

2013 ANNUAL PERFORMANCE REPORT

Colorado





Race to the Top Early Learning Challenge

Annual Performance Report

Colorado

2013

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



APR Cover Sheet

General Information

1. **PR/Award #:** S412A130004-13A
2. **Grantee Name:** Executive Office of the State of Colorado
3. **Grantee Address:** 136 State Capitol Building, Denver, CO, 80203
4. **Project Director Name:** Mary Anne Snyder
Title: Director of the Office of Early Childhood
Phone #: (303) 866-3475
Email Address: maryanne.snyder@state.co.us

Reporting Period Information

5. **Reporting Period:** 1/1/2013 to 12/31/2013

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): 07/01/2012 to None

Approving Federal agency: ED HHS Other



Certification

The Grantee certifies that the State is currently participating in:

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

Yes No

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

Yes No

The Child Care and Development Fund (CCDF) program

Yes No

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

Signed by Authorized Representative

Name: Mary Anne Snyder

Title: Director, Office of Early Childhood

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 the people, programs, and places that will increase access to high quality early learning experiences. Colorado's Race to the Top Early Learning Challenge Grant is boosting these efforts by funding the following strategic priorities:

- Smarter Management – Increase effective state and local coordination for early learning and development initiatives;
- Better Quality – Launch an improved Tiered Quality Rating and Improvement System for licensed child care and early learning programs, and increase the number of programs at the highest levels of quality;
- Stronger Workforce – Prepare effective early learning professionals by employing a state-of-the-art workforce competency ladder in all education and training opportunities; and
- Deeper Understanding of Children – Enable child-focused instruction and allow the state to better gauge children's readiness through a universal kindergarten assessment and the expansion of the assessment of children before kindergarten.

The first of year of Colorado's Race to the Top-Early Learning Challenge Grant was a year of planning. The progress and accomplishments achieved during this time have well positioned the State for effective implementation in these four focus areas over the course of the grant. Colorado established its grant implementation infrastructure, including:

- Key positions staffed;
- Project plans and budgets detailed for all projects;
- Presentations, webinars and listening tours conducted statewide to increase awareness;
- Advisory groups created to ensure key stakeholder input; and
- Oversight mechanisms and procedures implemented.

These critical steps have led to a successful start-up of all funded projects as Colorado enters year two of the grant focused on full project implementation, programmatic and fiscal monitoring, performance tracking, and maximizing the impact of the grant.

Key positions hired during year one and their roles are listed below:

- Grant Director – Provide leadership and day-to-day management for the six grant projects and will have direct supervision responsibility for the grant staff housed at the Colorado Department of Human Services, as well as indirect line management responsibility for all other grant funded personnel
- Business Analyst - provide grant support for procurement, budget management, reporting, communications, and project management across projects grant wide.
- Communication Specialist - Manage all grant and Office of Early Childhood communication, including public, internal, and media relations and is responsible for major statewide communication campaigns
- Child Care Quality Rating and Improvement System Manager - Design and implementation of the Next Generation Quality Rating and Improvement System

- Office of Early Childhood Research and Data Analyst - Evaluate the Office of Early Childhood and its progress against the grant goals, including the the impact to Children with High needs, their families and local communities
- Early Childhood Professional Development System Director - Oversee development of the Competency Framework and related evaluation tools, their integration into post-secondary institutions and professional development programs statewide, and their introduction to all members of the early childhood workforce including appropriate training and support
- Professional Development Information System Manager- Oversee expansion of professional development opportunities including new training modules and programs, an expanded coaching network, and the implementation and roll-out of the Learning Management System
- Results Matter Child Care Implementation Coordinator - provide day-to-day management for the Results Matter deployment
- Results Matter Center Based and Family Child Care Specialist (2 FTE) – develop roll out processes and statewide training and technical assistance strategies for the deployment of the Results Matter assessment
- Results Matter Research Statistician (part-time) - provide research support for the Results Matter assessment data
- Results Matter Research Analyst (part-time) - Support Results Matter data analysis and review of impact metrics
- Results Matter Regional TA Provider (4 FTE) - provide statewide direct support for teachers, assistants, family child care providers and center directors
- Kindergarten Readiness Program Manager - Kindergarten Readiness Implementation Support Coordinators (3.5 FTE) - Develop and provide statewide training and technical assistance for the deployment of the Kindergarten Readiness assessment
- Kindergarten Readiness Statistician (part-time) - Provide data scrubbing and basic statistical analysis of the Kindergarten Readiness
- Kindergarten Readiness Research Analyst (part-time) - Support Kindergarten Readiness data analysis and review of impact metrics

The hiring for these positions occurred during the second half of year one.

Colorado has learned that a full year of planning and design time is necessary. Upon hire, the Race to the Top-Early Learning Challenge Grant staff spent a significant amount of time aligning the scope of work with the budgeted activities, recruiting advisory committee participation, developing and launching a website and newsletter and face-to-face stakeholder engagement through a listening tour and meeting participation.

Onboarding staff and a delay in procurement activities were the primary challenges for year one, and caused contracts scheduled in the first half of year one to be executed later than expected. Colorado relies heavily on vendors and local agencies to carry forward the scope of work outlined in the Race to the Top Early Learning Challenge Grant application. This arrangement requires a significant amount of collaboration and coordination to ensure the timely execution and management of contracts. To mitigate future risks, the Office of Early Childhood is conducting a Lean Rapid Improvement Event to assess workflow processes and to clearly identify and define the roles and responsibilities of program and finance staff, as well as other areas of support, like accounting, budget, procurement and audit, to improve efficiency.

As Colorado begins implementation of year two, communication and evaluation efforts will be a major focus. In the near term Colorado will:

- Develop a logic model (overall and project specific);
- Identify the research questions most relevant for Colorado; and
- From the research questions, develop the evaluation goals and scope of work.

Longer term strategies include:

- Engage stakeholders in the review and refinement of the logic model and research questions;
- Develop and utilize a comprehensive communication plan that outlines the steps for evaluation but also mitigates implementation risks;
- Produce the necessary competitive vehicle for the procurement of professional evaluators; and
- Select vendor and begin the evaluation.

Progress will be measured based on the evaluation of all areas of the grant. This process is guided by questions, such as:

- Are we increasing quality in early childhood programs?
- Are we increasing competencies of workforce?
- Are parents more informed, aware, and engaged?
- Are projects working together?
- Are data systems interoperable and collecting critical, useful, and usable data?
- Are child outcomes improving?

Colorado will also continue working with other states implementing Race to the Top Early Learning Challenge Grants to determine what common approaches to measuring progress that we can share.

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Note, Colorado uses the approved Cost Allocation plan referenced in this report to determine the allowable indirect cost applied to Department of Human Services projects, and a separate approved indirect rate for Department of Education projects.

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. Within the Colorado Department of Human Services, the Office of Early Childhood is specifically responsible for the day-to-day administration of the grant. Colorado is committed to the successful execution of the grant against the identified scope and performance metrics and is committed to ensuring strong accountability and fiduciary controls.

Projects:

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

- Project 1: Overall Grant Management - Colorado Department of Human Services, monitored by the Grant Director
- Project 2: Early Learning and Development Guidelines - Colorado Department of Human Services, monitored by the Grant Director
- Project 3: Next Generation Tiered Quality Rating Improvement System - Colorado Department of Human Services; Governor's Office of Information Technology, monitored by the Child Care Quality Rating and Improvement Project Manager and Grant Business Analyst
- 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
- Project 5: Results Matter Expansion - Colorado Department of Education, monitored by the Results Matter Project Manager
- Project 6: Kindergarten Readiness/School Readiness - Colorado Department of Education, monitored by the Kindergarten Readiness Project Manager

Lead Agency:

While several activities of the grant are managed on a day-to-day basis by other agencies, (specifically, the Colorado Department of Education), it is the Office of Early Childhood within the Colorado Department of Human Services that maintains primary accountability for grant administration and adherence to the Division of Accounting and State Controller fiscal policies related to grant administration.

Colorado Department of Human Services Executive Management Team:

Grant management and progress against grant scope of work activities and spending are reported by the Office of Early Childhood to the Colorado Department of Human Services Executive Leadership Management Team on a regular basis using a work plan. This work plan is compiled by the Grant Director with support from each Project Manager, referencing project status as reflected in the GRADS360 System.

Early Childhood Leadership Commission:

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

House Bill 2013 - 1117 names the Early Childhood Leadership Commission as an advisory body for the Office of Early Childhood. This commission has three committees (data, finance, and program quality) that inform the implementation and long-term sustainability of the grant efforts.

The Early Childhood Professional Development Advisory:

The Early Childhood Professional Development Advisory provides leadership to Colorado's developing early childhood professional development system. The Early Childhood Leadership Commission provided funding to the group to build the Early Childhood Competencies Framework, which was approved in May, 2013. The plan provided the foundation for the Building a Great Early Childhood Workforce section of the Race to the Top Early Learning Challenge Fund. The guiding principles from the plan serve as key evaluation measures for much of the work: accountable, innovative, accessible, inclusive, aligned, well-financed, and collaborative.

The Program Quality Committee:

The Program Quality Committee of the Early Childhood Leadership Commission appoints the membership for the Early Childhood Professional Development Advisory. This advisory group will implement a robust approach to working committees to fully engage early childhood stakeholders in Colorado. Key committees include:

- Early Childhood Professional Development Advisory Executive Committee (Co-chairs and Committee Chairs)
- Professional Development Information Systems
- Finance and Policy
- Quality Improvement
- Early Childhood Competencies Framework

Membership for this advisory and associated committees will be active through December, 2016.

Colorado's Achievement Plan for Kids:

Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K,) has requirements for both local education providers and the State Board of Education related to school readiness. The State Board of Education is required to define school readiness, which was accomplished in 2008, and is required to adopt one or more assessments aligned with the definition of school readiness. In December, 2012, the State Board of Education voted to offer

districts a menu of school readiness assessments. The first approved assessment tool for the menu is Teaching Strategies GOLD®. At the November, 2013 State Board of Education meeting, the board supported an additional year to phase in school readiness assessments with full implementation in the 2015-2016 school year.

School Readiness Advisory Committee:

In 2012, the Colorado Department of Education established the School Readiness Advisory Committee whose purpose is to advise the department on implementation and policy issues related to school readiness, including assessment, and its impact on districts and connections to the early childhood system. The committee consists of representatives from:

- The Early Childhood Leadership Commission
- The Buell Foundation (funder of the kindergarten assessment pilot)
- The Colorado Department of Human Services
- The Colorado Department of Health Care Policy and Financing
- Districts that have piloted Teaching Strategies GOLD® in kindergarten
- The Lt. Governor's Office
- The Colorado Children's Campaign
- District level personnel with mathematics expertise
- District level personnel with literacy expertise
- Early Childhood Providers
- Preschool programs
- District level personnel with early childhood expertise
- Rural districts
- Colorado Department of Education staff from the Literacy Office, Standards Office, and Early Learning and School Readiness Office
- Parents
- Foundations with interests in early childhood (including the Boulder Community Foundation)

Family, Friend and Neighbor Learning Community:

The Office of Early Childhood is partnering with the Family, Friend and Neighbor Learning Community members to inform the investments for increasing quality to this type of care setting.

Quality Rating and Improvement System Advisory Board:

An advisory board made up of community stakeholders and Office of Early Childhood staff advise and assist on the implementation of the Next Generation Tiered Quality Rating and Improvement System to assure alignment with the grant goals. These community stakeholders will convene after the Early Childhood Quality Rating and Improvement System Administrator request for proposal is awarded and the contract is executed. The advisory board will meet monthly through June, 2014, and quarterly thereafter.

Colorado Department of Human Services Policy Advisory Committee:

The Colorado Department of Human Services Policy Advisory Committee (PAC) was formed under Governor Hickenlooper's administration. The PAC mission is to develop and address Human Services policy issues through collaboration, cooperation and effective communication between the state and counties to improve the process

of delivery of services for children, families and adults across the state of Colorado. The PAC submits recommendations to the Executive Director of the Department.

In February, 2013, the PAC voted to form the Early Childhood Sub-PAC to oversee the following:

- Review and advise on proposed legislation.
- Identify and communicate policies and options to ensure collaboration among State and Federally funded programs for child development, child care and other early childhood education programs and services.
- Review county-level impact of the Next Generation Tiered Quality Rating and Improvement System.

Stakeholder Involvement

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

Year one of the Race to the Top Early Learning Challenge Grant was a planning year that included the following activities to engage key stakeholders:

- A kick-off summit was conducted on March 13, 2013 at Clayton Early Learning Center, with stakeholders representing state leadership, local Early Childhood Councils, early childhood providers, early childhood educators, family and child advocacy organizations, nonprofit organizations, foundations and funding organizations, and private businesses.
- A statewide Quality Rating and Improvement System and Early Childhood Workforce Development listening tour concluded on August 26, 2013 with a webinar attended by more than 220 participants – and the total tour participation reaching more than 900 attendees, including providers, stakeholders, Head Start, Early Head Start and preschool teachers.
- The Office of Early Childhood launched a website that provides information about early childhood programs within the Office of Early Childhood, including the Race to the Top Early Learning Challenge Grant.
- A survey was conducted to assess the baseline awareness of Next Generation Quality Rating and Improvement System, with 47.6% of respondents identifying themselves as parents.
- Numerous trainings and presentations occurred for a wide variety of groups, including: community organizations, Early Childhood Councils, Early Childhood and School Readiness legislative committee, Early Childhood Summit and school district administrators and teachers.
- Presentations to the Colorado Interagency Coordinating Council, which serves as an advise and assist body for Early Intervention programs targeting children with high needs and their parents.
- In September, 2013, the Colorado Department of Education initiated a series of monthly newsletters, "GOLD Nuggets," for kindergarten teachers and school readiness district contacts to support the implementation of Teaching Strategies® GOLD.
- Focus groups and online surveys were conducted to assess baseline stakeholder familiarity with the Early Learning Development Guidelines, with parents comprising 2.3% of respondents.
- A Next Generation Quality Rating and Improvement System design committee was convened and continues to meet bimonthly. Membership is comprised of various stakeholder groups, including the

Colorado Association for the Education of Young Children, the Denver Preschool Program, Child Care Aware, the Colorado Children's Campaign, and the El Paso and Denver Early Childhood Councils.

- Phase one of the revision of Colorado's Early Childhood Credential was completed and will be aligned with the Early Childhood Competencies Framework.
- In 2013, Colorado conducted a feasibility study meeting with 12 programs identified to participate in the Universal Application Project. As part of the ongoing stakeholder engagement effort, the grant team also presented to the Executive Steering Committee managing the proposed technology solution. This body includes representatives of state agencies using the existing online application system, the Program Eligibility and Application Kit, as well as county representatives, and members of the Governor's Office. Since seeks consensus on the approach, the grant has continued to engage the 12 programs to plan project development in 2014 and map out local stakeholder engagement needs.

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.

House Bill 2013 - 1291:

During the 2013 legislative session, House Bill 2013-1291 expanded the capacity and improved the quality of the programs through the creation of the Colorado infant and toddler quality and availability grant program. This legislation targets funding to programs serving the birth to three population in early care and learning settings, with the goal of increasing quality and providing tiered reimbursement. The effort strengthens a goal of the Race to the Top Early Learning Challenge Grant to ensure the highest-needs children are served in the highest-quality settings, and expands the state funding provided for quality improvement.

Currently Colorado has awarded 23 grants to Early Childhood Councils and County Department of Human Services agencies. These awards increase the number of counties utilizing a tiered reimbursement payment structure from six to 20 counties. Additionally, the funds increase quality for infants and toddlers with high needs enrolled in participating child care programs.

Governor Hickenlooper's Budget Request for State Fiscal Year 2014-2015:

The Governor's Budget Request for State Fiscal Year 2014-2015, released in November 2013, includes several priority items supporting the Colorado Department of Human Services, Office of Early Childhood. The Governor's Budget emphasized safety, quality, and improved technology in the following areas:

Safety:

\$1.3 million to reduce the ratio of licensing specialists to licensed child care facilities from 1:145 to 1:100 which would improve the frequency of visits to better align with best practices;

Quality of the State's Child Care Program:

\$2.2 million in grant funding for materials and training for Colorado Child Care Assistance Program providers which would align with quality improvement under Race to the Top; \$100,000 to promote early literacy in

partnership with health care providers by distributing books to children ages 6 months to 5 years in alignment with Race to the Top Early Learning Challenge Grant school readiness goals, and;

Improved Technology:

Funding to improve the existing Child Care Automated Tracking System to align with the Next Generation Tiered Quality Rating and Improvement System and better support county and provider access. These goals will further both systems investments and quality improvement under Race to the Top in support of reaching grant targets by 2016.

Current Legislative Session Bills:

The following bills and funding requests are in process, at this point some bills have either been enacted or voted down while others are still under deliberation. Colorado will continue to track these items throughout the session and any changes they undergo in order to best understand implications for administering the Race to the Top Grant:

House Bill 2014-1022 - Concerning alignment of the duration of the child care authorized notice with the child care assistance eligibility period for children participation in the Colorado Child Care Assistance Program: This legislation aligns the period for which a child's family is eligible to receive child care assistance with the period in which payment is authorized. By aligning these two periods, this prevents families from experience instances in which less than their eligible period of service is paid for with subsidy funds. The State Board of Human Services, by rule, may define any exemptions to this bill, and the counties may reduce the number of families served to avoid overspending allocations. Regarding county appropriation of funds, this may reduce the overall number of high-needs children served under the Colorado Child Care Assistance program given the change in policy. Colorado will continue to invest in moving programs serving high-needs children into higher levels of quality, and track any impact this legislation may have on participation rates reported as part of the Colorado Annual Performance Report.

Senate Bill 2014-003 Concerning child care assistance for working families: This legislation, among changes to the pilot program rules, will create a grant to encourage counties to undertake activities that promote access and quality in child care. These funds may increase enrollment, support longer duration of care, and improve quality of providers augmenting grant goals to increase access and better serve high-needs populations. State contributions to quality improvement not only increase the likelihood of impact from grant investments, but have positive implications for sustainability after the term of the Race to the Top Early Learning Challenge Grant. This legislation is currently still under deliberation and the potential impact will be assessed if enacted and based on the final language.

As the grant moves into 2014 and into the implementation phase, alignment with these various efforts will play a roll in the timelines and strategies used to accomplish grant objectives. The full extent of the impact of these various items will not be known or demonstrated until enacted laws go into effect largely after July in the new state fiscal year. Further, the legislative session has not concluded, additional bills impacting early childhood may well be introduced that are not captured in this report.

Participating State Agencies

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

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

Thanks to cross-agency alignment, 2013 hosted statewide trainings, presentations, and listening tour 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, the Colorado Early Childhood Councils are engaged in the conversation on quality and professional development, as well as a key partner in supporting statewide adoption of the Colorado Early Learning and Development Guidelines. Another example can be found in the partnership between the Department of Education and the Colorado Community College System that secured a dollar for dollar match to provide professional development scholarship opportunity in early learning.

As Colorado continues into 2014, additional partnerships from the Department of Higher Education to the Department of Public Health and Environment will form to support early childhood both on the continuum of services ranging from developmental screening and referrals to how we align course curriculum with the demonstrated competencies that will inform the next generation of professional credentialing. Partnership is an essential element to implement and adopt change on such a scale, and partnership will continue to be a strategy moving forward to accomplish Colorado's vision for improvement.

High-Quality, Accountable Programs

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

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

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

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

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

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

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

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

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

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

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

The Colorado Department of Human Services currently contracts with Qualistar Colorado for quality ratings. Programs are assessed using a 4-level quality rating system, which includes a 42-point system for the following domains of quality: Learning Environment (10 points), Ratios and Group Sizes (10 points), Family Partnerships (10 points) and Training and Education (10 points). This system also awards two points for programs who meet the requirements for the National Association for the Education of Young Children (NAEYC) or the National Association for Family Child Care (NAFCC) accreditation.

The Department is currently evaluating responses to a competitive Request for Proposal to implement the Next Generation Tiered Quality Rating and Improvement System. The awarded vendor will launch the new rating system in Summer, 2014.

The Next Generation Tiered Quality Rating and Improvement System will move from a voluntary system to a mandatory system that is embedded in state child care licensing. Embedding the new system into the regulatory system enables greater systemic improvement. Programs participating in the Next Generation Tiered Quality Rating and Improvement System include child care centers, family child care homes, school based preschool programs, Head Start, and Early Head Start programs. This revised system is a block and point system and will rate programs using five levels of quality standards, as well as an Environmental Rating Scale score. Levels 1 and 2 are “building blocks” with movement to the next level based on the completion of identified activities and standards. To reach level 1, programs/providers will need to be in compliance with licensing standards. To reach level 2, programs/providers must demonstrate that they have established other aspects of care and education that promote positive experiences. To receive a Level 2 designation, a program must:

- Have a license in good standing;
- Enter staff into the Professional Development Information System;
- Complete a series of online trainings, to include a minimum of 10 hours of training;
- Perform an Environmental Rating Scale self-assessment, with a required composite score of three or greater, to inform the creation of a quality improvement plan that includes goals and timelines; and
- Complete an application for validation, uploading documents for review.

Designation for levels 3, 4, and 5 will be determined by cumulative points plus a minimum number of points in each of the standard areas: Workforce Qualification and Professional Development, Family Partnerships, Leadership, Management and Administration, Learning Environment and Child Health.

Colorado's revised approach to quality ratings acknowledges the changes in workforce management. In 2013, the Early Childhood Leadership Commission approved the Colorado Early Learning Professional Development Plan. This plan includes a framework of performance-based competencies for early childhood educators and administrators. The point structure of the Next Generation Tiered Quality Rating and Improvement System also allows programs more flexibility to earn points in a variety of different ways so that the amount of potential points earned in the revised system is not restricted by the philosophy or teaching curriculum for a program. Finally, information from this enhanced rating 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.

Data mapping is in process to ensure that the data elements included in the enhanced rating system align with the National Registry Alliance and the Common Education Data Standards, which are standardized early childhood data elements, definitions and recommended relationship data models. This mapping will ensure that the early childhood state data systems included in the new rating system are interoperable.

The development of the Next Generation Tiered Quality Rating and Improvement Design Guide, which defines the point structure, was a major accomplishment for 2013. The following quality areas are included in the design:

- Workforce Qualifications and Professional Development with an emphasis on competency;
- Family Partnerships with a focus on sensitivity to diversity, family involvement and supporting home language;
- Leadership, Management and Administration with a focus on staff professional development, program evaluation, and benefits;
- Learning Environment, which focuses on curriculum, ratio and group size, and child assessment; and
- Child Health, which emphasizes health screenings, referrals and safe playgrounds.

Additional 2013 accomplishments include:

- Contracting with Augenblick, Palaich and Associates, Inc. to assess the cost of rating to ensure alignment with a fair market rate for this service fee and to develop a cost model assumption for the new rating system.
- Evaluation of the points design guide with scientists at the Frank Porter Graham Institute
- Fostering collaborative partnerships with the Colorado Preschool Program and Denver Preschool Program to ensure full participation of programs in the Next Generation Tiered Quality Rating and Improvement System;
- Fostering collaborative partnership with the Family, Friend, and Neighbor Learning Community;
- Posting a Request for Proposal for the Early Childhood Quality Ratings and Improvement Systems Administrator (RFP #NCRS1412035FRCX);
- Posting a Request for Proposal for Early Childhood Shared Services Model (RFP#NCRK1409085FRCX); and

- Creating a governance structure to advise the development of the points design, quality incentives, accreditation and implementation approach.

The following are next steps to ensure measurable progress will be made for Colorado's Next Generation Tiered Quality Rating and Improvement System:

- Evaluate and determine award for the Early Childhood Quality Ratings and Improvement Systems Administrator (RFP #NCRS1412035FRCX);
- Finalize the application process for the accreditation alternative pathway;
- Finalize the points design guide based on feedback from the Frank Porter Graham Institute;
- Prepare Level 2 tools to support providers who wish to move to higher levels of quality;
- Develop the quality incentives framework and application process; and
- Finalize the Provider Guidance document, which will serve as a handbook for providers to understand the new rating system.

Colorado's goal is to have 20% of the participating licensed programs rated in levels 3 through 5 by December, 2016. To meet this goal, a strategic, targeted outreach program will be launched to encourage participation. Colorado is applying the following criteria when determining which programs will be initially scheduled once the new rating system launches:

- Programs currently rated by Qualistar Colorado with expiration dates between July, 2014 through December, 2014. This will ensure no lapse for programs residing in tiered reimbursement counties, and to ensure existing rating cycles stay as close to current as possible;
- Programs serving children with high needs, specifically centers serving children through the Colorado Child Care Assistance Program. This will support grant goals of having a greater number of high needs children attending programs with quality levels 3-5;
- Programs that will enter The Next Generation Tiered Quality Rating and Improvement System through alternative pathways, such as approved accrediting entities, Head Start and Early Head Start programs;
- Providers that request to be quality rated, known as early adopters, in the order of their request; and
- Current Qualistar Colorado rated programs with future expiration dates after December 2014.

The Next Generation Tiered Quality Rating and Improvement System will be a block and points system that will award quality levels 3-5 based on an accumulative points value acquired by meeting a minimum number of points under each of the 5 domains: Workforce Qualification, Family Engagement, Leadership Management and Administration, Learning Environment (with minimum ERS scores), and Child Health. The rating will be awarded and valid for 3 years, with programs submitting an annual report.

The Office of Early Childhood uses the C-Stat process to track the progress of the number of quality rated facilities, including the percentage of children under the age of five served in the top tiers of quality, levels 3-5. C-Stat is the Colorado Department of Human Services monthly performance management system, which focuses on data driven outcomes, along with accountability and action plans. Continuous quality improvement efforts include using research, promising practices, peer networks, and process improvements practices.

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.

Qualistar Colorado reports data, including current quality rating activity for participating child care programs, to the Colorado Department of Human Services on a monthly basis. This data is tracked through C-Stat, the data-driven performance management system used by the Department. Specifically, performance is tracked on the total number of Qualistar Colorado rated child care centers and the number of centers rated for each level of quality. Qualistar Colorado reported 464 (8%) of the early childhood education programs were rated at the end of 2013. This number is consistent with the overall trend for the C-Stat performance measure showing very little fluctuation from month to month. This is largely because the number of rated facilities has been stagnant.

Key accomplishments to promote awareness of the Next Generation Tiered Quality Rating and Improvement System in 2013 include the following:

- A kick-off summit was conducted on March 13, 2013 at Clayton Early Learning Center, with stakeholders representing state leadership, local Early Childhood Councils, early childhood providers, early childhood educators, family and child advocacy organizations, nonprofit organizations, foundations and funding organizations and private business.
- A statewide Quality Rating and Improvement System and Early Childhood Workforce Development listening tour concluded on August 26, 2013 with a webinar attended by more than 220 participants – with the total tour participation reaching more than 900 stakeholders.
- The Office of Early Childhood launched a website to provide up to date information regarding the design and timeline for launch.
- In September, 2013 a Request for Information was issued to solicit opinions on and challenges to the proposed design with a specific focus on 1) components of the design being scored, 2) resources required to support providers' pursuit of higher quality and 3) general feedback regarding implementation best practices or considerations based on Colorado's past quality rating experiences and/or other quality rating programs around the country.
- Numerous trainings and presentations occurred for a wide variety of groups, including: community organizations, the Colorado Interagency Coordinating Council, Early Childhood Councils, Early Childhood and School Readiness Legislative Commission, Early Childhood Summit and school district administrators and teachers.
- A statewide survey was distributed in December, 2013 to inform the process for implementing Colorado's Next Generation Tiered Quality Rating and Improvement System. In all, 797 individuals responded to the electronic survey request. Among the respondents, 47.6% were providers of early childhood services, 47.6% were parents and the remaining 4.8% of the respondents categorized themselves as childhood advocates, community members or other designations. 74% of respondents agreed, or strongly agreed that Colorado needs a quality rating system for child care programs. 42% of parents have never heard of a quality rating system.

In developing a plan for the successful implementation and adoption of the Next Generation Tiered Quality Rating and Improvement System in Colorado, specific emphasis has been placed on a comprehensive and efficient communications plan, supported by a clear and impactful program name and logo. Colorado is not the

first state to implement a Quality Rating and Improvement System, although only a handful of states have also embedded the system within licensing. In reviewing national brand and marketing practices for quality rating improvement systems, some best practices were identified and will be applied in Colorado:

1. Linking the Next Generation Tiered Quality Rating and Improvement System to a larger Early Childhood Education vision and campaign;
2. Building comprehensive, easy to use resource libraries for parents and providers;
3. Targeted messaging by audience that clearly explains the benefit of engaging with the new quality rating and improvement system.

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

- Increase Awareness - Show measurable annual increases in awareness of the Next Generation Tiered Quality Rating and Improvement System among parents of children birth to five years of age, and providers working in early learning programs serving these children.
- Drive Adoption - Show measurable annual increases in providers' engagement with the new rating system by measuring the utilization of support materials provided via the website;
- Show measurable annual increases in parents' engagement with the new rating system through utilization of quality rated provider search tools, and the inclination to use a quality rating as one of several factors influencing their selection of an early learning child care program, as established through annual research.

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

In addition, the Office of Early Childhood will utilize Geographic Information Systems (GIS) to conduct spatial analysis in targeting licensed programs that are included in the Next Generation Tiered Quality Rating and Improvement System in relation to children with high needs and high needs communities. These efforts will assist in understanding the dispersion of high quality rated facilities within concentrated areas of high needs.

Performance Measure (B)(2)(c)

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

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

Targets										
Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	222	27.0%	222	27.0%	222	27.0%	412	50.0%	823	100%
Early Head Start & Head Start ¹	130	48.0%	130	48.0%	130	48.0%	136	50.0%	272	100%
Programs funded by IDEA, Part C	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Programs funded by IDEA, Part B, section 619	139	20.0%	139	20.0%	139	20.0%	352	50.0%	704	100%
Programs funded under Title I of ESEA	3	6.7%	0	0.0%	0	0.0%	7	50.0%	13	100%
Programs receiving from CCDF funds	0	0.0%	0	0.0%	934	50.0%	934	50.0%	1,867	100%
Other 1	0	0.0%	0	0.0%	2,615	50.0%	5,230	100%	5,230	100%
Describe:	Licensed Facilities Child Care, Family Child Care, Preschool Programs									
Other 2	114	100%	114	100%	114	100%	114	100%	114	100%
Describe:	School Readiness Quality Improvement Program									

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

Actuals Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Baseline			Year 1		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	823	222	27.00%	823	204	24.80%
Specify:	Colorado Preschool Program					
Early Head Start & Head Start ¹	272	130	48.00%	272	61	21.70%
Programs funded by IDEA, Part C	10,990	0	0.0%	10,990	0	0.0%
Programs funded by IDEA, Part B, section 619	704	139	20.00%	704	139	20.00%
Programs funded under Title I of ESEA	45	3	6.67%	45	3	6.67%
Programs receiving from CCDF funds	1,867	0	0.0%	2,316	245	10.6%
Other 1	5,230	0	0.0%	5,892	464	7.86%
Describe:	Licensed Facilities Child Care, Family Child Care, Preschool Programs					
Other 2	114	114	100%	114	114	100%
Describe:	School Readiness Quality Improvement Program					
¹ Including Migrant and Tribal Head Start located in the State.						

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

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

Colorado observed a slight decrease in participation in the State's existing Quality Rating and Improvement System throughout 2013. Feedback gathered from the provider community indicated that as ratings under the current system expire, providers have decided not to renew in anticipation of the new rating system launch in 2014. As Colorado moves into 2014 with both the roll-out of the new Quality Rating and Improvement System and Quality Improvement Incentives, growth both in participation and in movement toward higher quality is anticipated. For more information on the data table, see the below source information.

State-funded preschool

Source: CDE, Colorado Preschool Program (2013); CDE, Results Matter Program (2013)

The Colorado Preschool Program data only includes sites that allow Qualistar Colorado (current State ratings administrator) to release their rating information. Baseline data is reported as actual. Program data, including ratings information, are self-verified. Data quality is reported with high confidence.

Early Head Start and Head Start

Source: CDHS, Head Start State Collaboration Liaison (2013)

Early Head Start and Head Start data source reported issues with missing and mismatched license numbers in tracking 2013 rated program facilities for Year One reporting. Baseline data was reported as actual, but included duplicated counts of Early Head Start, Head Start, Migrant, and AI/AN (American Indian/American Native).

Program data, including ratings information, are self-verified. Colorado will investigate including program type as a data field captured in the new Quality Rating and Improvement System to have a single source of reference for quality rating participation that can address accuracy and prevent duplicate counts.

Programs funded by IDEA, Part C

Source: CDHS, Exceptional Student Services Unit (2013)

Part C services are provided, per IDEA, in “natural environments” with 97.8% of services in Colorado being provided in the home. As this percentage of home-based services has remained stable over the past several years, we do not anticipate this changing over the next 4 years. Baseline data was reported as actual; however, data for programs participating in the statewide Qualistar Colorado Rating was not available. Program data are self-verified.

Programs funded by IDEA, Part B, section 619

Source: CDE, Early Intervention (2013)

IDEA, Part B, Section 619 baseline and actual data are estimated based on the Colorado Preschool Program at 85% participation. Program data are self-verified.

Programs funded under Title I of ESEA

Source: CDE, Coordinator of ESEA Reporting (2012)

Title I baseline and actuals data are now reported as the number of sites to more accurately track the progression of quality. The methodology, approved by the grantor, improved from tracking by Local Education Agencies (LEA) in the original application to actual sites with ratings. Program data, including ratings information, are self-verified. Data quality is reported with high confidence.

All licensed facilities and School Readiness Quality Improvement Program

Source: CDHS (2013)

Child Care Development Fund (CCDF) program data includes current quality rating during Federal Fiscal Year of 2013 children who have utilized CCCAP at least once; home-based facilities are not included in all months of the ratings data. The data source now has the ability to cross-reference specific rated facilities with programs funded under CCDF, where the original baseline for the number with quality ratings was not available due to the inability to query quality ratings. Thus, the baseline for the number of programs has been revised with grantor approval, and the actuals are reported with high confidence.

All Licensed Care is included to provide the baseline, unduplicated count, for all programs; as state preschool, Part B, Title 1 preschool, as well as all CCDF funded programs are licensed. Additionally, at least 92% of Head Start programs are licensed and all School Readiness Quality Improvement Programs are licensed. The assumption is made that the number of licensed programs remains the same. Based on Colorado’s approach to include all licensed care in the Next Generation Tiered Quality Rating and Improvement System, we propose that the target numbers in the Licensed Facilities row will be the best for capturing and monitoring progress for this Performance Measure. Finally, based on Colorado’s plan for the Next Generation Quality Rating and Improvement System, we anticipate measurable increases in participation beginning in fiscal year 2014.

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

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

The actuals for the Colorado Preschool Program fell short of the target (-2.2%) for year one, due to the associated reduction of programs requesting current Qualistar Rating™ participation [see Table (B)(4)(c)(1)]. This is attributed to the anticipation of the implementation of the new State-wide Next Generation Tiered Quality Rating and Improvement System, effective July, 2014, as reported by program directors. Based on Colorado's plan for the Next Generation Tiered Quality Rating and Improvement System, we anticipate measurable increases in participation beginning in the State fiscal year 2014.

The actuals for the Early Head Start and Head Start programs fell short of the target (-26.3%) for year one, partially due to data issues where many program names did not match license numbers for tracking Qualistar rated programs. Additionally, the baseline data for programs participating in the Qualistar Rating™ process included duplicated counts. Similarly, Colorado Preschool Programs reported that many sites are not renewing ratings in anticipation of the Next Generation Tiered Quality Rating and Improvement System. Further, the cost of ratings has been a barrier, e.g., some of the prior sources of funding (School Readiness Quality Improvement Program, Temple Hoyne Buell, local private and public funding) are no longer available, and therefore reduced available slots. The State is currently working with Head Start to improve data collection and reporting standards to eliminate future data issues.

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

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

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

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

The Colorado Department of Human Services currently contracts with Qualistar Colorado for quality ratings. Programs are assessed using a 4-level quality rating system, which includes a 42-point system for the following domains of quality: Learning Environment (10 points), Ratios and Group Sizes (10 points), Family Partnerships (10 points) and Training and Education (10 points). This system also awards two points for programs who meet the requirements for the National Association for the Education of Young Children (NAEYC) or the National Association for Family Child Care (NAFCC) accreditation. Qualistar Colorado uses a robust assessor reliability process that follows best practice based on assessors being evaluated every tenth visit to get re-reliable.

The Department is currently evaluating responses to a competitive Request for Proposal to implement the Next Generation Tiered Quality Rating and Improvement System. The awarded vendor will launch the new rating system in Summer, 2014.

The Next Generation Tiered Quality Rating and Improvement System will move from a voluntary system to a mandatory system that is embedded in state child care licensing. Embedding the new system into the regulatory system enables greater systemic improvement. Programs participating in the Next Generation Tiered Quality Rating and Improvement System include child care centers, family child care homes, school based preschool programs, Head Start, and Early Head Start programs. This revised system is a block and point system and will rate programs using five levels of quality standards, as well as an Environmental Rating Scale score. Levels 1 and 2 are "building blocks" with movement to the next level based on the completion of identified activities and standards. To reach level 1, programs/providers will need to be in compliance with licensing standards. To reach level 2, programs/providers must demonstrate that they have established other aspects of care and education that promote positive experiences. To receive a Level 2 designation, a program must:

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Designation for Levels 3, 4, and 5 will be determined by cumulative points plus a minimum number of points in each of the standard areas: Workforce Qualification and Professional Development, Family Partnerships, Leadership, Management and Administration, Learning Environment and Child Health.

Colorado's revised approach to rating acknowledges the changes in workforce management. In 2013, the Early Childhood Leadership Commission approved the Colorado Early Learning Professional Development Plan. This plan includes a framework of performance-based competencies for early childhood educators and administrators. The point structure of the Next Generation Tiered Quality Rating and Improvement System also allows programs more flexibility to earn points in a variety of different ways so that the amount of potential points earned in the revised system is not restricted by the philosophy or teaching curriculum for a program. Finally, information from this enhanced rating 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.

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The development of the Next Generation Tiered Quality Rating and Improvement Design Guide, which defines the point structure, was a major accomplishment for 2013. The quality areas included in the design include:

- Workforce Qualifications and Professional Development with an emphasis on competency;
- Family Partnerships with a focus on sensitivity to diversity, family involvement and supporting home language;
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- Posting a Request for Proposal for Early Childhood Shared Services Model (#NCRK1409085FRCX)

- Creating a governance structure to advise the development of the points design, quality incentives, accreditation and implementation approach.

The following are next steps to ensure measurable progress will be made for Colorado's Next Generation Tiered Quality Rating and Improvement System:

- Evaluate and determine award for the Early Childhood Quality Ratings and Improvement Systems Administrator (#NCRS1412035FRCX);
- Finalize the application process for the accreditation alternative pathway;
- Finalize the points design guide based on feedback from the Frank Porter Graham Institute;
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- Current Qualistar Colorado rated programs with future expiration dates after December 2014.

The Office of Early Childhood uses the C-Stat process to track the progress of the number of rated facilities, including the percentage of children under the age of five served in the top tiers of quality, levels 3-5. C-Stat is the Colorado Department of Human Services monthly performance management strategy, which focuses on data driven outcomes, along with accountability and action plans. Continuous quality improvement efforts include using research, promising practices, peer networks, and process improvements practices.

Because the Next Generation Quality Rating and Improvement System is new, a validation study will be conducted in 2015 to ensure the design decisions about program quality standards and measurement strategies are resulting in accurate and meaningful ratings.

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?

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

Number of tiers/levels in the State TQRIS
5

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

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level						27	2
TQRIS Programs that Moved Down at Least One Level						19	2

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

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

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

The State has made progress in improving the quality of child care programs through the Colorado School Readiness Quality Improvement Program and the Colorado Infant and Toddler Quality Improvement Program. Funding from these programs support provider training and technical assistance, helping these programs prepare for a Qualistar Rating™ and improve quality in their classroom environments. Financial Incentives, in the form of mini-grants, help programs purchase classroom materials, and support staff with additional training and education. The Colorado Infant and Toddler Quality Improvement Program requires participating Counties to offer tiered child care subsidy reimbursement rates, thus increasing the number of Counties offering tiered reimbursement from seven (7) to twenty-three (23).

Movement between Tier Levels for current Qualistar rated programs was not reported to the State during the past fiscal year. Current Qualistar ratings data from 2008 to the end of 2013 does not contain complete funding sources data to accurately track individual program movement. Another data source (CDHS, 2013) was used to match and track movements of CCCAP programs that received funds from the State's CCDF program for the past fiscal year. In The Next Generation Quality Rating and Improvement System, Colorado will internally track movement up or down between tier levels and track data on a per program basis to more fully report changes in future fiscal years.

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

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

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

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

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

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Data Source:

Qualistar Colorado (2013)

Please note that there were some other programs that had Qualistar Ratings™ during calendar year 2013 which expired before Dec 31, 2013; and have not since requested to be re-rated. Current levels of ratings (0-4) do not include a Level 5.

Baseline changes were requested, approved, and applied to report 2012 quality ratings data. Baseline data is reported as actual. Program data, including quality ratings information, are self-verified. Data quality is reported with high confidence.

As an additional resource, Colorado has included an example of GIS mapping for licensed facilities by rating and child population. The included map layers the population of children under 5 by county with the locations of licensed but not rated as well as licensed and rated facilities. Please note, there is a slight deviation in the reported numbers of programs by quality rating level on the map when compared to the (B)(4)(c)(1) table. This variation is due to partial or incomplete address data that prevented some sites from being included on the map that are accurately counted in the data table.

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

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

The actuals for the total number of Qualistar rated programs fell short of the target (-13 programs) for Year One, due to the associated reduction of programs requesting current Qualistar Ratings™ participation. This is attributed to the anticipation of the implementation of the new State-wide Next Generation Tiered Quality

Rating and Improvement System, effective Summer 2014, as reported by program directors. Additionally, the actuals were reported for the end of calendar year 2013 (December 31, 2013), and do not capture the number of programs that had quality ratings during calendar year 2013 which expired before December 31, 2013; and have not since requested to be re-rated. The largest deficit was from the number of Qualistar rated programs in Tier 4 (4 stars), with a difference of 8. As we have been monitoring rated facilities in the top tiers, we have found that the number of quality rated facilities has remained static. The actuals for the remainder of the grant program will be closer to the targets once the Next Generation Tiered Quality Rating and Improvement System is implemented, requiring all licensed programs to participate in the ratings system.

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

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

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

Targets										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	6,623	34.0%	6,623	34.0%	6,623	34.0%	9,545	49.0%	10,519	54.0%
Early Head Start & Head Start ¹	5,519	44.0%	5,519	44.0%	5,519	44.0%	9,408	75.0%	12,544	100.0%
Programs funded by IDEA, Part C	0	0.0%	0	0.0%	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	0.0%	0	0.0%
Programs funded under Title I of ESEA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Programs receiving from CCDF funds	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

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

Actuals						
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS						
Type of Early Learning & Development Programs in the State	Baseline			Year 1		
	# 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	34.0%	19,538	6,249	32.0%
Specify:	Colorado Preschool Program					
Early Head Start & Head Start ¹	12,544	5,519	44.0%	14,075	2,135	17.0%
Programs funded by IDEA, Part C	5,806	0	0.0%	5,989	0	0.0%
Programs funded by IDEA, Part B, section 619	8,671	0	0.0%	8,928	0	0.0%
Programs funded under Title I of ESEA	6,854	0	0.0%	2,034	0	0.0%
Programs receiving from CCDF funds	9,699	0	0.0%	9,753	0	0.0%

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

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

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

Data Sources:

State-funded preschool

Source: CDE, Colorado Preschool Program (2013); CDE, Results Matter Program (2013)

Colorado Preschool Program data only includes children served in sites that have allowed Qualistar Colorado (current State ratings administrator) to release their rating information. Baseline data is reported as actual. Program data, including ratings information, are self-verified. Data quality is reported with high confidence.

Early Head Start and Head Start

Source: CDHS, Head Start State Collaboration Liaison (2013)

Early Head Start and Head Start data source reported issues with missing and mismatched license numbers in tracking 2013 quality rated program facilities for Year One reporting; therefore, the number of children associated with the top-rated facilities was affected. Baseline data was reported as actual, but included duplicated counts of Early Head Start, Head Start, Migrant, and AI/AN (American Indian/American Native). Program data, including quality ratings information, are self-verified.

Programs funded by IDEA, Part C; IDEA, Part B, section 619; Title I of ESEA; and CCDF funds

Sources: CDHS, CDE, Exceptional Student Services Unit (2013); Early Intervention (2013); CDE, Coordinator of ESEA Reporting (2012); CDHS (2013)

Current data collection methods do not allow for reporting the specificity of data requested for IDEA, Part C and B, Title I, and CCDF programs (i.e., we are not able to identify and track the numbers of children with 'high needs,' as specifically defined for purposes of this grant, served per every program type in top tier programs). IDEA Part B, Section 619 counts by age for ages 0 and 2 were too low and suppressed (withheld) to prevent the identification of individuals in small groups or those with unique characteristics in 2012 and 2013. CCDF data may include some duplication between age groups. Duplication across age groups is a result of pulling data for children served under CCDF for an entire calendar year. During that year span participating children age into different groups and the data system does not allow Colorado to currently distinguish which children have change ages. This approach to query the data was used both to be consistent with the methodology of the application and because it better reflects the total population served throughout the year. Colorado chose not to report participation as a single point in time, although it would remove duplicate counts, it would also under-represent the number of children served throughout the year given families are constantly joining and leaving the program. Colorado will also explore enhancements to the data system for future reporting accuracy.

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

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

The actuals for the Colorado Preschool Program fell short of the target (-2.02%) for year one, due to the associated reduction of programs requesting a current Qualistar Rating™ [see Table (B)(4)(c)(1)]. This is attributed to the anticipation of the implementation of the new State-wide Next Generation Tiered Quality Rating and Improvement System, effective July 2014, as reported by program directors. Based on Colorado's

plan for the Next Generation Quality Rating and Improvement System, we anticipate measurable increases in participation beginning in fiscal year 2014; therefore, increasing slots for children with ‘high needs’.

The actuals for the Early Head Start and Head Start programs fell short of the target (-26.98%) for Year One, partially due to data issues where many program names did not match license numbers for tracking quality ratings and the children associated with those programs. Additionally, the baseline data for programs participating in the quality rating process included duplicated counts. Another similar issue was reported for the Colorado Preschool Program, in which many programs are anticipating the Next Generation Quality Rating and Improvement System before actively pursuing a quality rating. Further, the cost of quality ratings has been a barrier, e.g., some of the prior sources of funding (School Readiness Quality Improvement Program, Temple Hoyne Buell, local private and public funding) are no longer available, and therefore reduced available slots. The State is currently working with Head Start to improve data collection and reporting standards to eliminate future data issues.

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.

Colorado has engaged experts in the field to support the design efforts for the Next Generation Tiered Quality Rating and Improvement System. In addition, under the support and direction of Oldham Innovative Research, a framework for design was created for the new rating system. Key strategies have been focused on ensuring the block and points design guide is evidence based and has a measurable structure for data gathering.

Accomplishments for 2013 include:

- Development of the points structure design guide with broad stakeholder input from across the state;
- Posting a Request for Proposal for the Early Childhood Quality Ratings and Improvement Systems Administrator (#NCRS1412035FRCX); and
- Creating a governance structure to advise the development of the points design, quality incentives, accreditation and implementation approach.

Realizing other states have preceded Colorado in developing and implementing innovative early learning practices and Quality Rating and Improvement Systems, and have created plans to thoroughly evaluate the effectiveness of those programs, Colorado hosted an Evaluation Summit with representation from a number of states, evaluation experts, representatives from foundations, supporters of Early Childhood Education in Colorado and Race to the Top Early Learning Challenge Grant staff to share best practices on developing evaluations and selecting partners to complete evaluations for the Race to the Top Early Learning Challenge Grant.

The objectives of this Summit included:

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

- Understand the relationship between QRIS and the other RTT-ELC grant projects that inform and impact effective evaluation.
- Develop potential QRIS and overall grant evaluation outcomes and identify gaps or needs.

The key questions for the Summit included:

1. What are the overarching goals of RTT-ELC projects?
2. What are the goals of the QRIS evaluation?
3. How do the other projects inform this evaluation?
4. What elements (data or otherwise) need to be in place before the evaluation can occur?
5. Who needs to be engaged for the evaluation to be successful?
6. How can the evaluation tools and methodologies for other projects be used in whole or in parts to support the QRIS evaluation?
7. What are the risks of evaluation?
8. How can Colorado address these risks?

The next steps for for validating the Next Generation Quality Rating and Improvement System will include:

- Evaluate and determine award for the Early Childhood Quality Ratings and Improvement Systems Administrator;
- Complete data mapping to ensure that the data elements included in the enhanced rating system align with the National Registry Alliance and the Common Education Data Standards, which are standardized early childhood data elements, definitions and recommended relationship data models. This mapping will ensure that the early childhood state data systems included in the new rating system are interoperable.
- Create a framework for quality supports for programs to enhance and sustain higher levels of quality;
- Develop a logic model to inform the implementation and evaluation;
- Identify the research questions most relevant for Colorado;
- Develop the evaluation goals, stakeholders, and scope.
- Develop the framework for evaluation and validation of the ratings data;
- Produce competitive vehicle for procurement of an evaluation partner.

The proposed changes to Colorado's Next Generation Quality Ratings and Improvement System are expected to impact how children learn, develop, and prepare for school. Colorado will focus recruitment of participating programs serving the highest number of children with high needs. Supporting these programs with coaching, incentives, professional development, and implementation of child assessment will help to prepare these children for kindergarten. By focusing efforts on supporting these programs, Colorado is expecting to see movement in quality levels 3 - 5. Children with high needs who are attending programs of high quality are more likely to have the skills that support their transition to kindergarten and support ongoing learning.

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

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

- (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.

Promoting Early Learning Outcomes

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

Has the State made progress in ensuring that its Early Learning and Development Standards:

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

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

Early Learning and Development Guidelines:

The Early Learning and Development Guidelines were finalized in 2013. The Guidelines combine best practices drawn from Colorado Guidelines Birth-3 Years, Head Start and Colorado Academic Standards, and 21st Century Skills. This 144-page document was created in partnership with numerous stakeholders from across the spectrum to ensure they were culturally, developmentally, and linguistically appropriate. The State's Early Childhood Leadership Commission, a public-private entity with representation across the spectrum of early childhood supports and services, formally approved the document.

Early Childhood Colorado Partnership:

In August, 2013 more than 75 statewide partners engaged in a thoughtful and robust conversation about Colorado's Early Learning and Development Guidelines. The Early Childhood Colorado Partnership identified partnership-wide opportunities, actions, and a collective commitment to the Guidelines. The result was a "Collective Commitment Sticky Wall" full of more than 70 action strategies that can be organized as follows:

- Building awareness of Colorado's Early Learning and Development Guidelines
- Deepening understanding of what Colorado's Early Learning and Development Guidelines are and mean
- Embedding Colorado's Early Learning and Development Guidelines within existing infrastructure
- Identifying strategies to align and integrate Colorado's Early Learning and Development Guidelines
- Developing supplementary resources and tools to support Colorado's Early Learning and Development Guidelines.

The support and commitment to this foundational resource for Colorado's early childhood system that roots us all in holistic, healthy child development across the birth to 8 continuum is strong. Colorado will continue to develop synergistic strategies to support awareness of the Guidelines and discuss and monitor progress towards these actions.

Distribution:

More than 1,600 copies of the Guidelines were distributed to key stakeholders statewide, including the following:

- Child care licensing staff;
- Colorado Department of Higher Education;
- Colorado Department of Public Health and Environment;
- Colorado Preschool Program;
- Colorado Statewide Parent Coalition;
- Early Childhood Councils;
- Early Childhood Leadership Commission;
- Early Intervention Colorado;
- Early Childhood Mental Health Specialists;
- Early Childhood Professional Development Team;
- Early Childhood Quality Improvement Program;
- Family Resource Centers;
- Head Start and Early Head Start Programs;
- Home Visitor Program; and
- Promoting Safe and Stable Families.

The Early Learning and Development Guidelines document was also translated into Spanish in 2013 to ensure they were accessible to Colorado's Hispanic population.

Early Learning Development Guidelines Communication Vendor:

SE2, Inc. was awarded a contract to develop a comprehensive communication strategy and develop simplified collateral to raise awareness and assist in the adoption of the Early Learning and Development Guidelines. The \$147,255 contract was awarded through an open and competitive process. A discovery phase was conducted to identify multiple perspectives, from parents to providers.

Baseline Survey Conducted:

To establish a baseline level of awareness for the Guidelines, a survey was conducted in 2013. The survey showed wide awareness of the Guidelines among stakeholders, along with appreciation for the unifying aspect of the Guidelines by way of defining typical child development and kindergarten readiness, while reminding audiences that each child develops differently. Moving forward, an annual survey will be conducted to identify different levels of adoption and awareness. Annual review of the survey results will inform impact of, and necessary adjustments to, the communication strategy.

In addition to surveying, Colorado will use several other strategies to ensure statewide dissemination and adoption of the Guidelines. E-learning training modules will be made available through the Professional Development Information System, this includes the Guidelines as one of a number of trainings necessary for programs to pursue higher quality ratings in the State's new Quality Rating Improvement System. Training will also be available to teachers where the Guidelines cross over from early childhood to kindergarten through 3rd grade, particularly to support the importance of appropriate social and emotional development that compliments academics. Lastly, Colorado will release a website specific to the Guidelines to ensure access to materials, FAQs, and other resources are readily available. Website analytics will also help the State understand traffic accessing resources on the website to help inform how and where information is presented.

Early Learning and Development Guidelines Communications Plan:

In 2014, SE2 will begin development of the Early Learning and Development Guidelines Communications Plan. This plan will include a description of the environment in which the Colorado Department of Human Services will be disseminating the Guidelines, or situation analysis as well as recommended strategies and tactics. Strategies will include outreach to and education of key groups that interact with parents (e.g., health and early childhood teachers, religious-based and other nonprofit organizations) as well as other key audiences; earned media to raise awareness about the release and importance of the Guidelines as a tool for parents and families; creative materials that will be designed and developed in the next phase of the project; a website content and visual layout guide, which will be integrated into a landing page for the Office of Early Childhood; and social media to engage parents and other key audiences.

The final phase of SE2 work will include the development of key messages for the Early Learning and Development Guidelines. These will serve as the foundation of the creative materials, as well as the website.

Embedded in Next Generation Tiered Quality Rating and Improvement System:

The Early Learning and Development Guidelines are included in the Next Generation Tiered Quality Rating and Improvement System point structure and professional development efforts.

Embedded in College Curriculum:

Ongoing, colleges and universities planning their curriculum for the four year early childhood education bachelor's degree will incorporate the Guidelines into coursework.

Additionally, support and communication will be provided to families, including Family, Friend and Neighbor care, for their understanding of and use of the Guidelines.

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

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

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

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

The Results Matter Child Care Expansion Project will increase the number of children included in the Results Matter program by 3,500 during the life of the Race to the Top Early Learning Challenge Grant. Children eligible for the program are not currently part of Results Matter, but attend Head Start/Early Head Start sites, or child care centers or family child care homes that participate in the School Readiness Quality Improvement Program or the Colorado Child Care Assistance Program, Colorado's child care subsidy program.

Early childhood providers who participate in the Results Matter Expansion Project use the Teaching Strategies GOLD® Assessment System to assess learning and development in social-emotional, language and literacy, math, science, creative arts, and physical development approaches to learning. Through authentic assessment strategies such as ongoing observation, portfolio documentation, and completion of developmental checklists, they identify and plan for the instructional needs of young children in their care.

Results are measured against research-based age expectations. Recent study findings support the concurrent validity of Teaching Strategies GOLD® with a wide range of other assessment measures. Early childhood providers complete an inter-rater reliability certification process in which they evaluate multiple child portfolios, submit their results for comparison against the developers' master ratings, and receive a certificate of inter-rater reliability upon achieving 80 percent or more reliability in each of the areas of development and learning. Teaching Strategies GOLD® is an authentic, observation based system.

Key accomplishments for 2013 include:

- Fostering collaborative partnerships with Head Start/Early Head Start state and federal staff to determine utilization of the Teaching Strategies Gold® System amongst Colorado grantee programs;
- Conducting outreach to recruit those Head/Start Early Head Start programs not currently utilizing Teaching Strategies Gold® System;
- Initiating the provision of technical assistance and training for Head/Start Early Head Start programs utilizing the Teaching Strategies Gold® System. Training has been provided to 5 Head Start/Early Head Start grantees and a total of 217 staff members.
- Developing public awareness materials, with input from key stakeholder groups, to educate and inform child care centers and family child care homes about the Results Matter Expansion Project;

- Developing a process for qualifying child care centers and family child care homes to apply for the Results Matter Expansion Project;
- Identifying a panel to select the child care programs that will be included in the Results Matter Expansion Project; and
- Selecting the first child care program cohort for the Results Matter Expansion Project.
- Selection for the second child care program cohort will occur in 2015.

Strategies to Ensure Progress:

In order to have reliable child outcome data by the end of 2016, it is key that the Results Matter Expansion Project supports implementation of child assessment with high levels of fidelity. This will require an ongoing focus on training, technical assistance, data access/analysis and other supports. Training and technical assistance will be ongoing to ensure inter-rater reliability. Some specific examples of supports being provided to participating programs include the following:

- 1.) Each of the 4 training and technical assistance providers (TTAPs) has been assigned a set of participating programs they are responsible for working directly with. Caseloads of TTAPs were intentionally kept low (no one TTAP is working with more than 8 sites/32 classrooms) in order to maximize the amount of time they can spend at each site, thereby allowing for the provision of more in-depth training and technical assistance.
- 2.) TTAPs' work with their sites began with an orientation to the RMEP and its goals/objectives. All 28 participating sites (74% child care centers, 26% family child care homes) have received an orientation. TTAPs are now engaged in providing sites with training and/or individualized technical assistance, as determined by the needs of site. The training that has been provided to sites has been focused on conducting observations in ECE settings. At the staff level, individualized TA started by having each staff member complete a self-assessment tool to identify his/her current level of knowledge and skill related to the use of the TS Gold system.
- 3.) Access to the TS Gold online system: each staff member at the participating programs who will be responsible for collecting child outcome data is being provided with access to the TSG system. Between now and July, they will be able to "play in the sandbox;" that is, they will have the ability to practice uploading "dummy" data into a specific section of the system meant for learning purposes only. The sandbox has all the same features as the "real" system. Therefore, TTAPs can not only provide specific direction on how to upload child observation data, but also in how to use the data for purposes such as running reports, getting suggestions for planning activities for children, sharing information with families, etc. By providing sites with intensive support now, the hope is that they will be more confident and ready to make full use of all of the features of TS Gold in August when their subscriptions begin.

Progress will be measured in a variety of ways. The initial focus is on the progress of implementation of the Results Matter Expansion Project that meets the needs of the children, their teachers, and their families.

This process is guided by questions, such as:

- Is the assessment system being implemented with fidelity?
- Have the teachers achieved inter-rater reliability?
- Is the assessment data being used to develop Individual Readiness Plans for each child?
- Is an analysis of the data having an impact on program practices?

At the state level, we will begin reviewing aggregate data once early childhood teachers have had time to achieve inter-rater reliability. A related strategy is the development of a data linking system/process connected to our Statewide Longitudinal Data Systems grant process and supported by a data sharing agreement between the Department of Education and the Department of Human Services. A data analyst and a statistician will be engaged in year 2 to guide decisions about data collection and analysis.

Early Childhood Education Workforce

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

Has the State made progress in developing:

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

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

Colorado's Early Childhood Competencies Framework is the underlying foundation for all key strategies for Building a Great Early Childhood Workforce that include:

1. Thirty (30) two- and four-year early childhood preparation programs will align certificate and degree programs with the Framework and create regional articulation agreements between degree programs
2. The revised Early Childhood Professional Credential will unify the education and child care credentialing systems and include a Coaching Credential
3. Incorporating the Framework into statewide professional development offerings
4. Provide incentives and support to Early Childhood professionals based on courses, degrees and professional development offerings aligned with the competencies
5. Developing measures for evaluating competence, including a process for professionals to receive credit for prior learning through evaluation
6. Building a Professional Development Information System, based on the Framework, that combines a workforce registry with a learning management system able to support up to 50,000 professionals.

Beginning in January, 2013, the Competencies sub-committee of Colorado's Professional Development Advisory Committee assumed responsibility for finalizing Colorado's Early Childhood Competencies Framework for Educators and Administrators. The framework consists of the following domains:

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

Competencies supporting social/emotional development, cultural competence and children with special needs are present in all eight domain areas. The Competencies are built on a framework of four levels. They begin

with the basic knowledge and skills needed to enter the field and progress, according to degree of mastery, to advanced levels of academic preparation and a wide range of experiences. The four levels are cumulative, meaning that early childhood 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.

Key alignment activities in 2013:

- Roll-out of the Early Childhood Competencies Framework at the June, 2013 Summer Institute for early childhood faculty from two- and four-year college and university programs. Participation included 100% representation from 17 Colorado community colleges and technical programs and five of the four-year programs planning on offering a bachelor's degree in early childhood.
- Colorado's Early Childhood Faculty Coalition (represents Early Childhood Education Chairs and key faculty from 17 community colleges) are aligning community college Early Childhood certificate and degree programs with the Early Childhood Competencies Framework. Drafts of the revised credential (aligned with the Framework) and role-based guides for early childhood teachers and directors were discussed at the October, 2013 faculty coalition meeting. Based on the input from faculty, changes were made to the credential revision. These included more clarity around types of degrees, trainings and demonstrated competency measures receiving credit. College faculty determined to continue reviewing the role-based guides to see how current coursework and degrees aligned with the Early Childhood Competencies Framework. In 2014, supplemental funding will be available for faculty to fully align degrees with the competencies.
- Revision of Colorado's Early Childhood Professional Credential, based on a combination of scoring for degrees, training and experience aligned with the Early Childhood Competencies Framework, was released for initial stakeholder review in October, 2013. Expert review was conducted through December, 2013. Based on changes from stakeholder and expert review, an online survey of the revised credential is being conducted in February, 2014. To date, more than 300 Early Childhood professionals have participated. Survey data will be reviewed by Donna Bryant, research scientist from Frank Porter Graham, in March 2014. Based on psychometric analysis, the scoring ranges of the six tiers of the Early Childhood Professional Credential will be recalibrated.
- Initial discussions for aligning the Colorado Department of Education Educator Effectiveness (state's K-12 educator evaluation system) and teacher licensing launched in fall 2013. The Early Childhood Competencies Framework is aligned with the Quality Standards for Teachers and Principals which has been adopted by the Colorado Department of Education State Board of Education. These standards are the foundation for Colorado's Educator Effectiveness and the teacher preparation approval system (jointly administered by the Colorado Departments of Education and Higher Education).
- Review of the Colorado Department of Human Services child care rules and regulations was completed in December, 2013 in preparation for possible alignment opportunities for rules revisions in 2014.

- Early Childhood Competencies Framework embedded as the foundation for Colorado’s Professional Development Information System. The Professional Development Information System is a workforce registry combined with a learning management system able to support up to 50,000 professional. Higher Education courses, trainings, and individualized professional development plans are aligned with the Early Childhood Competencies Framework. The award for the Professional Development Information System was released in July, 2013. The bid was awarded to Simply Digi in late November, 2013 through an open and competitive process. Final project onboarding with Colorado’s Office of Information Technology was completed in December, 2013. Contract finalization is in process.
- Statewide Listening Tour in summer 2013 to present the Early Childhood Competencies Framework and the Professional Development Information System. Early Childhood Professional Development staff continued in-depth presentations to local Early Childhood Councils and stakeholders based on a key contact communications strategy.
- Level 2 training modules for the Tiered Quality Rating and Improvement System will be aligned with the Early Childhood Competencies Framework and delivered through the Professional Development Information System. Topic design for 15 hours of online modules was completed in November, 2013. Goals for the training include:
 1. Introduce the elements of the Next Generation QRIS
 2. Familiarize early childhood professionals with the Colorado Early Learning and Development Guidelines and the Colorado Early Childhood Competencies for Educators and Administrators
 3. Provide more depth to various aspects of the QRIS framework including social and emotional well-being, family partnerships, cultural competence and supportive learning environments. Training modules include:
 1. Introduction to the Next Generation Quality Rating and Improvement System – Levels 1 and 2
 2. Introduction to the Next Generation Quality Rating and Improvement Systems – Levels 3 - 5
 3. Next Generation Quality Rating and Improvement System for Directors
 4. Introduction to the Environmental Rating Scale Tools
 5. Introduction to the CLASS
 6. Colorado’s Competencies for Early Childhood Educators and Administrators
 7. Cultural Competence 1
 8. Cultural Competence 2
 9. Social and Emotional Health and Development
 10. Inclusive Practices for Children with Special Needs
 11. Child Health Promotion 1
 12. Child Health Promotion 2
 13. Strengthening Families
 14. Colorado Early Learning and Development Guidelines

The Governor's Budget Request for State Fiscal Year 2014-2015 includes \$2.2 million in grant funding for materials and training for Colorado Child Care Assistance Program providers which would align with quality improvement under the Race to the Top Early Learning Challenge Grant.

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

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

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including:	Yes
<i>Scholarships</i>	Yes
<i>Compensation and wage supplements</i>	
<i>Tiered reimbursement rates</i>	Yes
<i>Other financial incentives</i>	
<i>Management opportunities</i>	
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
<i>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</i>	Yes
<i>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</i>	Yes

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

Creating Scholarships and Incentives

Goal: Efficiently and effectively disburse incentives to professionals who directly serve children with highest needs (special education, English Language Learners and children living in poverty). Colorado will leverage existing programs and develop new partnerships to expand opportunities. Allocations for scholarships and incentives are \$600,000 in 2014, and \$700,000 annually in 2015 and 2016.

The state has set the following goals to be achieved by the end of the Race to the Top Early Learning Challenge Grant period:

- 10% of professionals will advance at least one credential level
- 25% of professionals will make progress toward the next credential level.

Strategies and Action Steps planned for 2014:

1. T.E.A.C.H. ®: Contract with the Colorado T.E.A.C.H program administered by Qualistar Colorado to support professionals completing credentials and degrees at 2-year and 4-year institutions through the delivery of scholarships and supports. (\$105,000)
2. Colorado Community College Foundation: Work with the Colorado Community College Foundation to expand access and increase the number of participating students. Administered through community colleges across the state, scholarships will be available to students for coursework leading to certification or Associate degree attainment. (\$210,000 from the Race to the Top Early Learning Challenge Grant funds; matched with \$200,000 from college foundations)
3. Colorado Head Start Association/Head Start-State Collaboration Office: Work with Head Start to identify a cohort of professionals working toward completing a BA degrees in regions with limited opportunities for professionals to complete BA programs. Cohort will be supported by a professional development coach. (\$100,000)
4. Preschool Special Education and Early Intervention: Colorado Department of Education 619 staff and Colorado Department of Education Early Intervention (Part C of the Individuals with Disabilities Education Act) staff to identify and support professionals working in programs serving children with special needs. Funding is targeted for communities struggling to recruit and retain early childhood special educators, training programs supporting effective practices in inclusion and supervisory training for Developmental Intervention Assistant programs. (\$100,000)
5. English Language Learners: Identify training programs supporting the development of English language skills of Early professionals and training programs providing skill development of early childhood professionals serving English Language Learners. (\$85,000)
6. The Governor's Budget Request for State Fiscal Year 2014-2015 includes \$2.2 million in grant funding for materials and training for Colorado Child Care Assistance Program providers which would align with quality improvement under the Race to the Top Early Learning Challenge Grant.

Tiered Reimbursement:

In Colorado, individual counties establish tiered reimbursement rates for programs supporting families using child care subsidies. Currently, 23 of Colorado's 64 counties utilize a tiered reimbursement structure. Efforts are underway to expand the use of tiered reimbursement rates. Both the Tiered Quality Rating and Improvement System and Building a Great Early Childhood Workforce will highlight Colorado best practice efforts in counties and programs applying increased revenue through tiered reimbursement to improving quality by investing in professional development and increased compensation.

The narrative in section D1 details Colorado's key strategies for alignment and implementation of the Early Childhood Competencies Framework. Supplemental funding of \$750,000 for incentivizing higher education programs and professional development programs to align with the Early Childhood Competencies Framework was requested in 2013 and approved in early 2014. This funding will accelerate alignment and be available for current degree and credential programs, development of regional articulation agreements, and credit for prior learning through evaluation. Additional ideas for funding include innovative application of the framework for community-based demonstration schools, partnerships between higher education faculty and community coaches and high quality competency based content.

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

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

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

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

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

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.

Total Number of Aligned Institutions:

The original application distinguished institutions and providers by two separate existing standards, The Colorado Core Knowledge and Standards and the Rules for the Administration of Education Licensing Act of 1991. The table in the annual performance report does not allow this distinction. To this end, figures in Year One and Year Two represent the number of institutions and programs aligned to the two existing standards, where Year Three and Year Four reflect a shift of institutions and programs using the Workforce Knowledge and Competency Framework.

The original application identified a combined total of 32 institutions and providers as “aligned” with the Rules for the Administration of the Educator Licensing Act of 1991. Twenty-five (25) of these institutions are alternative teacher preparation programs. Only 6 of these 25 programs are authorized to provide alternative Early Childhood Educator programs. Due to the error in the original baseline setting, the baseline number of programs aligned with the Rules for the Administration of the Educator Licensing Act of 1991 needs to be reduced to 13. Additionally, 17 institutions and programs are currently aligned with the Colorado Core Knowledge and Standards, bringing the total to the reported figure of 30.

Colorado’s initial baseline number of 580 was incorrect, due to the additional institutions incorrectly included in the total number of aligned institutions, the number of credentials was inaccurately inflated. The total number of Early Childhood Educators receiving credentials from an aligned institution in 2012 was 404. In 2013, the total number of Early Childhood Educators receiving credentials from an aligned institution was 535. This

number was originally reported as 625 due to the error of including credential issued by institutions not aligned with the Rules for the Administration of the Educator Licensing Act of 1991. The original performance target was to increase the number by 45. Colorado increased the number of Early Childhood Educators receiving credentials by 131, exceeding the original performance target.

Annual target goals for years 2014, 2015, and 2016 will be revised through a formal amendment request. The current data system does not allow the state to track changes in the numbers of credentials by level over time, it can only produce the current number of credentials as a point in time. In 2014 the state will launch the Professional Development Information System which will allow for detailed reporting on the growth of early childhood professionals and allow the state to set accurate expectations for improvement throughout the term of the grant.

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.

The narrative in section D1 details Colorado's key strategies for alignment and implementation of the Early Childhood Competencies Framework. Supplemental funding of \$750,000 for incentivizing higher education programs and professional development programs to align with the Early Childhood Competencies Framework was requested in 2013 and approved in early 2014. This funding will accelerate alignment and be available for current degree and credential programs, development of regional articulation agreements, and credit for prior learning through evaluation. Additional ideas for funding include innovative application of the framework for community-based demonstration schools, partnerships between higher education faculty and community coaches and high quality competency based content.

Additionally, Colorado Department of Higher Education reinstated college and universities option to award bachelor degrees in Early Childhood. Currently Colorado has six four-year college or universities pursuing adding Early Childhood degree programs at the Bachelor of Arts level. There are three programs adding Early Childhood Special Education Bachelor of Arts degrees.

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

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

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

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1	236	1.03%	1,131	4.90%	2,262	9.90%	3,390	15.00%	4,241	19.00%
Specify:	Early Childhood Professional Credential Level I									
Credential Type 2	63	0.28%	1,200	5.20%	2,400	11.00%	3,600	21.00%	4,800	21.00%
Specify:	Early Childhood Professional Credential Level II									
Credential Type 3	42	0.18%	80	0.35%	800	3.50%	2,037	9.00%	2,514	11.00%
Specify:	Early Childhood Professional Credential Level III									
Credential Type 4	79	0.35%	116	0.50%	800	3.40%	2,000	8.70%	2,500	11.00%
Specify:	Early Childhood Professional Credential Level IV									
Credential Type 5	39	0.17%	39	0.17%	200	0.87%	400	1.70%	800	3.50%
Specify:	Early Childhood Professional Credential Level V									
Credential Type 6	2	0.01%	5	0.0%	10	0.00%	20	0.01%	30	0.13%
Specify:	Early Childhood Professional Credential Level VI									
Credential Type 7	461	2.01%	2,571	11.00%	6,472	28.00%	11,450	50.00%	14,855	65.00%
Specify:	Early Childhood Professional Credential Total									

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>			
Progression: Low to High	Baseline		Year 1	
	#	%	#	%
Credential Type 1	236	1.03%	846	3.7%
Specify:	Early Childhood Professional Credential Level I			
Credential Type 2	63	0.28%	410	1.8%
Specify:	Early Childhood Professional Credential Level II			
Credential Type 3	42	0.18%	325	1.4%
Specify:	Early Childhood Professional Credential Level III			
Credential Type 4	79	0.35%	503	2.3%
Specify:	Early Childhood Professional Credential Level IV			
Credential Type 5	39	0.17%	180	0.8%
Specify:	Early Childhood Professional Credential Level V			
Credential Type 6	2	0.01%	13	0.05%
Specify:	Early Childhood Professional Credential Level VI			
Credential Type 7	461	2.01%	2,277	10.0%
Specify:	Early Childhood Professional Credential Total			

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

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

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.

The proposed baseline changes provide a more accurate representation of the current number of credentialed Early Childhood Professionals at each of the six levels. Colorado's current data system is an Access database with limited functionality. The current system involves many manual processes such as mailing or faxing transcripts. Increased data quality systems were implemented in fall 2013. These included tracking incomplete applications and increased follow-up with applicants to submit missing documentation. Current systems do not track and report individual credential changes in levels. Beginning in July, 2014, the new Professional Development Information System will begin tracking workforce competency profiles, the new credential levels of Early Childhood professionals and their progression in credentials, and the total number of Early Childhood professionals with credentials. The system will scale up to a capacity of up to 50,000 professionals by the end of the grant. This data will provide greater detail about the skills of Colorado's Early Childhood workforce.

Colorado made the following modifications to baseline and Year One data:

- Proposed baseline data for Early Childhood Professional Development Credentials by level and the total number of credentials in 2012.
- Provided Year One data for Early Childhood Professional Development Credentials by level and the total number of credentials in 2013.

Key findings from 2013:

- The total number of Early Childhood Professional Credentials in 2013 decreased by 96. This reduction is due to many Early Childhood Professionals letting their current credential expire in anticipation of the release of the revised credential in 2014. Information from Early Childhood Professionals about the credential is anecdotal through the summer Listening Tours and the continued statewide outreach by the Early Childhood Professional Development Team. Since the Early Childhood Professional credential remained voluntary, the value of the credential has been a limiting factor. This has been an ongoing issue over the last few years. Linking the completion of a credential to points within the Next Generation Tiered Quality Rating and Improvement System creates more value and incentive for obtaining a credential. By expanding options for types of degrees, training and experience, the revised credential will allow more current Early Childhood Professionals to qualify. Additionally, stronger alignment of the credential with Department of Human Services Child Care Rules and Regulations and Department of Education Teacher Licensure will increase the value of the credential.
- While the numbers of Early Childhood Professionals credentialed at Level I and Level II decreased, the numbers of Early Childhood Professionals with higher level credentials from Level II – Level VI increased.
- In 2013, there were 331 Early Childhood Professionals getting their first credential. The range included: 150 – Level I; 54 – Level II; 37 – Level III; 61 – Level IV; 25 – Level V; and 4 – Level VI.

The revision of the Early Childhood Professional Credential started in June, 2013. This new model provides a common system for all Colorado early childhood professionals to document and quantify their professional growth and accomplishments, and by doing so to define and advance the profession. The model uses Colorado's Competencies for Early Childhood Educators and Administrators (approved by Colorado's Early Childhood Leadership Commission in May, 2013) framework to integrate the pathways of formal education, training, experience, and specialized credentials and certifications. Individuals accumulate points along each of four pathways-- formal education, in-service training and continuing education, experience, and credentials and certifications. Total points assign one of six professional designations.

The model is guided by Colorado's Early Learning Professional Development System Plan (endorsed by Colorado's Early Childhood Leadership Commission in 2010). Goal One of the plan specifically addresses the credential: Improve the effectiveness of early learning professionals by establishing and adopting an aligned, research-based, tiered set of competencies as the basis for credentialing early learning professionals at all levels and approving professional development program (including teacher preparation programs).

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.

As the psychometric evaluation of the revised credential will be completed in the first quarter of 2014. Based on the rollout of Tiered Quality Rating and Improvement System, we anticipate having 5,000 Early Childhood professionals with revised Early Childhood Credentials by the end of 2014. We will be better able to establish performance benchmarks for 2015 and 2016 based on the 2014 information. Participation in the Professional Development Information System and Early Childhood Professional Credential is required for level 2 Quality Rating and Improvement System and above.

Measuring Outcomes and Progress

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

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

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

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

The Colorado State Board of Education is authorized to approve a menu of Kindergarten Entry Assessments for use in Colorado. Currently, the only approved assessment system for the state is Teaching Strategies GOLD®. Children are assessed in the content areas of literacy, mathematics, science and technology, social studies, and the arts, as well as in developmental domains including social, physical, language, and cognitive development. Results are measured against research-based age expectations. Recent study findings support the concurrent validity of Teaching Strategies GOLD® with a wide range of other assessment measures. Teachers complete an inter-rater reliability certification process in which they evaluate multiple child portfolios, submit their results for comparison against the developers’ master ratings and receive a certificate of inter-rater reliability upon achieving 80 percent or more reliability in each of the areas of development and learning. Teaching Strategies GOLD® is an authentic, observation-based system and the first observations are slated to occur within the first six weeks of the school year. The assessment is completed across the school year with three checkpoint “seasons” – Fall, Winter and Spring of each school year.

The Colorado Department of Education will conduct a review process in the fall of 2014 to identify additional assessment systems. The 2013-2014 and 2014-2015 school years are being used to phase in school district participation in the school readiness assessment process. In the 2015-2016 school year, all districts will be required to participate.

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.

As mentioned above, Colorado is in the first year of a three-year implementation process. Use of this type of an assessment system will require a paradigm shift for many teachers and school administrators. Few teachers had any knowledge of Teaching Strategies GOLD® prior to the start of Colorado's grant activities. In order to have reliable child outcome data by the end of 2016, it is key that a system is developed that supports implementation of school readiness assessment(s) with high levels of fidelity. This will require a focus on training, technical assistance, data access/analysis and other supports.

Key accomplishments for 2013 include:

- Key positions were hired by August 1, 2013: Program Manager and Assessment Specialist.
- Kindergarten Teacher Training and Technical Assistance: Twelve statewide Teaching Strategies GOLD® trainings for kindergarten teachers were conducted from June through August, 2013.
- A School Readiness Assessment Guidance Document version 1.0 released to web August 30, 2013.
- Email, phone calls, web-based information, and face to face contacts were used to provide technical assistance to schools and districts on how to get started in the Teaching Strategies GOLD® system.
- A School Readiness web page was created on the Colorado Department of Education web site. The page is updated weekly and a growing list of resources have been made available.
- The department recorded and posted three webinars to support the school readiness initiative. The first provides information on the relationship between the Colorado Reading to Ensure Academic Development Act (legislation focused on ensuring all Colorado third graders can read at grade level) and information on the School Readiness assessment and the development of individualized education programs for children with special needs. The second provides an overview for teachers on the Family Conference Form in Teaching Strategies GOLD®. A third webinar was developed for principals demonstrating how to use the system of reports available in Teaching Strategies GOLD®.
- In September, 2013, Colorado Department of Education initiated a series of monthly newsletters, "GOLD Nuggets", for kindergarten teachers and school readiness district contacts to support implementation of Teaching Strategies GOLD®.
- Numerous presentations were made to a wide variety of groups, including; school district administrators, community organizations, Early Childhood Councils, and Early Childhood and School Readiness legislative committees.

School Readiness Assessment Menu:

- In August, 2013, a Request for Information to identify additional assessment systems for inclusion on the school readiness assessment menu was issued.
- In October, 2013, the state's School Readiness Assessment Committee met to review the systems. No systems met the review criteria.
- In October, 2013, based on the feedback the department received from the field, the Colorado State Board of Education approved an additional year of "phase in" time for school districts, moving mandatory participation to the 2015-2016 school year.

Feedback and Program Improvement:

- Colorado's School Readiness Advisory Committee met in September and November of 2013. Their work included a review of the School Readiness Assessment Guidance document, providing feedback for changes needed. Questions for the practice and policy implications of the school readiness assessment process were generated. The committee provided guidance on the school readiness assessment work plan with a specific

focus on teacher training, developing a communications plan, and steps needed to offer a “Principals Institute” in 2014.

- Colorado Department of Education conducted a series of five focus groups across the state involving 61 teachers and administrators in November and December, 2013. Groups were convened in Aurora, Colorado Springs, Greeley, Durango and Rifle. The purpose was to receive feedback from teachers who began using Teaching Strategies GOLD® in the 2013-2014 school year. Many issues were raised regarding the time it takes to learn a new assessment system while also using other assessments required by the state or school districts. Additional issues raised included: (1) the importance of support by school district administration, (2) alignment with “Common Core” and Colorado’s academic standards, (3) difficulties caused by teachers working in half day kindergarten – doubling the number of children to be assessed, and (4) the need for additional training. We learned that there was an especially high need for training on the importance of assessing the developmental domains as well as academic content.
- Colorado Department of Education formed a multi-state learning community of representatives from states using Teaching Strategies GOLD® in kindergarten. A symposium planned for January 30-31, 2014.

A multi-state learning community sponsored by Teaching Strategies, Inc. was held in Denver on January 30th and 31st. The following states participated in the event either in person or on the phone; Washington State, Hawaii, Nevada, Colorado, Louisiana and Alabama. There was a great deal of discussion on day one as to what topics rose to the top as to concerns around implementation of Kindergarten readiness and the associated assessment, Teaching Strategies GOLD. The following topics were identified as areas of common challenge as well as areas where there were questions for each of the participating states:

- 1) Professional Development
- 2) Communication/Messaging
- 3) Rollout Process
- 4) Kindergarten customization of the assessment itself and the issues of customization for full and half day kindergarten classrooms
- 5) Perceptions of High Stakes Teacher Evaluation

Several other topics rose to the surface related to implementation of the various states’ readiness initiatives. They were:

- Issues related to P-3 approach... DoE vs. other early childhood partners and how to build a system
- Quality teaching practices: the intersection of college and career ready academic standards starting in kindergarten with the resurgence of interest in DAP – how do we show they intersect positively and what can they do in the classroom to create these learning opportunities
- What do we do about losing kindergarten (i.e. where they want desks again, removing toys, fewer breaks and more literacy, academics trumping DAP in a way that is like 6th grade with smaller kids), how do we protect kindergarten and stop bad practices we’re seeing there
- Customization of the assessment: how are other states customizing and choosing objectives and dimensions? When should it be administered and how many times? What is the frequency for other states and the recommendations?
- How are we approaching working with people in policy positions – who do we need to get on board, how do we identify our champions (esp. those removed from our system)?
- Sustainability – building capacity within districts to continue this work when the extra money goes away
- Higher ed teacher prep programs – what are we doing to make sure that they are preparing teachers for the demands of this type of classroom environment and assessment (without scaring them away from the field)?

The impact of the learning community was a common understanding of the same issues, needs and questions across the work. There was also strong agreement that the focus of the work for many of the states represented is that of implementation rather than outcomes. This resulted in the desire to continue to connect monthly with each state taking a turn to report out on the specifics of the progress of their work they would like to share. Washington state has already shared their work on their spring/summer training modules for teachers and Delaware is sharing next. We've created an online space in "Edmodo" to connect with questions as they arise and are tentatively planning a second face-to-face learning community in the Fall of 2014.

Distribution of School Readiness Assessment Funds:

- The process to award funds to local school districts for purchase of Teaching Strategies GOLD® subscriptions for the 2013-2014 school year was developed and implemented. Grant award notifications for Teaching Strategies GOLD® child portfolio purchases were sent out to participating districts. Participation for 2013-2014 includes 89 of 178 school districts, 17,626 students, 424 schools, and 1,371 teachers.
- Staff worked with school districts and Teaching Strategies to verify that Teaching Strategies GOLD® licenses were being purchased.
- In December, 2014, an application process for 2014-2015 grant awards for Teaching Strategies GOLD® subscriptions was developed. The request for applications will be issued in late February, 2014.

Progress will be measured in a variety of ways. The initial focus is on the progress of implementation of a school readiness assessment system that meets the needs of the children, their teachers, and their families.

This process is guided by questions, such as:

Is the assessment system being implemented with fidelity?

Have the teachers achieved inter-rater reliability?

Is the assessment data being used to develop Individual Readiness Plans for each student?

Is an analysis of the data having an impact on classroom practices?

At the state level, the Colorado Department of Education will begin reviewing aggregate data once teachers have had time to achieve inter-rater reliability. A related strategy is the development of a data linking system/process connected to our Statewide Longitudinal Data Systems grant process and supported by a data linking agreement between the Department of Education and the Department of Human Services. A data analyst and a statistician will be engaged in year two to guide decisions about data collection and analysis. The goals are:

- 1) To increase overall participation in the assessment each year to 100% by the 2015 – 2016 school year;
- 2) To increase teacher usage of the assessment system to 100% of teachers by the 2015 -2016 school year;
- 3) To increase teacher inter-rater reliability training completion to 100% of teachers by the 2015 – 2016 school year;
- 4) To collect information on the readiness of Colorado's children across each of the domains assessed.

Colorado will also continue working with other states implementing school readiness assessments in kindergarten to determine what common approaches to measuring progress that can be shared.

Data Tables

Commitment to early learning and development

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

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

Table (A)(1)-1: Children from Low-Income ¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	9,583	2.84%
Toddlers ages 1 through 2	19,320	5.73%
Preschoolers ages 3 to kindergarten entry	20,028	5.94%
Total number of children, birth to kindergarten entry, from low-income families	48,931	14.52%

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

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

Indicate the data source and clarify or explain any of these data if needed.

Sources: U.S. Census Bureau, American Community Survey, Tables CP03 and DP05 (2012); National KIDS COUNT (2013)

The child population by age group data presented are based on the National KIDS COUNT 2013 published estimates, which are updated annually; whereas, estimates from other alternate sources (American Community Survey or Colorado Children's Campaign) did not include annual updates or single-age categories. The numbers of children from low-income families were estimated by applying the poverty rate (14.5%) of 'families with related children under 5 years only' to each age group. Estimates from the original application, which were noted with a large margin of error, were not reproducible based on the data source and methodology for this report. Colorado was able to use a more accurate data source to report for this year, the change in the data source accounts for variations between the application the Annual Performance Report.

The change to a more accurate source of data reduced the overall number of children from low-income families, and their percentage by age compared to all children. This reduction can be attributed to exclusion of children age 5 captured under the grant's application in order to align population by age with available poverty rates for children under 5 years of age.

Population estimates for all percentages, unless otherwise noted, are based on 2012 Census data indicating that Colorado has 336,995 children under the age of 5.

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

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	24,858	6.08%
Are English learners ²	79,658	19.5%
Reside on "Indian Lands"	922	0.24%
Are migrant ³	620	0.15%
Are homeless ⁴	1,265	0.31%
Are in foster care	1,482	0.36%
Other as identified by the State	55	0.01%
Describe:	Children birth through 2 years eligible for Part C based on parents having a developmental disability	
¹ For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP). ² For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English. ³ For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2). ⁴ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).		

Data Table (A)(1)-2 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Colorado experienced small variations in the reported number of high-needs populations between the time of the grant application and the annual performance report. Most notably the populations of reported English learners, foster care, and children in immigrant families decreased.

Special populations: Children who have disabilities or developmental delays

Sources: Colorado Department of Education, Exceptional Student Services Unit (2013); Colorado Department of Human Services, Early Intervention Colorado (2013)

The number of children who have disabilities or developmental delays participating in IDEA Part B (section 619) and Part C programs in 2013 were 12,889 and 11,969, respectively. Part C data only includes ages 0 to 3.

Special populations: Children who are English learners

Source: U.S. Census Bureau, American Community Survey, Table B16007 (2012)

There is no data for children ages birth through age 4 who speak a language other than English at home. The English language learners count and percentage is based on the 19.5% of children ages 5-17 that speak a language other than English. Applying the same proportion (19.5%) to the total number of children birth through age 4 in Colorado yielded the reported data.

Special populations: Children who reside on “Indian Lands”

Source: Colorado State Demography Office (2012)

Special populations: Children who are migrant

Source: Colorado Department of Education, Coordinator of Elementary and Secondary Education Act Reporting (2013)

Special populations: Children who are homeless

Source: Colorado Department of Education, Homeless Education Liaisons (2013)

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 (2013)

Foster care children are defined as out-of-home (OOH).

Special populations: Children birth through 2 years eligible for Part C based on parents having a developmental disability

Source: Colorado Department of Human Services, Early Intervention (2013)

Special populations: Children in immigrant families (note due to space limitations this field was not in the related table)

Source: U.S. Census Bureau, American Community Survey, Table B06001 (2012)

One or more foreign-born parent data was used to determine the number of children in immigrant families; 86,167 or 21%.

Population estimates for all percentages, unless otherwise noted, are based on 2013 National KIDS COUNT data indicating that Colorado has 408,501 children aged 0 through 5; since collected data included age 5.

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

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

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	21	206	19,311	19,538
Specify:	Colorado Preschool Program			
Data Source and Year:	Colorado Department of Education, Colorado Preschool Program, Results Matter Program (2013)			
Early Head Start & Head Start¹	751	1,674	11,650	14,075
Data Source and Year:	Colorado Department of Human Services, Head Start State Collaboration Liaison (2013)			
Programs funded by IDEA, Part C and Part B, section 619	659	5,330	8,928	14,917
Data Source and Year:	Colorado Department of Education, Exceptional Student Services Unit (2013) Colorado Department of Human Services, Early Intervention (2013)			
Programs funded under Title I of ESEA	0	15	2,019	2,034
Data Source and Year:	Colorado Department of Education, Coordinator of ESEA Reporting (2013)			
Programs receiving funds from the State's CCDF program	943	4,007	4,803	9,753
Data Source and Year:	Colorado Department of Human Services (2013)			
Other 1	0	3,791	0	3,791
Specify:	Nurse Family Partnership			
Data Source and Year:	Invest in Kids, Nurse-Family Partnership (2013)			
Other 2	492	420	1,032	1,944
Specify:	Parents as Teachers			
Data Source and Year:	Colorado Parent and Child Foundation (2013)			
Other 3	0	0	823	823
Specify:	Home Instruction for Parents of Preschool Youngsters			
Data Source and Year:	Colorado Parent and Child Foundation (2013)			

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

Data Table (A)(1)-3a Data Notes

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

Colorado reported some noticeable changes in the populations participating in Title 1 and CCDF funded early care and learning programs. The change in reporting for Title 1 can be attributed to updates to the Colorado Department of Education data system tracking allocation of Title 1 funds to preschool sites. This is the first year Colorado has been able to generate an aggregate number of children filtered by high-needs criteria, where in the previous year the reporting could only reflect the total number of children served in a Title 1 funded preschools.

Similarly for use of CCDF funding, Colorado revised the methodology from reporting the number of children authorized to participate to the number of children actively utilizing authorized services as a way to better represent participation. This drives down number reported particularly for preschoolers ages 3 to kindergarten entry, and highlights a challenge in Colorado where service utilization often falls below the authorized amount provided to a family. One solution Colorado is currently seeking is data system enhancements to more accurately track in real time utilization and adjust authorizations to prevent services from going underutilized.

The number of children with high needs participating in programs funded by IDEA Part C included 659 infants under age 1 and 5,330 toddlers ages 1 through 2. The number of children with high needs participating in programs funded by IDEA Part B, section 619, included 8,928 preschoolers ages 3 through 5.

Nurse-Family Partnership program only includes ages 0 to 2.

CCDF data may include some duplication between age groups.

Of the 3,125 students in Title I-funded pre-schools, 2,034 are considered high risk (Individual Education Plan, migrant or immigrant, non-English speaking natives, etc.).

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

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

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	10,551	165	485	1,445	39	479	6,374
Specify:	Colorado Preschool Program						
Early Head Start & Head Start ¹	9,128	433	158	1,158	41	858	7,965
Early Learning and Development Programs funded by IDEA, Part C	1,928	27	167	245	9	215	3,398
Early Learning and Development Programs funded by IDEA, Part B, section 619	0	0	0	0	0	0	0
Early Learning and Development Programs funded under Title I of ESEA	1,109	11	24	80	3	63	744
Early Learning and Development Programs receiving funds from the State's CCDF program	0	0	0	0	0	0	0
Other 1	1,170	148	87	235	87	190	2,885
Describe:	Nurse Family Partnership						

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

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

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

State-funded preschool

Sources: Colorado Department of Education, Colorado Preschool Program (2013); Colorado Department of Education, Results Matter Program (2013)

Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Liaison (2013)

Early Head Start and Head Start figures also include the 198 pregnant women served by the Early Head Start Program, of which were not able to be subtracted.

Early Learning and Development Programs funded by IDEA, Part C

Source: Colorado Department of Human Services, Early Intervention (2013)

Early Learning and Development Programs funded by IDEA, Part B, section 619

Source: Colorado Department of Education, Exceptional Student Services Unit (2013)

IDEA Part B, section 619 data is not currently available (reporting as zeros).

Early Learning and Development Programs funded under Title I of ESEA

Source: Colorado Department of Education, Coordinator of ESEA Reporting (2013)

Early Learning and Development Programs receiving funds from the State's CCDF program

Source: Colorado Department of Human Services (2013)

CCDF data is not currently available (reporting as zeros).

Nurse Family Partnership

Source: Invest in Kids, Nurse-Family Partnership (2013)

Nurse-Family Partnership program data reported 39.7% no response.

Parents as Teachers and Home Instruction for Parents of Preschool Youngsters

Source: Colorado Parent and Child Foundation (2013)

Additional program data (Parents as Teachers and Home Instruction for Parents of Preschool Youngsters, respectively):

Number of Hispanic children: 912, 645; Non-Hispanic American Indian or Alaska Native: 12, 11; Non-Hispanic Asian: 25, 11; Non-Hispanic Black or African American: 28, 20; Non-Hispanic Native Hawaiian or Other Pacific Islander: 0,0; Non-Hispanic Children of Two or more races: 61,34; and Non-Hispanic White: 825,16.

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

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

Table (A)(1)-4: Funding for each Fiscal Year		
Type of investment	Baseline	Year 1
Supplemental State spending on Early Head Start & Head Start¹	\$0	\$0
State-funded preschool	\$67,106,863	\$67,236,788
Specify:	Colorado Preschool Program	
State contributions to IDEA, Part C	\$17,097,261	\$19,908,423
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$0	\$22,753,114
Total State contributions to CCDF²	\$34,940,849	\$38,822,336
State match to CCDF Exceeded / Met / Not Met	Met	Met
<i>If exceeded, indicate amount by which match was exceeded</i>		
TANF spending on Early Learning and Development Programs³	\$989,673	\$870,062
Other State contributions 1	\$0	\$2,003,669
Specify:	Early Childhood Councils	
Other State contributions 2	\$47,000	\$0
Specify:	Even Start Family Literacy	
Other State contributions 3	\$12,400,000	\$14,300,000
Specify:	Nurse Home Visitor Program	
Other State contributions 4	\$1,231,571	\$1,219,071
Specify:	Tony Grampas Youth Services- Early Childhood	
Other State contributions 5	\$1,100,000	\$1,146,670
Specify:	Early Childhood Mental Health Specialists	
Total State contributions:	\$134,913,217	\$168,260,133
¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs. ² Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match. ³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.		

Data Table (A)(1)-4 Data Notes

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

Supplemental State spending on Early Head Start and Head Start

Source: Colorado Department of Human Services, Program Accounting (2013)

State-funded preschool

Source: Colorado Department of Education, Colorado Preschool Program (2013)

State contributions to IDEA Part C

Source: Colorado Department of Human Services, Early Intervention (2013)

State contributions to IDEA Part C for Year One included State funds for service coordination.

State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry

Source: Colorado Department of Education, Preschool Special Education Services (2013)

Figures for State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry include both state and local funds for Per Pupil Revenue. These data do not include Exceptional Children's Education Act state funds that are allocated to districts for children ages 3-21. Local districts do not report the proportion of Early Childhood Education Assessment funds that are utilized for children with disabilities in preschool. The baseline was not available for 2012.

TANF spending on Early Learning and Developmental Programs

Source: Colorado Department of Human Services, Program Accounting (2013)

TANF spending on Early Learning and Development Programs – TANF spending for early learning and development programs is earmarked through the Colorado Child Care Assistance Program. A decrease in those expenditures dramatically reduced the need to draw funds from TANF.

Early Childhood Councils

Source: Colorado Department of Human Services, Program Accounting (2013)

Early Childhood Councils received funds through House Bill 13-1291, an early childhood program introduced to expand the capacity and improve the quality of programs for infant and toddlers.

Even Start Family Literacy

Source: Colorado Department of Human Services, Program Accounting (2013)

Even Start Family Literacy program's federal funding was eliminated for Federal Fiscal Year 2011-2012.

Nurse Home Visitor Program

Source: Invest in Kids, Nurse-Family Partnership (2013)

Tony Gramscas Youth Services – Early Childhood

Source: Colorado Department of Human Services, Program Accounting (2013)

Early Childhood Mental Health Specialists

Source: Colorado Department of Human Services, Program Accounting (2013)

All data is reported by the State fiscal year (July 1, 2012 - June 30, 2013).

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

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

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program¹		
Type of Early Learning and Development Program	Baseline	Year 1
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	21,160	19,538
Specify:	Colorado Preschool Program	
Early Head Start and Head Start² <i>(funded enrollment)</i>	12,544	14,075
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	0	14,917
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	0	2,034
Programs receiving CCDF funds <i>(average monthly served)</i>	9,699	16,329
Other	0	3,791
Describe:	Nurse Family Partnership	
¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.		
² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.		

Data Table (A)(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

State-funded preschool

Sources: Colorado Department of Education, Colorado Preschool Program (2013); Colorado Department of Education, Results Matter Program (2013)

Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Liaison (2013)

Programs and services funded by IDEA Part C and Part B, section 619

Sources: Colorado Department of Education, Exceptional Student Services Unit (2013); Colorado Department of Human Services, Early Intervention (2013)

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 ESEA

Source: Colorado Department of Education, Coordinator of Elementary and Secondary Education Act Reporting (2013)

Title I of ESEA baseline data for 2012 was not available due to programs not being able to identify and report the number of children with high needs served.

Programs receiving CCDF funds

Source: Colorado Department of Human Services (2013)

CCDF data reflects average monthly utilization in Federal Fiscal Year 2012-2013.

Nurse Family Partnership

Source: Invest in Kids, Nurse-Family Partnership (2013)

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 (2013)

Additional program data included in the original application that could not be added in the table for this report (Parents as Teachers and Home Instruction for Parents of Preschool Youngsters, respectively):

Baseline: N/A, 502; Year One Actuals: 1944, 823.

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

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

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

Data Table (A)(1)-6 Data Notes

Enter text to explain or clarify information as needed.

The statewide Colorado Early Learning & Development Guidelines (2013) has been published, and is currently undergoing communications and dissemination efforts. See Section C(1) for more detail.

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

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

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

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

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

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

For programs receiving CCDF funds – the State supports, but does not require, counties to recognize a comprehensive assessment system when determining reimbursement for child care assistance services.

For the current Quality Rating and Improvement System, the requirements are the same for all tiers (1-4), in that the same tool is used. The number of points earned is what differentiates the tiers.

Budget and Expenditure Tables

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

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

Budget Summary Table

Budget Summary Table		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$441,605.21	\$441,605.21
2. Fringe Benefits	\$122,519.31	\$122,519.31
3. Travel	\$19,950.69	\$19,950.69
4. Equipment	\$68,131.13	\$68,131.13
5. Supplies	\$9,703.49	\$9,703.49
6. Contractual	\$351,756.23	\$351,756.23
7. Training Stipends	\$950.00	\$950.00
8. Other	\$77,840.84	\$77,840.84
9. Total Direct Costs (add lines 1-8)	\$1,092,456.90	\$1,092,456.90
10. Indirect Costs	\$71,969.27	\$71,969.27
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$57,516.25	\$57,516.25
12. Funds set aside for participation in grantee technical assistance	\$21,698.90	\$21,698.90
13. Total Grant Funds Requested (add lines 9-12)	\$1,243,641.32	\$1,243,641.32
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$1,243,641.32	\$1,243,641.32

Columns (a): 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 the grant years.

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

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

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

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

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

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

Budget Summary Table Narrative

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

In 2013, the Colorado Race to the Top Grant successfully spent 88% or \$1,228,242.42 million of the allocated funding within the year one budget. The total budget available in year one, \$1,393,420.84 million, was reflective of the planning and capacity building nature for the Colorado Department of Human Services and Colorado Department of Education. Colorado already underwent budget revisions at the time of the supplemental award notification to modify the year one budget to better reflect activities planned for 2013.

The following items have contributed to under spending the total year one allocation:

1. Colorado currently has nine ongoing contracts in year one, with a total of \$60,493.77 in unspent funds that are either due to projects coming in under budget or unspent encumbered funds. Delays in staff hiring, and subsequent delays in the procurement process challenged vendors to complete deliverables within the calendar year budget. Payment to vendors is based on completion of deliverables, and ongoing contract monitoring will prevent future variation between anticipated completion and project budgeting.
2. Travel funding grant-wide for year one was underspent by \$28,249.31. This funding was under utilized in year one largely due to staff hiring. Most grant project staff were brought on several months into the first year, during a process of internal capacity building. Future years will rely more heavily on travel funds, especially given the need to engage stakeholders statewide in a geographically diverse state.
3. Equipment and supplies funding was also under utilized, \$38,287.87 and \$89,446.51 respectively, during 2013. This again can be partially contributed to delayed staff hiring, as well as having actual materials costs that were under initial estimates. While these two items combined appear to contribute significantly to under spending, an overspend in the "other" category accounts for much of the issue. As a point of clarification, per Office of Management and Budget circular guidelines, certain expenses under \$5,000 cannot be classified as equipment. In compliance with that rule, many items were charged to other that were originally accounted for within the equipment budget.
4. Fringe benefits also can in under projection with \$9,401.69 in savings. This cost reduction can be attributed to actual benefits coming in under projections as positions were hired, as well as delayed hiring, or hiring moved into 2014 that was originally budgeted in 2013.

Two fields were overspent, even though the total spending for year one was under budget:

1. Personnel experienced a small total overspend of \$4,985.13 compared to the final budget. These costs are related to the impact of the Department of Human Services Cost Allocation Plan (detailed further in the Project 1 individual narrative) and State contracting regulations regarding former state employees that shifted expenses from contracting to personnel and fringe (detailed further in the Project 4 individual narrative). These two areas represent the largest combined portion of overspent personnel, however other projects came in below projections and total overspending for year one was less than \$5,000.
2. Local funding was also overspent by \$27,516.25. This additional expense can be directly connected to project area 6, the Kindergarten Entry Assessment, which had greater than anticipated school district participation in the first pilot year. As detailed in the Project 6 individual narrative, higher than anticipated willingness for school districts to participate in the first pilot year incurred greater costs for assessment subscriptions than budgeted. As the program enters the second year of pilot assessment, district participation will be determined early in the year and allow for budget adjustments as needed in year two.

Budget Summary Table Explanation of Changes

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

The Colorado grant team will pursue two specific changes as a result of the year one budget spending: 1) distributing unspent funds from travel, equipment, supplies, other, and training stipends lines into future years, especially during the implementation phase in years two and three, and 2) moving items included within equipment into the other field in order to comply with the Office of Management and Budget circular accounting requirements. Each project within the grant details changes in their individual budget lines to address underspending and reallocate funds into years two through four. Only Project 6, which reached 110% of the year one budget, required rebudgeting of funds in year two to account for the additional assessment subscriptions used in year one.

Additional budget changes under consideration for year two include:

- 1) Individual contract allocation revisions to ensure as accurate as possible funding by deliverable in a given calendar year. Any potential delays in timelines represent a need to assess spending by deliverable. Contracted services will be challenged to accurately determine spending on a calendar basis, even in situations where they have a multi-year contract.
- 2) Blending of contracted services under fewer vendors to support a streamlined contracting process and support cost savings compared to bidding out individual items separately.
- 3) Revision and ongoing assessment of the need for and impact of funds distributed locally. The grant support quality improvement, professional development, communications, and systems building efforts that are all routed directly to local partners. As projects move into implementation, especially during the second year, local funding will be closely coordinated to support implementation and dissemination.
- 4) Personnel projections will be refined based on final actuals for hired positions, where year one personnel budgeting often relied on assumed salary and benefits. Hiring for final positions under the grant is scheduled to conclude in year two, and all budgets will be based on actuals thereafter.

Budget Table: Project 1 – Grant Administration

Budget Table: Project 1		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$113,328.18	\$113,328.18
2. Fringe Benefits	\$33,159.25	\$33,159.25
3. Travel	\$2,123.78	\$2,123.78
4. Equipment	\$16,249.13	\$16,249.13
5. Supplies	\$494.80	\$494.80
6. Contractual	\$82,964.06	\$82,964.06
7. Training Stipends	\$0.00	\$0.00
8. Other	\$2,076.37	\$2,076.37
9. Total Direct Costs (add lines 1-8)	\$250,395.57	\$250,395.57
10. Indirect Costs	\$10,519.78	\$10,519.78
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$1,760.85	\$1,760.85
12. Funds set aside for participation in grantee technical assistance	\$21,698.90	\$21,698.90
13. Total Grant Funds Requested (add lines 9-12)	\$284,375.10	\$284,375.10
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$284,375.10	\$284,375.10

Columns (a): 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 the grant years.

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

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

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

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

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

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

Project 1 Budget Narrative

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

Project 1 - Grant Administration spent approximately 96% (\$262,676.20 of \$273,753.63) of the projected year one budget. Several budget lines within this project displayed noticeable variation from the projections as detailed below:

1. Personnel in project 1 exceeded the year one allocation (\$11,26.68), this can be attributed to the growth in the Office of Early Childhood, and the contribution of Race to the Top towards the federally approved cost allocation plan within the Department of Human Services. Per conversation with federal grant program officers, this item will be closely monitored for future years as the impact normalizes and an approach for year 2 funding has already been provided. Although personnel costs exceeded expectations, fringe benefits came in under budget (\$333.75). Given the project was overall under budget, the cost savings elsewhere was shifted to address this line for year one.
2. Travel (\$9,076.22), Supplies (\$1,005.20), Equipment (\$4,669.87), and Other (\$6,373.63) funds were under-spent in year one. Project activities in year one demonstrate the planning and capacity building nature of the first year of the grant, and as such these items were underutilized given the time taken to bring staff on board. Contractual (\$2,035.94) funds were also under-spent, and encumbered but unspent funds were shifted into year two.
3. Local funding was not allocated to year one, however, one charge (\$1,760.85) appeared in this line. This charge was the result of local funding made available that was not anticipated to be billed for until year two. With contracts in place before the end of year one, a single local partner was able to invoice before the start of year two. Funding in year two to support local partners was shifted into year one to cover this expense.

Overall, this project was the most accurately budgeted within the grant and experienced the closest to projected spending.

Project 1 Budget Table Explanation of Changes

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

Project 1 contains a large portion of the funding being provided to local partners under the grant, as these funds are distributed this project will continue to assess how allocations address need and adjust annual projections accordingly. It is anticipated that local funding as a line item within the grant will need to remain flexible to best allocate funds to address the highest-need people, programs, and places methodology outlined in the state application.

Per Office of Management and Budget (OMB) regulations, funding assigned to the Equipment line will need to be shifted into Other. Guidance from OMB defines which types of purchases meet equipment requirements and few if any items across the entire grant would qualify. Any equipment in years 2-4 will be moved to comply with this accounting practice.

Lastly, as noted above, normalization of the cost allocation plan will be monitored to develop an annualized amount to incorporate into the project budget. It is not anticipated that this amount will remain consistent, particularly in year two, and adjustments or changes will be discussed further with federal grant program officers.

Budget Table: Project 2 – Early Learning and Development Guidelines

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

Columns (a): 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 the grant years.

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

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

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

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

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

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

Project 2 Budget Narrative

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

Project 2 - Early Learning and Development Guidelines spent 75% (\$43,065.72 of \$57,500) of the year one projected budget. Compared to the other project areas, this activity represents a relatively small amount of the total funding, which is almost entirely allocated in contractual services. While unspent direct costs produced a small cost savings in indirect charges (\$108.89), the largest impact on spending on year one occurred due to encumbered but unspent contractual funds (\$14,325.39).

The Department of Human Services operates contracts on a cost reimbursement by deliverable structure, and items under development between the State and the vendor were not ready for billing before the end of the calendar year. As such unspent contractual funding was shifted into year two to be invoiced upon activity completion.

No other deviations in spending were experienced in this project, project 2 does not have personnel or related materials costs that might fluctuate annually.

Project 2 Budget Table Explanation of Changes

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

Project 2 funding is allocated through year two of the grant, and it is anticipated that all funds will be drawn down in completion of this work. If there are any cost savings from contractual services or use of local funds to support communication around the Early Learning and Development Guidelines, those dollars will be rolled into other project areas as needed.

Budget Table: Project 3 – The Next Generation Quality Rating and Improvement System

Budget Table: Project 3		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$52,894.00	\$52,894.00
2. Fringe Benefits	\$14,655.05	\$14,655.05
3. Travel	\$4,055.05	\$4,055.05
4. Equipment	\$51,882.00	\$51,882.00
5. Supplies	\$225.17	\$225.17
6. Contractual	\$193,359.18	\$193,359.18
7. Training Stipends	\$0.00	\$0.00
8. Other	\$2.96	\$2.96
9. Total Direct Costs (add lines 1-8)	\$317,073.41	\$317,073.41
10. Indirect Costs	\$12,347.44	\$12,347.44
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$329,420.85	\$329,420.85
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$329,420.85	\$329,420.85

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

Project 3 Budget Narrative

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

Project 3 - The Next Generation Quality Rating and Improvement System spent 75% (\$329,420.85 of \$439,040.05) of the projected year one budget. Several budget lines within the project that contributed to this variation are documented below:

1. One grant funded staff position and one salary adjustment budgeted for December 2013 did not occur, causing the personnel (\$5,628.33) and fringe (\$8,544.95) projections to be under spent. These cost savings will be shifted to address the cost allocation plan projected impact for year two as noted under Project 1.
2. Hiring for Project 3 related positions occurred in the latter half of the year, which caused an underutilization of the allocated travel (\$15,944.95). This under spending can also be attributed to the planning and capacity building nature of year one, as the project moved into implementation the demand for these items will increase as noted in future budgeting. The cost savings for this area will also be moved to address cost allocation plan projections.
3. Equipment funds were overspent in year one (\$27,490). Overspending in equipment was entirely due to underspending in supplies (\$62,774.83), where planned purchases were invoiced to lines different than their allocation. Savings in supplies were shifted to equipment to correct this variation between budgeting and accounting.
4. Other expenses were also under spent (\$6,397.04), these costs were calculated based on a per FTE rate, and given the delay in hiring anticipated for 2013, went underutilized. Future year budgets appear sufficient given spending trends in 2013, and savings will be used to support cost allocation plan projections.
5. Due to less direct charges in 2013, the indirect allocation was also under spent (\$1,178.28). These savings will be moved to address cost allocation plan projections.
6. Lastly, contractual funding unspent (\$36,640.82) in 2013 represents largely funds encumbered but not yet billed. As noted in Project 1, the Department of Human Services operates contracts on a cost reimbursement by deliverable structure, and items budgeted for completion during 2013 are still under development. The State anticipates these charges to appear in 2014 spending, and any cost savings from work coming in under budget will be shifted to areas as needed.

Project 3 Budget Explanation of Changes

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

Project 3 also contains a large portion of the funding to support local partners, particularly in the area of quality improvement. As these funds are distributed and needs future assessed, it is anticipated that allocations determined on an annual basis will be revisited to ensure supports align well with needs. Any variations in the annual allocations will be noted and further discussed with the federal grant program officers.

Additionally, year two represents the largest spending year for the grant, largely within the Project 3 budget. Contracts, travel, supplies, and other needs that support this implementation process will be reviewed in light of this level of effort to support timely and well-aligned execution of activities within Project 3 and across grant

projects. If strategic changes are identified, they will also be further discussed with federal grant program officers.

Lastly, per Office of Management and Budget, costs in equipment that do not meet guidance around equipment accounting practices will be moved to Other so as to avoid variation between budgeting and accounting records.

Budget Table: Project 4 – Workforce Development

Budget Table: Project 4		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$93,350.48	\$93,350.48
2. Fringe Benefits	\$21,637.78	\$21,637.78
3. Travel	\$4,256.17	\$4,256.17
4. Equipment	\$0.00	\$0.00
5. Supplies	\$1,332.72	\$1,332.72
6. Contractual	\$1,370.00	\$1,370.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$20,959.35	\$20,959.35
9. Total Direct Costs (add lines 1-8)	\$142,906.50	\$142,906.50
10. Indirect Costs	\$12,747.79	\$12,747.79
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$155,654.29	\$155,654.29
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$155,654.29	\$155,654.29

Columns (a): 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 the grant years.

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

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

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

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

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

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

Project 4 Budget Narrative

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

Project 4 - Workforce Development spent approximately 92% (\$155,654.29 of \$169,054.39) of the year one projected budget. Overall variations in this budget were small and largely due to accounting practices rather than over or under estimation of needs during the calendar year. The following variations account for the small under spending in 2013:

1. Per State of Colorado contracting practices, contracts with recent state employees may require treating the service as a temporary employee, rather than contractual services. Project 4 exceeded the projected personnel (\$4,725.48) and fringe (\$595.78) due to services contracted with a former employee that were billed as personnel and fringe. This variation also contributed to under spending in the contractual line (\$12,030). Funds saved in contractual were transferred to personnel and fringe to balance this line.
2. As seen in other projects, a significant underspend in equipment (\$13,500) closely matched an overspend in other (\$14,743.35). In this instance, Colorado Department of Education accounting staff complied with the Office of Management and Budget equipment guidelines and charged all relevant expenses as other, cause both lines to be off budget. All savings in equipment were moved to other to address the variation.
3. Additional underspending in contractual funds are attributed to encumbered but not yet billed services. As noted in other project areas, accurate estimation of items completed and billed for based on deliverables will be challenging to structure around a calendar year. These savings have been moved into year two where they will be drawn down under contract deliverables.
4. Lastly, small savings in travel (\$2,743.83) and supplies (\$1,667.28) represent the planning and capacity building nature of the first year of the project. Cost savings will be shifted into future years to support the higher anticipated need during project implementation. As a result of less overall direct spending, less indirect (\$3,523.60) was billed, and these cost savings will also shift to future years to support greater need.

Project 4 Budget Explanation of Changes

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

Project 4 supports a large amount of contractual and local funding, which is anticipated to be challenging to allocate by calendar year. As contracts move further into implementation, deliverables projected by the end of 2014 will be reviewed to ensure they are feasible and any change in contracted spending that bridges calendar years will be adjusted. Similarly, as needs for local funding are further supported, any variation in alignment between need and available funds may be shifted between calendar years.

Lastly, as addressed above, funding in equipment for future years will be shifted into other to comply with the Office of Management and Budget guidance. This will prevent any further deviation between budget and accounting particular to areas such as equipment, supplies, and other.

Budget Table: Project 5 – Results Matter Expansion

Budget Table: Project 5		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$111,977.68	\$111,977.68
2. Fringe Benefits	\$36,854.16	\$36,854.16
3. Travel	\$468.04	\$468.04
4. Equipment	\$0.00	\$0.00
5. Supplies	\$1,812.09	\$1,812.09
6. Contractual	\$3,673.38	\$3,673.38
7. Training Stipends	\$0.00	\$0.00
8. Other	\$20,155.21	\$20,155.21
9. Total Direct Costs (add lines 1-8)	\$174,940.56	\$174,940.56
10. Indirect Costs	\$18,591.15	\$18,591.15
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$193,531.71	\$193,531.71
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$193,531.71	\$193,531.71

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

Project 5 Budget Narrative

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

Project 5 - The Results Matter Expansion spent 83% (\$193,531.71 of \$233,296.40) of the projected year one budget. The following variations account for the difference in projected and actual spending:

1. Personnel (\$6,372.07) and fringe (\$1,612.84) projections came in under budget for 2013, as staff positions were hired grant wide and budget estimates were replaced with actuals, adjustments were made to refine these numbers. Ultimately costs came in under those projections and the cost savings will be shifted to support part-time FTE in 2014 to address regional support needs identified after the first year of community engagement.
2. Travel (\$2,531.96), equipment (\$30,675), and supplies (\$2,787.91) were under-spent for 2013. Year one of the grant was largely focused on capacity building and planning, and as staff came on board throughout the year these lines were utilized less than projected. A portion of the underspending in equipment can also be attributed to the Office of Management and Budget guidelines around equipment costs, and any items that did not meet those regulations appeared in other. Other, as a result was overspent (\$4,405.21), and savings from equipment was shifted to address that spending.
3. No funding was allocated in 2013 to contractual, however, charges appear in that line (\$3,673.38). These charges can be attributed to two sources; instances where a portion of an activity cost were separated out and billed as contractual (ex. room rental costs including a set-up fee that was marked as professional services), and the purchase of assessment subscriptions. As part of the phase one expansion, Head Start and Early Head Start programs were targeted to receive subscriptions to the project assessment tool. Program sites anticipating this expansion purchased the tool in advance of grant funds, and due to rules regarding supplanting of expenses, were not able to be reimbursed. The Department of Education is seeking a refund from the vendor regarding these charges, which would reverse the majority of contractual overspending in 2013.
4. Lastly, given less than projected direct charges were billed in 2013, the indirect costs were also below budget (\$3,863.50). All cost savings will be shifted into year 2 to support the identified part-time FTE and any additional travel or supplies needs anticipated.

Project 5 Budget Explanation of Changes

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

Project 5 will undergo an amendment to create additional staffing in support of training and technical assistance needs identified during 2013 and not currently supported under the project. Additionally, equipment funds in years one through four will be moved to the other line to comply with the Office of Management and Budget accounting practices. This move will address the small overspend in year one other funding, and prevent discrepancies in future reporting by aligning with accounting.

Project 5 has two contracts supporting data work which will be further reviewed as data systems within grant work and outside move further into implementation. The use of these funds will be revisited as the needs are better understood and change in need compared to the allocation will be addressed with the federal program officers.

Budget Table: Project 6 – Kindergarten Entry Assessment

Budget Table: Project 6		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$70,054.87	\$70,054.87
2. Fringe Benefits	\$16,213.07	\$16,213.07
3. Travel	\$9,047.65	\$9,047.65
4. Equipment	\$0.00	\$0.00
5. Supplies	\$5,838.71	\$5,838.71
6. Contractual	\$28,465.00	\$28,465.00
7. Training Stipends	\$950.00	\$950.00
8. Other	\$34,646.95	\$34,646.95
9. Total Direct Costs (add lines 1-8)	\$165,216.25	\$165,216.25
10. Indirect Costs	\$16,622.00	\$16,622.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$55,755.40	\$55,755.40
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$237,593.65	\$237,593.65
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$237,593.65	\$237,593.65

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

Project 6 Budget Narrative

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

Project 6 - The Kindergarten Entry Assessment spent approximately 110% (or \$243,893.65 of \$220,776.37) of the year one projected budget. While there were variations within individual lines of the project budget, this overspending can be attributed to greater than anticipated participation in the first pilot year of the assessment. The following areas represent variation in the project budget below:

1. Personnel (\$992.37) and fringe (\$494.07) exceeded their allocations by small amounts. This variation was not predicted and could not be corrected for before the year's end due to staff costs appearing in another project area. Initially Project 6 appeared under budget on these items until the error was resolved. Cost savings from 2013 were shifted to address these areas.
2. Travel was overspent (\$2,047.65), however, this spending is directly related to the need to support additional trainings and presentations given the larger participation in pilot year one. Again, cost savings in 2013 were also able to support the need for greater travel.
3. Equipment (\$16,933) and supplies (\$21,211.29) were largely under spent while other (\$34,646.95) was overspent. Per Office of Management and Budget, items that did not meet the definitions of equipment were billed as other, causing both an overspend in other and an underspend in equipment. Savings related to equipment and supplies were shifted to other to address this change.
4. A small overspend in contractual funds appeared (\$856), a result of greater than anticipated need to host vendor supported trainings for the participants of the year one pilot. This cost was also addressed with year one savings.
5. Although the greater participation in the first pilot year drove up costs, training stipends were underutilized (\$2,050) and cost savings have been shifted to future years.
6. Lastly, local funding (\$25,755.40) that supports the access to kindergarten assessment subscriptions was overspent in 2013. With a greater number of school districts and children participating in the first pilot year than anticipated, it was decided to support that adoption by funding all possible participants. Funding in future years has been reduced to support the demand from year one.

Project 6 Budget Explanation of Changes

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

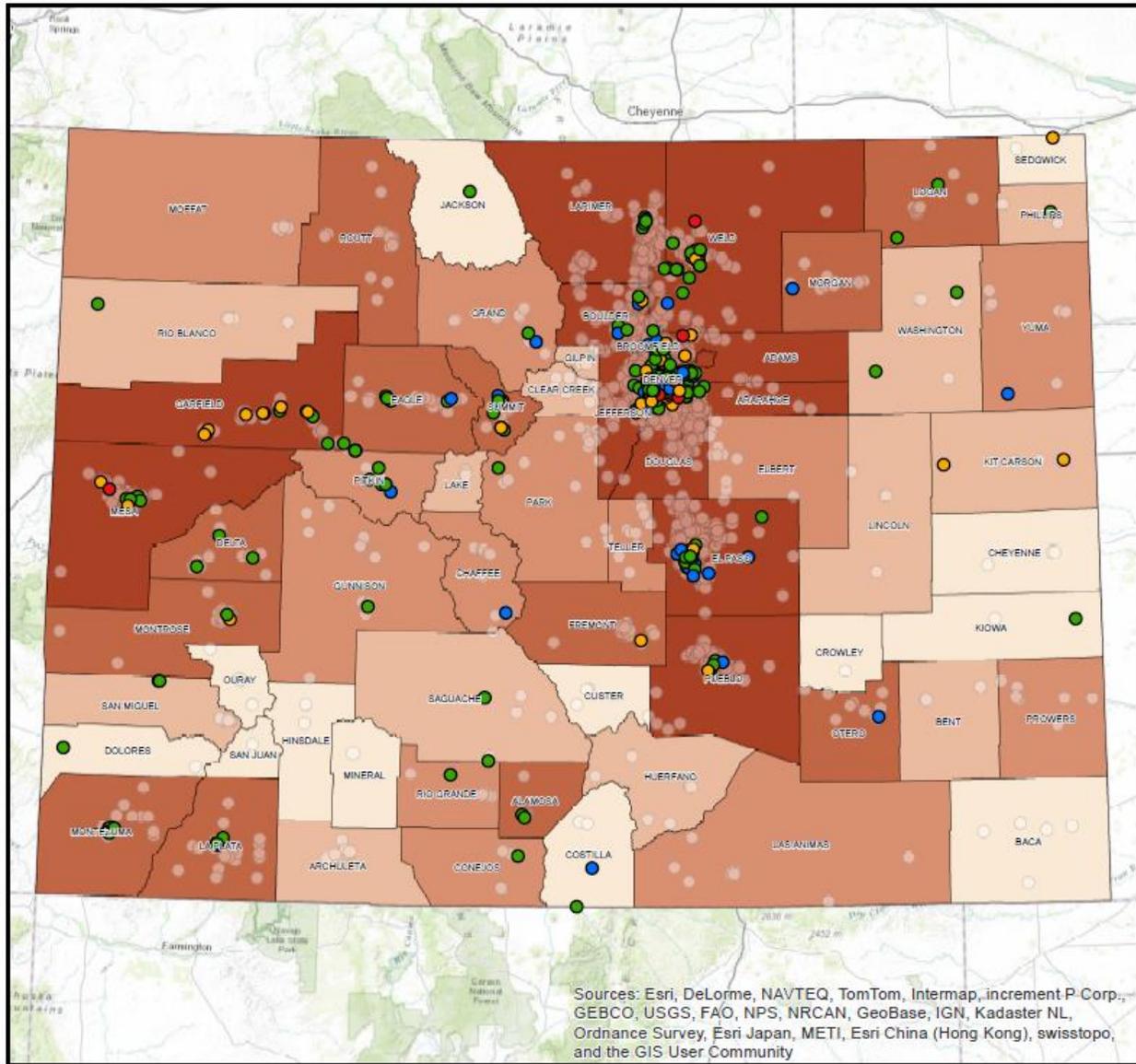
Project 6, as with all projects in the grant, will correct allocations for equipment by moving funds into the other line in order to comply with Office of Management and Budget guidelines. These changes will be reflected in years two through four wherever they apply.

Additionally, as the participation in the second year of pilot assessments is determined, the project will evaluate the available travel, supplies, and assessment subscriptions funding needed and adjust between calendar years. The goal of the adjustments will be to best support need and transition towards sustainability.

Lastly, any variations in personnel and fringe will be reviewed and new projections for year two addressed with the federal grant program officers as needed.

APPENDIX

Licensed Facilities by Rating and Child Population in Colorado



LEGEND

Rated_Facilities	Counties_CO	Licensed_FacilitiesALL (5,883)
Star_Rating	AGE_UNDER5	
1 (10)	20 - 213	
2 (67)	214 - 598	
3 (259)	599 - 1157	
4 (94)	1158 - 3944	
	3945 - 45212	

1:3,450,000
1 inch = 54.45 miles

0 10 20 40 60 80 Miles

Data Sources:
 Licensed Facilities (CDHS, December 6, 2013)
 Rated Facilities (Qualistar, December 10, 2013)
 Children Under 5 (US Census Bureau, 2013)
 Counties and Cities (CDOT, 2013)
 Topography raster layer (USGS, 2013)
 Coordinate System: NAD83
 UTM Zone 13N
 1/31/14 QT



Facilities by Rating and Child Population in Colorado – Denver Area

