

# Race to the Top – Early Learning Challenge

## 2015 ANNUAL PERFORMANCE REPORT



JUNE 2016





**Race to the Top - Early Learning Challenge  
Annual Performance Report  
CFDA Number: 84.412**

**Colorado**

2015

Due: February 29, 2016

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**Paperwork Burden Statement**

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. The valid OMB control number for this information collection is 1810-0713. The time required to complete this information collection is estimated to average 120 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: 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 1810-0713. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Race to the Top-Early Learning Challenge, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E320, Washington, DC 20202-6200.



## Annual Performance Report Section List

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## Performance Report: 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  
City: Denver  
State: Colorado Zip: 80203

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### Reporting Period Information

5. Reporting Period: From: 01/01/2015 To: 12/31/2015

### 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): From: 11/03/2015 To: \_\_\_\_\_

Approving Federal agency:  ED  HHS  Other Specify other: \_\_\_\_\_

*(Submit current indirect cost rate agreement with this report.)*

## 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.

Guided by the vision of the Early Childhood Colorado Framework - our vision, goals, and priorities for a unified system across early learning, family support and parent education, and physical and social-emotional health - Colorado's public, private, and philanthropic sectors are highly invested in people, programs, and places that will increase access to high quality early learning experiences.

Colorado is proud to share the progress gained during year three. Below is a summary of Colorado's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies we will implement to address those challenges.

### **Accomplishments**

- The successful launch of the Colorado Shines Quality Rating and Improvement System occurred in February 2015. Of the 4,403 licensed eligible programs, 461 programs (10%) have earned a Level 2, 259 programs (6%) have earned a Level 3, 362 programs (8%) have earned a Level 4 and 1 program has earned a Level 5.
- Implementation of the Professional Development Information System and workforce registry that focuses on Colorado's early childhood professionals supporting career development and awarding professional credentials based on formal education, ongoing professional development, experience, and demonstrated competencies.
- As of December 31, 2015, Colorado's new Professional Development Information System had 13,869 registered users. As of December 31, 2015, there are over 45,000 on-line course completions. The Department anticipates that this number will increase exponentially as more on-line courses are available in the system.
- As of December 31, 2015, 3,682 professionals have received an Early Childhood Professional Credential 2.0. There are an additional 1,750 submissions that are in the queue awaiting review. A total of 4,938 professionals are currently credentialed in either Early Childhood Professional Credential 2.0 or 1.0. This represents a 187% increase from 2014.
- The professional credential is recognized in child care rules and regulations as an alternate pathway to meet required qualifications of professionals working in licensed child care programs.
- A total of 24 E-Learning courses are available on-line for professionals to access free of charge.
- Developed resources (how-to videos and documents) to assist users with navigating the Professional Development Information System and the Colorado Shines Quality Rating and Improvement technology system.
- Provided Alternative Pathways for programs to be recognized in Colorado Shines through approved Accreditations and Head Start Delegate/Grantee designations.
- Strengthened the collaborative partnership with the statewide network of Early Childhood Councils to support the outreach, implementation, and technical assistance to programs engaging with the Colorado Shines Quality Rating and Improvement System.
- Implemented a centralized help line for professionals, programs, partners and stakeholders to call to get technical assistance (English and Spanish) or have questions answered related to Colorado Shines and the Professional Registry.
- Conducted a statewide training and engagement of stakeholders that included licensing specialists, quality assessors, child care resource and referral specialists, and quality improvement navigators through the

## Colorado Shines Kick off Conferences in February 2015.

- Created and implemented of a tiered quality incentive fund that awards programs moving through the various levels of the quality rating. Programs can earn incentives at the completion of Level 2 and again at the completion of Levels 3-5. Additional incentives are in place for programs identified as serving the most children who receive subsidy.
- Developed a monthly Colorado Shines E-newsletter featuring article related to system implementation, credential information, frequently asked questions, and success stories.
- A total of 244 T.E.A.C.H. scholarships were awarded with Race to the Top Early Learning Challenge Grant funds.
- The Foundation for Colorado Community Colleges matched Race to the Top Early Learning Challenge Grant funds to fund scholarships for four hundred students statewide.
- Three-hundred teachers in the Results Matter Expansion project observed and documented children's development to guide and inform planning and instruction and to identify children that may benefit from additional support. Data was gathered from the Documentation Tally Report for the project using the Winter Checkpoint.
- Provided reports through Teaching Strategies GOLD are being used with parent communication, program planning and professional development opportunities.
- Four-hundred and ninety teachers reported increased job satisfaction as a result of observing the children and see themselves as professionals who are influencing children's school readiness. One teacher was quoted as saying, "It's kind of like falling in love with the children's uniqueness." Data gathered from participants' Self-Reflection tool.
- Establishment of a P-3 (birth to age eight) leadership cadre. This group is made up of principal lead teams from elementary schools across the state.
- Thirty-five school districts began the SFY 2015-16 school year implementing school readiness as a systems approach within the classroom to support the planning for individualized instruction and shared student progress with parents.
- Public concerns around student data privacy and security have been addressed through the efforts of the Colorado Department of Education and the publishers of school readiness assessments used in Colorado. A memo of understanding between the State Board of Education and the most used publisher in Colorado, Teaching Strategies, will take effect in SFY 2016-17.

### **Lessons Learned**

- Technology development took additional time and attention to detail. The data system build was occurred simultaneous to new user adoption. While this expedited the development, concurrent adjustments occurred which increased the demand for technical assistance and training to support these new users.
- A well-researched and well-informed quality rating design may require revisions to the scoring process. Six months post launch of Colorado Shines, Colorado's new Quality Rating and Improvement System, program assessment data revealed a concern that some of the sub-indicator scoring requirements were too rigorous. Careful analysis conducted by Colorado's evaluation partner, Child Trends, informed needed revisions to the scoring process and a "course correction" was implemented to allow for more flexible scoring within the Colorado Shines framework. The scoring revision resulted in 18 programs increasing their quality rating by at least one level.
- Data integration of multiple systems and platforms with multiple vendors proved to be more challenging than anticipated and took additional time.

- The establishment of a value of wide partnership and variety of mechanisms for support during the implementation process has proved to be quite valuable.
- With the Results Matter Expansion project lessons were learned from the implementation experience with Cohort 1 that impacted the implementation with Cohort 2. The expectation was to observe all children in all domains. For Cohort 2, the Colorado Department of Education worked with the programs on an individual level to assess their capacity for implementation. Based on readiness, sites differentiated their approaches to implementation. This tiered support is based on the expectation that by the end of the project, sites will observe all children.
- Kindergarten readiness is more than a point-in-time entry assessment. In order to shift thinking and practice from a 'ready or not' binary concept to one that approaches readiness as a continuum of systems to support the readiness of children, schools, communities, and families, a paradigm shift is required.
- Training teachers to use a school readiness assessment is not enough. Active support from school leadership, teachers, and families is essential in order to build a high quality, sustainable, embedded system. Nationally, less than ten percent of elementary school principals, and a smaller number of district superintendents, have knowledge of early childhood growth and development. Even when teachers are fully committed to developmentally appropriate practice and authentic assessment they need time, resources and professional development in order to sustain these practices.
- A widespread communication effort to share, educate and engage the public must occur. Leveraging departments within the Colorado Department of Education as well as community groups, policy makers, and the media is a critical component of this communication effort.
- Building strong preschool-kindergarten partnerships is a bridge to aligning systems and services serving children from birth through age five with the preschool through third grade systems.
- Collection and use of appropriate data is a 'hot button' issue.

#### **Challenges and Strategies to Address Challenges**

- **Engagement of school based preschool programs** - This group of licensed programs have been slow to engage with Colorado Shines. To address this challenge, the Colorado Department of Education in partnership with the Colorado Department of Human Services has established an advisory committee comprised of school district representatives to provide feedback and support solutions. One strategy is to provide School districts with an option to apply for an alternative pathway, which is being piloted in first quarter 2016.
- **Engagement of family child care home programs** - Family child care homes have been slow to engage with Colorado Shines. This license type represents more than fifty percent of all Colorado Shines-eligible programs. To address this challenge, Early Childhood Councils are meeting with local associations to educate program owners about Colorado Shines, providing traveling laptops to support owners in cases where there is additional technology supports needed, and providing Spanish language translation. Additionally the Colorado Department of Human Services is translating important Colorado Shines resources, such as the point structure guide, evidence document, and program guide. Early Childhood Councils are also leveraging their quality incentive funds to offer educational materials for family child care homes that reach a quality Level 2.
- **Programs meeting quality Level 5** - Only two programs attained a Level 5 quality rating in 2015. This is fewer than expected. To address this challenge, the Colorado Department of Human Services is reviewing the quality incentives structure to ensure programs have sufficient support and incentives to reach this very stringent level of quality.
- **Staffing capacity** - Since the launch of the new Early Childhood Professional Credential 2.0, Colorado has experienced a significant increase in the number of credential applications. During 2015, just over 3,900 credentials have been issued in the new credentialing system. While the Early Childhood Professional

Development Team has increased staffing capacity to review credential submissions, managing the review process continues to challenge the capacity of the Colorado Department of Education. Technology enhancements to better track the review process are underway. To address this challenge, the Early Childhood Professional Development Team at the Colorado Department of Education will be working together with the Colorado Department of Human Services to develop and implement a staffing pattern to support the targeted three week turnaround.

- **Impacts of Early Childhood Professional Credential 2.0** - Now that stakeholders have had nearly a year to experience the credentialing process in the new Early Childhood Professional Credential 2.0, the Early Childhood Professional Development Team is receiving feedback directly from the professionals earning the credential. While much of the feedback is positive, some professionals have expressed concerns with specific aspects of the scoring system. With this feedback in mind, further evaluation will inform potential changes to the scoring system.
- **Reporting** - The Professional Development Information System was created using the foundation of a strong and flexible Learning Management System with full reporting capability. Colorado added the following components to the Learning Management System in order to implement the vision of Colorado's Early Learning Plan:
  - Early Childhood Professional Registry
  - Early Childhood Professional Credentialing System
  - Competency Self-Assessment
  - Individual Professional Development Plan

Each of these components has information which the Colorado Department of Education would like to report on but the reports were not a part of the existing system. Report specifications are currently underway with the goal for full reporting functionality by summer of 2016.

- **Lack of teachers' knowledge of child growth and development** - To address this challenge teachers are provided a copy and overview of the Colorado Early Learning and Development Guidelines and directed to modules available on this important resource that are readily available on the Professional Development Information System.
- **Functionality** - The new Teaching Strategies GOLD online platform has numerous problems with functionality, causing frustration for users. System problems have increased the amount of time needed to use the tool. To address this, Information on specific problems is being collected and shared with Teaching Strategies. In addition, the Colorado Department of Education is working to establish a process that allows staff to test functionality prior to public release.
- **Collection and Use of Data** - There has been significant pushback on the collection and use of data. There is often a misunderstanding of what 'readiness' means and why the assessment addresses developmental and academic domains. To address these concerns, the Colorado Department of Education plans to implement a communication plan. A communication specialist has been hired to assist with messaging and implementation activities. Special attention will be given to data privacy concerns and child development message.
- **Access to Information** - School and district leadership often lack access to information documenting how young children learn, and what is needed to support a high functioning early learning system. To support this challenge, there will be:
  - Increased efforts supporting an aligned P-3 approach to early learning.
  - Increased opportunities for school readiness staff to work directly with teachers and administrators across the state. This will include enhanced inter-department partnerships within the Colorado

Department of Education between preschool staff and staff in the Office of Literacy.

- Development and implementation of a professional development plan focused on school leadership and administrators, and policy makers.
- Efforts to connect school readiness training content with Colorado's Professional Development Information System.

## 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).

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 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, monitored by the Child Care Quality Rating and Improvement Project Manager and Grant Business Analyst

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 Child Care Implementation Coordinator

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.

## **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.

Progress in involving community stakeholders has been robust. The following is a list of State-sponsored stakeholder engagement activities that were carried out under the grant throughout 2015:

### **January 2015:**

- January 2015 - December 2015 - Monthly Webinars “Ask a Rater” in which programs can ask questions about expectations for their on-site evaluation before their rating.
- January 5 - Introduction and Overview of Professional Development Information System with Denver Public Schools Early Childhood Education Staff
- January 7 - University of Advanced Technology with Assessors and Early Childhood Councils on documentation upload.
- January 8 - Sub Policy Advisory Committee (Sub-PAC) meeting with County Human Services Staff, Overview of Colorado Shines Question and Answer session.
- January 13 - Aurora Public Schools Professional Development Information System presentation.
- January 12 and 13 - Quality Rating and Improvement System Assessor training.
- January 15 - Colorado Preschool Program Coordinator training on Quality Rating and Improvement System and question and answer sessions.
- January 16 - Early Childhood Councils Leadership Alliance Technical Assistance session.
- January 22 - Family, Friend and Neighbor Learning Community
- January 24 - Colorado Association for the Education of Young Children: Board Presentation of Quality Rating and Improvement System Implementation, and question and answer session.

### **February 2015:**

- February 4 and 5 - Colorado Shines Kick-off Conference (licensing specialists, Early Childhood Comprehensive System, Assessors, Resource and Referral Specialists all included in these conference sessions) in Greeley, Colorado.
- February 5 and 6 - Coaches Training on Relationship based coaching model.
- February 12 and 13 - Colorado Shines kick-off Conference in Grand Junction, Colorado.
- Week of February 16 - Recruit Organizations for Professional Development Information System Testing.
- February 18 and 19 - Colorado Shines kick-off conference Pueblo, Colorado.

### **March 2015:**

- March 9 - Licensing Specialist training and User Acceptance Training on Data System.
- Week of March 9 - Conduct Professional Development Information System Usability Testing with Denver Public Schools, Aurora Public Schools, Lakewood Head Start, The Village in Littleton; provide feedback to vendor.
- March 13 and 14 - Triad Early Childhood Conference Provider Engagement Conference.
- March 17 - Rating Specialist User Acceptance Training.
- March 20 - Early Childhood Councils Leadership Alliance Technical Assistance session.



- March 23 - Denver Public Schools Technical Training and support on Colorado Shines system.
- March 24 - Early Childhood Councils Leadership Alliance User Acceptance Training on Quality Incentives in the Colorado Shines system.
- March 31 - Rater User Acceptance Training Data System Roadmap and scheduling.

#### **April 2015:**

- April 6 - Denver Early Childhood Council Provider Engagement training and supporting first phase programs.
- April 14 - Site visits with Colorado Department of Human Services Executive Director Bicha and Mary Anne Snyder, Director of The Office of Early Childhood.
- April 17-18 - Rocky Mountain Early Childhood Conference - Statewide Conference - Quality Rating and Improvement System Sessions, and exhibitor booths; Professional Development Information System Open Learning Labs; School Readiness, Results Matter and p-3 presentations.
- April 20-21 - Stakeholder engagement with Steering Committee members, Colorado. Department of Education and Colorado Department of Human Services on Policy Formulation for Colorado Shines.
- April 20 - Stakeholder engagement focused on Professional Development partnerships with Qualistar.
- April 30 - Conducted a Stakeholder survey for input on the Colorado Core Competencies for Trainers.

#### **May 2015:**

- May 13 - Douglas County Early Childhood Council Provider Engagement session.
- May 18 - Met with Community College workgroup on Competency Alignment.
- May 22 - Early Childhood Councils Leadership Alliance Technical Assistance session.
- May 27-29 - Attended the National Conference with 619 preschool special educations (IDEA, Part B) and Early Intervention Colorado (IDEA, Part C) to align Professional Development across sectors.
- May 28 - Coaches Training Booster session on Practice Based Coaching.
- May 30 - Successful Child Conference (Summit County provider engagement).

#### **June 2015:**

- June 3 - Met with Ute Mountain Tribe on Engagement in Quality Rating and Improvement System.
- June 3 - Professional Development Information System Webinar for Early Childhood Council Leadership Association.
- June 9 - Strategic Planning - Professional Development - with 619 preschool special education (IDEA, Part B) Professional Development Advisory Board.
- June 12 - Met with Colorado Department of Public Health and Environment - Engaging their stakeholders on Quality Rating and Improvement Child Health Point Structure.
- June 25 - Licensing Specialist training on Quality Rating and Improvement System implementation and systems use.
- June 30 - Combined Stakeholder Task Forces - Training Approval / Trainer Approval - to review how their work from 2014 had been implemented; gather additional feedback for enhancements.

#### **July 2015:**

- July 2 - Met with 619 preschool special educations (IDEA, Part B) to discuss inclusion of all Early Childhood Special Education training in Professional Development Information System.
- July 9 - Professional Development Information System Usability Testing and Feedback with students from 

Arapahoe Community College.

- July 23 - Met with Colorado Department of Higher Education to discuss Early Childhood Education articulation from Community College to four-year Institutions.
- July 29 - Met with Denver Office of Children's Affairs to discuss Early Childhood Workforce reporting needs.
- July 31 - Early Childhood Councils Leadership Alliance Technical Assistance session.

**August 2015:**

- August 7 - Stakeholder Webinar to gather feedback on reporting needs in Professional Development Information System.
- August 18 - 20 - Mesa County Early Childhood Council engagement meetings and site visits.
- August 30 - Stakeholder survey to gather feedback on the draft Training Approval application.

**September 2015:**

- September 2015 - P-3 alignment work was introduced throughout the Colorado Department of Education with a presentation by Dr. Kristie Kauerz.
- September 11- Results Matter Expansion presentation and discussion at the Colorado Department of Education Statewide Migrant Education Conference.
- September 12 - Rocky Mountain PBS Kids Fun Fest Parent Engagement.
- September 18 - Early Childhood Councils Leadership Alliance Technical Assistance session
- Mid-September to mid-October - Pilot revised Training Approval application with 10 stakeholders.
- September 22-26 - Early Childhood Council visits in Chaffee County, Gunnison, Telluride, Durango meetings and site visits.
- September 22 - Met with University of Colorado - Colorado Springs and Colorado Department of Education Teacher Prep Staff to discuss pilot implementation of Early Childhood Competency-based Teacher Preparation Programs at Colleges and Universities.
- September 26 -Durango Association for the Education of Young Children Conference presentation and provider engagement.

**October 2015:**

- October 10 - Denver Association for the Education of Young Children Conference on provider engagement and workforce engagement relative to the Professional Development Information System.
- October 28 - Met with Statewide Cadre of Expanding Quality in Infant Toddler Care Instructors to discuss use of Professional Development Information System in Early Childhood Professional Development Planning.
- October 30 - Child Care Assistance Program Conference - County engagement and quality assurance on Quality Rating and Improvement System.

**November 2015:**

- November 6 - Webinar with Stakeholders to demonstrate Reports Mock-Up for Workforce and gather feedback.
- November 13 - Coaches training on Readiness Assessment, Evidence Documents, Training on technical assistance and implementation.
- November 17-18 - Colorado Resource and Referral Conference and training.
- November 20 - Early Childhood Councils Leadership Alliance Technical Assistance session.

**December 2015:**



- The State Board of Human Services voted to pass updated rules regulating child care centers. The child care center rules support the Colorado Department of Human Services' goals to increase access to quality child care and to ensure the safety of children in early care and learning settings.
- December 4 - Quarterly coaches meeting was held at Clayton Early Learning to address scoring changes within the Colorado Shines Quality Rating and Improvement System and the points re-scoring, review of quality initiatives data, and overview of quality investment goals.

Additional Activities:

Results Matter Expansion

- Quarterly State Advisory Council for Parent Involvement in Education
- Monthly Colorado Department of Education Family, School and Community Partnering) Community of Practice
- Collaborating with Early Learning Ventures to offer joint training supporting the expansion of Early Head Start

**Workforce Initiatives**

The work of the Early Childhood Professional Development Team at the Colorado Department of Education is guided by the Early Childhood Professional Development Advisory. The Early Childhood Professional Development Advisory met quarterly in 2015 and provided input the initial scoring system for the Early Childhood Professional Credential 2.0, the development of Trainer Competencies, the requirements of a Trainer Credential, the Training Approval process, and the inclusion of the Early Childhood Competencies in state rules for Teacher Prep programs. Additionally, the Early Childhood Professional Development Advisory is undertaking the refresh of Colorado's Early Learning Professional Development Plan to align goals and activities with the recommendations from Transforming the Workforce for Children Birth through Age Eight: A Unifying Foundation (Institute of Medicine and National Research Council).

While the advisory group has final input on Workforce Initiatives, much of the work is completed through subcommittees or task force groups. Chaired by advisory members, the subcommittees and task force groups are open for participation to any interested stakeholders. The advisory group includes representation from the following stakeholders:

- Two-year and four-year universities and alternative teacher prep programs
- Head Start/Early Head Start
- School Districts
- Early Childhood Professionals
- Department of Higher Education and Teaching Licensing
- Effective Educator System
- Early Intervention, Preschool Special Education, State Funded Preschool
- Child Care Licensing and Quality Rating and Improvement System
- Early Childhood Training, Coaching Quality Initiative Providers
- Family, Friend and Neighbor

**School Readiness and P-3:**

- The thirty statewide regional trainings conducted during the summer of 2015 focused on developing common understanding of the intent and purpose of school readiness legislation by building an expanded vision of school readiness in Colorado.
- A P-3 Leadership Cadre was established via an application process. The cadre consists of principal lead teams from 13 elementary schools across the state. Cadre members all expressed an interest in the development of an 'age 3 to grade 3' system that supports success for all children.
- Webinars were developed to provide information for the following national resources: 1) From the National Association of Elementary School Principals, "Leading Pre-K - 3 Learning Communities; Competencies for Effective Principal Practice", and 2) "Framework for Planning, Implementing, and Evaluating Pre-K - 3rd Grade Approaches", by Kristie Kauerz and Julia Coffman.



## **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, budgets, policies executive orders and the expected impact on the Race to the Top Early Learning Challenge Grant State Plan:

### **Colorado Department of Human Services Child Care Rules and Regulations**

In December 2015, the State Board of Human Services voted to pass updated rules regulating child care centers. The child care center rules support the Colorado Department of Human Services' goals to increase access to quality child care and to ensure the safety of children in early care and learning settings. To this end, the new rules align with the 2014 federal Child Care and Development Block Grant Reauthorization requirements, address the physical well-being of children including the issue of childhood obesity, recognize the importance of children's social-emotional health, and provide expanded career pathways for early childhood professionals.

The Division of Early Care and Learning is committed to supporting child care centers in the implementation of the updated rules, which went into effect on February 1, 2016. Efforts include:

1. Developing a searchable guiding document explaining child care center rules.
2. Establishing a six-month consultation period to assist providers in implementing rules that do not impact the health and safety of children.
3. Distributing an informational brochure identifying the new rules that must be implemented by February 1, 2016, and the rules that must be implemented during the six-month consultation period.
4. Using a consultation report of inspection (ROI) during the six-month consultation period. Licensing specialists will utilize both an official ROI and a Consultation ROI during licensing visits. The Consultation ROI will be used to identify rules that must be implemented by the end of the six-month consultation period to ensure the child care center is fully compliant with the updated rules.
5. Creating online and on-demand training modules for professionals to access required training through the Colorado Shines Professional Development Information System.
6. Building a tool for online, searchable and current rules on the Office of Early Childhood and Colorado Shines websites.

The approved rule changes are currently available on the State Board of Human Services website.\* Official rules are posted on the Secretary of State's website.\*\*

\*<https://sites.google.com/a/state.co.us/cdhs-state-board/>

\*\*<https://www.sos.state.co.us>

### **House Bill 2014 - 1317: Concerning the implementation of the Colorado Child Care Assistance Program**

Passed in 2014, the focus of this legislation is to align the eligibility and authorization of care provided in the Colorado Child Care Assistance Program. Among the changes central to the legislation, Colorado is focused on improving provider reimbursement rates and raising access to quality care. The implementation of these regulations enhances Race to the Top objectives to support an increase in care for those at-risk children across the state by aligning Colorado Child Care Assistance Program policy with the state's ongoing quality improvement efforts under the Colorado Shines system and communications campaign. This coming year marks another key milestone for House Bill 1317, by July 1, 2016 Colorado will implement policies specifically in support of tiered reimbursement and tiered co-pays tied to quality rating.

### **Joint Budget Committee -Child Care Quality Initiatives Sustainability**

The Colorado Department of Human Services put forth a spending authority request to the Joint Budget Committee of the State Legislature this year. In this proposal, The Department outlines activities under the Race to the Top grant that Colorado aims to sustain through a transition to existing

Child Care Development Block Grant (CCDBG) funds. Colorado will focus on the continued operation of major system investments around the Quality Rating and Improvement System and the Professional Development Information System in this spending request.

By July 1, 2016 Colorado will have confirmation of whether the spending authority has been granted and begin a process to transition staff and projects from Race to the Top Early Learning Challenge Grant funds to long-term funding. Part of this process will include review of funding freed up by sustainable sources and how to reinvest those funds in priority areas for the remainder of the grant.

### **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 Departments of Human Services and Education, in particular, operate grant management as a single project team with joint meetings and cross-agency participation in efforts across all grant project areas.

Thanks to cross-agency alignment, 2015 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 staff 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 partnerships 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 this reporting year of RTT-ELC implementation, has the State made progress in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards?

**If yes**, these standards currently apply to (please check all that apply):

- 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

**If yes**, these standards currently apply to (please check all that apply):

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator Qualifications
- Family Engagement Strategies
- Health Promotion Practices
- Effective Data Practices

**The State has made progress in ensuring that** (please check all that apply):

- 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.

The Colorado Shines framework 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. The Colorado Shines quality standards apply to all licensed child care centers, family child care homes, and district and charter-based preschool programs serving children prior to kindergarten entry. This new rating system is based on an accumulation of points within the standard categories and results in a quality rating level of 1 to 5. Programs that meet current early education and care program licensing criteria will result in a Level 1 quality rating. Level 1 demonstrates that a program is licensed and in good standing. If a program chooses not to pursue higher quality levels within Colorado Shines, then it will remain at a Level 1 unless licensing compliance changes. There are no requirements that programs be rated beyond the licensing requirement of a Level 1.

Programs that wish to gain a higher rating can voluntarily apply for a higher rating (Levels 2 - 5) by providing evidence to meet the level requirements. Level 2 demonstrates that providers have taken additional steps towards building quality by completing a self-assessment related to quality indicators and meet staff training requirements. Program ratings of Levels 3 - 5 are obtained through higher levels of points across the standard categories. The Colorado Shines quality ratings require early education and care programs to initiate an 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 phase through 2016. The cost structure for ratings beyond 2016 is still being developed. Ratings need to be renewed every three years.

One Program in the Southwest area of Colorado (La Plata County) shared the following feedback on their quality journey to reach Level 2:

“Our program is Children's World Learning Center in Durango. We were awarded the first Colorado Shines Level 2 in La Plata County on April 27, 2015. We are eager to continue advancing through Colorado Shines, and are working with our Early Childhood Council toward the goal of reaching a high quality rating. Our center serves a substantial portion of families (nearly 50%) who receive support through the Colorado Child Care Assistance Program [Colorado's child care subsidy program]. Despite the financial gap between private pay rates and Colorado Child Care Assistance Program reimbursements, our program continues to be committed to serving all families.”

A Level 5 program in Denver, Early Excellence, had this to share about their Colorado Shines quality journey:

“Our experience with Colorado Shines is that it has been a complex but meaningful learning journey for us all. This important journey (which was very challenging at times), has really helped us to closely examine, process, evaluate and improve our overall program, in literally every aspect possible.”

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 at the state and local level 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](http://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.

At the end of Calendar Year 2015, 2,091 licensed child care programs with active users have registered within the Colorado Shines technology system since it launched. A total of 286 Level 2 applications have been submitted, with an additional 153 Level 3 through 5 applications. Race to the Top Early Learning Challenge grant funds are leveraged to support programs pursuing high levels of quality. During 2015 Colorado has assigned \$3,153,533 quality improvement funds to programs pursuing a Level 2 or higher. Thirty-three percent of these dollars (\$1,057,473) are Race to the Top Early Learning Challenge Grant funds. These investments are supporting 941 programs pursuing higher levels of quality within the Colorado Shines Quality Rating and Improvement System. The balance of quality improvement funds are state funds or federal funds from the Child Care Development Fund program. Colorado is tracking these data to understand the impact of quality investments and to inform policy decisions for quality improvement investments. Ultimately, data will be utilized to ensure that the quality investments that Colorado is able to make now and in the future are available to the highest number of programs and supporting the attainment of high quality levels for these programs.

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 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.

Colorado has been very successful in the implementation of Colorado Shines in the past year. In fact, there are already 4,403 programs currently participating in Colorado Shines. This new rating system is embedded within the child care licensing and regulatory system. This means that all licensed programs serving children prior to kindergarten entry are required to participate. As a result, Colorado now has 100% participation from all licensed and eligible programs. Currently, all of these licensed and eligible programs are licensed for a total of 148,000 slots.

Child Care Licensing is now responsible for rating and monitoring Level 1 and Level 2 Quality Rating and Improvement System programs. Level 1 equals compliance with licensing standards for programs holding a permanent license. New "Self-Assessment Quality Indicator" and "Quality Improvement Plan" tools have been developed. These tools will help 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. A total of 43,453 Level 2 courses were completed by unique workforce professionals during this reporting period (Calendar Year 2015). Course titles and professional course completion counts include:

1. Colorado Shines Quality Rating and Improvement System Level 1 and Level 2 - (n=2,889)

2. Colorado Shines Quality Rating and Improvement System Levels 3-5 - (n=1,481)
3. Colorado Shines Quality Rating and Improvement System for Leaders - (n=2,373)
4. Introduction to the Environment Rating Scale Tools - (n=2,596)
5. Workforce Competencies - (n=618)
6. Colorado's Early Learning and Development Guidelines - (n=3,785)
7. Introduction to Social and Emotional Health and Development - (n=3,874)
8. Welcoming Children with Special Needs (n=3,602)
9. Child Health Promotion Module 1 - (n=4,238)
10. Child Health Promotion Module 2 (n=3,818)
11. Introduction to Child Assessment (n=3,744)
12. Introduction to CLASS - (n=3,110)
13. Cultural Responsiveness and Family Engagement Module 1 - (n=3,957)
14. Cultural Responsiveness and Family Engagement Module 2 - (n=2,937)
15. Transition in Early Childhood Preparation Module 1 - (n=250)
16. Transition in Early Childhood Preparation Module 2 - (n=181)

All professionals in the state are able to access these training modules, which meets the requirements for the Early Childhood Professional Credential and are approved to count toward the required clock hours. Colorado continues to build the library content to relay the importance of the Colorado Shines Quality Indicators and provide a robust library of options for programs to meet Level 2 requirements. Additionally, Colorado is offering a face-to-face Level 2 training track to support professionals to meet these training requirements.

Through the incorporation of licensing into Colorado Shines, technical assistance and marketing efforts, Colorado has made significant progress in every quality level with the exception of Level 5. The Colorado Shines team, in partnership with Early Childhood Councils, is focused on supporting programs to move to the higher levels of quality, ensuring that the programs that entered Colorado Shines through alternative pathways continue to meet requirements, and addressing barriers associated to the pursuit of high quality and the enrollment and best practice support for children with high needs.

Colorado will use the information from the Colorado Shines validation study to inform future changes to the framework. Colorado Shines is new and through detailed and conscientious data collection, data will be used to inform changes to the framework and policy and procedures for this new rating system. Colorado is committed to better understanding the specific quality areas included within the framework and the need for revisions to the quality levels as currently defined within the Colorado Shines framework.

An example of how data has been used to date occurred after analysis of the first six months of ratings data. Careful data analysis, revealed some needed changes. The Colorado Shines Steering Committee with support from Child Trends and the ratings team worked together to make some changes to how different elements of the Point Structure should be scored. The focus of this course correction resulted in allowing programs to use additional optional points, receive partial points for areas where they have implemented a portion of a standard, and eliminated the need for programs to have had the standard established for more than 12 months to be able to receive points. Specific communication outlining the changes to be implemented was sent to programs. The Colorado Department of Human Services announced a re-scoring effort in which all programs who were early adopters would be re-scored, and have the opportunity to provide additional documentation to support earning additional points. As of December 31, 2015, all programs rescored and have shown a 19% increase in programs earning high quality level (Level 3-5). As part of the rescoring process, these same programs were granted additional time to provide further documentation for consideration.

**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.

<b>Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.</b>										
<b>Targets: Number and percentage of Early Learning and Development Programs in the TQRIS</b>										
Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	222	27%	222	27%	222	27%	412	50%	823	100%
Early Head Start and Head Start <sup>1</sup>	130	48%	130	48%	130	48%	136	50%	272	100%
Programs funded by IDEA, Part C	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	139	20%	139	20%	139	20%	352	50%	704	100%
Programs funded under Title I of ESEA	3	6.67%	0	0%	0	0%	7	50%	13	100%
Programs receiving CCDF funds	0	0%	0	0%	934	50%	934	50%	1,867	100%
Other 1	0	0%	0	0%	2,615	50%	5,230	100%	5,230	100%
<i>Describe:</i>	Licensed Facilities Child Care, Family Child Care, Preschool Programs									
Other 2	114	100%	114	100%	114	100%	114	100%	114	100%
<i>Describe:</i>	School Readiness Quality Improvement Program									
Other 3										
<i>Describe:</i>										

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(2)(c) - Additional Other rows**

**Targets: Number and percentage of Early Learning and Development Programs in the TQRIS**

Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 4										
<i>Describe:</i>										
Other 5										
<i>Describe:</i>										
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

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

**Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS**

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	823	222	27%	823	204	24.8%	733	224	30.6%	781	781	100%			
<i>Specify:</i>	Colorado Preschool Program														
Early Head Start and Head Start <sup>1</sup>	272	130	48%	272	61	21.7%	259	63	24.3%	207	201	100%			
Programs funded by IDEA, Part C	10,990	0	0%	10,990	0	0%	20	0	0%	0	0	0%			
Programs funded by IDEA, Part B, section 619	704	139	20%	704	139	20%	624	125	20%	690	690	100%			
Programs funded under Title I of ESEA	45	3	6.67%	45	3	6.67%	34	4	11.8%						
Programs receiving CCDF funds	1,867	0	0%	2,316	245	10.6%	2,232	577	25.9%	1,367	1,367	100%			
Other 1	5,230	0	0%	5,892	464	7.86%	4,600	492	10.7%	4,403	4,403	100%			
<i>Describe:</i>	Licensed Facilities Child Care, Family Child Care, Preschool Programs														
Other 2	114	114	100%	114	114	100%	144	130	90.3%	134	134	100%			
<i>Describe:</i>	School Readiness Quality Improvement Program														
Other 3															
<i>Describe:</i>															

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(2)(c) - Additional Other rows**

**Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS**

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

### **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: Colorado Department of Education, Colorado Preschool Program (2015)

Program data, including ratings information, are self-verified for the academic year 2014-2015 using the annual census count (October 1, 2014) as reported by local school districts (N=178, including charter schools). Data quality is reported with confidence.

#### Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Office (2015); HHS, Administration for Children and Families (2015)

Early Head Start and Head Start programs participating in the State Colorado Shines Quality Rating and Improvement System are licensed and reported as totals, which excludes additional programs that are either unlicensed or exempt. Baseline data was reported as actual, but included duplicated counts between Early Head Start, Head Start, Migrant, and AI/AN (American Indian/American Native). Program data from the Program Information Reporting (PIR) and ratings information are self-verified.

#### Programs funded by IDEA, Part C

Source: Colorado Department of Human Services, Early Intervention (2015)

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, the department does not anticipate this changing over the next several years. There are 20 community centered boards providing statewide Early Intervention services in Colorado. This unit does not describe program sites as is consistent with the other types of Early Learning and Development "programs"; therefore, is not applicable to the purpose of this particular measurement presented herein.

#### Programs funded by IDEA, Part B, section 619

Source: Colorado Department of Education, Exceptional Student Services Unit (2015)

Program data, including ratings information, are self-verified for the academic year 2014-2015 using the annual census count (October 1, 2014) as reported by local school districts (N=178, including charter schools). Data quality is reported with confidence.

#### Programs funded under Title I of ESEA

Source: Colorado Department of Education, Coordinator of ESEA Reporting (2015)

Colorado was unable to provide Title I Pre-Kindergarten data for 2013-14 and 2014-15 (reporting as blanks) but will change its data-collection procedures for 2015-16 and moving forward in order to do so. Beginning in 2013-14, Colorado changed how it collected numbers of Title I students, for submission to EdFacts and the Consolidated State Performance Report (CSPR). Specifically, districts now are required to document who received Title I Targeted Assistance program resources, and which specific resources, at the student level. All students in School wide programs are considered Title I.

Prior to 2013-14, because so many equate Title I status with free/reduced meal (FRM) eligibility, many districts coded FRM students as Title I regardless of whether or not their school even received Title I money. To avoid inflating the Title I student count by incorrectly labeling all economically disadvantaged students as Title I, the new system prevented any students in non-Title I schools from being counted as such. Because this new data system collects data for schools served with Title I, Pre-Kindergarten programs were not consistently captured. The ESEA programs team will identify a process to rectify this situation for the 2015-16 report.

All licensed facilities, Child Care Development Fund, and School Readiness Quality Improvement Program

Source: Colorado Department of Human Services (2015)

Child Care Development Fund program data represents the number of licensed facilities that enrolled children less than 5 years of age, utilized child care subsidy between December 2014 to November 2015, and had a current quality rating at any point during this same time period. This does not imply that all of these facilities were rated and utilized child care at the same time. The actuals are reported with high confidence.

The assumption was made that the number of all licensed programs remains within range throughout the grant cycle. Based on Colorado's approach to include all licensed child care in the Colorado Shines Quality Rating and Improvement System, the State 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, the amended baseline and Year One data may include a few licensed programs types that do not qualify for ratings in the Colorado Shines Quality Rating and Improvement System due to data availability and quality. Year Two data (and moving forward) 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'. Through the implementation of the Colorado Shines Quality Rating and Improvement System in calendar year 2015, all eligible licensed programs are participating 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 Colorado Shines Quality Rating and Improvement System launched February 2015 and became one of five Quality Rating and Improvement Systems that embeds child care licensing as the first level of quality. All licensed programs that enroll children prior to kindergarten entry are required to participate in Colorado Shines. As such, Colorado has met the grant goal of 100% participation.

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

The State has made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- Includes information on valid and reliable tools for monitoring such programs
- Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- Monitors and rates Early Learning and Development Programs with appropriate frequency
- 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)
- 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.

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.

Colorado has been very successful in the implementation of the Colorado Shines Quality Rating and Improvement System in the past year. Through the incorporation of licensing into Colorado Shines, technical assistance and marketing efforts, Colorado has made significant progress in every quality level with the exception of Level 5. The Colorado Shines team, in partnership with Early Childhood Councils, is focused on supporting programs to move to the higher levels of quality, ensuring that the programs that entered Colorado Shines through alternative pathways are continuing to meet requirements, and addressing barriers associated to the pursuit of high quality and the enrollment and best practice support for children with high needs.

The primary focus moving forward will be to increase the adoption rate within Level 2 and above. Colorado will continue to leverage the strong partnership with Early Childhood Councils and Child Care Resource and Referrals to intensify interest statewide and encourage programs to pursue higher levels of quality (Level 3 - Level 5).

Increasing the percentage of licensed facilities eligible for a Colorado Shines rating that have obtained at least a Level 2 quality rating is considered an ACCESS wildly important goal for Colorado. An ACCESS wildly important goal measures whether the department is serving the right children and families with the right services, in the right places and at the right time. The Child Care Quality Initiatives Unit within the Office of Early Childhood, Colorado Department of Human Services currently tracks provider engagement with the Colorado Shines Quality Rating and Improvement System on a monthly basis through C-Stat. C-Stat is a performance based analysis strategy that allows every Colorado Department of Human Services program to better focus on and improves performance outcomes. By identifying areas of focus, the Department determines what is working and what needs improvement. By measuring the impact of day-to-day efforts, the department is able to make more informed strategy decisions. Colorado has set a performance target of 45% for the Child Care Quality Initiatives Unit ACCESS wildly important goal by June 2017.

As of December 31, 2015, 24.6% of the eligible programs have received a Level 2 or higher quality level rating. The dispersion of programs to higher quality levels will take time. Colorado is committed to understanding the real and perceived obstacles for higher quality level achievement and to mitigate those obstacles through policy and communication.

Key strategies include:

- 1. Local Service Delivery Supports and Communication Supports.** Contracts are executed with Early Childhood Councils to perform quality improvement administration and estimated uptick rates to move programs within the associated catchment area to meet the requirements for Level 2 and to pursue and achieve high quality levels (Level 3 - Level 5). This is a targeted, statewide system building strategy that is inclusive of all thirty-one Early Childhood Councils.
- 2. Exploration prior to Exploitation.** The Office of Early Childhood is currently reviewing the coaching readiness assessment scores and their Environment Rating Scale observation scores to determine which programs are most likely to be successful during the onsite assessment. These programs will receive targeted technical assistance to support the progress to a high quality rating (Level 3 - Level 5).
- 3. Merit Awards and Quality Incentives.** The Colorado Shines staff is exploring quality incentive funding strategies to support program achievement for the ultimate quality rating level. This may include a merit award strategy versus caps or limits for defined quality categories.

Since the launch of the Colorado Shines Quality Rating and Improvement System, Colorado has more than doubled the program participation rate of programs compared to the previous voluntary Qualistar Rating. Colorado is leveraging Race to the Top Early Learning Challenge Grant funds to reward programs that achieve a Level 2 and programs that achieve a high quality level rating within the Colorado Shines Quality Rating and Improvement System. Colorado is also leveraging funds within the following quality improvement programs to support quality improvement for Colorado Shines eligible programs:

- 1. Infant and Toddler Quality and Availability Grant Program** - Funds are awarded to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement. Early Childhood Councils and county departments of human services jointly implement this program which is administered by the Colorado Department of Human Services.
- 2. School-Readiness Quality Improvement Program** - Grants are made available to improve the school-readiness of children five years of age and younger who are enrolled in early care and education facilities, who ultimately attend eligible elementary schools. Early Childhood Councils implement this program which is administered by the Colorado Department of Human Services. Licensed programs participating in this quality improvement program are required to conduct ongoing quality improvement activities and pursue higher quality levels within the Colorado Shines Quality Rating and Improvement System. Quality improvement activities are noted as goals within the quality improvement plan and align with the Colorado Shines framework and point structure guide. These activities may include child assessments, family engagement, and enhanced business practices through the development of a business plan and more formalized policies and procedures. One program located in Adams County was able to combine funding from the Race to the Top Early Learning Challenge grant and the Child Care Development Fund program to receive extra coaching support to prepare for the Colorado Shines assessment and to purchase additional early learning materials. With these resources and added coaching support, the program moved quickly from a quality Level 1 to a Level 4.
- 3. Colorado Child Care Assistance Quality Improvement Programs** - Grants are made available to high utilizing child care subsidy programs to better meet the goal of providing safe, stable and high quality child care. Early Childhood Councils implement this program which is administered by the Colorado Department of Human Services. Licensed programs participating in this quality improvement program work with a Quality Improvement Navigator and coach to support the increase in quality as measured by the Colorado Shines Quality Rating and Improvement System. One program in Denver County, serving over 75 children receiving child care subsidy, was able to utilize funds for coaching support, materials, professional development for teachers, as well as address some much needed capital improvement by installing new carpeting. This program has spent the last year preparing for a Colorado Shines on-site assessment and is scheduled to be rated in May of 2016. The coach and director for this program report the following gains: 1) a noted increase in child interactions; 2) increased family engagement in cases where a family's primary language is not English; 3) implementing a child

assessment protocol using Teaching Strategies Gold; and 4) establishing policies to support teachers and reduce turnover.

Quality stipends address any area of opportunity noted within a program's quality improvement plan. Funds are allocated based on program type (center/ home), number of classrooms, and program quality level. These stipends support the provision of coaching to include in-person, intensive support offered by subject matter experts to enhance particular aspects of quality, non-consumable materials for the child care learning environment, or to compensate for professional development (qualifying Early Childhood Education college coursework, conferences, or trainings).

Children's Haven in the Denver area shared the following story about their experience of receiving quality funding:

“We are a large non-profit center that serves mainly families who receive Colorado Child Care Assistance Program funding. The money Children's Haven has received to purchase materials and equipment is priceless for a center like ours. Because of quality improvement funding and resources, children come into the center in the morning and have a wonderful hot breakfast to start their day, they then move onto individual classrooms where through play and educational centers as well as small and large group time they thrive and learn. Without coaching and training as well as continued professional development and the resources to help us with that, we wouldn't be the center we are today. We are very proud of our center and the quality we provide our families.”

To determine progress for various quality indicators, such as quality level for licensed programs and credential level for professionals, each Early Childhood Council has access to a live dashboard within the Colorado Shines technology system. These dashboards are utilized by Council staff to determine impact of effort and progress and slippage over time.

Early Childhood Councils have found these real time data dashboards to be helpful.

“These types of data points really help us prioritize our efforts. It's great to be able to log in and see real time progress and where the continued focus needs to be. Thanks for providing such a valuable resource.”

**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 in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- Program and provider training
- Program and provider technical assistance
- Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates
- Increased compensation

Describe the progress made in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS 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.

Since the launch of Colorado's new Quality Rating and Improvement System all eligible licensed programs serving children prior to kindergarten entry have a quality rating. As of December 31, 2015 there are 4,403 programs participating in Colorado Shines. Of these 1,367 programs utilize child care subsidy and serve a monthly average of 9,853 children.

Increasing the number of young children who utilize child care subsidy being served in high quality programs (Level 3 - Level 5) is the Child Care Quality Initiatives OUTCOME wildly important goal for Colorado. An OUTCOME wildly important goal measures whether services provided improve the lives of the children and families served. Progress for this goal is tracked on a monthly basis through C-Stat. Colorado has set a performance target of 39% for this OUTCOME wildly important goal.

The Office of Early Childhood is working with Early Childhood Councils to support programs utilizing child care subsidy to pursue higher levels of quality within the Colorado Shines Quality Rating and Improvement System. The Office is specifically working with Early Childhood Councils that support areas that have the highest number of children enrolled in the Colorado Child Care Assistance Program. To effectively support these councils the Office is providing customized targets and customized support through a high-touch strategy that involves weekly one-on-one meetings, monthly performance reviews and regular data technical assistance. To identify specific programs most likely to succeed in the new rating system, councils were asked to rate the likelihood of success for each program:

- 1. High Quality NOW** - Those programs that Early Childhood Councils believe are already high quality, but need to be scheduled for a rating - i.e., The office needs to recognize their existing high quality through the Colorado Shines rating.
- 2. High Quality with Lower Effort** - Those programs that Early Childhood Councils believe will be ready with some additional support. For these programs, the Office is primarily concerned with identifying and providing specific supports that each facility needs to (a) get scheduled and (b) move to a high quality level (Level 3 - Level 5).
- 3. High Quality is a Ways Off** - Those programs that Early Childhood Councils believe need supports beyond the time available for this goal. For these facilities the Office is primarily concerned with providing long term support and encouragement, to ensure that these facilities are on the path to quality.

Using this information Early Childhood Councils are providing supports in the following areas of quality improvement, customized to each program's specific needs:

1. Additional coaching
2. Funding substitute teachers

3. Funding administrative supports

4. Funding for additional classroom materials

In addition to improving the success rate, Colorado is working to ensure that the targeted programs are scheduled. To improve the portion of targeted programs that are scheduled for an onsite assessment, the Office is closely tracking the programs scheduled to be rated by those targeted, and is working with the Early Childhood Councils to ensure targeted programs get into the rating pipeline.

One Program, Teaching Tree of Larimer County, shared their appreciation for this support and involvement:

“Our mission has been to provide affordable, quality care for disadvantaged families in Larimer County since 1988. Our center in Loveland serves an especially challenging population - children who start life at a disadvantage enter our program with multiple risk factors. Teaching Tree is strongly committed to quality because we know how important it is to children's optimal development and we have seen how it helps all children - especially those starting life at a disadvantage - overcome adversity, become resilient, and develop skills that will lower their risks and prepare them to succeed in school.”

Teaching Tree credits the staff with the Larimer Early Childhood Council, exceptional coaching, along with supports received through the Race to the Top Early Learning Challenge Fund at helping them meet a Level 5 Colorado Shines rating.

The Director of A New Generation, a licensed child care center in Adams County, has this to share about her quality journey and role her coach played to support their program:

“We want to let you know what an amazing coach we have at A New Generation. Shelley has always encouraged my staff and me beyond what we thought we were capable of achieving. She always has an answer for my five thousand and one questions. Our center started this journey at the very bottom. In less than a year, we hit every goal and we earned a Level 4 rating. We have now made the goal of earning a Level 5. I feel confident because of Shelley and our training. I want you to know that coaches do make the difference, especially daily inside the classroom. Our rating reflects the hard work and training we received. I truly appreciate all this program has offered me.”

**Performance Measures (B)(4)(c)(1)**

In the table below, 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.

<b>Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.</b>					
<b>Targets</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of programs enrolled in the TQRIS</b>	473	478	562	2,115	5,230
<b>Number of programs in Tier 1</b>	12	11	13	1,600	3,600
<b>Number of programs in Tier 2</b>	68	71	83	215	805
<b>Number of programs in Tier 3</b>	277	284	334	100	325
<b>Number of programs in Tier 4</b>	109	107	126	150	425
<b>Number of programs in Tier 5</b>	0	0	0	50	75
<b>Number of programs enrolled but not yet rated</b>					

<b>Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.</b>					
<b>Actuals</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of programs enrolled in the TQRIS</b>	473	465	492	4,403	
<b>Number of programs in Tier 1</b>	12	12	25	3,320	
<b>Number of programs in Tier 2</b>	68	71	65	461	
<b>Number of programs in Tier 3</b>	277	276	277	259	
<b>Number of programs in Tier 4</b>	109	101	119	362	
<b>Number of programs in Tier 5</b>	0	0	0	1	
<b>Number of programs enrolled but not yet rated</b>					

**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: Colorado Shines Quality Rating and Improvement System (2015)

Actuals are reported for end of calendar years (December 31). Years one and two reflect quality ratings awarded through the Qualistar voluntary rating system. Year three reflects quality ratings awarded through the Colorado Shines Quality Rating and Improvement System, which was implemented in February 2015 and includes 5 tiers of quality.

Data quality is reported with high confidence.

**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.

Colorado has been very successful in the implementation of the Colorado Shines Quality Rating and Improvement System in the past year. Through the incorporation of licensing into Colorado Shines, technical assistance and marketing efforts, Colorado has made significant progress in every quality level with the exception of Level 5. The Colorado Shines team, in partnership with Early Childhood Councils, is focused on supporting programs to move to the higher levels of quality, ensuring that the programs that entered Colorado Shines through alternative pathways are continuing to meet requirements, and addressing barriers associated to the pursuit of high quality and the enrollment and best practice support for children with high needs.

The primary focus moving forward will be to increase the adoption rate within Level 2 and above. Colorado will continue to leverage the strong partnership with Early Childhood Councils and Child Care Resource and Referrals to intensify interest statewide and encourage programs to pursue higher levels of quality (Level 3 - Level 5).

Increasing the percentage of licensed facilities eligible for a Colorado Shines rating that have obtained at least a Level 2 quality rating is considered an ACCESS wildly important goal for Colorado. An ACCESS wildly important goal measures whether the department is serving the right children and families with the right services, in the right places and at the right time. The Child Care Quality Initiatives Unit within the Colorado Department of Human Services, Office of Early Childhood currently tracks provider engagement with the Colorado Shines Quality Rating and Improvement System on a monthly basis through C-Stat. Colorado has set a performance target of 45% for the Office of Early Childhood, Child Care Quality Initiatives Unit ACCESS wildly important goal by June 2017. Progress for this goal is reported monthly to the Colorado Department of Human Services Executive Management Team on a monthly bases. Data for this measure is tracked and informs targeted technical assistance offered to the Early Childhood Councils and Child Care Resource and Referral agencies supporting licensed programs at the local level.

**Performance Measure (B)(4)(c)(2) Definition of Highest Tiers**

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"?

The Colorado Department of Human Services defines the Colorado Shines Quality Rating and Improvement System highest tiers as Levels 3-5. Programs earning Levels 3-5 have met a minimum number of points in all five standard areas of the Points Structure Guide along with an on-site assessment or have met the requirements of an Alternative Pathway.

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

In the table below, 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.

<b>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.</b>										
<b>Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS</b>										
Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	6,623	34%	6,623	34%	6,623	34%	9,545	49%	10,519	54%
Early Head Start and Head Start <sup>1</sup>	5,519	44%	5,519	44%	5,519	44%	9,408	75%	12,544	100%
Programs funded by IDEA, Part C	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded under Title I of ESEA	0	0%	0	0%	0	0%	0	0%	0	0%
Programs receiving CCDF funds	0	0%	0	0%	0	0%	0	0%	0	0%
Other 1										
<del>Describe:</del>										
Other 2										
<del>Describe:</del>										

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(4)(c)(2) - Additional Other rows**

**Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 3										
<i>Describe:</i> Other 4										
<i>Describe:</i> Other 5										
<i>Describe:</i> Other 6										
<i>Describe:</i> Other 7										
<i>Describe:</i> Other 8										
<i>Describe:</i> Other 9										
<i>Describe:</i> Other 10										
<i>Describe:</i>										

**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.**

In most States, the **Number of Children with High Needs served by programs in the State** for the current reporting year will correspond to the **Total** reported in Table (A)(1)-3a. If not, please explain the reason in the data notes.

**Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# 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	#	%	# 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%	19,538	6,249	31.98%	20,850	5,472	26.2%	21,713	9,820	45.3%			
<i>Specify:</i>	Colorado Preschool Program														
Early Head Start and Head Start <sup>1</sup>	12,544	5,519	44%	14,075	2,135	17.02%	14,541	2,730	18.8%	13,277	13,078	98.5%			
Programs funded by IDEA, Part C	5,806	0	0%	5,989	0	0%	6,077	0	0%	6,775	0	0%			
Programs funded by IDEA, Part B, section 619	8,671	0	0%	8,928	0	0%	8,605	0	0%	8,489	2,913	34.4%			
Programs funded under Title I of ESEA	6,854	0	0%	2,034	0	0%	954	63	6.6%						
Programs receiving CCDF funds	9,699	0	0%	9,753	0	0%	10,042	0	0%	9,853	3,909	39.7%			
Other 1															
<i>Describe:</i>															
Other 2															
<i>Describe:</i>															

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(4)(c)(2) - Additional Other rows**

**Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline		Year One			Year Two			Year Three			Year Four			
	# 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	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
Other 3															
<i>Describe:</i>															
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

**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: Colorado Department of Education, Colorado Preschool Program (2015)

Program data, including ratings information, are self-verified for the academic year 2014-2015 using the annual census count (October 1, 2014) as reported by local school districts. Data quality is reported with confidence.

**Early Head Start and Head Start**

Source: Colorado Department of Human Services, Head Start State Collaboration Office (2015)

Early Head Start and Head Start children served in programs participating in the State Colorado Shines Quality Rating and Improvement System are licensed and reported as totals, which excludes additional programs that are either unlicensed or exempt. Baseline data was reported as actual, but included duplicated counts between Early Head Start, Head Start, Migrant, and AI/AN (American Indian/American Native). Although most are served in high quality (top tiers) programs due to Alternative Pathway crosswalks as Level 4 quality ratings, a few did not meet the standards considered to be high quality; i.e., the programs were designated non-Grantee or non-Delegate Head Start program types, and categorized as Community Child Care Partners. Program data from the Program Information Reporting (PIR) and ratings information are self-verified.

**Programs funded under Title I of ESEA**

Source: Colorado Department of Education, Coordinator of ESEA Reporting (2015)

Colorado was unable to provide Title I Pre-Kindergarten data for 2013-14 and 2014-15 (reporting as blanks) but will change its data-collection procedures for 2015-16 and moving forward in order to do so. Beginning in 2013-14, the Colorado Department of Education changed how it collected numbers of Title I students, for submission to EdFacts and the Consolidated State Performance Report (CSPR). Specifically, districts now are required to document who received Title I Targeted Assistance program resources, and which specific resources, at the student level. All students in school wide programs are considered Title I.

Prior to 2013-14, because so many equate Title I status with free/reduced meal (FRM) eligibility, many districts coded FRM students as Title I regardless of whether or not their school even received Title I money. To avoid inflating the Title I student count by incorrectly labelling all economically disadvantaged students as Title I, the new system prevented any students in non-Title I schools from being counted as such. Because this new data system collects data for schools served with Title I, Pre-Kindergarten programs were not consistently captured. The ESEA programs team will identify a process to rectify this situation for the 2015-16 report.

**Programs funded by IDEA, Part C; IDEA, Part B, section 619; and CCDF funds**

Sources: Colorado Department of Education, Exceptional Student Services Unit (2015); Colorado Department of Human Services, Early Intervention (2015); Colorado Department of Human Services (2015)

Program data, including ratings information, are self-verified for the academic year 2014-2015 using the annual census count (October 1, 2014) as reported by local school districts. Data quality is reported with confidence.

Child data in programs/services funded by IDEA, Part C cannot be measured against quality ratings data as licensed program data is not collected in cases where a child is receiving services through an Individualized Family Service Plan and enrolled in licensed child care. As such, the Colorado Department of Human Services is unable to determine what proportion of these children are served in programs in top tiers of the Colorado Shines Quality Rating and Improvement System.

Child Care Development Fund data is accounted for through Colorado Child Care Assistance Program utilization, which is represented by Colorado Child Care Assistance Program payments during a care date (as opposed to payment date), during the given time period of December 2014 to November 2015. Unique counts represent all unique individuals whom utilized Colorado Child Care Assistance Program care at least once during the time

period. Year three counts are the average monthly counts of children who utilized Colorado Child Care Assistance Program during this time period. 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. The reported baseline, year one, and year two actuals for the number and percentage of children in high quality programs receiving CCDF were 0 due to interpretation concerns of aggregated annual results applied to a dataset that is typically dynamic daily.

**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 targets by the end of the grant period.

Since the launch of the Colorado Shines Quality Rating and Improvement System all eligible licensed programs serving children prior to kindergarten entry have a quality rating. As of December 31, 2015 there are 4,403 programs participating in this new rating system. Of these 1,367 programs utilize child care subsidy and serve a monthly average of 9,853 children.

The Colorado Department of Human Services, Office of Early Childhood is working with Early Childhood Councils to support programs utilizing child care subsidy to pursue higher levels of quality within the Colorado Shines Quality Rating and Improvement System. The Office is specifically working with Early Childhood Councils that support areas that have the highest number of children enrolled in the Colorado Child Care Assistance Program. To effectively support these councils the Office is providing customized targets and customized support through a high-touch strategy that involves weekly one-on-one meetings, monthly performance reviews and regular data technical assistance. Using this information Early Childhood Councils are providing supports in the following areas of quality improvement, customized to each program's specific needs:

- 1) Additional coaching
- 2) Funding substitute teachers
- 3) Funding administrative supports
- 4) Funding for additional classroom materials

In Partnership with the Colorado Department of Education, the Colorado Department of Human Services will begin a pilot program in March, 2016 to allow school districts to apply for an alternative pathway for the licensed programs they govern. The Alternative Pathway application will mirror that of what accrediting agencies would use, with adjustments to the workforce section increasing the stringency around workforce qualifications. The Colorado Departments of Human Services and Education working with two large school districts (Denver and Boulder) to formulate this pilot, which will be vetted through the Quality Rating and Improvement System School District Steering Committee. It is expected that this strategy will increase the number of children attending high quality programs who utilize the Colorado Preschool Program.

### **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.

Through an open and competitive request for proposal process Colorado awarded and executed a contract with Child Trends as the evaluation partner for the Colorado Shines Quality Rating and Improvement System. Over the past six months, Child Trends, the Colorado Department of Human Services, Office of Early Childhood, and the Colorado Department of Education, Office of School Readiness and Learning have collaborated to design a Race to the Top Early Learning Challenge Grant evaluation and validation study to ensure Colorado Shines is working for children, families, programs, and professionals. This study aims to: 1) support Colorado's efforts to implement a Quality Rating and Improvement System that measures quality in a meaningful way; 2) utilize clear, valid, and efficient procedures for verifying program quality; and 3) provide initial insights into how the Colorado Shines framework can support children's development and readiness for school success.

#### **Guiding Research Questions**

This study consists of two phases. Phase 1: Tiered Quality Rating and Improvement System Structure and Validity is designed to address the following research questions:

1. To what extent does the Colorado Shines Quality Rating and Improvement System differentiate levels of quality in programs -both overall and across each domain?
2. Does each level accurately reflect expected quality of programs, given the variation of program type and method of rating?

Phase 2 of the study is designed to examine:

1. Which Quality Improvement activities lead to increased participation in the Quality Rating and Improvement System? (dosage/intensity?)
2. What barriers prevent participation in and progression through the tiers of the Quality Rating and Improvement System?

Two additional evaluation activities were identified in collaboration with the Colorado Departments of Human Services and Education related to the following topics:

1. Professional Development/ Professional Development Information System: evaluating the early implementation and use of the Professional Development Information System and related professional development activities among Colorado Shines early childhood education professionals.
2. Awareness, Participation, and Recruitment: evaluating the perceptions, awareness, motivations, and potential challenges that Level 1 programs may face in their efforts to participate in Colorado Shines and effective recruitment strategies used by Quality Improvement Navigators.

#### **Year 1 Accomplishments**

The following is a summary of the activities underway to address the research questions outlined above and an update on Year 1 progress.

##### **Phase 1**

The Child Trends study design for Phase 1 is guided by national research on Quality Rating and Improvement System validation methods which describes essential and interrelated aspects of Quality Rating and Improvement System validation: 1) examining the key concepts included in a Quality Rating and Improvement System to ensure that they reflect critical aspects of program quality ("key concepts"); 2) examining the strategies used to measure each concept in the Quality Rating and Improvement System ("ratings process");

and 3) determining the extent to which the overall program ratings accurately reflect differences in quality (“program ratings”). A fourth component of Quality Rating and Improvement System validation - determining the extent to which the program ratings are associated with measures of children's development, is not included in the study, though Child Trends work on Phase 1 and 2 may help to inform the next “Phase 3” of Colorado Shines evaluation and validation.

**Examining Key Concepts in the Quality Rating and Improvement System.** The first approach addresses whether the Quality Rating and Improvement System includes standards and criteria that are important components of quality and that are related to children's growth and development. This aspect of validation is typically done during the development and design phase of a Quality Rating and Improvement System and can include expert review as well as a review of the research. Information about the relationship between the Colorado Shines quality categories and children's development can provide useful information for considering the extent to which Colorado Shines includes key concepts of quality that are related to measures of children's development, which may help to inform Phase 3 of this study.

Year 1 Progress: Child Trends submitted the first complete draft of the Evidence Review on December 18, 2015.

**Measurement Strategies.** This aspect of Quality Rating and Improvement System validation examines the soundness (i.e., validity and reliability) of the strategies used to measure the criteria that comprise the program rating (Zellman & Fiene, 2012). This includes examining whether the strategies used to measure the quality indicators are rigorous and working as intended. Because program ratings are based on the information gathered for each indicator, it is important to ensure that the verification of each indicator is guided by clear scoring criteria and verification policies and procedures.

An examination of the Colorado Shines measurement strategies also includes issues such as inter-rater reliability procedures for the classroom/program observation measure(s) and other relevant components of the rating. For example, can the observed quality measure be completed reliably (i.e., do two independent assessors observing the same classroom score the measure similarly)? Reliability also applies to the ability of two or more program verifiers to reliably conduct document reviews and reviews of other sources of evidence that comprise the quality rating.

As the Colorado Shines ratings data become available, Child Trends will also examine the distribution of ratings and explore the extent to which overall rating distributions vary and how they vary by key program characteristics (i.e., program type, size, subsidy density, rating level) and by quality category (i.e., Learning Environment, Child Health). This aspect of validation also includes examining pre-determined cut-scores and thresholds that determine aspects of the program ratings. For example, if the cut-points for Environment Rating Scale (ERS) scores are set too high or too low, these quality measures will not effectively sort programs along meaningful differences in quality.

Year 1 Progress: Child Trends met with the Colorado Shines Steering committee in October and collectively decided to hold off on pursuing this set of activities until more programs have gone through the full rating process, likely by the spring of 2016.

**Program Ratings as Indicators of Quality.** The third validation approach looks closely at the Quality Rating and Improvement System ratings and the extent to which the ratings reflect meaningful differences in quality. Addressing this question is one of the two requirements in the Race to the Top Early Learning Challenge grant criteria and is a high a priority of this validation study. Child Trends will address this validation question by collecting data to compare the quality of rated programs at each level using valid measures of classroom and program quality. The Child Trends study design will also address the extent to which the alternative pathways accurately reflect expected differences in program quality.

Year 1 Progress: Child Trends and the Colorado Department of Human Services, Office of Early Childhood finalized the selection of measures that will be used for the concurrent validity study, the timeline for data collection, and the target sample sizes by program type and level. Child Trends also coordinated the first data request with the Office of Early Childhood to identify the proposed sample of selected programs.

Recruitment and fielding for Level 1 and 2 child care homes and child care centers, as well as Alternative Pathways Programs, will begin in January 2016. Recruitment for fully-rated childcare centers will begin

in the summer of 2016. In order to launch fielding effort in 2016, the Child Trends team submitted an Institutional Review Board (IRB) package on November 30, 2015 and received approval to move forward with the study on December 14, 2015. Child Trends also began our effort to recruit and hire field staff in November.

## **Phase 2**

Child Trends' approach for the Phase 2 study to examine Quality Rating and Improvement System engagement and participation is informed by work conducted in other states to explore the activities that lead to increased participation in Quality Rating and Improvement System and the factors that facilitate or inhibit progress through the levels of the Quality Rating and Improvement System. The goal of this set of research tasks is to understand what activities and resources motivate, support, or prevent programs from participating in Colorado Shines.

**Program Director/Provider Feedback.** Child Trends will conduct interviews with program directors and providers at each level of Colorado Shines to identify the type, dosage, and intensity of the quality improvement supports they received to better understand: (1) their perceptions of the Quality Rating and Improvement System; (2) motivations or barriers to participation; (3) perceptions of the quality improvement activities, supports, and incentives; (4) perceptions of the type, dosage, and intensity of quality improvement activities needed to support their participation in Colorado Shines; and (5) ease or difficulty in achieving specified indicators.

Year 1 Progress: This set of data collection activities will launch in the first quarter of 2016 with the development of survey protocols, developed in collaboration with the Colorado Departments of Human Services and Education.

**Feedback from Colorado Shines Coaches.** Child Trends will conduct interviews with Colorado Shines coaches to identify the type, dosage, and intensity of the quality improvement supports they provided to better understand: (1) their perceptions of the Quality Rating and Improvement System and programs' readiness to change; (2) perceptions of motivations or barriers to participation; (3) perceptions of the effectiveness of specified quality improvement activities, supports, and incentives; and (4) perceptions of the ease or difficulty programs encounter when seeking to achieve specified indicators.

Year 1 Progress: On November 9, 2015 Child Trends conducted a focus group with coaches to help inform the development of this survey. Child Trends will use this information to develop the coaching survey protocol with a goal to release the survey for collection by September 2016 in collaboration with the Colorado Departments of Human Services and Education.

**Key Stakeholder Feedback.** Child Trends will conduct interviews and administer surveys with key stakeholders (for example, Qualistar staff, Office of Early Childhood staff) and other state partners as deemed appropriate by the Colorado Department of Human Services (for example, staff at Clayton Early Learning, Early Childhood Councils Leadership Alliance, the Colorado Agency for the Education of Young Children, state Head Start leadership). The goal of this data collection effort is to gather key stakeholders' perceptions of what is working well and what is not working well to recruit, support, and engage programs participating in Colorado Shines.

Year 1 Progress: Over the past six months Child Trends has gathered information to inform the development of a Colorado Shines key stakeholder interview and contact list. In the first quarter of 2016 Child Trends will develop survey and interview protocols and will begin data collection with key stakeholders.

**Quality Improvement.** Child Trends will collect data from all Early Childhood Councils in order to document their mission, structure, and capacity to support the implementation of Colorado Shines recruitment and quality improvement supports. The goal of this activity is to determine if and how the delivery of quality improvement supports and activities may vary across the state.

Year 1 Progress: Over the past six months Child Trends has conducted a number of interviews with Colorado Shines implementers in order to develop a detailed map of Colorado Shines implementation processes, roles, and responsibilities. This information is being used to develop the Early Childhood Council surveys and interviews that will be conducted in the first part of 2016.

## **Race to the Top Early Learning Challenge Grant Consultation Activities**

**Awareness, Participation, and Recruitment.** Examining the effectiveness of current outreach and recruitment efforts to encourage providers to participate in Colorado Shines, and similarly, understanding non-participating providers' general awareness of Colorado Shines and their intention to participate at higher levels can be critical information for informing current implementation efforts.

In collaboration with the Colorado Department of Human Services, Child Trends is examining early outreach and recruitment efforts among Level 1 programs by: (1) conducting an online survey of Level 1 programs; and (2) focus groups, surveys, and interviews with Quality Improvement Navigators.

Year 1 Progress: Child Trends fielded an electronic survey with all 967 Level 1 programs that registered with the Colorado Shines website as a Level 1 user between October 21, 2015 and November 25, 2015 (5 weeks). Completed surveys were collected from 445 respondents (46% response rate). A brief highlight of the initial results of this survey is attached and a final report of results will be submitted next quarter.

## Focused Investment Areas -- Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan:

- (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.

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

## Promoting Early Learning Outcomes

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

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

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

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. The Guidelines 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 national research and bring together widely accepted strategies to help children develop successfully. 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. The Guidelines are incorporated across all early learning system elements.

Integration of the Early Learning and Development Guidelines can be determined by the incorporation of the Guidelines in the structure of system elements. The Guidelines provide a solid foundation and connection across the variety of system elements in Colorado. Examples include:

1. Items from the Colorado Early Learning and Development Guidelines correspond to items from HighScope's 2014 Child Observation Record - CORE Advantage 1.5. CORE Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope Curriculum).
2. The Colorado Early Learning and Development Guidelines are aligned with and complement the Colorado Academic Standards for preschool through third grade, which describe the trajectory of children's learning and development from birth to age eight. They include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments.
3. The Expanding Quality in Infant and Toddler Initiative is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. One of the primary activities is the EQIT 48-hour course of training, conducted locally with support from the state EQ Initiative. These courses are aligned with the Colorado Early Learning and Development Guidelines. The Expanding Quality in Infant Toddler course increases knowledge and awareness of Colorado's Early Learning and Development Guidelines for Infants and Toddlers. In addition, the Expanding Quality Infant Toddler Specialists receive additional training on the Early Learning and Development Guidelines, Colorado's early learning standards.
4. The Guidelines are also in alignment with the Head Start Child Development and Early Learning Framework that promotes positive outcomes in early childhood programs serving children 3-5 years

old.

5. The Colorado Competencies for Early Educators and Administrators aligns the Guidelines within the Core Competency Domain: Child Growth, Development, and Learning. This competency reinforces the paramount importance for professionals to understand a child's growth, development, and learning in order to provide experiences that foster the predictable steps and sequences of development. Knowing how children grow, develop, and learn allows early childhood educators to develop, guide, and monitor learning experiences that address all domains of child development. Developmentally appropriate learning experiences consider a child's language and cultural background, needs, and learning styles while recognizing factors such as family characteristics and community influences.

The Colorado Early Learning and Development Guidelines website ([www.earlylearningco.org](http://www.earlylearningco.org)) was launched in June 2014 and features both a Spanish and English platform. The website is a one-stop shop for parents, providers and partners seeking more information on the Colorado Early Learning and Development Guidelines. In addition to offering valuable resources in one centralized location, the website also features a Share Your Story section, which prompts parents, caregivers and educators to share stories on their experience using the Guidelines in hopes of inspiring others. Since the launch of the website, the English site has had 23,870 individual users, 30,475 sessions and 82,872 page views with 21.7% of all site visits attributed to returning visitors. While the Spanish language site has had 6,926 individual users, 7,466 sessions and 9,593 page views with 7.2% of all site visits attributed to returning visitors. In total, since June 2014, the English and Spanish sites combined have had over 30,000 individual users and over 90,000 page views.

Early Childhood Councils support the local delivery supports for the Colorado Shines Quality Rating and Improvement System to support programs pursuing a Level 2 or higher. The Professional Development Information System hosts the Level 2 training modules and tracks the registration and completion counts for these courses. Quality Improvement Navigators and Coaches support programs interested in attaining a Level 2 to complete the requirements for this quality level. This includes the completion of the Level 2 training modules which offer foundational information for quality practices as defined by the Colorado Shines framework. The Professional Development Information System offers a number of training modules that address the Guidelines and the important resource it is for professionals, families, and advocates who care for and about children. During this reporting period 1,213 professionals completed the Colorado's Early Learning and Development Guidelines training module. This is an unduplicated count.

The Colorado Shines Quality Rating and Improvement System Point Structure Guide include a number of ways that a program can utilize the Guidelines as a way to accumulate points.

1. The program offers annual educational information sessions on child development and learning aligned with the Early Learning and Development Guidelines
  - a. The program has a curriculum that has been aligned with the domains of Colorado's Early Learning and Development Guidelines, and is age specific to the children the program serves to include: 1) physical development and health; 2) social and emotional development; 3) language and literacy development; 4) cognitive development; 5) literacy knowledge and skills; 6) logic and reasoning; 7) mathematics knowledge and skills; 8) science knowledge and skills; 9) social studies knowledge and skills; 10) creative arts expression.
  - b. The program has a child assessment system that has been aligned with Colorado's Early Learning and Development Guidelines.

The Colorado Shines Quality Rating and Improvement System was implemented February, 2015. Between February 1, 2015 and December 31, 2015 a total of 109 programs requested an onsite assessment to determine if the program meets the requirements for a high quality rating (Level 3 - Level 5). Of these 67 programs utilized the Early Learning and Development Guidelines as a way to accumulate points within the child health quality indicator.

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

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- 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; and
- Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

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 Project 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:

1. Assessment of child learning and developmental progress
2. Collection of family outcomes information
3. 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 is increasing 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. The eligibility for Cohort 2 was broader, the Colorado Department of Education used the Race to the Top Early Learning Challenge Fund definition of "children with high needs" as children who: live in low-income families, have disabilities or developmental delays, are English Language Learners, reside in "Indian lands", live in migrant families, are homeless, live in foster care, are recent immigrants. Programs are required to apply and the awarded programs are grouped in one of two cohorts. Cohort 1 includes 31 programs consisting of 128 classrooms. Cohort 2 includes 52 programs consisting of 158 classrooms.

In 2015, 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. Professional development plays a key role in increasing quality in planning thus providing instruction that through engaging experiences that are

responsive to individual and group needs. It has been reported by the project's training and technical assistance providers that program staff value their role in assessment and view themselves as professionals.

Portfolios for Cohort 2 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 and identifying the Teaching Strategies GOLD “experts” in each program was a primary focus in 2015. Cohort 1 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. This training was deployed in 2015. Finally, the Results Matter Expansion Team in collaboration with the Results Matter Team, created a training on reports for administrators and for teaching staff. This training was focused on how assessment data can be used to inform programmatic level practice.

During the 2015 grant year the Results Matter Expansion Project supported 3,039 active children and 1,477 archived children for a total of 4,516. Forty-one center-based programs were selected for Cohort 2, three programs dropped. Sixteen family child care homes were selected for the second cohort, two of these programs dropped, with a total of 52 participating.

Continued support for the program staff for Cohort 1 occurred to support a deeper understanding of each child's development and learning through authentic assessment practices. Cohort 1 is in maintenance stage and Cohort 2 is transitioning to maintenance stage. Finally, the project has training and technical assistance assigned to the Western Slope where the state is serving one Family Child Care Home and eight Child Care Centers.

Key accomplishments for 2015 include:

1. Training and technical assistance providers introduced authentic assessment observations as part of the everyday experience in the classrooms or program settings.
2. Results Matter Expansion Project staff prepared Cohort 2 for the first checkpoint through training and technical assistance providers by modeling a classroom observation to document children's growth and development.
3. 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.
4. Training and technical assistance providers were intentional in the use of self-assessment to guide professional development.
5. 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.
6. 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. Upon feedback from providers, the PLC's will occur statewide for both Family Child Care Home and Child Care Centers moving forward in 2016.
7. The Results Matter Expansion Project 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. The Colorado Department of Education replaced the newsletter with Tip-Sheets hand-outs to be given to staff during site visits to address that classroom staff was not having access to the newsletters.

8. The Results Matter Expansion Project started to serve the Ute Mountain Ute Reservation Head Start Program. Fifty-three children are enrolled in this program. Six teachers are being supported through training and technical assistance.
9. The Results Matter Expansion Project is collaborating with Early Learning Ventures Early Head Start Child Care Partnership project. Six of the Results Matter Expansion Project participants are currently in partnership with ELV.
10. Four of the family child care home providers received their certification of accreditation for family child care from the National Association for Family Child Care.
11. Two of the Results Matter Expansion Project participating child care received a Level 5 in the Colorado Shines Quality Rating and Improvement System.
12. All Cohort 1 participating programs received a flash-drive that contained the Results Matter Expansion Project Manual-Improving Quality with Authentic Assessment. This manual encompasses an overview of the project, resources for navigating, using and implementing the Teaching Strategies GOLD system; trainings the Colorado Department of Education conducted with program staff and community resources.
13. The Results Matter Expansion Project enhanced the Results Matter Video Library; the department portrayed best practices in one of the programs serving infants and toddlers.

In 2015, the Results Matter Expansion Project moved the needle with each of the child care programs, as each participant began this journey at different levels (i.e., beginner level, fairly good level or a strong level of knowledge of child development). This movement varied across programs due to variables such as staff turnover, planning time and program infrastructure. Overall, classroom practices have become intentional as staff are observing and documenting children's development and learning over time. Teachers are using the assessment data to identify the support needs for each child assessed and identifying cases where a child might benefit from special help, screening, or further evaluation. Teachers are using observations to inform their planning and instruction. Programs use the observations to communicate with family members to support individualized experiences both at school and home.

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.

The following are stories shared from various Results Matter Expansion Program participants:

“Currently, our Teaching Strategies Gold Assessment tool helps us to daily track each student's individual growth in all domains. Furthermore, Teaching Strategies Gold helps our teachers to easily communicate the important skills and areas in which our students are achieving in and/or need extra help in both at home at school. This communication between teachers and families is vital because it helps us to provide a great record keeping, tracking, and planning opportunity to help our students achieve maximum growth in all learning domains, that are age-appropriate for their needs. And finally, Teaching Strategies Gold assessments help guide instruction for each student and if there are any students with special needs, our assessment can track and help us to identify these students that need extra help and/or additional support services.” (Early Excellence Program of Denver, Jennifer Luke, Executive Director)

"The Teaching Strategies Gold has really helped our family understand where our daughter is every step of the way in her educational growth. The previous school she went to did not have this type of assessment offered, and this type of family friendly assessment system really helps us to see where our

daughter's growth and learning is happening and where we can help her at home too!" (Parent)

**Health Promotion (Section C(3) of Application)**

The State has made progress in (check all that apply):

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 did not apply to this section of the Race to the Top Early Learning Challenge grant.

COLORADO DID NOT ADDRESS FOCUS AREAS C(3) OR C(4) IN ITS RTT-ELC APPLICATION.  
PAGES 52 of 131 THROUGH 54 of 131 HAVE BEEN DELETED

## Early Childhood Education Workforce

### Workforce Knowledge and Competency Framework and progression of credentials.

(Section D(1) of Application)

The State has made progress in developing (check all that apply):

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

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.

#### Statewide Competency Framework

The Early Childhood Competencies Framework (Colorado's Competencies for Early Childhood Educators and Administrators) was approved by the Colorado Early Childhood Leadership Commission (State Advisory Board) in May 2013. A published version is available at: <http://www.cde.state.co.us/early/eccompetencies>.

The framework consists of eight 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 and Teaching Practices. Early Childhood Competencies supporting social/emotional development, cultural competence and children with special needs are present in all eight domain areas.

Colorado's Competencies for Early Childhood Educators and Administrators (Early Childhood 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 educators 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, teaching, coaching and mentoring.

Colorado is moving toward a common, statewide progression of credentials and degrees aligned with the Early Childhood Competencies. Work is taking place in multiple sectors including both **Ongoing Professional Development** opportunities and **Formal Education**.

#### Ongoing Professional Development

Colorado has had a voluntary training approval process in effect for a number of years. However, there were no levers for requiring or incentivizing approval and very few training providers

participated in the process. As a part of the Race to the Top - Early Learning Challenge Grant work the approval process has been revised and updated to include specific and intentional connections to Early Childhood Competencies. As a part of the efforts of Colorado's Race to the Top Early Learning Challenge grant, this state-approved competency-based training is both convenient and incentivized:

1. Approved training is readily available through the Professional Development Information System which is accessible to all early childhood professionals across the state
2. Those working for early childhood programs seeking a high quality level (Level 3-5) need to apply for their Early Childhood Professional Credential and completion of approved training will automatically populate an individual's credential level and be factored into the scoring for the Workforce Quality Indicator for Colorado's Quality Rating and Improvement System, Colorado Shines
3. Additionally, by aligning approved training to the Early Childhood Competencies professionals can intentionally increase competency in selected areas by choosing courses aligned to those competencies

*“The possibilities the Professional Development Information System offers to assist trainers in a truly effective way are very exciting. Aligning trainings to competencies just makes sense, and the platform allows trainers to not just link our trainings to the competencies, but also identify gaps in available trainings to better meet the needs of our workforce.” Cathy Moyer - Professional Development Provider, Expanding Quality for Infants and Toddlers Initiative*

Colorado is phasing in the approved training requirement in collaboration with stakeholders across the state. Capacity for creating and providing approved training across the state is limited but will increase as other supports are put into place. These supports include:

4. An online Adult Learning course available in the Professional Development Information System at no-cost
5. An online Instructional Design course available in the Professional Development Information System at no-cost
6. Resources and supports for creating and providing approved training
7. Competencies for Trainers
8. Required credential for Trainers
9. Examples of high-quality training which can be delivered by Credentialed Trainers
10. A streamlined and automated competency-based training approval process for all Early Childhood related training including clock hour and Continuing Education Unit training as well as training required for licensing such as Cardiopulmonary resuscitation (**CPR**) and Standard Precautions
11. Statewide collaboration partners

A critical addition to the Training Approval system is to assure an Instructional Plan which aligns specific Learning Objectives to the Early Childhood Competencies and identification of activities which will support achievement of the Learning Objectives.

Training Approval has been - and continues to be - a collaborative process. The input the Colorado Department of Education has received has been an invaluable part of creating and refining the requirements and specifications and will be extremely helpful as the department moves toward implementation statewide.

*“As a local Professional Development Coordinator, I have really valued my inclusion in the training approval process from the beginning conversations to its current stage of development. Colorado Department of Education staff have really given the local communities a voice in the design of the training approval process and have listened to our suggestions and questions about implementation at the local level. The ongoing communication and collaboration with the State on seeing the application through the implementation stage, shows a great level of dedication to making sure this training application works for us and for Early Childhood Education providers across the state. The training approval application will help us plan trainings which better align with State standards for educators and ensure high quality trainings are available in our community.” Lauren Powers - Professional Development*

Once these supports are fully in place, Colorado can effectively increase the number of approved, competency-based trainings available across the state, covering a wide variety of topics and available in a selection of formats. Trainers will be able to schedule training events directly within the Professional Development Information System where Early Childhood Professionals can view and register for them. This capability will result in an increase of higher quality trainings available that are state-approved and linked with the Early Childhood Competencies. All of these activities move Colorado toward the goal of accepting only state-approved training for Early Childhood Professional Credential 2.0.

### **Formal Education**

Colorado is in the midst of an exciting transition in both the community college (two-year) and four-year college early childhood education field. In 2012, the Early Childhood Competencies were still in development. Now, alignment of postsecondary institutions to these competencies is well underway. Through 2014, postsecondary institutions that were aligned to either the *Colorado Core Knowledge and Standards* (Colorado's Community Colleges) or the *Rules for the Administration of Education Licensing Act of 1991* (Colorado's four-year teacher preparation programs) were considered to be "aligned" institutions. Effective 2015, however, "aligned" institutions are defined by alignment with *Colorado's Competencies for Early Childhood Educators and Administrators*. This shift is connected with the full implementation of Colorado's Early Learning Professional Development System Plan and the launch of the Early Childhood Professional Credential 2.0 which awards additional points for all formal education aligned with the Early Childhood Competencies, thus incentivizing institutions to complete this work quickly.

Over the past year, progress towards this goal has been divided into two important stages.

1. Stage one of alignment was the mapping of Colorado's Competencies for Early Childhood Educators and Administrators (Early Childhood Competencies) and subsequent gap analysis.
2. Stage two of alignment is the documented implementation of courses that address all of Colorado's Competencies for Early Childhood Educators and Administrators (Early Childhood Competencies).

This work is still in progress.

### **Community College Alignment to Competencies:**

Colorado's seventeen community colleges offering early childhood courses, certificates and degrees work collaboratively and have the advantage of a common course numbering system. Over the summer of 2014, work groups met to map the core fifteen early childhood education courses to the Early Childhood Competencies. This work resulted in identifying the gaps that existed and the work they still needed to complete to be fully aligned. Over the summer of 2015, work groups formed to re-work these courses and ensure alignment to the Early Childhood Competencies. The focus of the work included: early childhood education practicums, early childhood administration, pedagogy, methods and techniques, and observation and assessment. The work groups met frequently over the summer and re-designed the common courses to address these gaps. Next steps are approval of the revised courses by the Colorado Community College System governance structure and development of course assignments at the individual college level. This work will take place in spring of 2016 and projected implementation of aligned courses is fall of 2016.

### **Four-Year Teacher Preparation Programs Alignment to Early Childhood Competencies:**

Progress in the four-year programs is slightly behind the community colleges. In Colorado, the Colorado Department of Education (Colorado Department of Education) and the Colorado Department of Higher Education (CDHE) jointly provide oversight and approval of teacher preparation programs. The Colorado State Board of Education governs the Colorado Educator Preparation and Licensing Rules for educators and principals. The Colorado Department of Higher Education is responsible for statewide articulation agreements.

In summer of 2015, the Educator Licensing Unit at the Colorado Department of Education determined

that the Rules were in need of updating and provided the opportunity for revision of the Rules in all areas of licensure. This opportunity came at an ideal time for the alignment work as a Task Force was already assembled and nearing the end of their work to provide recommendations for aligning all Early Childhood teacher preparation programs with the Early Childhood Competencies. As a result, the recommendations for rule revisions are based on the Early Childhood Competencies with specific language aligned to the Early Childhood Competencies. The recommendations also include implementation of Colorado's Early Learning and Development Guidelines. Recommendations for Early Childhood Special Educators rule revisions build on the competencies and include the Council for Exceptional Children Early Childhood Special Education personnel standards. If this language is adopted, all four-year institutions will effectively be required to align their courses to the Early Childhood Competencies and Council for Exceptional Children Standards Early Childhood Special Education as a part of the Colorado Department of Education/Colorado Department of Human Services Teacher Preparation Program renewal process. The Colorado Department of Education's Educator Licensing Unit is extremely supportive of these changes to Licensure and Teacher Preparation and clearly understands the value of a unified, competency-based system:

*"I truly believe that the Early Childhood Competencies have been critical in professionalizing and cohering the early childhood landscape in Colorado. In my work with educator preparation programs and licensure, I have seen firsthand how the competencies will enable our Early Childhood Education teacher educators to create and lead Early Childhood Education licensure pathways that empower our Early Childhood Education teachers to advance their knowledge and skills and be recognized for the critical work that they do." - Karen Martinez, Senior Consultant/Educator Preparation, Colorado Department of Education*

Changing college courses is a time intensive process. Especially in the realm of four-year institutions, aligning the courses to the Early Childhood Competencies, getting them approved and then implemented will all take time. Given the need for revision and final approval, it is expected that all four-year institutions offering degrees in early childhood education will be fully aligned after the grant ends in 2017. With the Early Childhood Competencies now embedded in Child Care Licensing Rules, full implementation should be complete no later than fall of 2018.

### **Early Childhood Credentials**

Since 2000, Colorado has had a voluntary Early Childhood Professional Credentialing system to recognize education and experience in the field of early childhood. In February of 2015, an entirely redeveloped Early Childhood Professional Credential 2.0 was launched. Aligned to the Early Childhood Competencies and based on research of effective preparation and ongoing professional development for early childhood professionals, the new credential provides an individualized, points based system to support credential progression. In the new system, professionals earn points for formal education, ongoing professional development and experience. Within the points for formal education, individuals can earn the most points when their degrees are focused on early childhood areas of study and when their coursework is aligned to the Early Childhood Competencies. In the next year, points for ongoing professional development will only be awarded for approved trainings that have demonstrated their alignment to the Early Childhood Competencies. To further strengthen alignment to the Early Childhood Competencies, a fourth scoring component will be developed to award points for demonstrated competencies. Within this component, individuals will be able to earn points toward their credential when they have received a qualifying score for a competency based performance observation. Initial tools for these performance observations will be the Environment Rating Scales, the Classroom Assessment Scoring System (CLASS) tool, the Teaching Pyramid Observation Tool, the Colorado State Model System for Educator Effectiveness, the Program Administration Scale, the Business Administration Scale, the observation for the Child Development Associate credential from the Council for Professional Recognition.

*"Colorado's new Early Childhood Professional Credential 2.0 is both more flexible and more effective than the previous Credential 1.0. Whereas the 1.0 credential was based strictly on Formal Education, the 2.0 recognizes that professionals gain knowledge and skills from a variety of experience and professional development activities. It also includes specific*

*certifications that were not recognized in the previous system such as Montessori Certification, Early Childhood Teacher Licensure and specialty certifications such as Developmental Interventionist, Nurse Consultant and Certified Classroom Assessment Scoring System (CLASS) Observer. The new credential keeps current and relevant by acknowledging education received only in the last 25 years thus encouraging ongoing Professional Development; this is important to me because the Early Childhood field is changing rapidly. New research is continuing to be made available and it is critical that those in the field have the best - and most timely - information as they work with young children every day.” Punum Bhatia, Director of Montessori Casa International and recent recipient of a Level VI Early Childhood Credential*

*“I really love the new Colorado Early Childhood Professional Credential system 2.0 for several reasons. With the old credential, only those with college experience were honored and it could only be degrees in particular areas of study. I know for myself that I have been in the early childhood field for many years and have worked very hard to get my Bachelor of Arts in Early Childhood Education and my Master of Arts in Curriculum and Instruction not to mention the numerous training over the years to make me the professional I am today. But because my Master of Arts was not in the right area of study, I could only get credit for my Bachelor of Arts in the old system. With this new credentialing system, it honors a professional's experience, all college work and trainings. I feel that the new Colorado Early Childhood Professional Credential 2.0 truly honors all of the hard work an individual does in this field to become a professional.” - Michelle Snively-Gonzalez*

In addition to the competency based Early Childhood Professional Credential 2.0, Colorado also launched a competency based Coaching Credential in February 2015. Developed in collaboration with the Colorado Coaching Consortium, the Coaching Credential is a three-tiered credential with requirements aligned to the three levels of the Colorado Coaching Competencies. Over the next year, enhancements to the Professional Development Information System will include technology to administer the Coaching Credential within the Professional Development Information System including a Coaching Competency Self-Assessment and an Individual Professional Development plan for coaches. Plans are underway to also launch a Trainer Credential and an Infant Toddler Credential, with relevant competency frameworks, in 2016. Colorado will also explore offering a Leadership Credential and a Home Visitor Credential through the Professional Development Information System.

**Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.**

(Section D(2) of Application)

The State has 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 (check all that apply):

- Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- 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
  - Scholarships
  - Compensation and wage supplements,
  - Tiered reimbursement rates,
  - Other financial incentives
  - Management opportunities
- Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention
- Setting 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; and
  - 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.

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.

**Access to Effective Professional Development Opportunities Aligned to Early Childhood Competencies**

The knowledge and skills of early childhood professionals provides the foundation for high-quality early childhood programming. As a result, early childhood educators need specialized knowledge, skills, practices, and dispositions in order to be effective in promoting positive outcomes for young children. The web-based Professional Development Information System is designed to track the training and education of early childhood educators, provide aligned online professional development, and assist early childhood professionals in attaining additional professional development, training, and education at the regional or statewide level.

**Articulated Career Pathway Aligned to the Early Childhood Competencies**

The Professional Development Information System is uniquely designed to connect all aspects of the professional development system to Colorado's foundational and specialized competency frameworks. As professional development opportunities are entered into the system, the exact competencies addressed by the course are identified. Additionally, competency sets for specific Professional Roles (assistant teacher, teacher, teacher leader, director, director leader and family child care provider) have been entered into the system. As professionals participate in the Professional Development Information System, they select their relevant

Professional Role, complete a Early Childhood Competencies Self-Assessment and choose goals for an Individual Professional Development Plan. Once these steps are completed, the system identifies the gaps between the individual's competency self-assessment and the competencies associated with their selected professional role. The system then provides recommendations in the individual's Professional Development Plan for professional opportunities that match these competencies. These professional development opportunities not only provide the professional with an opportunity to increase their level of competency, they also earn points toward the professional credential to support an individual's progression through increased credential levels.

As a part of the Individual Professional Development Plan in the Professional Development Information System, individuals have access to information about scholarship opportunities to support their plans for continued formal education. Current opportunities supported by RTT-ELC include early childhood scholarships available at all community colleges across the state as well as TEACH scholarships which require a partnership between individuals and their Early Childhood Program.

Early Intervention and Preschool Special Education (IDEA) completed their first round of scholarship funding by supporting recruitment and retention efforts - particularly those in the rural areas of the state. In 2015, funds were awarded to four community agencies to support their efforts to recruit and/or retain highly qualified personnel to provide early intervention and preschool special education services. Through these efforts, 21 specialists received incentives such as student loan repayments, advanced professional development opportunities, or salary bonuses. The impacts of these strategies include increased access to qualified specialists as well as increased expertise within these agencies:

*“Their newly gained expertise will not just be used on children they are personally seeing, but with any child who a provider needs strategies for. This is particularly important in our corner of the state as we have no ABA providers or autism experts to consult with locally. We believe this will help our providers to feel more confident about serving families who have children with autism. Since the number of children seems to continually rise, this will be a huge benefit to our staff.” - Community Connections, Inc.*

Plans are underway for targeting a wider range of early childhood professionals using incentive funding. IDEA is in the process of creating a plan for a comprehensive Inclusive Education Certificate or Credential which will incorporate courses from Colorado as well as courses from the Frank Porter Graham Center in North Carolina. The goal is to encourage teams of Early Childhood Educators and Early Childhood Special Educators to complete the certificate together and institute best practices into the programs in which they work together. The goal for completion of this certificate/credential is fall of 2016.

Information about scholarship opportunities is easy to find. It is updated regularly in the Professional Development Information System and appears on an individual's Professional Development Plan as a resource if they have selected a Professional Development Goal tied to completion of a formal education degree or certificate.

To articulate career pathways across multiple systems, the Early Childhood Professional Credential 2.0 is aligned not only to the Early Childhood Competencies, but also to child care licensing regulations and the Colorado Shines Quality Rating and Improvement System Workforce Quality Indicator. The credential system provides a common system for all Colorado early childhood professionals to document and quantify their professional growth and accomplishments.

1. The Colorado Department of Education Early Childhood Professional Development Team participated in a change of statute that governs licensing of early childhood programs. In December 2015, the Colorado Department of Human Services State Board approved a new rule package for Center Based Child Care Licensing that includes specific levels of the Early Childhood Professional Credential 2.0 as an additional option to meet Personnel Qualifications for all positions regulated by Child Care Licensing.
2. To reach a high level of program quality (Levels 3-5) in Colorado Shines, staff must not only register in Professional Development Information System but must apply for and receive Early Childhood Professional Credentials. Directors, Early Childhood Teachers and Teacher Assistants and Aides must all participate and show achievement of certain Credential levels in order to attain higher scores.



The Early Childhood Professional Credential 2.0 became available statewide on April 15th, 2015 with the launch of the Professional Development Information System, the technology system that facilitates the application, administration and delivery of the new credential. As of December 31, 2015, 3,682 professionals have received a Credential 2.0. There are an additional 1,750 submissions that are in the queue awaiting review. A total of 4,938 professionals are currently credentialed in either Credential 2.0 or 1.0. This represents a 187% increase from 2014.

### **Steps to Assure a Robust System of Professional Advancement**

To support the implementation of a robust early childhood professional credential, an initial psychometric review of the new credential scoring structure was conducted. Findings from this review were incorporated into the initial scoring system of Credential 2.0 launched last spring. To support the adoption of this new credential, the Early Childhood Professional Development Team has created 'how-to' documents, videos, web pages tip sheets, webinars and PowerPoint presentations to guide professionals through the process; these are available on the Professional Development Information System. Presentations and training materials have been provided to local implementation providers so they can assist early childhood professionals in their own communities. E-newsletters, listserv announcements are all being used to provide 'just in time' tips and knowledge about this new credential and the corresponding functionality in the system. In addition to the 'high tech' supports, a variety of 'high touch' supports are being utilized. Numerous face-to-face presentations, hands-on learning labs and help desk supports are in place so that professionals can call in and receive individualized assistance when applying for the credential in the Professional Development Information System.

The Professional Development Information System Help Desk has been a key support for professionals as they learn about the new systems. They field approximately 25 phone calls and 30 emails per day. The vast majority of issues are solved during the phone call or through email and those that require elevation are resolved within 24 hours. This year the department was able to add a bilingual Help Desk Technician to assist Spanish speakers.

*"Thank you so much, I truly appreciate your help. You have gone above and beyond to help us. You have been an amazing resource to us. I absolutely understand that you have a lot of other programs you work with but you never gave us that impression. You always listen with attention and have a positive attitude. Thanks again for your tremendous help." -Sobia Khan*

*"Thank you for your quick response. I received my new Credential level and my education has been verified. Thank you for providing this wonderful professional data system for early childhood educators!" -Imelda Jones*

Days after the mid-April launch, the Early Childhood Professional Development Team conducted a learning lab at the Rocky Mountain Early Childhood Conference, the state's premier early childhood conference. In one corner the Colorado Department of Education conducted a 'Professional Development Information System 101' presentation. After the short presentation, participants could choose one of fifteen workstations to create an account, take online courses, upload documents for Credential 2.0, complete their Early Competencies Self-Assessment, or work on an Individual Professional Development Plan. All members of the Early Childhood Professional Development Team were present to help professionals through the process, answer questions, resolve technology issues, and observe the users experience the Professional Development Information System for the first time. This hands-on approach proved successful and was subsequently replicated in numerous communities throughout Colorado. Collaboration with partners in local communities resulted in an individualized and decentralized implementation.

In collaboration with the Colorado Department of Education, Child Trends is supporting a set of evaluation activities to inform the early implementation of the Professional Development Information System, which may include: (1) a baseline survey of Professional Development Information System users; (2) interviews with Professional Development Information System designers/managers/implementers; (3) Professional Development Information System administrative data analysis; and (4) document review.

Year 1 Progress: Child Trends administered an electronic survey all 12,505 Professional Development Information System Users between October 27, 2015 and November 25, 2015 (four weeks). Completed 

surveys were collected from 3,489 respondents (28% response rate). A final report of results will be available the first quarter of 2016.

### **Workforce Data**

One of the greatest opportunities Colorado has as a part of this project is to learn more about the Early Childhood Workforce. In the past very little was known about the workforce. Some data could be assembled through Head Start or Public Schools but this is a very small portion of the overall workforce. With the launch of Professional Development Information System in April 2015 there has not been enough time for Colorado to see an increase in the workforce progressing to higher levels of credentials in the new credentialing system. However, significantly more individuals have attained a credential in this new system compared to the previous credentialing system. In the first nine months of implementation of the legacy Credential (Credential 1.0), the department issued 165 Credentials. In the first nine months of implementation of the new Credential (Credential 2.0), the department issued 3,682 Credentials.

### **Ambitious and Achievable Targets for Higher Education and Early Childhood Credentialing**

Efforts to support the workforce to achieve credentials from Institutions of Higher Education aligned with the Early Childhood Competencies have been outlined above and include:

- Alignment of all core Community College Early Childhood courses with the Early Childhood Competencies.
- Alignment of the Colorado Educator Preparation and Licensing Rules which govern four-year teacher preparation programs with the Early Childhood Competencies.
- A variety of scholarships for two-year and four-year college students to achieve their goals toward certificates and degrees
- Recommendations on the Individual Professional Development Plan in the Professional Development Information System for degrees, certificates and ongoing coursework that support the goals identified by professionals
- Resources on the Individual Professional Development Plan in the Professional Development Information System that include contact information, financial aid information and workforce experience information to support the goals identified by professionals

Efforts to support the workforce in progressing through higher levels of credentialing in the Early Childhood Professional Credential 2.0 are in full force now that the Professional Development Information System is fully operational and there is increased credentialing staff capacity. These efforts include the following strategies:

- Crosswalk the Child Development Associate credential from the Council for Professional Recognition with Colorado's Early Childhood Professional Credential to support individuals in meeting Head Start requirements through Colorado's credentialing system
- Implement the Demonstrated Competencies component of the Early Childhood Professional Credential to provide individuals access to additional points toward their credential
- Partner with the Office of Early Childhood at Colorado Department of Human Services to create new courses in the Professional Development Information System (required licensing courses, courses aligned with Child Care Development Fund requirements and courses to meet the needs of cross-sector early childhood stakeholders) to increase to support professional growth and increased credential levels.
- Enhance Professional Development Information System functionality to include an automated training approval process that allows users to earn points toward their credential immediately upon completion of an approved training.



**Performance Measures (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.**

<b>Baseline and Annual Targets</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of "aligned" institutions and providers</b>	30	30	30	24	30
<b>Total number of Early Childhood Educators credentialed by an "aligned" institution or provider</b>	404	535	700	750	800

**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.**

<b>Actuals</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of "aligned" institutions and providers</b>	30	30	30	30	
<b>Total number of Early Childhood Educators credentialed by an "aligned" institution or provider</b>	404	535	767	966	

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

Figures in this table represent the number of institutions aligned to Colorado's Competencies for Early Childhood Educators and Administrators. These data are sourced from the Colorado Community College System, the Department of Higher Education, and the Colorado Department of Education's Educator Preparation, Licensing, and Enforcement Unit.

**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.

**Competency Framework and Progression of Credentials**

Alignment with the Early Childhood Competencies is a large task that the postsecondary institutions are

committed to undertaking. Although the four year institutions are slightly further behind in the alignment of courses to the Early Childhood Competencies, both two- and four-year institutions are working diligently. The Colorado Department of Education and the Early Childhood Professional Development Advisory have been strong voices in leading the discussions of revisions to the Colorado Educator Preparation and Licensing Rules regarding four year institutions, to ensure that they are required to align to the Early Childhood Competencies. Community Colleges are projected to implement aligned courses in fall of 2016 and four-year Teacher Preparation Programs offering early childhood education degrees should implement aligned courses no later than fall of 2018.

One key strategy for encouraging post-secondary institutions to align to the Early Childhood Competencies is built into Colorado's Professional Development Information System. Early Childhood Professionals who have completed coursework at institutions that are aligned with Colorado's Competencies will receive two points (instead of one point) for each aligned Early Childhood Education three (3) credit hours for which a passing grade of "C" or better was received. By harnessing the power of the Early Childhood Professionals themselves, Colorado hopes to incentivize institutions to align to the Early Childhood Competencies quickly. Additionally, the Colorado Departments of Education and Higher Education are working together on a program to fund alignment activities at the Institutions of Higher Education, convene the two- and four-year programs to discuss articulation agreements and provide scholarship funds for Colorado's Early Childhood Education four-year degree programs. Utilizing these various strategies should serve Colorado well in the Department's ongoing efforts to increase the number of professionals receiving degrees and certificates from aligned programs at Institutions of Higher Education.

**Performance Measures (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.

<b>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.</b>										
<b>Baseline and Annual Targets</b>										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>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</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
<b>Credential Type 1</b>	236	1.03%	1,131	4.9%	2,262	9.9%	3,390	15%	4,241	19%
<i>Specify:</i>	Early Childhood Professional Credential Level I									
<b>Credential Type 2</b>	63	0.28%	1,200	5.2%	2,400	11%	3,600	21%	4,800	21%
<i>Specify:</i>	Early Childhood Professional Credential Level II									
<b>Credential Type 3</b>	42	0.18%	80	0.35%	800	3.5%	2,037	9%	2,514	11%
<i>Specify:</i>	Early Childhood Professional Credential Level III									
<b>Credential Type 4</b>	79	0.35%	116	0.5%	800	3.4%	2,000	8.7%	2,500	11%
<i>Specify:</i>	Early Childhood Professional Credential Level IV									
<b>Credential Type 5</b>	39	0.17%	39	0.17%	200	0.87%	400	1.7%	800	3.5%
<i>Specify:</i>	Early Childhood Professional Credential Level V									
<b>Credential Type 6</b>	2	0.01%	5	0.01%	10	0.01%	20	0.01%	30	0.13%
<i>Specify:</i>	Early Childhood Professional Credential Level VI									
<b>Credential Type 7</b>	461	2.01%	2,571	11%	6,472	28%	11,450	50%	14,855	65%
<i>Specify:</i>	Early Childhood Professional Credential Total									
<b>Credential Type 8</b>										
<i>Specify:</i>										
<b>Credential Type 9</b>										
<i>Specify:</i>										
<b>Credential Type 10</b>										
<i>Specify:</i>										
<b>Credential Type 11</b>										
<i>Specify:</i>										
<b>Credential Type 12</b>										
<i>Specify:</i>										
<b>Credential Type 13</b>										
<i>Specify:</i>										

**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.**

**Actuals**

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>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</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
<b>Credential Type 1</b>	236	1.03%	846	3.7%	525	2.3%	1,329	5.8%		
<i>Specify:</i>	Early Childhood Professional Credential Level I									
<b>Credential Type 2</b>	63	0.28%	410	1.8%	327	1.4%	1,735	7.6%		
<i>Specify:</i>	Early Childhood Professional Credential Level II									
<b>Credential Type 3</b>	42	0.18%	325	1.4%	272	1.2%	991	4.3%		
<i>Specify:</i>	Early Childhood Professional Credential Level III									
<b>Credential Type 4</b>	79	0.35%	503	2.3%	432	1.9%	586	2.6%		
<i>Specify:</i>	Early Childhood Professional Credential Level IV									
<b>Credential Type 5</b>	39	0.17%	180	0.8%	151	0.66%	239	1%		
<i>Specify:</i>	Early Childhood Professional Credential Level V									
<b>Credential Type 6</b>	2	0.01%	13	0.05%	12	0.05%	58	0.25%		
<i>Specify:</i>	Early Childhood Professional Credential Level VI									
<b>Credential Type 7</b>	461	2.01%	2,277	10%	1,719	7.5%	4,938	21.5%		
<i>Specify:</i>	Early Childhood Professional Credential Total									
<b>Credential Type 8</b>										
<i>Specify:</i>										
<b>Credential Type 9</b>										
<i>Specify:</i>										
<b>Credential Type 10</b>										
<i>Specify:</i>										
<b>Credential Type 11</b>										
<i>Specify:</i>										
<b>Credential Type 12</b>										
<i>Specify:</i>										
<b>Credential Type 13</b>										
<i>Specify:</i>										

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

Please describe the methodology used to collect the data, including any error or data quality information.

Credential data is for Early Childhood Professional Credential 1.0 and 2.0 combined. It is possible for an individual to have both Credential 1.0 and a Credential 2.0. Credential 2.0 data is extracted from the Professional Development Information System, and Credential 1.0 data is extracted from a legacy database. Data reported is a point in time (December 31, 2015) and not growth figures. The Colorado Department of Education is in the process of designing reports that will allow growth reporting.

**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.

At the end of 2015, Colorado's new Professional Development Information System had 13,869 registered users. Of those, 3,682 users applied for and received an Early Childhood 2.0 credential. Colorado is just beginning to be able to access and review some of the workforce data that will inform the continued work related to professional development and credentialing as well as issues such as workforce recruitment, retention and compensation. Colorado launched the revised Early Childhood Professional Credential 2.0 through the Professional Development Information System (PDIS) in April of this past year which was later than initially expected. Since that time, the number of credentialed professionals has more than doubled; however, the target number was not reached. While staffing capacity to review credential submissions was increased in 2015, the credential submission rate continues to exceed review capacity. Colorado will continue focused efforts to increase review capacity in 2016. While the target measures for credentialed professionals may not be attained, Colorado expects to exceed target measures for the number of professionals registered in the Professional Development Information System. Additionally, the proportion of professionals achieving the various levels of the credentials is on target.

**Increasing Number of Early Childhood Educators Progressing to Higher Levels of Credentialing**

Colorado has been working diligently to implement a Professional Development Information System that not only functions as a workforce registry and tracks the qualifications of the Early Childhood Workforce, but also functions as a learning management system providing an essential professional development tool for early childhood professionals. This system supports the implementation of Credential 2.0, which is aligned to the Early Childhood Competencies, child care licensing regulations, and the Colorado Shines Quality Rating and Improvement System Workforce Quality Indicator.

The full launch of the Professional Development Information System and the Early Childhood Professional Credential 2.0 occurred on April 15th, 2015. As of December 31, 2015, 3,682 professionals have received a Credential 2.0. There are an additional 1,750 submissions that are in the queue awaiting review. A total of 4,938 professionals are currently credentialed in either Credential 2.0 or 1.0. This represents a 187% increase from 2014.

The work completed in the last three years is setting the foundation for an accountable, innovative, accessible, inclusive, aligned, well-financed, and collaborative professional development system which meets the guiding principles from Colorado's Early Learning Professional Development Plan. The incorporation of the Credential into the scoring for the Workforce Quality Indicator of the Colorado Shines Quality Rating and Improvement System has highlighted the importance of professional development. The Professional Development Information System is designed to support professionals in their identification and pursuit of continuing

education options. Although the number of credentialed professionals is lower than the targets, with the successful roll-out of the Professional Development Information System, its incorporation into Colorado Shines, and the inclusion of the Early Childhood Professional Credential in new rules for child care licensing, the Colorado Department of Education is preparing for a significant up tick in the number of professionals interested in receiving a credential.

A process evaluation is included in the second phase of the Credential 2.0 review. Phase one focused on the initial psychometric evaluation of the Credential 2.0 scoring system. Phase 2 addresses the demonstrated competencies section of the Credential 2.0. A demonstrated competencies presentation module is currently available in the Professional Development Information System. By enrolling in the module, stakeholders across the state can learn about the plan for initial implementation of the demonstrated competencies scoring component of the Early Childhood Credential 2.0 and provide feedback through a module survey. Feedback gathered through this survey will be shared with the Early Childhood Professional Development Advisory in June of 2016. Members of this group will then determine how this feedback informs revisions to the demonstrated competencies scoring component. The target date for the initial implementation is August of 2016.

Although there were delays to the Credential 2.0 application process due to the delayed launch of the Professional Development Information System, as described in the Ambitious and Achievable Targets for Higher Education and Early Childhood Credentialing section, efforts to support the workforce in progressing through higher levels of credentialing are in full force now that the system is fully operational and there is increased credentialing staff capacity. This increased capacity will ensure that more professionals will be able to understand credential requirements, track progress, take on-line, regional and statewide courses (including those required in Level 2 of the Colorado Shines Quality Rating and Improvement System), and find additional professional development opportunities. As of December 31, 2015, there are over 45,000 on-line course completions. The Department anticipates that this number will increase exponentially as more on-line courses are available in the system. A local implementation partner in a very remote part of Colorado expressed appreciation for the on-line coursework:

*“We received some wonderful feedback about the Professional Development Information System e-learning courses from a professional. As a result of completing the e-learning course about the Environment Rating Scales and learning about developmentally appropriate classroom environments for toddlers, she re-arranged the learning environment.” -Kathleen Merritt, Bright Futures Early Childhood Council Coordinator*

The Colorado Department of Education will closely monitor the workforce progress through the credential levels. It will be essential to understand the obstacles to achieving higher levels of credentialing. Beyond the evaluation of the credential levels, the next year will be focused on expanding and enhancing the Professional Development Information System so that it is used by the diverse spectrum of Early Childhood Professionals as an essential tool and not just a compliance mechanism.

### **Workforce Data**

Thus far, Colorado has been focused on ensuring that the workforce is engaged and knowledgeable about Credential 2.0. With close to 14,000 registered professionals in the system, 2016 will see a focus on data collection and reporting. Public reporting of the Early Childhood Educator Workforce will include data to help answer the following broad questions:

1. How prepared is Colorado's Early Childhood Workforce to provide effective care and education for all children?
2. What are staff characteristics of high quality programs?

The Colorado Department of Education will provide state level data related to the number of early childhood professionals registered in the Professional Development Information System, the numbers and levels of credentialed staff, the information about the self-reported competency level of staff, degree and certificate completion and early childhood professional demographic data. Individual Early Childhood Councils will be able to provide this level of data for their local communities. Colorado will also be able to share staff characteristics (in the aggregate) of high quality programs. Anticipated release of this detailed level of public reporting is by

June, 2016.

Reports will soon be available that provide a more complete picture of how professionals are earning their credential (highest level of degree, area of study, ongoing Early Childhood coursework, ongoing training and professional development, coaching, related endorsements/licenses/credentials, experience in the field, and demonstrated competency). An additional report will highlight professional credential movement with details on movement from one level to another as well as numbers of professionals who maintain their level or let their credential expire. By the end of 2016 Colorado will have valuable baseline data which will support ongoing workforce efforts both regionally and statewide.

Finally, though outside of the scope of this specific area of workforce development, the issue of compensation must be addressed. With the environment of increased accountability and expectations, it is essential that professionals feel adequately compensated for their work. The Early Childhood Professional Development Advisory is focusing on staff compensation, recruitment and retention in the development of the next version of Colorado's Early Learning Professional Development System Plan. The compensation challenge was raised with the Early Childhood Leadership Commission as part of a July, 2015 update on Colorado's Early Childhood Professional Development System. Additional discussions will continue and a plan for addressing Colorado's compensation issues in early childhood is underway. The Early Childhood Professional Development Advisory, in partnership with local philanthropic partners, will be releasing details about next steps in the first quarter of 2016.

The sustainability plan is ongoing. In addition to the issue of compensation, the issue of building capacity is critical to the success of early childhood professional development. Funding is being leveraged to support early childhood professionals through:

- Credentialing (including early childhood, coaching, and training)
- Professional Development Information System functionality (maintenance and enhancements)
- Training Approval

Early Childhood Councils will continue to play a role in implementation of the early childhood professional development statewide system. Reports are currently in development to provide regional, local and program-level data related to competency and this will become an increasingly important resource for Councils in understanding and targeting workforce needs.

Finally, Professional Development Information System data will continue to be utilized to both understand the early childhood workforce and inform future resource development, policy, and investment.

## Measuring Outcomes and Progress

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

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- 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;
- Is administered beginning no later than the start of the school year in the fourth year of the grant to children entering a public school kindergarten. States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- 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; and
- 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.

Colorado's Kindergarten Entry Assessments approved by the State Board of Education directly correlate with the five statutorily required areas to be assessed under Senate Bill 08-212 Colorado's Achievement Plan for Kids (CAP4K) 2008 legislation: physical well-being and motor development, social and emotional development, language and comprehension development, cognition, and general knowledge. In 2012, the State Board of Education voted to offer districts a menu of school readiness assessment choices to address the differing needs and approaches of Colorado's school districts, while ensuring that teachers have a clear picture of each student's school readiness at kindergarten entry. The assessment menu includes four options for Colorado school districts: (1) Teaching Strategies GOLD®, (2) Teaching Strategies GOLD® Kindergarten Entry Assessment Survey, (3) Desired Results Developmental Profile-Kindergarten (DRDP-K), and (4) Riverside Early Assessment of Learning (REAL). All assessment tools measure at least the minimum domains required by statute and also provide additional areas for optional assessment to include science, technology, arts, and English language acquisition.

All four state board approved assessment options are designed to follow CAP4K's requirement that school readiness assessments are to "facilitate the systematic measurement of a student's increasing knowledge, skills, and accomplishments within the classroom context" (Section 22-7-1014(1)(b) C.R.S). All assessments are designed to be embedded within the context of the classroom and to use teacher observations of children in the course of everyday learning activities. They are not intended to be a one-time, individually administered "test" conducted under contrived conditions. All assessment tools also meet the criteria of being "research-based, valid, and reliable" for measuring school readiness at kindergarten. In order to be approved by the State Board of Education, all assessments on the menu were required to provide evidence of being research-based, and valid and reliable for measuring school readiness.

The most widely adopted school readiness assessments by Colorado school districts are the Teaching Strategies GOLD® and the Teaching Strategies GOLD® Kindergarten Entry Assessment Survey published by Teaching Strategies. These assessments are used by 164 of the 178 school districts in Colorado. The next most

frequently used school readiness assessment is the Riverside Early Assessment of Learning (REAL) published by Houghton Mifflin-Harcourt. This assessment is used by four Colorado school districts and four charter schools. The Desired Results Developmental Profile- Kindergarten (DRDP-K), developed by the state of California, is published by West Ed. One Colorado school district is using the DRDP-K as its school readiness assessment this year.

Since 2013, the Colorado Department of Education has been supporting a phased-in implementation of the school readiness requirements of CAP4K. Based on the challenges of identifying assessments that met the criteria established in CAP4K for a school readiness assessment, districts were advised to phase-in implementation of school readiness assessments and plans. After the expansion of the assessment menu in the fall of 2014, the 2015-16 school year marked the first year of statewide implementation of school readiness assessments, as all Colorado school districts were required to use one of the four State Board of Education approved school readiness assessment options. Though CAP4K does not have requirements pertaining to the timing of school readiness assessment, it does note that the purpose of ongoing assessment is to help direct teachers' practice within the classroom with each student and thereby maximize each student's progress toward demonstrating school readiness. Legislation passed in the spring of 2015, House Bill 15-1323, which defines the timeline in which local education providers must complete the kindergarten entry assessment, requiring completion of school readiness assessments within the first sixty days of the school year. Thereafter, districts or schools that choose to implement the tool beyond the kindergarten entry timeline can set locally determined checkpoints throughout the year to align with parent-teacher conferences and report card timeframes.

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.

Progress made this year in the kindergarten school readiness initiative relates to supporting Colorado educators with implementation challenges, mitigating concerns over data privacy in using an online system to store information about young children, developing a Colorado vision for school readiness work, and working to adopt of a state reporting system of aggregate student outcomes relative to kindergarten entry levels.

#### 1. Implementation Challenges with Online Assessment Tools

The 2015-16 school year has been the first year of full implementation of the kindergarten school readiness initiative statewide. As districts moved toward full implementation, the Colorado Department of Education has responded to implementation issues experienced related to a new assessment platform released by Teaching Strategies. In the fall of 2015, Teaching Strategies launched an upgraded version of their Birth - Kindergarten (B-K) online assessment in the form of a Birth - Third Grade (B-3) platform. As the new platform offered a higher assessment ceiling for development and learning that spans through grade 3, many districts selected the B-3 option to show child growth throughout the kindergarten year with the expanded grade levels offered by the tool. Consequently, the vast majority of districts who selected to use Teaching Strategies GOLD as their kindergarten school readiness assessment chose to utilize the new platform. Out of the 164 school districts implementing the Teaching Strategies GOLD assessment system as their school readiness assessment, just 33 decided to remain on the previous B-K platform to align with their state funded preschools that use the B-K version.

However, the B-3 platform did not function as intended causing many user errors, time-outs, and the need for teachers to input documentation multiple times. This resulted in significantly limiting teachers from effectively using the assessment. In response to this challenge, Colorado Department of Education staff worked closely with school districts to channel communication from Colorado to Teaching Strategies executives and ensure responsiveness from Teaching Strategies to Colorado concerns. By late October 2015, the continued functionality issues with the B-3 platform necessitated the decision by the department to allow school districts to consider the 2015-16 school year as an extension of the phase-in process for the school readiness initiative. Districts were encouraged to use the extension year to continue learning to use the assessment tools selected

for school readiness and to work through implementation planning.

## 2. Addressing Data Privacy Concerns

Another implementation challenge relates to concerns about data privacy and security that some parents have raised regarding the online school readiness assessment systems. In response, the Colorado Department of Education data privacy and security staff conducted a review of the data privacy and security policies of each publisher for compliance with the department's policies. The review concluded that all assessment publishers are largely in compliance with the department's current policies and are effectively moving towards compliance with the department's new policies, which requires the encryption of data at rest. Each publisher of kindergarten school readiness assessments is or will be in full compliance with the department's policies by June 2016. Given the majority of districts implementing the Teaching Strategies GOLD assessment, a memorandum of understanding (MOU) with Teaching Strategies to strengthen data privacy and security, as well as streamline the assessment tool for kindergarten was approved by the State Board of Education at its December 2015 meeting.

The Teaching Strategies MOU outlines provisions that will be included in all contracts between the publisher and school districts relative to kindergarten subscriptions beginning in the 2016-17 school year. The MOU creates the option of a shortened set of items for kindergarten assessment, a required parent opt-in process to enable use of the photo and video features for documentation purposes, and ensured data security practices to meet strict Colorado requirements. These measures are intended to mitigate privacy concerns, strengthen the security of information collected as teachers use the assessment, and reduce user time in the online system without compromising the integrity and validity of the instrument. Both Colorado Department of Education and Teaching Strategies are committed to ongoing review and refinement of this process. To that end, the Colorado Department of Education will develop measures to enhance input from Colorado educators to achieve the best results for Colorado's children.

## 3. Developing a Colorado Vision for School Readiness

The work of the School Readiness team for the 2015-16 year has centered on two primary focus areas: (1) supporting districts through implementation challenges resulting from lack of assessment functionality in the Teaching Strategies GOLD B-3 platform and (2) promoting greater understanding among teachers and administrators of the instructional value of school readiness assessments.

As previously mentioned, ongoing functionality issues in the Teaching Strategies GOLD B-3 platform led to significant district frustration in attempting to implement the assessment. Frustrations heightened in districts that shifted previous local reporting practices to using Teaching Strategies GOLD reporting as the kindergarten report card. In order to provide timely and responsive support to the field and avoid potential misperceptions about school readiness work in connection with functionality issues, the School Readiness staff has actively and consistently provided field support using the following strategies:

- Face-to-face technical assistance and professional development,
- Hosting virtual regional learning community meetings for districts in remote and rural areas,
- Fielding concerns about the extraordinary amount of time spent in the tool as a result of functionality issues, and
- Identifying and communicating to Teaching Strategies platform feature developments that would best support Colorado users.

A major shift in training focus from tool functionality to understanding the purpose and vision for school readiness work began with last summer's statewide regional trainings and has expanded throughout the year through individualized technical assistance with Colorado districts. By focusing on how school readiness assessments can inform teaching practices, support individualized instruction, and demonstrate student growth over time, the School Readiness team supported a shift in a number of districts' approach to school readiness from one of compliance. To this end, the work of the School Readiness team has focused on three primary vision outcomes:

1. *Changing Paradigms:* Creating the desire to implement school readiness work.
2. *Increasing Practitioner Efficacy:* Providing the necessary professional development to support the school readiness initiative in meaningful and practical ways.

3. *Developing Systems Alignment*: Focusing on ways to increase district preschool and kindergarten alignment as part of a statewide focus in raising awareness of the importance of a preschool through grade 3 (P-3) systems approach for Colorado.

#### Changing Paradigms and Teacher Efficacy:

The thirty statewide regional trainings conducted during the summer of 2015 focused on developing common understanding of the intent and purpose of school readiness legislation through building an expanded vision of school readiness in Colorado. As such, follow up technical assistance and training supported teachers' and school administrators' efficacy in creating responsive learning environments to meet the needs of all children as they enter kindergarten regardless of the child's experiences, age, background or abilities. As a result, a paradigm shift in how districts are thinking about implementing school readiness has begun.

Survey feedback confirmed the impact of this shift in training approach. A summary of the 2015 summer trainings revealed that ninety percent of participants agreed or strongly agreed that the training activities and discussions enhanced their understanding of the "why" behind school readiness assessments. Eighty percent of participants either agreed or strongly agreed that as a result of the training, they felt more confident about implementing Teaching Strategies GOLD and school readiness in their classrooms. Anecdotal feedback through participant comments additionally provides supported evidence that participants grew professionally and experienced a shift in their thinking as a result of the trainings:

*"Learning all about Teaching Strategies GOLD and school readiness was beneficial because I was able to receive an all-around account of the system and legislation. From this training I was able to take away the "why" behind Teaching Strategies GOLD and school readiness while still learning the ins and outs of both" -Teacher*

*"I think the approach to assessment will provide more valuable information to families." -Literacy Coach*

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*"It is helpful to know why Teaching Strategies GOLD was implemented. From this training I was able to understand that Teaching Strategies GOLD is starting to look at the whole child, which is monumental in the field of education. I will now be able to speak to parents about their child as a whole with documentation and data to support my statements. This is not only beneficial for the teacher but the family and most importantly the child."-Teacher*

In developing teacher efficacy and empowerment:

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*"Teaching Strategies GOLD has really helped our teachers to provide a more developmentally-appropriate experience in kindergarten. As a result of looking at all of the domains, teachers have been more thoughtful about how kids develop in kindergarten and how to plan and provide opportunities for students to really show what they can do. It has also been a great support for teachers in knowing what reasonable expectations are for kindergarten students and finding strengths in all students. Being able to observe kids in action to identify what they can do has been such an improvement over one-size fits all assessments that may not meet kids where they are or be aligned to their unique learning styles." -Elementary Principal/ Director of Data and Early Learning, Northwest Region of Colorado*

#### Developing Systems Alignment:

At least 27 districts are taking a systems approach to the school readiness assessment and fifteen of those have replaced kindergarten report cards with the report from GOLD. The GOLD report card allows teachers to share student growth with families relative to widely held expectations for development and learning. The report card also engages families in participating in the reported next steps for continuing growth. Some districts have cross-walked their curriculum and/or programs to the Teaching Strategies GOLD objectives making connections for teachers in what they are teaching and assessing. An example of this comes from a district using *Habits of a Scholar* and the direct connections they made to the social emotional area in GOLD.

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#### Making Connections to Support a Preschool through Grade 3 (P-3) Systems Approach

While Colorado Department of Education defines P-3 as a continuum of development and learning from birth through age eight, the Department is taking the lead in supporting Colorado through thinking about how to align district systems within a framework of continuing supports from age three to grade 3. The summer of 2015 marked the beginning of more intentional focus and support for the development of a P-3 approach to early learning and development by the department. In the original grant proposal the plan was to offer a two day Principal Institute in year three. This would have been a one-time connection with principals, with uncertain potential to influence practice. In an effort to have a lasting impact supporting school readiness through an aligned system addressing the growth and development of children from birth through age 8, the following steps were taken:

- In August of 2015 a position was created specifically to staff the development of an aligned P-3 approach at the state and local level. Race to the Top funds have leveraged funding for this position along with other programs within the Colorado Department of Education. Colorado Department of Education recognizes a P-3 alignment as the primary bridge to joining programs and services for children from birth to age 5, with elementary school programs and services from preschool to third grade.
- In September 2015 the P-3 alignment work was introduced throughout the Colorado Department of Education with a presentation by Dr. Kristie Kauerz.
- A P-3 Leadership Cadre was established via an application process. The cadre consists of Principal lead teams from 13 elementary schools across the state. Cadre members all expressed an interest in the development of an 'age 3 to grade 3' system that supports success for all children.
- Webinars were developed around two resource documents: 1. From the National Association of Elementary School Principals, "Leading Pre-K - 3 Learning Communities; Competencies for Effective Principal Practice", and 2. "Framework for Planning, Implementing, and Evaluating Pre-K - 3<sup>rd</sup> Grade Approaches", by Kristie Kauerz and Julia Coffman.
- Visits were made to seven of the 13 schools in 2015. The final six visits occurred in January and February of 2016.
- Two key priorities for cadre teams are the implementation of the school readiness assessment and building partnerships between preschool and kindergarten.
- Cadre teams will meet together in February as part of the Rocky Mountain Early Childhood Conference. They will develop action plans for their next steps.

While the cadre continues to work to identify key learnings for Colorado, the School Readiness team's work with districts expands and supports the efforts of the cadre. School Readiness Specialists work closely with administrators in districts across the state to provide monthly technical assistance and professional development in a P-3 approach specific to instructional best practices. Since last summer's regional trainings, 87 districts have received customized technical assistance in support of implementing school readiness with the Teaching Strategies GOLD assessment. As a part of this outreach, conversations about identifying areas to support P-3 alignment are taking place. To that end, members of the School Readiness team and the Colorado Department of Education Results Matter staff are offering joint professional development sessions for preschool and kindergarten teachers across the state. During these sessions participants are connecting and aligning the assessment objectives for development, and are deepening their understanding the continuum of learning in young children's experiences. These collaborative efforts are supporting a more intentional bridge in

educators' thinking about ways to create intentional transitions from preschool to kindergarten, within a preschool - third grade system. A parent's reaction to this approach is evidenced in this response:

*"As a parent, it has been really supportive to have a report card that is consistent with what I saw for my child in preschool. It made it so much easier to understand and seeing my child's growth in areas that include social emotional, physical and not just academic areas has been really wonderful. I feel like my child's teacher is looking at her as a whole child and not just at her academic growth. I also love that it is a strengths-based assessment and shows me where my child is and what she's ready for next. It has given me great ideas for how to support my daughter's development and what to expect from her next."*  
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Additionally, an aligned assessment tool allows parents of children in Colorado's Preschool Program to have a more streamlined experience as their child moves into kindergarten as evidenced by this feedback from a preschool director:

*"I have done a lot of work with the Kindergarten Teachers and really feel we are almost past the challenging phase and moving to full utilization. The first year always has some challenges just like we did when they transitioned to GOLD, but I feel we can get through them having an aligned assessment system between Preschool and Kindergarten."* -Director of Early Childhood Programs, Northwest Region of Colorado

#### Adopting a State Reporting System

In the Race to the Top Early Learning Challenge grant application, Colorado planned to create a baseline of school readiness data and then measure progress against the baseline. Because the implementation timeline for the school readiness components of CAP4K was extended by the State Board of Education, the 2015-16 school year marks the first year of statewide implementation. Though a data collection pilot had been planned for this year, the unforeseen technical issues with the new Teaching Strategies GOLD platform created a postponement of the collection. In keeping the work moving forward, the Colorado Department of Education is currently working with the State Board of Education to implement a state reporting system. Section 22-7-1014 (2)(b) C.R.S., requires the State Board of Education to "adopt a system for reporting population-level results that provide baseline data for measuring overall change and improvement in students' skills and knowledge over time." In addition, pursuant to Section 22-7-1019, the Colorado Department of Education is required to produce annual progress reports to the Colorado General Assembly that include statewide disaggregated levels of kindergarten school readiness by free or reduced-cost lunch eligibility status, gender, and ethnicity. By ensuring development of the data reporting and collection parameters, the Colorado Department of Education is ensuring that the structures for data collection will be in place for the 2015-16 school year.

#### Measuring Progress:

Progress against the goal of implementing a statewide school readiness assessment will be determined by the number of school districts using the assessment as outlined in statute to "help direct teachers' practice within the classroom with each student and thereby maximize each students' progress toward demonstrating school readiness" C.R.S 22-7-1014(1)(b). Currently, approximately 15% of Colorado school districts are implementing school readiness assessment beyond a kindergarten entry measure and are utilizing it to plan instruction for varying student needs, which has been a substantial achievement of this year's school readiness work. The outcome goal of school readiness work is to increase this number from 15% to at least 25% by the grant's end.

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### Early Learning Data Systems (Section E(2) of Application)

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- Has all of the Essential Data Elements;
- Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Colorado did not pursue this section of the Race to the Top Early Learning Challenge grant application.

COLORADO DID NOT ADDRESS FOCUS AREA E(2) IN ITS RTT ELC APPLICATION

## 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).

<b>Table (A)(1)-1: Children from Low-Income<sup>1</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	7,245	2.18%
<b>Toddlers ages 1 through 2</b>	14,443	4.35%
<b>Preschoolers ages 3 to kindergarten entry</b>	14,819	4.46%
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	36,507	10.99%

<sup>1</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

### Data Table A(1)-1 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Sources: U.S. Census Bureau, American Community Survey, Tables CP03 and DP05 (2014); National KIDS COUNT (2014)

The child population by age group data presented are based on the National KIDS COUNT 2014 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 (10.9%) of 'families with related children under 5 years only' to each age group.

Population estimates for all percentages, unless otherwise noted, are based on 2014 Census data indicating that Colorado has 332,058 children under the age of five.

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

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique 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 <sup>1</sup>	15,250	4.59%
Are English learners <sup>2</sup>	68,467	20.62%
Reside on "Indian Lands"	916	0.28%
Are migrant <sup>3</sup>	819	0.25%
Are homeless <sup>4</sup>	1,424	0.43%
Are in foster care	2,805	0.84%
Other 1 as identified by the State	68	0.02%
<i>Describe:</i>	Children birth through 2 years eligible for state funded Early Intervention 	
Other 2 as identified by the State	85,676	21.8%
<i>Describe:</i>	Children in immigrant families	

<sup>1</sup>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).

<sup>2</sup>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.

<sup>3</sup>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).

<sup>4</sup>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**

Enter text here to indicate 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 (2015); Colorado Department of Human Services, Early Intervention Colorado (2015)

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 2015 were 8,475 and 6,775 respectively. Part B data only includes ages three to five, while Part C data only includes ages zero to three.

Special populations: Children who are English learners

Source: U.S. Census Bureau, American Community Survey, Table B16007 (2014)

There is no data for children ages birth through age four (under five) who speak a language other than English at home. The English Language Learners count and percentage is based on the 21% of children ages five to 17 that speak a language other than English. Applying the same proportion (21%) to the total number of children birth through age four in Colorado yielded the reported data.

Special populations: Children who reside on "Indian Lands"

Source: U.S. Census Bureau, American Community Survey, Table S0101 (2014)

Children under age five 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 (2015)

Figures reported for State Fiscal Year 2014-2015.

Special populations: Children who are homeless

Source: Colorado Department of Education, Homeless Education Liaisons (2015)

Represent the number of children experiencing homelessness who were identified by Colorado Public School Districts during the 2015-2016 school year.

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 (2015). Foster care children are defined as out-of-home (OOH). 2,805 children under the age of 5 in foster care during Calendar Year 2015. Out-of-home care (includes group and residential treatment settings and reported to the Fed as "foster care")

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 (2015)

Special populations: Children in immigrant families

Source: U.S. Census Bureau, American Community Survey, Table C05009 (2014)

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 392,952 under the age of six as the denominator.

Population estimates for all percentages, unless otherwise noted, are based on 2014 Census data indicating that Colorado has 332,058 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.

<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>				
<b>Type of Early Learning and Development Program</b>	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>State-funded preschool</b>	57	368	21,288	21,713
<i>Specify:</i>	Colorado Preschool Program			
<i>Data Source and Year:</i>	Colorado Department of Education, Colorado Preschool Program, Results Matter Pr			
<b>Early Head Start and Head Start<sup>1</sup></b>	697	1,493	11,201	13,391
<i>Data Source and Year:</i>	Colorado Department of Human Services, Head Start State Collaboration Liaison (20			
<b>Programs and services funded by IDEA Part C and Part B, section 619</b>	702	6,073	8,475	15,250
<i>Data Source and Year:</i>	Colorado Department of Education, Exceptional Student Services Unit Colorado Department of Human Services, Early Intervention (2015)			
<b>Programs funded under Title I of ESEA</b>				
<i>Data Source and Year:</i>	Colorado Department of Education, Coordinator of ESEA Reporting (2015)			
<b>Programs receiving funds from the State's CCDF program</b>	941	4,184	4,984	9,853
<i>Data Source and Year:</i>	Colorado Department of Human Services (2015)			
<b>Other 1</b>	1,896	1,585	0	3,481
<i>Specify:</i>	Nurse Family Partnership			
<i>Data Source and Year:</i>	Invest in Kids, Nurse-Family Partnership (2015)			
<b>Other 2</b>	173	568	363	1,104
<i>Specify:</i>	Parents as Teachers			
<i>Data Source and Year:</i>	Colorado Parent and Child Foundation (2015)			
<b>Other 3</b>	0	0	320	320
<i>Specify:</i>	Home Instruction for Parents of Preschool Youngsters			
<i>Data Source and Year:</i>	Colorado Parent and Child Foundation (2015)			
<b>Other 4</b>				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
<b>Other 5</b>				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
<b>Other 6</b>				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

**Table (A)(1)-3a - Additional Other rows**

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<b>Other 7</b>				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
<b>Other 8</b>				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

<sup>1</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**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 2014-2015 using the annual census count (October 1, 2015). Infants/Toddler ages determined by age as of October 1, 2015.

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 academic year 14-15, and may include duplicates between age groups, as reported in the Program Information Reporting (PIR).

The number of children with high needs participating in programs funded by Individuals with Disabilities Education Act (IDEA) Part C included 702 infants under age one and 6,073 toddlers ages one through two. The number of children with high needs participating in programs funded by IDEA Part B, section 619, included 8,475 preschoolers ages three through five. Both are based on the annual December 1 count.

Children, by age data is not available for programs funded under Title I of Elementary and Secondary Education Act (reporting as blanks).

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 2015, 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.

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	11,386	155	1,816	41	41	579	7,164
<i>Specify:</i>	Colorado Preschool Program						
Early Head Start and Head Start <sup>1</sup>	8,468	350	180	1,108	27	1,125	9,789
Early Learning and Development Programs funded by IDEA, Part C	2,034	14	148	274	7	217	4,081
Early Learning and Development Programs funded by IDEA, Part B, section 619	2,857	63	202	332	13	318	4,690
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	1,736	39	102	184	2	175	1,216
<i>Describe:</i>	Nurse Family Partnership						
Other 2	857	13	2	20	1	100	968
<i>Describe:</i>	Parents as Teachers						
<sup>1</sup> Including Migrant and Tribal Head Start located in the State.							

**Table (A)(1)-3b - Additional Other rows**

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
<b>Other 3</b>	253	25	1	5	0	32	24
<i>Describe:</i>	Home Instruction for Parents of Preschool Youngsters						
<b>Other 4</b>							
<i>Describe:</i>							
<b>Other 5</b>							
<i>Describe:</i>							
<b>Other 6</b>							
<i>Describe:</i>							
<b>Other 7</b>							
<i>Describe:</i>							
<b>Other 8</b>							
<i>Describe:</i>							

**Data Table A(1)-3b Data Notes**

Enter text here to indicate data source and clarify or explain any of these data if needed.

State-funded preschool

Sources: Colorado Department of Education, Colorado Preschool Program (2015)

State-funded preschool (Colorado Preschool Program) children, by race/ethnicity, data are self-verified for the academic year 2014-2015 using the annual census count (October 1, 2014).

Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Office (2015)

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 2014-2015 Head Start Program Information Report (PIR) and includes American Indian/Alaska Native and Migrant Seasonal Head Start data.

Early Learning and Development Programs funded by Individuals with Disabilities Education Act (IDEA), Part C

Source: Colorado Department of Human Services, Early Intervention (2015)

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 (2015)

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 (2015)

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 (2015)

CCDF data not available (reporting as blanks).

Nurse Family Partnership

Source: Invest in Kids, Nurse-Family Partnership (2015)

These numbers identify clients that are currently enrolled in the program at the end of calendar year 2015.

Parents as Teachers (PAT) and Home Instruction for Parents of Preschool Youngsters (HIPPI)

Source: Colorado Parent and Child Foundation (2015)

Data sourced from Visit Tracker for all children receiving at least 1 private visit from October 1, 2014 to September 30, 2015.

**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.

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
<b>Supplemental State spending on Early Head Start and Head Start<sup>1</sup></b>	0	0	0	0	
<b>State-funded preschool</b>	\$67,106,863	\$67,236,788	\$74,618,543	\$83,099,166	
<i>Specify:</i>	Colorado Preschool Program				
<b>State contributions to IDEA Part C</b>	\$17,097,261	\$19,908,423	\$19,910,756	\$19,109,480	
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>	0	\$22,753,114	\$24,446,257	\$26,139,321	
<b>Total State contributions to CCDF<sup>2</sup></b>	\$34,940,849	\$38,822,336	\$40,374,807	\$42,909,729	
<b>State match to CCDF Exceeded / Met / Not Met</b>	Met	Met	Exceeded	Exceeded	
<i>If exceeded, indicate amount by which match was exceeded</i>	0	0	\$4,654,041	\$8,303,236	
<b>TANF spending on Early Learning and Development Programs<sup>3</sup></b>	\$989,673	\$870,062	\$679,634	\$548,790	
<b>Other State contributions 1</b>	0	\$2,003,669	\$2,675,834	\$1,799,741	
<i>Specify:</i>	Early Childhood Councils				
<b>Other State contributions 2</b>	\$47,000	0	0	0	
<i>Specify:</i>	Even Start Family Literacy				
<b>Other State contributions 3</b>	\$12,400,000	\$14,300,000	\$15,374,863	\$14,585,205	
<i>Specify:</i>	Nurse Home Visitor Program				
<b>Other State contributions 4</b>	\$1,231,571	\$1,219,071	\$1,538,028	\$1,352,121	
<i>Specify:</i>	Tony Grampsas Youth Services- Early Childhood				
<b>Other State contributions 5</b>	\$1,100,000	\$1,146,670	\$1,146,684	\$1,176,096	
<i>Specify:</i>	Early Childhood Mental Health Specialists				
<b>Other State contributions 6</b>					
<i>Specify:</i>					

**Table (A)(1)-4 - Additional Other rows**

**Funding for each Fiscal Year**

<b>Type of investment</b>	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Other State contributions 7</b>					
<i>Specify:</i>					
<b>Other State contributions 8</b>					
<i>Specify:</i>					
<b>Total State contributions:</b>	<b>\$134,913,217</b>	<b>\$168,260,133</b>	<b>\$185,419,430</b>	<b>\$199,022,885</b>	

<sup>1</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>2</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>3</sup> 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: The Colorado Department of Education. Spending reflects investments in the Colorado Preschool Program for the 2014-15 school year, and not the 2015-16 year that started during the reporting period for the Annual Performance Report.

State Contributions to IDEA Part C - Source: The Colorado Department of Human Services, Office of Early Childhood.

State Contributions for Special Education Services - Source: The Colorado Department of Education.

State Contributions for the Child Care Development Fund - Source: The Colorado Department of Human Services. The state match was exceeded, and the reported figure of \$8,303,236 represents the difference between the requirement match and state contributions as of December 2015.

State Contributions for TANF Spending on Early Learning and Development - Source: The Colorado Department of Human Services.

State Contributions to Early Childhood Councils - Source: The Colorado Department of Human Services.

State Contributions to Even Start Family Literacy - Source: The Colorado Department of Human Services. Note: This program and its funding concluded prior to year 1 of Colorado's grant cycle, but was active at the time of writing the grant application.

State Contributions to the Nurse Home Visitor Program - Source: The Colorado Department of Human Services.

State Contributions to the Tony Grampsas Program - Source: The Colorado Department of Human Services.

State Contributions to Early Childhood Mental Health Specialists - Source: The Colorado Department of Human Services.

**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.

<b>Total number of Children with High Needs participating in each type of Early Learning and Development Program<sup>1</sup></b>					
<b>Type of Early Learning and Development Program</b>	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>State-funded preschool</b> <i>(annual census count; e.g., October 1 count)</i>	21,160	19,538	20,850	21,713	
<i>Specify:</i>	Colorado Preschool Program				
<b>Early Head Start and Head Start<sup>2</sup></b> <i>(funded enrollment)</i>	12,544	14,075	14,541	13,391	
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>(annual December 1 count)</i>	0	14,917	14,682	15,264	
<b>Programs funded under Title I of ESEA</b> <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report )</i>	0	2,034	954	0	
<b>Programs receiving CCDF funds</b> <i>(average monthly served)</i>	9,699	16,329	10,042	9,853	
<b>Other 1</b>	0	3,791	3,669	3,481	
<i>Describe:</i>	Nurse Family Partnership				
<b>Other 2</b>	0	1,944	2,164	1,104	
<i>Describe:</i>	Parents as Teachers				
<b>Other 3</b>	0	823	716	320	
<i>Describe:</i>	Home Instruction for Parents of Preschool Youngsters				
<b>Other 4</b>					
<i>Describe:</i>					
<b>Other 5</b>					
<i>Describe:</i>					
<b>Other 6</b>					
<i>Describe:</i>					
<b>Other 7</b>					
<i>Describe:</i>					
<b>Other 8</b>					
<i>Describe:</i>					

<sup>1</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

<sup>2</sup> 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 (2015)

Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Liaison (2015)

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 (2015); Colorado Department of Human Services, Early Intervention (2015)

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 ESEA Reporting (2015)

Colorado was unable to provide Title I Pre-Kindergarten data for 2013-14 and 2014-15 but will change its data-collection procedures for 2015-16 and moving forward in order to do so. Beginning in 2013-14, Colorado changed how it collected numbers of Title I students, for submission to EdFacts and the Consolidated State Performance Report (CSPR). Specifically, districts now are required to document who received Title I Targeted Assistance program resources, and which specific resources, at the student level. All students in Schoolwide programs are considered Title I.

Prior to 2013-14, because so many equate Title I status with free/reduced meal (FRM) eligibility, many districts coded FRM students as Title I regardless of whether or not their school even received Title I money. To avoid inflating the Title I student count by incorrectly labelling all economically disadvantaged students as Title I, the new system prevented any students in non-Title I schools from being counted as such. Because this new data system collects data for schools served with Title I, Pre-Kindergarten programs were not consistently captured. The ESEA programs team will identify a process to rectify this situation for the 2015-16 report.

Programs receiving Child Care Development Fund (CCDF) funds

Source: Colorado Department of Human Services (2015)

CCDF data reflects average monthly utilization from December 2014 through November 2015.

Nurse Family Partnership

Source: Invest in Kids, Nurse-Family Partnership (2015)

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 (2015)

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

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

**Data Table A(1)-6 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.**

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

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	X	X	X	X	
<i>Specify:</i>	Colorado Preschool Program				
Early Head Start and Head Start <sup>1</sup>	X	X	X	X	
Programs funded by IDEA, Part C	X	X			
Programs funded by IDEA, Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA	X	X	X	X	
Programs receiving CCDF funds	X	X	X	X	
Current Quality Rating and Improvement System requirements (Specify by tier)			X	X	
Tier 1					
Tier 2			X	X	
Tier 3			X	X	
Tier 4			X	X	
Tier 5			X	X	
State licensing requirements			X	X	
Other 1					
<i>Describe:</i>					
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
<sup>1</sup> Including Migrant and Tribal Head Start located in the State.					

**Table (A)(1)-7 - Additional Other rows**

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
<b>Other 6</b>					
<i>Describe:</i>					
<b>Other 7</b>					
<i>Describe:</i>					
<b>Other 8</b>					
<i>Describe:</i>					

**Data Table A(1)-7 Notes**

Enter text here to clarify or explain any of the data if needed.

## Budget and Expenditures

### 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.

Year three marked Colorado's transition from the development to implementation cycle for many large projects in the state. The State saw a significant increase in spending compared to prior grant years. This year was also marked with a budget amendment focused on increased staffing to support all the work occurring in Colorado. Across nearly every grant project, spending grew to double or triple the prior calendar year, demonstrating the significant amount of work accomplished around major system implementations.

At the close of the year, even with the increasing use of grant funds, the State sees under spending across the grant particularly in three primary areas: personnel, contracts, and local funds. This can be attributed to several factors mentioned in prior Annual Performance Reports, contracting processes take time to procure and implement, and assumption around both staff salary and start dates are a moving target. Now that the majority of contractual activities are underway and funds are encumbered, spending is catching up to the planned budgets. As for staffing, we have largely reached capacity for existing planned positions, and only anticipate seeing fluctuations in staffing for 2016 around increased capacity to process early childhood professional credentials.

Originally, the 2014 and 2015 calendar years represented the largest planned spending in the grant. With these budget shifts and ramp up, the State is now seeing those spending trends appear a year later.

### Budget Summary Table Explanation of Changes

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

As Colorado enters the final year of the Race to the Top Early Learning Challenge Grant, the Colorado Department of Human Services is focused on addressing sustainable funding to support ongoing activities after the grant. This process includes going to the Colorado State Legislature to seek spending authority to include key grant activities around Colorado Shines - Quality Rating and Improvement System and Professional Development Information System within Colorado's spending of Child Care Development Fund grant quality dollars.

Initial hearings on spending authority began in early January, and in February Colorado hopes to have additional news during figure setting. If approved, Colorado would receive spending authority to utilize Child Care Development Fund quality funds effective July 1, 2016. Given the timing of fund appropriations, Colorado would be positioned to begin transitioning activities at the mid-point of the final grant calendar year if approved. During the transition, cost savings would be realized and invested into key grant activities like communications, system enhancements, quality incentives funding, and more. At this time it is not possible to determine the exact amount of funding available for transitions, both the spending authority and available funds may change.

Lastly, Colorado plans to submit for a no cost extension. Any proposals put forth to utilize funds in 2017 will focus on primary activities like system enhancement and quality improvement investments. Colorado will determine the scale of the no cost extension request based on the results of the sustainability spending authority request.

## Project Budget 1

### Project Name: Governance of the RTT- Early Learning Challenge Grant

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#### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Project 1 reported spending 99% of the planned budget for 2015 (\$1,997,138.63 out of \$2,019,165.71) and will implement adjustments to allocate any unspent 2015 funds to the 2016 budget. Colorado notes the following variance between planned and actual spending.

- Fringe had a small remaining balance; this is attributed to both a difference between projected staff salary versus actual offered salary as well as staff changes in benefits that take place during the reporting period.
- Personnel costs were overspent however, and Colorado is currently looking into payroll data to request corrections in cases where newly hired staff associated with Project 3 are being billed to Project 1. This explains cost savings seen below in the Project 3 budget section.
- Contractual and Local funds represent the majority of the 1% not spent in 2015. These funds are in multi-year contracts and vendor payment is based on work completed to date. Less vendor invoicing or late vendor invoicing caused these lines to come in under budget. In total, Colorado has \$1,067,827 encumbered in contracts for this project, which represents the majority of remaining contractual activities in this project.
- Lastly, Colorado saw small overspending in Travel, Supplies, and Other. The State reduced these lines earlier in 2015 based on historical spending trends only to see an increase in need near the end 2015. These increased costs included one-time professional printing, sponsorship in the Rocky Mountain Early Childhood Conference, and increased staff travel for conference/stakeholder engagement in the fall.

Colorado anticipates the total spending for Project 1 in 2015 will remain close to 99% as any corrections to personnel are processed and any last lingering invoices are paid out.

#### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Colorado is entering the fourth year of the grant, with the primary remaining task under Project 1 being the Colorado Department of Human Services communications campaign and website enhancements for the new Colorado Shines Quality Rating and Improvement System. As the State continues to deploy these two efforts, the Office anticipates adjusting the funds available to both. Advice from other Race to the Top states has stressed that you cannot over communicate, so as the state closes out other Project 1 tasks, any cost savings will likely be targeted to expanding these efforts. Currently over \$400,000 in communications funds are encumbered to use in 2016, largely funding scheduled public outreach messaging through mediums like radio and television ads.

Additionally, during the 2016 legislative session Colorado will seek spending authority to transition some grant activities and staffing to sustainable long-term funding. Depending on the results of Child Care Development Fund quality spending authority approval, Colorado would begin to transition costs to sustainable funding during the 2016 calendar year. This would enable Colorado to shift costs saved into key items like communications in Project 1.



## Project Budget 2

**Project Name:** Early Learning Standards and Guidelines

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### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Year three (2015) was the final year of planned activities for Project 2 within the grant. In total Colorado spent 67% of the 2015 budget, (\$193,423.53 out of \$290,318.58). The reasons for the under expenditure of funds include:

- Contractual spending was under by \$558.76 after a final invoice from vendors working on enhancements to align our Early Learning and Development Guidelines with the Colorado Early Childhood Framework came in under budget.
- Local funding was also under by \$96,336. These funds were blended with Project 1 local funds to enable Colorado's 31 Early Childhood Councils both growth in their internal capacity and a toolkit of resources to communicate the adoption of Early Learning and Development Guidelines. The Office anticipates this underspending is being reflected in billing against Project 1 Local funds. Since the efforts are now closed out, the cost savings will be shifted to Project 3 Local funding to augment efforts for outreach and support of early care providers.

Project 2 did not have other budget lines besides the indirect for oversight of these vendors. Given the small amount of contractual work extended into 2015, only \$250 was set aside for indirect and these costs were not drawn down. They will, instead be included in funds shifted to Project 3 Local in order to close out Project 2.

### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Activities for Project 2 concluded in 2015.

## Project Budget 3

### Project Name: Tiered Quality Rating and Improvement System

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#### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Project 3 is the largest project within Colorado's Race to the Top Early Learning Challenge grant and in 2015 the Colorado Department of Human Services 46% of the Project 3 budget expended against planned spending (\$4,815,462.33 out of \$10,420,023.45). While this is lower than anticipated, this represents a fourfold increase from the prior year's spending for Project 3. The Colorado Department of Human Services notes this as an important sign of progress. Colorado has more than doubled grant spending between 2014 and 2015 across all projects, and it is because of this trend the Colorado Department of Human Services anticipates similar increases for 2016.

Discrepancies between planned and actual expenditures for Project 3 are as follows:

- Personnel and Fringe funds are currently showing nearly \$125,000 in under spending, however upon further inspection Colorado identified some new staff hires coded to Project 1 that should be billed against the Project 3 budget. While these corrections are being processed, the exact remaining balance is not reflected in the 2015 figures. The Colorado Department of Human Services also experiences cost savings due to gaps in staffing and delayed starts for new positions included in the 2015 budget.
- Contractual and Local funds makes up the majority of funds not spent in 2015 Colorado has \$10,149,995 encumbered in active contracts, most of which are multi-year agreements that will continue into 2016.
  - Because contracts cross over calendar years, forecasting expenditures is difficult. Payments are generated based on a cost reimbursement schedule.
  - A number of requests for proposals are either in development, posted, or closed but not awarded. Expenditures for these projects will be reported in 2016. Funds are rolling forward to 2016 to cover these costs.
  - Active contracts with encumbered funds related to low spending in 2015 include major database development projects, quality rating assessments, reliability training, Quality Rating and Improvement System evaluation, system integrations, and training.
  - The Colorado Department of Human Services awards local funds through the ecConnect Grants Management System. These funds are being drawn down on demand as Quality Improvement grants are awarded to licensed programs participating in the Colorado Shines Quality Rating and Improvement System. Quality improvement funds are encumbered within the Early Childhood Council contracts (n=31). Council contracts were amended July 1, 2015 to include these quality improvement funds. As more programs achieve a Level 2 and a high quality level (Levels 3-5) these funds will be expended. The \$3.5 million of unspent quality improvement funds account for the majority of under spending noted for Project 3. It is expected that these funds will be fully utilized by the end of the grant period.
- Similar to Project 1, the Colorado Department of Human Services is reporting an over expenditure for Travel and Other line items after reducing these lines in 2015 based on spending trends. Staff participated in more conferences and site-visits in the final months of 2015. Costs for software were also higher to support data analytics and reporting.

**Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

During the 2016 legislative session Colorado is seeking Child Care Development Fund spending authority to sustain costs related to operating the Colorado Shines Quality Rating and Improvement System and related activities for ratings, grants, and referrals. Depending on the results from the legislative session, Colorado may begin to transition costs to sustainable funding during the 2016 calendar year. As those changes occur, the Colorado Department of Human Services would anticipate amending the budget to increase investment into the highest need areas for 2016.

As more programs become engaged in the Colorado Shines Quality Rating and Improvement System, achieving a Level 2 and high quality level (Levels 3-5) quality improvement efforts, the Colorado Department of Human Services anticipates adjusting funds awarded and encumbered to meet these needs based on provider demand. These funds represent the largest pool of encumbered funds (\$3.5 million). As more programs achieve a Level 2 and a high quality level (Levels 3-5) these funds will be expended. It is expected that these funds will be fully utilized by the end of the grant period.

## Project Budget 4

### Project Name: Developing a Great Early Childhood Education Workforce

#### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

In 2015, 66% of the Project 4 budget expended against planned spending (\$1,506,539.06 out of \$2,295,149.61). Approximately \$372,190.76 of the Project 4 budget is encumbered. The combined amount of expenditures and encumbrances represent 81.5% of the Project 4 planned budget for 2015. The key focus for Developing a Great Early Childhood Education Workforce in 2015 was the launch of the Professional Development Information System (PDIS) and developing staff capacity for reviewing and awarding Colorado's Early Childhood Credential through this new system.

The main discrepancies between planned and actual expenditures are as follows:

- Personnel and Fringe funds are currently showing \$140,604.17 in under spending (\$122,402.57 in Personnel and \$18,878.70 in Fringe). This is due to delayed starts on new positions built into the 2015 budget and shifts in staffing to project leadership.
- Contractual funds are the majority of funds not spent in 2015, and are represented in the following areas:
  - Project delays in the PDIS functionality supporting the competency alignment for automating Colorado's Training Approval process resulted in lack of progress in releasing and awarding funding of innovation projects. Projects funded included Phase II for Colorado Community Colleges and Identifying Tools for Measuring EC Competencies, a total of \$25,000 is encumbered for this project.
  - Colorado awarded \$250,000 to T.E.A.C.H. and \$226,000 to the Foundation for Colorado's Community Colleges for scholarships. To date, \$178,809.24 has been disbursed and \$297,190.76 has been encumbered. Both T.E.A.C.H. and the Colorado Community College scholarships were awarded during the fiscal year 2015-2016. Funding to support these scholarships are available through June 30, 2016. The scholarships were awarded on a state fiscal year because Colorado Institutions of Higher Education operate in a school year/state fiscal year model. A total of 244 T.E.A.C.H. scholarships and were awarded with these funds. Four hundred students received scholarships through the Foundation for Colorado's Community Colleges. Retention data is not available at this time.
  - To support communication efforts, \$50,000 is encumbered within the SE2 contract, the communications vendor for the Colorado Shines communication campaign
- The Colorado Department of Education noted over expenditure in the travel and other line item after reducing these lines in 2015 based on spending trends. Increased travel costs were due to the larger than projected participation of coaches in statewide coaching trainings. These costs were for initial trainings which do not continue in 2016.

#### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

#### Professional Development Information System

The 2016 budget will reflect the approved request to move \$104,401.50 from Project 4 - Contractual: Competencies Alignment/Innovation to Project 4 - Contractual: Professional Development Information System. The additional funding provides:

- An easier, more responsive functionally for the Early Childhood Competencies Self-Assessment;
- Spanish language Self-Assessment;
- Increased functionality for the Individual Professional Development Plan;
- Increased Credential Administration;
- Automation of the Training Approval System in the Professional Development Information System; and
- Additional reporting functionality.

### **Credential Review Status**

Since the launch of the new Early Childhood Professional Credential 2.0, Colorado has experienced a significant increase in the number of credential applications. In the previous credentialing system, the Early Childhood Professional Development team issued an average of 1,500 credential applications each year. From February 2015 to the end of December 2015, just over 3,900 credentials were issued in the new credentialing system. While the Early Childhood Professional Development Team has increased staffing capacity to review credential submissions, managing the review process continues to challenge our capacity. The following strategies were implemented:

- From August to January, 8 temporary, hourly reviewers and an additional 2 FTE were added to support the credential review process.
- Additionally, the Early Childhood Professional Development Team dedicated one week in November, December and January to focus entirely on credential reviews.

These approaches were initially successful as the submission queue dropped from close to 2,500 applications in October to just over 1,400 applications in early January. The Colorado Department of Education estimated that within a couple of months, the efforts would reduce the submission queue to a volume that could be maintained by current FTE reviewing the credential.

However, this was not the case. Rather, the application rate increased yet again. Daily applications have nearly doubled from an average of 50 per day to over 100 per day. As of February 5, 2016 there are 1,753 applications in queue. The Early Childhood Professional Credential 2.0 is a critical component of Colorado's work; increasing the capacity to review credential submissions and issue credential levels to the field in a timely matter is a top priority in 2016. In addition to reducing the current application queue, the Early Childhood Professional Development team has identified technology enhancements within the Professional Development Information System to provide more precise credential processing data. These data will be used to more effectively understand future staffing needs, to identify performance targets and to inform performance management.

The Colorado Department of Education is reviewing the budget for Project 6 and plans to request a reallocation of any identified cost savings to an increase in staff meet the growing demand for Colorado's Early Childhood Credential.

## Project Budget 5

**Project Name: Results Matter Expansion**

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### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

In 2015, 71% of the Project 5 budget was expended against planned budget (\$933,314.13 out of \$1,316,789.80). Approximately \$120,360 of the Project 5 budget is encumbered. The combined amount of expenditures and encumbrances represent 80% of the Project 5 planned budget for 2015. This represents a 25% increase of over last year's expenditures against budget.

- Personnel and Fringe funds are currently \$105,085.58 underspent (\$95,941.45 in Personnel and \$9,144.45 in Fringe). This is due to delayed starts for new positions included in the 2015 budget and shifts in staffing due to the completion of technical support for the Results Matter Expansion Project Cohort One.
- Contractual - The majority of underspending for this line item is associated with the Early Childhood Participation project (\$95,360). The Colorado Department of Education is reviewing expenditures to date to determine if there is an opportunity to reallocate cost savings to support technology infrastructure investments. The remainder of under spending is related to encumbrances for Teaching Strategies GOLD training and portfolios which are scheduled to be delivered in the spring of 2016.

### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

In 2016, the Colorado Department of Education is shifting focus to sustaining the Results Matter Expansion sites by integrating supports within the Colorado Department of Education, Colorado Preschool Program/Results Matter team. The Colorado Department of Education will be coordinating regional trainings with the Preschool and School Readiness efforts and also fully utilizing the Professional Development Information System to deliver training. As possible, the Department is prioritizing sustained funding of portfolios for Results Matter Expansion sites through the end of 2016. Final determination of funding for the Results Matter Expansion project will be made in the first quarter of 2016.

## Project Budget 6

### Project Name: Kindergarten Readiness

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#### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

In 2015, 58% of the Project 6 budget was expended against the planned budget (\$768,889.61 out of \$1,316,789.80). Approximately \$238,000 of the Project 6 budget is encumbered. The combined amount of expenditures and encumbrances represent 77% of the Project 6 planned budget for 2015.

Reimbursements were suspended in December, 2015 while the Colorado Department of Education determines the best approach to managing the full refund participating school districts will receive from Teaching Strategies. School districts are receiving the refunds as a result of the limited functionality of the new technology platform offered by Teaching Strategies. School district reimbursements will resume in February of 2016.

- Personnel and Fringe funds are currently showing \$60,024.54 in under spending underspent (\$95,941.45 in Personnel and \$9,144.45 in Fringe). This is due to delayed starts on new positions included in the 2015 budget and delays in implementation of Colorado's school readiness reporting system.
- Supplies budget was increased based on 2014 expenditures. The 2015 budget of \$15,000 was under spent by \$10,951.59. Budget expenditures will be reviewed for 2014 and 2015 to better forecast spending level in 2016.
- Contractual under spending in 2015 is linked to the need to move Teaching Strategies trainings into 2016. The project team determined the Teaching Strategies technology platform issues needed to be addressed and performance of the platform stabilized prior to additional trainings. Trainings will resume in late spring and early summer of 2016.
- Other underspending is due to a budget shift of funds to support the P-3 Cadre and school district school readiness trainings into 2016 (\$133,989.23). Less funding was needed for the initial launch of the P-3 cadre in 2015.
- Distribution to local school districts for selected assessments was \$212,472.27 with \$237,752.78 encumbered for the spring of 2016. The reimbursement process for school districts using kindergarten student portfolios is close to completion. Due to technology performance issues, school districts that purchased student portfolios on the Teaching Strategies GOLD® Birth-3rd grade platform in SFY 2015-16, will receive a 100 percent subscription credit (from Teaching Strategies) for SFY 2016-17.

#### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

In 2016, funding priorities will focus on sustaining School Readiness through increased P-3 efforts and coordinated regional trainings with the Colorado Department of Education preschool and literacy projects. Increased utilization of the Professional Development Information System to deliver training will also occur. Additionally, the project team will determine reallocation of funds available for school district distribution due to the Teaching Strategies refund for portfolios. Funding for school districts to offer extended support of portfolios and additional re-training as a result of the issues faced with the Teaching Strategies GOLD platform

issues are priorities for the Colorado Department of Education in 2016.

Due to technology performance issues, districts that purchased student portfolios on the Teaching Strategies *GOLD*® Birth-3rd grade platform in SY 2015-16, will receive a 100 percent subscription credit (from Teaching Strategies) for 2016-17. As final reimbursements are completed, we will determine how the unanticipated cost savings can be utilized to support the needs of local school districts.

## Project Budget 7

Project Name: \_\_\_\_\_

### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

THE DELAWARE RTT-ELC APPLICATION INCLUDED 6 PROJECTS.  
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### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

**RTT-ELC Budget Summary of Actual Expenditures**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$441,604.51	\$1,288,495.26	\$2,034,701.89	\$558,374.61	\$4,323,176.27
2. Fringe Benefits	\$122,524.31	\$377,958.31	\$634,980.92	\$205,650.06	\$1,341,113.60
3. Travel	\$19,950.69	\$63,426.08	\$178,327.40	\$29,328.58	\$291,032.75
4. Equipment	\$68,131.13	\$6,681.99	\$0.00	\$0.00	\$74,813.12
5. Supplies	\$9,703.49	\$28,086.36	\$38,431.04	\$5,207.52	\$81,428.41
6. Contractual	\$351,756.23	\$1,510,417.88	\$4,314,932.71	\$737,524.21	\$6,914,631.03
7. Training Stipends	\$950.00	\$0.00	\$0.00	\$0.00	\$950.00
8. Other	\$91,676.84	\$312,771.80	\$423,065.59	\$54,148.50	\$881,662.73
9. Total Direct Costs (add lines 1-8)	\$1,106,297.20	\$3,587,837.68	\$7,624,439.55	\$1,590,233.48	\$13,908,807.91
10. Indirect Costs*	\$76,028.80	\$283,621.22	\$275,402.91	\$148,307.88	\$783,360.81
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$57,516.35	\$647,172.87	\$2,836,604.86	\$1,013,314.30	\$4,554,608.38
12. Funds set aside for participation in grantee technical assistance	\$21,698.90	\$39,955.07	\$26,848.03	\$15,069.09	\$103,571.09
13. Total Grant Funds Requested (add lines 9-12)	\$1,261,541.25	\$4,558,586.84	\$10,763,295.35	\$2,766,924.75	\$19,350,348.19
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)	\$1,261,541.25	\$4,558,586.84	\$10,763,295.35	\$2,766,924.75	\$19,350,348.19

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.

**Actual Expenditures for Project 1 - Governance of the RTT-Early Learning Challenge Grant**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$33,159.25	\$59,607.99	\$123,754.74	\$38,948.42	\$255,470.40
2. Fringe Benefits	\$2,123.78	\$298.55	\$9,595.07	\$1,134.31	\$13,151.71
3. Travel	\$16,249.13	\$0.00	\$0.00	\$0.00	\$16,249.13
4. Equipment	\$494.80	\$2,787.59	\$19,085.97	\$1,599.82	\$23,968.18
5. Supplies	\$82,964.06	\$265,803.35	\$526,680.92	\$143,736.45	\$1,019,184.78
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$2,076.37	\$48,576.18	\$57,887.01	\$1,431.20	\$109,970.76
8. Other	\$250,395.57	\$584,636.38	\$1,218,425.64	\$272,776.38	\$2,326,233.97
9. Total Direct Costs (add lines 1-8)	\$10,519.78	\$33,064.46	\$49,255.90	\$39,651.00	\$132,491.14
10. Indirect Costs*	\$1,760.85	\$403,245.99	\$878,980.58	\$6,301.57	\$1,290,288.99
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$21,698.90	\$39,955.07	\$26,386.97	\$15,069.09	\$103,110.03
12. Funds set aside for participation in grantee technical assistance	\$284,375.10	\$1,060,901.90	\$2,173,049.09	\$333,798.04	\$3,852,124.13
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$284,375.10	\$1,060,901.90	\$2,173,049.09	\$333,798.04	\$3,852,124.13
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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.

**Actual Expenditures for Project 2 - Early Childhood Standards and Guidelines**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
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	\$41,924.61	\$140,671.81	\$19,441.24	\$0.00	\$202,037.66
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$41,924.61	\$140,671.81	\$19,441.24	\$0.00	\$202,037.66
9. Total Direct Costs (add lines 1-8)	\$1,141.11	\$1,733.22	\$0.00	\$0.00	\$2,874.33
10. Indirect Costs*	\$0.00	\$34,610.23	\$173,982.29	\$0.00	\$208,592.52
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	\$43,065.72	\$177,015.26	\$193,423.53	\$0.00	\$413,504.51
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$43,065.72	\$177,015.26	\$193,423.53	\$0.00	\$413,504.51
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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.

**Actual Expenditures for Project 3 - TQRIS**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$14,655.05	\$103,112.40	\$138,002.49	\$43,903.17	\$299,673.11
2. Fringe Benefits	\$4,055.05	\$12,011.26	\$25,549.38	\$1,529.73	\$43,145.42
3. Travel	\$51,882.00	\$6,681.99	\$0.00	\$0.00	\$58,563.99
4. Equipment	\$225.17	\$1,979.70	\$1,674.15	\$485.00	\$4,364.02
5. Supplies	\$193,359.18	\$658,815.63	\$3,372,744.81	\$399,720.26	\$4,624,639.88
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$2.96	\$10,202.88	\$25,998.88	\$127.92	\$36,332.64
8. Other	\$317,073.41	\$1,159,809.69	\$3,981,144.23	\$574,121.44	\$6,032,148.77
9. Total Direct Costs (add lines 1-8)	\$12,347.44	\$76,306.01	\$82,109.10	\$0.00	\$170,762.55
10. Indirect Costs*	\$0.00	\$490.74	\$1,093,618.51	\$434,640.44	\$1,528,749.69
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$461.06	\$0.00	\$461.06
12. Funds set aside for participation in grantee technical assistance	\$329,420.85	\$1,236,606.44	\$5,157,332.90	\$1,008,761.88	\$7,732,122.07
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$329,420.85	\$1,236,606.44	\$5,157,332.90	\$1,008,761.88	\$7,732,122.07
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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.

**Actual Expenditures for Project 4 - Developing a Great Early Childhood Education Workforce**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$21,642.78	\$49,758.97	\$143,715.62	\$60,100.54	\$275,217.91
2. Fringe Benefits	\$4,256.17	\$12,004.62	\$51,158.55	\$4,220.97	\$71,640.31
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$1,332.72	\$1,979.32	\$7,169.79	\$202.51	\$10,684.34
5. Supplies	\$1,370.00	\$366,690.00	\$269,323.35	\$178,360.00	\$815,743.35
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$20,959.35	\$41,699.10	\$38,258.66	\$21,104.80	\$122,021.91
8. Other	\$148,600.50	\$670,256.89	\$926,930.92	\$430,696.23	\$2,176,484.54
9. Total Direct Costs (add lines 1-8)	\$15,680.05	\$50,967.39	\$48,012.64	\$36,218.96	\$150,879.04
10. Indirect Costs*	\$0.00	\$126,573.00	\$531,595.50	\$249,851.71	\$908,020.21
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	\$164,280.55	\$847,797.28	\$1,506,539.06	\$716,766.90	\$3,235,383.79
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$164,280.55	\$847,797.28	\$1,506,539.06	\$716,766.90	\$3,235,383.79
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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.

**Actual Expenditures for Project 5 - Results Matter Expansion**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$36,854.16	\$122,469.18	\$131,490.91	\$30,472.17	\$321,286.42
2. Fringe Benefits	\$468.04	\$14,763.09	\$39,033.71	\$8,808.98	\$63,073.82
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$1,812.09	\$9,070.33	\$6,451.72	\$1,115.84	\$18,449.98
5. Supplies	\$3,673.38	\$10,949.78	\$77,415.39	\$15,707.50	\$107,746.05
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$20,155.21	\$187,268.71	\$225,108.37	\$12,627.30	\$445,159.59
8. Other	\$174,940.56	\$696,443.09	\$887,987.03	\$153,367.13	\$1,912,737.81
9. Total Direct Costs (add lines 1-8)	\$18,246.34	\$83,655.04	\$48,012.64	\$36,218.96	\$186,132.98
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$193,186.90	\$780,098.13	\$935,999.67	\$189,586.09	\$2,098,870.79
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$193,186.90	\$780,098.13	\$935,999.67	\$189,586.09	\$2,098,870.79
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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.

**Actual Expenditures for Project 6 - Kindergarten Readiness**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$16,213.07	\$43,009.77	\$98,017.16	\$32,225.76	\$189,465.76
2. Fringe Benefits	\$9,047.65	\$24,348.56	\$52,990.69	\$13,634.59	\$100,021.49
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$5,838.71	\$12,269.42	\$4,049.41	\$1,804.35	\$23,961.89
5. Supplies	\$28,465.00	\$67,487.31	\$49,327.00	\$0.00	\$145,279.31
6. Contractual	\$950.00	\$0.00	\$0.00	\$0.00	\$950.00
7. Training Stipends	\$48,482.95	\$25,024.93	\$75,812.67	\$18,857.28	\$168,177.83
8. Other	\$173,362.55	\$336,019.82	\$590,510.49	\$159,272.30	\$1,259,165.16
9. Total Direct Costs (add lines 1-8)	\$18,094.08	\$37,895.10	\$48,012.63	\$36,218.96	\$140,220.77
10. Indirect Costs*	\$55,755.50	\$82,252.91	\$158,427.98	\$322,520.58	\$618,956.97
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	\$247,212.13	\$456,167.83	\$796,951.10	\$518,011.84	\$2,018,342.90
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$247,212.13	\$456,167.83	\$796,951.10	\$518,011.84	\$2,018,342.90
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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.

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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.