information System.

4. Travel - Travel was under-spent by $65,000 for 2014. These funds will be reallocated to support travel in year three.

5. Other - The projected budget in the other category was overspent by $131,000. This was due to the miss coding of contractual expenses to Other. Technology devices used to support the expansion of the Results Matter Expansion sites were part of Colorado's contracted supports to participating programs in 2014, while other expenses are primarily internal staff technology and office space items.

Project 5 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Allocation of funds in the different budget categories will be analyzed in order to attain the deliverables set for the project.

Outreach for Cohort 2 (2015-2016) participants is targeted for the Western Slope and the

I-70 corridor to ensure statewide coverage. To support serving these communities an additional training and technical assistance provider has been hired and begins in February, 2015.   Funds may need to be moved from another line in the budget to cover fringe benefits.

A category that will change is the travel budget due to the additional staff, service to broader territory and the addition of three new Professional Learning Communities. These will increase travel cost in future budgeting for 2015.

There will also be a reduction in the expense contract for project developer under contractual.

Budget Table: Project 6 – Kindergarten Readiness

<table>
<tr><th colspan="6">Budget Table: Project 6</th></tr>
<tr>
<th>Budget Categories</th>
<th>Grant Year 1 (a)</th>
<th>Grant Year 2 (b)</th>
<th>Grant Year 3 (c)</th>
<th>Grant Year 4 (d)</th>
<th>Total (e)</th>
</tr>
<tr><td>1. Personnel</td><td>$70,054.87</td><td>$79,999.92</td><td>$0.00</td><td>$0.00</td><td>**$150,054.79**</td></tr>
<tr><td>2. Fringe Benefits</td><td></td><td></td><td></td><td>$16,213.07</td><td>**$20,659.35**</td></tr>
<tr><td>3. Travel</td><td>$9,047.65</td><td>$12,250.35</td><td>$0.00</td><td>$0.00</td><td>**$21,298.00**</td></tr>
<tr><td>4. Equipment</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>5. Supplies</td><td>$5,838.71</td><td>$11,425.07</td><td>$0.00</td><td>$0.00</td><td>**$17,263.78**</td></tr>
<tr><td>6. Contractual</td><td>$28,465.00</td><td>$22,739.25</td><td>$0.00</td><td>$0.00</td><td>**$51,204.25**</td></tr>
<tr><td>7. Training Stipends</td><td>$950.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$950.00**</td></tr>
<tr><td>8. Other</td><td>$34,646.95</td><td>$14,521.14</td><td>$0.00</td><td>$0.00</td><td>**$49,168.09**</td></tr>
<tr><td>9. Total Direct Costs (add lines 1-8)</td><td>$165,216.25</td><td>$161,595.08</td><td>$0.00</td><td>$0.00</td><td>**$326,811.33**</td></tr>
<tr><td>10. Indirect Costs</td><td>$16,622.00</td><td>$16,011.73</td><td>$0.00</td><td>$0.00</td><td>**$32,633.73**</td></tr>
<tr><td>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners</td><td>$55,755.40</td><td>$19,208.67</td><td>$0.00</td><td>$0.00</td><td>**$74,964.07**</td></tr>
<tr><td>12. Funds set aside for participation in grantee technical assistance</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>13. **Total Grant Funds Requested** (add lines 9-12)</td><td>$237,593.65</td><td>$196,815.48</td><td>$0.00</td><td>$0.00</td><td>**$434,409.13**</td></tr>
<tr><td>14. Funds from other sources used to support the State Plan</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>15. **Total Statewide Budget** (add lines 13-14)</td><td>**$237,593.65**</td><td>**$196,815.48**</td><td>**$0.00**</td><td>**$0.00**</td><td>**$434,409.13**</td></tr>
</table>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 6 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The Kindergarten Readiness Project spent 26% or $442,000 of the planned 2014 budget. This project budgeted costs for the 2014 calendar year based on the original requirements of Senate Bill 08 - 212, which required full statewide participation in school readiness assessment for the 2014-15 school year. Last year, an extension was approved allowing for 2014 to be an optional year of participation, which reduced the number of school districts participating and related expenses to support those schools.

1. Personnel and fringe - These lines are under-spent due to staff changes, particularly a five month vacancy in the project manager position, as well as delayed start dates for other project support positions.

2. Travel - Participation in the School Readiness Assessment project was optional in 2014. That limited the amount of travel for staff due to less school district participation than originally projected.

3. Supplies - Lower participation levels meant that fewer training and regional meetings were scheduled. This total will increase significantly in 2015.

4. Contractual - Fewer training activities were required.

5. Other - The Principal and Administrator Institute was postponed until the summer of 2015. There were reduced staff related expenses due to position vacancies.

6. Local Funding - In 2014, about one-fourth of the total number of kindergarten students were participating in the school readiness assessment project. In the 2015-16 school year, all kindergarten children (approximately 70,000) will be required to participate. Race to the Top Early Learning Challenge Grant funds will cover 100% of the subscription costs for each child.

Project 6 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Due to the approval of two additional school readiness assessment systems to Colorado's menu, we may need to reconfigure our training and technical assistance budgets.

Once the cost per child cost is known for the 2015-2016 school year, cost savings in other areas may need to be adjusted to the local funding line.

LOGIC MODEL

June 2014

LOGIC MODEL ASSUMPTIONS

- Although this logic model focuses heavily on early learning as defined by Colorado's Early Learning Challenge grant, we acknowledge that this is just one piece of the larger system, as detailed in the Early Childhood Colorado Framework.

- Family and community engagement and commitment will be critical to successful outcomes for children.

- Collaboration and integration between systems and partners will be crucial and will require creative and innovative approaches.

- Programs that are improving outcomes for children and families will require stable and diverse long term funding sources (e.g. beyond the length of the Race to the Top Early Learning Challenge Grant).

- Access to and appropriate use of comprehensive data will be crucial to the success of this work.

Theory of Change: Increased resources and support for effective Early Childhood programs and workforce will result in comprehensive improved long term outcomes for Colorado's children and families.

Colorado's Early Childhood Logic Model

Inputs

- Federal and State policies, legislative priorities and public will around early childhood

- State Leadership

- Colorado's Early Childhood Framework

- Early Childhood Leadership Commission

- Office of Early Childhood, Office of Early Learning and School Readiness

- Collaboration with Partners (State Agencies, Head Start State Collaboration Office, Early Childhood Councils, Early Learning & Development Programs, Child Care Resource and Referrals, Family Resource Centers)

- Funding Sources – State, Federal, Local Community funding resources (Counties, cities, etc.), Foundations

- Research demonstrating the importance of early childhood development and the return on investment of quality early childhood programs

Smarter Management

Stronger Workforce

Increased Family/ Community Engagement

Better Quality

Deeper Understanding of Children

External Influences
- Provider/School District/Community Support for Early Childhood Initiatives
- Concerns around data privacy, confidentiality, and security
- Legislative and political priorities
- Education reform priorities

Impact

Colorado's robust Early Childhood System has a sustainable, substantial impact on families and children and helps children realize their full potential.

Smarter Management

Inputs	Outputs	Goals		
		Present-2 years	**3-5 years**	**5+ years**
System Collaboration	• Develop a comprehensive implementation plan for system integration. • Reduce or eliminate duplication and redundancies. • Increase number of grant opportunities as a result of plan for system integration. • Increase shared data and joint system administration for State agencies operating programs and data systems. • Identify and develop additional resources to support implementation. • Align existing and new resources with the implementation plan. • Identify gaps and sufficient resources.	**Short Term Goals** • There is integration and collaboration between systems at the state level that leverages local implementation • Shared vision and goals are identified.	**Medium Term Goals** • All partners are working toward shared vision and goals. • Implementation benchmarks and child outcomes are identified. • All stakeholders work together more efficiently to improve child outcomes.	**Long Term Goals** • Families experience integrated systems when participating in various programs.
Efforts Towards Sustainability	• Develop sustainability plans for programs including identification of consumers, key champions, and advocates. • Increase efficiencies identified by program administrators working together. • Ensure the cost of increased quality is reflected in program funding and is fully funded.	**Short Term Goals** • Systemic sustainability plans are developed. • Programs are sustainable beyond Race to the Top Early Learning Challenge.	**Medium Term Goals** • Sustainability plan is expanded to encompass all early childhood programs administered by state agencies. • Public and private resources are identified.	**Long Term Goals** • All outcomes and systems are sustainable.
Effective Use of Data	• Incorporate skill in use of data into Early Childhood Professional coursework and training. • Link Quality Rating and Improvement System ratings data to child outcome data. • Establish governance structure for the planning, implementation, and maintenance of data collection and information sharing.	**Short Term Goals** • The use of more rigorous and comprehensive tools and analysis is increased. • Baseline data (e.g. school readiness) – who is prepared, who needs support – is determined.	**Medium Term Goals** • Shared objectives and goals are data informed. • Data systems for all early childhood programs are aligned. • Data is shared to report impact and support the coordinated comprehensive plans. • Data is validated on an ongoing basis.	**Long Term Goals** • High quality, comprehensive early childhood data analysis and results informs decision-making.

Better Quality

Inputs	Outputs	Goals

Inputs

Colorado Shines Quality Rating and Improvement System (QRIS)

* Items in bold are specific Race to the Top Early Learning Challenge grant goals.

Outputs

- **Include all licensed early learning programs, serving approx. 200,000 children, in Colorado Shines Quality Rating and Improvement System.**
- **Ensure that 35% of center-based child care programs are in the highest tiers (3-5) of quality.**
- Develop and disseminate provider training on use and value of Colorado Shines Quality Rating and Improvement System.
- Provide tiered reimbursement implementation to support providers striving for higher quality.

Goals

Short Term Goals (Present – 2 Years)
- Providers increase their understanding of what constitutes quality.
- The availability of high-quality programs across the state, particularly low-income, high-needs areas, is increased.
- Development of system infrastructure supports effective delivery of Colorado Shines Quality Rating and Improvement System.
- Validation of Colorado Shines Quality Rating and Improvement System determines that the different rating tiers reflect meaningful differences in program quality.

Medium Term Goals (3 – 5 Years)
- All providers are committed to and making progress in quality improvement.
- There is an increase in families considering/demanding quality in the providers they select.
- Policy and program management environments exhibit demonstrated commitment to a culture of continuous quality improvement.
- Colorado's licensed programs move into the highest tiers (3-5) of Colorado Shines Quality Rating and Improvement System.
- Access to high-quality programs is increased, particularly for low-income, high-needs students.
- The number of providers that become licensed is increased.

Long Term Goals (5+ Years)
- Early Childhood professionals, families, advocates, and policymakers demand and provide support for high-quality.
- All children are on track for school and future success.
- There are improved learning and development outcomes for children birth-8.
- There is validation that high-quality programs result in improved child outcomes.
- Colorado's licensed programs move into the highest tiers (3-5) of Colorado Shines Quality Rating and Improvement System.
- There is an increased understanding of which components of high-quality programs result in improved outcomes for children and families.

Deeper Understanding Of Children

Inputs	Outputs	Goals
Kindergarten Readiness Efforts	• **Ensure all public school kindergarten children receive more targeted instruction through statewide implementation of the Kindergarten Readiness assessment.**	**Short Term Goals (Present – 2 Years)**

Inputs

- Kindergarten Readiness Efforts
- Results Matter
- Standardized Developmental Screening
- Early Learning and Development Guidelines (ELDG)

* Items in bold are specific Race to the Top Early Learning Challenge grant goals.

Outputs

- **Ensure all public school kindergarten children receive more targeted instruction through statewide implementation of the Kindergarten Readiness assessment.**
- **Increase the number of high needs children participating in the Results Matter assessment program by 3500 children, prior to kindergarten.**
- Establish a statewide baseline of school readiness through the Kindergarten Readiness assessment.
- **Increase school readiness by 25%, as compared to the baseline.**
- Communicate the Early Learning and Development Guidelines statewide, engaging various stakeholders in activities to support adoption into practice.

Goals

Short Term Goals (Present – 2 Years)
- The majority of districts have adopted and are utilizing kindergarten readiness assessments to increase understanding of children.
- There is increased collaboration and transition activities between early childhood and K-12 systems.
- Usage of child assessment data results in increased understanding of children in school and community-based early childhood education settings.
- Guidelines are embedded into 2-4 year institution coursework and are accessible to families and providers.

Medium Term Goals (3 – 5 Years)
- Families and children have access to effective and consistent standardized developmental screening and follow up.
- Continuous improvement processes in publicly funded early childhood education and kindergarten programs is established and data is used to improve outcomes.
- Adults teaching at early childhood education or kindergarten levels use assessment data to inform instruction.
- Continual review and improvement of guidelines ensures accuracy and use.
- There is an increase in Birth-8 systems initiatives as exhibited through shared governance, funding, standards, curricula, assessments, and data.

Long Term Goals (5+ Years)
- Through the effective use of data, targeted interventions, and guidelines, Colorado's children are valued, healthy, and thriving.
- Through the rollout of school readiness assessment, elementary schools are better equipped to serve incoming children from all backgrounds and ability levels.

Stronger Workforce

Inputs

Professional Development Information System (PDIS)

Higher Education Integration and Accessibility

Early Childhood Competencies for Educators and Administrators

* Items in bold are specific Race to the Top Early Learning Challenge grant goals.

Outputs

- **Incorporate new Early Childhood Workforce Competency Framework into early childhood degrees by all Colorado community colleges and 50% of Colorado four year institutions.**
- **Ensure 10% of professionals advance at least one credential level and 25% make progress towards the next credential level**.
- Make publically available professionals' competency levels and progress, in aggregate.
- Ensure Higher Education institutions have capacity, supports and relevant programs for Early Childhood professionals.

Goals

Short Term Goals (Present – 2 Years)
- Professional Development Information System is fully functional.
- Early childhood professionals understand, participate, and advance in the Professional Development system, as documented by data available through the Professional Development Information System .
- The majority of early childhood professionals exhibit an understanding of the Early Childhood Competencies Framework and the Early Childhood Professional Credential.
- A baseline of workforce characteristics is established.
- There are increased options for, quality of, and access to workforce preparation, support and leadership programs.

Medium Term Goals (3 – 5 Years)
- Across the Early Childhood sectors, there is increased integration of workforce preparation and support programs.
- A sustainable, aligned set of system standards, incentives, quality assurance structures, and processes for tracking progress toward system goals is developed.
- There is increased retention and compensation amongst Colorado's highly skilled and effective workforce.
- Early childhood professionals are advancing through the credential system.
- Higher education early childhood courses, certificates, and degrees are aligned with Colorado's Competencies for Educators and Administrators.
- Use of early childhood assessment tools measuring effective teaching and leadership informs professional practices and skill growth.
- All early childhood professionals demonstrate cultural competencies that support their ability to positively affect the school readiness of diverse populations, including children with special needs.
- A diverse early childhood workforce is recruited and retained.

Long Term Goals (5+ Years)
- Colorado's early childhood workforce is skilled, effective, and well compensated.
- Integration of workforce qualifications, preparation and support programs across the early childhood sectors is increased.
- Public support for early child education and political will to enact policy changes leads to compensation parity and higher baseline requirements.

Increased Family/Community Engagement

Inputs

- Listening to Families/ Community
- Informing and Responding to Families/ Community
- Early Learning and Development Guidelines

Outputs

- Increase the number of families reached with information.
- Increase the number of families that report using information on child development and quality ratings to make decisions about their child's early learning.
- Coordinate state agency messaging and measures around early childhood.
- Increase family representation in decision-making bodies.
- Increase media coverage on early childhood services.
- Increase legislative support for early childhood services.
- Increase the number of identified family leaders.

Goals

Short Term Goals (Present – 2 Years)

- Families and community members have increased access to information about child development.
- Families have increased access to information about the importance of high-quality programs and where to find them.
- Families feel welcome in early childhood services, settings and systems.
- Families and providers engage in regular, two-way meaningful communication.

Medium Term Goals (3 – 5 Years)

- Families understand and can respond to information regarding widely held expectations for their children's development and be advocates for children.
- There is increased awareness of the importance of high-quality early childhood programs in the media and legislation.
- Collaboration between families and providers supports children's learning and healthy development.
- The community supports policies and investments to help children enter kindergarten ready to succeed.
- The availability of state level data regarding content and quantity of information provided to families and communities is increased.

Long Term Goals (5+ Years)

- Families are engaged as partners in their child's education and development.
- Supporting children's growth and development is seen as a shared community, school and family responsibility.
- The community works effectively across all sectors to affirm the importance of early childhood development.
- All services actively promote family engagement.
- The community demands and supports high-quality early childhood services.