

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Preschool Development Grants - Expansion**

**CFDA # 84.419B**

**PR/Award # S419B150022**

**Grants.gov Tracking#: GRANT11762050**

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application, PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.)

Non Responsive

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

10/15/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Colorado Department of Education

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

840644739

\* c. Organizational DUNS:

1874063380000

**d. Address:**

\* Street1:

201 E Colfax Ave, Suite 105

Street2:

\* City:

Denver

County/Parish:

\* State:

CO: Colorado

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

80203-1704

**e. Organizational Unit:**

Department Name:

Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:

\* First Name:

Nan

Middle Name:

\* Last Name:

Vendegna

Suffix:

Title:

Organizational Affiliation:

\* Telephone Number:

303-866-6602

Fax Number:

\* Email:

vendegna\_n@cde.state.co.us

PR/Award # S419B150022

Page e3

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

S4.419

CFDA Title:

Preschool Development Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

\* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

**13. Competition Identification Number:**

S4 419B2015 1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

[Add Attachment](#)

**\* 15. Descriptive Title of Applicant's Project:**

Colorado Preschool Program: Start Strong!

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts, if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Nan Vendegna	Program Director
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Colorado Department of Education	10/15/2014

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name:

\* Street 1:  Street 2:

\* City:  State:  Zip:

Congressional District, if known:

<b>6. * Federal Department/Agency:</b> <input type="text" value="EUSDOS"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Economic Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
---	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Street 1:  Street 2:

\* City:  State:  Zip:

**b. Individual Performing Services** (including address if different from No. 10a).

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Street 1:  Street 2:

\* City:  State:  Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:

Title:  Telephone No.:  Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150022



## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA Assurances.pdf

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA) Section 427 Assurances**

### **Colorado Department of Education Assurance**

In compliance with the US Department of Education's requirement for grant awards (P.L. 103-382), the Colorado Department of Education (CDE) is providing this statement in reference to requirements for application of Federal funds. It is the intent of the CDE to take steps to ensure equitable access to and participation in Federally-assisted programs. The CDE is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age.

Specifically, the CDE will take the following steps to ensure equity and participation, **where applicable:**

- Assure that CDE meets ADA requirements for access to public facilities.
- Assure that the participating Subgrantees and Early Learning Programs will meet ADA requirements for access to classrooms and playgrounds supported through Federal funding.
- Assure that the participating Subgrantees and Early Learning Programs take steps to review early learning materials to make sure that they contain stories and illustrations that depict diversity in families, including race and national origin.
- Assure that CDE staff and the participating Subgrantees and Early Learning Program teams reflect diversity in age, race, and gender.
- Assure that CDE and participating Subgrantees and Early Learning Programs will encourage participation by a broad spectrum of the community in preschool planning and implementation activities.
- Assure that CDE and participating Subgrantees and Early Learning Programs will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
- Assure that CDE and participating Subgrantees and Early Learning Programs will provide brochures and other print media in Spanish or other languages to meet the needs of families.

- Assure that the participating Subgrantees and Early Learning Programs will provide recommended hardware, software, and assistive technology to support language and literacy among young children with disabilities.
- Assure that the CDE and participating Subgrantees and Early Learning Providers will refrain from using materials or strategies that promote or show disrespect to any religious group.
- Assure that the CDE and participating Subgrantees and Early Learning Providers agree to take these steps to ensure equitable access to and participation in Federally-assisted programs.

### **Notice to Subgrantee and Early Learning Programs**

Section 427 of the Department of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382) requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

In compliance with the US Department of Education's requirement for grant awards (P.L. 103-382), (Subgrantee) is providing this statement in reference to requirements for application of federal funds. It is the intent of (Subgrantee) to take steps to ensure equitable access to and participation in Federally-assisted programs. The Subgrantee is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age.

Specifically, the Preschool Enhancement Grant Subgrantee will take the following steps to ensure equity and participation, **where applicable**:

- The (Subgrantee) and Early Learning Programs will meet ADA requirements for access to classrooms and playgrounds supported through federal funding.

- The (Subgrantee) and Early Learning Programs will take steps to review early learning materials to make sure that they contain stories and illustrations that depict diversity in families, including race and national origin.
- The (Subgrantee) and Early Learning Program teams will reflect diversity in age, race, and gender.
- The (Subgrantee) and Early Learning Programs will encourage participation by a broad spectrum of the community in preschool planning and implementation activities.
- The (Subgrantee) and Early Learning Programs will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
- The (Subgrantee) and Early Learning Programs will provide brochures and other print media in Spanish or other languages to meet the needs of families.
- The (Subgrantee) and Early Learning Programs will provide recommended hardware, software, and assistive technology to support language and literacy among young children with disabilities.
- The (Subgrantee) and Early Learning Providers will refrain from using materials or strategies that promote or show disrespect to any religious group.
- The (Subgrantee) and its Early Learning Providers agree to take these steps to ensure equitable access to and participation in Federally-assisted programs.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Colorado Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample, including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Abstract

***Name of Proposed Project:*** Colorado Preschool Program: Start Strong!

***Applicant:*** State of Colorado

***Overview of the Proposed Project:*** “Start Strong!” is one of the Colorado Department of Education’s four strategic goals. Through this ambitious plan to expand the Colorado Preschool Program and ramp up its quality, 6,554 additional Eligible Children and their families will benefit from participation in community-centered High Quality Preschool Programs so that they enter kindergarten on track for success in school and life. The Plan involves strong partnerships with multiple state-level agencies and 29 Subgrantees from a variety of settings across Colorado representing urban, rural, tribal and military communities. Through this Plan, capacity, tools and strategies will be developed to benefit the entire state preschool program and enable accelerated implementation of strategic planning to move the Colorado Preschool Program forward with improved quality and accessibility. Subgrantees representing High Need Communities were selected based on local demographic and economic data and estimates of unmet need for preschool. This application builds on the strong systems work supported by Colorado’s Early Learning Challenge Fund Grant and leverages unprecedented growth in the Colorado Preschool Program in the last two years...

***Project Objectives and Activities:*** The project will ensure increased quality in Preschool Programs and expand the availability of High Quality Preschool Programs in identified High Need Communities by increasing options for full-day programming, incentivizing early childhood teachers to obtain a bachelor’s degree, equalizing pay between early childhood and K12 teachers and integrating the professional development and TQRIS work into the project implementation. Building on Colorado’s strong birth to third grade continuum of services and supports, Colorado stakeholders have identified four priority areas for improvement that cut across all age levels: Family engagement, high quality inclusion, effective transitions and support for dual language learners. These areas represent the “deeper dive” in monitoring, technical assistance and professional development throughout the grant program. State infrastructure dollars will support teacher scholarships, principal academies, needs assessment, strategic planning and evaluation activities.

***Proposed Project Outcomes:*** ..

- 3,099 new slots will enable children to attend a full-day High Quality Preschool Program and their families to access services and supports
- 3,455 existing preschool slots will be improved, 29% of which will directly serve preschool children with disabilities
- More than 500 elementary principals will attend early childhood and P3 academies
- Hundreds of teachers will obtain financial support to attend college.
- Multiple tools and resources will be developed to propel Colorado forward with strategic long term planning

***Names of Other Organizations:***

Ability Connections	Denver Public Schools	Mile High Montessori
Adams 14 School District	Eagle County Schools	Moffat County Schools
Alamosa Schools	Englewood Schools	Montelores ECC
Boulder Valley Schools	Family Development Ctr.	Northwest BOCES
Bright Futures	Fountain Ft Carson Schools	REACH
Brush School District	Grand Beginnings	Sewall Child Development
Canon City Schools	Gunnison Schools	South Conejos Schools
Catholic Charities	Huerfano School District	Southern Ute Head Start
Center School District	Las Animas Schools	Thompson Valley Schools
Clayton Early Learning	Mapleton School District	



## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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To add more Project Narrative File attachments, please use the attachment buttons below.

## A. EXECUTIVE SUMMARY

Colorado is committed to an ambitious and achievable plan to work with 29 Subgrantees in high needs communities to create 3,099 new slots and 3,455 improved slots, 29% of which will directly serve preschool children with disabilities.

### **(A)(1) The State's progress to date.**

*The Opportunity.* Applying research, the early childhood field has identified key elements associated with quality in preschool programs. We know how much preschool matters. We know about the relationships and learning opportunities preschoolers need to thrive. We know that participation in a high-quality preschool program holds the undeniable potential to change the trajectory of a child's life toward a more promising future, particularly if that child is at risk for poor school readiness.

In a forward-thinking response to this clear policy opportunity, the Colorado General Assembly established the Colorado Preschool Program (CPP) in statute (Attachment 1) in 1988 to serve young children who were most vulnerable to starting elementary school without the developmental and academic building blocks they needed to be successful. From the program's outset, Colorado lawmakers and education leaders demonstrated a strong commitment to program quality. Requirements for program quality standards, class size limits, low staff-to-child ratios, individual child planning, parent involvement and program evaluation are established in statute.

Since 2012, two major expansions have increased the State's capacity to serve young children in the state preschool by (b) % . Building on this momentum, the Early Childhood and School Readiness Legislative Commission voted recently to advance legislation in the 2015 Session to add (b)(4) additional CPP slots to the number currently authorized in statute.

The Colorado Preschool Program is funded through the Public School Finance Act of 1994 (as amended) in the form of per pupil funds. Children served by CPP are funded for a part-time program at .5 per pupil revenue per half-day slot. The State also funds general education for children who qualify under IDEA Part B, Section 619 through .5 per pupil revenue for half-day programming. With this application, we propose to address two policy practices adopted by the legislature to stretch limited resources. First, while the State showed foresight in providing general education per pupil revenue for young children with disabilities, state resources have not

funded full-day programming for children with disabilities. Second, the original CPP legislation limited the use of two slots to create a full-day opportunity for an eligible child to 5% of the total allocation.

The State also continues bold efforts to increase the capacity and improve the quality of the early childhood system statewide. Colorado's four-year Race to the Top Early Learning Challenge (RTT-ELC) State Plan, funded in December 2012, focuses on building out birth to age eight early childhood systems and infrastructure to advance the healthy development and early learning of all Colorado children, with a focus on children with high needs. Through the sustained and enthusiastic leadership of Colorado's elected officials, the early childhood field and the philanthropic sector, these efforts are occurring through authentic community-based collaboration across early childhood sectors.

Recent national and state polls identify strong public support in Colorado for increased investment in children's early success. Evidence strongly indicates that these costs are seen as effective and just. These forces combine to create a unique window to expand the Colorado Preschool Program and advance the goal of making CPP one of the top preschool programs in the nation, known for innovative and collaborative practices, excellence in program quality, universal access for four-year olds and access for three-year-olds with high needs. Colorado's emerging early childhood systems development provides a solid foundation for pursuing this ambitious vision. The State of Colorado will undertake the work described in this application regardless of the outcome of the grant competition. But with the resources of a Preschool Development Grant we can move more quickly, with more immediately ambitious definitions of quality, and on a more coordinated statewide basis than would otherwise be possible.

***Overview of the Colorado Preschool Program.*** The CPP serves children who are at risk and who might otherwise lag behind peers at entry to kindergarten. CPP eligibility factors include but are not limited to eligibility for Free or Reduced Price Meals. The State funds CPP through the public school finance formula. Local school districts administer the program as a mixed-delivery system under the supervision of the Colorado Department of Education (CDE).

The CPP is currently authorized for (b)(4) half-day slots – the potential to serve approximately (b)(4) % of Colorado four-year olds with qualifying risk factors. Expansions to CPP in the form of Early Childhood At-Risk Enhancement slots (ECARE) in 2013 and 2014 funded

(b)(4) additional slots for school districts to use flexibly to serve eligible children through half-day or full-day preschool or full-day kindergarten. Total CPP funding for 2014-2015 is projected to be (b)(4)

In addition to public school financing of preschool for children at-risk, Colorado provides state-funded half-day preschool for all preschoolers with disabilities who meet the state definition for eligibility under IDEA Part B, Section 619 (8,551 in 2014). Colorado demonstrates a strong commitment to and record of serving children with disabilities in inclusive environments. In FFY 2011, 84.2% of preschoolers with disabilities were served in regular early childhood education settings. Colorado was one of three states within the 80% to 90% range on this indicator. Four states performed at the 90% to 100% range.

Children eligible for CPP are enrolled in 174 of the State's 178 school districts including the Colorado Charter School Institute. About (b) percent of children funded by CPP are served in community programs, (b) percent in Head Start Programs and (b) percent in public school programs. Preschoolers with disabilities are also served in these mixed-delivery preschool settings as well as in family child care homes pursuant to their IEPs. While CPP is a program targeted to vulnerable children, its features and importance in the State's early learning landscape positively influence the quality of early learning programs statewide. Early childhood programs across the state have benefitted from voluntarily adopting the Quality Standards and other tools developed by CDE for the Colorado Preschool Program.

Despite the State's demonstrated commitment to funding a high-quality state preschool program, CDE estimates that as many as 16,588 at-risk four-year-olds had no preschool available to them through the Colorado Preschool Program or Head Start in the 2013-2014 school year, up 38 percent (from 12,010) in 2012-2013.<sup>1</sup> This significant and rising unmet is due to both a decrease in overall school funding during the economic downturn as well as one of the fastest

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<sup>1</sup> Using data from the State Demography Office and state pupil counts, this calculation factors in the average number of families with children in first through eighth grade who are eligible for free or reduced price meals as a percentage of the total first through eighth grade student population. That percentage rose to 53% in 2012-2013 from 45% in 2011-2012.

growing child poverty rates in the country: Colorado saw a 115% increase in the childhood poverty rate between 2000 and 2012 (outpaced only by Nevada and New Hampshire) at a time when the childhood population has grown by only 11%.

***Overview of the Colorado Early Learning Challenge State Plan.*** In December of 2012, Colorado was awarded nearly \$45 million in federal Race to the Top Early Learning Challenge (RTT-ELC) funding over four years to help accelerate plans to improve school readiness for Colorado kids. The Colorado Department of Human Services (CDHS) serves as the lead agency, with the Colorado Department of Education as a primary partner. Together, the Office of Early Learning and School Readiness and Exceptional Student Services Unit within CDE and the Office of Early Childhood within CDHS collaborate to improve access to high quality early learning programs (including the Colorado Preschool Program) and help develop the capacity of the people, programs and places serving children with the highest needs. These system-level activities will improve the quality of programs in which Eligible Children are served.. They also provide a strong and stable foundation on which to implement and help sustain the expansion proposed in this application. The State's RTT-ELC work plan, which applies a birth to age eight frame, focuses on interrelated strategic priorities, each with ambitious initiatives underway that enhance Colorado's preschool classrooms:

***Smarter Management:*** Increase effective state and local coordination for early learning and development initiatives, including the development of data systems and use of data to support efficiencies such as strategic planning, Geographic Information Systems (GIS) Analysis and a Universal Application for streamlined information about how to access programs and services for young children and their families.

***Better Quality:*** Launch Colorado's Next Generation Tiered Quality Rating and Improvement System (TQRIS) for all licensed child care and early learning programs, and increase the number of programs at the highest levels of quality.

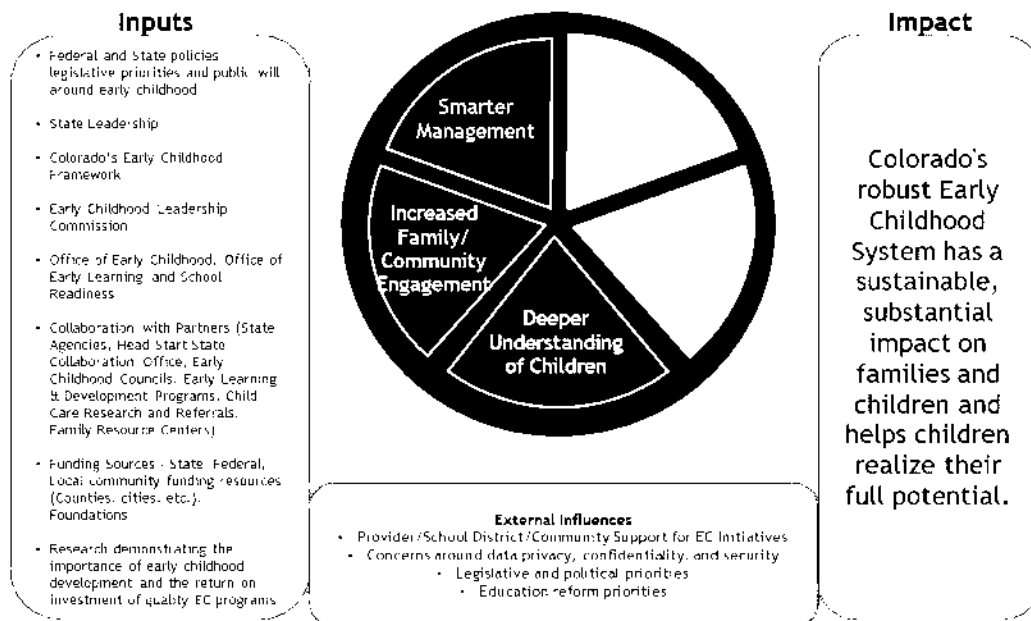
***Stronger Workforce:*** Prepare effective early learning professionals by employing an updated professional credentialing system, implementation of the Professional Development Information System and incentives that promote career advancement.

*Deeper Understanding of Children:* To build understanding of what children can and should do from birth to eight years of age through the Colorado Early Learning and Development Guidelines and expand use of ongoing comprehensive assessment of children.

*Increased Family/Community Engagement:* To build strong partnerships with families and communities that support children’s development through increased access to information about child development and access to high-quality programs.

The figure below sets out the theory of change. Please see Attachment 2 for high-level work plans for each focus area.

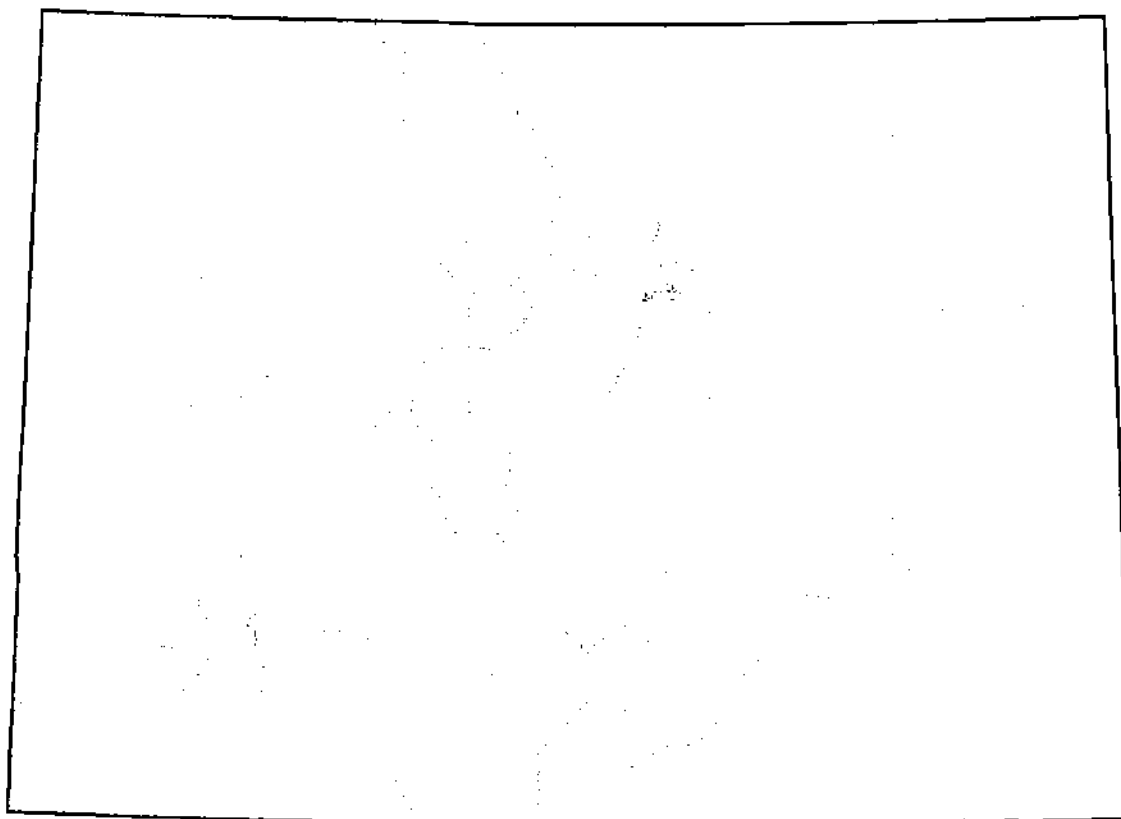
## Colorado’s Early Childhood Logic Model



**(A)(2) Provide High-Quality Preschool programs in High-Need Communities**

The purpose of this Preschool Development Grant State Plan is to expand the reach, quality and effectiveness of the Colorado Preschool Program so more Eligible Children enter kindergarten on track for success in school and in life. The State has identified 29 Subgrantees that propose to serve *new* grant-funded High Quality Preschool Program slots beginning in 2015 and to *improve* the quality of existing CPP programs including the provision of full-day High Quality Preschool for preschoolers with disabilities. The identified High-Need Communities are illustrated on the map below and described in section (D)(1). The Subgrantees will carry out their activities in a variety of settings – urban, rural and suburban. Subgrantees have developed plans that are shaped by the needs and capacities of the High-Need Communities they propose to serve. Across all High-Need Communities, the implementation of new slots or improvement of existing CPP slots will be driven by collaborative, community-based processes and supported by CDE.

Colorado County Map



**(A)(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs**

As shown in Table (A)(3), Colorado's plan to increase the number and percentage of Eligible Children served in High-Quality Preschool Programs will help the State advance its ambitious goal of providing universal access for four-year olds and access for three-year-olds with high needs. Recent significant increases in state investment to expand the CPP combined with the potential resources from this federal grant dramatically increase the availability of full-day opportunities for Eligible Children, and in particular for Eligible Children with disabilities.

**(A)(4) Characteristics of High-Quality Preschool Programs**

Programs currently serving children through the Colorado Preschool Program already meet or surpass the definition of High-Quality Preschool Programs including:

- Small class sizes - a maximum class size of 16 is required in statute
- Strong ratios - 8:1 instructional staff-to-child ratio is required in statute
- A commitment to serving children with disabilities in inclusive classrooms
- Coordinated and ongoing professional development

This grant presents an opportunity for improvement in other areas such as teacher qualifications and full-day programming, for which plans are already underway.

As documented in the Subgrantees' letters of commitment, all the *new* slots supported by Preschool Development Grant funds will meet the definition of High-Quality Preschool Programs at the commencement of services for children in fall of 2015. All the *improvement* slots supported by grant funds will move toward this definition over the grant term with a focus on addressing teacher qualifications/compensation, full-day programming – with 29% of these slots targeted for children with disabilities, evidence-based professional development and/or comprehensive services, based on local needs and capacity. The State will leverage this Preschool Development Grant opportunity and the efforts of Subgrantees to expand the reach, quality and effectiveness of the Colorado Preschool Program as a whole.

**(A)(5) Set expectations for school readiness**

Expectations for school readiness are defined by Colorado's new Early Learning and Development Guidelines and are measured through the aligned assessment used for all state-funded preschoolers. In addition, Colorado's Achievement Plan for Kids (CAP4K), (C.R.S. 22-



7-1001 et seq.), enacted in 2008, drove the creation of academic standards aligned from preschool through high school. All school districts have adopted the Colorado Academic Standards for preschool as well as Colorado’s new Early Learning and Development Guidelines. For ease of use, the Colorado Academic Standards for preschool are embedded in the Early Learning and Development Guidelines. Refer to Section C(2)(c).

**(A)(6) Supported by a broad group of stakeholders**

The organizations listed in Table (A)(6) have provided letters (Attachment 3) that describe their enthusiastic support for this Preschool Development Grant plan and their commitment to its effective implementation. A joint support letter electronically signed by more than 175 Colorado parents, grandparents and foster parents and members of the early childhood community is also included. The letters underscore the State’s capacity and readiness to implement its ambitious plan in two ways. The first is the opportunity, culminating decades of focused advocacy, to serve Eligible Children in High Quality Preschool Programs in the context of a robust early childhood system. The second is the broad-based process that supported plan development. Despite the short timeline, many stakeholders from various roles and levels in Colorado’s early childhood system contributed. Some provided input through focus groups, others by completing surveys, still others by developing application text or reviewing drafts of the proposal. A core Advisory Council provided strategic guidance and facilitated outreach to stakeholders. This core group (or a version of it) will serve the same role in the CPP strategic planning process described later in this application.

**Table (A)(6). Organizations Providing Letters of Support for Colorado’s Plan**

<b>Organization</b>	<b>Signatory</b>
Adams State University	Linda Garris Christian, PhD, Professor of Education
Charter School Institute	Lindsay Hull, Director – Submissions, Nutrition and Programs, CSI Preschool Advisory Council Liaison
Clayton Early Learning	Charlotte Brantley, President and CEO

<b>Organization</b>	<b>Signatory</b>
Colorado Association for the Education of Young Children	Linda Adams, Executive Director
Colorado Children's Campaign	Chris Watney, President and CEO
Colorado Department of Education	Darcy Hutchins, PhD, Director of Family Partnerships
Colorado Department of Education	Randy Boyer, Assistant Commissioner, State Director of Special Education
Colorado Department of Higher Education	Jennifer Arzberger, Educator Preparation Project Manager
Colorado Department of Higher Education	Robert Mitchell, PhD, Academic Policy Officer for Educator Preparation
Colorado Department of Human Services	Reggie Bicha, Executive Director
Colorado Head Start Association	Executive Committee
Early Childhood Colorado Partnership	Sarah Davidon, Mary Martin, Janine Pryor Steering Committee Chairs
Early Childhood Council Leadership Alliance	Maro Zagoras, Executive Director
Early Childhood Leadership Commission	Barb Grogan and Anna Jo Haynes, Co-Chairs
Executives Partnering to Invest in Children (EPIC)	Gloria Higgins, President
Ft. Lewis College	Dr. Kristine Greer, Associate Professor, Teacher Education
Metropolitan State University of Denver	Elizabeth R. Hinde, Dean, School of Education
PEAK Parent Center	Barb Buswell, Executive Director
Qualistar Colorado	Heather Tritten, Interim President and CEO
Teach for America Colorado	Sean VanBerschoot, Executive Director
Teaching Strategies for Early Childhood	Andrea Valentine, President and COO

<b>Organization</b>	<b>Signatory</b>
Temple Hoyne Buell Foundation	Susan J. Steele, Executive Director
University of Colorado Colorado Springs	Mary Snyder, Dean, College of Education
University of Colorado Denver	Rebecca Kantor, Professor and Dean, School of Education and Human Development
University of Colorado Denver	Suzanne Adams, PhD, Clinical Professor, School of Education
University of Northern Colorado	Rashida Banerjee, PhD, Associate Professor, School of Education

**(A)(7) Allocate funds between**

**(7)(a) Activities to build on enhance infrastructure (no more than 5%)**

A primary focus of State level activities will be conducting a statewide needs assessment regarding physical and infrastructure capacity to support preschool expansion, increase in full-day preschool and statewide full-day kindergarten. This needs assessment will set the stage for a strategic planning process that strongly positions Colorado to leverage state and federal opportunities for large scale expansion. Other infrastructure development activities target alternative pathways to teacher licensure, principal/director development and providing responsive and excellent implementation support to Subgrantees.

**(7)(b) Subgrants using at least 95% of funds**

***Proposed Subgrants.***

95% of the requested federal grant funds will be subgranted to 29 Subgrantees over the grant period. 18 of these Subgrantees will provide new CPP slots beginning in fall of 2015 that meet the definition of High Quality Preschool Program. 23 Subgrantees will improve existing CPP slots by targeting teacher qualifications/compensation, full-day programming, evidence-based professional development and/or comprehensive services. CPP requires programs, by statute, to provide class size and ratio that exceed the definition of High Quality Preschool Program.

CDE will ensure Subgrantees and their partners (including Early Childhood Councils, resource and referral agencies, local CPP coordinators, child find, and Part C) are implementing culturally and linguistically appropriate outreach and communication efforts to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs. A universal application website supports this outreach by connecting families to their local CPP contact.

**Summary High-Quality Plan for A(1)-(7)**

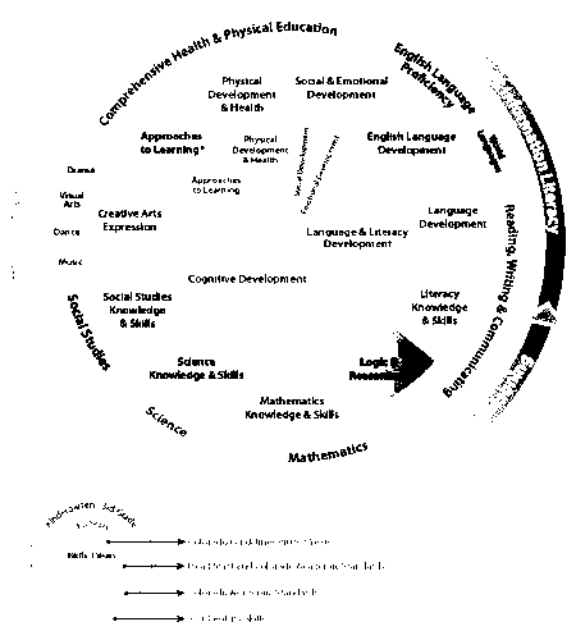
The High Quality Plan for Selection Criterion A is the aggregate of the High Quality Plans for Sections, C, D, E, F and Competitive Priority 2. Together, these plans constitute an ambitious effort to leverage 25 years of State leadership and progress to serve additional Eligible Children in High-Need Communities. The Plan advances quality improvements in specific programs as well as systems-oriented strategies to enhance the programming for preschoolers as a whole.

**B. COMMITMENT TO STATE PRESCHOOL PROGRAMS**

**(B)(1) Early Learning and Development Standards**

Colorado’s commitment to a birth through age eight education continuum includes the recent development and implementation of Early Learning and Development Guidelines. These guidelines meet the definition of Early Learning and

This graphic illustrates the essential domains of learning within the Colorado early Learning and Development Guidelines. It represents the progression of these domains across ages, rather than their relative importance of each domain within any single age group. The icons exemplify areas within the guidelines, and icons are used to more fully explore throughout the guidelines.



Development Standards as defined in this competition.

Colorado's innovative approach to developing the Guidelines anchors them in both the Colorado Academic Standards and the Head Start Outcome framework to provide a one-stop resource for staff in mixed delivery settings. At three age levels (birth to 36 months, ages 3-5, and K-grade 3), the Guidelines comprehensively address the domains of approaches to learning, health and physical development, social and emotional development, language, literacy, numeracy, logic and reasoning, and other subject-specific learning to ensure a holistic approach to creating positive early childhood environments. The Guidelines are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and children learning English.

These Guidelines build upon the best state and national examples of developmentally appropriate and holistic information about what children should know and be able to do in their early years. The Guidelines are being incorporated into all elements of the State's overall early childhood system including state assessment systems, the TQRIS, early workforce development efforts, college and university coursework for early childhood professionals and State efforts to provide developmental screenings in health care settings.

Because the Guidelines promote a deeper understanding of children, they are being incorporated into State assessment systems, the TQRIS, early workforce development efforts, college and university coursework for early childhood professionals and State efforts to provide developmental screenings in health care settings. In addition, the Guidelines are used in the development of IEP goals for children with disabilities.

The comprehensiveness (130+ pages) of the Early Learning and Development Guidelines is a strength, but one that poses a communication challenge. In response, the RTT-ELC state team created an associated website tailored to a variety of audiences (family, early childhood professional, advocate) that will provide information in both English and Spanish. The website offers visuals, a template platform, interactive toolkit, and a "share your story" option.

Colorado Preschool Program and 619 state staff have introduced the new Guidelines to local CPP and 619 administrators and personnel through a series of regional meetings. Training modules built around the Guidelines that target mathematics and literacy are under development. The State's 31 Early Childhood Councils (refer to Section (B)(6)) have begun incorporating the

