

**Race to the Top - Early Learning Challenge**  
**Application for Initial Funding**  
**CFDA Number: 84.412**

**Submitted by the State of Colorado**  
**October 19, 2011**

## Table of Contents

<b>IV. APPLICATION ASSURANCES AND CERTIFICATIONS</b>	<b>4</b>
<b>V. ELIGIBILITY REQUIREMENTS</b>	<b>8</b>
<b>Key Abbreviations</b>	<b>10</b>
<b>Introduction</b>	<b>11</b>
<b>(A)(1) Demonstrating past commitment to early learning and development</b>	<b>12</b>
<b>(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals</b>	<b>56</b>
<b>(A)(3) Aligning and coordinating early learning and development across the State.</b>	<b>74</b>
<b>(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System</b>	<b>114</b>
<b>(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System</b>	<b>121</b>
<b>(B)(3) Rating and monitoring Early Learning and Development Programs</b>	<b>127</b>
<b>(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs</b>	<b>133</b>
<b>(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System</b>	<b>143</b>
<b>(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards</b>	<b>152</b>
<b>(C)(2) Supporting effective uses of Comprehensive Assessment Systems</b>	<b>163</b>
<b>(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials</b>	<b>176</b>
<b>(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities</b>	<b>183</b>

<b>(E)(1) Understanding the status of children’s learning and development at kindergarten entry</b>	<b>197</b>
<b>Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</b>	<b>208</b>
<b>Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry</b>	<b>211</b>
<b>Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades</b>	<b>212</b>
<b>Priority 5: Invitational Priority – Encouraging Private-Sector Support</b>	<b>216</b>
<b>Budget Part I: Summary</b>	<b>217</b>
<b>BUDGET PART II: BUDGETS FOR EACH COLORADO AGENCY</b>	<b>230</b>

**IV. APPLICATION ASSURANCES AND CERTIFICATIONS**  
**Race to the Top – Early Learning Challenge**  
**(CFDA No. 84.412)**

Legal Name of Applicant (Office of the Governor):  <b>EXECUTIVE OFFICE OF THE STATE OF          COLORADO</b>	Applicant's Mailing Address:  <b>136 STATE CAPITOL BUILDING          DENVER, CO 80203-1792</b>
Employer Identification Number:  <b>84-0644739 C9</b>	Organizational DUNS:  <b>878147602</b>
Lead Agency: <b>Colorado Department of Human          Services</b>  <b>Contact Name: Julie Krow,</b>  <b>Director of the Office of Children, Youth, and          Families</b> <b>Colorado Department of Human Services</b> <b>1575 Sherman Street, Denver, CO, 80203</b>	Lead Agency Contact Phone: <b>(303) 866-5414</b>  Lead Agency Contact Email Address:  <b>Julie.Krow@state.co.us</b>
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i>  To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name):  <b>Governor John Hickenlooper</b>	Telephone:  <b>303 866 2471</b>
Signature of Governor or Authorized Representative of the Governor:  <b>/S/John Hickenlooper</b>	Date:  <b>October 5, 2011</b>
Lead Agency Authorized Representative (Printed Name):  <b>Reggie Bicha</b>	Agency Name:  <b>Colorado Department of          Human Services</b>

Signature of Lead Agency Authorized Representative: <b>/S/Reggie Bicha</b>	Date: <b>October 6, 2011</b>
Participating State Agency Authorized Representative (Printed Name): <b>Commissioner Robert Hammond</b>	Agency Name: <b>Colorado Department of Education</b>
Signature of Participating State Agency Authorized Representative: <b>/S/Robert Hammond</b>	Date: <b>October 6, 2011</b>
Participating State Agency Authorized Representative (Printed Name): <b>Executive Director Joseph Garcia</b>	Agency Name: <b>Colorado Department of Higher Education</b>
Signature of Participating State Agency Authorized Representative: <b>/S/Joseph Garcia</b>	Date: <b>October 13, 2011</b>
Participating State Agency Authorized Representative (Printed Name): <b>Executive Director Christopher E. Urbina</b>	Agency Name: <b>Colorado Department of Public Health and Environment</b>
Signature of Participating State Agency Authorized Representative: <b>/S/Christopher E. Urbina</b>	Date: <b>October 12, 2011</b>
Participating State Agency Authorized Representative (Printed Name): <b>State Chief Information Officer Kristin Russell</b>	Agency Name: <b>Governor's Office of Information Technology</b>
Signature of Participating State Agency Authorized Representative: <b>/S/Kristin Russell</b>	Date: <b>October 13, 2011</b>
Participating State Agency Authorized Representative (Printed Name): <b>Lisa Carpenter, Deputy for Strategic Operations</b>	Agency Name: <b>The Office of the Governor</b>

Signature of Participating State Agency Authorized Representative: <b>/S/Lisa Carpenter</b>	Date: <b>October 12, 2011</b>
--	----------------------------------

**State Attorney General Certification**

State Attorney General or Authorized Representative of the Attorney General Certification	
I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:	
State Attorney General or Authorized Representative of the Attorney General (Printed Name): <b>John W. Suthers</b>	Telephone: <b>303 866 4500</b>
Signature of the State Attorney General or Authorized Representative of the Attorney General : <b>/S/John W. Suthers</b>	Date: <b>October 13, 2011</b>

### **Accountability, Transparency, and Reporting Assurances**

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name): <b>Governor John Hickenlooper</b>	
Signature: <b>/S/John Hickenlooper</b>	Date: <b>October 5, 2011</b>

## V. ELIGIBILITY REQUIREMENTS

*The State must meet the following requirements to be eligible to compete for funding under this program:*

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency’s level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

*The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State’s Child Care Licensing Agency, and the State Education Agency.*

*For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.*

<b>Participating State Agency Name (* for Lead Agency)</b>	<b>MOU Location in Application</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
Colorado Department of Human Services	Appendix Section I; Budget Summary Part 1	<ul style="list-style-type: none"> <li>• CCDF</li> <li>• Part C of IDEA programs</li> <li>• State’s Child Care Licensing Agency</li> </ul>
Colorado Department of Education	Appendix Section I; Budget Summary Part 1	<ul style="list-style-type: none"> <li>• Section 619 of part B of IDEA</li> <li>• State-funded preschool</li> <li>• Title I of ESEA</li> <li>• State Education Agency</li> </ul>
Colorado Department of Public Health and Environment	Appendix Section I; Budget Summary Part 1	<ul style="list-style-type: none"> <li>• Maternal, Infant, and Early Childhood Home Visitation grant</li> <li>• Title V Maternal and Child Care Block Grant</li> <li>• Early Childhood Comprehensive Systems grant</li> </ul>
Colorado Department of Higher Education	Appendix Section I; Budget Summary	



	Part 1	
Governor's Office of Information Technology	Appendix Section I; Budget Summary Part 1	
The Office of the Governor	Appendix Section I; Budget Summary Part 1	<ul style="list-style-type: none"> <li>• Head Start State Collaboration Grant</li> <li>• State Advisory Council on Early Childhood Education and Care</li> </ul>

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

*The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.*

**Yes**

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under 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)).

*The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.*

**Yes**

No

## Key Abbreviations

The following abbreviations are used through-out the grant narrative.

- CAP4K Colorado Achievement Plan for Kids (SB08-212)
- CDE Colorado Department of Education
- CDHE Colorado Department of Higher Education
- CDHS Colorado Department of Human Services
- CDPHE Colorado Department of Public Health and Environment
- ECE Early childhood education
- ELL English language learners
- ESEA Elementary and Secondary Education Act
- HQP High-Quality Plan
- IDEA Individuals with Disabilities Act
- LEA Local education agency
- MOU Memorandum of understanding
- OIT Governor's Office of Information Technology
- PD Professional development
- RFP Request for proposal
- RTT-ELC Race to the Top Early Learning Challenge Grant
- SLDS Statewide Longitudinal Data System
- TQRIS Tiered Quality Rating System

## Introduction

Colorado is committed to ensuring that every child is ready for kindergarten. Our shared vision is that all children are valued, healthy and thriving. The Early Learning Challenge Fund presents us with an exciting opportunity for children with High Needs to join all children in experiencing high quality early learning programs. We will achieve this vision by *strategically supporting the people, programs and places with the highest needs* in order to improve quality, access and equity.

Colorado's plan builds on and accelerates the momentum of the past two decades to improve outcomes for Children with High Needs. The state is poised to realize its vision through the following strategies:

- **Implement Effective State Governance (A3)** including a new Office of Early Childhood with support of local Early Childhood Councils, to increase access, quality and equity at the local level.
- **Evolve Statewide Tiered Quality Rating and Improvement System (B)** to ensure children receive the highest quality programming in *all* licensed settings. Implement a shared services model in high needs communities for business stability and quality improvement.
- **Integrate Early Childhood Learning and Development Guidelines (C)** within all early learning system elements – workforce competencies, comprehensive assessments systems, TQRIS, and parent training and tools. This creates a universal understanding of how children learn and grow so they start school healthy and thriving.
- **Leverage our Comprehensive Assessment systems (C2)** to ensure early identification and effective interventions and supports for Children with High Needs, leading to kindergarten readiness.
- **Create a Great Early Childhood Colorado Workforce (D1-2)** through a competency based system that supports both formal and informal education opportunities and allows an evaluation of educator effectiveness, linked to Colorado's K-12 system.
- **Expand the Kindergarten Entry Assessment (E1)** to ensure that Colorado's children are on the right path to achievement at 3<sup>rd</sup> grade and beyond.

Two principles are foundational to this work: Family Engagement and Data-Driven Decision Making. Parents are a child’s first and most important teachers. Their knowledge and involvement is fundamental to children’s success. Data enables programs to create a culture of continuous quality improvement and ensures that decision-makers at all levels have timely, actionable information to advance outcomes for Children with High Needs. Our plan puts these principles into action.

Colorado is ready – politically, programmatically, and organizationally – to create a high-quality early learning system that will lead to kindergarten readiness for *all* children. RTT-ELC funds will enable Colorado to accelerate and deepen this transformation.

## **A. Successful State Systems**

### **(A)(1) Demonstrating past commitment to early learning and development. (20 points)**

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State’s—

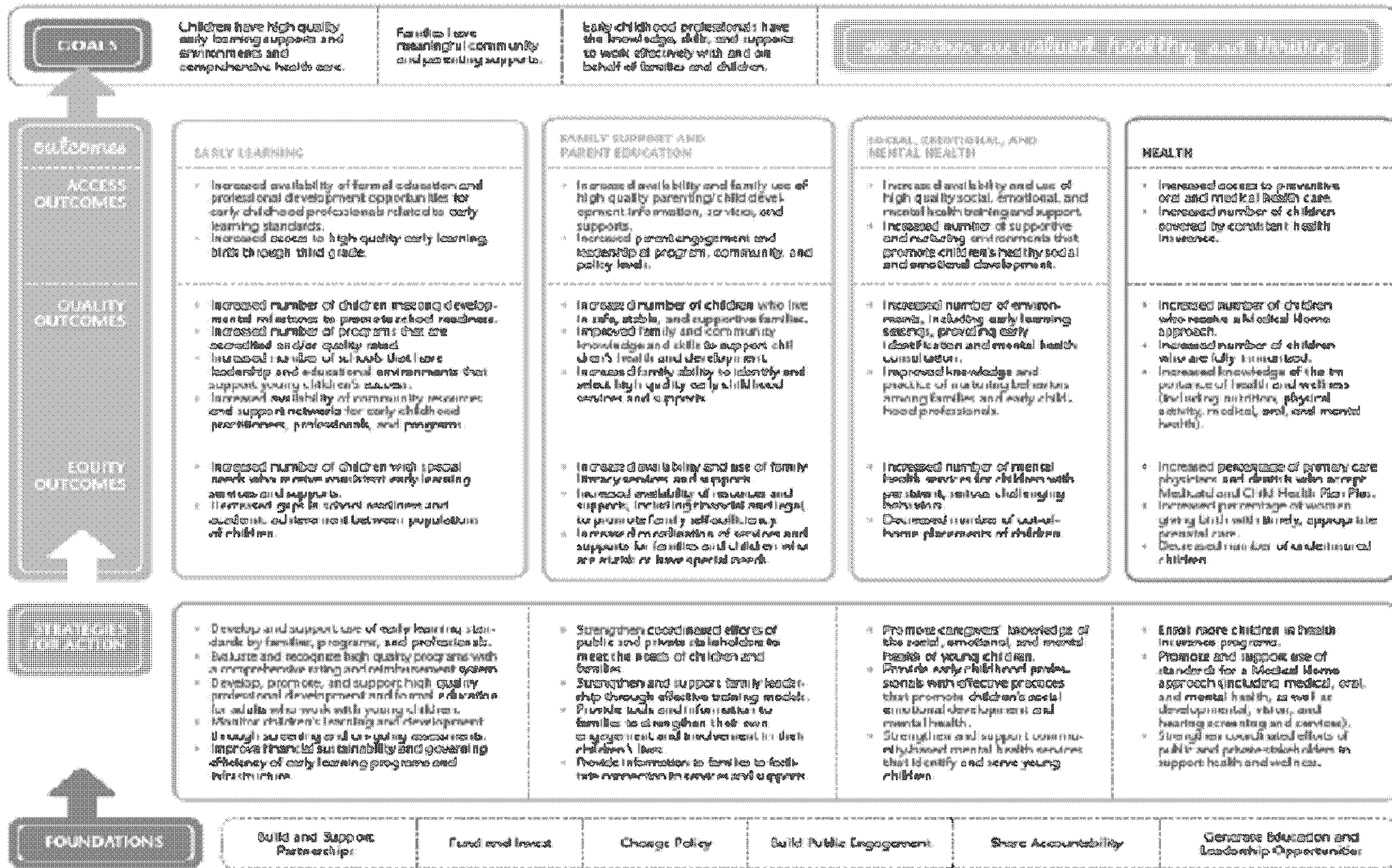
- (a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State’s population of Children with High Needs during this time period;
- (b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

## **A. INTRODUCTION: SETTING THE FRAME FOR ACTION**

A confluence of innovative state and local early childhood initiatives has Colorado poised to make transformative change to help ensure Children with High Needs are ready for kindergarten. Within a culture of continuous improvement, a unifying vision for early childhood efforts, a strong local early childhood systems infrastructure, and solidified public-private partnerships are in place.

**Unifying Vision.** The *Early Childhood Colorado Framework* (*Framework*, Figure 1) and its companion document the *Framework in Action* (Appendix A), represent the culmination of over two decades of public-private effort and provide a unifying guide for a comprehensive, coordinated service delivery system for children ages birth-age 8. Fueled by the vision that “all children are valued, healthy, and thriving,” the *Framework* guides the actions and accountability of public and private stakeholders dedicated to measurable outcomes across four system domains: early learning; family support and parent education; social, emotional and mental health; and health. In a recent survey of more than 350 state and local stakeholders, approximately 75 percent stated they use the *Framework* for strategic planning, partnership building and alignment of collaborative work. Like Colorado’s approach to this RTT-ELC grant opportunity, the *Framework* focuses on access, quality and equity as well as the people, programs and places that serve children. Colorado’s proposal builds upon the *Framework* foundations related to governance, accountability, data, and family engagement.

Figure 1: Early Childhood Colorado Framework<sup>1</sup>



<sup>1</sup> Refer to Appendix B for a companion graphic that shows current funding streams and major services (programs) related to the four system domains of early learning; family support and parent education; social, emotional and mental health; and health.

**A Commitment to Localism and Innovation.** Colorado has a strong tradition of localism -- a belief that the best decisions are made closest to those affected, and respect the diversity of our communities -- and has frequently empowered local communities to propose and test innovative ideas. Some of the most impactful state public policies in Colorado have resulted from coordinated local efforts.<sup>2</sup> The leadership, innovation and commitment of local communities are especially critical in the context of the early childhood system because early childhood services are driven by the local context.

A hallmark of localism, Colorado's Early Childhood Councils (ECCs) serve as the local coordinating structure for early childhood services in Colorado. Currently, over 98 percent of the state's youngest children live in an area that is served by one of 30 Early Childhood Councils. Nearly 900 individuals representing families, early learning, Head Start, health, business, local government, faith organizations, and other interests serve as council members.<sup>3</sup>

The system of local ECCs began as a pilot 14 years ago and was expanded statewide by state statute in 2007.<sup>4</sup> Councils are charged to increase the access, quality and equity of early childhood services throughout Colorado by using the systemic and foundational focus of the *Early Childhood Colorado Framework*

The ECCs provide a community-level infrastructure for convening cross-sector partners to address systems changes needed to improve outcomes for young children and families. Councils connect multiple systems of care so families more easily and efficiently obtain the services they need. The Councils are co-administered by the Department of Human Services and Department of Education through Child Care and Development Block Grant quality dollars. Table A(1)-4

---

2 Local Councils were the primary advocates for the following legislation: HB10-1035 provides for continuity in care by aligning the re-determination cycle for the Colorado Child Care Assistance Program and Head Start program. HB02-1297 established the School Readiness Quality Improvement Program to improve the quality of early learning settings that serve children who attend a low performing school receiving Title 1 funding. The program was subsequently reauthorized by HB05-1238.

3 Colorado Department of Education, *Councils by the Numbers FY 2010*

4 Colorado's Early Childhood Councils are a legislative expansion of 12 Consolidated Child Care Pilots that existed in the state from 1997-2006. The pilots were created to help local communities address critical needs for full-day, full-year child care services in partnership with welfare reform. The pilots did not receive state funding but were allowed to seek waivers from the Department of Human Services regulations to pursue coordinated service delivery at the local level. Over time, more communities joined this effort, ultimately leading to legislation that established the Early Childhood Councils (HB07-1062).

shows the state's financial support for the ECCs, which is just a portion of their operating budget. ECCs have been highly successful leveraging funds from other sources and fostering partnerships at the local level. Over 24 private foundations, along with local county and municipal governments, provide up to one third of the Councils' budgets.

**Public-Private Partnerships:** Colorado's progress has been fueled by the commitment of the philanthropic and business community partnering with local and state government. Their combined financial investments and persistent emphasis on outcomes (supported by data demonstrating best practices) has been a pivotal driver in the ongoing evolution of the state's early childhood system. Appendix C details the financial contributions of these essential partners over time.

For 15 years, the *Colorado Early Care and Education (ECE) Funders Network*, comprised of 15 foundations, has convened to improve coordination for targeted grant making. Participating foundations award direct service grants and help build early learning infrastructure. Network members have dedicated significant resources for major initiatives including:

- *Qualistar Colorado (Qualistar).* Qualistar is one of the nation's first comprehensive quality rating, resource and referral systems. To implement and maintain the Qualistar system, the ECE Funders have generously granted close to \$20 million in funding since its inception.
- *Clayton Educare School.* In 2006, a new Educare school was established on the Clayton Early Learning campus. In 2010, Clayton earned designation as a national Center of Excellence, one of the top ten Head Start programs in the country, and the only Educare School selected.
- *Statewide Advocacy.* The Colorado Children's Campaign is a nonprofit, nonpartisan advocacy organization with a 25 year history. Using data and research on child well-being, a statewide network of dedicated child advocates helps champion policies and programs that improve child health, early childhood experiences, and K-12 education.

Established in 2010, *EPIC (Executives Partnering to Invest in Children)* is a statewide network of business leaders who are champions for the economic and societal benefits of investing in very young children. In just over a year, EPIC advocated for the creation of the Early Childhood Leadership Commission (discussed in Section A(3)), hosted a gubernatorial



candidate forum on early childhood, advocated to preserve Colorado's Childcare Contribution Tax Credit, and formed strong relationships with Colorado's 30 Early Childhood Councils.

Driven by our unifying vision for early childhood, spurred to innovation by our local early childhood systems, and held to accountability by our public-private partnerships, Colorado has demonstrated the capacity to serve Children with High Needs and the commitment to continuous quality improvement.

## **B. COLORADO'S FINANCIAL INVESTMENTS TO INCREASE THE NUMBER OF CHILDREN WITH HIGH NEEDS PARTICIPATING IN EARLY LEARNING AND DEVELOPMENT PROGRAMS**

Approximately 644,300 children ages birth to 8, with 431,000 age 5 or younger, are being raised in Colorado.<sup>5</sup> The state's youngest (see Tables (A)(1)1-3) can be characterized as increasingly at-risk and diverse.

Colorado ranks first in the nation for the highest rate of growth of children living in poverty. From 2000-2006, this number grew by almost three-fourths. The category of extreme poverty (\$11,025/year) for a family of four accounts for the greatest increase; the majority of these families include children under five.<sup>6</sup>

One in four Colorado children under five was not born in the US, or has a parent who was not born in the US. Thirty-five percent of all young children are Hispanic and 25 percent are English Language Learners.

Colorado's voter-mandated constitutional fiscal conservatism severely impact the services available for all children and particularly those with high needs, but Colorado policymakers have responded with specific efforts to preserve services for High Need Children. For example, in 2007 before the recession, 13,636 children were served by Colorado's state-funded preschool. In the current year, 20,160 are served. This is a 48% increase in state-funded preschool slots despite significant budget constraints, indicating a clear state commitment to early learning and development. *In fact, total state spending for early learning and development programs has increased by approximately 52% during this current recession (from \$111,759,837 in 2007 to \$169,714,866 in 2010).*

---

<sup>5</sup> 2009 data, from Gujral, I. (2011). *Colorado Early Childhood Needs Assessment*.

<sup>6</sup> Colorado Early Childhood Leadership Commission (2011) ECLC Annual Report.

Like all states, Colorado's economy and state budget suffered as a result of the national recession. Unfortunately, unlike other states, major constitutionally-mandated budget constraints limit solutions. The Gallagher Amendment (enacted in 1982) limits state revenues collected through property tax. The Colorado Taxpayer Bill of Rights (enacted in 1992) ratchets back allowable state expenditures during fiscally tumultuous times and keeps growth limited thereafter. Amendment 23 (enacted in 2000) mandates that K-12 funding is a priority and requires base per-pupil funding for K-12 education to increase by inflation plus one percent each year through FY 2011 (after which, funding will increase by inflation alone). Since these amendments have gone into effect, the combination of tight spending limitations and funding mandates has significantly limited other discretionary state spending. However, despite all of these structural barriers, Colorado policymakers have made a bipartisan and concerted effort to protect funding levels for the early childhood system and specifically protected Children with High Needs from increasingly severe rounds of budget cuts.

Table A(1)-5 shows historical data since 2007 on the participation of Children with High Needs in Early Learning and Development Programs across the state. Information on children served and the state investment is detailed in the program descriptions that follow. Refer to Appendix D for a glossary of these programs. References to relevant legislation, policies and practices are incorporated in these descriptions. Major state-funded early learning programs reflect the state's progressive and innovative approach to providing services to Children with High Needs even in the face of significant funding challenges.

Table A-A describes the data currently available on program quality across different types of Early Learning and Development Programs, as required in the RTT-ELC Notice Inviting Applications.

**Table A-A:<sup>7</sup> Data Available on Program Quality Across Program Types**

<b>Early Learning and Development Program</b>	<b>Data Available on Program Quality</b>
<b>State-funded preschool -<i>Colorado Preschool Program</i></b>	<ul style="list-style-type: none"> <li>• Annual Legislative Report</li> </ul>
<b>Early Head Start and Head Start</b>	<ul style="list-style-type: none"> <li>• Annual Program Information Report</li> <li>• Colorado Head Start Association Reports</li> </ul>
<b>Programs funded by IDEA, Part C</b>	<ul style="list-style-type: none"> <li>• Part C State Performance Plan and Annual Progress Report</li> <li>• Child and Family Outcomes Statewide Report</li> <li>• OSEP Required Data Tables</li> </ul>
<b>Programs funded by IDEA, Part B, section 619</b>	<ul style="list-style-type: none"> <li>• Part B State Performance Plan and Annual Progress Report</li> <li>• Child Outcomes Report</li> </ul>
<b>Programs funded under Title I of ESEA</b>	<ul style="list-style-type: none"> <li>• 2010 Performance Report</li> </ul>
<b>Licensed facilities Child Care, Family Child Care, Preschool Programs</b>	<ul style="list-style-type: none"> <li>• Childcare Licensing Guidelines and Information</li> <li>• Child Care Licensed Programs</li> <li>• Public Notice and Information</li> </ul>
<b>Qualistar</b>	<ul style="list-style-type: none"> <li>• Qualistar Rated Programs</li> </ul>
<b>Nurse Family Partnership</b>	<ul style="list-style-type: none"> <li>• Invest In Kids Annual Report</li> </ul>
<b>Parents As Teachers</b>	<ul style="list-style-type: none"> <li>• Program Annual Report</li> </ul>
<b>HIPPY</b>	<ul style="list-style-type: none"> <li>• Program Annual Report</li> </ul>

**Colorado Preschool Program (CRS 22-28-102).** The 23-year-old Colorado Preschool Program (CPP) was created to serve Children with High Needs.<sup>8</sup> The program reflects the values of local flexibility, steady expansion, and a commitment to results. Under local oversight and funded through school districts, the Colorado Preschool Program operates in community-based

<sup>7</sup> Tables not required by the RTT-ELC Notice Inviting Applications and generated by Colorado for this application are identified with letters to distinguish them from the required tables, which are identified by numbers.

<sup>8</sup> Eligibility for participation is based on eight risk factors including free/reduced lunch eligibility, family homelessness, poor child social skills, English as a second language, and having an abusive parent.

private entities, public schools or Head Start programs. Despite shrinking state budgets, the number of slots has increased over the past five years; the program now serves an estimated three-fourths of eligible four-year-olds in 94 percent of the state's school districts. State investments have increased 84% from 2007 to 2010. Programs must participate in the state's Tiered Quality Rating and Improvement System (TQRIS) or a national quality rating initiative and this emphasis on quality has yielded strong outcomes. Compared to non-participating but equally at-risk peers, CPP participants have increased school readiness, reduced grade retention and increased performance on state assessments. Longitudinal data indicate that these positive effects persist as students approach middle school.<sup>9</sup>

**Federal Early Head Start/Head Start.** Colorado's Head Start programs show a strong commitment to quality and innovative local funding approaches. Although optional, 92 percent of Head Start programs are licensed and 99 percent participate in the state's early learning assessment program, Results Matter (described in Section C(2) below). Nearly half of Head Start programs participate in the state's current TQRIS, with nearly all achieving a 3- or 4-star rating on a four-star scale. The Lake County School District Head Start, like many others, blends Head Start funds with the Colorado Preschool Program, the Colorado Child Care Assistance Program, and private funding to expand access to full-day, full-year quality programming. In Summit County, Head Start and Early Head Start programs operate as a partnership between Summit County Government, Summit School District, Early Childhood Options and the Family & Intercultural Resource Center. Head Start programs exist within the district's preschool classrooms and community-based center programs, thus expanding access as well as the Head Start approach to a greater number of children. Currently, however, Colorado's Early Head Start and Head Start programs serve only 19 percent of eligible children.

**Individuals with Disabilities Education Act (IDEA) Programs.** Funding for the *Early Intervention Part C* program, serving infants and toddlers with developmental delays, also

---

<sup>9</sup> Colorado Department of Education, *Colorado Preschool Project, 2011 Legislative Report*. Results into fifth grade are now available for the earliest cohort of children served in CPP who received statewide unique identifying numbers through the State Longitudinal Data System. Across all available grades and all three subject areas (reading, writing, math), more CPP children were proficient or advanced than other at-risk children who did not attend CPP, approaching levels comparable to the statewide average. Moreover, the number of CPP graduates rated "unsatisfactory" was much lower than other at-risk children. These results support the notion that the positive effects on academics of high-quality preschool in Colorado do not fade as children approach middle school. The results also indicate that the portion of children who need the most significant intervention in grade school is smaller in part due to past preschool experience.

maximizes resources. Recent legislation, SB07-004 and HB09-1237, requires the use of private health insurance dollars before public dollars, resulting in a broader funding base for services. Colorado currently serves an additional 1,325 children annually, compared to 2007. Part C demonstrates a commitment to data driven decision-making for all stakeholders. A new data system links provider, program and outcome information and a user-friendly referral system for parents. The *Part B* program spearheaded the development of Results Matter, Colorado's nationally-recognized early learning assessment program. Part B has funded training and technical assistance on dual language learners and culturally and linguistically responsive coaching in early childhood settings. State expenditures for Part B increased to \$23,598,715 in 2010 from the 2007 spending level of \$20,633,636.

**Title I Preschool Programs.** In Colorado, 13 local school districts currently use Title I funds for preschool education: to establish new preschool classrooms, expand a current program, or improve the quality of a current program. Title I funds are leveraged to expand access to the Colorado Preschool Program, Head Start programs and the Even Start Family Literacy program on the part of Children with High Needs. The number of children participating in Title I preschool programs increased 68% between 2007 and 2010, due to ARRA funds.

**Child Care Licensing.** Colorado's licensing system is expansive in two ways. First, Colorado requires licensing for all programs serving more than two families in family child care homes and five children in centers; second, all Colorado Preschool Program and school district preschool programs are included. The licensing staff are early learning professionals: they are certified on the Environment Rating Scales and complete the same early childhood education classes required of child care Directors. Licensing Administrators and Supervisors are credentialed by the National Association for Regulatory Administration.

**Home Visiting Programs.** Colorado has a rich history of early childhood home visitation programs. Established 15 years ago, Colorado Bright Beginnings, serving 16,609 parents in 2010, provides no-cost bilingual parenting resources to interested families and refers those with high needs to more intensive home visiting services. These include the Home Instruction for Parents of Preschool Youngsters (HIPPY), the Nurse Family Partnership (NFP), Parents as Teachers (PAT), and Early Head Start.<sup>10</sup> Combined, these programs served 5,446 children in

---

<sup>10</sup> Notably, the HIPPY, PAT and NFP programs each have state offices in Colorado dedicated to building capacity within local agencies implementing the specific evidence-based model. Services provided by the state offices

Colorado's RTT-ELC Grant Application

2010. Several programs are run by strong private intermediaries. For example, Invest in Kids, the NFP intermediary, is one of only three organizations to receive top-ranking by the charity evaluator, Give Well. The Maternal, Infant and Early Childhood Home Visitation program will expand these programs in targeted high-need counties, with Early Childhood Councils serving as the hub for planning and capacity building.

**Locally-Funded Efforts.** Local communities also serve young Children with High Needs through voter-approved tax initiatives that emphasize quality. For example:

- The *Denver Preschool Program* (DPP), established by Governor Hickenlooper in his former position as Denver mayor, is a universal preschool program that provides tuition credits on a sliding scale for children living in Denver the year before they enter kindergarten. Fifty percent of children served are below the federal poverty level; an additional 20 percent are eligible for free and reduced lunch. The program's 550 plus classrooms are quality rated and monitored by Qualistar (Colorado's TQRIS) and receive funding for quality improvements.
- *Kids First, Child Care Resource Center* is funded through an Aspen city sales tax. Grants fund program accreditation, teacher education, quality improvements, and infant / toddler operations.
- *Summit County Right Start* improves the availability, affordability and quality of early learning. Efforts also focus on attracting and retaining quality teachers and providing parents with the tools to help them be their child's first and best teacher.

**The Colorado Child Care Assistance Program (CCCAP).** CCCAP, funded through the Child Care Development Fund, reflects localism with county-determined provider reimbursement rates and eligibility for child care subsidies for families with high needs. In response to local providers' concern over continuity of care, the General Assembly enacted HB10-1035, which provides for continuity in care by aligning the re-determination cycle for the Child Care Assistance Program and Head Start. Many quality initiatives in the state target programs that serve CCCAP-supported children. The state recently launched an automated

---

include technical assistance for community planning and implementation, staff training on the evidence-based program, technical assistance, program monitoring, liaison to national program offices, and evaluation coordination. Similarly, Colorado's Head Start Collaboration Office supports local EHS programs in implementing the home-based option.

payment tracking system that reimburses providers based on attendance recorded through swipe cards at program sites. When fully operational, the system is anticipated to provide savings and increase efficiencies.

In the recent fiscal climate, subsidies for child care have decreased, while need has increased. Many counties have lowered provider reimbursement rates and further restricted eligibility. CCCAP currently serves only about one in ten eligible families, with a wait list of 5,000 children. Moreover, as counties reduce the reimbursement rate paid to child care providers or families abandon licensed care for less expensive options, some centers have had to close, leaving families and communities with fewer child care options.<sup>11</sup>

Colorado seeks to meet increasing demand for access to Early Learning and Development Programs within a broader commitment to provide high-quality programs to Children with High Needs. Efforts to elevate quality take many forms, such as the state's evolving TQRIS, Qualistar – one of the most established and rigorously evaluated quality rating and improvement systems in the nation. This work is detailed in Section B. **Other quality efforts that focus on Children with High Needs:**

- The *School Readiness Quality Improvement Program*, (C.R.S. 26-6.5-106), is designed to improve the school readiness of Children with High Needs in neighborhoods with low performing schools.<sup>12</sup> More than 120 early learning classrooms serving approximately 1,400 children receive a quality rating from Qualistar that assesses program strengths and areas for improvement. Administered by Early Childhood Councils, quality improvement supports may include enhanced educational materials, specialized teacher training, coaching services, and tools for increasing parental involvement.
- *Inclusion of Children with Disabilities*. In 2006, a legislatively-commissioned study of early learning teachers identified training to support children with challenging behaviors as a top need.<sup>13</sup> With support from the Colorado-based Temple Hoyne

---

11 Colorado Children's Campaign, *Colorado Children's Budget 2010*.

12 This program serves children five years of age or younger who are cared for at child care programs that feed into public elementary schools that receive Title I funding and are required to implement a priority improvement or turnaround plan, or are subject to restructuring.

13 Hoover, 2006

Buell Foundation and assistance from the National Center on the Social and Emotional Foundations for Early Learning, a professional development system to support social and emotional competence and inclusive practices was developed for Head Start and child care programs.<sup>14</sup> The new Colorado Center for Social Emotional Competence and Inclusion provides technical support for training and the implementation of evidence-based inclusion practices. In 2010, over 300 Early Childhood Educators were trained in the Pyramid Model for Promoting Social and Emotional Competence of Infants and Young Children and 32 people entered the certification process to become trainers in the model.

### **C. BUILDING BLOCKS FOR A HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT SYSTEM**

For almost a decade, Colorado has considered early childhood as a birth through age eight endeavor. Recent legislation formalized this approach and it is reflected in the *Early Childhood Colorado Framework* and Colorado's RTT-ELC State Plan.

The 2008 **Preschool to Postsecondary Alignment Act** (SB08-212, known as the Colorado Achievement Plan for Kids or CAP4K) identifies readiness for school as an essential component in the educational continuum and a critical point of accountability for outcomes. CAP4K required the State Board of Education to adopt definitions of school readiness. It also required the development of new methods of assessments to be aligned with the revised standards, including implementation of a statewide kindergarten entry assessment by December 2013 and the development of individual readiness plans for the state's youngest learners. CAP4K identifies requirements for reporting on standards and assessment, and other legislation (HB08-1364) mandates the use of unique identifiers for students enrolled in publicly-funded early childhood programs.

---

<sup>14</sup> The Pyramid Model is a national model that works to improve the social and emotional competence and inclusion of young children through embedded inclusion practices along the entire developmental continuum (Birth – 5 years) within an evidence-based framework. The model describes three tiers of intervention practice: universal promotion for all children; secondary preventions to address the intervention needs for children at risk of social emotional delays, and tertiary interventions needed for children with persistent challenges. The model also offers training and support for parents on practices to be used in the home and community as well as a set of data measures and systems to ensure data based decision making for each child.



This section paints the current status of early childhood system building blocks in broad strokes. Subsequent sections of the application provide more detail.

### **1. Early Learning and Development Standards**

Colorado has long had early learning standards for 3- and 4-year-olds (See Section (C1) and Table (A)(1)-6)), which the state began revising in March 2011. Colorado's State Advisory Council, the Early Childhood Leadership Commission, contracted with Mid-continent Research for Education and Learning (McREL) to lead the development of the *Colorado Early Learning and Development Guidelines* for children from birth to age 8. Scheduled for completion in January 2012, the Guidelines will address all domains of development and align with Colorado's new common-core linked P-12 academic standards, with *The Head Start Child Development and Early Learning Framework* (2010) serving as the foundation. The Guidelines will be designed for the early childhood workforce – from early learning to health sectors – and also for use by families, including those speaking Spanish. The Guidelines will be incorporated into the state's Program Standards, Comprehensive Assessment System, and Workforce Knowledge and Competency Framework.

### **2. Comprehensive Assessment Systems**

*Results Matter*, Colorado's web-based early learning child outcomes program (refer to section C(2)), provides authentic, psychometrically sound child assessment that captures developmental progress over time. Results Matter provides teachers with immediate feedback on child responses to instruction and intervention and currently tracks outcomes for approximately 45,000 children, including all children enrolled in special education Part B, the Colorado Preschool Program, and 99 percent of Head Start and Early Head Start programs.<sup>15</sup> Data reports specifically for children enrolled in Head Start can be generated from this program. Many private early learning programs also choose to participate in Results Matter. Results Matter is linked to the K-12 longitudinal data system to better understand the long-term benefits of early care and education and intervention. Table (A)(1)-7 displays the elements of a Comprehensive Assessment System currently required in Colorado, by type of program.

---

<sup>15</sup> State funded children (Colorado Preschool Program participants and preschool students receiving special education services on an Individual Education Plan, IEP) have unique identification numbers, which allow the Colorado Department of Education to study their educational progress longitudinally.

Colorado has a strong foundation for building community capacity for developmental screening as part of a comprehensive assessment system. The *Assuring Better Child Health and Development Project (ABCD)* established in 2005 as a local pilot, supports pediatric primary health care providers in using a standardized developmental screening tool during well child visits. Expanded statewide in 2007, more than 60 percent of pediatricians now use a standardized tool as a result of this privately-funded initiative.<sup>16</sup> ABCD also supports communities in developing integrated screening and referral systems.

### **3. Development of Early Childhood Educators**

The current *Colorado Core Knowledge and Standards* define professional competencies and guide workforce learning opportunities, and are used by the Department of Human Services. Another set of parallel standards is used by the Colorado Department of Education for preschool teachers. Revisions are underway to create one set of competencies. An expanded Workforce Knowledge and Competency Framework will address fields of specialization (i.e., English Language Learning, special education and infant/toddler) and align with Educator Effectiveness Standards adopted pursuant to Colorado's groundbreaking educator effectiveness bill (SB10-191). Competencies will be culturally responsive and incorporate Colorado's new Early Learning and Development Guidelines.

Colorado has a legislated voluntary progression of credentials aligned with the licensing system and with the Community College system (Table (A)(1)-10). Further national standardization and vertical articulation is underway. Fourteen of the 16 Colorado community colleges that offer Early Childhood programs are in the process of completing the NAEYC program accreditation. Inter-institutional agreements between community colleges and four-year institutions already are in place. Efforts are underway to re-introduce a four-year Early Childhood Education degree. Table (A)(1)-11 lists institutions that issue early learning credentials or degrees.

### **4. Kindergarten Entry Assessment**

The 2008 CAP4K legislation required development and implementation of a statewide kindergarten entry assessment by December 2013 (see Section E). The State Board of Education approved a set of attributes to guide the selection of the Kindergarten Entry Assessment. As of

---

<sup>16</sup> ABCC Project, <http://www.coloradoabcd.org/about/index.html>

this fall, the Colorado Department of Education is piloting *Teaching Strategies GOLD*® as the Kindergarten Entry Assessment. *Teaching Strategies GOLD*® is a valid and reliable instrument that addresses the essential domains of school readiness (refer to Table (A)(1)-12) and is appropriate for use in assessing children whose home language is not English and children with disabilities.

### **5. Family Support and Engagement Strategies**

*The Early Childhood Colorado Framework* and the *Framework in Action* recognize parents as their children's most important teachers, as community leaders, and as consumers of an early childhood system that should provide responsive, high-quality services to their children (see Table A(1)-9). Our approach is strengths-based, recognizing the contributions of all families and the right of parents to be responsible for their own children. To this end, we approach family engagement on a continuum, ranging from families who engage with their child at the individual level, to those who engage in the early childhood system at the community level, to those who engage at the policy and systems change level. Currents points of focus include:

- The ***Family Leadership Coalition*** was re-established in 2010 to increase family engagement and leadership statewide, is planning the development of a Family Leadership Registry that will track families who have self-identified as interested in engaging in leadership opportunities at the program, community, and/or state policy level. The Registry will be available in Spanish.
- ***Strengthening Families***, launched in 2009, encourages family engagement in services through a strengths-based approach embedded across different programs and services. *Strengthening Families* articulates five protective factors<sup>17</sup> that are being incorporated into areas such as grant making for family resource centers, the evolution of the TQRIS, and early childhood mental health consultation.

---

17 The five protective factors emphasized in *Strengthening Families* include:

- Parental resilience – the ability to cope and bounce back from challenges
- Social Connections – family, friends, neighbors and other members of a community who provide emotional support and concrete assistance
- Knowledge of parenting and child development – accurate information about raising young children and appropriate expectations for their behavior
- Concrete support in time of needs – financial security, access to formal supports such as TANF and Medicaid and informal supports from social networks
- Children's social and emotional development – a child's ability to interact positively with others and communicate his or her emotions positively

- **Ease of Access.** Since 2009, Colorado has been working to efficiently connect families to needed supports and services through *Help Me Grow Colorado*. This program will integrate existing information and referral mechanisms (e.g., Child Care Resource and Referral, United Way 2-1-1, Maternal and Child Health Line, Medicaid Line) that currently operate in isolation, into a coordinated access point for families that need child health, education and development supports and services. Additionally, 2010 legislation, HB10-1028, mandated the exploration of an early childhood *universal application* to ease access to services, especially for Children with High Needs.

## **6. Health Promotion Practices**

Table A(1)-09 shows elements of high-quality health promotion practices currently required in Colorado by program type or system. Head Start, HIPPY and PAT all have intentional strategies for health promotion with families served.

Consistent with Colorado's comprehensive vision of early childhood, several relevant health initiatives are underway:

- **Medical Home Approach.** In 2007, the Colorado General Assembly set a state goal for increasing the number of children who receive a medical home approach. Providers serving children through Medicaid and Child Health Plan Plus<sup>18</sup> must apply a medical home approach that includes accessible, family-centered, compassionate, comprehensive, coordinated and culturally responsive care. Other child-serving programs also increasingly recognize that access to a medical home is important to the health development of young children. The result: a 13 percent increase in well child visits, increased immunization rates, decreased emergency room visits and decreased home health utilization.<sup>19</sup>
- **Mental Health.** The state recently expanded mental health coverage in the private insurance market and provided the same access to mental health services for children in the Child Health Plan Plus and Medicaid. Over the past decade, the Early Childhood

---

<sup>18</sup> Child Health Plan Plus (CHP+) is low-cost health insurance for Colorado's uninsured children and pregnant women who earn too much to qualify for Medicaid, but cannot afford private health insurance. As of July 2011, CHP+ enrollment was 63,669 children and 1,868 pregnant women. Source: Joint Budget Committee Monthly Report. <http://www.cchp.org>

<sup>19</sup> Colorado Department of Health Care Policy and Financing, Colorado Medical Home, [http://12.4.18.174/publications/Medical\\_Home\\_Fact\\_Sheet.pdf](http://12.4.18.174/publications/Medical_Home_Fact_Sheet.pdf)

Mental Health Specialist initiative has increased the capacity of community mental health centers to provide consultative services to families and early learning providers as well as direct services to children without insurance, and includes some bilingual specialists.<sup>20</sup>

- ***Health Integration Grants*** support local Early Childhood Councils to better coordinate local health resources including developmental screening, oral health, and social and emotional promotion practices. This five-year (2008-2013), \$5 million strategy is funded by The Colorado Trust.<sup>21</sup>
- ***Healthy Child Care Colorado***, established in 1995, focuses on increasing community awareness of the importance and relevance of health and safety in early learning development settings, as well as promoting physical, oral, and mental health of children and families to early learning development programs. These efforts include providing training, technical assistance and resources to early learning development programs and stakeholders.

## **7. Effective Data Practices**

Colorado's plan for early childhood data is driven by a larger state vision. The Governor's Office of Information Technology has been designated via legislation (SB08-155) to oversee and govern all policies, processes, standards and architecture related to information-sharing initiatives. The Government Data Advisory Board (GDAB) is a legislated authority, comprised of numerous public-private representatives. Its mission is to provide guidance on how the State should govern data and systems to improve the efficiency and effectiveness of service delivery and policymaking.

Data on children who receive publicly-funded early childhood education services are decentralized, currently collected and maintained by several different state agencies. Recognizing that better decisions are made possible with better intelligence, change is underway in key areas of early childhood data practices, for example:

---

<sup>20</sup> Colorado Department of Public Health and Environment, 2009-10 data.

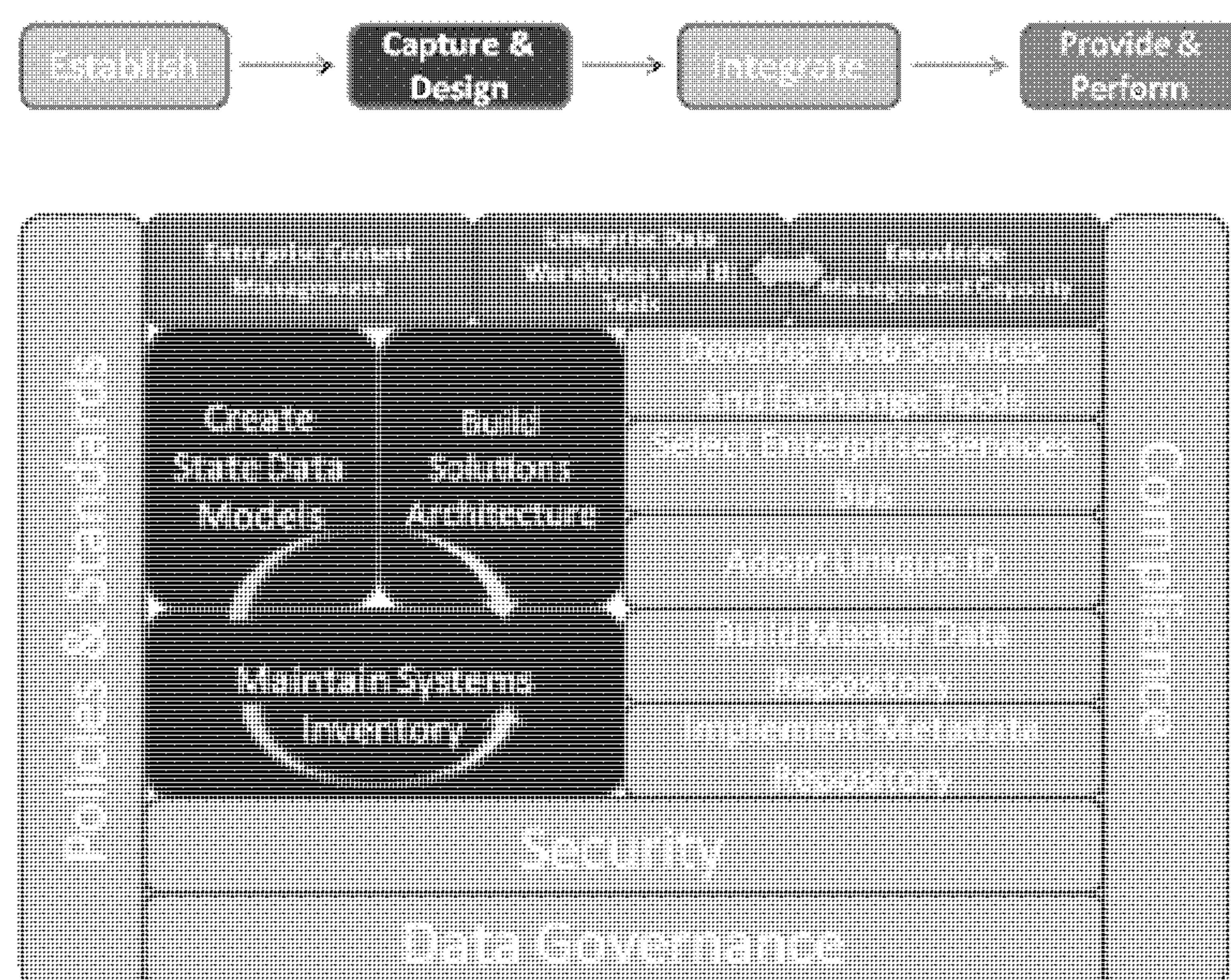
<sup>21</sup> When the nonprofit PSL Health Care Corporation was sold to a for-profit organization in 1985, the proceeds of the sale were used to create a foundation dedicated exclusively to the health of the people of Colorado.

- The Colorado Department of Human Services (CDHS), which maintains the largest data set, has launched an initiative to integrate multiple data sets, including relevant early childhood data, across its data systems.
- The Colorado Department of Education (CDE) received two federal grants (2007 and 2009) to build out its State Longitudinal Data System (SLDS) to capture, link and provide P-20 data in forms that are actionable, credible and timely. Refer to Appendix E for a model of that system.

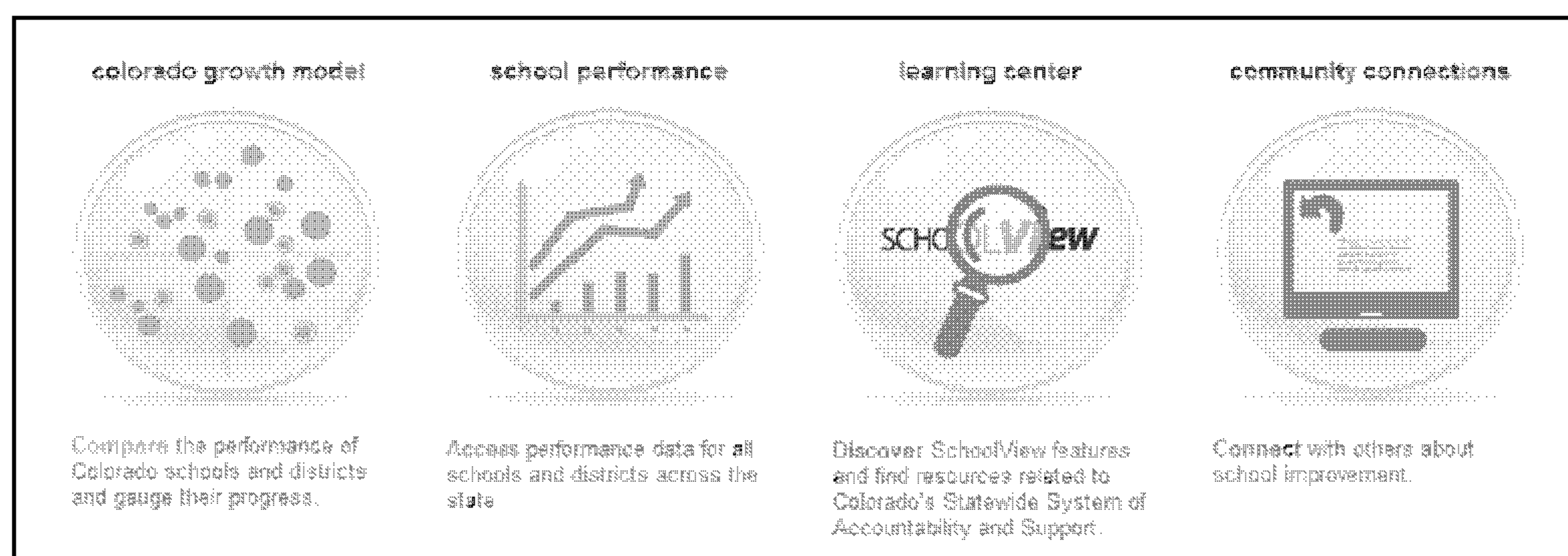
The recently adopted Colorado Data Strategy (Figure 2) outlines a long term vision for the progressive management of data. Critical to this strategy is the ability to have an effective Master Identifier, and the Colorado Unique Person Identifier (CUPID) will serve as the basis for providing more effective services and the sharing of data across agencies (state and local).

**Figure 2: Colorado's Data Strategy**

As part of this strategy, Colorado is developing effective data practices that include processes to analyze and share intelligence garnered from the systems, as well as feedback loops to integrate insights learned. Across Colorado, better access to information and data is being provided by the state through improved processes and better use of enterprise business intelligence assets and tools. For example, the recently developed SchoolView portal, as illustrated in figure 3, provides access to detailed information about school performance in Colorado.



**Figure 3: SchoolView Web Portal Access Screen**



In Colorado, these building blocks of a comprehensive early childhood system are being aligned with the mortar of a unifying statewide vision for early childhood efforts, a strong local infrastructure for addressing community needs, and mature public-private partnerships that press for accountability. The Early Learning Challenge Grant offers the transformative opportunity to accelerate plans to build out from this strong foundation to dramatically increase access to coordinated, high-quality programs and supports that will prepare Children with High Needs for school and for life.

**Table Key:**

- CDE: Colorado Department of Education
- CDHS: Colorado Department of Human Services
- FPL: Federal Poverty Level
- CDHE: Colorado Department of Education

<b>Table (A)(1)-1: Children from Low-Income<sup>22</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	25,000	40%
<b>Toddlers ages 1 through 2</b>	57,000	37%
<b>Preschoolers ages 3 to kindergarten entry</b>	92,000 (age 3-5)	43%
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	174,000	40%

*Data Source: US Census Bureau, Current Population Survey (CPS) 2009. Note that there is a large margin of error for these estimates. The American Community Survey is a second source for this data but does not allow for single-year age categories. The number of children in Colorado under 6 living in families earning less than 200%FPL in 2009 was 175,641 (41%). This number is consistent with the CPS estimates above.*

<sup>22</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

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

*The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.*

<b>Special populations: Children who ...</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<p><b>Have disabilities or developmental delays[2]</b>  <i>Source: Part B data reported by the CDE, Exceptional Student Services, 2010</i>  <i>Part C data reported by Early Intervention Colorado, CDHS*</i></p>	<p>Part B:</p> <ul style="list-style-type: none"> <li>• Infant/toddler: 26</li> <li>• 3-5 year olds: 11,753</li> </ul> <p>Part C: 10,990</p>	<p>3.4%</p> <p>3.2%</p>
<p><b>Are English learners[3]</b>  <i>Source: US Census Bureau, American Community Survey 2009, Table B16007**</i></p>	65,352	19%
<p><b>Reside on "Indian Lands"</b>  <i>Source: 2010 Census Data, State Demography Office- Ute Mountain or Southern Ute Reservation</i></p>	911 (ages 0-5)	0.3%
<p><b>Are migrant[4]</b>  <i>Source: Eligible Migrant Student Count, School Year 2010-2011, Colorado Dept. of Education</i></p>	766	0.2%
<p><b>Are homeless[5]</b>  <i>Source: Colorado Homeless Education Data Collection, Colorado Department of Education, 2009-2010.</i></p>	1,207 (ages 3-5)	.5%
<p><b>Are in foster care</b>  <i>Source: FFY 2010 AFCARS</i></p>	3,815	1.1%
<p><b>Other as identified by the State</b>            Children birth through 2 years eligible for Part C based on the parent having a developmental disability  <i>Source: Early Intervention Colorado, CDHS</i></p>	33	0.01%
<p><b>Children in Immigrant Families</b>  <i>Source: Colorado Children's</i></p>	96,000	27.9%



<i>Campaign, 2011</i>	
<p>Population estimates for all percentages, unless otherwise noted, are based on 2010 Census data indicating that Colorado has 343,960 children under the age of 5.</p> <p><i>*Birth through two years unduplicated count FY 2010-11</i></p> <p><i>**19% of children ages 5-17 speak a language other than English only in Colorado. There is no data for children birth through age 4 who speak a language other than English at home. Applying that same proportion (19%), of the approximately 364,700 birth-age 4 children in Colorado in 2009, approximately 69,000 young children did not speak English only at home.</i></p>	

<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>State-funded preschool</b> <i>Colorado Preschool Program</i> <i>Source and Year: CDE, 2010-2011</i>	54	272	19,160	19,486*
<b>Early Head Start and Head Start[6]</b> <i>Source and Year: Head Start Program Information Report, 2011</i>	707	1,711	11,588	14,006
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>Source and Year: Early Intervention Colorado, CDHS, CCMSWeb FY 2010-11 report</i> <i>Part B, CDE</i> <i>Exceptional Student Services, 2010</i>	641 (Part C)	4,753 (Part C)		5,394 (Part C)
		26 (Part B)	11,753 (Part B)	11,779 (Part B)
<b>Programs funded under Title I of ESEA</b> <i>Source and Year:</i>	404**		5,572	5,976

**Table (A)(1)-3: 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.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<i>CDE, 2010</i>				
<b>Programs receiving funds from the State's CCDF program</b> <i>Source and Year: Childcare Automated Tracking System (CHATS), SFY 2010***</i>	1,934	4,112	19,918	25,964
<b>Other</b> <b>Nurse Family Partnership</b> <i>Source and Year: Invest in Kids, 2010</i>	1,981**		N/A	1,981
<b>Parents As Teachers</b> <i>Source and Year: Colorado Parent and Child Foundation, 2010</i>	391	941	1,080	2,412
<b>HIPPY</b> <i>Source and Year: Colorado Parent and Child Foundation 2010</i>	N/A	N/A	632	632

*\*Represents children served by CPP in 2010-11. CPP is authorized to fund 20,160 "slots" but some children access two slots to participate in a full-day program.*

**\*\*Data only available for 0-2 age range**

NOTE: The data above may represent a duplicate count of children because children may participate and be counted in more than one program.

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Supplemental State spending on Early Head Start and Head Start[7]</b>	0	0	0	0	0
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i> <i>Source: CDE</i>	\$38,419,987	\$65,986,666	\$73,270,335	\$70,588,976	Funding has not been finalized for current year
<b>State contributions to IDEA Part C</b> <i>Source: Early Intervention Colorado, CDHS</i>	\$11,471,916	\$12,018,280	\$12,214,815	\$12,337,054	\$13,942,435
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry*</b> <i>Source: CDE</i>	\$20,633,636	\$20,124,509	\$23,237,930	\$23,598,715	Not yet finalized
<b>Total State contributions to CCDF[8]</b> <i>Source: CDHS</i>	\$36,233,772	\$40,476,380	\$36,571,733	\$36,253,870	\$35,072,624
<b>State match to CCDF</b> <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i> <i>Source: CDHS</i>	Met	Met	Met	Not Available (State projects match will be met; however, the federal grant award is not closed until 10/31/11)	N/A (State projects match will be met; federal grant award is not closed until 10/31/12)
<b>TANF spending on Early Learning and</b>	\$5,135,897	\$14,834,346	\$19,261,613	\$13,613,829	\$11,671,047

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Development Programs</b> <sup>[9]</sup> <i>Source: CDHS</i>					
<b>Early Childhood Councils</b> <i>Source: CDHS</i>	0	\$1,000,000	\$1,000,000	\$1,000,000	\$500,000
<b>Even Start Family Literacy</b> <i>Source: CDE</i>	0	\$549,000	\$560,000	\$562,000	\$179,000
<b>Nurse Home Visitor Program</b> <i>Source: Invest in Kids</i>	\$8,638,345	\$9,579,895	\$11,314,869	\$9,862,917	Not available
<b>Tony Gramsas Youth Services- Early Childhood</b> <i>Source: CDPHE</i>	\$1,698,200	\$714,523	\$1,292,284	\$797,505	Not available
<b>Early Childhood Mental Health Specialists</b> <i>Source: CDHS</i>	\$1,000,000	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000
<b>Total State contributions:</b>	\$123,231,753	\$166,383,599	\$179,823,579	\$169,714,866	N/A
<p><i>*These figures 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 ECEA funds that are utilized for children with disabilities in preschool.</i></p> <p><b>Early Intervention Allocation</b> - Data given by state fiscal year.</p> <p><b>State match to CCDF</b> – Data given in other rows related to CCDF are by state fiscal year; the federal match grant is by federal fiscal year. The match grant will be met to the dollar for SFY 2010 and SFY 2011 once the federal reporting period is closed.</p> <p><b>Total State contributions to CCDF</b> – Data given is by State fiscal year.</p> <p><b>TANF spending on Early Learning and Development Programs</b> – Data given is by State fiscal year.</p>					

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

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

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>[10]</sup>				
	2007	2008	2009 <sup>[11]</sup>	2010 <sup>17</sup>	2011 <sup>17</sup>
<b>State-funded preschool</b> <i>(October 1 count)</i> <i>Specify: Colorado Preschool Program</i>	13,636	18,475	19,496	19,486	20,160*
<b>Early Head Start and Head Start<sup>[12]</sup></b> <i>(funded enrollment)</i> <i>Source: Head Start Program Information Report, 2007-2011</i>	10,834	10,820	10,853	11,178	11,789
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>(annual December 1 count)</i> <i>Source: Part B, Colorado Department of Education</i> <i>Part C, Colorado Department of Human Services</i>	Part B- 7,798	Part B- 7,875	Part B- 8,052	Part B- 8,154	Data Not Available
	Part C- 4,069	Part C - 4,728	Part C- 5,176	Part C- 5,394	
<b>Programs funded under Title I of ESEA</b> <i>Source: total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report</i>	3,551	2,901	1,502 Note: In this year, Denver Public Schools stopped funding pre-school with Title I	5,976 Note: This year reflects an influx of ARRA funds.	Data Not Available
<b>Programs</b>	11,461	11,680	12,749	13,411	Data Not

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

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

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years[10]				
	2007	2008	2009[11]	2010 <sup>17</sup>	2011 <sup>17</sup>
receiving CCDF funds** <i>Source: CDHS</i>					Available
<b>Nurse Family Partnership</b> <i>Source: Invest in Kids</i>	1,511	1,485	1,673	1,698	Data Not Available
<b>Parents as Teachers</b> <i>Source: Colorado Parent and Child Foundation</i>	2,135	2,414	2,211	2,412	Data Not Available
<b>HIPPY</b> <i>Source: Colorado Parent and Child Foundation</i>	760	707	762	632	Data Not Available

\* Allocated Slots

\*\* Average number of children served by month will not match data reported in (A)(1)-3, as per note above. The count of children [(A)(1)-3] may include the same child every month. Calculation for average monthly served was done by multiplying total number of average children served per month times the percent of children age birth to 6<sup>th</sup> birthday.

<b>Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards</b> <i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
<b>Essential Domains of School Readiness</b>	<b>Age Groups</b>		
	<b>Infants</b>	<b>Toddlers</b>	<b>Preschoolers</b>
<b>Language and literacy development</b>			X
<b>Cognition and general knowledge (including early math and early scientific development)</b>			X
<b>Approaches toward learning</b>			X
<b>Physical well-being and motor development</b>			X
<b>Social and emotional development</b>			X

*The Colorado Building Blocks, the state’s current Early Learning and Development Standards, cover the 3-5 year old age group. Work is currently underway to develop aligned Early Learning and Developmental Guidelines for the birth to age 8 population. These will be developed by January 2012.*

<b>Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State</b> <i>Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
<b>Types of programs or systems</b>	<b>Elements of a Comprehensive Assessment System</b>				
	<b>Screening Measures</b>	<b>Formative Assessments</b>	<b>Measures of Environmental Quality</b>	<b>Measures of the Quality of Adult-Child Interactions</b>	<b>Other</b>
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i>	X	X	X*	X*	
<b>Early Head Start and Head Start<sup>23**</sup></b> <i>Source: Head Start Act</i>	X	X	X	X	
<b>Programs funded under IDEA Part C</b>	X	X			
<b>Programs funded under IDEA Part B, section 619</b>	X	X	X*	X*	
<b>Programs funded under Title I of ESEA</b>	X	X	X	X	

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

<b>Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
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
Programs receiving CCDF funds	X	X	X	X	
Current Quality Rating and Improvement System requirements <i>Specify by tier</i>			X The requirements are the same for all tiers, in that the same tool is used; the number of points earned is what differentiates the tiers	X The requirements are the same for all tiers, in that the same tool is used; the number of points earned is what differentiates the tiers	
State licensing requirements	Not currently required	Not currently required	Not currently required	Not currently required	
<p>* As identified in Colorado's Quality Standards for Childhood Care and Education Program</p> <p>**Programs receiving CCDF funds – The State supports, does not require, counties that recognize a comprehensive assessment system when determining reimbursement for child care assistance services.</p>					

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Specify: Colorado Preschool Program</i>	X		X		



<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
<b>Types of Programs or Systems</b>	<b>Elements of high-quality health promotion practices</b>				
	<b>Health and safety requirements</b>	<b>Developmental, behavioral, and sensory screening, referral, and follow-up</b>	<b>Health promotion, including physical activity and healthy eating habits</b>	<b>Health literacy</b>	<b>Other</b>
<b>Early Head Start and Head Start</b>	X	X	X	X	
<b>Programs funded under IDEA Part C</b>	X	X	X		
<b>Programs funded under IDEA Part B, section 619</b>	X	X	X		
<b>Programs funded under Title I of ESEA</b> <i>(required to meet the same requirements as Head Start for these measures)</i>	X	X	X	X	
<b>Programs receiving CCDF funds</b>	X		X	X	
<b>State licensing requirements</b>	X	X	X	X	
<b>Current Quality Rating and Improvement System Requirements</b> <i>(Source: Qualistar Colorado)</i>	X The requirements are the same for all tiers, in that the same tool is used. The number of points earned is what differentiates the tiers.		X The requirements are the same for all tiers, in that the same tool is used. The number of points earned is what differentiates the tiers.		

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State Licensing Requirements	X		X	X	
<p><b>Part B:</b> For many children in 619 a hearing/vision screening may be a requirement as part of the comprehensive evaluation process.</p> <p><b>Programs receiving CCDF funds:</b> the state supports counties that contract with licensed providers for child care assistance services whom are required to meet high quality health practices.</p> <p><b>State Licensing Requirements:</b> Colorado's rules regulating family child care homes were amended in 2010 adding substantial increases to the high quality health promotion practices. Colorado presently has drafted changes to child care center rules that will substantially increase high quality health promotion practices.</p>					

<b>Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State</b>	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<b>State-funded preschool</b> <i>Specify: Colorado Preschool Program</i>	<ul style="list-style-type: none"> <li>• At least two parents must serve on the CPP district advisory council. (22-28-105 C.R.S.)</li> <li>• CPP District Advisory Councils must identify a plan for coordinating the district preschool program with family support services including: nutrition, immunization, health care and dental care, parenting education and support, and social services programs. (22-28-105 (2) (f) C.R.S.)</li> <li>• Before a child is accepted in the preschool program family members must agree to assume the responsibilities for supporting their child in the program. (22-28-110 C.R.S.)</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> <li>• The program has a written plan that defines parent participation in the program.</li> <li>• Information about the program is given to new and prospective families</li> <li>• Preschool classes are supplemented by teaching activities in the home. An individual teaching plan is developed for each pupil and the district shall provide the parent with the materials necessary to support the teaching plan. (22-28-108 C.R.S.)</li> <li>• A family-centered process is used for orienting children and parents to the program.</li> <li>• Staff and parents communicate about child reading practices, including cultural influences, to minimize potential conflicts and confusion for children.</li> <li>• The program’s policy openly encourages parent involvement.</li> <li>• Parents are welcome at all times.</li> <li>• Parents and other family members are encouraged to be involved partners in the program in various ways.</li> <li>• The online assessment through Results Matter, provide family portals for teachers to exchange information and reports, and for families to collaborate in collecting documentation.</li> <li>• The program has developed a system to document and maintain an ongoing communication process such as home visits, telephone calls, and written communication.</li> </ul>
Early Head Start and Head Start	<ul style="list-style-type: none"> <li>▪ Early Head Start and Head Start programs are required by the Head Start Act to participate in Family Engagement activities.</li> <li>▪ Parents are engaged in program leadership/governance, program improvement and family partnerships with the purpose of supporting families, getting children ready for kindergarten and strengthening communities.</li> <li>▪ Colorado Head Start programs will also incorporate the new Head Start Parent, Family, and Community Engagement Framework into their current family engagement strategies.</li> </ul>
Programs funded under IDEA Part C	<ul style="list-style-type: none"> <li>▪ Parent education is embedded into early intervention services, family instruction services, access to Family Guide Books and videos.</li> <li>▪ Parents are represented on the state Interagency Coordinating Council.</li> <li>▪ Families receive support through Parent to Parent Conferences, required family membership on local interagency coordinating councils and</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	referral to parent advocacy organizations.
<b>Programs funded under IDEA Part B, section 619</b>	<ul style="list-style-type: none"> <li>▪ IDEA requires parent consent/refusal for evaluation and initiation of special education/related services; explanation of procedural safeguards and dispute resolution; participation in initial evaluation, initial IEP and IEP reviews; and participation in planning for children/families transitioning from Part C to Part B</li> <li>▪ Educational opportunities for families include (not required) PEP (Parents Encouraging Parents) conferences, participation on state and local SEAC (Special Education Advisory Councils) and the Parent Training &amp; Information Center (PEAK Parent Center and Grupo Vida).</li> </ul>
<b>Programs funded under Title I of ESEA</b>	<ul style="list-style-type: none"> <li>▪ In both Title I Schoolwide and Targeted Assistance programs, parents are encouraged to be involved in their students' program. All the requirements of section 1118 of ESEA apply to these programs except the requirement for a parent compact.</li> </ul>
<b>Programs receiving CCDF funds</b>	<ul style="list-style-type: none"> <li>▪ Programs receiving CCDF funds provide parent access to the program and ongoing two-way communication with families in accordance with licensing requirements.</li> <li>▪ Some programs provide parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development through initiatives in the State, such as Results Matter.</li> </ul>
<p><b>Current Quality Rating and Improvement System requirements</b></p> <p><i>Specify by tier (add rows if needed):</i></p>	<ul style="list-style-type: none"> <li>▪ The current Colorado TQRIS is based on a point system and tiers are achieved based on a cumulative number of points earned. A maximum of 10 out of 42 overall possible points can be earned for the Family Partnership component of the TQRIS. In order to earn points in this area programs must provide the following for families:               <ol style="list-style-type: none"> <li>1. Written information on program philosophy, policies and procedures;</li> <li>2. Information on parenting practices and child development;</li> <li>3. Information on extending children's learning experiences at home;</li> <li>4. Information on community resources/activities;</li> <li>5. Opportunities to get to know staff and one another;</li> <li>6. Regular updates on their child's progress using a formal mechanism</li> </ol> </li> </ul>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>such as a report or parent conference; and</p> <p>7. Opportunities to participate in decision-making for the program. Responses provided on Family Questionnaires are also used for scoring the bilingual Family Partnership component.</p>
State licensing requirements	<ul style="list-style-type: none"> <li>▪ Colorado has drafted and is engaged in stakeholder feedback on standards that will require child care centers to engage parents on a regular basis regarding the progression and status of children in their care.</li> </ul>

Table (A)(1)-10: Status of all early learning and development workforce credentials <sup>24</sup> currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it?  (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Early Childhood Education (8.01) endorsement on a school-age teaching license</b>  <i>Source: Colorado Department of Education</i>	Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies for that endorsement.	3,133	13.7 %	See below
<b>ECE Special Education Specialist (9.04) endorsement on a school-</b>	Aligned to Rules for the Administration of the Educator Licensing Act of	775	3.3%	See below

24 Includes both credentials awarded and degrees attained.

<b>Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>24</sup> currently available in the State</b>				
<b>List the early learning and development workforce credentials in the State</b>	<b>If State has a workforce knowledge and competency framework, is the credential aligned to it?</b>  <i>(Yes/No/Not Available)</i>	<b>Number and percentage of Early Childhood Educators who have the credential</b>		<b>Notes (if needed)</b>
		<b>#</b>	<b>%</b>	
<b>age teaching license</b>  <i>Source: Colorado Department of Education</i>	1991 competencies for that endorsement.			
<b>ECE Special education (9.08) endorsement on a teaching license</b>  <i>Source: Colorado Department of Education</i>	Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies for that endorsement.	74	0.3%	See below
<b>Early Intervention Para Professional Certificate</b>  <i>Source: University of Colorado at Denver, PAR2A Center</i>	No	40	0.1%	See below
<b>Child Development Associate (CDA)</b>  <i>Source: Council for Professional Recognition</i>  Preschool Infant Toddler Family Child Care Home Visitor	No	571 358 64 4	2.4% 1.5% 0.2% 0.0001%	See below
<b>Early Childhood Teacher Qualification</b>  <i>Source: Colorado Department of Human Services, Division of Child Care</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	774	3%	The State of Colorado just started tracking this credential in January 2011 and the current system does not track everyone who receives the credential. See below.

<b>Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>24</sup> currently available in the State</b>				
<b>List the early learning and development workforce credentials in the State</b>	<b>If State has a workforce knowledge and competency framework, is the credential aligned to it?</b>  <i>(Yes/No/Not Available)</i>	<b>Number and percentage of Early Childhood Educators who have the credential</b>		<b>Notes (if needed)</b>
		<b>#</b>	<b>%</b>	
<b>Large Center Director Qualification</b> <i>Source: Colorado Department of Human Services, Division of Child Care</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	5,578	24.4%	See below
<b>Large Center Director Certificate or Infant/Toddler Supervisor Certificate or Early Childhood Teacher Certificate</b> <i>Source: Colorado Community College System</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	280	1.2%	See below
<b>AAS ECE</b> <i>Source: Colorado Community College System</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	55	0.24%	See below
<b>Early Childhood Credentials Level I-VI Total</b> <i>Source: Early Childhood Professional Development Team at CDE</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	2,582	11.2%	These numbers represent a cumulative total of current credentialed professionals since 2000. This credential is voluntary.
Level I		986	4.3%	
Level II		431	1.8%	
Level III		353	1.5%	

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>24</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it?  <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Level IV Level V Level VI		521 161 5	2.3% .7% 0.0002%	
<b>Infant Toddler Endorsement on the Early Childhood Credential</b>  <i>Source: Early Childhood Professional Development Team at CDE</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	320	1.4%	These numbers represent a cumulative total of current credentialed professionals since 2004. This credential is voluntary.  See below
<b>Expanding Quality for Infants and Toddlers Certificate</b>  <i>Source: Early Childhood Professional Development Team at CDE</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	Over 7000	31%	See below
<b>Social Emotional Credential</b>  <i>Source: Early Childhood Professional Development Team at CDE</i>	Colorado Core Knowledge and Standards for Early Childhood Professionals	6	0.0002%	See below

Note: The percentages in these calculations are low because the denominator in this percentage calculation was determined by combining all early learning professions (Child Care Worker, Educational Administrator – Preschool and Child Care, Preschool Teacher except Special Education) from Colorado Department of Labor data. Our total workforce is 22,863.



<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>		
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  <i>(Yes/No/Not Available)</i>
<b><u>Early Childhood Certificate from 4-Year Institution</u></b>		
<i>Source: University of Denver</i>		
University of Denver Buell Early Childhood Leadership Certificate	20	Aligned with Core Knowledge
<b><u>Early Childhood Education</u></b>		
<i>Source: Colorado Department of Higher Education</i>		
Adams State College	0	Yes. Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies for that endorsement.
Colorado Christian University	4	Same as above
Colorado State University	22	Same as above
Fort Lewis College	0	Same as above
Metropolitan State College of Denver	28	Same as above
Regis University	0	Same as above
University of Northern Colorado	16	Same as above
<b><u>Alternative Teacher Preparation Programs for ECE</u></b>		
<i>Source: Colorado Department of Education</i>		
Archdiocese of Denver	0	Yes. Aligned to Rules for the Administration of the Educator Licensing Act of 1991 competencies for that endorsement.
Boulder Journey School	6	Same as above
Centennial Board of Cooperative Education	0	Same as above
Colorado Academy	0	Same as above
Denver Academy	0	Same as above
Eagle Rock School for Professional Development	0	Same as above
East Central BOCES	0	Same as above
Friend's School	5	Same as above
Mapleton/Boettcher Teachers Program	0	Same as above
Mountain BOCES	0	Same as above

<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>		
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/ Not Available)</b>
Naropa University	0	Same as above
Northeast BOCES	0	Same as above
Northwest BOCES	0	Same as above
San Luis Valley BOCES	0	Same as above
South Central BOCES	0	Same as above
Southeastern BOCES	0	Same as above
Stanley British Primary School	6	Same as above
Teacher Institute at La Academia	1	Same as above
Weld County E-3J	0	Same as above
West Central Licensing Program	0	Same as above
Colorado Christian University Alt Program	3	Same as above
Metropolitan State College Alt Program	12	Same as above
University of Colorado at Colorado Springs Alt Program	0	Same as above
Colorado State University – Pueblo Alt Program	0	Same as above
Western State College Alt Program	0	Same as above
<b><u>Colorado Community Colleges/ Associate's Degrees and Early Childhood Certificates and Coursework</u></b>		
<i>Source: Colorado Community College System</i>		
Arapahoe Community College	22	Yes. In accordance with C.R.S. 23-1-108.5 (1) and C.R.S. 23-1-108 (7)(a) the participating institutions agree to policies governing the transfer of credit earned at a Colorado community college into a degree program for students seeking Early Childhood Education licensure offered at the Colorado public four-year colleges and universities. Common course numbering system used for ECE courses is aligned with the <i>Colorado Core Knowledge and Standards</i> . Note:

<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>		
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/ Not Available)</b>
		Includes 1-year, 2-year and Associate of Applied Science degree.
Community College of Aurora	26	Same as above
Community College of Denver	38	Same as above
Colorado Northwestern Community College	0	Same as above
Front Range Community College	44	Same as above
Lamar Community College	0	Same as above
Morgan Community College	5	Same as above
Northeastern Junior College	1	Same as above
Otero Community College	10	Same as above
Pueblo Community College	42	Same as above
Pikes Peak Community College	14	Same as above
Red Rocks Community College	30	Same as above
Trinidad State Junior College	19	Same as above
<b><u>Non-Colorado Community College System Institutions</u></b>		
<i>Source: Colorado Community College System</i>		
Colorado Mountain College: Glenwood	14	Yes. In accordance with C.R.S. 23-1-108.5 (1) and C.R.S. 23-1-108 (7)(a) the participating institutions agree to policies governing the transfer of credit earned at a Colorado community college into a degree program for students seeking Early Childhood Education licensure offered at the Colorado public four-year colleges and universities.  Common course numbering system used for ECE courses is aligned with the <i>Colorado Core Knowledge and Standards</i> . Note: Includes 1-year, 2-year and Associate of Applied Science degree.
Delta/Montrose Technical College	13	Same as above
Western Colorado Community College	3	Same as above
Currently all postsecondary institutions and other professional development providers in the State align		

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials?  <i>(Yes/No/Not Available)</i>
their programs with one of two competency frameworks as indicated above – either the <i>Colorado Core Knowledge and Standards</i> or Rules for the Administration of the Educator Licensing Act of 1991. Colorado plans to align all of these programs under the new Colorado Early Childhood Workforce Competencies that are under development.		

**Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment**

State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? <i>(Y/N)</i>	X	X	X	X	X
Domain aligned to Early Learning and Development Standards? <i>(Y/N)</i>	X	X	X	X	X
Instrument(s) used? <i>(Specify)</i>	<i>Teaching Strategies GOLD®</i>				
Evidence of validity and reliability? <i>(Y/N)</i>	X	X	X	X	X
Evidence of validity for English learners? <i>(Y/N)</i>	X	X	X	X	X
Evidence of validity for children with disabilities? <i>(Y/N)</i>	X	X	X	X	X

<b>Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment</b>					
<b>State's Kindergarten Entry Assessment</b>	<b>Essential Domains of School Readiness</b>				
	<b>Language and literacy</b>	<b>Cognition and general knowledge (including early mathematics and early scientific development)</b>	<b>Approaches toward learning</b>	<b>Physical well-being and motor development</b>	<b>Social and emotional development</b>
<b>How broadly administered?</b> <i>(If not administered statewide, include date for reaching statewide administration)</i>	We are currently piloting this assessment tool/process. Full implementation will occur in the fall of 2013. Please refer to Section E(1) in this grant application for further details.				
<b>Results included in Statewide Longitudinal Data System?</b> <i>(Y/N)</i>	This work is underway and will be in place in 2013				
NOTE: CAP4K (SB08-212) mandates that Colorado's school readiness assessment system will be implemented by the fall of 2013. We completed this table based on <i>Teaching Strategies GOLD®</i> , the assessment tool currently being piloted in the state.					

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	<b>Unique child identifier*</b>	<b>Unique Early Childhood Educator identifier</b>	<b>Unique program site identifier</b>	<b>Child and family demographic information</b>	<b>Early Childhood Educator demographic information</b>	<b>Data on program structure and quality</b>	<b>Child-level program participation and attendance</b>
<b>Early Intervention data system (Community Contract and Management System)</b>	X		X	X			X
<b>Early Intervention Provider and Child Outcomes Database</b>	X	X	X		X		

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b> <i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	<b>Unique child identifier*</b>	<b>Unique Early Childhood Educator identifier</b>	<b>Unique program site identifier</b>	<b>Child and family demographic information</b>	<b>Early Childhood Educator demographic information</b>	<b>Data on program structure and quality</b>	<b>Child-level program participation and attendance</b>
<b>Quality Rating Database</b>			X			X	
<b>NACCRRAware database</b>			X			X	
<b>T.E.A.C.H. Early Childhood Scholarship Program database</b>		X	X		X		
<b>Denver Preschool Program database</b>		X	X		X	X	X
<b>Results Matter database **</b>	X	X***	X	Child		X	Participation
<b>CDE Education Data Warehouse (CPP, ECSpED)</b>	X	X	X	Child			Participation
<b>Expanding Quality for Infants and Toddlers Database</b>		X				X	
<b>Child Care Automated Tracking System-CHATS</b>	X		X	X			X
<b>Colorado TRAILS &amp; Licensing database</b>		X	X		X	Structure	
<b>Credentialing Database</b>		X	X		X		
<b>Head Start Program Information Report</b>			X	X	X	X	X

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b> <i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	<b>Unique child identifier*</b>	<b>Unique Early Childhood Educator identifier</b>	<b>Unique program site identifier</b>	<b>Child and family demographic information</b>	<b>Early Childhood Educator demographic information</b>	<b>Data on program structure and quality</b>	<b>Child-level program participation and attendance</b>
<b>CDPHE Integrated Data System (IDS)<sup>°</sup></b>	X		X	X		X	X
<b>CDPHE Colorado Immunization Information System<sup>°°</sup></b>	X		X	X			X

\* Most systems have unique ID numbers generated by their systems, but are not linked or common across data systems. This is true for all the unique ID questions.

\*\* The 2009 State Longitudinal Data Systems (SLDS) grant allocated funds for connecting the Results Matter vendor databases with the CDE Essential Data Warehouse.

\*\*\* We are interpreting "program participation" to mean program funding source. CPP, preschool SpED and Title I collect some participation information, but not attendance data. Results Matter Unique Child and Program IDs are in development (via linking in SASID and License numbers), but are not fully implemented to date.

<sup>°</sup>Currently tracks follow up for newborn hearing and metabolic screening, as well as some care coordination data with the Health Care Program for Children with Special Needs.

<sup>°°</sup> Immunization Registry: newborn hearing and metabolic screening will be added to the system fall 2011. These results will pull from IDS, which pulls from the electronic birth certificate.

**(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)**

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

**A. AMBITIOUS YET ACHIEVABLE GOALS**

We begin with the end. **The work proposed in the RTT-ELC State Plan will help ensure kindergarten readiness for all children in the State of Colorado, including Children with High Needs.**

Our goals for the RTT-ELC are not newly devised in response to this grant challenge; but instead reflect widespread dialogue, analysis and prioritization over a period of several years. Targets are based on what we know about school readiness and early school success from the Colorado Preschool Program, Denver Preschool Program, Head Start Program and third grade test scores. All goals are aligned with Colorado’s K-12 education reform agenda.

By December 2015, the end of the grant period, we will achieve the following goals:

*Improving Program Quality*

- 100% of licensed Early Learning and Development Programs participating in the TQRIS. Table B(2)(c)
- 26% of licensed Early Learning and Development programs rated in the top two tiers of the TQRIS. Table B(4)(c)(1)
- 49,049 children with High Needs participate in Early Learning and Development Programs rated in the top two tiers of the TQRIS. Table B(4)(c)(2)



- All 49 postsecondary institutions and professional development providers are aligned with the Workforce Competency Framework. Table D(2)(d)(1)
- 65% of the Early Childhood Educator workforce is progressing to higher levels of credentials. Table D(2)(d)(2)
- Public reporting on the Early Childhood Educator Workforce is available.
- All early learning system elements (i.e., TQRIS, Comprehensive Assessments, Workforce Competency Framework, Professional Development training and supports, Kindergarten Entry Assessment) will integrate the Early Learning and Development Guidelines.
- Increased parent engagement and leadership at the community, program and state level:
  - 3.5 point increase in TQRIS Family Participation Scores of level 1 programs (2011 baseline .5 on a 1-10 scale).,
  - 100% of Early Childhood Councils will have family participation (2011 baseline 46%).
  - 100% family participation on the 15 relevant state policy boards and commissions (2011 baseline, 100%).
- Early Learning and Development Programs in 18 of Colorado’s highest risk communities have stabilized business practices and increased quality as a result of participation in a shared services model.

*Improving Outcomes for Children with High Needs*

- 25 communities have coordinated, community-based, comprehensive developmental screening and referral policies in practices in place.
- 1,350 additional family child care providers and center-based staff are trained and participate in the Results Matter assessment program.
- 50% increase in the number of children 0-5 meeting developmental milestones in the three targeted outcomes areas,<sup>25</sup> compared to the 2013 baseline, as measured by Results Matter.<sup>26</sup>

---

25 Three targeted outcome areas include positive social and emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet needs.

26 We estimate that 72% of children are ready for kindergarten, based on current 3<sup>rd</sup> grade test scores, assuming readiness at Kindergarten reflects later 3<sup>rd</sup> grade test performance, as research indicates. Achieving this goal will result in 86% of children ready for kindergarten.

## *Closing the Readiness Gap between Children with High Needs and their Peers*

- **By December 2013**, 100% of children in public schools will participate in a Kindergarten Readiness Assessment.
- 50% decrease in the kindergarten readiness gap between children with high needs and their peers, compared to the 2013 baseline, as measured by the Kindergarten Entry Assessment.
- 50% increase in kindergartners ready for kindergarten, compared to the 2013 baseline, as measured by the Kindergarten Entry Assessment.<sup>27</sup>

Building from this success, by 2020 we will achieve:

- 85% proficient or advanced on 3<sup>rd</sup> grade reading measures, compared to the 72% 2011 baseline, as measured by the Colorado state assessment.<sup>28</sup>
- 50% decrease in 3<sup>rd</sup> grade reading achievement gap between Children with High Needs and their peers, compared to the baseline, as measured by the Colorado state assessment.

The State of Colorado will achieve these ambitious goals by implementing the following State Plan.

## **B. COLORADO'S STATE PLAN**

### **1. Introduction: Setting the Frame for Action**

Colorado's RTT-ELC High-quality Plan rests firmly on the foundation of the *Early Childhood Colorado Framework* (Figure 1) and accompanying *Framework in Action* (Exhibit A). This relationship positions our State Plan for accelerated and successful completion for several reasons:

- Supporting children with the highest needs requires a steady commitment to the simultaneous pursuit of access, quality, and equity – the outcomes of the *Framework* are stated in just such terms.<sup>29</sup>

---

27 This target is based on Governor Hickenlooper's goal for 3<sup>rd</sup> grade reading proficiency: 85% of Colorado's third graders will be proficient or advanced readers by 2017. This represents a 50% increase over 2011 reading scores. Given the high correlation between kindergarten readiness and third grade reading proficiency, we must attain this increase in order to meet the 3<sup>rd</sup> grade goal.

28 We estimate a current kindergarten readiness rate of 72%, based on 3<sup>rd</sup> grade test scores. A 50% increase in kindergarten readiness would result in an addition 9,631 children ready (based on an incoming class of 68,792). If these same children maintain expected academic growth, the result will be a 14% increase in 3<sup>rd</sup> grade reading proficiency, which would translate to 86% of children attaining proficient or advanced on the state assessment.

29 *Access* outcomes include supports and services that all children and families should be able to access.

- Successful implementation of major system change activities requires high levels of stakeholder buy-in to proposed changes in standards, accountability, family engagement, and governance – the *Framework* and *Framework in Action* were the product of extensive and sustained statewide conversations and enjoy broad support.
- Ensuring positive outcomes at kindergarten entry and beyond requires coordinated efforts to support children, especially those with High Needs, as they grow along the developmental continuum, ages 0-8 – the *Framework* embeds this lens in and across the early childhood system in Colorado.

The other major influence in framing the Colorado State Plan is our understanding of what it means to serve Children with High Needs. We embrace this focus of the RTT-ELC as consistent with the moral demands of community, the value in which we hold our children, and the commitment to achieve positive outcomes for Children with High Needs.

A child’s development is influenced dramatically by the people and environments he interacts with most frequently and intensely. Children will not develop optimally if their most sustained contacts are with people or environments that are struggling or under stress. To best foster the healthy development of Children with High Needs, then, we must also **target quality improvement efforts to the people, programs, and places (communities) through which children grow and learn.** Table A-B describes our definitions and implementation strategy for targeted work around High Needs. Refer to Appendix F for supporting data, maps, and methodology for this approach, which is under development.

---

*Quality* outcomes underscore what research and practice indicate; access alone does not provide the desired outcomes, and high-quality supports and services are essential.

*Equity* outcomes target specific populations (defined as High Needs). With achievement gaps, disparities in health status, and the geographic and socioeconomic diversities in Colorado, there is a need to target resources and services to specific populations.

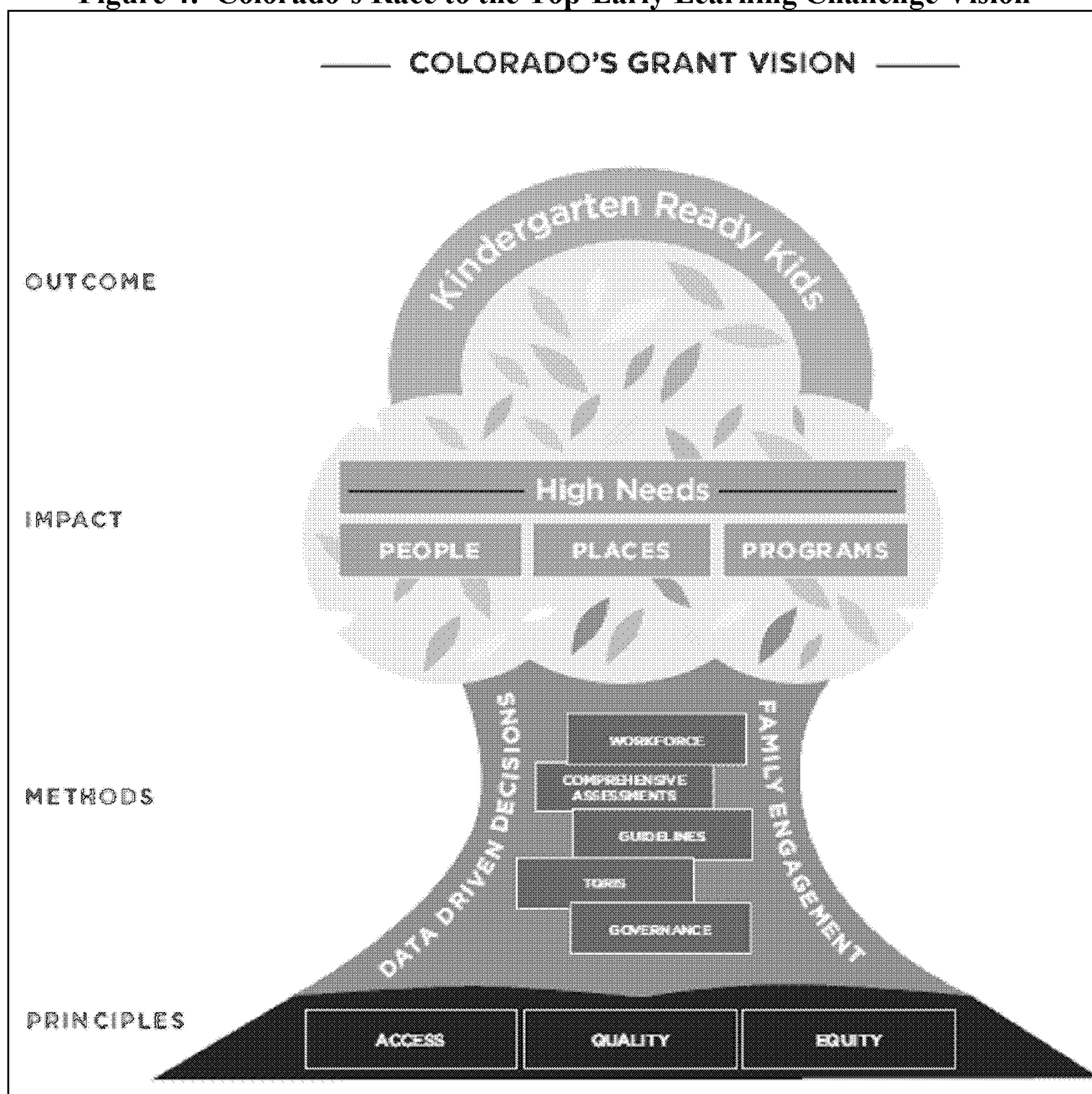
**Table A-B: Colorado’s Working Definition of People, Programs and Places with High Needs, Including Targeted Interventions Proposed in the State Plan**

<b>PEOPLE</b>		
<b>Target</b>	<b>Definition of High Needs</b>	<b>Intervention</b>
Children, birth through kindergarten entry and their families	<ul style="list-style-type: none"> <li>▪ Low-income families</li> <li>▪ Disabilities or developmental delays</li> <li>▪ English language learners</li> <li>▪ Reside on “Indian lands”</li> <li>▪ Migrant</li> <li>▪ Homeless</li> <li>▪ In foster care</li> <li>▪ Recent immigrants</li> </ul>	<ul style="list-style-type: none"> <li>▪ High-quality programs including Head Start, child care, and Pre-kindergarten (B)</li> <li>▪ Screening and assessment (C2 &amp; E1)</li> <li>▪ <i>Strengthening Families</i> Framework across all grant activities (A3)</li> <li>▪ Early Learning and Development Guidelines demonstration and dissemination efforts focus on families with high needs (C1)</li> </ul>
Workforce	<ul style="list-style-type: none"> <li>▪ Directors not meeting state education requirements for licensing</li> <li>▪ Teachers not meeting state education requirements for licensing</li> <li>▪ Head Start providers not meeting degree requirements by 2011 and 2013</li> <li>▪ Serving children receiving support through the child care assistance program in a program not participating in any quality initiatives</li> <li>▪ Qualifying for needs-based professional development grants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development supports and incentives (D2)</li> <li>▪ Training on Early Learning and Development Guidelines, Comprehensive Assessments, Workforce Competencies and TQRIS (D2)</li> </ul>
<b>PROGRAMS</b>		
<b>Target</b>	<b>Definition of High Needs</b>	<b>Intervention</b>
Colorado Preschool Program, Head Start, Early Head Start, Part B of IDEA, Title I Preschool, Licensed Child Care	<ul style="list-style-type: none"> <li>▪ Programs with 60% or more of total slots serving children receiving child care subsidy.</li> <li>▪ Programs receiving child care subsidy not participating in any quality initiatives</li> <li>▪ All programs identified as at-risk for failing to meet new licensing requirements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuous program quality incentives (B2)</li> <li>▪ Shared services hubs for stabilizing business practices and building quality (B4)</li> <li>▪ Results Matter expansion (C2)</li> </ul>
<b>PLACES</b>		
<b>Target</b>	<b>Definition of High Needs</b>	<b>Intervention</b>
Counties	<ul style="list-style-type: none"> <li>▪ Counties identified as having high levels of Children with High Needs</li> <li>▪ Early Childhood Councils that identify gaps in programs and infrastructure to fully support Children with High Needs</li> <li>▪ Counties not served by an Early Childhood Council</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shared services hubs for stabilizing business practices and building quality programs (B4)</li> <li>▪ Community-based comprehensive developmental screening (C2)</li> <li>▪ Prioritized funding for communities, based on need, to implement grant activities (A3)</li> <li>▪ Kindergarten Entry Assessment Phase 2 Implementation (E1)</li> </ul>

## 2. Vision and Theory of Change

Our vision for the State Plan is that children with High Needs join all children in experiencing the best opportunities for *healthy child development and school readiness*. We will achieve this vision by *strategically supporting the people, programs and places with the highest needs* in order to improve quality, access and equity. This vision sits within and complements the *Early Childhood Colorado Framework vision*: all children are valued, healthy, and thriving. The following illustration depicts our vision for the RTT-ELC and its corresponding principles, methods, impact and outcome. Through the State Plan, these elements will align and focus Colorado's early learning system on kindergarten readiness as an urgent right of all children.

**Figure 4: Colorado's Race to the Top-Early Learning Challenge Vision**



The theory of change for Colorado's State Plan is shown on the next page in the logic model (Figure 5). The logic model and our application focus on six distinct yet integrated project areas for which High-Quality Plans and budgets have been developed, and that require support from RTT-ELC for full implementation:

1. Aligning and coordinating Early Learning and Development Programs across the state **(A)(3)**
2. Implementing a common, statewide Tiered Quality Rating and Improvement System **(TQRIS) (B)**
3. Developing and using statewide high-quality Early Learning and Development Guidelines **(C)(1)**
4. Supporting effective uses of Comprehensive Assessment Systems **(C)(2)**
5. Supporting Early Childhood Educators **(D)(1)-(2)**, and
6. Implementing a statewide Kindergarten Entry Assessment **(E)(1)**

Effective implementation of these project areas will include broad reform and strategic emphasis on People, Programs and Places with High Needs. The combined work constitutes an effective reform agenda that establishes a clear and credible path toward achieving improved school readiness for Children with High Needs.

**Figure 5: EARLY LEARNING CHALLENGE LOGIC MODEL**

**VISION:** Children with High Needs join all children in experiencing the best opportunities for *healthy child development and school readiness.*

INPUTS	ACTIVITIES	OUTPUTS	NEAR TERM OUTCOMES (during grant term)	MEDIUM TERM OUTCOMES (end of grant )	LONG TERM IMPACT (2017)
<ul style="list-style-type: none"> <li>▪ Shared Vision (<i>Framework</i>)</li> <li>▪ Leadership – Governor/Lt. Governor</li> <li>▪ Early Childhood Leadership Commission</li> <li>▪ State Agencies</li> <li>▪ Head Start State Collaboration Office</li> <li>▪ Early Childhood Councils</li> <li>▪ Parents/caregivers</li> <li>▪ Philanthropic Community</li> <li>▪ Early Learning &amp; Development Programs, (ELDPs) including Head Start</li> <li>▪ EC Workforce</li> <li>▪ EC Research base</li> <li>▪ Current state context &amp; policies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiate state governance change (A3)</li> <li>▪ Implement a family engagement and leadership strategy (A3)</li> <li>▪ Implement enhanced TQRIS (B1-2)</li> <li>▪ Incentivize higher program quality (B2)</li> <li>▪ Implement shared services model (B4)</li> <li>▪ Disseminate Early Learning and Development (ELD) Guidelines (C1)</li> <li>▪ Build community capacity for coordinated developmental screening (C2)</li> <li>▪ Expand comprehensive assessment system, Results Matter (C2)</li> <li>▪ Align common Workforce Knowledge and Competency Framework (D1)</li> <li>▪ Expand professional development training and incentives (D2)</li> <li>▪ Create a web-based public access point for</li> </ul>	<ul style="list-style-type: none"> <li>▪ Office of Early Childhood is fully operationalized</li> <li>▪ Fully implemented family engagement standards</li> <li>▪ A 3.5 point increase in TQRIS family participation scores of Level I programs</li> <li>▪ 100% of EC Councils have family participation</li> <li>▪ 100% of relevant state policy boards and commissions have family participation</li> <li>▪ 100% of ELDPs participate in the TQRIS</li> <li>▪ 26% of licensed ELDPs rated in the top two tiers of TQRIS</li> <li>▪ 49,049 CHNs participate in ELDPs rated in the two tiers of the TQRIS</li> <li>▪ ELDPs in 18 communities participate in a shared services model</li> <li>▪ All early learning system elements integrate the ELD guidelines</li> <li>▪ 25 communities have coordinated community-based developmental screening</li> <li>▪ 1,350 additional providers participate in Results Matter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased efficiency and effectiveness for local early childhood providers and families accessing services</li> <li>▪ Local Councils have increased capacity to focus on access, quality and equity</li> <li>▪ Families are informing early learning programs, policies and systems</li> <li>▪ ELDPs have improved quality and administrative capacity</li> <li>▪ Early Childhood Educators, parents and programs use the Guidelines to better understand how children, including CHN, learn and grow and provide supports needed to thrive.</li> <li>▪ Assessment system guides identification and intervention of CHN, and connects children and families with appropriate supports</li> <li>▪ State and local policymakers, Early Childhood Educators, programs and families use assessment data in caring for and making decisions about individual CHN; in making quality improvements to programs that serve CHN; and in policy decision-making to advance early childhood system quality.</li> <li>▪ Communities have more high quality ELDPs available.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased levels of family engagement and leadership</li> <li>▪ Increase in number of children meeting developmental milestones</li> <li>▪ Improved access to high-quality programs for CHN</li> <li>▪ Closing of the readiness gap between CHN and their peers</li> </ul>	<p style="text-align: center;"><b>All children including Children with High Needs are ready for Kindergarten</b></p>

INPUTS	ACTIVITIES	OUTPUTS	NEAR TERM OUTCOMES (during grant term)	MEDIUM TERM OUTCOMES (end of grant )	LONG TERM IMPACT (2017)
	<p>program quality and workforce information (B1)</p> <ul style="list-style-type: none"> <li>▪ Expansion of Kindergarten Entry Assessment (E1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 49 post-secondary institutions and PD providers are aligned with workforce competency framework</li> <li>▪ 65% of EC workforce are progressing to higher workforce credentials</li> <li>▪ Public reporting on EC workforce and program quality is available</li> <li>▪ 100% of children in public schools participate in Kindergarten Readiness Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Families use information on TQRIS rating and workforce to make decisions for their family.</li> <li>▪ Early Childhood Educators are well prepared to meet the demands and opportunities of caring for young children, particularly CHN.</li> <li>▪ Early Childhood programs that serve CHN provide quality early learning services.</li> <li>▪ Statewide formative kindergarten entry assessment informs instruction and services for professionals and families.</li> </ul>		



The Logic Model illustrates major activities and outputs for the grant. Table below, elaborates on these activities and provides key milestones for Colorado's State Plan.

**Table A-C: Activities and Key Milestones for Colorado's State Plan**

<b>Key Milestones: Governance</b>	<b>Quarter</b>
Hire a Grant Director	Quarter 1, 2012
Updated statements of Work (SOWs) and project plans.	Quarter 1, 2012
Launch embedding of <i>Strengthening Families</i> framework.	Quarter 1, 2012
Initiate broad community outreach and engagement.	Quarter 3, 2012
Define and develop cascading initiatives with EC Councils.	Quarter 3, 2012
Hire the new Director of the Office of Early Childhood.	Quarter 4, 2012
Develop and embed Family Engagement Standards.	Quarter 1, 2013
Implement ongoing monthly and quarterly evaluations of performance of new office and grant activities, including impact on Children with High Needs.	Quarter 3, 2012

<b>Key Milestones: TQRIS</b>	<b>Quarter</b>
Hire a Project Manager to manage the TQRIS expansion initiative.	Quarter 1, 2012
Design and develop the next generation TQRIS, ensuring linkage with the licensing system for Early Learning and Development Programs.	Quarter 3, 2014
Develop a plan for financial incentives linked to TQRIS.	Quarter 2, 2014
Identify, modify and enact the necessary policy, practice and support changes to apply the requirement that <i>all licensed programs</i> are using the TQRIS.	Quarter 4, 2014
Create shared service program to infuse TQRIS in High Needs Communities.	Quarter 4, 2012
Conduct independent evaluation to validate whether the tiers in the TQRIS accurately reflect differentiated levels of Program quality.	Quarter 3, 2015
Execute incentive program to expand TQRIS to non-licensed programs.	Quarter 1, 2015
Launch integration between TQRIS and other systems (SLDS).	Quarter 2, 2013
Public / families have access to TQRIS data.	Quarter 1, 2014

<b>Key Milestones: Early Learning and Development Guidelines</b>	<b>Quarter</b>
Draft Guidelines are completed.	Quarter 1, 2012
Conduct and manage the ELDG demonstrations, including evaluation.	Quarter 2, 2013
Integrate Guidelines with TQRIS.	Quarter 2, 2013
Launch training and support to families for use of the Guidelines.	Quarter 1, 2013
Guidelines incorporated into Workforce Knowledge and Competency Framework, Comprehensive Assessment Systems	Quarter 3, 2013

<b>Key Milestones: Comprehensive Assessment</b>	<b>Quarter</b>
Assign a development screening Project Manager.	Quarter 1, 2012
Produce coordinated developmental screening local implementation plan.	Quarter 4, 2012
Produce a plan for implementation of a comprehensive developmental screening system initiative in High Needs communities.	Quarter 4, 2012
Initiate the efforts with High Needs communities for implementation.	Quarter 2, 2013
Launch implementation of a developmental screening data system.	Quarter 2, 2012
Implement the developmental screening data system.	Quarter 1, 2013
Integrate the developmental screening data system with the SLDS and other core systems.	Quarter 1, 2013
Produce and finalize Results Matter Scale Up Plan for Phase 1.	Quarter 2, 2012
Complete Phase 1 Results Matter Expansion to all remaining Early Head Start (EHS) and Head Start (HS) classrooms; and School Readiness grant programs (SQRIP)	Quarter 4, 2012
Produce and finalize Results Matter Scale Up Plan for Phase 2.	Quarter 4, 2012
Complete Phase 2 Results Matter Expansion for the Family Care Providers (100 sites) and Center Based Staff (350 Classrooms)	Quarter 3, 2013
Produce and finalize Results Matter Scale Up Plan for Phase 3.	Quarter 4, 2013
Complete Phase 3 Results Matter Expansion for the Family Care Providers (100 sites) and Center Based Staff (350 Classrooms)	Quarter 3, 2014
Produce and finalize Results Matter Scale Up Plan for Phase 4.	Quarter 4, 2014
Phase 4: Complete Phase 4 Results Matter Expansion for the Family Care Providers (100 sites) and center based staff (350 classrooms)	Quarter 3, 2015

<b>Key Milestones: Comprehensive Assessment</b>	<b>Quarter</b>
Integration complete between Results Matter and SLDS.	Quarter 1, 2013

<b>Key Milestones: Workforce</b>	<b>Quarter</b>
Hire a Workforce Project Manager.	Quarter 2, 2012
Define Workforce Competency Framework career tiers. Align TQRIS and degree programs with new career tiers.	Quarter 3, 2012
Launch Competency Framework roll-out, targeting educators serving Children With High Needs and including Early Childhood Councils.	Quarter 4, 2012
Integrate PD opportunities for ethnically and linguistically adult learners.	Quarter 1, 2013
Expand coaching network, starting in High Needs communities.	Quarter 1, 2013
Competency Framework incorporates and is incorporated into Early Learning and Development Guidelines, Comprehensive Assessment Systems, and TQRIS	Quarter 3, 2013
Define and develop a Learning Management System (LMS) with data available to public/families.	Quarter 3, 2015

<b>Key Milestones: Kindergarten Entry Assessment</b>	<b>Quarter</b>
Hire a Project Manager for Kindergarten Readiness assessment.	Quarter 2, 2012
Launch Expanded Pilot Implementation, Phase II in 500 classrooms.	Quarter 3, 2012
Integrate data sharing between TQRIS and Kindergarten Readiness system <sup>3</sup> .	Quarter 1, 2014
Conduct universal deployment for Kindergarten Readiness assessment (Phase III).	Quarter 3, 2014

### C. SELECTION OF FOCUSED INVESTMENT AREAS

The early childhood system in Colorado stands at the very threshold of transformation. In recent years, three decades of sustained public-private effort and commitment culminated in the adoption of the *Early Childhood Colorado Framework* (Figure 1). The *Framework* helped crystallize a shared vision, and set the course for innovation and impact. The table below summarizes some of the key transitions.

**Table A-D: Where We've Been**

<b>Colorado Moved From:</b>	<b>To:</b>
Separate early childhood initiatives or programs	A statewide system of early childhood
Single agency focus in addressing needs, gaps and concerns	Cross agency collaboration to address needs, gaps and concerns
Traditional focus on early learning domain	Focus on all four system domains (see Figure 1) and their inter-relation
Traditional focus on ages 3-5 (preschool)	Focus on ages birth to 8, including continuity of care and alignment with P-12
Emphasis on increasing access (number of children served)	Emphasis on increasing access to high-quality programs
Single agency or organization focused outcomes	Shared accountability for child and family outcomes
Funding opportunities drive efforts	Vision drives what resources are sought
Reactive – impact immediate needs	Proactive – planned investments in early childhood
Siloed funding streams focused on single programs or services	Alignment and coordination of existing funding resources to justify generation of new funding streams
Stops and starts	Ongoing and sustainable
Measuring different outcomes for different programs	Measuring consistent, high impact outcomes system wide
Focus on parents as clients of early childhood programs	Focus on parents as teachers, leaders, decision- makers
Family support and engagement and health, behavioral, and developmental strategies as an “add on” or separate set of programs	Family support and health, behavioral and developmental strategies integrated into key early learning system components (standards, assessments, TQRIS, workforce competencies)
Intervention and treatment focus	Promotion and prevention focus
Deficit-based approaches	Strengths-based approaches
Local communities working in isolation	Statewide working on localized priorities
Data that does not reflect Children with High Needs	Data that provides stakeholders detailed demographics on Children with High Needs
Initiatives driven by early childhood advocates alone	Full community engagement defines and drives early childhood initiatives

The *Early Childhood Colorado Framework* overlaps significantly with the RTT-ELC in terms of intended outcomes and areas targeted for strategic intervention. The *Framework* identifies each of the Focused Investment Areas in this competition as a critical component of an early childhood system that offers high-quality programs and services to Children with High Needs. The *Framework* recognizes not only the essential nature of these components but also their interdependence. Aligned components facilitate coordination and effectiveness of programs and services at both the state and local levels and across those levels. This is the course that has been set by strong Colorado public-private leadership and it is the course we will continue to pursue after the RTT-ELC grant term ends.

We acknowledge, however, that while work across each of the Focused Investment Areas is already underway in Colorado pursuant to the *Framework* (refer to Section A1), the level of our progress has been varied. The momentum of past efforts has positioned some components at the very edge of break-through in terms of quality and impact. Other components trail, and in some cases lack present state and local capacity to move a truly ambitious agenda of future action. Accordingly, viewing the RTT-ELC grant opportunity as nested within the broader commitments and focus reflected in the *Early Childhood Colorado Framework*, **we propose to target the State Plan to a subset of the Focused Investment Areas: C1, C2, D1, D2 and E1.**

This decision was made after deliberation with stakeholders across Colorado's early learning and development community—including Head Start, child care programs, the public sector, nonprofits, foundations, business, higher education, lawmakers. To obtain broad input on this grant, the Lieutenant Governor's Office conducted a summer 2011 listening tour that reached nine communities and more than 250 stakeholders across the state. Colorado's State Plan solidly advances the achievement of the goals listed earlier in this section leading to **Kindergarten readiness for all children in the State of Colorado, including Children with High Needs by 2017.** Four key principles guided the selection of the Focused Investment Areas included in the State Plan.


- *System Foundation:* The State Plan emphasizes creating an infrastructure with an emphasis on local system capacity to help raise the quality of all Colorado early learning programs as well as to align and coordinate programs and services to better serve Children with High Needs and their families.

- *Urgency and Impact:* The Plan capitalizes on momentum around key work already underway and fast-tracks that work at a higher level of quality, with more depth at the local level, and at a more rapid pace than would otherwise be possible. This will impact school readiness outcomes of Children with High Needs *now*.
- *Feasibility:* The Plan targets resources, focus, and efforts where positive impact can be decisive and transformational for Children with High Needs and their families in light of our past work and the current context. We intend a scope of work that while ambitious, is truly achievable.
- *Sustainability:* The Plan selects immediate, targeted mobilization with the greatest potential to raise the quality of the early childhood system in Colorado overall. Investments in systemic changes and capacity building will continue to yield benefits in programmatic areas long after the grant period ends and even as research and best practices in the field continue to emerge.

Through the RTT-ELC, Colorado will accelerate in quality, depth and pace the agenda focusing on the coordinated build out of key pieces of the underlying system infrastructure: state governance; the adoption and integration of culturally relevant Early Childhood Development Guidelines; broader and richer use of Comprehensive Assessment Systems; a kindergarten specific readiness assessment; the implementation of a rated licensed TQRIS with complementary policies and practices to promote its use; a Workforce Knowledge and Competency Framework with a related progression of credentials and degrees; and expanded professional development opportunities and supports.

The RTT-ELC grant will serve as the catalyst to:

**Table A-E: Where We're Going**

Move Colorado From (2011) 	To
Five agencies administering 23 funding streams	By 2012, create an Office of Early Childhood with governor-appointed public-private advisory board that will consolidate major funding streams and strengthen collaboration with other state agencies. (A3)
Cross agency collaboration to address needs, gaps, and concerns	By 2012, implement centralized leadership linked to formal and clear responsibility, authority and accountability, with all parties working towards shared performance measures. (A3)
Local Early Childhood Councils that are committed, engaged and focused yet limited in their capacity to execute	Starting in 2012, build local Early Childhood Councils capacity to act on their commitment to improve quality and outcomes for Children with High Needs in their communities. (A3)
Preschool Early Learning Standards	By 2012, implement birth to age 8 Early Learning and Developmental Guidelines addressing Children with High Needs as a unifying cornerstone across the Early Learning system elements. (C1)
A comprehensive assessment system that is a national model with a limited degree of participation	Starting in 2013, expand a comprehensive assessment system with broad participation, including a universal statewide kindergarten entry assessment. (C2 & E1)
A voluntary TQRIS, with a long history and strong record of validity, but limited participation	By 2015, incorporate an enhanced, rated-license TQRIS, across all Early Learning and Development Programs. (B1)
Two parallel systems of workforce competencies and credentialing	By 2013, unify all credentials under one workforce knowledge and competency framework. (D1)

Move Colorado From (2011)	To
Credentialing system aligned with licensing system and two-year degree programs	By 2013, align Workforce Knowledge and Competency Framework with State's Educator Effectiveness reforms (SB10-191) and teacher quality standards, and two- and four-year higher education programs. (D1)
Pockets of excellence in professional development; with limited access by those with the greatest needs	By 2014, realize a robust system of accessible informal and formal professional learning opportunities that target those who serve Children with High Needs, and are complemented by incentives. (D2)
Multiple and deficit based approaches to family support and engagement with diffuse focus and accountability	Starting in 2012, embed <i>Strengthening Families</i> approach throughout system (state governance, standards, assessment, TQRIS, workforce). (A3)
Colorado Data Strategy plan, which outlines a long term vision for the unified management of data	By 2015, develop and link data elements across key grant initiatives (TQRIS, assessments, Learning Management System). (A3,B1, C2, D2, E1)
Sporadic and uncoordinated public and community engagement; efforts do not consistently reflect Colorado's racial and linguistic diversity	By 2012, activate a broad community awareness strategy. (A3)
An uncoordinated and sporadic approach to reaching those with the highest need	Starting in 2012, implement targeted interventions strategically supporting the people, programs and places with the highest need. (A-E)



**Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (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.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (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.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*

- (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.

**(A)(3) Aligning and coordinating early learning and development across the State. (10 points)**

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve 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 planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (*e.g.*, business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (*e.g.*, parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

Colorado has proven its capacity to move an early childhood vision and coordinate work across state agencies. Colorado's *Framework in Action* was produced in 2009 to integrate and guide cross-sector state-level efforts and to promote shared priorities and accountability toward major goals. Even more can be accomplished with the consolidation of programs and a heightened focus on local implementation.

Colorado approaches the RTT-ELC with strong momentum to address long-standing governance issues at the state level and strengthen strong capacity at the local level. We propose a coordinated, cross-agency, state-local governance strategy that will not only ensure effective implementation of the State Plan but also build resolve and capacity to pursue its objectives over the long term. A new structure that emphasizes prevention and intervention, quality early learning, and family support and engagement will ensure an institutionalized focus on increased access to high-quality programs for Children with High Needs.

#### **A. WHERE WE'VE BEEN**

Historically, services for children from birth to age 8 and their families in Colorado have been provided through over 23 public funding streams. These services *and the infrastructure to support these services* have been administered through five different state departments and multiple divisions or units within those departments; each with its own unique policies, rules, and procedures. (Appendix G provides an overview of these funding streams.) In addition, in Colorado the Commissioner of Education is appointed by the publically-elected State Board of

Education and does not serve as a formal member of the Governor's Cabinet. Within this fragmented system, it has been difficult to strategically fund, measure and ultimately impact critical early childhood outcomes like school readiness. Moreover, the system has lacked a single point of authority or accountability to move a statewide agenda and to which stakeholders can turn.

At the same time, local early childhood systems commitment and execution have been strong, aided by public-private partnerships. Indeed, Colorado's system has been a public-private partnership that blends public and private dollars to more deeply impact children and families who are supported locally through a solid network of statutorily-authorized Early Childhood Councils that combine state and private funding with resources (money, time and skills) at the local level to identify community needs and implement strategies to address them. Councils have made great strides including increasing access to screening and prevention services, raising the quality of the local early learning workforce, and expanding access to quality early learning programs in high needs areas. A recent listening tour across the state underscored the success of the local system, in spite of challenges at the state level. Local stakeholders expressed concern about the time and resources families and local programs must expend to negotiate the state system.

Starting in 2010, change was put in motion to strengthen the state governance and implementation model and specifically eliminate the challenges caused by decentralization. First, the Early Childhood Leadership Commission (ECLC)<sup>30</sup> was established in statute, to "ensure and advance a comprehensive service delivery system for children from birth to eight years of age using data to improve decision-making, alignment, and coordination among federally funded and state-funded services and programs for young children and their families." The ECLC was charged to review the overall governance system for early childhood and report recommendations concerning a state-level oversight and coordination structure to the General Assembly by January 31, 2012. Shortly after taking office last year, Governor John

---

30 The ECLC meets the requirements for a state council that are outlined in the Improving Head Start for School Readiness Act of 2007. Commission appointees include 35 Commissioners from the Departments of Public Health and Environment, Health Care Policy and Financing, Education, Human Services, Higher Education, and the Office of Information Technology, Head Start Collaboration Office along with statewide nonprofits, early childhood service providers, family leaders, business, local government and school districts. Refer to Appendix H for a membership list.

Hickenlooper initiated a change management effort to make state government “more efficient, effective and elegant.”<sup>31</sup> Embracing this vision, the ECLC entered an interagency agreement with the change management team in February 2011 to explore governance options for the early childhood system.

The ECLC began this process by articulating desired child and service delivery outcomes. These outcomes, adopted by the ECLC in March of 2010, foreshadowed the emphasis of the RTT-ELC competition on kindergarten readiness and meeting the needs of Children with High Needs. Indeed, the ECLC-adopted outcomes are goals mentioned in this grant: decreased gaps in school readiness between populations of children; increased third grade standardized test scores; local access to a coordinated system that flags development and learning concerns and provides appropriate intervention; improved support for parents’ access to programs through a single application and coordinated referral services; increased ease of local service delivery and administration; and increased exposure and visibility of the importance of early childhood. In addition, the ECLC emphasized the importance of state coordinated control of funding and data; and gubernatorial-supported authority to act across the system.

These outcomes were used to guide exploration of a “best fit” governance structure, considering past Colorado governance proposals, effective models from other states, and the current structure and function of early childhood work within various departments. Working from this extensive analysis and planning, on September 13, 2011, the ECLC unanimously approved a governance structure that will better serve Children with High Needs and their families. This plan involves consolidating services under a reorganized Department of Human Services, including shifting existing early childhood programs and funding streams from the Colorado Department of Public Health and Environment, Department of Health Care Policy and Financing, and the Office of the Lt. Governor. With this incorporation of new services, the

---

<sup>31</sup> *Efficiency* means public-private and federal-state-local coordination and alignment of early childhood services, supports, and infrastructure to improve outcomes for young children; reduce duplication of efforts; increase responsiveness; and maximize fiscal and human capital resources.

*Effectiveness* means implementing a unified early childhood results-focused system to define objectives, track outcomes, measure progress, and inform strategic planning, policy development, and funding of early childhood supports, services, and infrastructure.

*Elegance* means improving and streamlining the quality, access, capacity, and local delivery of early childhood services across all child-serving sectors.

Department of Human Services will realign its mission, strengthen collaboration with the Department of Education, and redefine its role in serving Colorado's young children and their families, including a name change to better reflect the department's expanded emphasis on early childhood.

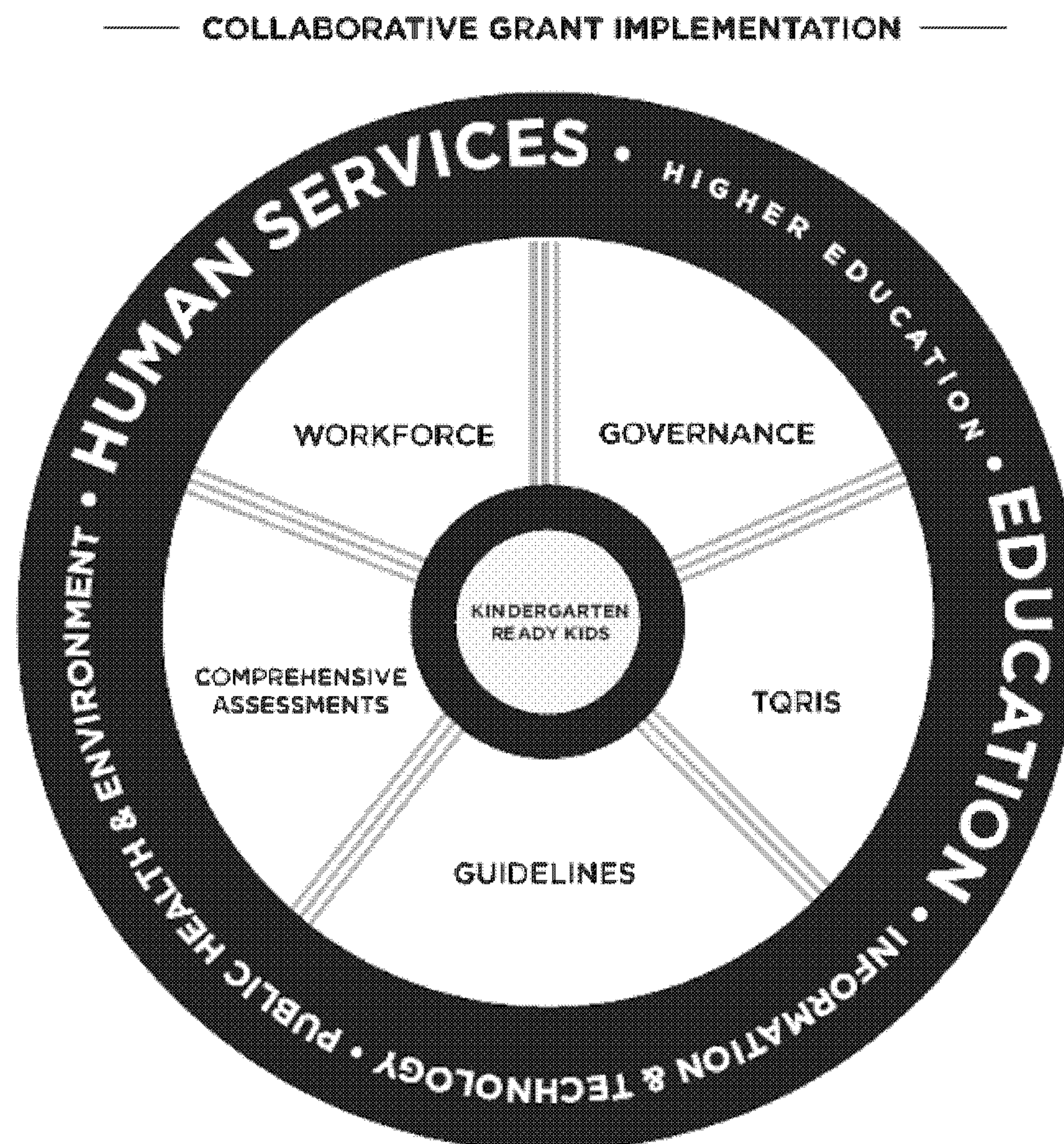
The consolidated funding streams and services will be housed in a new Office of Early Childhood with a tri-part focus: 1) early identification and intervention, 2) early learning and development, and 3) family support and engagement. The Office will apply an enhanced emphasis on ease of local access and administration, with a broader resource base for local Early Childhood Councils. In this way, the Office will identify high needs people, programs and places and strategically strengthen quality across the system.

Not all programs can be consolidated. At this point we are pleased to achieve the integration of so many programs into the new Office of Early Childhood at the Department of Human Services. Certain programs and funding streams will remain in their current configuration including: the Colorado Preschool Program, Part B of IDEA, The Maternal and Child Health Block Grant, Medicaid related services, and nutrition services.

To support the new structure and the need for interagency work, we have developed three strategies. First, the new Office of Early Childhood will be advised by the Early Childhood Leadership Commission to ensure continued collaboration among state agencies and the private sector. The governor-appointed Commission includes high level representation from all state agencies involved in early childhood and, importantly, maintains a mission of strengthening coordination across programs and funding streams. Second, the promotion of shared priorities and foundational early childhood building blocks – set forth in the *Framework In Action* and to be accelerated as described in the State Plan – will ensure a unified vision and approach to early childhood. Interagency implementation of Early Learning and Developmental Guidelines, workforce competencies, program standards, and assessments will ensure a shared approach to supporting the people, programs and places with high needs in order to reach our goals for kindergarten readiness and success beyond (Figure 6). Third, the Early Childhood Leadership Commission will be required to report annually to the Governor and House and Senate Education Committees, as well as the House Health and Environment Committee and Senate Health and Human Services Committee on the progress of implementation of this State Plan, and on the resulting impact on child outcomes. This annual reporting mandate – a first of its kind in the

state - is already in statute as part of the enacting legislation for the Early Childhood Leadership Commission.

**Figure 6: Collaborative Grant Implementation**



In the spirit of Governor Hickenlooper’s vision for more efficient, effective and elegant state government, the Office will be charged to establish performance measures for both child outcomes and service delivery. The Office will adopt a strong emphasis on data driven decision-making to be supported by effective data systems and regular, ongoing dashboard reports of relevant performance metrics. An outside evaluation of the transition process and its impact at both the state and local level will be undertaken.

Legislation required to implement this governance proposal is already in motion. Governor Hickenlooper has identified early childhood governance as one of his top priorities for the coming legislative session. A bipartisan group of legislators appointed by House and Senate leadership, the Early Childhood and School Readiness Interim Legislative Commission will

Colorado’s RTT-ELC Grant Application

sponsor the governance legislation and legislative members of the Early Childhood Leadership Commission will serve as co-sponsors. Bill drafting is underway; an initial draft of the legislation will be heard by Colorado's Legislative Council on November 8<sup>th</sup>. Given the widespread support for the change, as evidenced by the ECLC's unanimous endorsement and the collaboration already occurring among the various departments to enact the change, enactment is expected. In the remote event that the legislation is not enacted, however, Colorado will implement this proposed State Plan under the Department of Human Services' Office of Children, Youth and Families.

## **B. WHERE WE'RE GOING**

The Department of Human Services and its Office of Early Childhood will serve as the lead agency for this grant. Other state agencies will play major leadership roles due to their expertise and their role in the shared work underway. For example, the Colorado Department of Education supports the state's early childhood assessment program, Results Matter, used by Head Start, child care, IDEA Part B and state-funded pre-kindergarten, the Colorado Preschool Program. The Colorado Department of Public Health and Environment is a guiding force in coordinating local developmental screening and early identification. Based on current interagency collaboration and project-specific leadership, this section details the roles all departments will play in implementing the State Plan.

**Early Childhood System Governance and RTT-ELC Grant Management.** The **goals** for the governance project are:

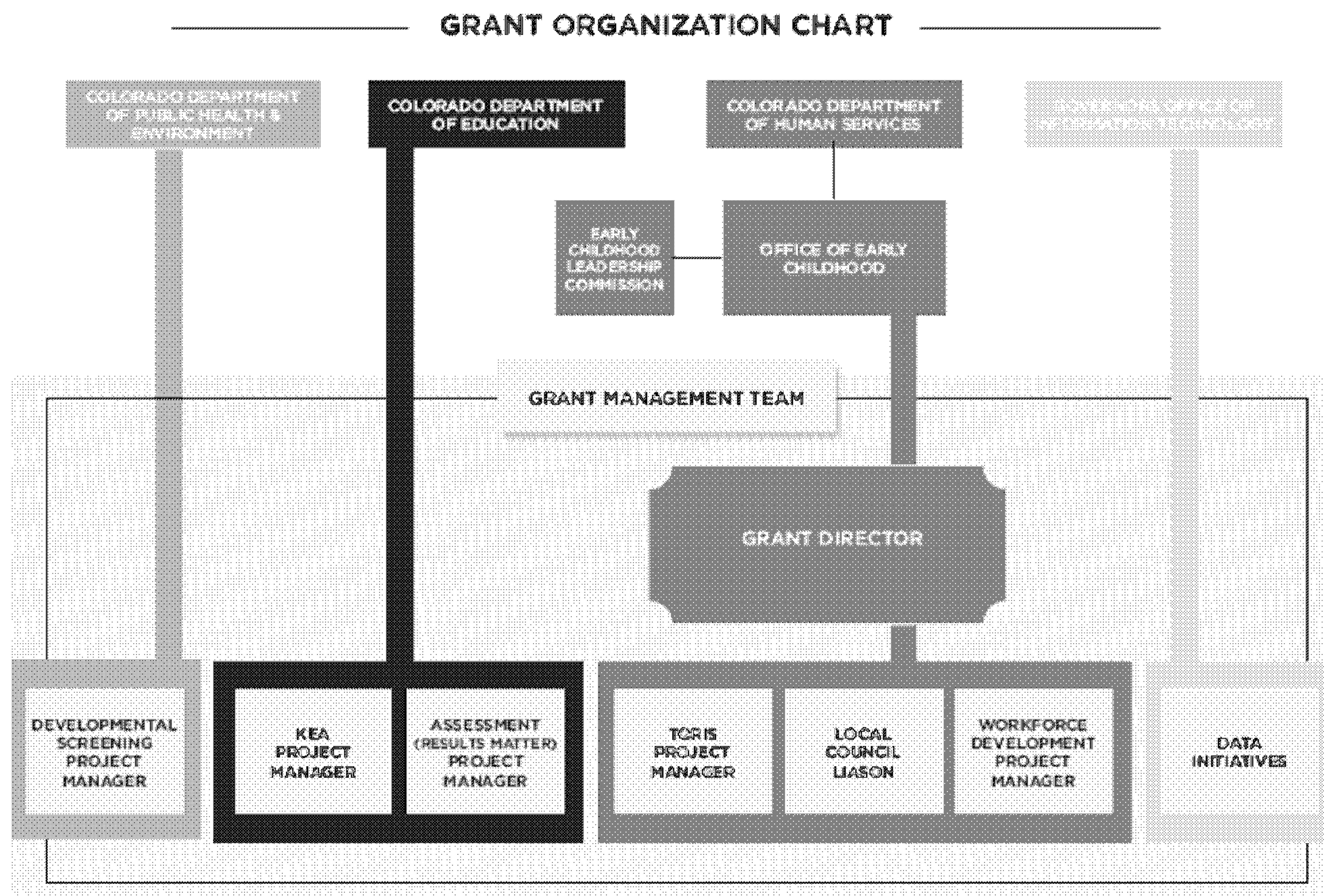
1. Acceleration of statewide coordination and alignment, resulting in better outcomes for the people, places and programs with the highest needs.
2. Clearly defined roles and responsibilities related to the shared execution of this State Plan.
3. An evolved state governance model with a heightened emphasis on early identification and intervention, early learning and development, and family support and engagement that effectively serves Children with High Needs through a broader vision that targets people, programs and places with high needs.
4. Strengthened and adequately supported local Early Childhood Councils, including a broader resource base, that link the state governance structure to community needs,



- resulting in local services and systems that are aligned with the statewide vision and yet responsive to unique community needs.
5. Widespread adoption of the *Strengthening Families* framework, including its integration with state and local governance, administration, projects and programs.
  6. Broad, robust and constructive community awareness of, support for and engagement in the early childhood system.
  7. Transparent and accountable state system governance and RTT-ELC grant organizational structure, with regular reporting of impact on the people, places and programs with the greatest need, and a commitment to ongoing improvement.

Table A(3)(1) lists the Participating State Agencies and details their grant organization-related roles and responsibilities. The grant management organizational structure has four primary components as illustrated in Figure 7 below:

**Figure 7: Grant Organizational Structure**



**Robust RTT-ELC Grant Management.** The proposed grant organizational model ensures clear and consistent coordination of the grant, specifically that key projects and corresponding financial investments deliver the expected outcomes. A full time **Grant Director** will be hired to provide sufficient management controls to manage the various inter-agency plans across the state departments, and initially will be housed within the Office of Children, Youth and Families until the new Office of Early Childhood is established. The **Project Managers** of the assessments, TQRIS, workforce development, developmental screening and kindergarten entry assessment projects, local council liaison, and data initiatives coordinator may reside within other department but will be accountable (as outlined in execute Memorandum of Understandings (MOUS)) to the Grant Director to ensure each project is being effectively coordinated and delivered. The Grant Director will follow a decision-making process that engages this team and escalates major decisions to state leadership or the Early Childhood Leadership Commission as appropriate. Together, the Grant Director and Project Managers make up a **Grant Management Team** which will employ effective program management / governance processes as described in Table A-F.

**Table A-F: Overview of Program Management and Governance Processes**

Process	Description
<b>Project Planning / Scheduling</b>	An integrated project plan will outline activities, staffing allocation, dependencies, timelines, duration, and scheduling. This plan will be completed within 90 days of grant award and will be actively managed through the four-year grant term.
<b>Communications</b>	We will produce a communication plan in consultation with our key stakeholders: state leadership, project team members, families, providers, teachers, and the general public. The plan will include bi-weekly meetings and address the use of multiple channels to communicate with internal stakeholders. This plan will include specific communication responsibilities, messaging, and active evaluation to improve communications.
<b>Resource Management</b>	We will actively manage all human capital resources engaged in the State Plan, including full time personnel and contracted resources. This activity includes ensuring we have the best capabilities in place across the State Plan.
<b>Contract Management</b>	Working with the Department of Personnel and Administration, we will ensure an efficient procurement and contracting process to expedite external securing goods and professional services.
<b>Status Reporting</b>	Use of a bi-weekly status report and score card template will keep team members informed about progress, issues, changes, and key events. For federal reporting, the Grant Director will manage the creation of reports as required or requested.
<b>Management Tracking</b>	We will use the Clarify management console to log and track issues and changes. This console will ensure resolution of issues and track justifications for changes. It will also track project deliverables and artifacts.
<b>Knowledge Management</b>	We will utilize proven knowledge management practices to capture, manage and share information and deliverables throughout the project. We also will provide the ability for our team to share business process knowledge through training sessions and workshops. Finally, we will make deliverables, plans, and other information available through a web-based project portal, allowing access and sharing across project teams.

**Coordinated Family Engagement.** We cannot positively impact the kindergarten readiness of Children with High Needs without a concerted and sustained effort to engage and support their families. In turn, a base of engaged and informed families will influence state and local policies and systems to be more responsive to families, drive demand for higher quality culturally

responsive Early Learning and Development Programs, and positively influence their own children's growth and development.

In addition to weaving family engagement efforts within each of the other projects (standards, assessment, TQRIS, workforce development, kindergarten entry assessment), we propose to implement a strong coordinated and integrated state-level push on culturally responsive family support and engagement. This emphasis takes several forms. First, our plan calls for producing statewide family awareness campaigns designed to inform parents about early childhood learning and development. The campaigns will build understanding on the part of families about:

- The Tiered Quality Rating and Improvement System and the relationship between better program quality and improved outcomes for children, including Children with High Needs.
- The importance of, and their role in, early developmental screening and assessment programs.
- How to use the Early Learning and Development Guidelines to understand and support the learning and healthy development of their children.
- How to access and use data about their child's development to better support that development.

Second, our plan calls for embedding the *Strengthening Families* framework in the new Office of Early Childhood and other Participating State Agencies, in all projects detailed in this application, at state and local levels, and within public-private efforts. As described in Section A(1), *Strengthening Families* is not a program but a system-changing approach to working with and on behalf of families from a strengths-based perspective grounded in five protective factors.<sup>32</sup>

Finally, our plan calls for developing a common set of culturally relevant family engagement standards to be embedded across all activities in Colorado's plan and for developing family leadership through incentives and trainings. We will leverage work underway by the State Advisory Council for Parent Involvement in Education<sup>33</sup> and Head Start programs to develop

---

32 The five protective factors are parent resilience, social connections, concrete support in terms of need, knowledge of parenting and child development and social and emotional competence of children. The *Strengthening Families* framework was developed by the Center for the Study of Social Policy.

33 Senate Bill 09-090, created the State Advisory Council for Parent Involvement in Education to advise public education entities on best practices and strategies for increasing parent involvement in public education and promoting family and school partnerships.

and support dissemination of family engagement standards as well as work underway by the Family Leadership Coalition to expand the Family Leadership Training Institute.<sup>34</sup>

Family leaders will continue to serve on the Early Childhood Leadership Commission and subsequent public-private policy board as well as be engaged across the state and in communities, through local Early Childhood Councils, Head Start programs, and working groups. The resources and projects outlined above are designed to place families in the forefront of developing and supporting the evolving early learning system.

**Empower Local Communities.** Colorado’s 30 local Early Childhood Councils (serving about 98 percent of the state’s young children) drive the development of local early childhood systems work and will be the mechanism for ensuring coordinated, community-focused implementation of the State Plan to meet local needs across the state. Councils convene community stakeholders including representatives from Head Start, local human services departments and school districts; build awareness and engagement in early learning quality improvement efforts; and develop community plans to identify and strategically target the people and programs that serve Children with High Needs. This fall, all councils are completing Local Systems Assessments (LSA) that identify local needs, assess root causes, and identify strategic priorities. This local council process, in strong partnership with the state, will drive systemic and longer term changes where it is needed most – at local communities that serve high need families—and inform state-level processes to better meet the needs of communities.

An initiative will be designed to support Early Childhood Councils, building on each community’s Local Systems Assessment, to develop community implementation plans related to RTT-ELC grant projects. This initiative will be designed in Year 1 with the support and participation of local Council Coordinators, and will include anticipated outcomes, timeframes and benchmarks. In this way, community-driven actions will help ensure that those at highest need are engaged in a manner that is culturally, linguistically and geographically appropriate. The initiative will be managed and monitored by an Early Childhood Council Liaison to ensure investments produce local results and address school readiness gaps for Children with High Needs. The Liaison will participate on the existing Council Management Team (comprised of state agency

---

34 The Family Leadership Training Institute is a 20-week, civics curriculum designed and proven to develop leadership skills in families to be active in communities and state programs and policies.

personnel directly supporting or administering local councils) to ensure coordinated communication, engagement, and technical assistance with councils. The Liaison will report to the Grant Director to ensure coordinated local implementation in accordance with the grant timeline.

**Accelerate Consolidation.** Finally, this grant supports the accelerated transition to the new state governance structure so the Office of Early Childhood has the capacity to oversee and implement major grant activities (standards, assessments, TQRIS, workforce development and the kindergarten readiness assessment) across the state level and within communities. This acceleration will help reduce fragmentation, provide better program accountability and reduce redundancies. A dedicated transition consultant will be contracted to accelerate this transition and consolidation process to provide implementation planning support including communications and logistical coordination.

**Accountability for Results.** Colorado's State Plan will be monitored against grant goals and plans. The monitoring process will identify emerging opportunities and unintended consequences in a timely manner and make timely mid-course corrections to adjust implementation plans accordingly. Quality assurance activities also will extend to regular monitoring and reporting on the impact of the State Plan on local Early Childhood Councils, county governments and families.

The High-Quality Plan for governance follows.

**Table A-G: High-Quality Plan for State Governance and Grant Management**

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
1	Hire a Grant Director to administer, oversee and manage grant related activities with the goal of ensuring healthy child development and school readiness for all children by strategically supporting the people, programs and places with the highest needs.	1/1/2012	48 <i>(Director serves through 12/31/15)</i>		CDHS
2	Hire one support staff to support the Grant Coordinator.	4/1/2012	44	12/31/2015	CDHS
3	Engage in sharing effective program practices and solutions and collaboratively solving problems through federal technical assistance workshops with US Departments of Education and Human Services as required.	1/1/2012	48	12/31/2015	CDHS
4	Upon grant award, update Statements of Work (SOWs) and project plans for all participating agencies.	1/1/2012	3	3/31/2012	CDHS
5	Identify and hire a Local Liaison Coordinator to interface with Colorado's 30 Early Childhood Councils (EC Councils) for purposes of engaging EC Council Coordinators in developing, implementing, monitoring and managing incentive initiatives aimed at cascading grant activities to the local level by engaging local early learning programs, families and the broader communities, including families with Children with High Needs.	7/1/2012	42	12/31/2015	CDHS
6	Implement cascading initiatives collaboratively with EC Councils, including EC Councils' involvement in monitoring, evaluating and refining local initiatives, sharing best practices among EC Councils.	9/1/2012	40 Months <i>(Administered through 12/31/2015)</i>		CDHS

7	Define and support organizational consolidation initiatives, identifying and supporting key change agents and assisting all stakeholders in the transition to the new organizational structure.	8/1/2012	7	2/29/2012	CDHS
8	Increase awareness and adoption of Colorado's <i>Strengthening Families</i> framework through increased training and technical assistance across all grant initiatives.	1/1/2012	48 Months (Administered through 12/31/2015)		CDHS
9	Initiate and manage broad community outreach to increase awareness, support and engagement. This includes coordination of all communication and engagement activities across the grant program. It includes engaging local non-profits and other organizations to coordinate and effectively perform outreach to families with high needs.	7/1/2012	42	12/31/2015	CDHS
10	Define and develop cascading initiatives with EC Councils.	7/1/2012	42	12/31/2015	CDHS
11	Identify and seat new members of the Early Childhood Leadership Commission in conjunction with the new streamlined early childhood education organizational structure.	7/1/2013	2	8/31/2013	CDHS
12	Define hiring criteria for the new Director of the Office of Early Childhood; post the position announcement and actively recruit to identify highly qualified candidates.	7/1/2012	3	9/30/2012	CDHS
13	Hire the new Director of the Office of Early Childhood.	10/1/2012	39	12/31/2015	CDHS
14	Contract an annual Performance & Quality assessment to monitor, encourage, advise and report on the effectiveness and results of grant related efforts, with targeted focus on local implementations.	7/1/2013	30	12/31/2015	CDHS
15	Evaluate on a monthly basis the new office and its progress against the grant goals, including the success of the transition; identify and timely act to make course corrections. At least quarterly, evaluate the impact to Children with High Needs, their families, local EC Councils and local and county administrations.	10/1/2012	Ongoing on a monthly basis through 12/31/2015		CDHS



16	Maximize and leverage the existing Healthy Child Care Colorado partnership and expertise to integrate high-quality early learning health, wellness and safety practices and approaches across all grant activities.	1/1/2013	36	12/31/2015	CDHS
17	Develop Family Engagement Standards and embed them across all grant projects. Leverages the SACPIE (state advisory council for parent engagement in education).	1/1/2013	36	12/31/2015	CDHS
18	Training and support in family leadership (local Family Leadership Training Institutes; incentives for families to participate in working groups, advisories and councils; incentives for participation in a Family Leadership Registry; etc.).	1/1/2013	48	12/31/2015	CDHS

## **1. Commitment of Participating State Agencies**

The Memoranda of Understanding entered between the State and Participating State Agencies are included in the Appendices (refer to Appendix I). These MOUs contain terms and conditions that reflect a strong commitment to the Colorado State Plan, including conditions designed to align and leverage existing funding to support the implementation of the plan. Table A(3)-1 provides detailed descriptions of the governance-related responsibilities of each Participating State Agency.

The Scopes of Work carefully track the work proposed in this application and will be finalized within 90 days of award. Each MOU has been signed by an authorized representative of the Participating State Agency.

## **2. Commitment to the State Plan from a Broad Group of Stakeholders**

Stakeholder commitment to the work proposed was built over the past several years through extensive outreach and public-private engagement in the development and implementation of the *Early Childhood Colorado Framework*. Hundreds of stakeholders across the state participated in the development of this grant application and ensuing High-Quality Plans through a statewide listening tour, stakeholder meetings and participation on grant committees and workgroups. These stakeholders represented diverse constituencies such as business, K-12 education, higher education, health, and community-based organizations. The Letters of Support submitted in support of this application (refer to Table A(3)-2 and Appendix J) demonstrate a shared vision and commitment to outcomes, readiness to implement, and a keen focus on the goal of the RTT-ELC – ensuring that Children with High Needs enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful. The hope, passion and urgency expressed in these letters are assets that can be marshaled toward the successful implementation of our ambitious plans.

## **C. IMPACT OF THE PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

The proposed management of the State Plan will support the people, places and programs with the greatest needs by coordinating programs and services, and building capacity at state and local levels to:

- Ensure a community-driven response to meeting the needs of children who face poverty or other challenges as they grow and learn.

- Ensure efficient coordination and oversight of grant resources in order to drive the maximum amount of resources to the people, programs, and places with the highest need.
- Facilitate transition to a new early childhood state governance structure in order to make services to all families, including those with Children with High Needs, more efficient, effective and easier to access.
- Embrace a value changing, family strengths-based approach across all administrative and programmatic functions.
- Infuse family engagement and leadership at individual, program and policy levels.
- Track and evaluate improvements in the delivery of services and resources at the state and local levels.
- Measure impacts and provide accountability for improving children's school readiness outcomes.

Significantly, the plan for state governance will also strongly position Colorado to fully capitalize on the transformative potential of the RTT-ELC and to sustain a coordinated agenda through shared responsibility and a clear designation of accountability after the grant term ends.

<b>Table (A)(3)-1: Governance-related Roles and Responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related roles and responsibilities</b>
Office of the Governor	<p>The <b>State Advisory Council</b> (i.e., Early Childhood Leadership Commission) currently resides in the Office of the Lt. Governor. This Commission will continue to act as the public-private, interagency group and will promote the development and integrated use of the following across all Early Learning and Development Programs statewide:</p> <ul style="list-style-type: none"> <li>• The Early Learning and Development Guidelines</li> <li>• Unified Program Standards and Continuous Quality Improvement through TQRIS</li> <li>• Comprehensive Assessment Systems</li> <li>• The Workforce Knowledge and Competency Framework and progression of credentials</li> </ul> <p>The ECLC will work with the lead agency in identifying and addressing any policy barriers to grant activities and project implementation while continuing to enhance collaborative relationships across all participating state agencies. The ECLC will act as the advisory body for the new Office of Early Childhood and help ensure a smooth transition for the new state governance structure.</p> <p>The <b>Office of Head Start State Collaboration</b> also currently resides in the Office of the Lt. Governor and will support the linkages between Head Start and all grant activities (above), leveraging best practices throughout the Head Start community in Colorado.</p>
Colorado Department of Human Services  <b>(LEAD AGENCY)</b>	<p><b>Lead agency</b> for the Early Learning Challenge Fund grant – responsible for implementation, oversight, monitoring and communication related to all grant projects and activities. The department will facilitate and monitor interagency work plans related to the grant and ensure ongoing interagency communication and resolution of issues throughout the grant cycle. Additionally, the department will facilitate all communication, technical assistance and reporting with the US Departments of Education and Health and Human Services regarding the grant.</p> <p>The department will be the primary lead on the following grant activities:</p> <ul style="list-style-type: none"> <li>• State Governance – all section A activities and timelines</li> <li>• TQRIS – all section B activities and timelines</li> <li>• Early Learning and Development Guidelines –all C1 activities and timelines</li> <li>• Workforce – all section D activities and timelines</li> </ul> <p>Additionally, the department will promote and support use of the following across all Early Learning and Development Programs under its jurisdiction</p>

<b>Table (A)(3)-1: Governance-related Roles and Responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related roles and responsibilities</b>
	<p>statewide:</p> <ul style="list-style-type: none"> <li>• The Early Learning and Development Guidelines</li> <li>• Unified Program Standards and Continuous Quality Improvement through TQRIS</li> <li>• Comprehensive Assessment Systems</li> <li>• The Workforce Knowledge and Competency Framework and progression of credentials</li> </ul>
Colorado Department of Education	<p><b>Participating State Agency</b> that will, in strong partnership with the lead agency, fully participate in interagency governance and coordination efforts outlined in Section A(3).</p> <p>The department will be the primary lead on the following grant activities:</p> <ul style="list-style-type: none"> <li>• Comprehensive Assessment Systems – C2 expansion of Results Matter including all activities and timelines</li> <li>• Kindergarten Readiness Assessment – E1 implementation including all activities and timelines</li> </ul> <p>In addition, the department will support the development and integration of the following across all Early Learning and Development Programs under its jurisdiction statewide:</p> <ul style="list-style-type: none"> <li>• The Early Learning and Development Guidelines</li> <li>• Unified Program Standards and Continuous Quality Improvement through TQRIS</li> <li>• Comprehensive Assessment Systems</li> <li>• The Workforce Knowledge and Competency Framework and progression of credentials</li> </ul>
Colorado Department of Public Health & Environment	<p><b>Participating State Agency</b> that will, in strong partnership with the lead agency, fully participate in interagency governance and coordination efforts outlined in A(3).</p> <p>The department will be the primary lead on the following grant activities:</p> <ul style="list-style-type: none"> <li>• Comprehensive Assessment Systems – C2 community-based, coordinated developmental screening.</li> </ul> <p>In addition, the department will support the development and integration of the following across all Early Learning and Development Programs under its jurisdiction statewide:</p> <ul style="list-style-type: none"> <li>• The Early Learning and Development Guidelines</li> <li>• Unified Program Standards and Continuous Quality Improvement through TQRIS</li> <li>• Comprehensive Assessment Systems</li> <li>• The Workforce Knowledge and Competency Framework and progression of credentials</li> </ul>

<b>Table (A)(3)-1: Governance-related Roles and Responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related roles and responsibilities</b>
Governor's Office of Information Technology	<b>Participating State Agency</b> that will, in strong partnership with the lead agency, fully participate in interagency governance and coordination efforts outlined in A(3) as well as support the development and integration of data systems across all grant projects. The department will coordinate and appropriately deploy the grant resources allocated across projects to developing, linking, and using data systems.
Colorado Department of Higher Education	<b>Participating State Agency</b> that will, in strong partnership with the lead agency, fully participate in interagency governance and coordination efforts outlined in A(3), as well as support the development and integration of the following across all Early Learning and Development Programs under its jurisdiction statewide: <ul style="list-style-type: none"> <li>• The Early Learning and Development Guidelines</li> <li>• Unified Program Standards and Continuous Quality Improvement through TQRIS</li> <li>• The Workforce Knowledge and Competency Framework and progression of credentials</li> </ul> The department will provide a strong partnership role in all activities and timelines in section D, ensuring alignment, coordination, and integration with higher education policies and practices.
<b>Other Entities</b>	
State advisory council on early childhood education and care	As noted above, the Early Childhood Leadership Commission serves as Colorado's state advisory council on early education and care, meets the requirements of the Head Start Act of 2007, and currently resides in the Office of the Lt. Governor. It will continue as the interagency, public-private policy board and will support all grant activities as well as the transition to a new Office of Early Childhood as part of the re-named Department of Early Childhood and Human Services.
State Interagency Coordinating Council for Part C of IDEA	Part C of IDEA sits within the current Department of Human Services and will be part of the new Office of Early Childhood. It will continue to focus on birth to three systems for children with developmental delays and inform, as well as coordinate and participate in, the broader early learning work outlined in the grant.
Colorado State Board of Education	The Colorado State Board of Education is charged by the Colorado Constitution with the general supervision of public schools. The Board has governance authority of the Colorado Department of Education which is responsible for several parts of this grant including the Colorado Preschool Program and the Results Matter assessment system. The board will continue to provide guidance on assessment work and professional development work as it relates to the P-12 system.

<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>	
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
Alliance for Kids	Y
Arapahoe County Early Childhood Council	Y
Bent, Otero and Crowley Counties Early Childhood Council	Y
Bright Futures for Early Childhood and Families	Y
Broomfield County Early Childhood Council/Broomfield Department of Health & Human Services	Y
Chaffee County Early Childhood Council	Y
Child Care Connections	Y
Child Care Innovations, Red Rocks Community College	Y
Child Care Network	Y
Children First Resource and Referral	Y
Children, Youth and Families of Boulder County	Y
Colorado American Indian and Alaskan Native Head Start Affiliates	Y
Colorado Association for the Education of Young Children	Y
Colorado Association of Family Child Care	Y
Colorado Children's Campaign	Y
Colorado Council for Exceptional Children	Y
Colorado Early Childhood Education Association	Y
Colorado Early Learning Partnership	Y
Colorado Head Start Association	Y
Colorado Migrant & Seasonal Head Start Association Affiliates	Y
Denver Child Care Resource & Referral	Y
Denver Early Childhood Council	Y
Douglas County Early Childhood Council	Y
Early Childhood Council of Boulder County	Y
Early Childhood Council of Gunnison & Hinsdale Counties	Y
Early Childhood Council of La Plata County	Y
Early Childhood Council of Larimer County	Y
Early Childhood Council of Logan, Phillips and Sedgwick Counties	Y
Early Childhood Council of the San Luis Valley	Y
Early Childhood Council of Yuma, Washington & Kit Carson Counties	Y
Early Childhood Councils Leadership Alliance	Y
Grand Beginnings	Y
Early Childhood Options	Y
Early Childhood Partnership of Adams	Y

Early Childhood Summit	Y
ECHO & Family Center Early Childhood Council	Y
Elbert County Early Childhood Council	Y
HuLA Early Childhood Council	Y
Kids First - Childcare Resource Center	Y
Mesa County Partnership for Children & Families	Y
Montelores Early Childhood Council	Y
Morgan County Early Childhood Council	Y
Morgan County Family Center	Y
National Migrant & Seasonal Head Start Association	Y
Northwest Colorado Council for Children & Families	Y
Promises for Children	Y
Pueblo Early Childhood Council	Y
Qualistar Colorado	Y
Routt County Early Childhood Council	Y
Rural Communities Resource Center	Y
Rural Resort Region Early Childhood Council – Northeast Division	Y
Rural Resort Region Early Childhood Council – Western Division	Y
Southwest Office of Resource and Referral	Y
Teller/Park Early Childhood Council	Y
Triad Early Childhood Council	Y
United Way of Weld County's Promises for Children's Child Care Services	Y
Western Colorado 2-1-1	Y



**(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)**

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

*The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

## **A. LEVERAGING EXISTING FEDERAL, STATE, PRIVATE AND LOCAL FUNDS**

**Leveraging Existing Federal, State, Private and Local Funds.** Existing Federal, State, private and local funds will be applied to achieve the ambitious goals set out in the State Plan. Our approach is congruent with Table A(4)-1: The state funds listed in the table, along with related Federal funds, will continue to support children's participation in Early Learning and Development Programs and support the overarching grant goal of kindergarten readiness for all children, with particular emphasis on Children with High Needs. Estimates of federal and state resources are based on historical funding and projections of no changes in the federal or state budgets. Because the State Plan does not directly expand slots, to the maximum extent possible, we do not include resources that fund slots.

***Child Care Development Fund – Quality Set-Asides.*** The following includes how the CCDF quality dollars will be used to support implementation. Exact figures may be adjusted across the grant projects annually in order to best support the implementation and timelines of the State Plan:

- *Tiered Quality Rating and Improvement System (B).* Support the development of and transition to Colorado's enhanced TQRIS including the Department of Defense quality pilot (described below) and continuous quality improvement supports. Additionally, resources will support training and technical assistance for licensing experts to prepare and support them in the transition to the enhanced TQRIS that is embedded in licensing. Approximately \$5,078,000 annually.
- *Workforce (D).* Support the coordination and integration of the Workforce Competencies Framework, alignment with credentials, promotion and coordination of professional development programs and supports. Additionally, grant resources will continue to support professional development projects and incentives such as the Expanding Quality Infant/Toddler initiative, TEACH Scholarships, Healthy Child Care Colorado partnership and Center for Social Emotional Inclusion. Approximately \$1,211,000 annually.
- *Local Systems Development (A).* Support the local early childhood systems building work underway by the Early Childhood Councils, including direct grants, technical assistance and evaluation. Approximately \$3,357,000 annually.

- *Data Systems (A-E)*. Support all automated systems related to child care subsidy and licensing. Approximately \$2,993,000 annually.
- *Resource and Referral. Resource and Referral*. Support the statewide system of Resource and Referral Agencies (CCR&R). CCR&Rs provide information about quality and availability of child care to parents, professional development resources to the workforce and quality improvement opportunities to programs. Approximately \$784,000 annually.
- *Part C of IDEA* will support implementation of grant activities across the State Plan with a particular focus on engaging and supporting the early intervention community including families, service coordinators and providers. Specifically, resources will support family engagement and leadership (A), Part C program quality monitoring and improvement, integration and training of the Early Learning and Development Guidelines across the Part C system, and ongoing child assessment. Approximately \$502,459 annually.

*Part B of IDEA* will continue to support program quality, professional development, training and technical assistance, data collection and analysis, Office of Special Education Programs outcomes measures and reporting, and quality assessment practices for children with special needs (Results Matter). Resources are broken down by preschool and Child Find support. Approximately \$840,000 annually.

*Colorado Preschool Program* funding will support several goals outlined in the State Plan including professional development and training for preschool teachers and staff, quality assessment practices for Children with High Needs (Results Matter), program quality site visits and supports, and data systems – both training and use of data. Approximately \$3,855,201 annually.

The *State Advisory Council Grant* (i.e., Early Childhood Leadership Commission), has and will continue to be the public-private, interagency advisory charged with advancing the vision and actions identified in the *Early Childhood Colorado Framework* and this State Plan. Resources will continue to support Commission activities including the development of the Early Learning and Development Guidelines, Workforce Competencies, and tiered program standards for the enhanced TQRIS. Additionally, the ECLC will work closely with Cabinet leadership to advance the enhancements in early childhood state governance that were endorsed by the ECLC. Approximately \$1,000,000 total for 2012 and 2013.

The ***Head Start State Collaboration Office*** will facilitate linkages between the Head Start community and all grant projects and activities. The Office will participate on relevant working groups to advance grant activities and ensure Head Start representation and participation as well as help ensure that high-quality Head Start resources, tools, and experiences are leveraged. The Office will maintain close communication with the Colorado Head Start Association and Head Start grantees about all grant related activities and will continue to serve on the Early Childhood Leadership Commission. Approximately \$125,000 annually.

***Local Head Start programs***, as an aggregate, invest approximately \$1,470,000 annually on non-direct services that include professional development, program quality improvements, and family engagement and leadership.

***The Maternal, Infant, and Early Childhood Home Visitation Grant*** supports community planning and capacity-building through local councils to ensure home visitation is integrated and coordinated within the broader early childhood system. Additionally, resources support the linkage of home visitation data. Approximately \$100,000 annually for 2012 and 2013 with future years determined as MIECHV grant plans are updated. Developmental Screening is a Maternal and Child Health, Title V priority through FFY 2015.

We will leverage existing work, leadership and resources dedicated to comprehensive developmental screening to meet the goals outlined in C2. Family Leadership is supported across Maternal and Child Health initiatives and builds awareness and action around developing and fully engaging Family Leaders. This includes convening and supporting the Family Leadership Coalition and working with communities to implement the Family Leadership Training Institute. The Healthy Child Care Colorado partnership is supported by Maternal and Child Health by providing leadership and connection to relevant resources and supports at the Colorado Department of Public Health and Environment. Approximately \$245,700 annually.

The ***Early Childhood Comprehensive Systems Grant*** from the Maternal and Child Health Bureau will be leveraged through its current grant cycle ending May 31, 2012 to convene and coordinate interagency partnerships to monitor and update the *Framework in Action*. \$58,000 for 2012.

***Medicaid resources*** provide leadership, planning and data support for the comprehensive, community-based developmental screening work including coordinated resource and referral systems. Approximately \$75,000 annually.

Colorado's *Community Based Child Abuse and Neglect Prevention Grant* provides state leadership and coordination in the promotion and integration of the *Strengthening Families* framework across public and private partners and at both program and policy levels. This grant will continue to provide support in terms of materials and training related to *Strengthening Families* and participates in grant activities to spread the reach of this effort. Approximately \$12,000 annually.

Additionally, the Colorado Department of Human Services was recently awarded a \$250,000, 17-month *Early Education Partnerships to Expand Protective Factors for Children with Child Welfare Involvement Grant* from the Children's Bureau. This grant maximized the number of children in out-of-home care and their families receiving high-quality comprehensive early learning programs using the *Strengthening Families* framework.

*Early Head Start University Partnership Grant: Buffering Children from Toxic Stress – Administration for Children and Families.* This four-year, \$4,000,000 grant has been awarded to the Butler Institute at the University of Denver and will provide parenting intervention to reduce toxic stress of infants and toddlers in Early Head Start. Experiences learned through this grant will support and inform family engagement and early identification efforts in the State Plan.

*Private Foundations* have historically contributed a substantial amount to early childhood systems statewide in Colorado (refer to Appendix C). Investments have, and are anticipated to continue, to be made in early learning quality enhancement efforts such as professional development, program quality rating and improvement, shared services, family engagement, research and capital construction. The private foundations also provide some resources for direct services. Approximately \$14,853,795 annually.

*Local Funding* is leveraged through the system of local Early Childhood Councils. On average, for every dollar that the state invests in Councils, \$.56 of local public or private investment is generated. This supports local capacity building and engagement in early childhood across community early childhood partners, business, local government and consumers (A-E). Approximately \$700,000 annually.

*National Governor's Association Complete College America Grant* supports the Workforce plans by aiding in the re-design of the Community College Early Childhood Education programs to ensure course completion. Approximately \$25,000 in 2012.

*Early Childhood Mental Health Specialists* work in Mental Health Centers across the state to provide training, technical assistance, and consultation to Early Learning and Development Programs around positive social and emotional practices as well as consultation around individual children with behavioral concerns. Approximately \$750,000 annually.

The *Denver Preschool Program* invests approximately \$1,000,000 annually to support the quality rating of programs, coaching and professional development.

The *Social Innovation Fund Grant* from the Corporation for National and Community Service is a \$1,800,000/year grant to Mile High United Way for up to five years. It will support the State Plan by promoting strategies and programs that engage children and/or families to impact early literacy success (e.g., professional development innovations, family engagement supports).

## **B. EFFECTIVE AND EFFICIENT USE OF GRANT FUNDING**

The budget tables and narratives were developed by an experienced program manager in consultation with staff from the Participating State Agencies who will be responsible for implementation of the State Plan. The budget was developed concurrently with the High Quality Plans to ensure that every activity with an implementation cost was incorporated into the budget. The Budget Narrative provides details on funding assumptions, project costs, and agency costs.

The budget tables and budget narratives included in this application describe the adequacy of the budget to support the activities described in the State Plan detail the reasonableness and the necessity of those costs in relation to the design and significance of the activities in the State Plan and the number of children to be served. The budget narratives also detail the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners and the specific activities to be implemented with these funds consistent with the activities detailed in the State Plan. Finally, a significant amount of funding (approximately \$15,000,000) will be devoted to the local implementation of the State Plan. This is explained in specific detail within the Budget Narrative.

## **C. SUSTAINABILITY**

Colorado has developed a strong sustainability plan to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State

will be maintained or expanded after the grant terms. We have outlined our sustainability plan for the State Plan below.

**Grant Organizational Management:** The RTT-ELC grant provides resources for the general management of the grant, a dedicated effort to inform and engage families, and a major effort to build capacity for the local Early Childhood Councils. The following table outlines these investments, identifies the need beyond 2015, and provides an overview of Colorado’s plan to sustain (if necessary) beyond the grant term. **Total RTT-ELC Investment: \$10,570,817**

**Table A-H: Sustainability of Key Grant Organizational Management Activities**

Investment	Necessary to Sustain Beyond 2015?	Future Sustainability
\$6M to empower system of local Early Childhood Councils to carryout RTT-ELC activities at the community level	<ul style="list-style-type: none"> <li>No. This is a one-time investment to cascade RTT-ELC implementation statewide while building local capacity.</li> </ul>	<ul style="list-style-type: none"> <li>The Councils are currently supported by CCDF, private and local funding. We anticipate the same level of support to continue.</li> </ul>
\$2.25M to produce and coordinate statewide family engagement campaign, including \$500k for adoption of Colorado’s <i>Strengthening Families</i> framework	<ul style="list-style-type: none"> <li>No. This funding is intended to build family awareness and engagement for the State Plan.</li> </ul>	<ul style="list-style-type: none"> <li>The campaign will change public awareness, thereby creating a lasting impact through the creation of local champions who will advocate for additional resources. Embedded <i>Strengthening Families</i> framework achieved by December 2015 and sustained through public will. Additional contributions through the current funding source, Community Based Child Abuse and Prevention Funds.</li> </ul>
\$920k to establish interagency Program Management Office (PMO) to administer the grant.	<ul style="list-style-type: none"> <li>No. This funding is only required to ensure the State Plan is effectively implemented and the RTT-EGC grant is properly administered.</li> </ul>	<ul style="list-style-type: none"> <li>RTT-ELC Program Management Office staff will be hired as short-term staff, through the duration of the grant term.</li> </ul>
\$400k in RTT-ELC Technical Support	<ul style="list-style-type: none"> <li>No. This is a one-time investment to engage in nationwide sharing</li> </ul>	<ul style="list-style-type: none"> <li>N/A. One time investment.</li> </ul>

Investment	Necessary to Sustain Beyond 2015?	Future Sustainability
	during the RTT-ELC grant period, leading to improved tools, capabilities and practices as well as extended relationships that will yield positive returns long into the future	

**Early Learning and Development Guidelines:** The RTT-ELC grant is targeted at funding the demonstration of the Early Learning and Development Guidelines. The following table outlines these investments, outlines the need beyond 2015, and provides an overview of Colorado’s plan to sustain (if necessary) beyond the life of the grant. **Total RTT-ELC Investment: \$2,705,237**

**Table A-I: Sustainability of Key Early Learning and Development Guidelines Activities**

Investment	Necessary to Sustain Beyond 2015?	Future Sustainability
\$1.775M to plan and implement demonstration sites for standards and Guidelines and leverage learning to plan statewide deployment	<ul style="list-style-type: none"> <li>No. This is a one-time investment in demonstrations, which will improve the statewide deployment including ensuring it incorporates in-field learning, appropriate tools and proven roll-out approaches.</li> </ul>	<ul style="list-style-type: none"> <li>N/A. One time investment.</li> </ul>
\$1.25M technical assistance and support materials for statewide deployment	<ul style="list-style-type: none"> <li>Yes. While this is a one-time investment to support statewide deployment of Guidelines while building local capacity, future resources are necessary to continue to provide technical assistance to support implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines will be imbedded across all Early Learning and Development Programs and state plans.</li> <li>Future technical assistance will be provided through federal and state funding that supports technical assistance for staff of various programs (Head Start, Part C, Colorado Preschool Program, etc.)</li> </ul>



**TQRIS:** The RTT-ELC grant will be used to accelerate the integration of licensing into the expanded TQRIS system while increasing overall program quality across the state. The State Plan includes major investments in leveraging a shared service model to improve operational delivery. Additionally, one time systemic investments are being made to improve access to key data through the Early Learning Data System; a system that enables parents, teachers, providers and policy makers to easily access data and reports, covering a wide array of information including information on Early Learning and Development Guidelines, TQRIS ratings, and comprehensive assessments. The following table outlines these investments, outlines the need beyond 2015, and provides an overview of Colorado’s plan to sustain (if necessary) beyond the life of the grant. **Total RTT-ELC Investment: \$19,696,020**

**Table A-J: Sustainability of Key TQRIS Activities**

Investment	Necessary to Sustain Beyond 2015?	Future Sustainability
\$3.8M to accelerate the expansion of the existing TQRIS to include integration with licensing and deliver training and support for providers.	<ul style="list-style-type: none"> <li>• Yes. While this is a one-time infrastructure investment, on-going maintenance will need to be funded beyond 2015. <i>Current implementation costs are also subsidized by non-RTT-ELC federal funding</i></li> </ul>	<ul style="list-style-type: none"> <li>• CCDF Quality Funds historically support TQRIS in the state and will continue to do so.</li> <li>• Private Foundations have historically supported TQRIS in the state and are anticipated to continue.</li> </ul>
\$4.5M is directed locally to help providers improve and raise their quality ratings, with targeted incentives for programs serving families and Children with High Needs.	<ul style="list-style-type: none"> <li>• No. One-time investment to accelerate improvement of program quality at the local level; ongoing improvement supported by the shared services model (next row).</li> </ul>	N/A. One time investment.
\$3.25M for the design and implementation of shared services model to support business stability and continuous program quality improvement	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared services hubs sustained through a fee-for-service model and private funding</li> <li>• Foundations have historically supported expansion and maintenance of the shared services model and are anticipated to continue.</li> </ul>

<b>Investment</b>	<b>Necessary to Sustain Beyond 2015?</b>	<b>Future Sustainability</b>
\$4.5M to design and implement the Early Learning Data System. This includes extending Colorado's SLDS system and linking TQRIS and Comprehensive Assessment Systems. This also includes training costs.	<ul style="list-style-type: none"> <li>• Yes. While this is a one-time infrastructure investment; ongoing maintenance will need to be funded beyond 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• CCDF Quality Funds</li> <li>• State and Federal resources will continue to provide funding for the Early Learning Data System.</li> </ul>
<b>Competitive Priority:</b> \$1.2 M to extend the enhanced TQRIS to include currently non-licensed providers and deliver training and support for such providers	<ul style="list-style-type: none"> <li>• Yes, while this is a one-time investment to encourage widespread TQRIS adoption by currently non-licensed providers, this will need to be supported beyond 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• Once in the licensing system, there are levers to support sustained involvement. Private resources will continued to encourage non-licensed providers to join the system, as state dollars cannot be used for this purpose.</li> </ul>

**Comprehensive Assessment Systems:** The RTT-ELC grant will fund the coordination of developmental screening efforts and the extension of Results Matter (infant, toddler, and Pre-K) assessments. This includes investments in coordinating community developmental screening and sharing critical assessment data and extending Results Matter.

**Total RTT-ELC Investment: \$13,365,453**

**Table A-K: Sustainability of Comprehensive Assessment Systems Activities**

<b>Investment</b>	<b>Necessary to Sustain Beyond 2015?</b>	<b>Future Sustainability</b>
\$1.3M to evaluate and coordinate developmental screening programs. Includes identification of best practices and building upon proven, effective programs.	<ul style="list-style-type: none"> <li>• No.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A. One time investment.</li> </ul>

Investment	Necessary to Sustain Beyond 2015?	Future Sustainability
<p>\$500k to design and develop reports for parents, teachers, and policymakers.</p>	<ul style="list-style-type: none"> <li>• Yes. While this is a one-time infrastructure investment; ongoing maintenance will need to be funded beyond 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports will be folded into current data systems maintenance to be supported by current staff.</li> </ul>
<p>\$3.75M in local funding to provide training and technical assistance for development and implementation of community-driven, developmental screening and referral plans.</p>	<ul style="list-style-type: none"> <li>• Yes. While this is a one-time investment to infuse resources into effective developmental screening programs, future resources are recommended to continue to provide necessary supports for these programs.</li> </ul>	<ul style="list-style-type: none"> <li>• As part of deployment, communities will be asked to create a sustainability plan. In addition, we anticipate a reduction in costs realized by coordinating screening and data and expect these costs to be deployed for future maintenance.</li> </ul>
<p>\$2.6M to implement the development screening system. This includes design, development, and implementation. This will include linking existing screening system data and providing specific communities with the ability to enter screening data.</p>	<ul style="list-style-type: none"> <li>• Yes. While this is a one-time infrastructure investment; ongoing maintenance will need to be funded beyond 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• We will link with existing systems (e.g., immunization information system) and relevant public health resources to support this work.</li> </ul>
<p>\$5.3M to implement the three phases for scaling the Results Matter Assessment system for infants, toddlers, and Pre-K. This includes all assessment costs including training and technical support.</p>	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>	<ul style="list-style-type: none"> <li>• CDE state (e.g., Colorado Preschool Program) and federal funds (e.g., IDEA) will continue to support this work.</li> </ul>

**Workforce:** The RTT-ELC grant will be used to develop and ensure adoption of the common statewide Workforce Knowledge and Competency Framework, develop an integrated learning management system, and provide and expand access to professional development opportunities aligned with the Competency Framework. The following table outlines these investments, the

need beyond 2015, and provides an overview of Colorado’s plan to sustain (if necessary) beyond the life of the grant. **Total RTT-ELC Investment: \$ 10,560,919**

**Table A-L: Sustainability of Workforce Development Activities**

<b>Investment</b>	<b>Necessary to Sustain Beyond 2015?</b>	<b>Future Sustainability</b>
\$790k to develop and deploy a common, statewide Workforce Knowledge and Competency Framework and an aligned progression of credentials and degrees	<ul style="list-style-type: none"> <li>• No.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A. One-time investment</li> </ul>
\$900k to manage and ensure implementation of the Competency Framework and all related activities	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>	<ul style="list-style-type: none"> <li>• The work will continue with existing professional development staff.</li> </ul>
\$970k to engage postsecondary institutions and other professional development providers in adopting the Competency Framework	<ul style="list-style-type: none"> <li>• No. One-time investment to align coursework with the Competency Framework; ongoing updating funded by postsecondary institutions and other PD providers during their normal course of business.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A. One-time investment</li> </ul>
\$1.43M to provide and expand access to professional development opportunities aligned with the Competency Framework	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>	<ul style="list-style-type: none"> <li>• CCDF and private funds have historically supported professional development and we anticipate this will continue.</li> </ul>
\$435k to launch campaigns to attract talented, ethnically and linguistically diverse people to all roles and levels within the Workforce, and create and implement PD opportunities that address and support their needs	<ul style="list-style-type: none"> <li>• No. One-time investment in marketing and recruiting campaigns resulting in a more diverse Workforce that subsequently can be engaged in outreach.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A. One time investment</li> </ul>
\$2.2M to design, implement and deploy a Learning Management System (LMS), with an initial pilot inclusive of educators serving Children with High Needs and	<ul style="list-style-type: none"> <li>• Yes. While this is a one-time infrastructure investment; ongoing maintenance will be required beyond 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• CCDF quality dollars will continue to provide funding for the maintenance of the Learning Management System.</li> </ul>

<b>Investment</b>	<b>Necessary to Sustain Beyond 2015?</b>	<b>Future Sustainability</b>
integration with other state systems to make public reporting available.		
\$3.3M to accelerate the achievement of competencies and career advancement.	<ul style="list-style-type: none"> <li>• Yes. Targeted acceleration incentives are recommended beyond 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• Future technical assistance will be provided through federal and state funding that supports technical assistance for staff of various programs (Head Start, Part C, CPP, etc.).</li> </ul>
\$850k to provide training on Colorado's quality initiatives, including early learning Guidelines, TQRIS and other professional development opportunities, for early childhood families and FFN providers supporting Children With High Needs.	<ul style="list-style-type: none"> <li>• No.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A. One-time investment.</li> </ul>

**Kindergarten Entry Assessment:** The RTT-ELC grant will be used to accelerate the statewide adoption of the Kindergarten Readiness assessment. The following table outlines these investments, outlines the need beyond 2015, and provides an overview of Colorado's plan to sustain (if necessary) beyond the life of the grant.

**Total RTT-ELC Investment: \$2,956,330**

**Table A-M: Sustainability of Kindergarten Entry Assessment Activities**

<b>Investment</b>	<b>Necessary to Sustain Beyond 2015?</b>	<b>Future Sustainability</b>
\$1.71M to expand the Kindergarten Readiness Assessment pilot to 500 classrooms in Fall 2012	<ul style="list-style-type: none"> <li>• No. This is a one-time investment in an expanded pilot that enables an improved statewide deployment; the deployment will be funded by state resources as required by legislative mandate.</li> </ul>	<ul style="list-style-type: none"> <li>• This grants funds only the pilot assessment. Once KEA is universally administered in 2013, state and local funds will support the administration.</li> </ul>

<b>Investment</b>	<b>Necessary to Sustain Beyond 2015?</b>	<b>Future Sustainability</b>
\$700k to ensure assessment data is accessible and shared	<ul style="list-style-type: none"> <li>• Yes. While this is a one-time infrastructure investment, ongoing maintenance will be required beyond 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• State and Federal resources will continue to provide funding for the Early Learning Data System – this includes linking to and from K-Readiness Assessment data.</li> </ul>
\$690k to deliver implementation training and support	<ul style="list-style-type: none"> <li>• Yes. While this provides additional implementation support for the statewide deployment, on-going support will be required for the administration of this assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Future training will be provided through federal, state and local funding that supports P-12 professional development.</li> </ul>

**Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.**

<b>Source of Funds</b>	<b>Fiscal Year 2012</b>	<b>Fiscal Year 2013</b>	<b>Fiscal Year 2014</b>	<b>Fiscal Year 2015</b>	<b>Total</b>
<i>Child Care Development Fund – Quality Set Aside*</i>	\$13,423,000	\$13,423,000	\$13,423,000	\$13,423,000	\$53,692,000
<i>Part C of IDEA*</i>	\$502,459	\$502,459	\$502,459	\$502,459	\$2,009,836
<i>Colorado Preschool Program- State Level Administration*</i>	\$501,536	\$501,536	\$501,536	\$501,536	\$2,006,144
<i>Colorado Preschool Program – Estimated Local Level Administration*</i>	\$3,353,665	\$3,353,665	\$3,353,665	\$3,353,665	\$13,414,660
<i>Part B of IDEA- Preschool and Child Find*</i>	\$460,000	\$460,000	\$460,000	\$460,000	\$1,840,000
<i>Part B of IDEA- Results Matter*</i>	\$380,000	\$380,000	\$380,000	\$380,000	\$1,520,000
<i>Maternal, Infant and</i>	\$100,000	\$100,000	N/A	N/A	\$200,000

<b>Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.</b>					
<b>Source of Funds</b>	<b>Fiscal Year 2012</b>	<b>Fiscal Year 2013</b>	<b>Fiscal Year 2014</b>	<b>Fiscal Year 2015</b>	<b>Total</b>
<i>Early Childhood Home Visitation Grant</i>					
<i>Maternal and Child Health / Title V Block Grant*</i>	\$245,700	\$245,700	\$245,700	\$245,700	\$982,800
<i>Medicaid*</i>	\$75,000	\$75,000	\$75,000	\$75,000	\$300,000
<i>Community Based Child Abuse and Neglect Prevention Grant*</i>	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
<i>Early Education Partnerships to Expand Protective Factors for Children with Child Welfare Involvement-Children's Bureau Grant</i>	\$200,000	\$50,000	N/A	N/A	\$250,000
<i>Early Head Start University Partnership Grants: Buffering Children from Toxic Stress – Administration for Children and Families</i>	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$4,000,000
<i>State Advisory Council Grant</i>	\$700,000	\$300,000	NA	NA	\$1,000,000
<i>Head Start State Collaboration Office</i>	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
<i>Local Head Start Programs</i>	\$1,471,000	\$1,471,000	\$1,471,000	\$1,471,000	\$5,884,000
<i>Early</i>	\$58,000	NA	NA	NA	\$58,000

**Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.**

<b>Source of Funds</b>	<b>Fiscal Year 2012</b>	<b>Fiscal Year 2013</b>	<b>Fiscal Year 2014</b>	<b>Fiscal Year 2015</b>	<b>Total</b>
<i>Childhood Comprehensive Systems Grant</i>					
<i>Private Foundations</i>	\$14,853,795	\$14,853,795	\$14,853,795	\$14,853,795	\$59,415,180
<i>Local Funding</i>	\$500,000	\$700,000	\$700,000	\$700,000	\$2,600,000
<i>National Governor's Association Complete College America Grant</i>	\$25,000	N/A	N/A	N/A	\$25,000
<i>State Funding* for Early Childhood Mental Health Specialists</i>	\$750,000	\$750,000	\$750,000	\$750,000	\$3,000,000
<i>Denver Preschool Program – Quality Improvement</i>	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$4,000,000
<i>Social Innovation Fund Grant from the Corporation for National and Community Service</i>	\$750,000	\$750,000	N/A	N/A	\$1,500,000

**NOTE:** This table includes Federal, State, private and local funds that will be used to achieve the goals set out in the High-Quality Plans in this grant. The funds listed in Table (A)(1)-4, along with related federal funds, will continue to support children’s participation in Early Learning and Development Programs and support the goal of all children being ready for kindergarten. Because the State Plan does not directly expand slots, to the maximum extent possible, we do not include resources that fund slots.

\* Estimates are based on past fiscal year funding and are subject to changes in federal and state funding each year.

Colorado Preschool Program – Local Administrative Support calculated at 5% of total program budget.

Local Funding – Estimated based on the average of \$.56 locally generated per every state dollar invested in local Early Childhood Councils. This does not include locally-generated tax initiatives because those funds often go to direct services.



**Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.**

Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
Private Foundations – Estimated by taking 75% of the average amount of private foundation funds committed to early childhood during two different years, 2007 and 2010. This percentage was used because a small portion of private funds have gone to direct services.					

## **B. High-Quality, Accountable Programs**

### **(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)**

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

Colorado has fully implemented a voluntary common statewide Tiered Quality Rating and Improvement System (TQRIS). Colorado was a national pioneer<sup>35</sup> in developing and validating a quality rating and improvement system for early care and education programs. Our current TQRIS, administered by Qualistar Colorado, has been successful in raising the quality of programs statewide, with special emphasis in areas and programs with high needs. In response to a rigorous evaluation of our TQRIS and a desire to raise licensing standards, we propose to use RTT-ELC funds to accelerate the development and implementation of an enhanced and expanded TQRIS system that is embedded in licensing and links with other state data systems. By raising quality for all licensed programs and evolving our TQRIS, we will ensure more children have higher quality early learning experiences that will prepare them fully for kindergarten and beyond.

---

35 Zellman, G. L. & Perlman, M. (2008). Child-care quality rating and improvement systems in five pioneer states.

## **A. WHERE WE'VE BEEN**

**1. Qualistar Colorado.** The effort to develop a quality rating and improvement system in Colorado began in 1996 and was fueled by broad-based financial support from private individuals, corporate donors, and a varied group of Colorado foundations. In all, over \$20 million in private money has been invested in developing and evaluating this system.

The Qualistar Quality Rating and Improvement System (Qualistar) is administered by Qualistar Colorado, a private nonprofit organization. Qualistar is a statewide program, however, participation in the system is voluntary and funding is limited. Therefore, only 25 percent of licensed child care centers and 2.5 percent of family child care homes currently have a rating.

Applying a 0-4-star system that uses multiple research-based indicators of program quality, The Qualistar Rating™ process evaluates five different quality components: the Learning Environment, Family Partnerships, Training and Education, Adult-to-Child Ratios/Group Size, and Accreditation. The Qualistar quality components are attached as Appendix K. These components are measurable, differentiated by level, and reflect high expectations of program excellence. Qualistar also assists programs in using data to guide instruction and program improvements and makes rating information available to parents.

A multi-year evaluation conducted by RAND found the rating was valid in differentiating levels of quality. However, the rating components do not fully meet the definition of Program Standards set out in the RTT-ELC. Specifically, Qualistar does not address developmental screening measures as part of the comprehensive assessment system, all health promotion practices (Table (A)(1)-8), and does not completely address all data elements as defined for purposes of the RTT-ELC (see Table (A)(1)-13).

The Qualistar TQRIS offers all materials and forms in Spanish as well as Spanish-speaking raters. Qualistar applied NAEYC standards to make the TQRIS culturally appropriate.

The current Qualistar rating program operates independently of the state's licensing system. Each maintains their own data system and currently no architecture is in place to link data across these systems.

**Imagining the Next Generation of TQRIS in Colorado.** Today, Colorado's early childhood system is characterized by multiple program standards (refer to Table B(1)-1), policies, procedures and funding streams. Our plan to create a rated-license system will offer a

unifying set of standards that can help assure all children, including those with High Needs, receive high-quality services regardless of who pays for their care and education.

To this end, in February of 2010, the Colorado Department of Human Services convened a team representing 35 organizations to propose recommendations for expanding Colorado's TQRIS. The first draft of recommendations were finalized and shared with stakeholders in November 2010. The work continued with a smaller group of stakeholders and early childhood experts, culminating in an RFP to develop the expanded TQRIS. On September 13, 2011, the Early Childhood Leadership Commission approved an expenditure of \$100,000 for this RFP to be matched with \$50,000 from the Colorado Department of Human Services. Its Scope of Work (which includes items relevant to other subsections of Criterion B and is attached as Appendix L) covers the:

- Creation of a crosswalk of current national program standards, Colorado specific standards (e.g., Qualistar) and licensing standards, including the National Association for the Education of Young Children and Head Start and Early Head Start Program Performance Standards.
- Development of indicators for each of the following category areas within four rating levels: Curriculum and Learning; Workforce Qualifications and Professional Development; Environment; Leadership, Management and Administration; and Family Partnership.
- The embedding of four elements in each category area:
  - Cultural Responsiveness
  - Health
  - Social-Emotional Development
  - Inclusion of Children with Special Needs.
- Development of a quantitative methodology for determining adherence to indicators.
- Development of a technical manual for the TQRIS system.
- Analysis of tiered reimbursement systems in other states.
- Inventory of existing supports and incentives available to support providers in obtaining TQRIS ratings and advancing along the rating tiers.

To pave the way for a rated license TQRIS, the Colorado Department of Human Services, Division of Child Care proposed revised licensing rules for family child care and child care

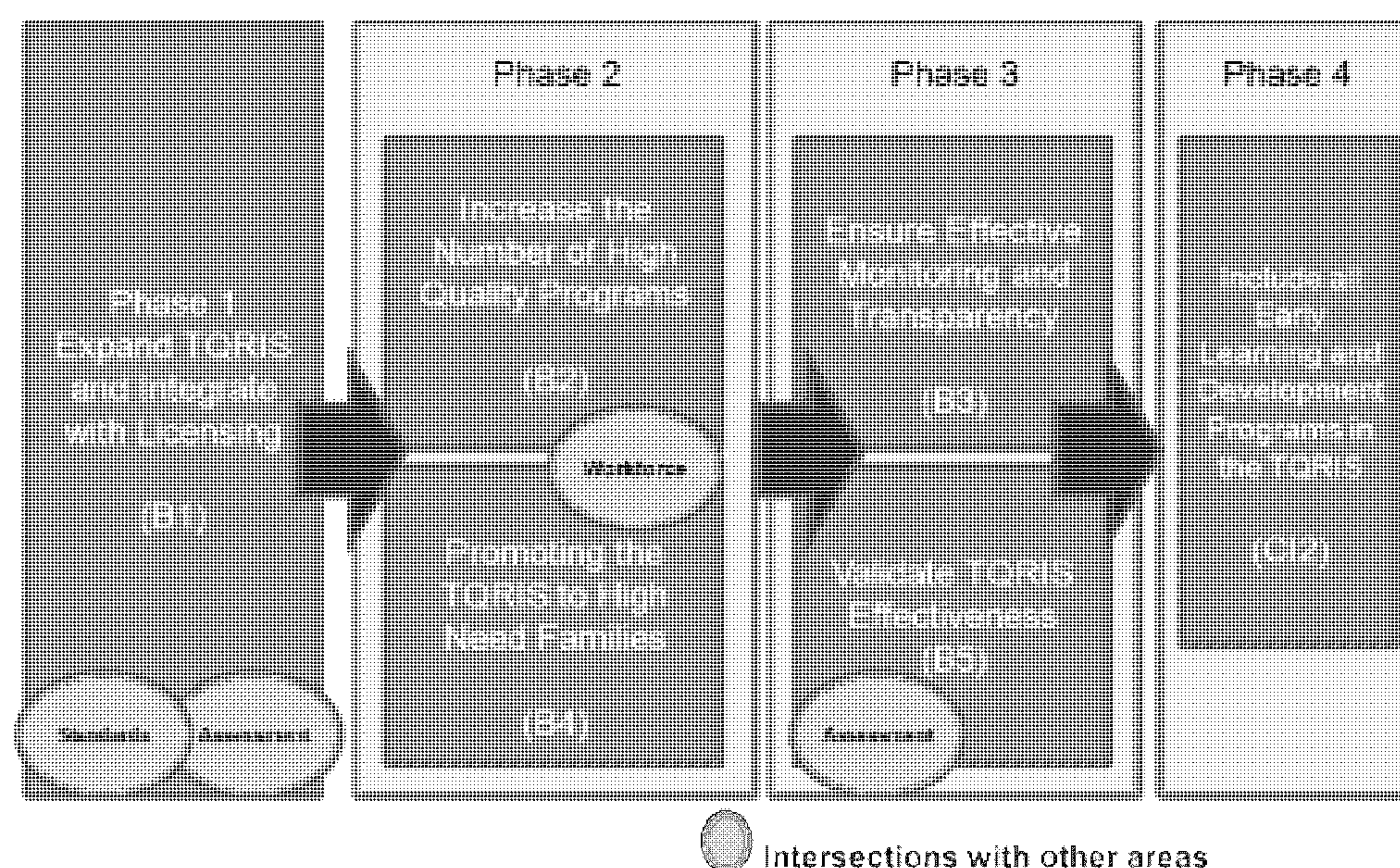
centers to incorporate higher standards with the purpose that compliance with these rules would represent level 1 (entry level) in the new TQRIS. Revised Family Child Care Rules are now in effect. The Child Care Center rules are in second draft review and will be implemented by November 2012.

The timeline for development of the next generation TQRIS is driven by statute, the Department of Defense Quality Child Care Standards Pilot Program, HB11-1027, which requires that “on or before **December 30, 2013** the [Department of Human Services] shall develop a Quality Rating and Improvement System that is “inclusive, accessible, available to all child care providers, embedded in licensing, and reflective of evidence-based practice for successful outcomes for children and families, to be used in the program to evaluate the implementation of the Department of Defense Standards.” Another key timeline in the legislation: a report to the General Assembly on outcomes of the pilot, including an evaluation of the higher standards and the TQRIS for licensure, monitoring, and provider support must be submitted by March 1, 2015.

## **B. WHERE WE’RE GOING**

The High-Quality Plan for implementing the next generation TQRIS includes activities that address all five subsections of Section B as well as Competitive Priority 2. The Plan denotes activities by subsection for the convenience of reviewers. As shown in the figure below, the chronological order for implementing project activities is slightly different than the order in which the subsections are listed in the Notice Inviting Applications. The High-Quality Plan for the TQRIS project is included in the narrative for B(5) at the end of this section.

**Figure 7: Overview of Time Line for Expanded TQRIS Development and Implementation**



This section of the application (B1) concerns the development and adoption of a common, statewide TQRIS. The **goals** for this phase of the project are:

1. An enhanced TQRIS is designed, implemented and launched by September 2014.
2. The TQRIS is based on a statewide set of tiered program standards that differentiate levels of program quality and reflect high expectations of program excellence.
3. Longitudinal data linkages between the TQRIS and the Comprehensive State Assessment Systems are implemented.

The design and implementation of a TQRIS is a complex task that requires the careful balancing of multiple policy and practical considerations. When licensing is embedded into TQRIS, its potential impact on system quality becomes transformative, and the design and implementation challenges grow in complexity. On the one hand, a TQRIS must be accurate (reliable and valid); on the other hand, it must be cost effective to administer.

The High-Quality Plan at the end of Section B describes how we will complete the process of defining the next generation TQRIS and manage its successful implementation. The communications resource is essential to helping Early Learning and Development programs, especially those with less administrative capacity, navigate the transition to the new system. The Plan also describes our activities for ensuring integration between the TQRIS and state data systems, including the State Longitudinal Data System (SLDS) and the proposed Learning

Management System for Early Childhood Educators (refer to D(2)). The TQRIS will also be linked to CDE's assessment systems (which incorporate Results Matter and the Kindergarten Entry Assessment). These connections will ensure the collection and linking of program data that will be used by decision makers at all levels to inform quality improvements in individual programs and in the system as a whole over time. In addition to enhancing this integration, the expanded TQRIS will include a new and refined infrastructure for providing data and reports to parents, providers and policymakers, as described in more detail in B(2).

The activities related to this aspect are detailed in the TQRIS High-Quality Plan (found at the end of Section B).

### **C. IMPACT OF THE PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

Major longitudinal studies conclude that child care quality is most likely to influence outcomes for Children with High Needs, particularly when care is culturally and linguistically responsive. By providing a unifying set of program standards for all licensed Early Learning and Development Programs, the TQRIS will drive continuous improvements in quality and enhance accountability in the system overall. This work underscores our refusal to consider access and quality as trade-offs, and our commitment to pursue a coherent system that provides improved access to high-quality programs for Children with High Needs. With support from the RTT-ELC, Colorado will accelerate the development and successful implementation of a next generation TQRIS that includes all licensed Programs and that targets quality improvement supports to programs that serve Children with High Needs.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State	Program Standards Elements <sup>[14]</sup> <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Qualistar Colorado*			X	X			
Head Start/Early Head Start	X	X	X	X	X	X	
Quality Standards for Early Childhood Programs and Services	X		X	X	X		
Child Care Licensing Standards			X		X		
NAEYC Accreditation	X	X	X	X	X	X	
NAFCC Accreditation	X		X	X	X		
Nurse Family Partnership	X	X	X	X	X	X	
Parents as Teachers	X	X	X	X	X	X	
HIPPY	X	X	X	X		X	

\*Qualistar Colorado program standards are the only tiered program standards



**(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System. (15 points)**

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
- (2) Early Head Start and Head Start programs;
- (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
- (4) Early Learning and Development Programs funded under Title I of the ESEA; and
- (5) Early Learning and Development Programs receiving funds from the State’s CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (*e.g.*, maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

As Colorado moves to a rated license TQRIS, the RTT-ELC will tremendously enhance the supports for quality improvements that system will be able to offer Early Learning and Development Programs that serve Children with High Needs.

**A. WHERE WE’VE BEEN**

**Participation.** All licensed Early Learning and Development Program providers are allowed to participate in the current system. Voluntary participation includes Early Head Start and Head Start, school-based preschools, community-based child care, family child care homes, Title I programs and Part B programs. In a few cases, service providers are *required* to participate; specifically, a set of programs that receive targeted CCDF funds – the School Readiness Quality Improvement program providers – as well as those who participate in the Denver Preschool

Program. The Division of Child Care may also use participation in Qualistar as a strategy with programs in an adverse licensing situation.

Table (B)(4)(c)(1) shows the distribution of ratings (one to four stars) across the programs currently participating in Qualistar. As detailed in B(5), the quality ratings of programs participating in Qualistar have improved over time.

The Qualistar system was built on the assumption that parent demand would drive increased voluntary participation in a quality rating system. We learned, however, that parent demand alone is insufficient and that the State needs to play a more assertive role. To this end, the next generation TQRIS in Colorado will be a rated license system. Since school-based preschool programs are licensed in our State, this strategy will make it possible for us to include all of the Colorado Preschool and Title I preschool sites, all programs that serve children participating in the child care subsidy program, and many programs that serve children with special needs. While Head Start is currently exempt from licensing, almost all programs are licensed and thus we believe that the number of Head Start programs participating will be high.

Rules adopted by the Colorado Division of Child Care require all programs serving more than two unrelated children in family child care homes and five unrelated children in centers to be licensed. The exemptions to licensing are drawn narrowly, as detailed in our response to Priority 2. Licensing staff complete significant training to develop the knowledge base to serve not only as effective regulators but also as a source of technical assistance to programs. Specifically,

- All licensing staff show competence in critical ECE knowledge and skill areas at the same level required of Directors.
- All Licensing Specialists complete training on the Environment Rating Scales.
- All Licensing Administrators and Supervisors earn credentials granted by the National Association for Regulatory Administration.
- All Licensing staff members participate in training on cultural competence and Ruby Payne's work on "Bridges Out of Poverty."<sup>36</sup>
- All licensing staff are required to serve on a local Early Childhood Council.

---

<sup>36</sup> DeVol, P., Dreussie Smith, T. and Payne, R. (2001). *Bridges out of poverty: strategies for professionals and communities*.

**Addressing Affordability and Quality of Care.** At the local level, some Early Childhood Councils implemented Colorado Child Care Assistance Program waivers to raise the ceiling on eligibility to 225% of poverty level, which resulted in a statewide policy shift allowing this eligibility threshold. In addition, as described in Section A(1), in the City and County of Denver, the City of Aspen, Summit County and the Boulder School District funds generated through voter-approved tax or mill levy increases and dedicated to early childhood provide financial assistance to families as well as support quality improvement efforts. The EC Councils were instrumental in advocating for these tax and mill levy increases. Qualistar is not currently charged to provide specific policy or practice levers to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs.

## **B. WHERE WE'RE GOING**

Colorado **goals** for improving participation in the TQRIS are:

1. Early Learning and Development Programs have received training and technical assistance related to their participation in the TQRIS.
2. 100% of Early Learning and Development Programs are quality-rated by December 2015.
3. Policies and rules are in place to support programs in providing high-quality care for Children with High Needs and their families.

**Participation.** Under the rated license TQRIS, participation will no longer be voluntary. Instead, all licensed programs will be required to participate. As Colorado moves to a rated license TQRIS, the High-Quality Plan provides for training and technical assistance to help programs understand the requirements and opportunities of this system. An internal policy review also will smooth the way for this major transition. In the end, all licensed programs will benefit from having a clear path for improvement identified through the higher tiers. Moreover, the TQRIS structure and uniform program standards will simplify and focus communication between providers and state licensing specialists, leaving more time to spend on quality improvement functions such as information sharing and technical assistance.

**Addressing Affordability and Quality of Care.** One of the most common forms of incentives for quality improvement across the country is tiered reimbursement. As discussed above, Colorado's Child Care Assistance Program is administered at the county level. Several

counties currently provide tiered reimbursements. For example, Routte County reimburses providers at the top tier of quality rating with a 100% reimbursement based on the amount of tuition the center charges. The Denver Preschool Program, under the City and County of Denver jurisdiction, also provides increased benefits to providers who receive a higher quality rating. Other counties, however, have extremely low reimbursement rates, with no tiered incentives. Data indicates that providers respond quickly to information regarding the definition of quality, and are motivated to increase scores.<sup>37</sup> Through this proposal, Colorado has laid out a plan to assess its current reimbursement system and to study what supports and policy changes are necessary to implement a tiered reimbursement system statewide. This system will be implemented after the new TQRIS roll out and other foundational pieces are in place.

The activities related to this aspect of TQRIS implementation to drive high-quality, accountability programs are detailed in the High-Quality Plan found at the end of this section.

### **C. IMPACT OF THE PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

Table (B)(2)(c) sets annual targets for increasing the number and percentage of programs participating in the TQRIS. RTT-ELC will help Colorado successfully navigate the major transition to a rated license TQRIS.

Through Colorado's bold plan, 100 percent of licensed Early Learning and Development Programs will be included in the TQRIS by December 2014. We will also review current funding streams that support program operations, such as CCDF certificates, Colorado Preschool Program, the Colorado Child Care Contributions Tax Credit, and others, with an eye to designing a financing plan that offers access to higher levels of funding for high-quality programs that effectively serve high need kids as measured by national best practices. Through these advancements, Children with High Needs will have access to higher quality programs statewide.

---

<sup>37</sup> In the 2009-2010 school year, 67 percent of participating programs in the Denver Preschool Program were rated 3 or 4 stars upon entering the re-rating process (a biannual event), while 91 percent were rated 3 or 4 stars at the conclusion.

<b>Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of programs in the State</b>	<i>Baseline and Annual Targets – Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>State-funded preschool</b> <i>Colorado Preschool Program</i> <i>Source: CDE, 2009-2010</i>	823	222	27%	222	27%	222	27%	412	50%	823	100%
<b>Early Head Start and Head Start</b> <sup>[15]</sup> <i>Source: Head Start State Collaboration Office</i>	47 Programs with 272 Sites	130 Sites	48% of sites	130 sites	48% of sites	130 sites	48% of sites	136 sites	50% of sites	272 sites	100% of sites
<b>Programs funded by IDEA, Part C*</b> <i>Source: Early Intervention Colorado, CDHS</i>	10,990	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Programs funded by IDEA, Part B, section 619</b> <i>Source: CDE, Exceptional Student Services, 2009-2010</i>	704	139	20%	139	20%	139	20%	352	50%	704	100%
<b>Programs funded under Title I of ESEA</b>	13 LEAs use Title I for pre-school	Data not available	NA	NA	NA	NA	NA	7 districts	50%	13 districts	100%
<b>Programs receiving</b>	1,867	Data not	NA	NA	NA	NA	NA	934	50%	1,867	100%

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets – Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
from CCDF funds		avail-able									
<b>Licensed facilities** Child Care, Family Child Care, Preschool Programs</b> Source: CDHS	5,230	NA	NA	NA	NA	NA	NA	2,615	50%	5,230	100%
<b>Other School Readiness Quality Improvement Program</b> Source: CDE	114	114	100%	114	100%	114	100%	114	100%	114	100%
<p>*Part C services are provided, per IDEA, in “natural environments” with 97.8% of services in CO 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.</p> <p>**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 enhanced TQRIS, 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 TQRIS, we anticipate measurable increases in TQRIS participation beginning in calendar year 2014.</p> <p>** All Licensed Care = 1,214 Child Care Centers, 3,171 Family Child Care Homes, 845 Preschools</p>											

**(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing 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) and making 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.

The contractor-supported work currently underway to expand the TQRIS in Colorado will drive final decisions about monitoring tools and processes for inter-rater reliability. The High-Quality Plan will expand and enrich the resources available for providing rating and quality information to parents through the creation of a new Early Learning Data System. These system elements are not ends in themselves, but will be structured and implemented in light of the real end: building a TQRIS with the capacity to drive ongoing improvements in program quality to produce school readiness outcomes for Children with High Needs.

**A. WHERE WE'VE BEEN**

**Valid and Reliable Tools/Inter-Rater Reliability/Frequency of Monitoring.** The current Qualistar TQRIS incorporates the use of **Environment Rating Scales (ERS)** in its rating and quality improvement process. These scales assess the various interactions that go on in a classroom (between staff and children, staff, parents, and other adults, among the children themselves; and the interactions children have with the many materials and activities in the environment) as well as features, such as space, schedule and materials that support these interactions. Reliable observers conduct the assessments. The ERS, a valid and reliable tool, is used extensively across all types of programs and program settings and early childhood research.<sup>38</sup> Results Matter, Colorado's current early childhood assessment program (refer to Section C(2)) collects ERS information at the program license level.

---

<sup>38</sup> [http://www.childtrends.org/Files/Child\\_Trends-2010\\_03\\_10\\_FR\\_QualityCompendium.pdf](http://www.childtrends.org/Files/Child_Trends-2010_03_10_FR_QualityCompendium.pdf)

- The *Infant/Toddler Environment Rating Scale Revised Edition (ITERS-R)*<sup>39</sup> measures global quality in center-based programs serving children from birth to 30 months of age, covering the domains of language development, social and emotional development and health/physical development.
- The *Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)*<sup>40</sup> measures global quality in center-based early childhood programs that serve children ages 2½ to five. It covers the domains of language development, literacy, math, science, creative arts, social and emotional development, approaches to learning and health/physical development.
- The *Family Child Care Environment Rating Scale-Revised Edition (FCCERS-R)*<sup>41</sup> measures global quality of care that is provided in an individual’s home for a small group of children, covering the domains of language development, literacy, math, science, creative arts, social and emotional development, and health/physical development.

The reliability process for Qualistar raters in Colorado includes required training of raters and an inter-rater reliability process to ensure 85% reliability among raters. Colorado has developed an extensive ERS reliability system. The current program at Clayton Early Learning Institute, funded with both public and private dollars, trains and supports Qualistar raters and certifies coaches in ERS tools.

Although it is not currently a part of the Qualistar Rating, the **Classroom Assessment Scoring System (CLASS)**<sup>42</sup> is administered in Head Start programs to inform quality improvement activities. CLASS is an observational tool to assess classroom quality in pre-kindergarten through grade 3 based on teacher–student interactions in the classroom. Ten dimensions of classroom quality are identified across three domains of interaction: emotional

---

39 Harms, T., Cryer, D., Clifford, R. M. (2003). *Infant/Toddler Environment Rating Scale - Revised Edition*. New York, NY: Teachers College Press.

40 Harms, T., Clifford, R. M. & Cryer, D. (2005). *Early Childhood Environment Rating Scale – Revised Edition*. New York, NY: Teachers College Press.

41 Harms, T., Cryer, D., & Clifford, R. M. (2007). *Family Child Care Environment Rating Scale – Revised Edition*. New York, NY: Teachers College Press.

42 R. Pianta, K. La Paro, and B. Hamre. (2008). *Classroom Assessment Scoring System (CLASS) Manual, K–3*. Baltimore: Brookes Publishing.



support, classroom organization and instructional support. Trained CLASS users observe in classrooms for twenty minute intervals and then score each dimension. Results from the National Center for Early Development & Learning (NCEDL) multi-state study provide evidence that classroom quality, as assessed by the CLASS, is associated with children's performance at the end of pre-school, as well as gains in their performance across the pre-school year. These associations were sustained, even after controlling for a variety of covariates, including maternal education, ethnicity and gender.

The reliability process for CLASS raters in Head Start requires raters to attend training on the tool, where they learn the domains, dimensions, indicators, and behavioral markers of the CLASS and to score and code practice video observations. Following the training, raters complete reliability testing through an online program.

The Denver Preschool Program will begin the CLASS (Classroom Assessment Scoring System) rating alongside Qualistar beginning in 2012. Lessons learned from the experience of Head Start and the Denver Preschool Program will be applied statewide as the expanded TQRIS is implemented.

**Providing Quality Rating Information to Parents.** The Qualistar website contains a "How to Choose Quality Care" link that provides access (via mail or computer download) to *Working Your Way through the Child Care Maze*. This publication is a tool for families to use as they explore child care options, including licensing requirements, why quality child care is important, questions to ask child care providers and more.

Qualistar Colorado is contracted by the Colorado Department of Human Services, Division of Child Care, to collect and maintain a database of all licensed providers. Qualistar collects this information using software developed and licensed by the National Association of Child Care Resource and Referral Agencies, and maintained by Qualistar's 17 contracted Child Care Resource and Referral partners, located across Colorado.

The database contains detailed information about every licensed child care program in Colorado, including child care centers, family child care providers, preschools, Head Start programs and school age facilities. Information includes hours of operation, licensed capacity by age group, and rates charged for services. The software also collects information from the families who are seeking the child care referral services, including number and ages of children, family income, reasons for needing care, and preferred characteristics of care.

Qualistar currently conveys program rating information to parents in both English and Spanish through its website, its network of Child Care Resource and Referral Agencies, and through local Early Childhood Councils. The efforts of these local systems to help parents identify quality child care options are designed to be both comprehensive and collaborative; public awareness has been a focus for the past 10 years. In addition, the Denver Preschool Program website contains a preschool locator that conveniently connects families with providers' quality ratings as well as their locations and contact information. Details on the quality rating of Denver Preschool Program providers are also located there.

A number of local Early Childhood Councils have developed printed outreach and informational materials on the subject of quality child care targeted to monolingual Spanish speaking parents and child care providers. Direct distribution mechanisms include home visitation, parent resource fairs, Week of the Young Child activities and more. In addition, through the resource and referral contract, a website that delivers quality-related information and collateral materials in Spanish is available to parents and providers.

## **B. WHERE WE'RE GOING**

Building on the strong monitoring and rating and parent information processes used by Qualistar, our **goals** for the next generation TQRIS are:

1. Programs participating in the TQRIS are monitored using a valid and reliable tool.
2. A high level of inter-rater reliability for trained monitors of the TQRIS is achieved and maintained across the state of Colorado.
3. Programs participating in the TQRIS are monitored and rated with appropriate frequency.
4. Parents and public have full access to meaningful TQRIS data via the Early Learning Data System, and understand how to use the system and the data provided.

**Valid and Reliable Tools/Inter-Rater Reliability/Frequency of Monitoring.** As detailed in the RFP for the design of the Colorado TQRIS, the selected consultant will make recommendations about valid and reliable tools and processes for monitoring, including processes for achieving and maintaining inter-rater reliability and the frequency of monitoring. The interagency Colorado TQRIS design group supports the continued use of the Environment Rating Scales and the inclusion of CLASS in the expanded rating system. *The Program*

*Administration Scales (PAS)*<sup>43</sup> is likely to be included as well. The PAS assesses the quality of administrative practices in ten areas<sup>44</sup> to support improvements in overall program quality.

Quality indicators equivalent to level 3 on the Environment Rating Scale (ERS) likely will be embedded in the licensing rules at levels 1 and 2. Programs seeking a rating at a level 3 or 4 will be rated using the full ERS. Similarly, the CLASS and the PAS likely will be administered at levels 3 and 4, and introduced to and promoted with programs in levels 1 and 2.

**Providing Quality Rating Information to Parents.** Adding to the ongoing strategies described above for ensuring parents have access to quality rating information, we propose to build a link enterprise data through the Early Learning Data System and associated web portal application to ensure parents have timely access to data and information on all programs in the TQRIS. This Early Learning Data System will provide parents, teachers, providers, and policy-makers with easy access to key data and reports, including dashboard reports. The system will serve as the one stop for parents in accessing valuable information about early childhood and development, including information on standards and Guidelines, TQRIS rating information, and comprehensive assessments. This Early Learning Data System is a cornerstone manifestation of our push towards enabling all stakeholders to have the tools and information they need for data driven decision-making.

System functionality will be designed with families of Children with High Needs in mind; for example, information will be provided in Spanish. In addition, a multi-media campaign including social media will be launched to help families understand how to access the Early Learning Data System through the web portal application, including technical assistance for understanding and using the data provided. Early Learning and Development Programs will receive training and coaching to support families in using data from the Early Learning Data System. Bilingual self-service webinars will also support the effective use of this system. From a technical architectural perspective, the Early Learning Data System will leverage the current

---

43 Talan, T. & Bloom, P.J. (2008). *Program Administration Scale: Measuring Early Childhood Leadership and Management*. Teacher's College Press.

44 PAS assesses human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

SLDS Link and Capture platform (refer to Appendix E) to ensure data from all relevant early learning and development data systems are integrated to maximize reporting capabilities.

The TQRIS High Quality Plan at the end of Section B details the activities describe in this subsection.

### **C. IMPACT OF THE PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

The work described in this section will provide a valid and reliable tool for monitoring programs and the necessary training to ensure those responsible for monitoring are well-prepared to be effective, resulting in inter-rater reliability. Additionally, the efforts described in this section will give parents, programs, policy makers and other key stakeholders access to timely, relevant and insight data for improved data driven decision-making. System integrity and transparency will build confidence in the credibility and effectiveness of the TQRIS as the state works through the major transition of implementing a rated license system.

**(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) 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 Tiered Quality Rating and Improvement System.

In conjunction with the development and implementation of the next generation TQRIS, we will identify and introduce incentives and other supports to help programs pursue and maintain quality improvement. These supports will serve programs directly as well as help programs better provide high-quality, accessible care for families.

## **A. WHERE WE'VE BEEN**

**Supports and Incentives for Quality Improvement.** Evidence shows that the Qualistar rating process is itself an incentive for quality improvement. Upon completion of the Qualistar Rating, Qualistar furnishes programs with a comprehensive Quality Performance Profile<sup>®</sup> that includes recommendations for improving the quality of the care they provide. A system of support for improving program quality is currently in place in Colorado, at all levels:

At the **state** level, language about quality is explicitly referenced in the enabling legislation that established the Early Childhood Councils. In addition, HB 10-1026, enacted during the

initial Race to the Top application process, provides a mechanism for the Colorado Child Care Assistance Program to resource quality improvement in early childhood programs.

At the **local** level, some counties administer the Child Care Assistance Program according to a tiered reimbursement system that is aligned with the Quality Rating. County governments also develop innovative incentive packages to increase access to high-quality for Children with High Needs. For example, Routt County Commissioners instituted an incentives package coordinated by the local Early Childhood Council to include professional development scholarships, support and access to comprehensive assessments (Results Matter), and social-emotional development classroom curricula. In turn, the programs accept children on child care subsidy.

From the **private sector**, many Colorado private foundations have embraced the utility of the current Qualistar rating as a tool for program improvement and a means of measuring performance over time. The Temple Hoyne Buell Foundation, the Rose Community Foundation, Mile High United Way and others incorporate the Qualistar Rating into their early childhood funding strategies, formally and informally. In addition, private sources make grants to Early Childhood Councils to support community-based quality improvement efforts.

The opportunity exists to strengthen the current system of support for quality improvement. Supports tend to be fragmented and vary widely by community. Within this currently diffuse quality improvement structure, however, powerful examples of excellence exist that can serve as models for other efforts. The Denver Preschool Program (DPP) requires that all of its providers participate in its quality rating and improvement system. Annually, approximately 10 percent (or \$1M) of the program budget is dedicated to quality improvement. All DPP providers receive quality improvement "credits" which they use to purchase technical assistance, quality improvement materials, or staff development activities directly related to their improvement plans. DPP also sponsors a number of free professional development training opportunities over the course of each program year for participating providers.

Similarly, child care programs in the School Readiness Quality Improvement Program (funded by the Child Care Development Fund) are required to participate in the Qualistar TQRIS. They use their Quality Performance Profiles to inform the development and implementation of three-year school readiness quality improvement plans. As part of these plans, local Early Childhood Councils implement a variety of professional development activities that meet local needs, are aligned with the *Colorado Core Knowledge and Standards* for early

learning professionals (described in Section D), and are accepted by the Colorado Department of Human Services, Division of Child Care to meet licensing rules and regulations. These activities include coaching and mentoring; development of individual professional development plans; scholarships, stipends, wage bonuses, and advising to pursue college level coursework, or attain professional credentials; and content-specific training related to cultural competency, administrative and business practices, engaging families, and specific assessment tools and curriculum.

A promising recent entry into the field is *Early Learning Ventures* (ELV), founded by the David and Laura Merage Foundation. ELV supports a shared services model to help early care and education programs operate more efficiently so they can focus financial and human resources on the quality of care provided to children. ELV teams with financially stable nonprofits to establish Alliances. These Alliances support small early care and education providers by taking responsibility for many of their back-office and administrative operations. The providers, who pay a membership fee to the larger nonprofit, include for-profit, nonprofit and faith-based child care centers as well as providers working from their own homes. As of August 2011, 9 Alliances were in development around the state. Early Learning Ventures' goal is to launch 30 Alliances in Colorado by 2015. Each regional Alliance will be capable of supporting about 100 child care providers that, collectively, can serve some 2,270 children; including one that targets Spanish-speaking providers. Thus, the ELV aims to support 300 providers serving over 68,000 children by 2015.

**Supports to Help Working Families.** The current Qualistar Colorado quality rating and improvement system does not provide specific supports to assist working families afford high-quality child care or to maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs. As a non-government entity, however, Qualistar engages in efforts on several fronts to raise funds to support providers in their efforts to improve quality. The Early Childhood Councils and Child Care Resource and Referral Agencies provide a local infrastructure for coordinating quality improvement supports to Programs and to families.

## **B. WHERE WE'RE GOING**

The **goals** for promoting access to high-quality culturally responsive learning and development programs to Children with High Needs are:

1. 26% of Early Learning and Development Programs are rated in the top two tiers of the TQRIS, by December, 2015.
2. 49,049 Children with High Needs will be served by high-quality Early Learning and Development Programs that are rated in the top two tiers of the TQRIS, by December, 2015.
3. Incentives and supports are in place to encourage programs to continuously improve their services to children and their families and to increase their quality ratings.
4. A shared services approach, aimed at reducing providers' back-office costs in communities where large concentrations of high-need families reside, has been piloted and refined.

**Supports and Incentives for Quality Improvement.** Finding ways for programs to implement and sustain quality improvement is a critical part of this plan. As the state implements its new TQRIS system it will be critical to ensure that the system is, at its core, about quality improvement and that changes made by programs throughout the rating process are sustainable.

As Colorado works toward implementing its rated license TQRIS we will design a system of incentives and supports that will assist programs that are currently unrated to transition to the rating system as well as assist those who are already a part of the system to sustain or improve their quality programming and rating levels. A coordinated campaign will promote these opportunities to programs. Such incentives will provide a vehicle for driving system quality overall, and also reinforcing program standards in the higher tiers related to parent involvement in programs, workforce preparation and other priorities associated with improved outcomes for Children with High Needs.

Incentives and supports currently under consideration include:

- *Quality Bonus Awards:* One-time awards at the beginning of the rating process in order to help providers transition to the system or a reward to providers as they complete specific requirements or achieve the highest levels of quality improvement.
- *Infrastructure Awards:* One-time quality improvement awards to allow programs to purchase playground equipment, transportation equipment or classroom equipment or other one-time investments to improve quality when certain levels are reached.



- *Scholarships and Loan Forgiveness*: Prioritization of TEACH and other scholarships for providers striving for a higher quality rating.
- *Opportunities for additional coaching*: To meet licensing or Head Start requirements.
- *Education and Retention Awards*: Bonuses for professional development attainment and workforce retention to individual teachers and Directors.
- *Access to Health Consultation*: Additional program support for mental health, nurse or nutrition consultants who work with programs to improve quality programming.

The state may also consider methods for implementing longer-term system incentives that hold larger policy implications such as tax credits tied to TQRIS, which could benefit parents, providers or staff of ECE programs, or programs that provide low-interest loans to programs to make large-scale quality improvements.

Providing these incentives will allow Colorado to encourage and support quality improvement even before implementing a statewide system for tiered reimbursement. All these activities will promote program improvements that will translate to higher quality services for Children with High Needs and their families.

**Supports to Help Working Families.** As a component of our TQRIS, Colorado proposes to implement a bold **shared services pilot**. Our goal is two-fold: to promote sustainability by strengthening program management and to make it possible for small early childhood programs to reach and sustain high-quality levels. When programs have strong administrative support and capacity, they are more stable, more efficient and more able to focus on the core goal of ensuring the children in their care have the supports they need to succeed in school and life. With the exception of Head Start and public school-based preschools, most Early Learning and Development Programs in Colorado function on weak business platforms with cumbersome and blended funding streams, resulting in few economies of scale. The average early childhood education program in Colorado serves less than 50 children.<sup>45</sup> The result is a fragile industry where tuition is often the sole source of revenue and prices frequently fail to cover costs. Teachers often lack the support to improve the quality of their interactions with the children in their care. Third-party funding is scarce and requires unwieldy accounting and reporting.<sup>46</sup>

---

45 National Association of Child Care Resource & Referral Agencies (2010) *Child Care in the State of Colorado*.

46 Early Learning Ventures, <http://www.earlylearningventures.org/Why-Early-Learning/Market-Challenges.aspx>

Indeed, poor business management is the number one reason early childhood programs fail.<sup>47</sup> For each program that closes, early learning opportunities for children are lost and support options for working families are reduced.

Building on key principles identified by Joan Lombardi in her book *Time to Care* and her work on “caring communities,”<sup>48</sup> we propose to build a series of culturally responsive community-based networks of providers who can work together to strengthen their businesses by sharing staff to support quality improvement (e.g., a mentor teacher or quality coach might be shared by several small centers) and administrative functions (e.g., a single business office could provide fiscal management, data collection and reporting for multiple sites). These networks might be led by an existing entity, such as a strong Head Start agency, child development program, community-based Early Childhood Council or school district. Or, a group of child care programs could come together to create their own entity.

The work will begin with a review of rules, regulations, policies and procedures to identify policy changes that could encourage a network approach to early learning program administration. Then we will pilot the approach through a demonstration program aimed at spurring the development of center-based hubs of Early Learning and Development Programs in communities where large numbers of families with high needs live.

Activities related to this aspect of TQRIS implementation are included in the High-Quality Plan found at the end of Section B.

### **C. IMPACT OF THE PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

Tables (B)(4)(c)(1) and (2) translate these intentions and benefits into annual targets for increasing the number and percentage of programs in the top tiers of the TQRIS, and increasing the number and percentage of Children with High Needs enrolled in Programs that are in the top tiers, respectively.

Shared services is a particularly important approach for High Need communities, where child care programs are often small businesses operated by low-income proprietors. In these communities, shared services is not just an early childhood improvement strategy but also an economic development intervention making it possible for these small business to succeed both

---

47 Stoney and Blank (2011). *Delivering Quality: Strengthening the Business Side of Early Care and Education*.

48 Lombardi, J. (2003). *Time to Care: Redesigning Child Care to Promote Education, Support Families and Build Communities*.

as quality providers within the state’s TQRIS and accountability system, and as small businesses that can better survive and thrive within the state and local economic climate. As these programs increase both their quality and their financial viability everyone wins: the community has thriving small businesses and Children with High Needs gain improved access to high-quality culturally and linguistically responsive programs that prepare them for kindergarten and beyond.

To our knowledge, no other state in the nation is exploring a shared services hub or network approach to TQRIS compliance. This innovative approach offers opportunities to forge a new public/private partnership aimed at systemic capacity-building that will endure long after the RTT-ELC ends.

<b>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.</b>					
	<b>Baseline* (Today)</b>	<b>Target- end of calendar year 2012</b>	<b>Target- end of calendar year 2013</b>	<b>Target- end of calendar year 2014</b>	<b>Target- end of calendar year 2015</b>
<b>Total number of programs covered by the Tiered Quality Rating and Improvement System</b> <i>Source: Qualistar Colorado</i>	594, of which 130 are Head Start	594	594	2615**	5230***
<b>Number of programs in Tier 1 (Provisional= Lowest and defined as Programs that receive 0-9 Quality points of 42 possible points or a Learning Environment score of 0.)</b> <i>Source: Qualistar Colorado</i>	8	8	8	109	240
<b>Number of programs in Tier 2 (One Star)</b> <i>Source: Qualistar Colorado</i>	38, of which 0 are Head Start	38	38	543	1197
<b>Number of programs in Tier 3 (Two Star)</b> <i>Source: Qualistar</i>	120, of which 3 are Head Start	120	120	1131	2438

<b>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.</b>					
<i>Colorado</i>					
<b>Number of programs in Tier 4 (Three Star)</b> <i>Source: Qualistar Colorado</i>	311, of which 91 are Head Start	311	311	614	1006
<b>Number of programs in Tier 5 (Four Star=Highest)</b> <i>Source: Qualistar Colorado</i>	117, of which 36 are Head Start	117	117	218	349
<p>*The baseline data are actual figures as of 6/30/2011 and are reported by Qualistar Colorado, the entity administering the current QRIS.</p> <p>**Figures are based on current numbers of <b>All Licensed Care</b>, with the assumption that the number of licensed programs remains the same because state preschool, Part B, Title 1 preschool, all CCDF funded program, all School Readiness Quality Improvement Programs, and at least 92% of Head Start programs are licensed. Based on Colorado's approach to include all licensed care in the enhanced TQRIS, we anticipate measurable increases in TQRIS participation beginning in calendar year 2014.</p> <p>***Targets were developed for each tier level based on assumptions grounded by the experience with the Denver Preschool Program and the School Readiness Quality Improvement Program.</p>					

<b>Performance Measures for (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 Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	<i>Baseline and Annual Targets – Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		#	%	#	%	#	%	#	%	#	%
<b>State-funded preschool</b> <i>Colorado Preschool Program</i>	19,496	6542	34%	6542	34%	6542	34%	9515	49%	10,489	54%
<b>Early Head Start and Head Start</b> <i>Source: Program</i>	11,789	5,161	44%	5,161	44%	5,161	44%	8,842	75%	11,435	97%

<b>Performance Measures for (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 Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	<i>Baseline and Annual Targets – Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		#	%	#	%	#	%	#	%	#	%
<i>Information Report 2011, Funded Enrollment including Migrant and Native programs</i>											
<b>Early Learning and Development Programs funded by IDEA, Part C</b> <i>Source: Early Intervention Colorado, CDHS</i>	10,990 *	0	0	0	0	0	0	0	0	0	0
<b>Early Learning and Development Programs funded by IDEA, Part B, section 619</b> <i>Source: CDE, Exceptional Student Services</i>	8,154 **	Data Not Available		See NOTE							
<b>Early Learning and</b>	5,976	Data Not Available		See NOTE							

<b>Performance Measures for (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 Tiered Quality Rating and Improvement System.</b>											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets – Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
<b>Development Programs funded under Title I of ESEA</b> <i>Source: CDE</i>											
<b>Early Learning and Development Programs receiving funds from the State’s CCDF program</b>  <i>Source: CDHS</i>	Data Not Available	Data Not Available									See NOTE

TOP TIERS = levels 3 and 4 of Colorado’s TQRIS

\*Colorado Department of Human Services, Part C: 97.8% of infants and toddlers receive Part C services in the home environment. This percentage has remained stable over the last several years and we do not anticipate a change.

\*\*Colorado Department of Education, Part B: *Preschool age only – does not include children in kindergarten classrooms*

NOTE: Current data collection methods do not allow for reporting the specificity of data requested (e.g., we are not able to identify numbers of Children with High Needs served per every program type requested which does not allow for identifying baseline numbers).

As proposed in the State Plan, we will use a shared services approach to target communities with the highest needs with quality improvement supports and strategies in order to improve Early Learning Programs (inclusive of CPP, Head Start, Part B, Title I, CCDF, child care), measured by progress in achieving top tiers of the TQRIS, that serve children with high needs. The target numbers above were estimated based on the following:

- 18 identified high risk counties with 180,835 children.
- Estimate 60% of these children, 108,501, require Early Learning Programs.
- Estimate shared services saturation rate of 46% means 49,910 children will be reached.
- Estimate approximately 54% of those children, 27,125, will be served by star 3 or 4 quality programs.

**(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.** (15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Qualistar's decision to validate its TQRIS through an external study resulted in improvements to that system that will, in turn, influence the design of the expanded TQRIS. Colorado is committed similarly to a robust external study of the expanded TQRIS.

**A. WHERE WE'VE BEEN**

Qualistar developers understood from the beginning that researching and improving the TQRIS was critical to developing an effective rating. To this end, in 2000, Qualistar commissioned a \$3 million, multi-year study by the RAND Corporation with funding by the private sector. The study was one of the first comprehensive evaluations of a state rating system, and no other evaluations to date compare to its breadth. The report, published in 2008 provided first-of-its-kind insight into how child care quality ought to be measured in Quality Rating Systems.

The RAND evaluation demonstrated that center and family homes receiving a Qualistar Rating™ did increase quality. The evaluation also identified opportunities for improvement. For instance, researchers found that the initial parent involvement measure contributed little overall to the quality ratings since there was minimal variation in parent response and satisfaction. As a result of this finding, Qualistar worked closely with RAND to change the way it measures parent involvement, focusing instead on the degree to which programs partner with families by providing information on child development and developmentally appropriate activities. This new measure is promising and correlates with children's social development.

Ultimately, one of the goals of a TQRIS is to support children's development and improve the school readiness skills of children who attend early care and education programs. Unfortunately, RAND was unable to make definitive conclusions about the effectiveness of the Qualistar Rating System at improving children's school readiness skills. The study simply had too many methodological challenges. First, the evaluation was unable to draw from a random selection of child care providers, but instead was based on providers that volunteered for the initiative and had been working on improving their quality for several years. This limited the range of child care quality in the sample, making it difficult to draw meaningful conclusions. Second, programs that dropped out of the evaluation were generally of lower quality, thus restricting the quality range even further. Third, only 7 percent of the children remained in the study for all three years. However, the field still needs practical evaluations that help on-the-ground QRIS developers understand how different aspects of the TQRIS affect children's development.

Lessons learned from the RAND evaluation (refer to Appendix M for the summary report) are being thoughtfully considered in planning the design of the next generation TQRIS. Key among them:

- Investing time in researching and improving individual TQRIS quality components is critical to developing an effective TQRIS. Components that Qualistar spent time researching and improving are demonstrating better validity.
- Developing and evaluating a TQRIS is an iterative process that takes time with clear steps. Embarking on a child outcome study should only occur after piloting and improving TQRIS measures and processes in Colorado.

## **B. WHERE WE'RE GOING**

The **goals** for evaluating the validity of the next generation TQRIS and its impact on outcomes for Children with High Needs are:

1. An external evaluation to validate and identify opportunities to improve the effectiveness of the TQRIS is completed by 2015.
2. An external evaluation to assess the extent to which changes in quality ratings are related to progress in children's learning, development and school readiness is completed by 2015.



Through Qualistar's experience with the RAND study, we understand that a validation study is an enormously complex and expensive undertaking. Our budget for this item assumes that we will raise additional funds to support the validation study from private sector partners. We also understand that it is an undertaking of enormous potential value, both in providing a point of accountability for intended system outcomes and in identifying aspects of the system that can be refined to lead to better processes and results.

As shown in the TQRIS High-Quality Plan, the evaluator will be selected through a competitive RFP process. The scope of work will address (1) validating whether the tiers in Colorado's TQRIS accurately reflect differential levels of quality and (2) assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness, particularly for Children with High Needs. The scope of work will also describe the appropriate research-based measures and appropriate research design and measures of progress, respectively, for use in conducting the validation study.

The RFP process will ensure that the contractor engaged to complete the validation study possesses the expertise, knowledge and skills to conduct the study at a high level of quality. The Early Childhood Leadership Commission, the public-private advisory board that will advise the Office of Early Childhood, will review the RFP before its release. The TQRIS Program Manager will closely monitor the contractor's work to ensure attainment of the purposes, deliverables and timelines set out in the RFP.

Colorado has long valued the opportunity to participate in (and often, lead) cross-state conversations about common efforts to improve early childhood systems. We expect RTT-ELC grantees will benefit individually and as a group from opportunities to share expertise, information and lessons learned related to TQRIS validation efforts.

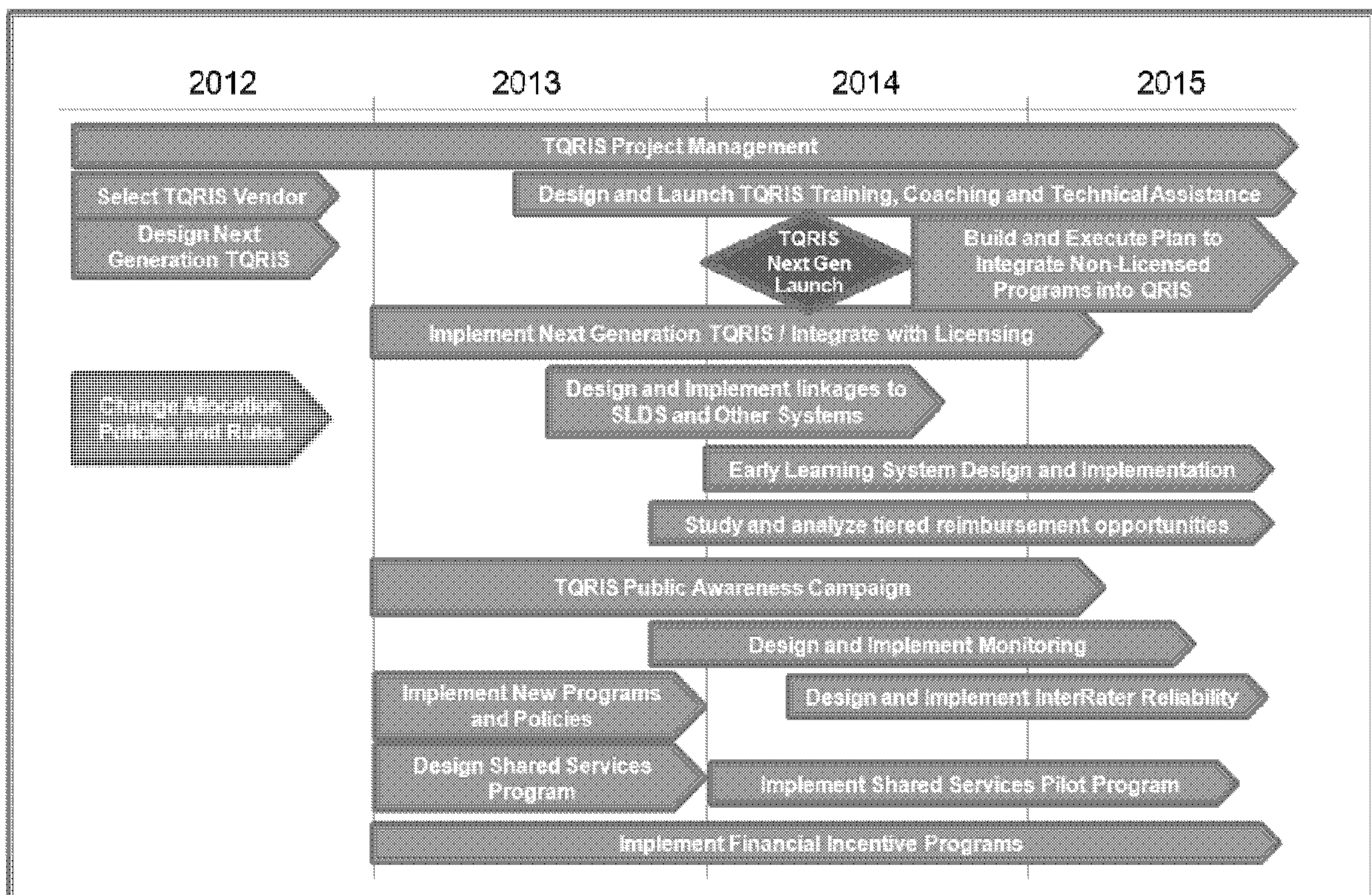
### **C. IMPACT OF THE PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

A TQRIS system that has been effectively validated will achieve and sustain long-term quality improvements in the early learning system that result in increased access to high-quality programs on the part of Children with High Needs and increase the efficacy of those programs for this population. Research indicates that Children with High Needs who participate in high-quality Early Learning and Development Programs make greater developmental gains and are more likely to be prepared for kindergarten, than children not participating in these programs. By leveraging RTT-ELC funds with private sector support, Colorado will ensure that a robust

external study is conducted to validate that the tiers in the system reflect differential levels of program quality and to assess the extent to which changes in quality rates relate to progress in children’s learning and their readiness for school.

The graph below provides a high-line overview for the work described in all of Section B and is followed by the High Quality Plan for the TQRIS.

**Figure B-1: High-Level View of TQRIS Plan Milestones Over Grant Term**



**Table B-1: High Quality Plan for the Expanded Colorado**

<b>ID</b>	<b>Component</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
1	B1-B5	Evaluate and select a Project Manager to manage the TQRIS expansion initiative. Include an administrative support staff person.	1/1/2012	48	12/31/2015	CDHS
2	B1-B5	Evaluate and select an administrative assistant to support the Project Manager to manage the TQRIS expansion initiative.	1/1/2012	48	12/31/2015	CDHS
3	B1-B5	Evaluate and select a Communications resource to create and implement a communications plan to increase coordination among projects, activities, agencies and teams.	1/1/2012	48	12/31/2015	CDHS
4	B1	Design, develop and implement the next generation TQRIS, ensuring linkage with the licensing system for Early Learning and Development Programs. Launch next generation TQRIS in September 2014.	1/1/2013	36	12/31/2015	CDHS
5	B1	Produce technical assistance, training plans and materials for the Early Learning and Development Programs to understand and use the TQRIS system. As relevant, provide information in Spanish. Conduct necessary Training	3/1/2014	18	12/31/2015	CDHS
6	B2	Develop a plan for financial incentives linked to TQRIS, including a Tiered Reimbursement System as well as including potential links with the Co Preschool Program, State Head Start, Title I and other early childhood funding streams. This includes reviewing and modifying as necessary policies and allotment rules.	10/1/2014	12	9/30/2015	CDHS
7	B2	Identify, modify and enact the necessary policy,	7/1/2014	6	12/31/2014	CDHS

<b>ID</b>	<b>Component</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
		practice and support changes to apply the requirement that all licensed programs are using the TQRIS by December 2014				
8	B3	Design inter-rater reliability practices for Licensing Specialists to ensure an acceptable level of inter-rater reliability, appropriate frequency of monitoring and a focus on continuous improvement.	1/1/2014	24	12/31/2015	CDHS
9	B3	Implement Inter-rater reliability training and credentialing of all personnel licensed to monitor and rate Programs. Conduct training on and implement use of the inter-rater reliability tools.	10/1/2014	15	12/31/2015	CDHS
10	B3	Develop and conduct culturally and linguistically relevant TQRIS and Early Learning Data System training to help families use the TQRIS and get access to relevant, timely data. This includes training on accessing reports and using interactive content.	7/1/2014	18	12/31/2015	CDHS
11	B4	Define and implement financial incentives aimed at encouraging Programs to continuously improve. Evaluate and assess results to determine whether desired results are achieved. Modify and refine incentives as necessary. Publicize significant Program achievements and share best practices among Programs.	1/1/2013	36	12/31/2015	CDHS
12	B4	Design back office (shared service) program to identify hubs for the infusion of the continuous quality improvement incentives/resources helping providers reduce their overall costs and freeing their resources from routine tasks to better focus	7/1/2012	6	12/31/2012	CDHS

<b>ID</b>	<b>Component</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
		on children's and families' needs.				
13	B4	Implement pilot of back office (shared service) program. Evaluate results and refine program through effective statewide demonstrations of business hubs. Plan for expansion (expansion continued after the ELC period.)	1/1/2013	36	12/31/2015	CDHS
14	B5	Conduct independent evaluation to validate whether the tiers in the TQRIS accurately reflect differentiated levels of Program quality. Assess the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness. Report findings and make necessary refinements. Plan for ongoing follow-up.	7/1/2015	6	12/31/2015	CDHS
15	Competitive Priority 2	Design approaches to expand TQRIS enrollment to include non-licensed providers (e.g., FFN, legally exempt, not required to be licensed). Identify and assess barriers. Also review best practices from TQRIS implementation. Make recommendations to both alleviate barriers and replicate best practices for expanded enrollment.	6/1/2014	3	8/31/2014	CDHS
16	Competitive Priority 2	Develop a detailed implementation plan for expanding TQRIS enrollment to include non-licensed population. Include in implementation plan an incentive program for encouraging non-licensed into TQRIS.	9/1/2014	4	12/31/2014	CDHS
17	Competitive Priority 2	Provide technical assistance to non-licensed population to make transition to use of TQRIS as easy and seamless as possible.	1/1/2015	12	12/31/2015	CDHS

<b>ID</b>	<b>Component</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
18	Competitive Priority 2	Execute the incentive program and the implementation plan to expand TQRIS enrollment to non-licensed populations.	1/1/2015	12	12/31/2015	CDHS
19	B1	Evaluate and select a technical architect and produce the technical architecture to ensure integration between SLDS and other systems.	7/1/2012	6	12/31/2012	OIT
20	B1	Implement technical interfaces to link TQRIS into the SLDS. This includes technical design activities associated with the integration or linking of the TQRIS system with the Comprehensive Assessment system, Kindergarten Readiness Assessment system, SLDS, Learning Management System and other data systems.	6/1/2013	12	5/31/2014	OIT
21	B1-B5	Design technical architecture for the Early Learning Data System that includes TQRIS data. The Early Learning Data System will provide public access to reporting on Programs and related information.	6/1/2013	3	8/31/2013	OIT
22	B1-B5	Assess a Provider Portal application for the TQRIS which would make it possible for providers to electronically submit applications and supporting documents, and also access technical assistance on the web, thereby streamlining administration and reducing cost.	6/1/2013	3	8/31/2013	OIT
23	B1-B5	Assess and design report requirements for the Early Learning Data System. Outline data requirements for reporting and report definitions. Produce specifications for reporting.	9/1/2013	4	12/31/2013	OIT
24	B1-B5	Implement the Early Learning Data System web	1/1/2014	24	12/31/2015	OIT

<b>ID</b>	<b>Component</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
		portal application. Software as a service data modeling including infrastructure, software, and implementation of the web application.				
25	B1-B5	Build the Early Learning Data System: Personnel (contracted) costs for the design of canned and ad hoc reports and information.	4/1/2014	6	9/30/2014	OIT
26	B1-B5	Enable training on Early Learning Data System: Personnel (contracted) costs for the design of user friendly guides and digital content to help families understand the capabilities and use of the TQRIS, including materials in Spanish.	4/1/2014	6	9/30/2014	OIT

## C. Promoting Early Learning and Development Outcomes for Children

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

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Colorado has fully embedded high-quality, pre-kindergarten- early learning and development standards throughout the state-funded preschool program and in the Child Care and Development Fund State Plan. As a result of Colorado's commitment to implementing a P-20 education continuum, the State is in the process of developing birth-age 8 Early Learning and Development Guidelines. RTT-ELC funds will enable robust and effective efforts to promote understanding of and commitment to the Guidelines statewide.

### **A. WHERE WE'VE BEEN**

In the early 2000s, the Colorado Department of Education (CDE) developed two extensive guides (*The Building Blocks in Reading* and *The Building Blocks in Mathematics*) that detailed comprehensive preschool learning and development expectations in relation to the K-12 content standards then in place. Early Childhood programs across Colorado used and valued these documents for curriculum and professional planning, but also wanted a more concise document that described optimal early learning standards in all areas of children's development. In 2007, with the permission of Rhode Island, CDE adopted Rhode Island Early Learning Standards in their entirety as the *Colorado Building Blocks* for pre-kindergarten. These standards, attached as Appendix N, have guided the content of professional learning activities across the early



childhood system sectors and anchored the Results Matter assessment program. For example, we have conducted extensive trainings based on the *Building Blocks* to assist Learning and Development Programs to adopt and implement appropriate curriculum. In addition, we have provided tools to show the relationship between the *Building Blocks* and Results Matter and have designed reports that allow instructors to interpret individual assessment outcomes based on how individual child performance reflects mastery of the *Building Blocks*. We have also implemented interactive crosswalks that allow teachers to view the connections between all early childhood standards including Head Start, P-3 state academic standards and pre-kindergarten Building Blocks and the items from the Results Matter assessment program.

Recent advancements in the early childhood field have created momentum to revise and reframe those standards. At the national level, ongoing research in the field brought new understanding of school readiness, reflected in the new *The Head Start Child Development and Early Learning Framework and the National Early Literacy Panel and the National Research Council report*.<sup>49</sup>

At the state level, adopting the *Early Childhood Colorado Framework* in 2008 underscored the need to expand the scope of early learning standards from a preschool focus to include infants and toddlers (birth to age 2), to address continuity of care, and to recognize variations in cultures, languages and abilities birth-age 8. In addition, new P-12 standards were adopted in Colorado. In December 2009, following the passage of the Colorado Achievement Plan for Kids (CAP4K), the Colorado State Board of Education adopted revised mathematics and reading, writing and communicating standards, along with academic standards in eight other content areas.<sup>50</sup> These standards created for the first time a fully aligned set of academic expectations from preschool through high school, with an emphasis upon critical transition points. Developed by a broad spectrum of Coloradans representing P-20 education, higher education, and business, and reflecting national and international exemplars, these standards prepare Colorado schoolchildren for achievement at each grade level, and ultimately, for successful performance in

---

49 [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS\\_Revised\\_Child\\_Outcomes\\_Framework.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf)

50 Colorado's Academic Standards cover the following areas: Dance, Drama and Theater Arts, Comprehensive Health and Physical Education, English Language Proficiency, Mathematics, Music, Reading, Writing and Communicating, Science, Social Studies, Visual Arts and World Languages. In addition, Colorado's Career & Technical Education standards have been revised to align to the CO Academic Standards.

postsecondary institutions and/or the workforce. Then in August 2010, the State Board fully adopted the Common Core State Standards,<sup>51</sup> and directed their integration with previously adopted Colorado standards.<sup>52</sup> This process produced the Colorado Academic Standards, which include school readiness competencies, postsecondary and workforce readiness competencies, and preschool expectations. All school districts in the state will have adopted the Colorado Academic Standards by December 2011.

Responding to the opportunity posed by these advancements, in May 2011, the Early Childhood Leadership Commission released an RFP for a contractor to manage the development of Colorado Early Learning and Development Guidelines (Guidelines), under the guidance of an interagency Advisory Council that includes representatives from health, education, child care and P-12. Mid-continent Research for Education and Learning (McREL) was selected as the contractor.

As articulated in the statement of evidence written by McREL, (attached as Appendix O) the Guidelines now under development will squarely meet the definition of Early Learning and Development Standards contained in the NIA, but will extend beyond that definition by presenting a birth-age 8 continuum. The Guidelines will be selected based on criteria encompassing the extent to which they are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Language Learners and inclusive of all areas of child development and learning. They will be appropriate for each age group (birth-age 2, ages 3-5, K-grade 2) and aligned appropriately across age groups, based on developer expertise, extensive literature reviews, and expert review. Main source documents for the Guidelines include *The Head Start Child Development and Early Learning Framework* and the Common Core State Standards. We believe Colorado will be the first state in the nation to have comprehensive 0-8 Guidelines linked

---

51 The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live. To date, the CCSS have been adopted by 46 states and the US Virgin Islands.

52 The motion to adopt the Common Core Standards directed that they be augmented with the previously adopted Colorado standards such that the changes do not equate to more than 15 percent of the total content standards in each subject.

to both the Common Core and *Head Start Framework* and used by professionals across early learning, health, mental health and family support, as well as parents.

The draft Guidelines will be reviewed by a national panel with expertise in the areas of cultural and linguistic sensitivity, various early learning domains and children with developmental delays. Additionally, a state panel of experts will review the Guidelines for similar content issues as well as for implementation within the full state context. The Guidelines will be embedded in programs and services across the comprehensive early childhood system, including all Early Learning and Development Programs (i.e., preschool, Head Start and Early Head Start, center-based and family child care) as well as K-3<sup>rd</sup> grade. Significantly, the Guidelines will be written to families as an intended audience as well as early learning professionals. Both will use the Guidelines and supporting information to enhance their knowledge of child development, to plan activities that promote optimal development, and to guide early and ongoing identification, intervention, instruction and assessment. These draft Guidelines are scheduled for completion in January 2012, with a demonstration phase to follow. They will be anchored by the new P-12 standards and replace the Building Blocks, as detailed below.

## **B. WHERE WE'RE GOING**

Colorado's High-Quality Plan for this project is organized to meet the following **goals**:

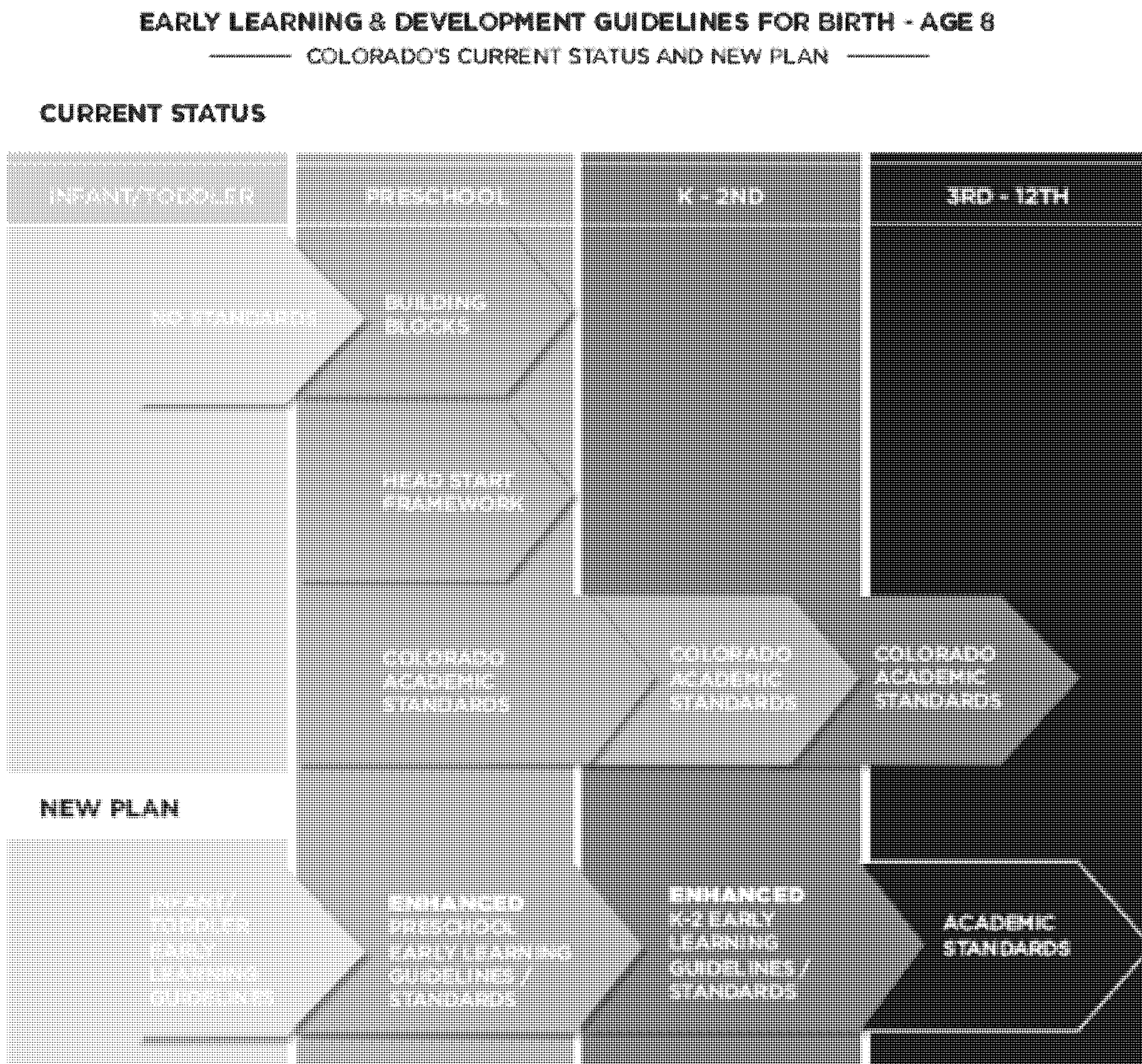
1. Early Learning and Development Guidelines (birth-age 8), are adopted and deployed by the state of Colorado and embraced and used by all professionals and programs working with young children.
2. All early learning systems elements are aligned with the Guidelines:
  - The Workforce Competency Framework and all professional development activities include the Guidelines
  - Early Childhood Educators are using the Guidelines to plan activities, experiences and instructional approaches
  - The Guidelines are being used in making programmatic decisions
  - Assessments are aligned with the Guidelines
  - TQRIS incorporates the Guidelines in the program standards
  - Family engagement and public awareness activities include the Guidelines

3. Parents and families have access to culturally responsive training and tools in order to use the Guidelines to support their child's development.

This High-Quality Plan builds on the work already underway to develop birth-age 8 Guidelines, significantly accelerating and deepening efforts to move the standards into a powerful force for aligning and increasing the quality of services, programs and supports for Children with High Needs and their families, at both state and local levels. As the single set of early learning and development guidelines used across the state by the people, programs and places that nurture Colorado's young children, the Guidelines provide the cornerstone to the other building components of the system.

This effort will make Colorado one of the few states in the nation to have full birth-age 8 guidelines and, to our knowledge, the only state to anchor their guidelines in both the Head Start framework as well as the state's P-12 public education standards (including the Common Core State Standards). The figures below contrast the current status of early learning standards in the state and the status after the Guidelines are adopted and implemented.

**Figure C-1: Current Status of Early Learning Standards in Colorado**



Proposed activities will occur over two phases. The first phase will be a demonstration phase to ensure the Guidelines are appropriate for multiple settings and inclusive of all learners, including Children with High Needs. This phase will also test the effectiveness of the dissemination and implementation activities to ensure those activities result in measurable changes in program and provider practices before statewide scale-up occurs.

Phase I will begin in January 2012 with the recruitment of demonstration sites and continue with the execution and evaluation of the demonstrations. Demonstration sites will represent each

state region, including urban, rural and frontier counties and in particular, focus on counties identified as high need. Parents and Early Childhood Educators from public pre-K programs, Head Start, child care centers, family child care homes and preschools will take part in the demonstration. The demonstration phase will test five delivery methods including awareness, orientation, and guided implementation, based on a review of dissemination practices utilized in other states. Following professional development activities, the impact of additional technical assistance will be evaluated. In addition, a call-in support center will be established to provide real-time answers to implementation questions.

Participants' responses about the appropriateness of the Guidelines and usefulness of the professional development and technical assistance will be gathered via surveys and focus groups. Feedback from the pilot participants will be used to refine the Guidelines and to design professional development to be implemented statewide to document changes in practice, lesson plans will be collected pre and post professional development, and analyzed for integration of Guidelines into curriculum. Additionally, program/practitioner portfolios will be collected from participants who completed the *Implementing a Standards-based Program* professional development session to document their progress in implementing a standards-based program. Finally, case studies will be conducted of how high implementing programs link the Guidelines to curriculum and assessment.

Information gleaned from the pilot will be applied to enhance the statewide implementation of activities, including professional development content and technical assistance, scheduled in Phase II. Training and support to families for their understanding of and use of the Guidelines will continue as part of the Phase II deployment.

Once all content is finalized, the Guidelines will be distributed in both electronic and hard copies. Printed copies may be distributed through state agencies, child care resource and referral agencies, Early Childhood Councils, Head Start Programs, other partner organizations, and centers that warehouse and mail publications on behalf of an organization. Materials for parents will be distributed through various early childhood programs (early learning and health care settings). Informational meetings will be held at local conferences or other stakeholder group meetings. Potential venues might include "Reach Out and Read," parent or caregiver training programs, state agencies or offices that provide early childhood services, or other early childhood conferences such as the Rocky Mountain Early Childhood Conference.

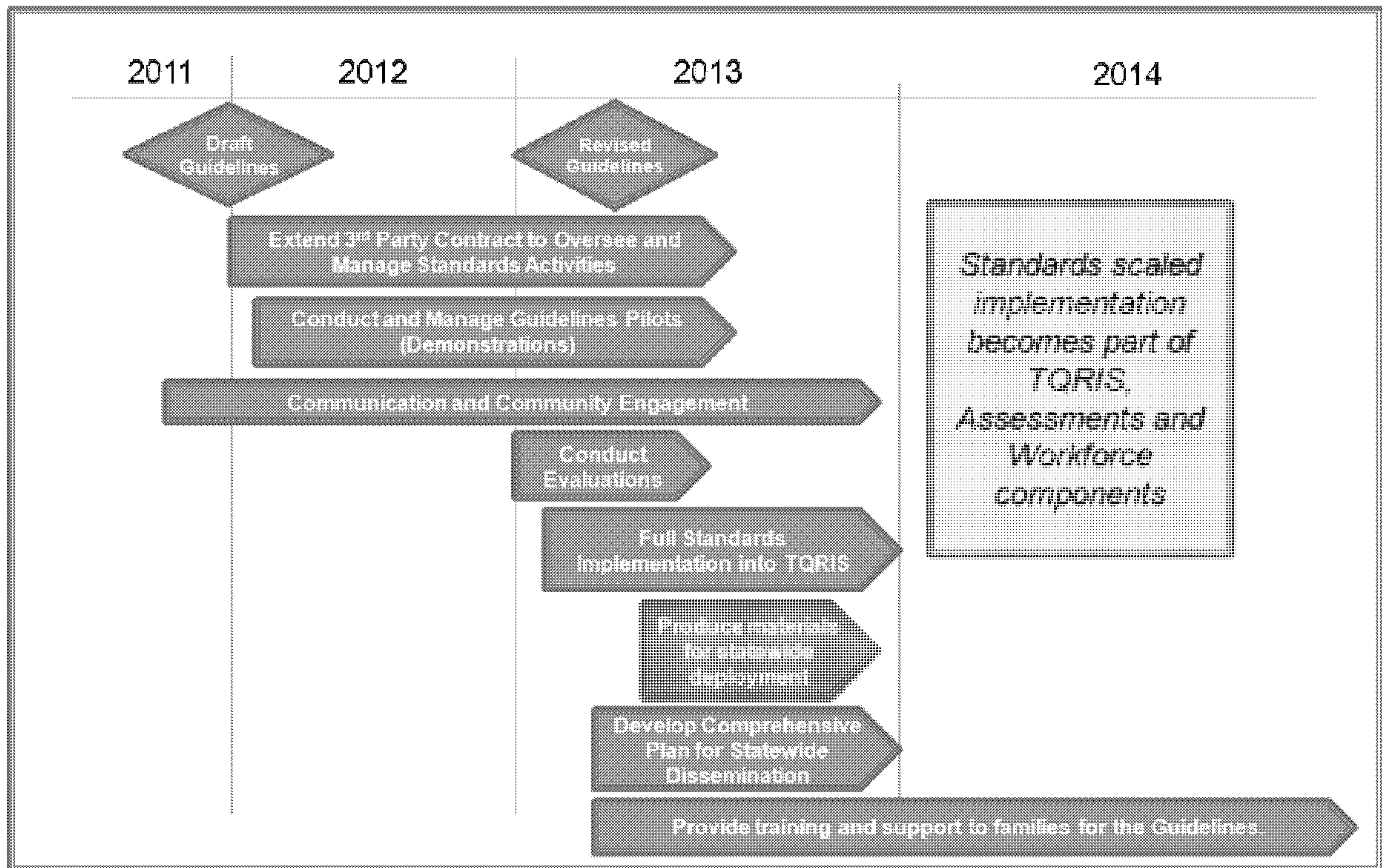
Additionally, a multi-media platform will be developed to disseminate information about the Guidelines including Facebook, Twitter, blogs, and email. A website will be created where all documents related to the development and implementation of the Guidelines can be referenced. The Marsico Institute for Early Learning and Literacy at the University of Denver has developed an early childhood information clearinghouse, on behalf of the broad statewide early childhood community, that would be ideal for such dissemination. This primary website will be easily navigable from all state agencies or through the Early Learning Data System. Webinar presentations providing an overview of the Guidelines, their purpose, and how to use the website will be housed on the home page.

Sustainability of the Guidelines is enhanced through the careful piloting, evaluation and implementation described above. The current development process includes all vital partners including the Colorado Departments of Education, Human Services and Public Health and Environment, ensuring final products that can be integrated across various programs and services. CDE's standards implementation team has embraced this work which will be closely coordinated with their efforts to roll-out implementation of the new P-12 Colorado Academic Standards.

In addition, the Guidelines will be embedded into workforce competencies and integrated by higher education partners into teacher courses and other professional development opportunities. The Guidelines will be integrated into both the TQRIS and comprehensive assessment systems.

A simplified high-level project plan is shown below, followed by the detailed activity plan.

**Figure C-2: High Level Project Plan for Expanded TQRIS Implementation**





**Table C-1: High-Quality Plan for Early Learning and Development Guidelines  
(Birth-Age 8)**

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
1	Extend the existing third party contract, which focuses on Guidelines development, to include the piloting (demonstrations), refinement and implementation of the Guidelines. This contracted resource also will serve in the daily project management role, while continuing to work closely with its state sponsors.	1/1/2012	18	6/30/2013	CDHS
2	Conduct and manage the Guidelines pilots (demonstrations), including evaluating the findings, refining the Guidelines, and ensuring ongoing cohesion with the TQRIS/Programs, Assessments and Workforce grant related activities and implementations.	2/1/2012	17	6/30/2013	CDHS
3	Plan the demonstrations, including site selection, site planning, training to use the Guidelines, and all readiness efforts.	2/1/2012	7	8/31/2012	CDHS
4	Design and produce printed and electronic materials for each demonstration site, including in Spanish, as necessary.	7/1/2012	2	8/31/2012	CDHS
5	Develop and execute a communications plan for all demonstration sites. Include statewide broadcasts and targeted local engagement to ensure a full understanding of the Guidelines and the demonstrations. Contract with 3rd party firm with bilingual communications expertise.	7/1/2012	12	6/30/2013	CDHS
6	Conduct and support the demonstrations.	9/1/2012	4	12/31/2012	CDHS
7	Evaluate the demonstration findings and use the results to refine and finalize the Guidelines.	1/1/2013	3	3/31/2013	CDHS
8	Design and produce printed and electronic materials for	2/1/2013	3	4/30/2013	CDHS

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
	statewide deployment.				
9	Define and develop a final comprehensive plan to effectively and efficiently disseminate the Guidelines statewide, including professional development materials and activities for Early Childhood Educators and the higher education institutions that prepare them. Includes integration with TQRIS efforts to ensure appropriate supports are in place to promote understanding of and commitment to the Guidelines by Early Learning and Development Programs statewide.	4/1/2013	3	6/30/2013	CDHS
10	Provide training and support to families for their understanding of and use of the Guidelines.	1/1/2013	36	12/31/2015	CDHS

## **C. IMPACT OF PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

Colorado's Early Learning and Developmental Guidelines will be inclusive of *all* young children, including Children with High Needs. A shared understanding of Early Learning and Developmental Guidelines is critical to ensuring appropriate expectations and learning opportunities for all young children. Through the RTT-ELC, Colorado will effectively promote and build commitment to the Colorado Early Learning and Development Guidelines. Guidelines will be culturally relevant, appropriate for both typical and non-typically developing children, and accessible to English Language Learners. The pilot demonstrations will permit the testing and refining of a variety of approaches before statewide dissemination, resulting in successful strategies for maximum impact. Design and dissemination will focus on a variety of settings for Children with High Needs including home visits, pediatric settings, family, friend and neighbor care, and family settings. Our comprehensive communications plan, including culturally and linguistically relevant materials, will ensure adoption beyond the traditional partners, allowing all adults who care for children to share knowledge about how children learn and develop, and how we may all better provide the quality learning environments and experiences that will help children grow and thrive.

### **(C)(2) Supporting effective uses of Comprehensive Assessment Systems**

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

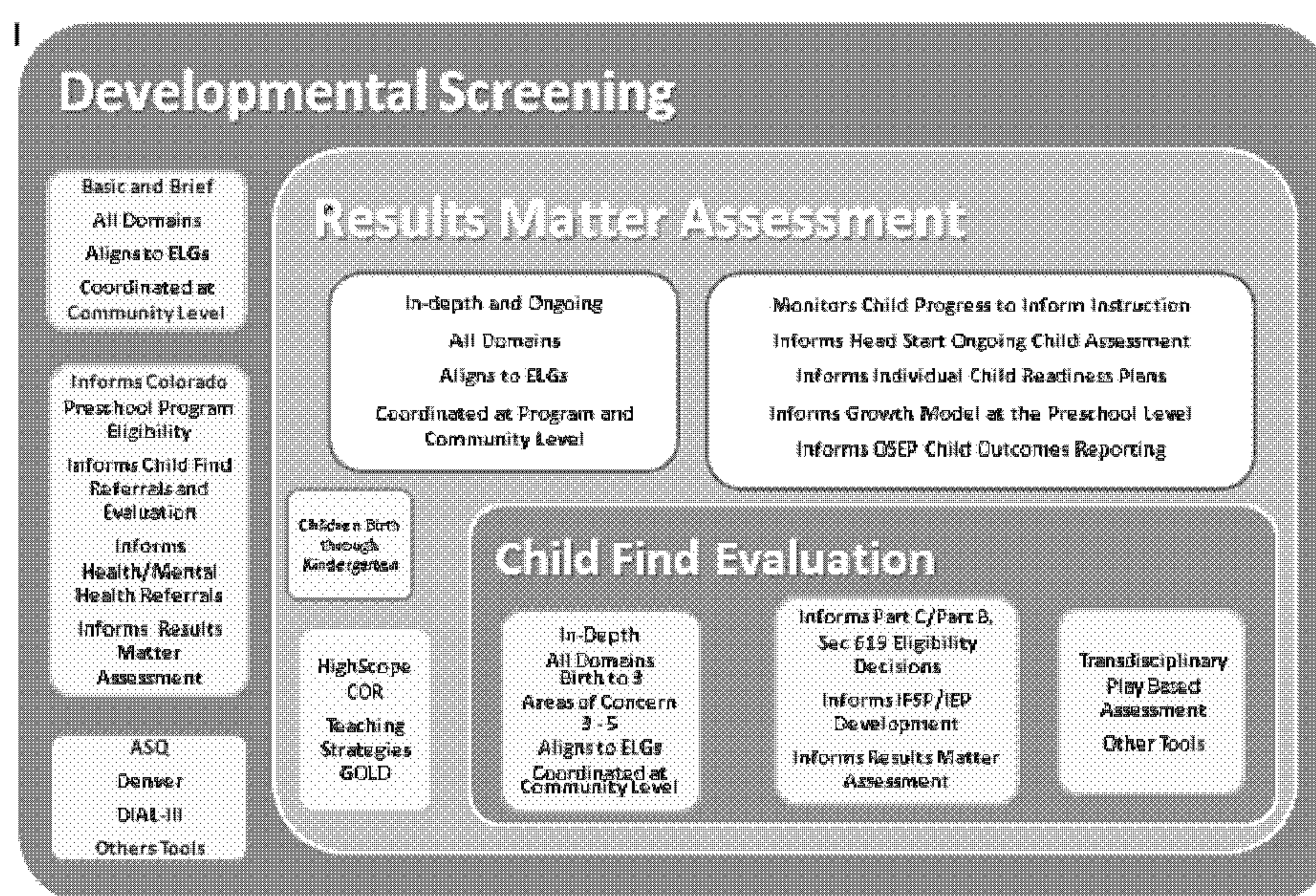
(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Colorado has statewide systems and processes in place that support the effective use of Comprehensive Assessments Systems and proposes to use RTT-ELC resources to expand efforts under way to reach more children, with a focus on serving Children with High Needs. Effective screening systems identify the developmental concerns of individual children early and provide efficient mechanisms to link children to the supports and services they need. Effective formative assessments track children’s development over time to support data driven decisions about appropriate instruction and supports.

### A. WHERE WE’VE BEEN

Colorado embraces a Comprehensive Assessment System that includes community coordinated developmental screening activities as well as ongoing, multi-domain formative assessment for children in early childhood programs and individualized in-depth evaluation for children who may need targeted interventions.<sup>53</sup> This approach maximizes the expertise and resources available from both the health care and early learning systems. The figure below shows an overview of the system.

**Figure C-3: Overview of Comprehensive Assessment System**



**Screening Systems.** In Colorado, strong statewide efforts led by the Colorado Department of Public Health and Environment are building awareness, providing technical assistance, and

<sup>53</sup> This section addresses the first two components of a Comprehensive Assessment System as defined in the Notice Inviting Applications -- Screening Measures and Formative Assessments. The other two components – measures of environmental quality and measures of the Quality of Adult-Child Interactions -- are discussed in Section B of this application.

supporting community-based solutions to coordinate comprehensive, quality screening across the birth-age 5 age range. Comprehensive screening includes: development, social and emotional, maternal depression, vision and hearing, autism and early literacy. These screeners are administered by a variety of professionals in a variety of settings. Local Early Childhood Councils work to link and coordinate efforts on the part of primary care physicians, home visitors, Child Find, Early Learning and Development Programs, mental health providers, and others. Local efforts emphasize empirically-validated screening tools and methods.

The state-based *Assuring Better Child Health and Development (ABCD)* project and the *Health Integration Grants* described in Section A(1) are key building blocks of these strategies. The capacity of local communities to undertake and sustain this work at a high level of quality is uneven, but opportunities exist to focus targeted assets and technical assistance to high-need communities. This targeted support will enhance coordinated screening and link systems so that more Children with High Needs are identified early and appropriately, and then connected with high-quality interventions and supports.

**Formative Measures.** *Results Matter* is Colorado's statewide system of formative assessment for children birth to five years. Results Matter is recognized as a national model, highlighted at national conferences such as the Early Childhood 2010: *Innovation for the Next Generation* conference co-sponsored by the US Department of Health and Human Services and the US Department of Education. The Results Matter child outcomes program has become a foundation of Colorado's early childhood system by providing child monitoring tools and supports that are easily accessible by *all* of Colorado's early care and education programs.

Results Matter currently serves 45,000 children birth through five years of age in 1,000 sites. 4,000 teachers, child care providers, classroom assistants and interventionists improve their understanding of child development and data driven practice through the associated training and technical assistance. Participation in Results Matter is required of preschool programs receiving funds from the Colorado Preschool Program, Preschool Special Education and Title I. In addition, Results Matter is open to all early childhood programs. These include child care, family child care, teen parent, home visitation, family literacy, and **99%** of the Head Start and Early Head Start programs in Colorado. Colorado is among only a few states in which Head Start and Early Head Start programs voluntarily participate in the state's early learning assessment system.

Results Matter provides programs with a choice of two approved assessment systems – *Teaching Strategies GOLD*® or the *HighScope Child Observation Record (COR)*<sup>54</sup> – to assess the key domains of school readiness: learning and development in Social-Emotional, Language and Literacy, Math, Science, Creative Arts, Physical Development and Approaches to Learning. Both are strong instruments shown to be valid, reliable and appropriate for use with diverse populations of children including those who are dual language learners and those with disabilities. Refer to Appendix P for background information on both assessment systems.

In order to assist programs in choosing an assessment, Results Matter provides interactive crosswalks between the assessment items, the Building Blocks, the Preschool Academic Standards and the Head Start Program Standards. Staff members also demonstrate features of the online systems, connect applicants with seasoned users of each assessment, and allow trials of the assessments. These high-quality assessments are made available to participating programs at reduced cost.

Through assessment strategies such as ongoing observation, portfolio documentation and completion of developmental checklists, early childhood educators identify and plan for the instructional needs of young children in their care. They record child assessment results three to four times a year using innovative online systems that efficiently and securely collect and analyze child outcomes data and provide immediate access to child, class and program level analytic reports. When children leave a program, they exit with a rich portfolio that includes a running history of assessment rating results, and documentation comprised of observation notes, work samples, photos and video clips.

Results Matter serves as a useful monitoring tool and is used to meet important reporting mandates. Growth data gathered is used to report outcomes for children with disabilities to the USDOE Office of Special Education Programs (OSEP). Results for children funded through the Colorado Preschool Program (CPP) are shared in an annual report to the Colorado Legislature.

***Family Engagement in Results Matter.*** The child assessment systems used in Results Matter are designed to provide *families* with easy access to child assessment data to enrich both their general understanding of healthy child development and their own child’s growth over time. Results Matter participants receive training about how to actively engage families in contributing

---

<sup>54</sup> Refer to Appendix P for an overview of these approved assessment systems.

to their child's portfolio and effectively share assessment results. Work is underway to create a developmental checklist that will allow an additional way for families to participate in the assessment process and enrich the body of evidence that informs the periodic teacher ratings. Results Matter addresses family satisfaction and outcomes through a family survey adapted from the Early Childhood Outcomes Center and links results back to specific programs and sites in order to inform continuous quality improvement.

Most important for promoting kindergarten readiness, Results Matter offers robust supports to equip Early Childhood Educators to use specific assessment systems with fidelity and to effectively use the resulting data to inform instructional and intervention planning. Through a continuum of face-to-face, asynchronous online training and training-of-trainers, participants can access professional learning opportunities in specific assessment systems (*Teaching Strategies GOLD*®, *High Scope COR*); general assessment skills (observation, documentation, linking assessment to instructional and intervention planning); and data use (using data to improve child outcomes, program quality and to demonstrate efficacy).

Results Matter stakeholders provided ongoing review and feedback to inform the development of *Teaching Strategies GOLD*®. Since its publication, the Results Matter staff has provided input that enabled Teaching Strategies to strengthen the assessment tool's capacity to measure outcomes for children with disabilities. Staff from Teaching Strategies and Results Matter continue to collaborate in supporting teachers' successful implementation of *Teaching Strategies GOLD*® and to explore ways to extend its use.

Finally, Results Matter links child outcomes data with existing program quality measures such as Qualistar Ratings, NAEYC accreditation, and environmental rating scale results. It generates a variety of progress reports, Colorado Academic Standards and Building Blocks reports and data exports at the child, classroom, site, program and state level that can be used to inform continuous quality improvement activities such as how to target local or state professional development resources. Moreover, the system informs public policy by linking early childhood outcomes data with K-12 outcomes measurement to better understand the long-term benefits of early care and education opportunities and intervention.

## A. WHERE WE'RE GOING:

Colorado's High-Quality Plan focuses on scaling the strong program infrastructure in place to reach more Children with High Needs, birth to age 5. The **goals** for this Focused Investment Area are:

- Communities have processes and practices in place for comprehensive, coordinated developmental screening that ensure early and appropriate referrals/intervention for Children with High Needs.
- Young children receive comprehensive, developmental screening using standardized developmental screening tools at recommended frequency to facilitate early identification and connection to appropriate services.
- Families contribute to assessments and use assessment information in their role as their child's first and most important teacher.
- The ongoing developmental assessment through the Results Matter program is completed with more infants, toddlers and preschoolers with High Needs, increasing from the current 45,000 children.
- Early Learning and Development Programs have incorporated Results Matter assessment tools and resources to inform instruction, program delivery and quality improvement.
- Early Childhood Educators are well prepared to use high-quality assessment practices, understand how Environmental Quality and Quality of Adult Child Interaction Measures (included in the TQRIS, refer to Section B) relate to Results Matter formative assessment measures, and use assessment data to support children and to understand how to be most effective in their role.
- Comprehensive developmental screening and assessment data are linked together as well as to the early childhood interagency data system.

As detailed in the High Quality Plan later in this section there are two primary tracks for this project: development screening and Results Matter. Both involve systems integration. The scaling of the developmental screening will target high need communities<sup>55</sup> to expand and

---

<sup>55</sup> The *Colorado Early Childhood Needs Assessment* was recently completed under the direction of the Early Childhood Leadership Commission. It assesses current conditions affecting the early childhood population (families and children zero through eight years of age) and identifies gaps between current and desired conditions. The document identifies counties with high levels of socio-demographic risk and high rates of poor maternal, infant, and child outcomes and provides county-level data estimates for the four system domains encompassed in the *Early Colorado's RTT-ELC Grant Application*



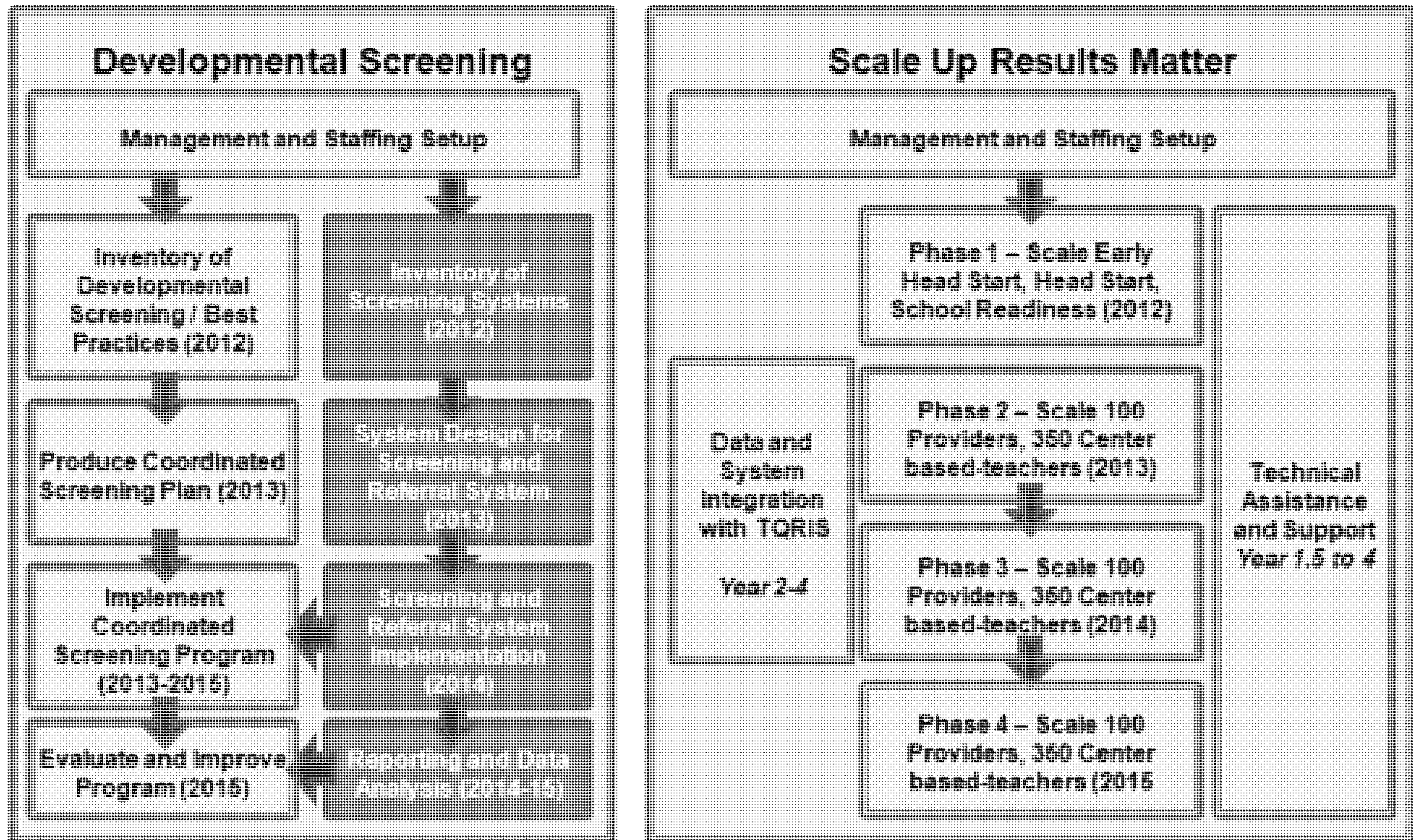
strengthen efforts to coordinate screening measures to Children with High Needs. Models developed and lessons learned in these targeted communities will be shared with other Early Childhood Councils statewide through the network of Council Coordinators. The scaling of Results Matter will be phased to promote quality assurance and iterative improvements based on the ongoing lessons of experience. The first phase will target those Early Head Start, Head Start and School Readiness Quality Improvement Program (SRQIP) programs not already participating or only partially participating in Results Matter. Phases 2 through 4 will each bring an additional 100 family child care providers and 350 center based staff into the assessment system. Each of these phases will target Early Learning and Development Programs that serve Children with High Needs. As the number of programs, educators and children participating in Results Matter increases, the data linkages between Results Matter and the SLDS will be built out to enable the monitoring of children's progress as they transition to kindergarten and beyond. Linkages will also be built with the developmental screening system. Indeed, all systems will be integrated to give stakeholders greater access to key data for improved data driven decision-making. The Colorado Department of Public Health and Environment (CDPHE), the Colorado Department of Education (CDE) and the Colorado Governor's Office of Information Technology (OIT), respectively, will lead the efforts for the developmental screening, Results Matter, and systems integration.

---

*Childhood Colorado Framework* (early learning, family support and parent education, social, emotional, and mental health, and health). The report is one of the tools to be used to identify and prioritize high-need communities.

The figure below shows a high level graphic of the project timeline, and is followed by the detailed management plan for this project showing both activity tracks.

**Figure C-4: Project Timeline for the Comprehensive Assessment System**



**Table C-2: High-Quality Plan for Comprehensive Assessment Systems**

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
<b>Screening</b>					
1	Assign an FTE to act as the development screening coordinator.	1/1/2012	48	12/31/2015	CDHPE
2	Subsidize existing technical assistance and communications support for planning and implementation. This resource supports all projects in producing communication, managing technical assistance, and planning pilot and statewide implementation.	7/1/2012	42	12/31/2015	CDPHE
3	Select and hire an administrative support for management team	4/1/2012	36	4/1/2015	CDPHE
4	Leveraging work done by ABCD, update statewide evaluation of current screening development and assessment systems within Colorado.	4/1/2012	6	9/30/2012	CDPHE
5	Produce a coordinated screening implementation plan designed to empower local councils, expand existing successful programs, and improve overall screening coordination efforts across the state.	10/1/2012	3	12/31/2012	CDHPE
6	Develop a screening development and referral protocol.	4/1/2012	6	9/30/2012	CDPHE
7	Design policies that require developmental screening at industry recommended time frames and intervals for all children birth to 5.	4/1/2012	6	9/30/2012	CDPHE
8	Produce an RFP for a community-based, comprehensive developmental screening system initiative that targets 25 communities with the highest needs.	12/1/2012	3	2/28/2013	CDPHE
9	Design and develop reports for parents, teachers, and policymakers. Design reporting dashboard that display school readiness levels as well as ECE developmental data in association with program quality and demographic data. This will be hosted within the central data reporting system.	1/1/2013	36	12/31/2015	CDPHE

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
10	Initiate the efforts with the 25 communities and provide training and technical assistance for development and implementation of community-driven, developmental screening and referral plans.	3/1/2013	34	12/31/2015	CDPHE
11	Monitor and evaluate community-based developmental screening processes and disseminate best practices statewide.	2/1/2014	23	12/31/2015	CDPHE
12	Produce a technical architecture for the implementation of a developmental screening data system.	3/1/2012	6	8/31/2012	OIT
13	Produce an RFP for the implementation of a developmental screening data system.	6/1/2012	2	8/31/2012	OIT
14	Implement the development screening data system. This includes design, development, and implementation. This will largely be linking existing screening system data and providing specific communities with the ability to enter screening data.	1/1/2013	36	12/31/2015	OIT
15	Integrate the development screening data system with the SLDS and other core systems. Ensure integration between the assessment and SLDS systems. Ensure integration with all systems to the data learning system.	1/1/2013	36	12/31/2015	OIT
16	Integrate Results Matter with the SLDS. Ensure integration between the RM assessment and TQRIS systems. Ensure integration with all systems to the Early Learning Data System.	1/1/2013	36	12/31/2015	OIT
<b>Results Matter</b>					
1	Select and hire Assessment Program Manager	1/1/2012	48	12/31/2015	CDE
2	Select and hire Assessment Research Analyst	4/1/2012	36	3/31/2015	CDE
3	Select and hire an administrative support for the management team	4/1/2012	36	3/31/2015	CDE
4	Contract Statistician dedicated to providing analytical support to the program.	1/1/2013	36	12/31/2015	CDE

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
5	Contract Center Based Child Care Project Coordinators, Center Based Child Care Specialists , Family Child Care Project Coordinators, and Family Child Care Technical Assistance Specialists.	1/1/2013	36	12/31/2015	CDE
9	Select and Hire Contract Digital Learning Product developer	1/1/2013	36	12/31/2015	CDE
10	Hire temporary staff (work study students) to perform data processing	4/1/2012	36	3/31/2015	CDE
11	Produce and finalize Results Matter Scale Up Plan for Phase 1.	1/1/2012	6	6/30/2012	CDE
12	Implement Phase 1 to All remaining Early Head Start (EHS) and Head Start (HS) classrooms; and to All remaining School Readiness grant programs (SQRIP)	7/1/2012	6	12/31/2012	CDE
13	Produce and finalize Results Matter Scale Up Plan for Phase 2.	9/1/2012	4	12/31/2012	CDE
14	Secure hardware and software for Phase 2. This will be for procurement for 100 providers and 350 center-based staff.	9/1/2012	4	12/31/2012	CDE
15	Phase 2: Conduct training for the Family Care Providers (100 sites) and Center Based Staff (350 Classrooms)	1/1/2013	8	8/31/2013	CDE
17	Phase 2: Support travel and logistics for Phase 1 training.	1/1/2013	8	8/31/2013	CDE
19	Phase 2: Provide books and materials for Phase 2.	1/1/2013	8	8/31/2013	CDE
20	Secure hardware and software for Phase 2. This will be for procurement for 100 providers and 350 center-based staff.	1/1/2013	8	8/31/2013	CDE
21	Produce and finalize Results Matter Scale Up Plan for Phase 3.	9/1/2013	4	12/31/2013	CDE
22	Secure hardware and software for Phase 3. This will be for procurement for 100 providers and 350 center-based staff.	9/1/2013	4	12/31/2013	CDE
23	Phase 3: Conduct training for the Family Care Providers (100 sites) and center based staff. (350 classrooms)	3/1/2014	8	8/31/2014	CDE
25	Phase 3: Support travel and logistics for Phase 3 training.	3/1/2014	8	8/31/2014	CDE

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
27	Phase 3: Provide books and materials for Phase 3.	3/1/2014	9	8/31/2014	CDE
29	Produce and finalize Results Matter Scale Up Plan for Phase 4.	9/1/2014	4	12/31/2014	CDE
30	Secure hardware and software for Phase 4. This will be for procurement for 100 providers and 350center-based staff.	9/1/2014	4	12/31/2014	CDE
31	Phase 4: Conduct training for the Family Care Providers (100 sites) and center based staff (350 classrooms)	3/1/2015	9	8/31/2015	CDE
33	Phase 4: Support travel and logistics for Phase 1 training.	3/1/2015	9	8/31/2015	CDE
35	Phase 4: Provide books and materials.	3/1/2015	9	8/31/2015	CDE

### **C. IMPACT OF PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

Early identification and intervention is critical to helping ensure that Children with High Needs begin kindergarten ready to learn and to thrive. Screening measures and formative assessments help identify developmental or learning challenges early when intervention services and supports are most effective. Colorado's plan to support effective uses of comprehensive assessment systems will be targeted to communities and programs with high needs that serve concentrations of Children with High Needs. Using a community-based approach, we will advance a population-based identification and referral system with coordinated data-sharing that will ensure more efficient use of local resources and reduce duplicative efforts for families.

The introduction of quality formative assessments into high needs Early Learning and Development Programs will raise the quality of learning opportunities. Individual children will benefit immensely as more Early Childhood Educators and family members become careful observers of what children know and can do, and learn to use what they observe to make informed decisions about the activities, environmental changes and instructional supports will be most beneficial to these children. Moreover, families who engage in their children's learning will be well-positioned to continue this involvement K-12.

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

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

Colorado has two state professional development systems and a voluntary credentialing system for our early learning workforce. Plans have been in motion in Colorado since 2010 to bridge and evolve these two systems through development of a comprehensive, research-based Workforce Knowledge and Competency Framework. This Framework will also align with the existing progression of credentials and degrees in the field and the professional development programs offered by formal and informal providers.<sup>56</sup> The RTT-ELC is the opportunity to accelerate this work in ambition, quality and impact.

**A. WHERE WE'VE BEEN**

Recognizing the enormous impact that early learning professionals have on the social-emotional and future academic success of Colorado's children and cognizant of the opportunities and limitations described above, in 2010, the P-3 Professional Development Task Force of the Governor's P-20 Coordinating Council published *Colorado's Early Learning Professional Development Systems Plan*. Over 100 experts and vested stakeholders across the state contributed to the completion of this plan, which included a comprehensive vision for improving the effectiveness of early learning professionals. One of the first priorities of this plan is to develop a comprehensive, research-based Workforce Knowledge and Competency Framework and to align that Framework with the existing progression of credentials and degrees in the field as well as to the professional development programs offered by formal and informal providers.<sup>57</sup>

---

<sup>57</sup> Formal providers include two and four year post-secondary institutions. Informal providers include continuing education professional development providers.



The Early Childhood Leadership Commission subsequently endorsed and adopted this state plan. The ECLC charged a task force to prioritize action steps and accepted its recommendations in Spring 2011 to develop core competencies.

**Competency Framework.** Colorado currently has two sets of competency standards for the early learning workforce. The *Colorado Core Knowledge and Standards* (attached to this application as Appendix Q) was initially developed in 1996 and revised in 2008, and spans the full range of early childhood development, family engagement, issues of diversity, professionalism, and more. It currently informs the education requirements for licensing (at Credential Levels I and II) at the community college level, and serves as a resource to instructors and trainers who provide professional learning activities to the early childhood workforce.

The Colorado Department of Education developed a set of standards in 1991 to guide the preparation of teachers who seek to obtain an early childhood endorsement to their teacher licenses. These standards are used by bachelor and graduate level teacher preparation programs. They relate to, but are not directly aligned with the *Colorado Core Knowledge and Standards*. Aligning these two sets of standards will be accomplished through the development and adoption of the comprehensive Workforce Knowledge and Competency Framework. In addition, this new framework will fully move the state from a traditional education-based standards system to a competency-based system, offering greater opportunities for credentialing and assessing educator effectiveness. This work is now underway, and will be accelerated through the RTT-ELC. In September, the ECLC approved \$75,000 to fund an RFP for the development (Phase I) of a Workforce Knowledge and Competency Framework. The RFP is attached to this application is Appendix R.

**Progression of Credentials.** Pursuant to state law, the Colorado Department of Education (CDE) offers a statewide, voluntary tiered system of credentials that creates a progression of levels of knowledge and experience for those who care for and educate our youngest children. The system offers endorsements or credentials to recognize specialized knowledge and skills, including an Infant/Toddler endorsement and Early Childhood Social and Emotional Interdisciplinary Credential, as well as a system of school age/youth development credentials.

The current credentialing system aligns with the licensing system and with the community college coursework required for licensing. This alignment is evidenced through a crosswalk of the *Colorado Core Knowledge and Standards*, the Community College Course Competencies

and the NAEYC Associate Degree Program Standards (refer to Appendix S). Head Start requirements for Child Development Associate Degrees are also reflected in the credentialing system.

**Degree Alignment.** In Colorado, community colleges provide critical leadership in early childhood workforce development. A group of department chairs and lead faculty from community colleges across Colorado led the development of the *Core Knowledge and Standards* and the development of a Common Course System in the late 1990s. Community colleges also are on the front lines in offering the coursework early learning professionals need to complete to meet licensing requirements. In 2009, the Division of Child Care adopted new education standards for licensing that drove an increase of over 300% in early childhood classes at Colorado's Community Colleges (from 4,500 students in 2008 to 14,800 in 2010). These students reach and teach almost 70% of the 267,000 Colorado children enrolled in licensed early care and education settings.<sup>58</sup>

In a first-in-the-nation effort to enhance quality across the system, the Community College System is currently supporting the 88 percent of the community college early childhood education programs that are pursuing NAEYC Accreditation or Program Improvement *as a cohort group*. With project leadership from Clayton Early Learning and key state agencies and financial support from the Boettcher Foundation, 14 of the 16 Colorado community colleges that offer early childhood programs are in the final stages of completing the accreditation and program improvement process. Results from this process include better alignment of programs to national standards, program improvements within individual programs and increased collaboration across programs.

In addition, the Community College System uses a common course development and numbering system to assure that the content of courses required for licensure is the same across early childhood education programs system wide. The NAEYC Accreditation project increased the use of key assessments that measure student knowledge and skill attainment system wide. The Community College System capacity ensures the efficient statewide roll-out of professional learning opportunities in response to changes in education standards for licensing.

---

58 Clayton Early Learning Institute, *Strengthening EC Professional Development through Colorado Community Colleges, 2010 Annual Report*

Significantly, the Community College System recently received a \$1M award through the Complete College America Grant to redesign developmental education, a critical component for early childhood professionals completing credentials and degrees in the field. Modules in English, reading and math will be developed with early childhood education content. The project will reduce time to completion by accelerating students' movement from developmental to college-level work in the certificate and degree programs. The contextualization of curriculum will introduce students to the technical content they will be studying and begin the process of skills acquisition in the core subject areas during the developmental sequence. Research shows that contextualization and acceleration strategies are both correlated to enhanced motivation and increased retention.

Inter-institutional agreements are in place between the community colleges and four-year institutions related to the transfer of credits toward four-year degree programs. The Colorado Department of Education (CDE) offers an Early Childhood Endorsement to elementary education licenses. A four-year Early Childhood Education degree program leading to teacher licensure is not currently offered in Colorado, but is currently under consideration. CDE has approved two specific licensure or endorsement requirements for educators who support learning and development of children with exceptionalities: Early Childhood Special Education (ECSE) and ECSE Specialist. Additionally, there are licensure requirements for related service providers such as occupational/physical therapist.

As we respond to the opportunity through the RTT-ELC to enhance professional progression and alignment at the bachelor's degree level, we will be working within a broader context of reforms in P-12 teacher preparation and induction being driven by SB-191, the state's new educator evaluation system.<sup>59</sup> With support from The New Teacher Project, CDE and the Department of Higher Education are collaborating to develop an effectiveness-based system of educator licensure, induction, and preparation. As this work occurs over the next 18 months, it will both inform and be informed by the work proposed in our plan to strengthen degree programs for early learning professionals.

---

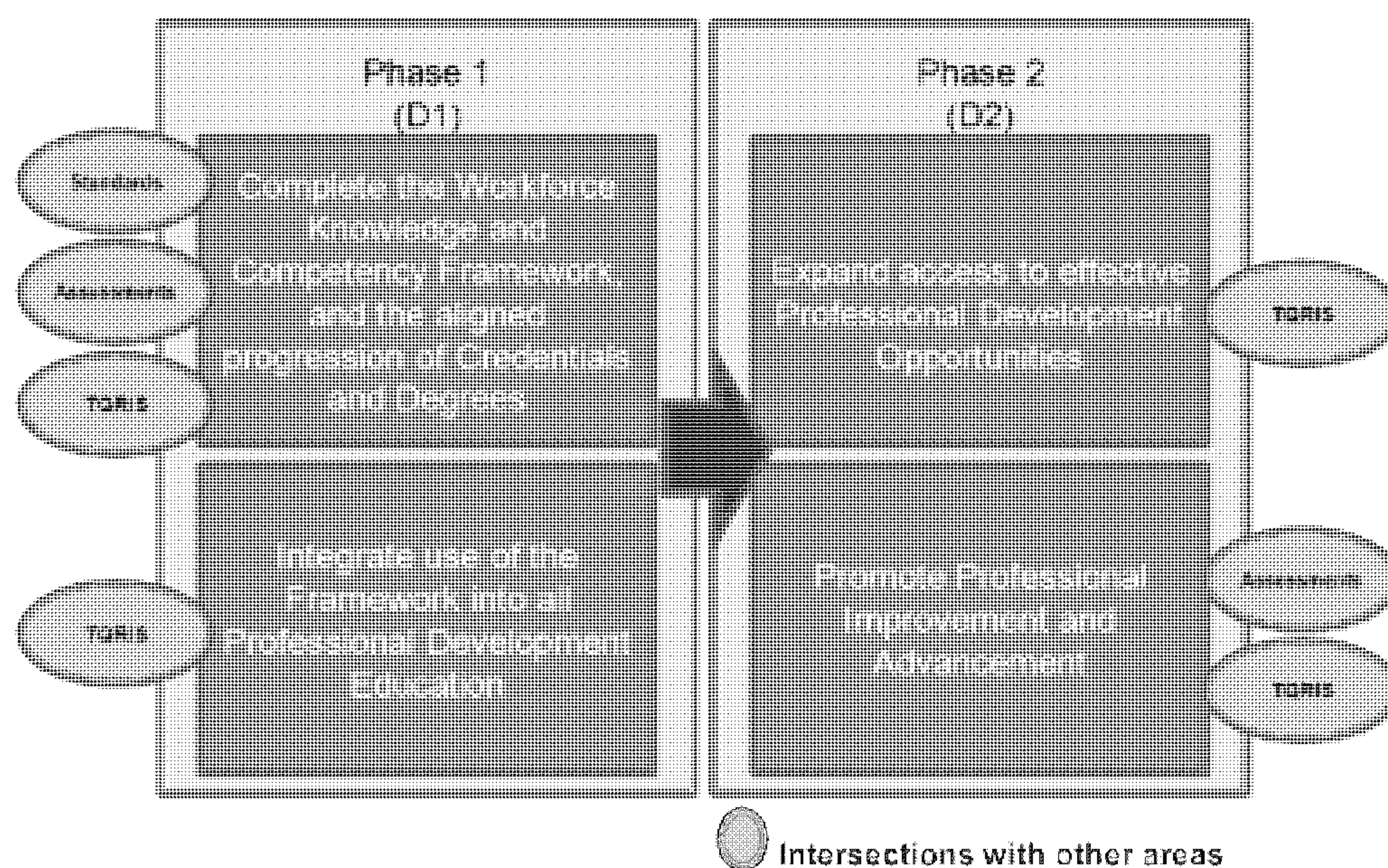
<sup>59</sup> SB10-191 (*Educator Effectiveness Act*) establishes new requirements for evaluating teachers and principals based, in significant part, on student academic growth. It charges the State Council for Educator Effectiveness, which is composed of 15 representatives from key educator stakeholder groups, with making recommendations to the Colorado State Board of Education about the new performance evaluation system.

Our intent is that eventually all ECE professionals will be credentialed within an aligned system. Under new child care rules, all teachers will be required to achieve a Level II credential (equivalent to 30 semester hours of coursework), driving increases in the number who achieve this level. The State also expects to see large increases in the number of people who receive Level III and Level IV credentials. Currently, teachers who have associates or bachelor's degrees are not required to be credentialed, so many do not apply.

## B. WHERE WE'RE GOING

Colorado's High-Quality Plan for workforce development builds on and accelerates implementation of key recommendations in *Colorado's Early Learning Professional Development Systems Plan*, allowing us to begin the work on day one of the grant award with broad stakeholder buy-in already secured and to progress boldly to the benefit of Children with High Needs. As shown in the figure below, the proposed work will occur in two phases over the term of the grant, corresponding to the two subsections of Selection Criterion D.

**Figure D-1: Project Summary for Workforce**



The **goals** for Phase I:

1. A performance and research based Workforce Knowledge and Competency Framework (Competency Framework) is completed, including culturally relevant measurements, and creates alignment among existing:

- Competency frameworks for Early Childhood Educator (ECE) professionals;
  - Tiered Quality Rating & Improvement System (TQRIS);
  - Educator Effectiveness Standards P-12; and
  - Colorado’s Early Learning and Development Guidelines.
2. An aligned, targeted progression of credentials and related degrees is defined; all existing credentials and degrees are aligned to the revised Competency Framework.
  3. All institutions and professional development providers, and resulting credentials and degrees, are aligned to the new competencies by 2015.
  4. Professional development programs for Early Childhood Educators apply the Framework statewide.
  5. Use of the Competency Framework is integrated into culturally responsive coaching, mentoring, practicums and career planning and advising.
  6. Early Childhood Educators and Early Learning and Development Programs are actively using the Framework and credentialing in recruiting, hiring, training, advancement and retention decisions.

Through the activities described in the High-Quality Plan at the end of this Section D, the state will use the Workforce Knowledge and Competency Framework as the cornerstone of a coordinated and aligned system for the professional development of highly effective Early Childhood Educators. Such a system will both advance the quality and effectiveness of programs that prepare and support the development of early learning professionals and make it easier for these professionals to understand what they must do to build their skills and credentials for career advancement. Specific activities include defining career tiers consistent with the Competency Framework (and carrying those tiers into the TQRIS), aligning degree programs to the Competency Framework, developing innovative programs for granting credit for prior learning, and revising inter-institutional agreements among two-year and four-year colleges to reflect the Competency Framework. Moreover, grant funds are requested to support the development, piloting and validation of measurement tools for verifying achievement of the competencies set out in the Competency Framework.

The transformative potential of the Competency Framework is achieved only if Early Childhood Educators and those who support their development understand and embrace it.

Accordingly the High-Quality Plan places a commensurate emphasis on communication and training related to the Competency Framework, including targeted participation incentives for those who support educators who serve Children with High Needs. In Colorado's system, Early Childhood Councils play an essential role in meeting the professional learning needs of Early Childhood Educators at the local level. Local Community College faculty and providers of professional development are key participants within Councils. Accordingly, activities to rollout the Competency Framework will begin with the Councils, and then fan statewide. Grant funds will support formal and informal professional development providers in planning and transitioning coursework to the Framework, with priority given to coursework targeted for serving Children with High Needs. Opportunities to share best practices for serving Children with High Needs will facilitate cross-community learning. By August 2014, adoption of the Competency Framework and credentials will be mandatory for all professional development programs statewide, formal and informal, statewide.

The proposed work is detailed in Activities 1–9 of the High-Quality Plan for workforce development found at the end of Section D of this application.

### **C. IMPACT OF PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

Adopting the Competency Framework and aligning the credentialing system, degrees and professional development will help ensure that consistent expectations are set for early learning educators and professional development programs throughout the state. Consequently, educators and those who support them, including higher education faculty, coaches, mentors, early childhood specialists and career advisors, will be held accountable for a level of professionalism that helps to ensure children are receiving care and instruction reflective of best practices in the field. Although the Colorado Early Childhood Education Workforce is exceptionally committed, the Competency Framework, related credentials and evaluation practices will set an even higher bar, one that is universally applied and continuously updated to reflect innovations in the discipline. Moreover, by working in concert with postsecondary institutions, other professional development providers, coaches, mentors and career advisors to support their use of the Competency Framework, the activities of the Workforce Development High Quality Plan help ensure the Competency Framework is actively integrated and embraced.

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

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) 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.

Colorado's support of the early childhood workforce has been driven by local efforts. In particular local Early Childhood Councils have been responsive to evaluating local workforce professional development needs and maximizing both public and private resources to meet those needs. Our coordinated community college system is the cornerstone of early childhood professional preparation statewide. However, the local focus has created barriers to understanding the workforce demographics and statewide needs. Colorado's next steps will create a comprehensive system of incentives and supports as well as universal tracking of demographics, education and retention information to allow for state level data driven decision-making.

**A. WHERE WE'VE BEEN**

**Providing and Expanding Access to Professional Development Opportunities.** Colorado offers a range of high-quality professional learning options for Early Childhood Educators across the state. Section A(1) discusses many of these in the context of the descriptions of specific programs. The Head Start, School Readiness Quality Improvement and Denver Preschool Programs, for example, feature robust and ongoing professional development components. In addition, Colorado has made great strides in recent years in expanding the quality and availability of learning opportunities for intervention specialists who care for and teach children with developmental disabilities. In this section, we highlight a few more efforts that are changing the professional development landscape in Colorado.

***Expanding Quality in Infant Toddler Care (EQ)*** The EQ Initiative has developed a strong, statewide network of over 100 Infant Toddler professionals working with 30 Early Childhood Councils in over 35 communities. After receiving over 80 contact hours of specialized training, these local instructors deliver the 48-hour course of training and related coaching to infant toddler teachers and programs. They also offer their expertise to their local Early Childhood Council. Since program inception, over 7,000 infant toddler teachers have completed the full course (including coaching) in their local communities reaching 36,690 children.

The ***Coaching Consortium*** is a promising effort to create more continuity and alignment among quality improvement coaches' efforts to support early childhood practitioners and programs. The Consortium is a group of private-public stakeholders that came together through informal networking. In 2007, a 34-member working group was gathered to complete an in-depth analysis of the skills and dispositions coaches need to be effective in their support of programs engaging in quality improvement initiatives. This work gave rise to a draft of coaching competencies, which was widely distributed for feedback. A final version was published and made available on a website in spring of 2009, along with a Self-Evaluation Checklist which was created to support coaches' professional development. The Consortium's current foci are the launching of college coursework on coaching guided by the competencies and the piloting of a coaching credential.

Delivery of professional learning opportunities for early childhood professionals is primarily coordinated at the local level. Child Care Resource and Referral agencies and Early Childhood Councils are two key entities that create and deliver community-based professional development opportunities. Local Early Childhood Councils create community-based professional



development plans that target local gaps and needs and leverage funding to carry out these plans. For example, last year in Adams County, 300 early learning professionals received scholarships for a collective 1,129 credits worth of early childhood coursework, with funding provided by the Temple Hoyne Buell Foundation. Clayton Early Learning Institute in Denver provides various grant- and private-sector-funded professional learning opportunities statewide to hundreds of early childhood professionals and conducts research to better understand the links between program quality and teacher preparation toward the end of improving outcomes for children and families.

Today, however, these professional learning initiatives and programs are not equally accessible across sectors of the early care and education field or across regions of the state. Barriers to access include lack of resources to pay for additional training, lack of time to participate in professional development experiences and limited geographic distribution of programs.

#### **Policies and Incentives that Promote Professional Improvement and Career**

**Advancement.** Promising practices exist in this area, with potential to expand both the number of Early Learning Educators served and the availability of opportunities statewide. By way of example, the *Buell Early Childhood Leadership Program* is an innovative academic certificate and Master's concentration in Educational Leadership in Early Care and Education targeted to experienced and emerging administrators in early care and education settings. Full tuition scholarships are available for all admitted students. The program develops and awards degrees to a committed, visible, diverse cadre of early childhood leaders to meet the challenges of achieving high-quality ECE programs for infants and young children in Colorado, especially those who are at risk of failure due to socio-economic and language barriers. The program, offered by the University of Denver in partnership with Clayton Early Learning, is structured to accommodate the schedules of working professionals. To date, 79 professionals have completed this leadership program, another 20 are currently enrolled, and recruiting is underway for the next cohort. Graduates of this program provide leadership to our state at every level - local programs, Early Childhood Councils, state agencies and community colleges.

*T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood* provides college scholarships annually to early childhood education professionals to help them earn early childhood credentials and degrees. Colorado was one of the first states to become licensed to

replicate North Carolina's successful T.E.A.C.H. program in 1997. Since the program's inception in Colorado, 1,327 people have received scholarships. Scholarship recipients receive higher average hourly earnings and leave the early childhood field at a lower than average rate.

Early Childhood Councils build this scholarship program into other local efforts to promote the ongoing professional development of their early childhood workforce. For example, in Alamosa, the Early Childhood Council awards mini-grants for quality that program sites use for teacher incentives and bonuses. Some school districts offer early childhood teachers the same incentives for college coursework and opportunities for district staff development that is offered to all certified teachers in the district. Others pay early childhood professionals on a classified pay scale that rewards the earning of additional pre-approved college credits.

**Publicly Reporting Data on Early Childhood Advancement and Education.** Very little data is widely available currently for purposes of informing policymakers, administrators and the public about the characteristics of the professional workforce, links between professional development and TQRIS, and the impacts of professional development on program, teacher and child outcomes. However, change has begun. Early in 2012 and through an initiative spearheaded by the Colorado Department of Higher Education, reporting will be available online regarding teachers and others with an endorsed ECE four-year degree. Head Start reports annually on education and family support staff credentials and degrees, and has the highest degree requirements for teachers of any early childhood program. Through these efforts and those outlined in the High Quality Plan, we will be able to begin to better understand the workforce and to answer questions such as:

- What are the characteristics of the people caring for the young children in a specific area?
- What variations in access to education and professional development opportunities by:
  - Geography;
  - Program setting or funding;
  - Ages/characteristics of children served; and
  - Practitioner characteristics?
- What is the impact of workforce investments such as the following:
  - Which practitioners remain in their positions or the field?
  - What are the characteristics of workplace environments?

Because Colorado is committed to fully supporting the early learning workforce with opportunities for professional development and advancement, we have plans to incorporate a workforce registry with a larger system, a Learning Management System that will allow the workforce to track, manage and progress toward workforce competencies and credentialing. A Learning Management System will document, track and report workforce training programs, classroom and online events, e-learning programs and training content. At a minimum, the Learning Management System will allow the state a comprehensive understanding of the workforce – from workforce demographics to education, salary and retention information. The system will also offer important support and service to professionals by allowing them to independently participate in professional development and track their accomplishments across work settings.

## **B. WHERE WE'RE GOING**

Phase II of the Workforce Development project focuses on expanding access to effective professional development opportunities aligned with the Competency Framework, with the following **goals**:

1. Training in the Early Learning and Development Guidelines and all core competencies for Early Childhood Educators is available statewide, including targeted modules for serving Children with High Needs.
2. Early Childhood Educators can readily access information to track progress on their learning and career plan through a web-based Learning Management System.
3. Professional development opportunities encourage and support adult learners who reflect the ethnic and linguistic diversity of the children and families served.
4. Policies and incentives are in place and effective in accelerating professional improvement with targeted incentives for educators serving Children with High Needs and those who support the advancement of such educators.
5. Training is available for families with young children and Family, Friend and Neighbor (FFN) providers supporting Children with High Needs.
6. Across all roles and levels, measurable increases are achieved in the percentage of qualified Early Childhood Educators who reflect the ethnic and linguistic diversity of the children and families served.

7. By 2015, public reporting on the Workforce's development, advancement and retention is widely available.
8. By December 2015, 65 % of Early Childhood Educators will be tracked in the credentialing system and 15% of educators will be in the top two credential tiers.

Phase II activities include:

- The implementation of a Learning Management System (LMS), building on existing professional development (PD) systems and integrated with other appropriate state systems, that helps the Workforce understand credential requirements, track individual and aggregate progress, plan improvement, take online courses, and find additional professional development opportunities. The LMS will enable collection and reporting of data on the workforce that can be correlated with program quality and child outcome data by linking to TQRIS and Results Matter.
- Rolling out, through local Early Childhood Councils, new professional learning opportunities that
  - Fill current gaps in the system, including professional development modules aligned with the Competency Framework and specifically targeted to serving Children with High Needs; online coaching and training opportunities; and itinerant training programs.
  - Provide training on Colorado's quality initiatives, including Early Learning and Development Guidelines, TQRIS and other professional development opportunities to early childhood professionals, families and Family, Friend and Neighbor (FFN) providers supporting Children with High Needs.
- Creating professional development opportunities that address and support the needs of ethnically and linguistically diverse adult learners, including encouraging more diverse trainers and higher education faculty and providing appropriate mentorships and culturally relevant practicums.
- Expanding policies and incentives (scholarships, wage subsidies, tax credits) that accelerate professional learning and career advancement, building on best practices in Colorado and across the nation. These incentives will be targeted to Early Childhood Educators who directly serve Children with High Needs, those who support the

advancement of such educators, and professional development programs enacting innovative measures to accelerate the achievement of competencies.

- Expanding and further integrating the coaching network, starting in communities with the greatest concentration of Children with High Needs.
- Producing public reports for all stakeholders (parents, policymakers, business community, etc.) on the aggregate quality of educators and their development, advancement and retention.

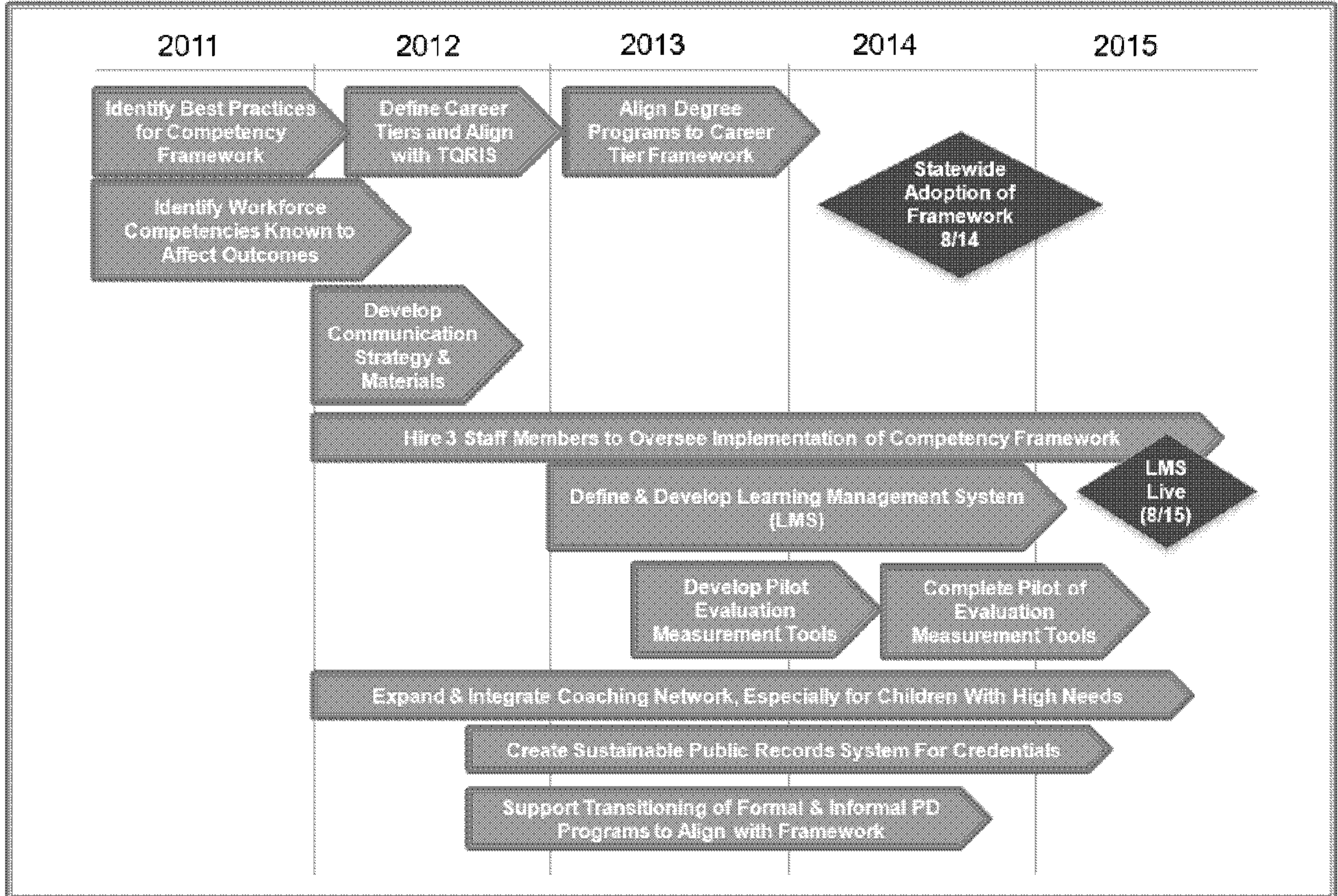
### **C. IMPACT OF PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

Through RTT-ELC, Colorado will take major strides in further developing and implementing an integrated professional development system. This system will provide strong support to Early Childhood Educators in meeting the demands and challenges of their roles, enhancing efforts to recruit and retain a highly effective workforce. Targeting educators serving Children with High Needs first, this new system promises to accelerate the acquisition of competencies and the improvement of effectiveness.

Taken together, the activities of the Workforce High-Quality Plan instill greater measurement, accountability, visibility, support and encouragement into a system spanning a collective team of over 22,000 professionals who are caring for, guiding and instructing the most impressionable and wonder-filled members of our society.

The figure below provides a high-level timeline of major activities over the grant term, and is followed by the High-Quality Plan for workforce development.

**Figure D-2: Project Timelines for Workforce**



**Table D-2: High Quality Plan for Workforce Development**

<b>ID</b>	<b>Section</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead (Participating) Role</b>
1	All	Recruit and hire two highly qualified staff members to oversee implementation of the Framework and related activities.	4/1/2012	45	12/31/2015	CDHS
2	D1	Research, identify and crosswalk competency national standards, best practices and all relevant standards, Guidelines and practices in use in Colorado.	11/1/2011	3	1/31/2012	CDHS
3	D1	Define competencies for teachers, assistant teachers and directors as well as for trainers, higher education faculty, coaches and mentors.	1/1/2012	9	9/30/2012	CDHS
4	D1	Define Competency Framework career tiers and the required competencies for each tier. Align TQRIS and degree programs with new career tiers. Define a process for continuous updating of the Competency Framework and tiers.	7/1/2012	6	12/31/2012	CDHS
5	D1	Research, develop, pilot and validate evaluation tools and approaches for assessing personnel, and the related quality assurance practices to guide the evaluators.	7/1/2013	30	12/31/2015	CDHS
6	D1	Develop communication and training strategies and materials to roll-out the Competency Framework, credentials, evaluation tools and quality assurance approaches to the Workforce.	1/1/2013	9	9/30/2012	CDHS
7	D1	Conduct the roll-out, with targeted incentives for program directors, higher education faculty, trainers, coaches, mentors and career advisors to attend multi-day training, especially those who support educators serving Children	10/1/2012	12	9/30/2013	CDHS

<b>ID</b>	<b>Section</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead (Participating) Role</b>
		With High Needs.				
8	D1	Update all inter-institutional agreements among 2 and 4 year higher education institutions to align with the Competency Framework.	1/1/2013	8	8/31/2013	CDHE
9	D1	Support PD programs in transitioning coursework to the Competency Framework, with priority given to coursework targeted for serving Children With High Needs.	10/1/2012	23	8/31/2014	CDHS (CDHE)
10	D2	Map the Competency Framework to the availability and content of PD opportunities across the state and identify gaps.	10/1/2012	3	12/31/2012	CDHS
11	D2	Fill gaps in availability by developing the following: PD modules aligned with the Competency Framework and specifically targeted to serving Children With High Needs; online coaching and training opportunities; and itinerant training programs. Engage local Early Childhood Councils in developing and disseminating these new opportunities.	1/1/2013	36	12/31/2015	CDHS
12	D2	Develop and implement communication and training strategies and materials to roll-out the Learning management System, including an initial pilot inclusive of educators serving Children With High Needs.	9/1/2013	24	8/31/2015	CDHS
13	D2	Create PD opportunities that address and support the needs of ethnically and linguistically diverse adult learners, including encouraging more diverse faculty, appropriate mentorships, culturally relevant practicums and so forth.	1/1/2012	48	12/31/2015	CDHS
14	D2	Expand and integrate the coaching network, starting in	1/1/2012	48	12/31/2015	CDHS



<b>ID</b>	<b>Section</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead (Participating) Role</b>
		communities with the greatest concentration of Children With High Needs.				
15	D2	Provide training on Colorado's quality initiatives, including early learning Guidelines, TQRIS and other professional development opportunities, for early childhood families and FFN providers supporting Children With High Needs.	8/1/2013	29	12/31/2015	CDHS
16	D2	Create and implement policies and incentives, targeting educators who directly serve Children with High Needs and those who support the advancement of such educators, including incentives for innovation that accelerate achievement of competencies.	1/1/2013	36	12/31/2015	CDHS
17	D2	Launch targeted marketing and recruiting campaigns to attract talented, ethnically and linguistically diverse people to all roles and levels within the Workforce; track progress using data from the LMS.	1/1/2012	48	12/31/2015	CDHS
18	D2	Define and develop a Learning Management System (LMS), building on existing PD systems and integrated with other appropriate state systems. This helps the Workforce understand credential requirements, track individual and aggregate progress, plan improvement, take online courses, and find additional PD opportunities. It will also provide ready access to data for reporting purposes for the public and all stakeholders.	10/1/2012	35	8/31/2015	OIT

<b>Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework</b>					
	<b>Baseline (Today)</b>	<b>Target - end of calendar year 2012</b>	<b>Target - end of calendar year 2013</b>	<b>Target - end of calendar year 2014</b>	<b>Target – end of calendar year 2015</b>
Total number of “aligned” institutions and providers	17 aligned with the <i>Colorado Core Knowledge and Standards</i>  32 align with the Rules for the Administration of the Educator Licensing Act of 1991	17  32	17  32	24 aligned with the new Colorado Early Childhood Workforce Competencies that are currently under development	49 aligned with the new Colorado Early Childhood Workforce Competencies that are currently under development
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	580	625	700	750	800
<p><i>This includes all Higher Education, Alternative Teacher Prep Programs, Community Colleges and Non-Colorado Community College System Institutions which is a total of 49.</i></p> <p><i>The total number of educators credentialed is based on an approximation of the number of educators that receive credentials annually.</i></p>					

<b>Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.</b>										
<b>Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)</b>	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target- end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>AA.ECE and/or AAS.ECE</b>	78	.34%	86	.37%	99	.43%	124	.54%	186	.81%

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

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
<b>Early Childhood Teacher Certificate</b>	99	.43%	109	.47%	126	.55%	158	.69%	198	.87%
<b>Large Center Director Certificate</b>	86	.3%	99	.43%	119	.52%	149	.65%	186	.81%
<b>Infant/Toddler Supervisor</b>	48	.20%	53	.23%	64	.28%	80	.35%	100	.43%
<b>Early Childhood Professional Credential</b>										
Level I* (6 semester hours)	377	1.5%	1,131	4.9%	2,262	9.9%	3,393	15%	4,241	19%
Level II* (30 semester hours)	227	.9%	1,200	5.2%	2,400	11%	3,600	21%	4,800	21%
Level III** (AA degree with 30 ECE semester hours)	70	.34%	80	.35%	800	3.5%	2,037	9%	2,514	11%
Level IV ** (Bachelors degree with 30 ECE semester hours)	116	.5%	116	.5%	800	3.4%	2,000	8.7%	2,500	11%
Level V (Masters degree with 30 ECE semester hours)	39	.17%	39	.17%	200	.87%	400	1.7%	800	3.5%
Level VI – Ph.D.	1	.00004 %	5	.0002 %	10	.0004 %	20	.008 %	30	.13%
<i>Total</i>	830	3.2%	2571	11%	6472	28%	11450	50%	14885	65%

**NOTE:** The numerator for the target figures is the number of individuals receiving each credential or degree each year. The denominator is determined by combining all early learning professions (Child Care Worker, Educational Administrator – Preschool and Child Care, Preschool Teacher except Special Education) from Colorado Department of Labor data. Our total workforce is 22,863. Therefore our percentages are very low. In order to better capture our workforce and understand their progression toward higher education levels our state plan includes creation of a Learning Management System within this proposal. This will allow us better documentation and tracking to

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

<b>Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)</b>	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target- end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
	#	%	#	%	#	%	#	%	#	%

understand our workforce and develop targets.

\*Level I and II credentials will be required in 2012 when new child care licensing rules take effect.

\*\* Level II and III include ambitious targets to meet Head Start and Colorado Preschool Program goals. The State also anticipates rapid increases in 2013 and 2014 when individuals who already have these education levels are tracked more accurately in the Learning Management System.

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

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) 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;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) 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).

Building on the Results Matter early childhood assessment system, Colorado is piloting *Teaching Strategies GOLD*® as a kindergarten entry assessment in the current school year with the commitment to statewide administration of a Kindergarten Entry Assessment (KEA) beginning in 2013, as required by law.

**A. WHERE WE’VE BEEN**

As described in Section A(1), the CAP4K education reform framework required adoption of a definition of “school readiness” in 2009 and statewide implementation of a Kindergarten Entry Assessment by 2013. The Colorado Department of Education (CDE) is implementing this legislation in concert with revisions to its state literacy plan and the redesign of its state assessment system for grades 3-12, all driven by the adoption of the new Colorado Academic Standards.

In December 2008, the Colorado State Board of Education adopted a description of school readiness that encompasses both “ready children” and “ready schools”: “*School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool*

*or kindergarten. School Readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.”* The “ready schools” part of this definition will be assessed through a district self-assessment incorporated into the Unified Improvement Plan that Local Education Agencies (LEAs) file annually with the department.<sup>60</sup> The “ready children” part of this definition will be assessed through Colorado’s new Kindergarten Entry Assessment, a formative assessment designed to track progress at entry and throughout the school year.

In late 2010, the State Board of Education approved recommendations made by the School Readiness and Early Childhood Assessment Subcommittee (comprised of state and local stakeholders) that the Kindergarten Entry Assessment should build on the foundation of the well-developed and highly-regarded Results Matter assessment system, (refer to C(2)) and demonstrate the following attributes:

- *Universal design to insure inclusion of all children, including special populations.* To provide accurate and meaningful results for children with disabilities and those who are English language learners, the school readiness assessment should be constructed in a way that allows multiple means of representation, multiple means of action and expression, and multiple means of engagement. It should require a minimum of modifications and accommodations for children with special needs, but should allow such when needed.
- *On-going.* Research has repeatedly demonstrated that “snapshot” assessments of young children are inaccurate because they fail to account for the “fits and starts” nature of development, especially when new skills are coming online almost daily. Therefore, it is necessary to observe young children over time to accurately document their knowledge and skills and to inform teachers and families about how they are responding to instruction and support.

---

<sup>60</sup> The Education Accountability Act of 2009 (SB09-163) requires each Colorado district and school to create an improvement plan that provides information on data trends, root causes and targets, and identifies strategies and resources to improve student academic outcomes. This continuous improvement cycle assists districts and schools to improve their effectiveness as well as outcomes for students.

- *Multi-dimensional – multiple sources (both teachers and families) and based on a body of evidence.* Young children’s learning and development occurs in multiple environments with a number of different adults, each of whom provides valuable and reliable information about children’s strengths, needs and promising instructional strategies for supporting that child. When families are engaged in the assessment process, they become more knowledgeable about age expectations and are better enabled to be a powerful partner in supporting their child’s learning and progress.
- *Reliable and valid.* The key to having high-quality school readiness data for the purposes of child, group and program planning and to support positive outcomes for children is to implement a high-quality assessment that measures what it is designed to measure, is predictive of success, shows consistency across users, and measures knowledge and commonly valued skills.
- *Address developmental domains of school readiness.* Child success in school and beyond is highly influenced not only by achievement in academic domains, but by physical (including health) social and emotional development as well as the predisposition to learn as evidenced by strong approaches to developmental and educational activities.
- *Web-based functionality.* Online functionality increases efficiency and creates innovative ways to document and analyze results for young children. Online systems provide teachers with immediate access to data through classroom snapshots and customized reports.
- *Supported by professional development on the implementation of the assessment and the use of the results.* Reliable assessment results can only be achieved through professional development that includes ongoing technical assistance and monitoring for fidelity.
- *Transparent to parents and students.* Children and families need access to school readiness assessment results so that they can see growth and understand areas of need and respond accordingly. Through authentic opportunities to evaluate their own progress and reflect on their work, young children are motivated to strive for continued growth.

*Teaching Strategies GOLD®* is an authentic observation-based assessment system for children from birth through kindergarten. It is appropriate for use with any developmentally appropriate curriculum. It is grounded in 38 research-based objectives that include predictors of future school success and are aligned with *The Head Start Child Development and Early*

*Learning Framework*, and the *Common Core State Standards* for kindergarten. These two resources are among those informing the content of the Colorado Early Learning and Development Guidelines now under development (refer to Section C(1)).

The purpose of *Teaching Strategies GOLD*® is to document children's development and learning over time, to inform instruction, and to facilitate communication with families and other stakeholders. The assessment is appropriate for use with all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations. *Teaching Strategies GOLD*® addresses the needs of dual-language learners with dedicated objectives for English language acquisition and culturally and linguistically sensitive tools for family involvement.

The assessment also offers unique family engagement and advocacy opportunities as families are invited to participate as part of the assessment team. Families may contribute samples of children's work, submit video and audio clips, and provide observation records about what their children know and are able to do.

The technical summary for *Teaching Strategies GOLD*® is attached to this application as Appendix T. The validity and reliability evaluation of the assessment included a diverse group of children across different program settings, including Head Start programs, private child care, and school-based sites. Additionally, results showed that the assessment instrument is equally valid and reliable for assessing children whose home language is not English and children with disabilities. Table (A)(1)-12 shows how *Teaching Strategies GOLD*® addresses the essential domains of school readiness.

In accordance with CDE recommendations, *Teaching Strategies GOLD*® is being piloted as a kindergarten entry assessment by 16 classrooms in the current (2011-2012) school year. The pilot sites are located in a variety of settings (mountain, rural and urban) across the state. Private sector partners, including the Temple Hoyne Buell Foundation, the Telluride Foundation and the Early Childhood Leadership Commission are underwriting the teams' participation in the pilot.

Most local education leaders welcome the idea of a kindergarten entry assessment. They recognize its enormous value in the early identification of students who need additional support to achieve readiness and in providing formative information that teachers can use to meet the learning strengths and needs of individual children. CDE estimates that about three quarters of districts already administer some type of kindergarten entry assessment, including locally-



developed tools. Given the state's ongoing budget challenges and the costs associated with the redesign of the state's 3-12 grade assessment system to align to the new Colorado Academic Standards, we are considering additional funding to LEAs to increase per-pupil review to accommodate these additional assessment costs starting in 2013.

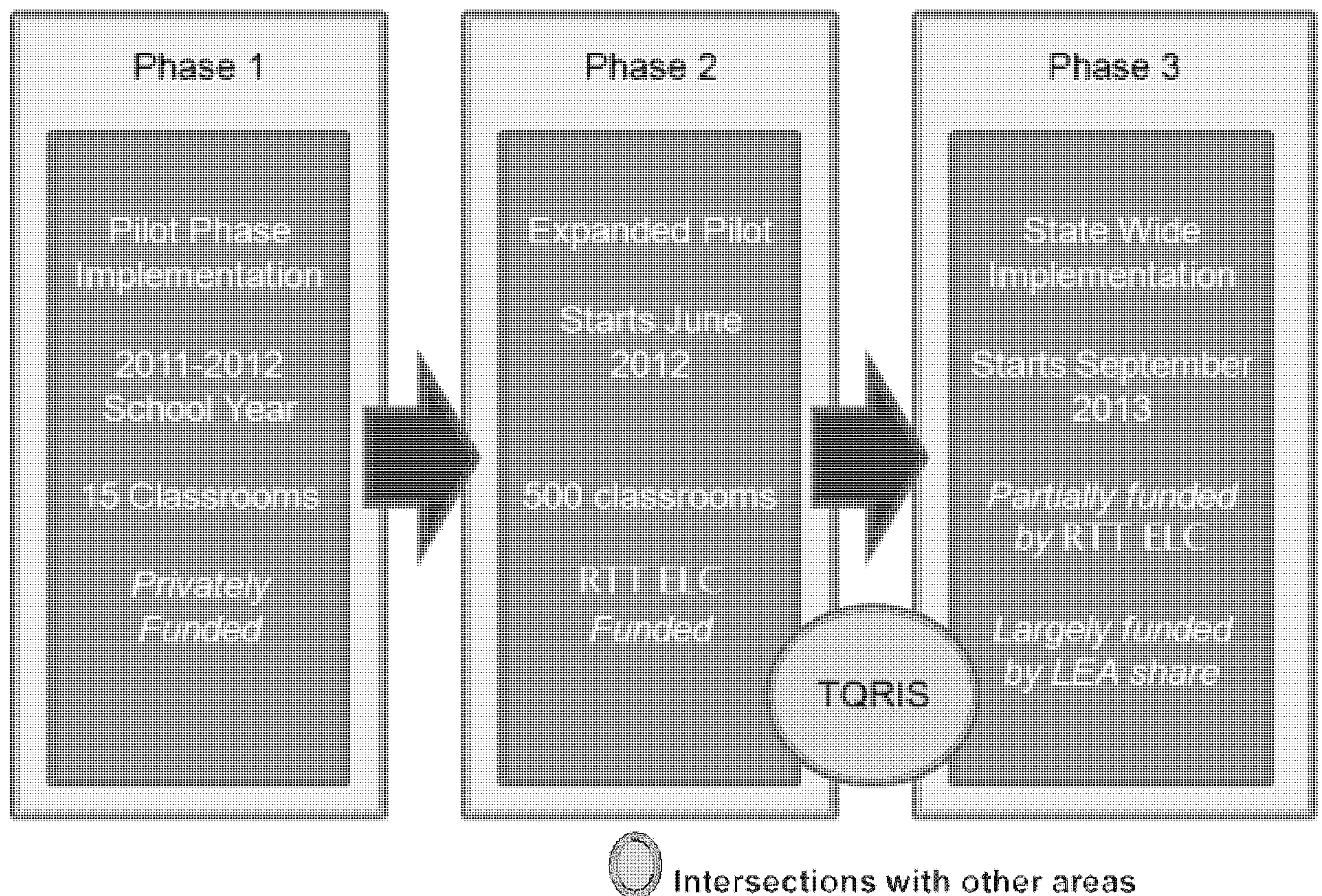
## **B. WHERE WE'RE GOING**

The **goals** of the Kindergarten Entry Assessment project are:

1. A Kindergarten Entry Assessment is deployed statewide by 2013 for all children enrolled in publicly-funded kindergarten.
2. The Kindergarten Entry Assessment is based on a proven, scalable system meeting the Essential Domains of School Readiness and aligns with the Early Learning and Development Guidelines.
3. The Kindergarten Entry Assessment is valid and reliable for all Children with High Needs, including English Language Learners and children with disabilities.
4. The Kindergarten Entry Assessment is linked to TQRIS data systems, as well as the State Longitudinal Data System (SLDS), to study the extent to which changes in program quality ratings reflect progress in children's school readiness.
5. Kindergarten teachers and administrators are trained to interpret and use results to guide instruction and to communicate and engage families in children's learning.
6. Parents and families are engaged in school readiness assessment processes and have the supports and tools to use assessment information to understand and support their child's development.

Building on the strong foundation of the Results Matter early childhood assessment system, over the four-year term of the RTT-ELC, we propose to move from the limited pilot underway, through expanded implementation, to statewide implementation of a Kindergarten Entry Assessment beginning in the 2013-2014 school year and sustained through state and local funding thereafter.

**Figure E-1: Project Timelines for Kindergarten Readiness.**



The phased deployment allows for numerous opportunities to incorporate the lessons of experience into each subsequent stage, which will enhance quality improvement activities, process efficiencies, and management capacity as the work scales. It also offers a realistic approach for the best adoption by local school districts, allowing them adequate time to prepare and plan for implementation at the local level. In addition, a controlled and manageable pilot reduces statewide deployment risks and provides the opportunity to apply lessons from the pilot and expanded implementation phases.

The High-Quality Plan for this project provides a detailed road map of planned activities. Highlights include:

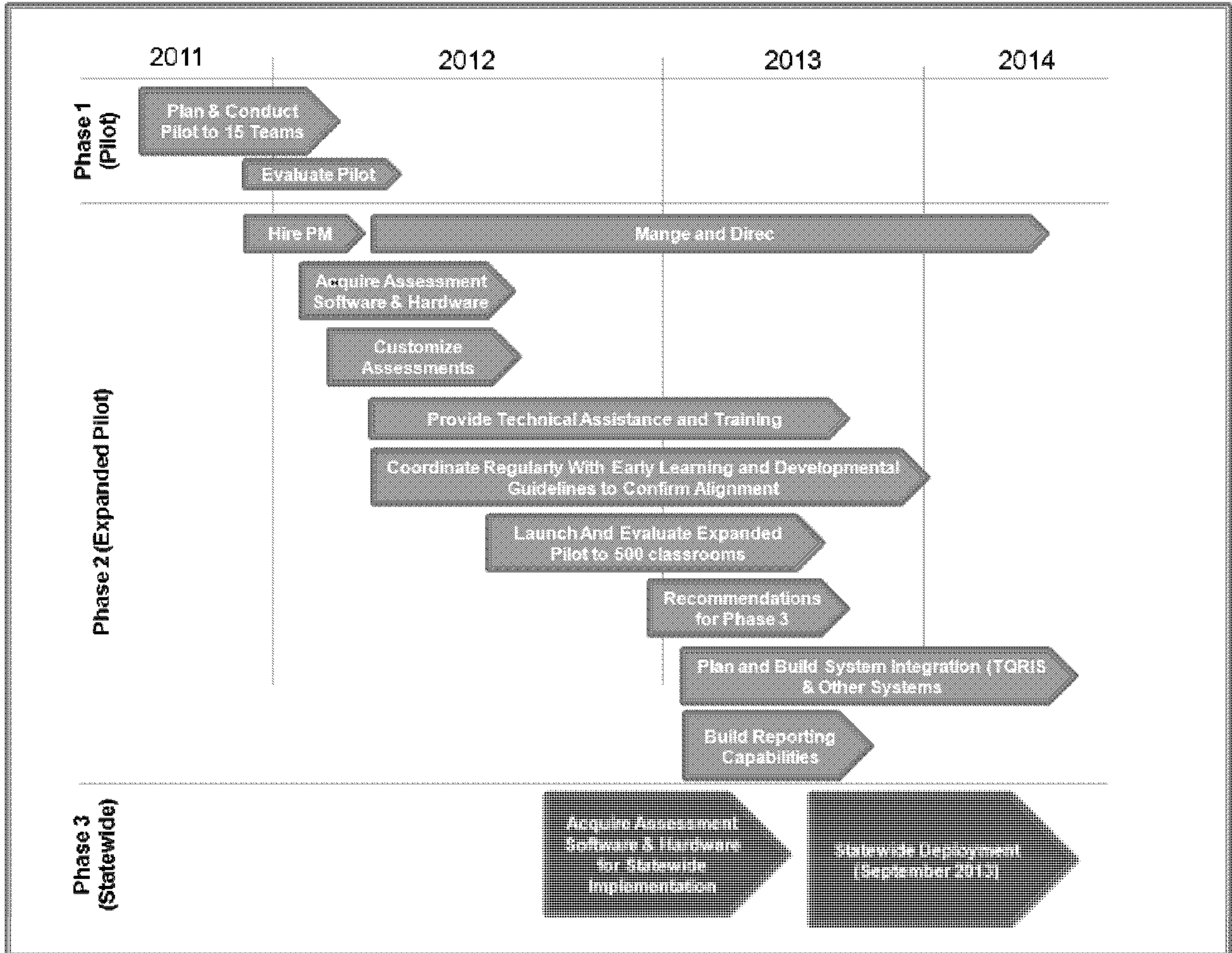
- *Repeating cycles of evaluation and refinement to support the successful scaling of this project.* Grant funds will provide the financial resources to support external evaluation and internal management capacity to translate evaluation findings into continuous improvements in implementation.

- *Enhanced staff capacity.* Additional capacity will support the effectiveness of CDE’s highly-skilled early childhood assessment staff during the scale-up.
- *Communication and training.* Grant funds will provide additional capacity to ensure school districts are well informed and have the highest level of technical assistance and support in learning to use the assessment system, including interpreting and using results and engaging families in learning. Training will equip local districts to work with families in culturally relevant ways and to help families use the assessment information to understand and support their child's development.
- *Effective data use.* Assessments are only effective if the data is readily available and shared. As part of our Statewide Longitudinal Data System (SLDS) efforts, data from the kindergarten readiness assessment will be linked with other systems, including TQRIS. Funds from this grant will be used to design and build system interfaces that will allow access to assessment data as well as the ability to triangulate assessment data to the TQRIS system to validate the effectiveness of tiered ratings.
- *Evaluation.* Finally, the grant will provide funding for analytical evaluation to improve the assessment. This process includes working directly with school districts to solicit their suggestions for improving assessment tools and processes and the implementation support they receive from CDE.

Pursuant to the 2008 law on standards and assessments (CAP4K), Colorado will implement a statewide kindergarten readiness assessment regardless of whether or not the state receives a RTT-ELC grant award. However, RTT-ELC resources will make an enormous difference in how we implement this important tool for informing instruction and services to Children with High Needs. Specifically, the RTT-ELC will allow us to scale Phase II at an accelerated pace and scope, to provide more support for people in the field who are directly interacting with children and their families and who are using the formative data to better reach and teach those children, and to move with more sure-footedness resulting from adequate management and evaluation resources.

The figure below provides a high-level overview of major activities over the four-year grant term. It is followed by a detailed project implementation plan.

**Figure E-2: High-Quality Plan for Kindergarten Readiness**



**Table E-X: High-Quality Plan for Kindergarten Entry Assessment**

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
1	Identify candidates, select and hire a Project Manager for Kindergarten Readiness assessment.	1/1/1012	3	4/1/2012	CDE
2	Complete configuration updating, as necessary, in the <i>TS Gold</i> software, i.e., the software used to conduct the assessments, to ready it for use in the expanded pilot.	5/1/2012	3	7/31/2012	CDE
3	Acquire all hardware, software and supporting materials for the expanded pilot.	8/1/2012	10	5/31/2013	CDE
4	Conduct Expanded Pilot Implementation. Teachers in the School Readiness Assessment Pilot will be asked to attend 4 meetings per year, complete training on the assessment and use of technology, participate in video documentation of the implementation team activities, and regularly reflect with project staff about their experiences.	8/1/2012	10	5/31/2013	CDE
5	Manage Expanded Pilot Implementation. Define, develop and implement communication, training, coaching and ongoing support strategies and materials. A contracted resource will be leveraged to support the project manager in producing and implementing training materials.	8/1/2012	10	5/31/2013	CDE
6	Complete configuration updating, as necessary, in the <i>TS Gold</i> software, i.e., the software used to conduct the assessments, to ready it for statewide deployment.	6/1/2013	3	8/31/2013	CDE
7	Complete architectural planning for integration between TQRIS and the Kindergarten Readiness systems.	6/1/2013	6	12/31/2013	CDE
8	Implement the technical architecture to enable sharing of information between the TQRIS and Kindergarten Readiness system.	1/1/2014	6	6/30/2014	CDE

<b>ID</b>	<b>Activity Description</b>	<b>Start</b>	<b>Duration (Months)</b>	<b>Finish</b>	<b>Lead Role</b>
9	Complete data analysis and requirements definition for building reporting capabilities. Specifically this includes report requirements and associated data elements for customized reporting. Create reporting.	1/1/2013	6	6/30/2013	CDE
10	Complete extraction, transformation and loading of data into the data warehousing system. (This step assumes there will be a separate data warehousing system for reporting as currently planned.)	7/1/2013	6	12/31/2013	CDE
11	Conduct statewide deployment, including communications, coaching, training and support strategies and implementation. A contracted resource will be leveraged to support the project manager in producing and implementing training materials.	6/1/2013	12	5/31/2014	CDE

### **C. IMPACT OF PROPOSED WORK ON CHILDREN WITH HIGH NEEDS**

Research shows that Children with High Needs are likely to start kindergarten lagging significantly behind their peers in age-expected learning and development achievements. For many children this gap continues to widen as they move through the early elementary grades and beyond. A statewide Kindergarten Entry Assessment will be an invaluable tool to help close this gap early, so that Children with High Needs are able to achieve academic success at grade level and then build on this success as they move through later grades.

To decisively narrow this gap that swallows the potential of too many of young children, the proposed Kindergarten Entry Assessment will

- Inform instruction, services and early intervention in an ongoing way at the classroom level by effectively pinpointing children's skill levels on developmental and learning progressions.
- Build knowledge of how to support child development, including the unique needs of Children with High Needs, toward school readiness at the family level.
- Connect and make available data that decision-makers at all levels can use in advancing the ongoing academic success and healthy development of Children with High Needs.

**Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System\_ (10 points)**

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

Activities to implement this Competitive Priority are included in the High-Quality Plan for implementing the expanded TQRIS (at the close of Section B) Through this High-Quality Plan, Colorado will implement a TQRIS in which all currently licensed programs participate, and that also will encourage participation by targeted non-licensed providers, including Family Friend and Neighbor providers who care for Children with High Needs. The expansion of the TQRIS will increase dramatically the number of Children with High Needs who are learning and being nurtured in high-quality settings.

Under current Colorado rules, a *family child care home* is required to be licensed when care is provided to two or more unrelated children at any one time. A *child care center* is required to be licensed when five or more children are in care at any one time. A child care license is not required for:

- Drop-child care, less than three hours in places such as churches, stores or other businesses.
- Occasional care, such as babysitting.
- Child care settings where in least 75% of the child's time is spent in religious instruction, such as Sunday School.
- A facility that is approved or licensed by any other state department or agency, or by a federal government department or agency, which has standards for operation of the facility



and inspects or monitors the facility, such as Head Start programs or Department of Defense Child Care programs.

- A special school or class operated for a single skill-building purpose, such as an after-school enrichment program.
- The medical care of children in nursing homes.

As shown in Table B(2)(c), Colorado currently licenses 1,214 child care centers, 3,171 family child care homes, 845 preschool programs and 821 school-age programs.

As described in Section B of this application, the TQRIS will include all licensed Early Learning and Development Programs. Compliance with recently strengthened licensing rules for both child care centers and family child care will qualify programs for level I of the TQRIS.

To address the other requirement of this Competitive Priority, Colorado proposes to implement activities as part of the RTT-ELC to include non-licensed providers in the TQRIS. The TQRIS High Quality Plan describes this work, which involves studying, then designing, and then implementing an incentive program to drive voluntary participation in the TQRIS by non-licensed programs, with an emphasis on Family Friends and Neighbor providers (FFN) and child care centers that serve more than two but fewer than five unrelated children.<sup>61</sup> This work will occur later in the grant cycle so that it can be informed by lessons learned and best practices related to TQRIS implementation in Colorado and across the nation. Our intent is to build on and provide leadership to extend best practice in the field.

Family Friend and Neighbor (FFN) care is a new name for the most widely practiced child care in history. It refers to the network of relatives and close friends and neighbors who are involved with parents in the care and education of young children. According to a 2009 national study completed for Zero to Three®, one in four parents experience child care-related hardships (e.g., not being able to afford child care, cutting back on child care hours) that they attribute to the economic downturn.<sup>62</sup> Half of the parents surveyed who have a regular caregiver for their

---

61 This reference is to the small gap between the requirements of the competitive priority: programs that care for two or more unrelated children for a fee, and current Colorado rules for child care centers, which include programs that care for five or more unrelated children for a fee.

62 Zero to Three National Center for Infants, Toddlers, and Families. (2009). *Key Findings from a 2009 National Parent Survey: Implications for Infant-Toddler Policy Agenda*. Washington, DC.

child other than themselves or their spouse/partner, rely on a family member to provide child care.

While families choose FFN care for many reasons, including inability to find or pay for other care, the majority of families choose it because of the familiar and trusted relationship.<sup>63</sup> Many cultural communities prefer FFN care because it enables them to transfer cultural values and languages, and center-based care in their communities may not meet their cultural and linguistic needs.<sup>64</sup> FFN care helps bridge the current gaps between demand for child care, especially for infants and toddlers, and the availability of affordable, high-quality programs. By leveraging appropriate quality improvement supports within the TQRIS to provide information, training and other supports to FFN providers, we increase the likelihood that the children cared for in those environments will have enriching early childhood experiences that prepare them emotionally, socially and academically for kindergarten. Quality care positively impacts children's cognitive, physical and social-emotional development, leading to success in school and in life. Research consistently links higher-quality informal care to better cognitive development and positive behavior.<sup>65</sup> Please refer to Section B for the complete details of the TQRIS High Quality Plan.

---

63 *Helping Family, Friend and Neighbor Caregivers Prepare Children for School*. (2007). State of Washington.

64 Aisha Ray, *Parent Priorities in Selecting Early Care and Education Programs: Implications for Minnesota's QRIS*.

65 Brookings Institute (2005). Early Childhood Care and Education: Effects of Ethnic and Racial Gaps in School Readiness, *The Future of Children* Journal.

**Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)**

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

*Specify which option the State is taking:*

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

#### **Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.**

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

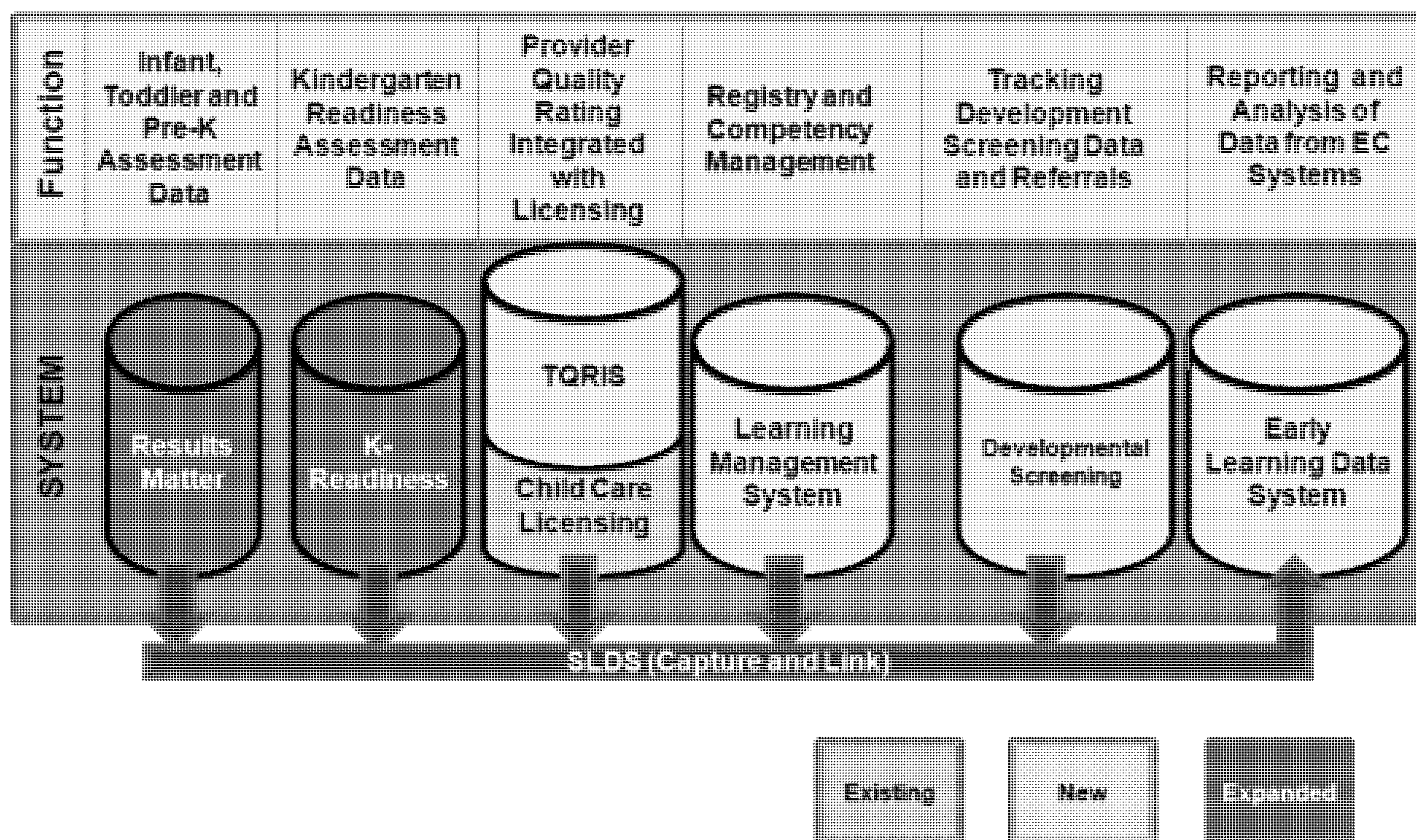
(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

As described throughout this application, the *Early Childhood Colorado Framework*, in which the RTT-ELC State Plan is grounded, has a birth-age 8 focus. This focus is evident in:

- **Early Childhood System/RTT-ELC Grant Management.** The Plan for both system and grant management reflects the commitment of Participating State Agencies, particularly CDHS and CDE, to coordinate policy and existing federal, state and local resources, across agencies and programs to sustain improved learning outcomes, especially for Children with High Needs, throughout the elementary years.
- **The Early Learning and Development Guidelines.** The Guidelines will encompass birth-age 8, build from *The Head Start Child Development and Early Learning Framework*, and align with the P-12 Colorado Academic Standards, including the Common Core State Standards.
- **The Kindergarten Entry Assessment.** The selection of *Teaching Strategies GOLD*® (now being piloted for statewide implementation in 2013), flowed seamlessly from the assessment framework established by the Results Matter early childhood assessment program. This system aligns with the new set of assessments being developed by CDE for grades 3-11 through their common anchor to the Colorado Academic Standards.

- **School-Based Child Care Programs.** Licensed school-based programs will participate in the expanded TQRIS.
- **Workforce Knowledge and Competency Framework.** The Framework will be aligned to Early Learning and Development Guidelines (birth-age 8), with the new standards for educator effectiveness being developed under SB10-191 for P-12 schools, and with the new Colorado Academic Standards, including the Common Core State Standards.
- **The *Strengthening Families* Framework.** This strengths-based framework will be embedded across public and private programs and systems that serve children ages birth-age 8 and their families to more effectively engage and support families.
- **Effective Data Use.** The model and architecture being applied to build out the State Longitudinal Data System were designed to facilitate linkages to the early childhood data systems and other state systems. Key to this implementation is the development of a federated data architecture that allows the linkage of data across systems and allows users to access reports, data, and other critical information efficiently. The following illustration highlights the investments that Colorado will be making to improve the early learning landscape in Colorado, and to transform how data is managed across the state.



- **Alignment Between the State Plan Goals and Colorado Department of Education Priorities.** In the context of CAP4K, the state P-20 reform framework, kindergarten readiness and the ability to work at grade-level as children transition from elementary, to middle and to high school are key points in the continuum to postsecondary and workforce readiness, the ultimate goal of Colorado’s P-20 system. To this end, CDE’s organizational structure, regulatory actions, and funding decisions are organized, in part, to increase the percentage of children who are able to read and do mathematics at grade level by the end of third grade and to reduce existing achievement gaps between subpopulations of students. The following examples are illustrative:
  - The number of children attending full-day kindergarten in Colorado has increased 70 percent since 2007, to 41,729 students in 2010.<sup>66</sup> In 2010, 64 percent of all kindergarteners were enrolled in a full-day program.<sup>67</sup> Quality, full-day kindergarten programs can help children continue the academic and social gains they began in preschool. The benefits of a full-day program include greater academic success, improved social skills, and a more stable daily schedule with fewer transitions. Full-day programs also can reduce the financial burden of child care on a family.
  - CDE has adopted a Response to Intervention P-12 framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs.
  - The Colorado Basic Literacy Act (CBLA) calls for local school districts to identify students who are reading below grade level and then provide the necessary reading interventions. CBLA regulations are being revised to align with the new P-12 Colorado Academic Standards and CBLA assessment tools are being cross-walked with Results Matter, the early childhood assessment system.
  - Governor Hickenlooper and Lt. Governor Garcia have launched a literacy campaign in conjunction with Mile High United Way. This campaign

---

<sup>66</sup> Colorado Children’s Campaign (2011). *Kids Count in Colorado 2011!*

<sup>67</sup> Colorado Children’s Campaign (2011). *Kids Count in Colorado 2011!*

compliments the work being done through the CBLA and focuses on providing resources and supports to young children and the early childhood education programs that support them in preparing for kindergarten.

Through this collaboration, shared focus and intentional linking and alignment, Colorado is strongly positioned to sustain and build upon the improved early learning outcomes achieved through the RTT-ELC as children, particularly Children with High Needs, transition to and move through their early elementary school years.

**Priority 5: Invitational Priority – Encouraging Private-Sector Support**

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

As described throughout this application, private sector support and public-private partnerships are strengths of Colorado's early childhood approach. Private philanthropy, business partners, and the non-profit sector are active and engaged on relevant boards and commissions (including the Early Childhood Leadership Commission), participate in early childhood working groups, partner in developing and implementing state plans and support local implementation. The long standing and anticipated future support of the private sector in our State Plan has been described throughout the proposal.



## Budget Part I: Summary

### BUDGET PART I-TABLES

Budget Table I-1: Budget Summary by Budget Category--*The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

**Funds from other sources used to support the State Plan.** We have included all other funding sources which may support the RTT-ELC grant. These sources are identified in Section A-4. For the purpose of balancing the work books, we have placed this funding (by agency) into a project line called: *External Projects and Funding*. This allowed our budgetary model to be balanced but total expectations for the grant are clearly identified in Line 13 of the Category Summary. We do not expect any RTT-ELC funding for the *External Projects and Funding Project*. This is repeated within the Budget Process narrative in Budget Part II.

<b>Budget Table I-1: Budget Summary by Budget Category</b> (Evidence for selection criterion (A)(4)(b))					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$643,011	\$902,000	\$902,000	\$730,333	<b>\$3,177,344</b>
2. Fringe Benefits	\$119,002	\$166,000	\$166,000	\$131,667	<b>\$582,669</b>
3. Travel	\$235,000	\$265,000	\$175,000	\$175,000	<b>\$850,000</b>
4. Equipment	\$86,176	\$500	\$500	\$500	<b>\$87,676</b>
5. Supplies	\$904,290	\$511,500	\$511,500	\$27,250	<b>\$1,954,540</b>
6. Contractual	\$5,373,500	\$11,444,450	\$9,661,650	\$8,406,050	<b>\$34,885,650</b>
7. Training Stipends	\$-	\$-	\$-	\$-	<b>\$-</b>
8. Other	\$38,000	\$38,000	\$38,000	\$38,000	<b>\$152,000</b>
9. Total Direct Costs (add lines 1-8)	\$8,197,729	\$13,361,200	\$11,005,900	\$9,239,050	<b>\$41,803,879</b>
10. Indirect Costs*	\$283,223	\$550,298	\$528,453	\$524,924	<b>\$1,886,898</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$1,050,000	\$4,675,000	\$4,675,000	\$5,475,000	<b>\$15,875,000</b>

**Budget Table I-1: Budget Summary by Budget Category**  
**(Evidence for selection criterion (A)(4)(b))**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>\$8,832,202</b>	<b>\$18,652,748</b>	<b>\$16,758,103</b>	<b>\$15,608,724</b>	<b>\$59,851,776</b>
14. Funds from other sources used to support the State Plan	\$40,485,155	\$40,052,155	\$38,852,155	\$38,852,155	\$158,241,620
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>\$49,317,357</b>	<b>\$58,704,903</b>	<b>\$55,610,258</b>	<b>\$54,460,879</b>	<b>\$218,093,396</b>

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

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

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

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

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

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

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

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

Budget Table I-2: Budget Summary by Participating State Agency--*The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

<b>Budget Table I-2: Budget Summary by Participating State Agency</b> (Evidence for selection criterion (A)(4)(b))					
<b>Participating State Agency</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<i>Department of Human Services</i>	35,938,482	\$41,073,365	\$39,716,006	\$40,353,171	<b>\$157,081,024</b>
<i>Department of Education</i>	\$7,630,230	\$8,682,101	\$7,595,214	\$6,498,270	<b>\$30,405,815</b>
<i>Department of Public Health and Environment</i>	\$3,870,793	\$5,178,916	\$5,295,916	\$5,295,916	<b>\$19,641,542</b>
Department of Higher Education	\$554,852	\$625,522	\$588,522	\$388,522	<b>\$2,157,416</b>
Governor's Office of Information Technology	\$1,323,000	\$3,145,000	\$2,414,600	\$1,925,000	<b>\$8,807,600</b>
<b>Total Statewide Budget</b>	<b>49,317,357</b>	<b>\$58,704,903</b>	<b>\$55,610,258</b>	<b>\$54,460,879</b>	<b>\$218,093,396</b>

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

<b>Budget Table I-3: Budget Summary by Project</b> <b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Projects</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Governance	\$1,788,343	\$2,953,915	\$2,914,280	\$2,914,280	\$10,570,817
TQRIS	\$965,304	\$5,266,710	\$6,656,720	\$6,804,285	\$19,693,020
Standards / Guidelines	\$1,283,134	\$917,634	\$252,235	\$252,235	\$2,705,237
Comp Assessment	\$1,704,535	\$4,338,482	\$3,989,245	\$3,333,190	\$13,365,453
Workforce	\$1,935,983	\$3,815,468	\$2,504,733	\$2,304,733	\$10,560,919
K Readiness	\$1,154,902	\$1,360,539	\$440,889	\$-	\$2,956,330
<i>Funding from other Federal, State and Private Sources (Line 14)</i>	\$40,485,155	\$40,052,155	\$38,852,155	\$38,852,155	<b>\$158,241,620</b>
<b>Total Statewide Budget</b>	<b>\$49,317,357</b>	<b>\$58,704,903</b>	<b>\$55,610,258</b>	<b>\$54,460,879</b>	<b>\$218,093,396</b>

## **BUDGET PART I -NARRATIVE**

*Describe, in the text box below, the overall structure of the State’s budget for implementing the State Plan, including*

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
  - *The designation of the selection criterion or competitive preference priority the project addresses;*
  - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

*(Enter narrative here – recommended maximum of five pages)*

**Agencies Overview:** As illustrated below, there are five agencies active in implementing Colorado’s State Plan across its six projects:

### **Agencies:**

1. Department of Human Services (CDHS)<sup>68</sup>
2. Colorado Department of Education (CDE)
3. Colorado Department of Public Health and Environment (CDPHE)
4. Colorado Department of Higher Education (CDHE)
5. Colorado Governor’s Office of Information Technology (OIT)

### **RTT-ELC project titles:**

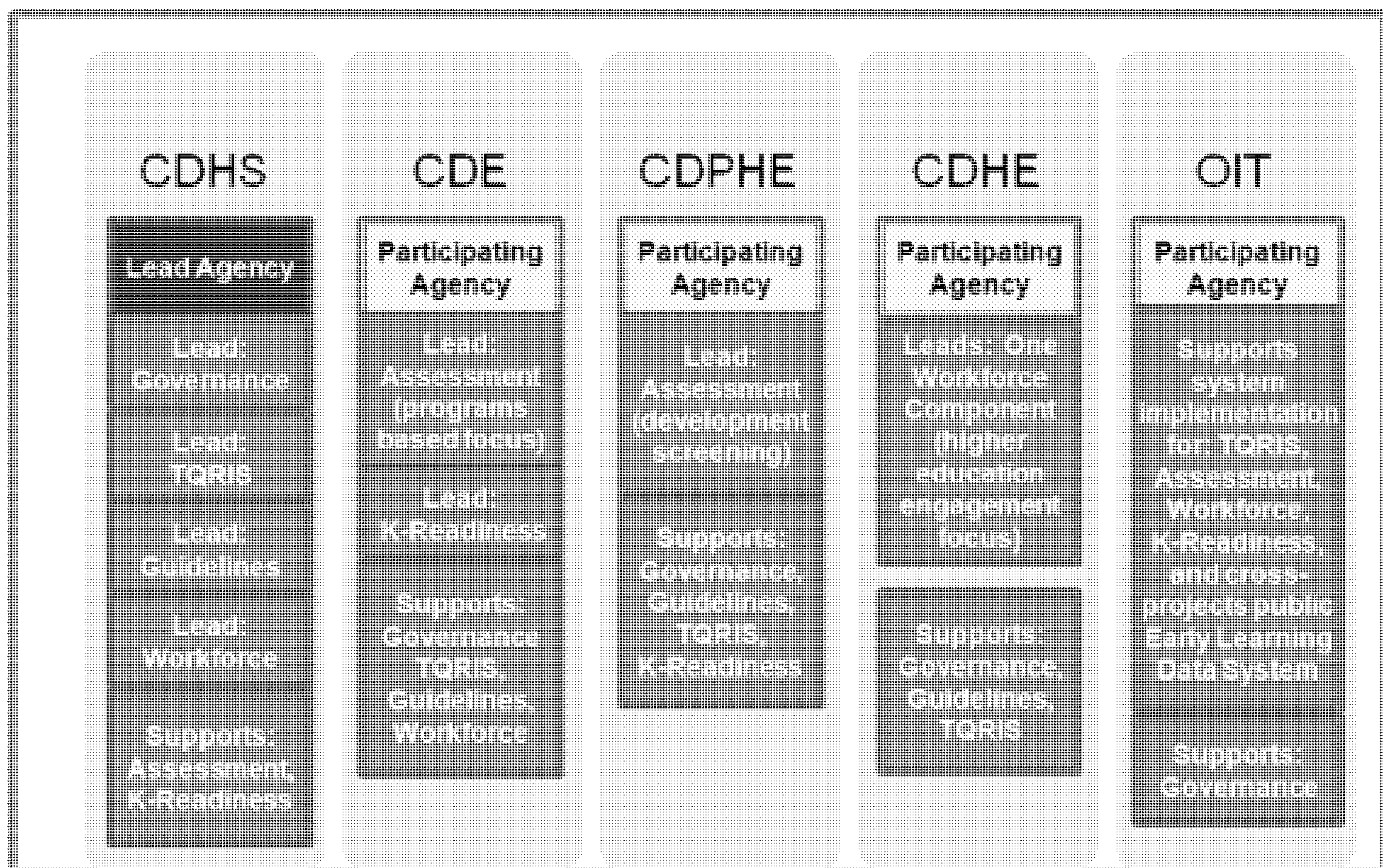
1. Governance
2. Tiered Quality Rating & Improvement System (TQRIS)
3. Standards and Guidelines (Guidelines)
4. Comprehensive Assessment (Assessment)
5. Workforce

---

<sup>68</sup> As indicated in section A(3), this Department is being restructured and renamed. The working name for the new entity is the Department of Early Childhood and Human Services. For purposes of this grant application, the existing name is used.

## 6. Kindergarten Readiness Assessment (K-Readiness)

With CDHS serving as the lead agency and the other four agencies assuming key roles congruent with their areas of expertise, the State Plan helps ensure a coordinated, targeted, accountable effort to obtain the ambitious yet achievable goals identified for each of the projects. Taken together, the agencies and projects will result in better outcomes for Children with High Needs. The illustration below summarizes the project responsibilities with greater detail provided in the table that follows.

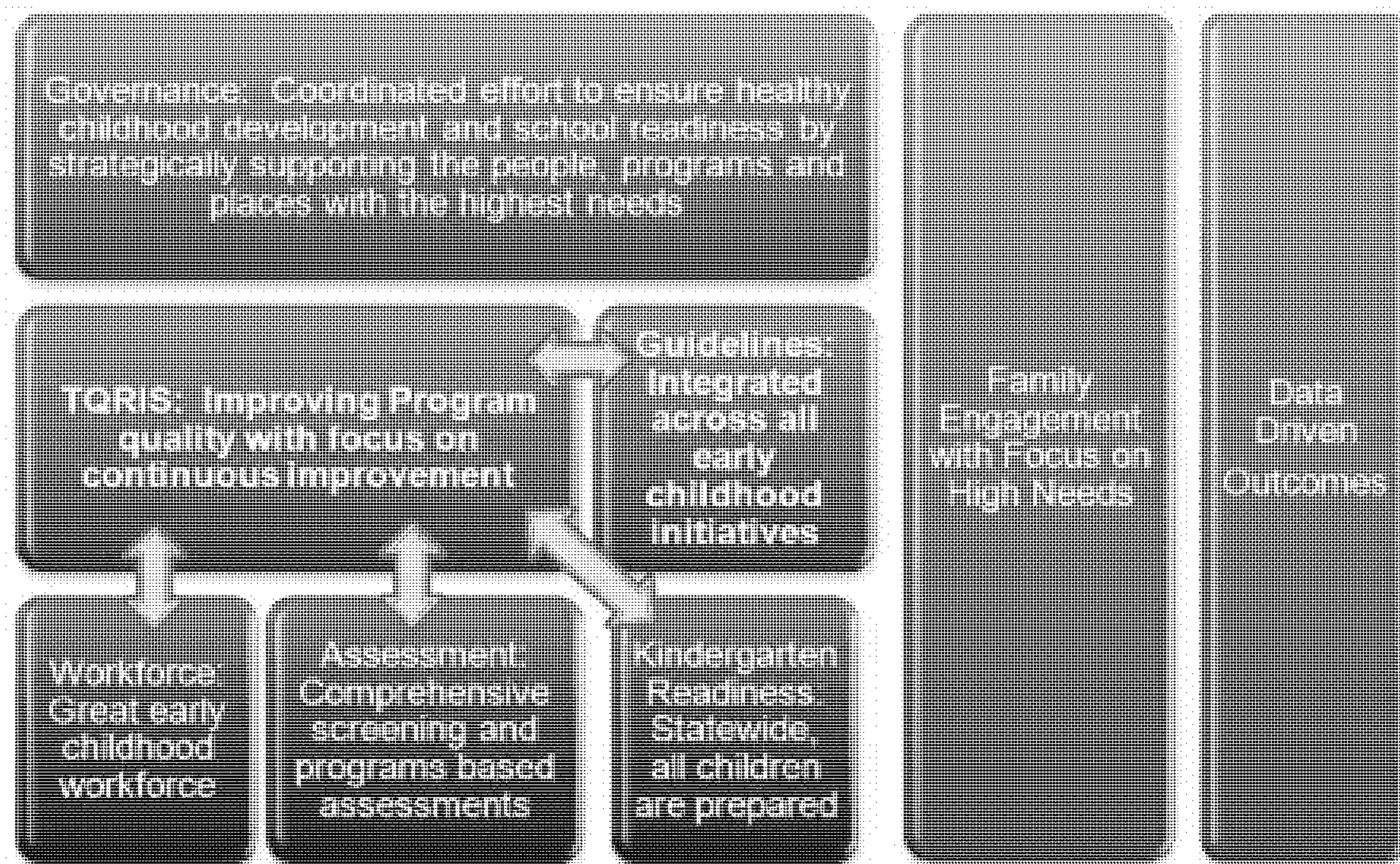


Agency	Project Responsibilities
Colorado Department of Human Services (CDHS)	<ul style="list-style-type: none"> <li>• Lead agency and responsible for managing the overall grant activities. Retains ultimate accountability for successful outcomes at both the state and local levels: <ul style="list-style-type: none"> <li>○ Coordination across all participating state agencies</li> <li>○ Primary liaison with the local Early Childhood Councils</li> </ul> </li> <li>• Lead accountability for managing the following projects: <ul style="list-style-type: none"> <li>○ Governance</li> <li>○ TQRIS</li> <li>○ Guidelines</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Workforce</li> <li>● Supports the following projects, but still retains ultimate accountability for the overall success of the grant, including for these projects: <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ K-Readiness</li> </ul> </li> </ul>
Colorado Department of Education (CDE)	<ul style="list-style-type: none"> <li>● Participating agency with lead accountability for managing the following projects: <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ K-Readiness</li> </ul> </li> <li>● For the Assessment project, CDE will focus on assessment in the context of early learning programs (e.g., classroom based assessment) using Results Matter and will collaborate closely with CDPHE to successfully align classroom based assessment and community based developmental screening efforts.</li> <li>● Serves as primary liaison and representative for K-12 programs.</li> <li>● Supports other projects as needed, specifically Governance, Guidelines, Workforce and the integration of the Results Matter Assessment and the TQRIS</li> </ul>
Colorado Department of Public Health and Environment (CDPHE)	<ul style="list-style-type: none"> <li>● Participating agency with lead accountability for managing the following component: <ul style="list-style-type: none"> <li>○ Assessment (developmental screening)</li> </ul> </li> <li>● For the Assessment project, CDPHE will focus on the developmental and health screening aspects of the assessment system, and will collaborate closely with CDE to ensure alignment between the classroom based assessment and community based developmental screening efforts</li> <li>● Supports other projects as needed, specifically Governance, Guidelines, K-Readiness and integration with the TQRIS</li> </ul>
Colorado Department of Higher Education (CDHE)	<ul style="list-style-type: none"> <li>● Participating agency with lead accountability for managing the following component: <ul style="list-style-type: none"> <li>○ Workforce (higher education engagement)</li> </ul> </li> <li>● Supports other projects as needed, specifically Governance, Guidelines and integration with the TQRIS</li> </ul>
Colorado Governor's Office of Information Technology (OIT)	<ul style="list-style-type: none"> <li>● Participating agency with lead accountability for managing the technology development and integration for the following components: <ul style="list-style-type: none"> <li>○ TQRIS (Early Learning Data System and integration with SLDS)</li> <li>○ Assessment (Developmental Screening data system)</li> <li>○ Workforce (Learning Management System)</li> <li>○ K-Readiness (integration with TQRIS)</li> <li>○ Web portal granting public access to reporting on all key</li> </ul> </li> </ul>

	<p>early childhood learning and development data</p> <ul style="list-style-type: none"> <li>• Supports other projects as needed; specifically Governance and integration among all key systems and data (e.g., SLDS integration)</li> </ul>
--	---

**Project Overview:** Colorado’s six RTT-ELC projects named above are illustrated below and summarized in the table that follows, including reference to the specific selection criterion each project targets. Together, these projects constitute a State Plan that is aggressive, yet pragmatic and achievable. The collective results of these six projects will drive better outcomes for the people, programs and places with the highest needs throughout the state of Colorado. These coordinated and aligned undertakings are each distinct enough to readily pinpoint accountability and measure progress, yet tightly integrated so as to build upon one another and multiply the benefits of their respective successes. Throughout all projects, the State Plan emphasizes a dedication to family engagement.





Project	Selection Criteria	Addressing the State Plan
Governance	A3	<ul style="list-style-type: none"> <li>• Provides the foundational structure to manage, track performance and deliver the State Plan.</li> <li>• Includes the fundamental staffing and structure for daily project operational management, coordination and controls.</li> <li>• Streamlines decision making and accelerates dispute resolution.</li> <li>• Provides communication, technical assistance and direct support to local Early Childhood Councils.</li> <li>• Coordinates and aligns communication and family engagement campaigns.</li> </ul>
TQRIS	B1, B2, B3, B4, B5  Priority 2	<ul style="list-style-type: none"> <li>• Accelerates the enhancement and extension of the statewide TQRIS that will include:               <ul style="list-style-type: none"> <li>○ Embedded childcare licensing, mandating 100% of licensed providers into TQRIS</li> <li>○ Early Learning and Development Standards</li> <li>○ Integration with the Comprehensive Assessment System</li> <li>○ Early Childhood Educator qualifications</li> <li>○ Family engagement and health promotion strategies</li> <li>○ Highly effective data practice throughout the Early Learning Data System.</li> </ul> </li> <li>• Provides policy changes, initiatives and innovations to improve program quality and provide access for children with high needs.</li> <li>• Provides initiatives to encourage non-licensed providers to participate in the TQRIS.</li> <li>• Ensures mechanisms for inter-rater reliability, validity of measurement and continuous improvement.</li> <li>• Gives families, providers, policy makers and all stakeholders access to key data regarding early childhood learning and development including its programs, educators and outcomes.</li> </ul>
Guidelines	C1	<ul style="list-style-type: none"> <li>• Supports the demonstration, evaluation and implementation of statewide, high-quality Early Learning and Development Standards with appropriate and necessary training for programs and families.</li> </ul>
Assessment	C2	<ul style="list-style-type: none"> <li>• Accelerates the extension and coordination of the State's Comprehensive Assessment System, including:               <ul style="list-style-type: none"> <li>○ Identification and support of highly effective developmental screening programs, including direct</li> </ul> </li> </ul>

		<p>local support</p> <ul style="list-style-type: none"> <li>○ Extension of the “Results Matter” (Birth to 5) assessment system</li> <li>○ Integration and linkage among the Assessment, the TQRIS and Early Learning Data System.</li> </ul> <ul style="list-style-type: none"> <li>● Trains providers and educators on the purposes and uses of the assessment, while making assessment data available to support the improvement of instruction, programs and services.</li> <li>● Provides initiatives and supports to improve family engagement with a focus on Children with High Needs.</li> </ul>
Workforce	D1 and D2	<ul style="list-style-type: none"> <li>● Accelerates the completion of a Workforce Knowledge and Competency Framework (Competency Framework) and an aligned progression of credentials and degrees.</li> <li>● Supports professional development (PD) programs and related coaching, mentoring and career advising efforts statewide in adopting the Competency Framework.</li> <li>● Expands PD opportunities aligned with the Competency Framework to ensure availability statewide, including modules targeted for serving Children with High Needs.</li> <li>● Implements a Learning Management System (LMS) to inform, instruct, guide and publicly report on relevant PD matters such as credential requirements, online courses, and individual and aggregate PD progress.</li> <li>● Provides training for family, friend and neighbor (FFN) providers supporting Children with High Needs.</li> <li>● Provides policy changes, initiatives and innovations to accelerate the achievement of professional competencies and career advancement, especially for educators serving Children with High Needs.</li> </ul>
Kindergarten Readiness Assessment	E1 Priority 3	<ul style="list-style-type: none"> <li>● Accelerates the extension of the Kindergarten Readiness Assessment, including: <ul style="list-style-type: none"> <li>○ Support for a deployment to 12,000 or 20% of publicly funded kindergarten programs across the state.</li> </ul> </li> <li>● Accelerates statewide deployment while reducing implementation risks</li> <li>● Includes access to data, support and technical assistance for providers/educators to learn and use the assessment.</li> <li>● Includes technical integration with TQRIS to help ensure congruency with assessment results.</li> </ul>

**Project structure:** Successful implementation of the State Plan depends upon coordinated and highly effective project management and governance. The following table addresses the organizational structure for each project.

Project	Project Organizational Structure
Governance	<ul style="list-style-type: none"> <li>• As outlined and described in Section A(3), a dedicated Grant Director will be responsible for administration of the grant. This resource will be supported by a dedicated, full time support staff.</li> <li>• The Grant Director will report to the Director of the Office of Early Childhood which will ensure senior departmental leadership is engaged and supportive of the grant.</li> <li>• All project management staff associated with the grant will report to this Grant Director. Project management resources in other agencies will have a dotted line reporting structure to the Grant Director. They will be accountable to the Grant Director to implement RTT-ELC responsibilities.</li> <li>• The Grant Director will have funding authorization as well as direct oversight and control of procurements, staffing decisions, and other critical management decisions.</li> <li>• CDHS will provide additional staffing and support will be provided, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>
TQRIS	<ul style="list-style-type: none"> <li>• A TQRIS Project Manager will be hired to manage the enhancement and extension of the TQRIS next generation. This resource will coordinate all TQRIS initiatives, including the design and implementation of the enhanced TQRIS, initiatives for local providers, technical assistance and support, and the shared services pilot and subsequent implementation.</li> <li>• This Project Manager will report directly to the Grant Director.</li> <li>• CDHS will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> <li>• OIT will manage contracted support staff for the design and implementation of the Early Learning Data System as well as the integration of TQRIS to SLDS and other systems. The TQRIS Project Manager will manage this relationship with OIT.</li> </ul>
Guidelines	<ul style="list-style-type: none"> <li>• This project will be managed by existing staff at CDHS.</li> <li>• This is largely a contracted service and the Grant Director will oversee this contract.</li> <li>• Additional staffing and support will be provided, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• For the developmental screening, the Colorado Department of Public Health and Environment will leverage existing staff to manage this project. One additional support resource will be funded by this grant.</li> <li>• For the Results Matter component, the Colorado Department of</li> </ul>

	<p>Education will hire an Assessments Director to manage the planning and implementation. This resource will be supported by 2 support staff. The Assessment Director will report through a dotted line (i.e., matrix) structure to the Grant Director.</p> <ul style="list-style-type: none"> <li>• Both CDPHE and CDE will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> <li>• OIT will manage contracted support staff for the design and implementation of the Developmental Screening Data System as well as the integration of this system to SLDS and other systems. An existing CDPHE project manager will manage this relationship with OIT.</li> <li>• OIT will also manage the contracted support staff for the integration of Results Matter and TQRIS and other systems. The CDE Assessment Director will manage this relationship with OIT.</li> </ul>
Workforce	<ul style="list-style-type: none"> <li>• Two Workforce Project Managers will be hired to manage the workforce projects.</li> <li>• These resources will report directly to the Grant Director.</li> <li>• CDHS will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> <li>• OIT will manage contracted support staff for the design and implementation of the Learning Management System as well as the integration of this system to SLDS and other systems. The Workforce Project Managers will manage this relationship with OIT.</li> </ul>
Kindergarten Readiness Assessment	<ul style="list-style-type: none"> <li>• The Colorado Department of Education will hire a Project Manager to manage the planning and implementation of the Kindergarten Readiness Assessment.</li> <li>• CDE will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>

**Additional budget considerations:** The budget as detailed below is designed to expedite achievement of this ambitious plan. A key component for this plan is leveraging and empowering local entities and organizations. Eighteen percent of this budget is specifically designated as local funding. In addition, Contractual expenses will engage non-profit and private entities in effectively delivering this plan at the local level. This engagement specifically includes organizations with expertise serving Children with High Needs. Thus, a significant portion of resources categorized as Contractual expenses will fund pilots, training, support, screening, and other local activities.

The Local funds (i.e., funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners) include support and enablement of the Colorado’s RTT-ELC Grant Application

30 local Early Childhood Councils statewide. These Councils continue to demonstrate a strong track record of successful, appropriate and efficient community engagement and results. As part of the grant governance activities, the state agencies, led by CDHS, will monitor and track all expenditures to these Councils and other local recipients to ensure accountability for improved outcomes at the local level. This administration and oversight will ensure use of funds in alignment with the vision and goals of the State Plan.

We will be conducting extensive training and professional development. However, none of the planned activities meet the federal definition for duration (e.g., RTT-ELC specific college and university coursework). Accordingly, our budget does not include training stipends. . Short-term, targeted training is abundant throughout the six projects, including to train families, programs and educators on the purpose, use and capabilities of the TQRIS, Guidelines, Results Matter Assessment and Developmental Screening, Kindergarten Readiness Assessment, and Competency Framework. These training efforts will be largely supported by qualified contracted services. We are also providing workforce training and professional development through post-secondary infrastructure

Finally, we developed our budget by identifying universal activities, as well as targeted activities for people, programs and places with high needs (see Table A-B). This allowed us to estimate, per activity the number of communities, programs or people that would be targeted (e.g., 18 high needs communities to be targeted for the shared services model). This State Plan, including the budget, was devised through a collaborative effort of senior representation from state agencies, local partners, providers, private foundations, post-secondary institutions, non-profits, child advocacy groups, business partners, and others. As a result of this collaboration, we are confident the budget for this State Plan will yield ambitious yet achievable benefits for the children and families to be served.

## **BUDGET PART II: BUDGETS FOR EACH COLORADO AGENCY**

*Describe, in the text box below, the Participating State Agency's budget, including--*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*

In the sections that follow, tables detail the budget categories and project budgets allocated to each of the five Colorado agencies involved in executing the State Plan. For each agency, there also are detailed explanations for each budget category line item. Before presenting those detailed financial tables and corresponding line item explanations, this overview discussion summarizes the following:

- How each agency plans to organize its operations to manage the RTT-ELC funds and accomplish the work set forth in the MOUs and scopes of work;
- Explanations of each agency's roles and responsibilities; and
- An explanation of how the proposed projects annual budgets were derived.

This State Plan was in fact developed collaboratively. It is not the case where decisions were made in isolation. Rather, the impact to the overall State Plan and, importantly, the impact to the children served guided the united efforts of the planning team. The team itself was diverse and encompassed a broad array of state, local, provider, non-profit, foundation, and business perspectives, among others.

**Agencies organization:** The organization details below complement those provided in the Budget Part I narrative, and specifically within the Project Structure discussion of that narrative. There the State Plan organization was relayed from the perspective of each project. Below, the State Plan organization is conveyed from the perspective of each agency.

Agency	Project Organizational Structure
CDHS	<ul style="list-style-type: none"> <li>• As outlined and described in Section (A)(3), the Colorado Department of Human Services is being restructured and renamed to consolidate key early childhood functions currently managed by various state agencies under its leadership. The working name of the new department is the Department of Early Childhood and Human Services.</li> <li>• The new Office of Early Childhood is being developed and staffed. Staffing and operational costs for this new office are financed through existing funding sources and not through the RTT-ELC grant.</li> <li>• A dedicated transition consultant will be contracted to accelerate the transition process, and to provide implementation planning including communications and logistical coordination.</li> <li>• Included in that new office are the hires listed below. These hires are in addition to existing personnel. The RTT-ELC specific new hires include the following: <ul style="list-style-type: none"> <li>○ Grant Director</li> <li>○ Support staff</li> <li>○ TQRIS Project Manager</li> <li>○ Workforce Project Managers (2)</li> </ul> </li> <li>• The Grant Director will report to the Director of the Office of Early Childhood. All other hires mentioned above will report to the Grant Director to ensure the Grant Director has the authority to direct the activities of the State Plan. The Director will also be responsible to ensure ongoing coordination and oversight of all grant activities and grant staffing across all participating agencies.</li> <li>• The Guidelines project will be managed by existing staff at CDHS, who will oversee the contracted activities of the project. The contractor will report into the Grant Director.</li> <li>• CDHS will provide additional staffing at no cost to the grant, for communication, information technology, and contract management.</li> <li>• The new Office of Early Childhood will be advised by the Early Childhood Leadership Commission (ECLC, the State Advisory Council)</li> <li>• A Grant Management Team will be assembled with grant project managers from key departments (including CDHS, CHDPE, CDE, OIT, Higher Education, and the Governor’s Office).</li> </ul>

CDE	<ul style="list-style-type: none"> <li>• For the Results Matter component of the Assessment project, the Colorado Department of Education will hire an Assessments Director to manage the implementation. This resource will be supported by 2 staff. The Assessment Director will report through a dotted line (i.e., matrix) structure to the Grant Director.</li> <li>• For the Kindergarten Readiness Assessment project, CDE will hire a Project Manager. This resource also will report through a dotted line structure to the Grant Director for RTT-ELC responsibilities.</li> <li>• CDE will provide additional staffing and support, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>
CDPHE	<ul style="list-style-type: none"> <li>• For the developmental screening component of the Assessment project, the Colorado Department of Public Health and Environment will leverage existing staff to manage these activities. One additional support resource will be funded by this grant. These resources will report through a dotted line structure to the Grant Director.</li> <li>• CDPHE will provide additional staffing that will be provided, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>
CDHE	<ul style="list-style-type: none"> <li>• To secure the engagement of post-secondary institutions as related to the Workforce project, the Colorado Department of Higher Education will leverage existing staff to manage these activities. These resources will report through a dotted line structure to the Workforce Project Managers.</li> <li>• CDPHE will provide additional staffing, at no cost to the grant, for communication, information technology, and contract management support.</li> </ul>
OIT	<ul style="list-style-type: none"> <li>• The Colorado Governor’s Office of Information Technology will manage contracted support staff for the following State Plan activities: <ul style="list-style-type: none"> <li>○ Design and implementation of the Early Learning Data System</li> <li>○ Integration of TQRIS with SLDS and other systems</li> <li>○ Design and implementation of the Developmental Screening Data System as well as its integration to SLDS and other systems</li> <li>○ Integration of Results Matter with TQRIS and other systems</li> <li>○ Design and implementation of the Learning Management System as well as its integration to SLDS and other systems</li> </ul> </li> <li>• OIT will provide, at no cost to the grant, project management staff that will support the implementation of the specific OIT projects. These management resources will report through a dotted line structure to the Grant Director.</li> </ul>

**Agencies roles and responsibilities:** The Budget Part I, Agency Overview narrative, including the supporting illustration and table listing the agencies and their project



responsibilities, summarizes key roles and responsibilities including lead and supporting roles. For efficiency, we have summarized this structure below.

	CDHS	CDE	CDPHE	CDHE	OIT
Governance	Lead	<u>Support</u>	<u>Support</u>	<u>Support</u>	<i>Support</i>
TQRIS	Lead	<i>Support</i>	<i>Support</i>	<i>Support</i>	<i>Support</i>
Guidelines	Lead	<u>Support</u>	<u>Support</u>	<u>Support</u>	<i>Support</i>
Assessments	<i>Support</i>	Lead	<u>Support</u>		<i>Support</i>
Workforce	Lead	<i>Support</i>		<u>Support</u>	<i>Support</i>
K-Readiness	<i>Support</i>	Lead	<u>Support</u>		<i>Support</i>

Lead = Lead responsibility

Support = primary support responsibility

*Support* = secondary support responsibility

**Budget Process** The intensive planning for this grant commenced with a summer 2011 listening tour. It then evolved to include broad and diverse working groups, each led by an experienced member of the early childhood community. In several cases these team leaders intentionally were not state employees but representatives from other stakeholder groups, so as to truly have a State Plan that benefited from collective public-private expertise. These working groups began meeting in late summer in anticipation of the release of the grant challenge and were comprised of members with deep subject matter expertise. The team leaders and key representatives from the state agencies and other core groups formed a Steering Committee of approximately a dozen members that met at least weekly from August through the grant submission. An Advisory group representing broader interests such as policy makers, family advocacy groups, national experts residing in Colorado, and business, met periodically to lend their unique knowledge.

The working groups, guided by the Steering Committee and with counsel from the Advisory, first agreed on an overall strategic plan for Colorado's RTT-ELC pursuits. Once agreed, specific activities for each project within the strategic plan were identified including proposed owners, timelines, milestones and deliverables. These activities were challenged and further refined to ensure a collective set of activities that were ambitious yet achievable. A budget was created for

each project based on its defined activities. Care was taken to check assumptions, challenge estimates and further investigate. Other requisite individuals, such as state Human Resource personnel, verified salary estimates for proposed hires; travel guidelines; contractual costs; systems design implementation and integration costs; local distribution estimates; and project management expertise for grant organizational structure costs. Additionally, the experiences of other states were elicited to better hone estimates.

Draft budgets were compared among the projects and reviewed with agency personnel most closely linked to the anticipated agency responsibilities as well as with agency executive leadership. The draft budgets also were reviewed by the Steering Committee and Advisory group. Throughout the planning process, intersections among the projects were accounted for, and refinements were continually made as new intelligence was gained. In the end, the Colorado State Plan has *one* budget, comprised of six projects with participation by five agencies. The one budget, managed by the consolidated Project Management Office, helps to ensure clear accountability and streamlined coordination. The active engagement of each agency's personnel and executive team ensures on-the-ground execution and senior level sponsorship. The development of the State Plan and budget through wide stakeholder participation has ensured buy-in and set the wheels in motion for constructive working teams where results supersede divisional boundaries. Accordingly, the process used to develop the State Plan budget, including the budgets for each agency, helps to cement ongoing collaboration, commitment and achievement of the results using the resources enumerated. The financial tables for each agency and the detailed explanations of budget category line items follow.

**Funds from other sources used to support the State Plan.** We have included all other funding sources which may support the RTT-ELC grant. These sources are identified in Section A-4. For the purpose of balancing the work books, we have placed this funding (by agency) into a project line called: *External Projects and Funding*. This allowed our budgetary model to be balanced but total expectations for the grant are clearly identified in Line 13 of the Category Summary. We do not expect any RTT-ELC funding for the *External Projects and Funding Project*.

## BUDGET PART II: COLORADO DEPARTMENT OF HUMAN SERVICES

<b>Budget Table II-1: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Human Services</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$425,008	\$575,000	\$575,000	\$575,000	<b>\$2,150,008</b>
2. Fringe Benefits	\$85,002	\$115,000	\$115,000	\$115,000	<b>\$430,002</b>
3. Travel	\$ 112,250	\$ 112,250	\$85,00	\$85,00	<b>\$395,000</b>
4. Equipment	\$51,311	\$500	\$500	\$500	<b>\$52,811</b>
5. Supplies	\$3,500	\$3,500	\$3,500	\$3,500	<b>\$14,000</b>
6. Contractual	\$4,138,000	\$6,141,900	5,311,500	\$5,040,500	<b>\$20,517,900</b>
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$24,250	\$24,250	\$24,250	\$24,250	<b>\$97,000</b>
9. Total Direct Costs (add lines 1-8)	\$4,074,571	\$6,972,650	\$6,529,750	\$6,079,750	<b>\$23,656,721</b>
10. Indirect Costs*	\$95,193	\$336,077	\$333,618	\$420,783	<b>\$1,185,672</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$900,000	\$3,225,000	\$3,225,000	\$4,225,000	<b>\$11,575,000</b>
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$100,000	\$100,000	\$100,000	<b>\$400,000</b>
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>\$5,169,764</b>	<b>10,633,727</b>	<b>10,188,368</b>	<b>\$10,825,533</b>	<b>\$36,817,393</b>
14. Funds from other sources used to support the State Plan	30,768,718	30,439,638	29,527,638	29,527,638	<b>120,263,631</b>
<b>15. Total Budget (add lines 13-14)</b>	<b>35,938,482</b>	<b>41,073,365</b>	<b>39,716,006</b>	<b>40,353,171</b>	<b>157,081,024</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> 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.</p> <p><u>Line 10:</u> 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.</p> <p><u>Line 11:</u> 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</p>					

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>Colorado Department of Human Services</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
<u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested 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 evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					
<u>Line 14:</u> 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 Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.**

<b>Budget Table II-2: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <b>Colorado Department of Human Services</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Governance	\$1,788,343	\$2,953,915	\$2,914,280	\$2,914,280	<b>\$ 10,570,817</b>
TQRIS	\$812,304	\$4,671,710	\$4,817,120	\$5,454,285	<b>\$ 15,755,420</b>
Standards / Guidelines	\$1,283,134	\$ 917,634	\$252,235	\$252,235	<b>\$ 2,705,237</b>
Workforce	\$1,285,983	\$2,090,468	\$2,204,733	\$2,204,733	<b>\$ 7,785,919</b>
External Projects and Funding	\$30,768,718	\$30,439,638	\$29,527,638	\$29,527,638	<b>\$120,263,631</b>
<b>Total Budget</b>	<b>\$5,169,764</b>	<b>\$10,633,727</b>	<b>\$10,188,368</b>	<b>\$10,825,533</b>	<b>\$36,817,393</b>

**Personnel:**

Description	Project	Estimating Basis	Total
Grant Director to administer, oversee and manage grant related activities with the goal of ensuring healthy child development and school readiness for all children by strategically supporting the people, programs and places with the highest needs. Salary based on State pay scales.	Governance	Estimate full time resource at \$125k/year over 48 months.	\$500,000
Support staff to support the Grant Coordinator. Salary based on State pay scales.	Governance	Estimate full time resource at \$50k/year over 44 months (hired April 2012)	\$183,336
Local Liaison Coordinator to interface with Colorado's 30 Early Childhood Councils for purposes of engaging EC Council Coordinators in developing, implementing, monitoring and managing incentive initiatives aimed at cascading grant activities to the local level by engaging local early learning programs, families and the broader communities.	Governance	This resource will be provided by existing CDHS staff.	\$0.00
TQRIS Project Manager to manage the TQRIS expansion initiative. Include an administrative support staff person. Salary based on State pay scales.	TQRIS	Estimate full time resource at \$90k/year over 44 months (hired April 2012)	\$330,000
Administrative assistant to support the Project Manager to manage the TQRIS expansion initiative. Salary based on State pay scales.	TQRIS	Estimate full time resource at \$50k/year over 44 months (hired April 2012)	\$183,336
Evaluate and select a communications resource to create and implement a communications plan to increase coordination among projects, activities, agencies and teams. This is a senior management resource capable at producing and implementing detailed communication plans. Salary based on State pay scales.	TQRIS	Estimate full time resource at \$80k/year over 44 months (hired April 2012)	\$293,336
Project Manager to oversee development of the Competency Framework and related evaluation tools, their integration into postsecondary institutions and PD programs statewide, and their introduction to all members of the Workforce including appropriate training and support. Salary based on State pay scales.	Workforce	Estimate full time resource at \$90k/year over 44 months (hired April 2012)	\$330,000
Project Manager to oversee expansion of professional development opportunities including	Workforce	Estimate full time resource at \$90k/year	\$330,000

new training modules and programs, an expanded coaching network, campaigns and supports to encourage a more ethnically and linguistically diverse workforce, and the implementation and roll-out of the Learning Management System. Salary based on State pay scales.		over 44 months (hired April 2012)	
---	--	-----------------------------------	--

**Fringe Benefits:**

Description	Estimating Basis	Total
Employee State Benefits for Personnel.	Calculated at 20% of base salary.	\$430,002

**Travel:**

Description	Project	Estimating Basis	Total
In-State and Out-of-State Travel costs for local council and state staff to conduct training, meetings, and engage the local community.	Governance	Estimated at 20 meetings at \$1250/meeting per year.	\$100,000
In-State travel costs for state and local to attend meetings and events associated with the guidelines pilots (demonstrations), including evaluating the findings, refining the guidelines, and ensuring ongoing cohesion with the TQRIS/Programs, Assessments and Workforce grant related activities and implementations. Assumes larger meeting attendance and therefore higher travel costs.	Guidelines	Estimated at 11 meetings at \$2500/meetings per for Year 1 and 2.	\$55,000
In-State travel costs for state and local to attend meetings and events associated with the TQRIS Project.	TQRIS	Estimated 50 trips at \$600/trip per year.	\$120,000
In-State travel costs for state and local to attend meetings and events associated with the workforce project. Includes travel costs for training for the LMS system as well as training for professional development components.	Workforce	Estimated at 25 meetings at \$1200/meeting per year.	\$120,000

**Equipment:**

Description	Project	Estimating Basis	Total
Computers: to supply the needs of new employees; based on current equipment costs	Governance, TQRIS	Estimated at \$3500 for every FTE. (7	\$24,500

within CDHS. (one-time expense in Y1; 1 per FTE)	Workforce,	FTE).	
Office equipment (desk, chair) for each new employee; based on current equipment costs within the CDHS (one-time expense in Y1; 1 per FTE)	Governance, TQRIS Workforce,	Estimated at \$3473 for every FTE. (7 FTE).	\$24,311
Software: Project Management Software	Governance	Estimated at \$2500 Year 1; \$500 / Year on-going	\$4000

**Supplies:**

Description	Project	Estimating Basis	Total
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within the CDHS; Incurred annually	Governance, TQRIS Workforce,	Estimated at \$500/year for every FTE. (7 FTE).	\$14,000

**Contractual:**

Description	Project	Estimating Basis	Total
Temporary consultant to provide organizational consolidation initiatives, identifying and supporting key change agents and assisting all stakeholders in the transition to the new organizational structure.	Governance	Estimate \$110/hour for contracted change management and support services, and 170 hours/month. (7 Months)	\$130,900
Professional services to increase awareness and adoption of the "Strengthening Families Framework" through increased training and technical assistance across all grant initiatives.	Governance	Estimate \$125k/year for training sessions, technical support and material production.	\$500,000
Professional services to encourage, increase and manage broad community awareness, support and engagement. This includes coordination of all communication and engagement activities across the grant program. It includes engaging local non-profits and other	Governance	Estimate \$500k/year for this level of support over 3.5 years. Estimate based upon 1.5 contracted staff over 170 hours/month @\$125/hour + expenses and materials.	\$1,750,000

organizations to coordinate and effectively perform outreach to families with high needs.			
Professional services to contract an annual Performance & Quality assessment to monitor, encourage, advise and report on the effectiveness and results of grant related efforts, with targeted focus on local implementations.	Governance	Estimate \$80k/year for this level of support over 3.5 years.	\$280,000
Professional services to maximize and leverage the existing Healthy Child Care Colorado partnership and expertise to integrate high-quality early learning health, wellness and safety practices and approaches across all grant activities.	Governance	Assume \$100k/year in funding to support this program starting in Year 2.	\$300,000
Professional services to manage the guidelines development, to include the piloting (demonstrations), refinement and implementation of the guidelines. This contracted resource also will serve in the daily project management role, while continuing to work closely under the direction of the Grant Director.	Guidelines	The project management costs included in the 3rd party contract is estimated at \$125/hour and 170 hours/month.	\$382,500
Professional services to manage the guidelines demonstrations, including evaluating the findings, refining the guidelines, and ensuring ongoing cohesion with the TQRIS/Programs, Assessments and Workforce grant related activities and implementations.	Guidelines	Estimate 2 contracted resources @ \$100/hour and 170 hours/month per resource.	\$578,000
Professional services to design and produce printed and electronic materials for each demonstration site.	Guidelines	Estimate \$250k in printed and electronic materials.	\$250,000
Professional services to develop and execute a communications plan for all demonstration sites. Include statewide broadcasts and targeted local engagement to ensure a full understanding of the guidelines and	Guidelines	Estimate 2 contracted resources @ \$100/hour and 170 hours/month per resource. This rate blends in software and other requirements for	\$408,000



the demonstrations.		communication.	
Professional services to design and produce printed and electronic materials for statewide deployment.	Guidelines	Estimate \$250K in printed and electronic materials.	\$250,000
Professional services to provide training and support to families for their understanding of and use of the guidelines.	Guidelines	Estimate \$250k/year for training sessions, technical support and materials.	\$750,000
Professional services to design, develop and implement the next generation TQRIS, ensuring linkage with the licensing system for Early Learning and Development Programs.	TQRIS	Estimated cost for licensing integration function at \$1.5M over year with 20% operating cost Year 3 and 4.	\$2,100,000
Professional services to produce technical assistance, training plans and materials for the Early Learning and Development Programs to understand and use the TQRIS system.	TQRIS	Contracted training costs for all licensed programs and providers. Contracted at 250k/year for Year 3 and 4.	\$ 500,000
Professional services to develop and implement a plan for financial incentives to be better linked to TQRIS.	TQRIS	Design and implementation at \$500k for Year 2 and 3.	\$1,000,000
Professional services to design the shared services model.	TQRIS	Estimated at \$250k for evaluation, design of the demonstration hubs. This is based upon six months of planning with a team of 3 three contactors at \$82/hour.	\$250,000
Professional services to implement a pilot the shared services model. Evaluate results and refine program through effective statewide demonstrations of business hubs.	TQRIS	Estimate pilot subsidy at \$800k annually. Assumes year 2 implementation of first year demonstration hub with expansion planned year 2 and 3.	\$3,000,000
Professional services to design inter-rater reliability practices for Licensing Specialists to ensure an acceptable level of inter-rater reliability, appropriate frequency of monitoring and a focus on continuous improvement.	TQRIS	Estimate \$150k for interpretive guides and inter-rater reliability tools.	\$150,000
Professional services to implement Inter-rater Reliability training and credentialing of all personnel	TQRIS	Estimate \$375k for training and credentialing of all	\$375,000

licensed to monitor and rate Programs.		licensing personnel.	
Professional services to develop and conduct TQRIS and Early Learning Data System training to help families use the TQRIS and access relevant, timely data. This includes training on accessing reports and using interactive content.	TQRIS	Estimate 2 contracted resource @ \$75/hour and 170 hours/month per resource.	\$459,000
Professional services to conduct independent evaluation to validate whether the tiers in the TQRIS accurately reflect differentiated levels of Program quality.	TQRIS	Estimate \$350k to conduct validation study.	\$350,000
Professional services to design approaches to expand TQRIS enrollment to include non-licensed providers.	TQRIS	Estimate \$50k fixed cost for contracted study, including recommendations.	\$50,000
Professional services to develop a detailed implementation plan for expanding TQRIS enrollment to include non-licensed population.	TQRIS	Estimate \$240k fixed cost for contracted implementation plan including incentive program.	\$240,000
Provide technical assistance to non-licensed population to make transition to use of TQRIS as easy and seamless as possible.	TQRIS	Contracted services at \$240k for year 4.	\$240,000
Professional services to define competencies that are best-in-class for trainers, higher education faculty, coaches and mentors.	Workforce	Estimate 2 contracted resources @ \$125/hour and 170 hours/month per resource.	\$255,000
Professional services to research, develop, pilot and validate evaluation measurement tools and approaches for verifying achievement of competencies and conducting ongoing performance evaluation.	Workforce	Estimated at \$230k for Year 1 and \$240k for Year 2.	\$470,000
Professional services to develop communication and training strategies and materials to roll-out the Competency Framework, credentials, evaluation tools and quality assurance approaches to the Workforce and supporting higher education faculty, coaches and others, addressing the varying needs of different audiences.	Workforce	Contacted cost at \$250,000	\$250,000

Professional services to map the Framework to the availability and content of PD opportunities across the state and identify gaps.	Workforce	Estimate 2 contracted resources @ \$125/hour and 170 hours/month per resource.	\$127,500
Professional services to develop the following: PD modules aligned with the Framework and specifically targeted to serving Children With High Needs; online coaching and training opportunities; and itinerant training programs. Engage local Early Childhood Councils in developing and disseminating these new opportunities.	Workforce	Estimate annual cost of \$125K: 15 modules per year @ \$6000 for \$90K; \$35K to deploy through EC Councils/face to face.	\$375,000
Professional services to develop and implement communication and training strategies and materials to roll-out the LMS, including an initial pilot inclusive of educators serving Children With High Needs.	Workforce	Estimate \$68k for pilot and \$204k for statewide deployment communications and training	\$272,000
Professional services to create PD opportunities that address and support the needs of ethnically and linguistically diverse adult learners, including encouraging more diverse faculty, appropriate mentorships, culturally relevant practicums and so forth.	Workforce	Estimate \$100k to create ECE courses in Spanish and translate key existing materials, and \$100k to support mentorships, coaching and career advisement.	\$200,000
Professional services to expand and integrate the coaching network, starting in communities with the greatest concentration of Children With High Needs.	Workforce	Estimate development and delivery of coaching classes: initial 9 hours of coursework at \$30k with \$20k to pilot and refine and \$5k annual thereafter to regionally deliver, plus additional modules and delivery in each subsequent year at a total of \$45k/year.	\$200,000
Professional services to provide training on Colorado's quality initiatives, including early learning guidelines, TQRIS and other professional development opportunities, for early childhood families and FFN providers supporting Children With High Needs.	Workforce	Estimate \$250k/year	\$825,000
Contracted services to create and	Workforce	Estimate approximately	\$3,300,000

implement incentive best practices for members of the Workforce who directly serve Children With High Needs and those who support the advancement of such educators.		\$800k/year starting in 2013 for incentives to individual educators (e.g., scholarships, loan forgiveness, tax credits, wage subsidies) and up to \$250k/year for incentives to PD providers using innovative means to accelerate the achievement of competencies.	
Professional services to launch targeted marketing and recruiting campaigns to attract talented, ethnically and linguistically diverse people to all roles and levels within the Workforce; track progress using data from the LMS.	Workforce	Contacted cost at \$100k for year 1 and 2.	\$200,000

**Other:**

Description	Project	Estimating Basis	Total
Telephone service, including landline and mobile service, per FTE; based on current state telephone rates; incurred annually	All	Estimate \$450/year for each FTE.	\$12,600
Commercial Office Space Rent (based on Downtown Denver benchmarking); incurred annually	All	Estimate \$2300/year for each FTE.	\$64,400
Teleconferencing Services	Governance	Estimate \$2500/year.	\$10,000
Project Management Software	Governance	Estimate \$2500/year.	\$10,000

**Indirect Costs:**

Description	Project	Estimating Basis	Total
Indirect costs for CDHS	All	Direct costs applied at 8.94%.	\$1,185,672

**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Training and support in family leadership (local Family Leadership Training Institutes; incentives for families to participate in working groups, advisories and councils; incentives for participation in a Family Leadership Registry; etc.).	Governance	Assume \$200k/year in funding to local councils starting in Year 2	\$600,000
Support local councils in using the Family Engagement Standards and embed them across all grant projects. Leverages the SACPIE (state advisory council for parent engagement in education).	Governance	Assume \$25k/year in funding to local councils	\$75,000
Implement cascading initiatives collaboratively with EC Councils, including EC Councils' involvement in monitoring, evaluating and refining local initiatives, sharing best practices among EC Councils.	Governance	Estimate 30 distributions at an average of \$50k/year starting in Year 2, with \$30k/year in Year 1.	\$5,400,000
Implement financial incentives aimed at Programs. Evaluate and assess results to determine whether desired results are achieved. Modify and refine incentives as necessary. Publicize significant Program achievements and share best practices among Programs.	TQRIS	Estimate \$1.5M/year for incentive program.	\$4,500,000
Execute the incentive program and the implementation plan to expand TQRIS enrollment to non-licensed populations.	TQRIS	Estimate \$1M in incentive distributions to providers.	\$1,000,000

**Technical Assistance**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Engage in sharing effective program practices and solutions and collaboratively solving problems through technical assistance workshops with US Departments of Education and Human Services.	Governance	Estimated at \$100k per year with a maximum (Federal Minimum) of \$400k.	\$400,000

**Funds from other sources used to support the State Plan.** An estimated \$120,263,631 is derived from federal, state, and private funding sources. As clearly described in Section (A)(4), Colorado has identified additional funding sources which support the State Plan. The federal, state, and private funding resources identified and described in Section (A)(4) will contribute towards State Plan activities related to governance, family engagement, TQRIS, Early Learning and Development Guidelines, Workforce development and public engagement, including both state and local level implementation supports and activities. A thorough break-down of the CCDF quality set-asides and the activities outlined in the State Plan that these resources will support is also outlined.

**BUDGET PART II: COLORADO DEPARTMENT OF EDUCATION**

<b>Budget Table II-1: Participating State Agency</b> <b>(Evidence for selection criterion (A)(4)(b))</b> <i>Colorado Department of Education</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$188,003	\$282,000	\$282,000	\$110,333	<b>\$862,336</b>
2. Fringe Benefits	\$28,001	\$42,000	\$42,000	\$7,667	<b>\$119,667</b>
3. Travel	\$75,000	\$90,000	\$52,500	\$52,500	<b>\$270,000</b>
4. Equipment	\$27,892	\$-	\$-	\$-	<b>\$27,892</b>
5. Supplies	\$900,290	\$507,500	\$507,500	\$23,250	<b>\$1,938,540</b>
6. Contractual	\$572,500	\$1,982,550	\$1,120,550	\$804,550	<b>\$4,480,150</b>
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$11,000	\$11,000	\$11,000	\$11,000	<b>\$44,000</b>
9. Total Direct Costs (add lines 1-8)	\$1,802,685	\$2,915,050	2,015,550	\$1,009,300	<b>\$7,742,585</b>
10. Indirect Costs*	\$159,623	\$159,749	\$140,362	\$49,668	<b>\$509,403</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$-	\$-	\$-	\$-	\$-
12. Funds set aside for participation in grantee technical assistance	\$-	\$-	\$-	\$-	\$-
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	\$1,962,309	\$3,074,799	2,155,912	\$1,058,968	<b>\$8,251,988</b>
14. Funds from other sources used to support the State Plan	\$5,667,922	\$5,607,302	\$5,439,302	\$5,439,302	<b>\$22,153,827</b>
<b>15. Total Budget (add lines 13-14)</b>	<b>\$7,630,230</b>	<b>\$8,682,101</b>	<b>7,595,214</b>	<b>\$6,498,270</b>	<b>\$30,405,815</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> 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.</p> <p><u>Line 10:</u> 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.</p> <p><u>Line 11:</u> 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,</p>					

<b>Budget Table II-1: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Education</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
<u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested 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 evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					
<u>Line 14:</u> 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 Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.**

<b>Budget Table II-2: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Education</i>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Comprehensive Assessment	\$807,406	\$1,714,260	\$1,715,023	\$1,058,968	<b>\$5,295,658</b>
Kindergarten Readiness	\$1,154,902	\$1,360,539	\$440,889	\$0	<b>\$2,956,330</b>
<b>External Projects and Funding</b>	\$5,667,922	\$5,607,302	\$5,439,302	\$5,439,302	<b>\$22,153,827</b>
<b>Total Budget</b>	<b>\$7,630,230</b>	<b>\$8,682,101</b>	<b>\$7,595,214</b>	<b>\$6,498,270</b>	<b>\$30,405,815</b>

**SUPPORTING NARRATIVE FOR THE COLORADO DEPARTMENT OF EDUCATION**

**Personnel:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Project Manager for Kindergarten Readiness assessment. Salary based on State pay scales.	Kindergarten Readiness	Estimate full time resource at \$95k/year salary. Employed for 31 months starting on April 2012.	\$253,336
Assessment Program Manager dedicated for Results Matter assessment. Salary based on State pay scales.	Comprehensive Assessment	Hired FTE at \$90k. Duration is for 4 years with a start date of April 2012. (less	\$264,000



		special education contribution of 20%)	
Select and hire Assessment Research Analyst. Salary based on State pay scales.	Comprehensive Assessment	Hired FTE at \$70k annual salary. Duration is for 3 years with a start date of April 2012.	\$210,000
Administrative support role for management team. Salary based on State pay scales.	Comprehensive Assessment	Hired FTE at \$45K annual salary. Duration is for 3 years with a start date of April 2012.	\$135,000

**Fringe Benefits:**

Description	Estimating Basis	Total
Employee State Benefits for Personnel.	Calculated at 20% of base salary.	\$119,667

**Travel:**

Description	Project	Estimating Basis	Total
In-State travel costs for state and local personnel to attend meetings and events associated with the Expanded Pilot for the Kindergarten Readiness Assessment (Year 1 and 2).	Kindergarten Readiness	Estimated at 15 meetings at \$2500/meeting per for Year 1 and 2.	\$75,000
In-State travel costs for state and local personnel for all travel associated with training and technical support sessions for Results Matter assessment.	Comprehensive Assessment	Estimated at 20 meetings per year and events at \$2500/meeting.	\$195,000

**Equipment:**

Description	Project	Estimating Basis	Total
Computers: to supply the needs of new employees; based on current equipment costs within CDE (one-time expense in Y1; 1 per FTE)	Kindergarten Readiness and Comprehensive Assessment	Estimated at \$3500 for every FTE. (4 FTE).	\$14,000
Office equipment (desk, chair) for each new employee; based on current	Kindergarten Readiness and	Estimated at \$3473 for every FTE. (4 FTE).	\$13,892

equipment costs within CDE (one-time expense in Y1; 1 per FTE)	Comprehensive Assessment		
--	--------------------------	--	--

**Supplies:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within CDE; Incurred annually	Kindergarten Readiness and Comprehensive Assessment	Estimated at \$500/year for every FTE. (4 FTE).	\$8,000
Acquire materials for expanded pilot: Child Portfolios - required software for accessing specific assessment data.	Kindergarten Readiness	Estimate at \$9.95/child. Estimate deployment to 500 classrooms with an estimated count of 13000 children. 1 time year 1 cost.	\$129,350
Acquire materials for expanded pilot: TS Gold Books - the TS GOLD Objectives for Development and Learning book is an essential manual for teachers implementing the assessment system. It covers the content of the assessment, strategies for its use, and the research foundations of the assessment items.	Kindergarten Readiness	Estimate at \$69.95/teacher. Estimate deployment to 500 classrooms with an estimated count of 600 teachers. 1 time year 1 cost	\$41,970
Acquire materials for expanded pilot: TS GOLD Inter Rater Reliability (IRR) - this supports the public school kindergarten teacher in becoming IRR certified.	Kindergarten Readiness	Estimate at \$39.95/teacher. Estimate deployment to 500 classrooms with an estimated count of 600 teachers. 1 time year 1 cost	\$23,970
Acquire materials for expanded pilot: Hardware, iPod Touch with case - Teachers in the school readiness assessment pilot project will learn to use the iPod Touch device for capturing video, audio and data (text) based observations for uploading into the TS GOLD online system.	Kindergarten Readiness	Estimate at \$320 for every teacher. Estimate deployment to 500 classrooms with an estimated count of 600 teachers. 1 time year 1 cost	\$192,000
Acquire materials for expanded pilot: Software, iPod applications - This software complements the hardware and allows teachers to use a single device to capture still photos, short video clips that can be edited on-board, and voice	Kindergarten Readiness	Estimate at \$50 for every teachers. Estimate deployment to 500 classrooms with an estimated count of 600 teachers. 1 time	\$30,000

recording/voice to text conversions.		year 1 cost	
Acquire materials for expanded pilot: TS Gold Books - the TS GOLD Objectives for Development and Learning book is an essential manual for teachers implementing the assessment system. It covers the content of the assessment, strategies for its use, and the research foundations of the assessment items.	Kindergarten Readiness	Estimate at \$9.95/child. Estimate deployment to 500 classrooms with an estimated count of 13000 children. 1 time year 1 cost.	\$129,350
Results Matter Secure hardware and software for Phase 2. This will be for procurement for 100 providers and 350 center-based Teachers.	Kindergarten Readiness	Estimate at \$9.95/child. Estimate deployment to 500 classrooms with an estimated count of 13000 children. 1 time year 1 cost.	\$129,350
Results Matter Phase 2: Provide books and materials for Phase 2.	Comprehensive Assessment	\$96,000 for Family Care Providers and \$385k for classrooms.	\$481,000
Results Matter Secure hardware and software for Phase 3. This will be for procurement for 100 providers and 350 center-based Teachers.	Comprehensive Assessment	Materials priced at \$3500 for every 50 sets.	\$24,500
Results Matter Phase 3: Provide books and materials for Phase 1.	Comprehensive Assessment	\$96,000 for Family Care Providers and \$550k for classrooms.	\$481,000
Results Matter Secure hardware and software for Phase 4. This will be for procurement for 100 providers and 350center-based Teachers.	Comprehensive Assessment	Materials priced at \$3500 for every 50 sets.	\$24,500
Results Matter Phase 4: Provide books and materials.	Comprehensive Assessment	\$96,000 for Family Care Providers and \$550k for classrooms.	\$481,000

**Contractual:**

Description	Project	Estimating Basis	Total
Professional services to complete configuration updating, as necessary, in the TS Gold software, i.e., the software used to conduct the assessments, to ready it for use in the expanded pilot.	Kindergarten Readiness	Estimate customizations at \$250k.	\$250,000
Professional services to conduct the expanded pilot. Teachers in the School Readiness Assessment Pilot will be asked to attend 4 meetings per year, complete training on the assessment and	Kindergarten Readiness	Estimate at \$500 for every 4 teachers. Estimate deployment to 500 classrooms with an estimated count of	\$75,000

use of technology, participate in video documentation of the implementation team activities, and regularly reflect with project staff about their experiences.		600 teachers (or 150 groups of 4). 1 time year 1 cost	
Professional services to manage the expanded pilot. Define, develop and implement communication, training, coaching and ongoing support strategies and materials. A contracted resource will be leveraged to support the project manager in producing and implementing training materials.	Kindergarten Readiness	Estimate 1 contracted resource @ \$125/hour and 170 hours/month per resource. 1 time year 1 cost	\$212,500
Professional services to complete configuration updating, as necessary, in the TS Gold software, i.e., the software used to conduct the assessments, to ready it for statewide deployment.	Kindergarten Readiness	Estimate customizations at \$250k.	\$250,000
Professional services for architectural planning for integration between TQRIS and the Kindergarten Readiness systems.	Kindergarten Readiness	Estimate 1 contracted resource @ \$150/hour and 170 hours/month per resource to design the technical integration using SLDS to ensure data sharing between QRIS and the Kindergarten Readiness Assessment system.	\$153,000
Professional services to implement the technical architecture to enable sharing of information between the TQRIS and Kindergarten Readiness system.	Kindergarten Readiness	Estimate 1 contracted resource @ \$150/hour and 170 hours/month per resource to build interfaces required with SLDS to ensure data sharing between TQRIS and the Kindergarten Readiness Assessment System.	\$153,000
Professional services to complete data analysis and requirements definition for building reporting capabilities. Specifically this includes report requirements and associated data elements for customized reporting.	Kindergarten Readiness	Estimate 1 contracted resource @ \$150/hour and 170 hours/month per resource to perform data analysis and reporting specifications.	\$153,000
Professional services to complete extraction, transformation and loading of data into the data warehousing system.	Kindergarten Readiness	Estimate 1 contracted resource @ \$150/hour and 170 hours/month	\$153,000

(This step assumes there will be a separate data warehousing system for reporting as currently planned.)		per resource to perform data conversion.	
Professional services to conduct statewide deployment, including communications, coaching, training and support strategies and implementation. A contracted resource will be leveraged to support the project manager in producing and implementing training materials.	Kindergarten Readiness	Estimate 3 contracted resources @ \$100/hour and 170 hours/month per resource to support statewide deployment.	\$612,000
Select and contract Statistician dedicated to providing analytical support to the program.	Comprehensive Assessment	Contracted at \$65K annual contract. Duration is for 3 years with a start date of April 2012.	\$195,000
Contract Center Based Child Care Project Coordinator	Comprehensive Assessment	Contracted at \$100k. Duration to support Phase 2-4 (2013 to 2015).	\$300,000
Contract Center Based Child Care Specialists	Comprehensive Assessment	Assume \$180k annual contract. Duration to support Phase 2-4 (2013 to 2015).	\$540,000
Contract Family Child Care Project Coordinator	Comprehensive Assessment	Contracted at \$100k. Duration to support Phase 2-4 (2013 to 2015).	\$300,000
Contract Family Child Care TA Specialists	Comprehensive Assessment	Assume \$150k annual contract. Duration to support Phase 2-4 (2013 to 2015).	\$450,000
Select and Contract Digital Learning Product developer	Comprehensive Assessment	Contracted at \$90k annual fixed fee contract.	\$270,000
Contract temporary staff (work study students) to perform data processing	Comprehensive Assessment	Contracted at \$20k annually.	\$60,000
Phase 2: Conduct training for the Family Care Providers (100 sites).	Comprehensive Assessment	Staff training at \$4450 per 50 providers.	\$8,900
Phase 2: Conduct training for the center based staff. (350 classrooms)	Comprehensive Assessment	Staff training at \$4450 per 50 providers.	\$44,500
Phase 3: Conduct training for the Family Care Providers (100 sites).	Comprehensive Assessment	Staff training at \$4450 per 50 providers.	\$8,900
Phase 3: Conduct training for the center based staff. (350 classrooms)	Comprehensive Assessment	Staff training at \$4450 per 50 providers.	\$44,500
Phase 4: Conduct training for the Family Care Providers (100 sites).	Comprehensive Assessment	Staff training at \$4450 per 50 providers.	\$8,900
Phase 4: Conduct training for the center	Comprehensive	Staff training at \$4450	\$31,150

based staff. (350 classrooms)	Assessment	per 50 providers.	
-------------------------------	------------	-------------------	--

**Other:**

Description	Project	Estimating Basis	Total
Telephone service, including landline and mobile service, per FTE; based on current state telephone rates; incurred annually	All	Estimate \$450/year for each FTE. (4 FTE)	\$7,200
Commercial Office Space Rent (based on Downtown Denver benchmarking); incurred annually	All	Estimate \$2300/year for each FTE. (4 FTE)	36,800

**Indirect Costs:**

Description	Project	Estimating Basis	Total
Indirect costs for CDE	All	Direct costs applied at 12.4%.	\$509,403

**Funds from other sources used to support the State Plan.** An estimated \$22,153,827 is derived from federal, state, and private funding sources. As clearly described in Section (A)(4), Colorado has identified additional funding sources which support the State Plan. The federal, state, and private funding resources identified and described in Section (A)(4) will contribute towards State Plan activities related to comprehensive assessments, including both state and local level implementation supports and activities. Section (A)(4) includes an explanation of each funding source as well as the activities and projects in the State Plan that it supports. A through break-down of the CCDF quality set-asides and the activities outlined in the State Plan that these resources will support is also outlined.

**BUDGET PART II: COLORADO DEPARTMENT OF PUBLIC HEALTH AND ENVIRONMENT**

<b>Budget Table II-1: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Public Health and Environment</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$30,000	\$45,000	\$45,000	\$45,000	\$165,000
2. Fringe Benefits	\$6,000	\$9,000	\$9,000	\$9,000	\$33,000
3. Travel	\$47,500	\$37,500	\$37,500	\$37,500	\$160,000
4. Equipment	\$6,973	\$-	\$-	\$-	\$6,973
5. Supplies	\$500	\$500	\$500	\$500	\$2,000
6. Contractual	\$105,000	\$175,000	\$400,000	\$400,000	\$1,080,000
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$2,750	\$2,750	\$2,750	\$2,750	\$11,000
9. Total Direct Costs (add lines 1-8)	\$198,723	\$269,750	\$494,750	\$494,750	\$1,457,973
10. Indirect Costs*	\$28,406	\$54,472	\$54,472	\$54,472	\$191,823
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$-	\$1,250,000	1,250,000	\$1,250,000	\$3,750,000
12. Funds set aside for participation in grantee technical assistance	\$-	\$-	\$-	\$-	\$-
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>\$227,129</b>	<b>\$1,574,222</b>	<b>1,799,222</b>	<b>\$1,799,222</b>	<b>\$5,399,796</b>
14. Funds from other sources used to support the State Plan	\$3,643,664	\$3,604,694	\$3,496,694	\$3,496,694	\$14,241,746
<b>15. Total Budget (add lines 13-14)</b>	<b>\$3,870,793</b>	<b>\$5,178,916</b>	<b>\$5,295,916</b>	<b>\$5,295,916</b>	<b>\$19,641,542</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> 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.</p> <p><u>Line 10:</u> 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.</p> <p><u>Line 11:</u> 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</p>					

<b>Budget Table II-1: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Public Health and Environment</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
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.					
<u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested 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 evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					
<u>Line 14:</u> 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 Table II-2: Participating State Agency Budget By Project--***The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Budget Table II-2: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Public Health and Environment</i>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Comprehensive Assessment	\$227,129	\$1,574,222	\$1,799,222	\$1,799,222	<b>\$5,399,796</b>
<b>External Projects and Funding</b>	\$3,643,664	\$3,604,694	\$3,496,694	\$3,496,694	<b>\$14,241,746</b>
<b>Total Budget</b>	<b>\$3,870,793</b>	<b>\$5,178,916</b>	<b>\$5,295,916</b>	<b>\$5,295,916</b>	<b>\$19,641,542</b>

**SUPPORTING NARRATIVE FOR THE COLORADO DEPARTMENT OF DEPARTMENT OF PUBLIC HEALTH AND ENVIRONMENT**

**Personnel:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Administrative support role for management team. Salary based on State pay scales.	Comprehensive Assessment	Hired FTE at \$45K annual salary. Duration is for 44 months with a start date of April 2012.	\$165,000



**Fringe Benefits:**

Description	Estimating Basis	Total
Employee State Benefits for Personnel.	Calculated at 20% of base salary.	\$33,000

**Travel:**

Description	Project	Estimating Basis	Total
In-State travel costs for state and local personnel to attend meetings and events associated with the Development Screening / Comprehensive Assessment.	Comprehensive Assessment	Estimated at 15 meetings at \$2500/meeting per for Year.	\$150,000

**Equipment:**

Description	Project	Estimating Basis	Total
Computers: to supply the needs of new employees; based on current equipment costs within CDPHE (one-time expense in Y1; 1 per FTE)	Comprehensive Assessment	Estimated at \$3500 for every FTE. (1 FTE).	\$3,500
Office equipment (desk, chair) for each new employee; based on current equipment costs within CDPHE (one-time expense in Y1; 1 per FTE)	Comprehensive Assessment	Estimated at \$3473 for every FTE. (1 FTE).	\$3,473

**Supplies:**

Description	Project	Estimating Basis	Total
Basic consumable office supplies costing \$500 per FTE, based on current supply costs within CDPHE; Incurred annually	Comprehensive Assessment	Estimated at \$500/year for every FTE. (1 FTE).	\$2,000

**Contractual:**

Description	Project	Estimating Basis	Total
Professional services to subsidize existing TA and communications support	Comprehensive Assessment	Contracted support costs of \$50k/year to	\$200,000

for implementation planning support. This resource supports all projects in producing communication, managing technical assistance, and planning pilot and statewide implementation.		subsidize and support existing communication capabilities.	
Professional services leveraging work done by ABCD, update statewide evaluation of current screening development and assessment systems within Colorado.	Comprehensive Assessment	Contract cost of \$50k for updating the existing inventory of ACBD and other evaluations.	\$200,000
Professional services to produce an RFP for a community-based, comprehensive developmental screening system initiative that targets 25 communities with the highest needs.	Comprehensive Assessment	Contracted cost of \$25,000 for production of an RFP for screening.	\$30,000
Professional services to monitor and evaluate community-based developmental screening processes and disseminate best practices statewide.	Comprehensive Assessment	Contracted engagement with a total fixed investment of \$250/year.	\$500,000
Professional services to design and development of reports for parents, teachers, and policy makers. Design reporting dashboard that would display school readiness levels as well as ECE developmental data in association with program quality and demographic data. This will be hosted within the central data reporting system.	Comprehensive Assessment	Report design and integration with the Early Learning Data System. Contracted costs of \$50k/year.	\$150,000

**Other:**

Description	Project	Estimating Basis	Total
Telephone service, including landline and mobile service, per FTE; based on current state telephone rates; incurred annually	All	Estimate \$450/year for each FTE. (1 FTE)	\$1,800
Commercial Office Space Rent (based on Downtown Denver benchmarking); incurred annually	All	Estimate \$2300/year for each FTE. (1 FTE)	9,200

**Indirect Costs:**

Description	Project	Estimating Basis	Total
Indirect costs for CDPHE	All	Direct costs applied at 19.1%.	\$191,823

**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners:**

Description	Project	Estimating Basis	Total
Provide training and technical assistance for development and implementation of community-driven, developmental screening and referral plans.	Comprehensive Assessments	Assume \$200k/year in funding across 25 local communities starting in Year 2. This includes training and TA in the first of the three years, development of the plan in year 2 and implementation in year 3-4.	\$3,750,000

**Funds from other sources used to support the State Plan.** An estimated \$14,241,746 is derived from federal, state, and private funding sources. As clearly described in Section (A)(4), Colorado has identified additional funding sources which support the State Plan. The federal, state, and private funding resources identified and described in Section (A)(4) will contribute towards State Plan activities related to comprehensive, coordinated developmental screening, including both state and local level implementation supports and activities. Section (A)(4) includes an explanation of each funding source as well as the activities and projects in the State Plan that it supports. A through break-down of the CCDF quality set-asides and the activities outlined in the State Plan that these resources will support is also outlined.

**BUDGET PART II: COLORADO GOVERNOR’S OFFICE OF INFORMATION TECHNOLOGY**

<b>Budget Table II-1: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Governor’s Office of Information Technology</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$-	\$-	\$-	\$-	\$-
2. Fringe Benefits	\$-	\$-	\$-	\$-	\$-
3. Travel	\$-	\$-	\$-	\$-	\$-
4. Equipment	\$-	\$-	\$-	\$-	\$-
5. Supplies	\$-	\$-	\$-	\$-	\$-
6. Contractual	\$ 1,323,000	\$ 3,145,000	\$ 2,414,600	\$ 1,925,000	<b>\$8,807,600</b>
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$-	\$-	\$-	\$-	\$-
9. Total Direct Costs (add lines 1-8)	\$-	\$-	\$-	\$-	\$-
10. Indirect Costs*	\$-	\$-	\$-	\$-	\$-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$-	\$-	\$-	\$-	\$-
12. Funds set aside for participation in grantee technical assistance	\$-	\$-	\$-	\$-	\$-
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>\$ 1,323,000</b>	<b>\$ 3,145,000</b>	<b>\$ 2,414,600</b>	<b>\$ 1,925,000</b>	<b>\$8,807,600</b>
14. Funds from other sources used to support the State Plan					
<b>15. Total Budget (add lines 13-14)</b>					
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> 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.</p> <p><u>Line 10:</u> 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.</p> <p><u>Line 11:</u> 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</p>					

<b>Budget Table II-1: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Governor's Office of Information Technology</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
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.					
<u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested 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 evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					
<u>Line 14:</u> 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 Table II-2: Participating State Agency Budget By Project--***The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Budget Table II-2: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Governor's Office of Information Technology</i>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
TQRIS	\$153,000	\$595,000	\$1,839,600	\$1,350,000	<b>\$3,937,600</b>
Comprehensive Assessment	\$670,000	\$1,050,000	\$475,000	\$475,000	<b>\$2,670,000</b>
Workforce	\$500,000	\$1,500,000	\$100,000	\$100,000	<b>\$2,200,000</b>
<b>Total Budget</b>	<b>\$1,323,000</b>	<b>\$3,145,000</b>	<b>\$2,414,600</b>	<b>\$1,925,000</b>	<b>\$8,807,600</b>

**SUPPORTING NARRATIVE FOR THE GOVERNOR’S OFFICE OF INFORMATION TECHNOLOGY**

**Contractual:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
IT professional services to evaluate and select a technical architect and produce the technical architecture to ensure integration between SLDS and other systems.	TQRIS	Estimate 1 contracted resource @ \$150/hour and 170 hours/month per resource.	\$153,000
IT professional services to implement technical interfaces to link TQRIS into the SLDS. This includes technical design activities associated with the integration or linking of the TQRIS system with the Comprehensive Assessment system, Kindergarten Readiness Assessment system, SLDS, Learning Management System and other data systems.	TQRIS	Estimate \$175k per system interface. There will be 5 technical interfaces with TQRIS: Learning Management System, Comprehensive Assessment, Early Learning Data System, Kindergarten Readiness Assessment.	\$875,000
IT professional services to design technical architecture for the Early Learning Data System that includes TQRIS data. The Early Learning Data System will provide public access to reporting on Programs and related information.	TQRIS	Estimate 1 contracted resource @ \$100/hour and 170 hours/month per resource.	\$51,000
IT professional services to assess a Provider Portal application for the TQRIS which would make it possible for providers to electronically submit applications and supporting documents, and also access some TA on the web, thereby streamlining administration and reducing cost.	TQRIS	Estimate 1 contracted resource @ \$100/hour and 170 hours/month per resource.	\$51,000
IT professional services to assess and design report requirements for the Early Learning Data System. Outline data requirements for reporting and report definitions. Produce specifications for reporting.	TQRIS	Estimate 1 contracted resource @ \$100/hour and 170 hours/month per resource.	\$68,000
IT professional services to build the Early Learning Data System web portal application. Software as a service data modeling including infrastructure, software, and	TQRIS	Estimate \$2.25M for early data system configuration and operational costs in 1st year. Operational costs (estimate \$300k/year) are	\$2,250,000

implementation of the web application.		paid by state funding.	
IT professional services to build the Early Learning Data System: Personnel (contracted) costs for the design of canned and ad hoc reports and information.	TQRIS	Estimate 3 contracted resource @ \$80/hour and 170 hours/month per resource.	\$244,800
IT professional services to enable training on Early Learning Data System. Personnel (contracted) costs for the design of user friendly guides and digital content to help families understand the capabilities and use of the TQRIS, including materials in Spanish.	TQRIS	Estimate 3 contracted resource @ \$80/hour and 170 hours/month per resource.	\$244,800
IT professional services to integrate Results Matter with the SLDS. Ensure integration between the RM assessment and QRIS systems. Ensure integration with all systems to the Early Learning Data System.	Comprehensive Assessment	Interface development costs of \$150k/interface with 3 interfaces expected for development, testing, and implementation.	\$450,000
IT professional services to produce a technical architecture for the implementation of a data developmental screening system.	Comprehensive Assessment	Contracted resource at \$140/hour rate. Duration is for 6 months with a start date of June 2012.	\$142,800
Produce an RFP for the implementation of a developmental data screening system.	Comprehensive Assessment	Contracted resource at \$80/hour rate over 2 months.	\$27,200
Implement the development screening system. This includes design, development, and implementation. This will largely be linking existing screening system data and providing specific communities with the ability to enter screening data.	Comprehensive Assessment	Implementation cost of \$1.25 for 2013 with 20% operational costs for 2014 and 15.	\$1,750,000
Integrate the development screening system with the SLDS and other core systems. Ensure integration between the assessment and SLDS systems. Ensure integration with all systems to the Early Learning Data System.	Comprehensive Assessment	Interface development costs of \$150k/interface.	\$300,000
IT professional services to define and develop a Learning Management System (LMS), building on existing PD systems and integrated with other appropriate state systems that helps the Workforce understand credential requirements, track individual and	Workforce	Estimate \$223M cost inclusive of RFP, project manager, LMS product vendor, requirements definition, design, customization, build, report building, architecture	\$2,200,000

<p>aggregate progress, plan improvement, take online courses, and find additional PD opportunities.</p>		<p>planning and integration with existing systems including TQRIS, Kindergarten Readiness system, data reporting portal and CDHE reporting among others.</p>	
---	--	--	--



**BUDGET PART II: COLORADO DEPARTMENT OF HIGHER EDUCATION**

<b>Budget Table II-1: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Higher Education</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$-	\$-	\$-	\$-	\$-
2. Fringe Benefits	\$-	\$-	\$-	\$-	\$-
3. Travel	\$25,000	\$-	\$-	\$-	<b>\$25,000</b>
4. Equipment	\$-	\$-	\$-	\$-	\$-
5. Supplies	\$-	\$-	\$-	\$-	\$-
6. Contractual	\$-	\$-	\$-	\$-	\$-
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$-	\$-	\$-	\$-	\$-
9. Total Direct Costs (add lines 1-8)	\$25,000	\$-	\$-	\$-	\$25,000
10. Indirect Costs*	\$-	\$-	\$-	\$-	\$-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$ 150,000	\$ 200,000	\$ 200,000	\$-	<b>\$550,000</b>
12. Funds set aside for participation in grantee technical assistance	\$-	\$-	\$-	\$-	\$-
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>\$150,000</b>	<b>\$225,000</b>	<b>\$200,000</b>	<b>0</b>	<b>\$575,000</b>
14. Funds from other sources used to support the State Plan	\$404,852	\$400,522	\$388,522	\$388,522	<b>\$1,582,416</b>
<b>15. Total Budget (add lines 13-14)</b>	<b>\$554,852</b>	<b>\$625,522</b>	<b>\$588,522</b>	<b>\$388,522</b>	<b>\$2,157,416</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> 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.</p> <p><u>Line 10:</u> 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.</p> <p><u>Line 11:</u> 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</p>					

<b>Budget Table II-1: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Higher Education</i>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
<u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested 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 evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					
<u>Line 14:</u> 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 Table II-2: Participating State Agency Budget By Project--***The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Budget Table II-2: Participating State Agency</b> (Evidence for selection criterion (A)(4)(b)) <i>Colorado Department of Higher Education</i>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Workforce	\$150,000	\$225,000	\$200,000	0	\$575,000
<b>Total Budget</b>	<b>\$150,000</b>	<b>\$225,000</b>	<b>\$200,000</b>	<b>0</b>	<b>\$575,000</b>

**SUPPORTING NARRATIVE FOR THE COLORADO DEPARTMENT OF HIGHER EDUCATION**

**Travel:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
In-State travel costs to update all inter-institutional agreements among 2 and 4 year higher education institutions to align with the Framework.	Workforce	Estimated travel costs at \$25k annually for year 2.	\$25,000

**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners:**

<b>Description</b>	<b>Project</b>	<b>Estimating Basis</b>	<b>Total</b>
Support formal and informal PD programs in planning and transitioning coursework to the Framework, with priority given to coursework targeted for serving Children With High Needs.	Workforce	Estimates \$150k for Year 1; \$200k for Years 2 and 3.	\$550,000

**Funds from other sources used to support the State Plan.** An estimated \$2,157,416 is derived from federal, state, and private funding sources. As clearly described in Section (A)(4), Colorado has identified additional funding sources which support the State Plan. The federal, state, and private funding resources identified and described in Section (A)(4) will contribute towards State Plan activities related to Workforce development, including both state and local level implementation supports and activities. Section (A)(4) includes an explanation of each funding source as well as the activities and projects in the State Plan that it supports. A through break-down of the CCDF quality set-asides and the activities outlined in the State Plan that these resources will support is also outlined.

## BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="radio"/></p> <p>NO <input type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p><u>From: 7/1/2011</u>                      <u>To: 6/30/2012</u></p> <p>Approving Federal agency: <input type="checkbox"/> ED <input checked="" type="checkbox"/> HHS <input type="checkbox"/> Other</p> <p><i>(Please specify agency):</i> _____</p>
---

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.