

Early Learning Challenge

2016 ANNUAL PERFORMANCE REPORT



JUNE 2017





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

Colorado

2016

Due: February 28, 2017

U.S. Department of Education
Washington, DC 20202
OMB Number: 1810-0713
Expiration Date: October 31, 2019

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0713. The time required to complete this information collection is estimated to average 120 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0713. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Race to the Top-Early Learning Challenge, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-6200.



Annual Performance Report Section List

General Information

Executive Summary

A(3) Successful State System

B(1) Developing and Adopting a Common, Statewide TQRIS

B(2) Promoting Participation in the TQRIS

B(3) Rating and Monitoring Early Learning and Development Programs

B(4) Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs

B(5) Validating the Effectiveness of the State TQRIS

C(1) Early Learning and Development Standards

C(2) Comprehensive Assessment Systems

C(3) Health Promotion

C(4) Engaging and Supporting Families

D(1) Workforce Knowledge and Competency Framework and Progression of Credentials

D(2) Supporting Early Childhood Educators in Improving their Knowledge, Skills, and Abilities.

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

E(2) Early Learning Data Systems

A(1) Background Data Tables



Performance Report: Cover Sheet

General Information

1. PR/Award#: S412A130004-13A

2. Grantee Name Executive Office of the State of Colorado

3. Grantee Address 136 State Capitol Building
City: Denver
State: Colorado Zip: 80203

4. Project Director Name: Mary Anne Snyder
Title: Director of the Office of Early Childhood

Phone #: (303) 866-3475 Ext.: _____ Fax #: _____

Email: maryanne.snyder@state.co.us

Reporting Period Information

5. Reporting Period: From: 01/01/2016 To: 12/31/2016

Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? Yes No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): From: 02/08/2017 To: _____

Approving Federal agency: ED HHS Other Specify other: _____

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

Executive Summary

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

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

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

Accomplishments

- As of December 2016, of the 4,294 licensed eligible programs, 1,035 programs (24%) have earned a Level 2, 218 programs (5%) have earned a Level 3, 419 programs (10%) have earned a Level 4 and 26 programs (1%) have earned a Level 5.
- The overall engagement of programs earning quality rating Levels 2 through 5 is 40%.
- In partnership with the Colorado Department of Education, a pilot program was launched to recognize school district programs through an alternative pathway process. Two school districts were awarded Level 4 quality designations.
- Just over forty-five percent (45.5%) of children with the highest needs are attending high-quality programs.
- The Colorado Shines Professional Development Information System has been tremendously well-received by early childhood professionals. By the end of 2016, 28,329 professionals were registered in the system and had completed 120,347 online courses.
- Colorado added 76 new courses to the Professional Development Information System course catalog, including both online and face to face options. This system allows professionals to access and complete required training, Colorado Shines Level 2 courses, and courses to inform best practices in adult learning and training design. In addition, a number of the licensed child care provider preservice and required training are also now available offered through this system. Course development has occurred both at the state level and in collaboration with partners, such as Early Childhood Councils, Denver Museum of Nature and Science, Qualistar Colorado, Denver Art Museum, and Children's Hospital Colorado. Examples of the most popular course contributions include: Preventing Abusive Head Trauma and Shaken Baby Syndrome (13,302 course completions); Social and Emotional Health and Development (4,278 course completions) and Welcoming Children with Special Needs (4,375 course completions). To date, professionals have registered and completed 134,116 courses.
- Colorado Department of Education partners supported Early Childhood Teacher Preparation programs in submitting a rules change based on Colorado's Competencies for Early Childhood Educators and Administrators for Educator Licensing. The State Board of Education reviewed and approved those new rules in February of 2016.
- *Transforming Colorado's Early Childhood Workforce* was launched. The project is an innovative public-private partnership initiative, which includes Early Milestones Colorado, the Office of Early Learning and School Readiness at the Colorado Department of Education (CDE), and the Office of Early Childhood at the Colorado Department of Human Services (CDHS). The work includes researching the workforce and developing the State's next generation Early Childhood Workforce and Professional Development Plan. Under the guidance of the Early Childhood Professional Development Advisory and Early Childhood Learning Commission, the plan will focus on better ways to attract and keep talented professionals in the field and to ensure they are appropriately compensated.
- Over 6,000 Early Childhood Professionals completed the Colorado Early Childhood Workforce Survey that is part of the Transforming Colorado's Early Childhood Workforce project. Their responses will help Colorado state leaders and policymakers understand the challenges early childhood professionals face and update Colorado's Early Learning Professional Development Plan.
- The School Readiness Team provided technical assistance, training, and professional development opportunities across the state through 230 site visits. These site visits have supported the majority of districts in becoming active in utilizing a school readiness assessment and have provided technical

assistance beyond the basic training provided with the assessment system.

- A team from the P-3 Leadership Cadre presented at the National Association of Elementary School Principals annual conference.
- The School Readiness Team developed the Kindergarten School Readiness Guide to Implementation and Best Practices (https://www.cde.state.co.us/schoolreadiness/kindergartenhandbook2016_17) to support and promote the implementation of high-quality kindergarten programming and practices, and to provide guidance for the implementation of school readiness assessment in kindergarten.
- The Ready School Grant offered opportunities for improve best practices in local early learning and school readiness work. This grant funded 17 schools and school districts across the state to enhance and improve kindergarten programming.
- Based on the Every Student Succeeds Act (ESSA), resources detailing the early learning requirements and opportunities were developed. The Colorado Department of Education actively participated in national projects to coordinate efforts designed to include support for early learning in state plans across the country. The Colorado Department of Education was invited to share its success as part of a national webinar hosted by the U.S. Department of Education and the Center for the Enhancement of Early Learning Outcomes.
- The Results Matter Expansion Project, a national model of high-quality early childhood assessment, planned to serve 3,500 children through the end of the grant cycle. The project has exceeded this target by serving an additional 1,016 children for a total of 4,516 children served.
- Following a year of developing relationships and fostering trust, the UTE Mountain Ute Child Development Center made the decision to participate in the Results Matter Expansion Project.
- Over fifty sites completed a program Self-Assessment to gauge the frequency and type of support needed to sustain the adoption and use of Teaching Strategies *GOLD*®.

Lessons Learned

- While addressing the backlog in submissions toward the Early Childhood Professional Credential, the Early Childhood Professional Development Team conducted a time study to develop a better understanding of the specific staffing capacity required to attain adequate credential reviews. By tracking the daily submission rate and the average time required to review a submission, the Early Childhood Professional Development Team has determined that five full time equivalents are required to maintain a three week turnaround time-frame for credential reviews.
- Successful implementation of an authentic, observation-based school readiness assessment may involve a shift in assessment practices for many kindergarten teachers and may be dependent in part on the support of school administrators.
- Training and technical assistance for teachers and administrators must include not only how to conduct the school readiness assessments and utilize the system functionality, but also the value of an assessment system that provides useful, reliable, real time information about students' growth and development in both academic and developmental domains that can be used to inform lesson planning and guide instruction.
- Support from school and district level administrators is essential in order to successfully build aligned systems, which address the needs of children in the early elementary grades. If the Principal is on board, work moves forward and partnerships with families and community programs are strengthened.

Challenges and Strategies to Address Challenges

- **Engagement of Family Child Care Home Providers** - In 2016, engagement of family child care home providers reached a level of 25%, an increase of 20% from 2014. This level of engagement continues to lag behind the engagement level of center based programs at 56%. This is an area that continues to be a focus for the Office of Early Childhood. Strategies include: 1) leveraging remaining Race To The Top Early Learning Challenge Grant funding to incentivize family child care programs to get engaged; 2) using licensing specialists as technical assistants to support and encourage program engagement; and 3) providing materials in Spanish. Other challenges are limited access to technology and the lack of knowledge using technology. Early Childhood Councils have been supporting this effort through off hour computer labs, as well as in-home technical support.

- **Engagement of School-based Preschool Programs** - School-based preschool programs have been slower to engage with Colorado Shines when compared with other license types. To address this challenge, Colorado began a pilot program in Spring of 2016 to allow school districts to apply for an alternative pathway for licensed school-based preschool programs. The Pilot Alternative Pathway application mirrored that of what is required for accrediting agencies with adjustments to the workforce section increasing the stringency around workforce qualifications as well as a stringency around governance assuring quality standards are maintained. The Colorado Departments of Human Services and Education worked with two large school districts (Denver and Boulder) to formulate this pilot, which was vetted through the Quality Rating and Improvement System School District Steering Committee and the Colorado Shines Steering Committee. This strategy was expected to increase the number of children attending high-quality programs who utilize the Colorado Preschool Program. As of December, 2016 the Alternative Pathway scoring committee approved the award of both of these school district programs at a quality Level 4. The pilot will be formulated into an alternate strategy for other School Districts who meet the workforce and governance requirements and be rolled out widely across the state in the spring of 2017. Next steps include developing a communication strategy to inform district programs of the various options of engagement (traditional engagement, accreditation, district alternative pathway).
- **Colorado Shines Level 5 Programs** - In 2016, 24 programs earned the highest level of quality, a Level 5 designation, in Colorado Shines, bringing the total to 26 sites. This is fewer than was expected at the time of grant application. To address this challenge, the Colorado Department of Human Services in partnership with Early Childhood Councils, will allow programs that have attained a Level 3 or 4, that wish to try for a Level 5 to do so without jeopardizing their earned rating level, thus always honoring the highest level of rating earned through its expiration date.
- **Credential Submissions Backlog** - At the beginning of 2016, Colorado experienced a significant backlog of submissions toward the Early Childhood Professional Credential 2.0 with almost 2,000 submissions in queue to be reviewed and a turnaround time-frame of nearly 3 months. Over the course the year, while the rate of submissions remained consistent with an average of 71 submissions per day, the Early Childhood Professional Development (ECPD) Team expanded in order to reduce the submission queue to fewer than 500 and established a 3-week turnaround time-frame. At the end of 2016, 8,636 Early Childhood Credentials have been awarded.
- **Data Privacy and Security** - A Memorandum of Understanding between the Colorado State Board of Education and the most widely used school readiness assessment publisher, Teaching Strategies, was put into effect for the 2016-17 school year to create greater levels of data privacy and security. A reduced item set of objectives for the kindergarten entry assessment was also approved. The School Readiness Team worked to inform schools and school districts of these changes through the school readiness webpage, email blasts, Colorado Department of Education monthly updates and in person technical assistance. Virtual Town Hall meetings were co-hosted by Teaching Strategies and the School Readiness Team to demonstrate the new features enabled by the Memorandum of Understanding.
- **Professional Learning and Kindergarten Pedagogy** - Some kindergarten teachers and elementary school administrators have limited knowledge of the unique learning and development needs of children in kindergarten. In an effort to address this challenge, the School Readiness Team has developed resources to support developmentally appropriate practices, child development and responsive learning environments that are focused on the whole child. In areas of higher staff turnover, the School Readiness Team has offered ongoing technical assistance and training when requested. The Kindergarten School Readiness Guide to Implementation and Best Practices has been developed and offered as a resource during site visits. This guide has been highlighted throughout the year during webinars (N=9) and two full day professional development offerings. The guide is available at the following location: http://www.cde.state.co.us/schoolreadiness/kindergartenhandbook2016_17 . Another valuable resource in supporting teachers and elementary school administrators with limited knowledge of the learning and development needs of children in kindergarten has been the book *Developmentally Appropriate Practice: Focus on Kindergarten*. Four hundred copies of this book were distributed kindergarten teachers and elementary administrators as part of the school readiness professional development offerings to schools, districts and regions of the state.

This page is intentionally blank due to formatting issues

Successful State Systems

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

Governance Structure

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

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

Projects

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

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

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

Project 3: Next Generation Tiered Quality Rating Improvement System - Colorado Department of Human Services, monitored by the Child Care Quality Rating and Improvement Project Manager and Grant Business Analyst

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

Project 5: Results Matter Expansion - Colorado Department of Education, monitored by the Results Matter Child Care Implementation Coordinator

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

Lead Agency

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

Stakeholder Involvement

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

Progress in involving community stakeholders has been robust. The following is a list of State-sponsored

stakeholder engagement activities that were carried out under the grant throughout 2016:

Throughout 2016:

- Bi-weekly meetings were held with the implementation steering committee to support implementation challenges, and the Colorado Shines Policy and Procedure development. This committee advises the Office of Early Childhood on implementation strategies for Colorado Shines as well as supports the development of policies and procedures.
- Bi-monthly meetings, called State Technical Assistance Day, were held with all 31 of the Early Childhood Councils to review progress, provide support and technical assistance, discuss Colorado's targeted goals, known as C-stat goals, outcomes, and engagement strategies.
- On a bi-monthly basis, the Early Childhood Professional Development Team reviews their ongoing tasks and accomplishments with the Early Childhood Professional Development Advisory Committee and receives guidance and input from these stakeholders to inform next steps in meeting the goals of Colorado's Early Learning Professional Development System Plan and those of the RTT-ELC grant.
- Monthly webinars called "Ask a Rater" were held by raters to allow programs to ask questions about their expectations prior to their on-site Colorado Shines Rating evaluation.
- Monthly technical assistance calls were held with each Early Childhood Council to discuss Colorado Shines goal setting, engagement strategies, provider updates, etc.
- The Results Matter Child Care Implementation Coordinator provided monthly support to Denver Great Kids Head Start as a Community Representative.
- Site visits with P-3 Leadership Cadre school teams began in January and continued through May. Staff met with the Principal led teams, provided resource materials and helped these teams to begin identifying their priorities.

January 2016:

- Colorado Shines staff held a coaches training with Alliance for Kids Early Childhood Council, located in Colorado Springs. The purpose of the training was to support coaching and engagement strategies for the 10 coaches supporting the Alliance for Kids Early Childhood Council.
- Colorado Shines staff participated in the Denver Preschool Program (a preschool finance assistance program) Parent Engagement Event attended by over 400 Denver families.
- Colorado Shines staff participated in the Early Childhood Leadership El Paso training highlighting engagement in Colorado Shines. The 25 attendees included providers and stakeholders interested in learning about Colorado Shines.
- The Early Childhood Professional Development Team reviewed the Professional Development Information System progress with the Early Childhood Leadership Commission's Data Committee.
- Colorado Department of Education project teams reviewed progress with the Early Childhood Councils at January's State Technical Assistance Day. Reviews included updates on Colorado's Early Childhood Credential and the Professional Development Information System.
- The Early Childhood Professional Development Team started work with two Early Childhood Councils to pilot the Training Approval Process.
- The School Readiness Team worked with schools and school districts through email, over the phone and in person to ease frustration regarding functionality issues for teachers and administrators with the most widely used school readiness assessment, Teaching Strategies GOLD®. Nine site visits were made in January to address training needs, support school goals related to school readiness assessment, and to provide technical assistance to teachers and administrators.

February 2016:

- Two providers, Teaching Tree and Early Excellence, were recognized as the first Level 5 Colorado Shines rated programs at programs recognition events.
- Colorado Shines staff participated in the Rocky Mountain Early Childhood Conference, and provided a Level 2 Training Track, Colorado Shines overview, and information booth.
- The Results Matter Expansion Project and Colorado Preschool Program staff gave a presentation at the Rocky Mountain Early Childhood Conference on Six Keys to Parent Involvement.
- School Readiness team members gave a number of presentations across the state to key school readiness stakeholders at the Colorado Association of School Executives Conference, the Rocky Mountain Early

Childhood Conference, and the Gifted and Talented State Director's meeting.

- The School Readiness Team continued to work with schools and school districts through email, over the phone and in person regarding functionality issues. 15 site visits were made to address training needs, support school goals related to school readiness assessment, and provide technical assistance to teachers and administrators.
- P-3 Leadership Cadre members and staff presented at the Colorado Association of School Executives Winter Leadership Conference. This presentation was attended by school district superintendents, principals and other administrators.
- A full-day meeting of teams from schools participating in the P-3 Leadership Cadre was convened as part of the Rocky Mountain Early Childhood Conference. Cadre teams were able to attend conference workshops on the second day. For many of the teachers and other school district staff this was the first time they attended this annual conference.

March 2016:

- The Colorado Department of Human Services and the Colorado Department of Education staff presented information to the Colorado Association for Charter Schools on the Colorado Shines Quality Rating and Improvement and Professional Development systems. A group of 20 administrators from across the state attended and were offered opportunities for questions on engagement into Colorado Shines.
- Colorado Shines staff attended the statewide Coaches quarterly meeting hosted by partner Qualistar Colorado, in which 50 attendees were provided information on administration of the Environment Rating scales and how to support providers to engage in Colorado Shines.
- Colorado Shines staff participated in the Buell Early Childhood Leadership program, a graduate program for Early Childhood Leaders, presenting information on the implementation of Colorado Shines. During this session 30 participants were given an overview of implementation, lessons learned, and an opportunity to inquire about developing their own capstone projects.
- Colorado Department of Human Services and the Colorado Department of Education recognized Child Care Program, Bal Swan Children's Center in Broomfield, Colorado as one of the first Level 5 programs in the state.
- Colorado Shines staff presented information to the Colorado Head Start Association on engagement requirements, provided a Colorado Shines year in review, and provided time for the 80 attendees to ask questions and provide feedback on Colorado Shines processes.
- Colorado Shines staff participated in the Adams County Early Childhood Council provider recognition event in which 75 providers representing Adam County were recognized for their engagement in Colorado Shines.
- Colorado Shines staff participated in the Hablemos Hoy Interview on their Morning show for Latinos in Colorado. This interview focused on providing families with information about Colorado Shines and the value of quality child care.
- Colorado Department of Education teams reviewed progress with the Early Childhood Councils at the March State Technical Assistance Day.
- The School Readiness Team began spring outreach activities to support schools and school districts implementation planning of the school readiness assessment and cover assessment options for kindergarten entry assessment for the SFY 2016-17. Twenty-nine site visits were made in addition to support provided through email and phone calls.
- School Readiness Team members attended statewide regional Colorado Preschool Program meetings supporting connections and collaboration for stakeholders and P-3 alignment efforts.
- The Early Childhood Professional Development and Results Matter Expansion Teams supported Colorado Preschool Program Regional Meetings.
- In March, Colorado Department of Education's P-3 Alignment Director was asked to join Denver Public School's Birth to Eight steering committee. Meetings continued throughout the spring. The steering committee was co-chaired by the Mayor's office, and the school district. The Birth to Eight Roadmap <http://earlyliteracy.dpsk12.org/wp-content/uploads/2016/10/Birth-to-Eight-Roadmap.pdf>, was the result of this committee.
- School Readiness/P-3 Team members were asked to be a part of Colorado Department of Education's State Professional Development Grant advisory committee.
- School Readiness/P-3 staff met with the Early Childhood Councils Leadership Alliance (ECCLA) to get their feedback on the work to include support for early learning in Colorado's Every Student Succeeds Act

(ESSA) plan.

April 2016:

- The Colorado Department of Human Services hosted Region 8 Federal staff along with Dr. Ellen Wheatly from the Office of Child Care, to tour three programs in varying levels of quality, receiving quality funding through the Race to the Top Early Learning Challenge Grant.
- Colorado Shines staff provided a webinar of which 25 coaches attended to gain information on how to administer face to face level 2 course training.
- Colorado Shines staff participated in Arapahoe Community College's Early Childhood Professionals event by staffing a booth and providing information on Colorado Shines ratings and the Professional Development Information System.
- Colorado Shines staff twice participated in the Hoy Spanish Radio, which is a Denver Public Schools initiative. This reaches families that live in Denver with children attending schools in the Denver Metro area. The purpose of the interview was to promote the Colorado Shines website search tool and the Colorado Resource and Referral network supporting families to find high-quality child care.
- The Colorado Department of Human Services and the Denver Early Childhood Council hosted a Let's Talk BUILD Presentation highlighting the Colorado Shines implementation, partnering with stakeholders, and data system integrations.
- Colorado Shines staff participated in an interview session with Univision Spanish Television to explain the Colorado Shines rating system and how it can support children who participate in high-quality preschool.
- The Colorado Department of Human Services Colorado Shines and Licensing staff participated in the Douglas County Family Child Care Homes Association where more than 40 Family Child Care providers were provided information on how to engage in Colorado Shines as well as having time for questions on the newest required licensing trainings.
- The Early Childhood Professional Development Team partnered with University of Colorado, Denver to pilot an Early EdU course and get feedback from students. The course, Child Development Birth to 5: Using Knowledge to Inform Teaching, was delivered by an instructor from the University and had 11 completions. The course consisted of a full semester of college level work including assignments, discussions and video observations of practice. Subsequent discussions with the University, as well as a state Community College which offered another course, resulted in the decision not to offer the courses in Colorado for college credit at this time.
- The School Readiness Team's spring outreach activities reached their peak with 38 site visits to support school and school district implementation planning of school readiness assessment and assessment options for kindergarten entry assessment for the SFY 2016-17.
- The School Readiness Team worked to inform stakeholders of changes impacting school districts as a result of the approved Memorandum of Understanding between the State Board of Education and Teaching Strategies through virtual Town Hall meetings co-hosted by Teaching Strategies and the School Readiness Team.
- Intentional work connecting early learning and the Every Student Succeeds Act began to move forward. From April through December, the School Readiness/P-3 staff met with a variety of stakeholders at the state and local level. Documents were drafted identifying opportunities within the Every Student Succeeds Act to support early learning and school readiness strategies. These documents were shared and feedback was requested.
- The Results Matter Expansion Project Team collaborated with Early Learning Ventures (ELV) to support programs served by Early Learning Ventures in the Early Head Start Comprehensive Services.

May 2016:

- Colorado Shines staff participated in the Alliance for Kids provider recognition event, hosted in Colorado Springs, in which 150 attendees were recognized for their participation in Colorado Shines.
- Colorado Shines staff provided an interview with Univision Spanish Television to discuss the benefits of high-quality care. This occurred during the 5 p.m. news segment geared toward parents.
- Colorado Shines staff participated in the El Paso Family Child Care Association meeting, to share the varying ways Family Child Care providers can engage in Colorado Shines.
- The Colorado Department of Human Services hosted a half-day training for Licensing Specialists on

Colorado Shines messaging and Level 2 engagement strategies.

- Colorado Department of Human Services staff representing Colorado Shines, Licensing, and the Colorado Subsidy program, attended a provider event to support Bent, Otero, and Crowley counties. This event was hosted by local Department of Human Services and Early Childhood Council staffs. This event focused on engaging providers in a question/answer session on engaging in quality and how this impacts tiered reimbursement within their counties.
- The Early Childhood Professional Development Team gathered stakeholder input on the Demonstrated Competencies scoring component of the Early Childhood Professional Credential through a course available in the Professional Development Information System to all registered users; shared preliminary results of this survey with the Early Childhood Council Leadership Alliance (ECCLA) and gathered additional input from Early Childhood Council Leadership Alliance representatives.
- The Early Childhood Professional Development Team launched a project with Qualistar to plan for revision of the Medication Administration course to be offered to both Child Care Consultants and School Nurses.
- The School Readiness Team continued to support school districts implementation planning of school readiness assessment and assessment options for kindergarten entry assessment for the SFY 2016-17. 32 site visits were made in addition to support provided through email and phone calls.
- Outreach to stakeholders included information about the Kindergarten School Readiness Summer Mini-Conference as well as an open registration for a variety of sessions for both teachers and administrators.
- The Principles for Principals webinar update for principals across the state on school readiness and P-3 systems work with a focus on children with special needs was held.
- In May, school readiness/P-3 staff became part of a Colorado Department of Education team tasked with providing guidance for teams of practitioners that will be reviewing Colorado's Academic Standards in 2017. This provided a chance to infuse foundational early learning skills and competencies as a key component throughout the state standards.
- The Results Matter Expansion Project regional meeting was held in Larimer County connecting with the local council.

June 2016:

- The Colorado Department of Human Services, Colorado Department of Education and Colorado Early Childhood stakeholders hosted the Assistant Secretary of Education, Libby Doggett for a Round Table Discussion on Colorado's implementation of the Race to the Top Early Learning Challenge Grant projects.
- Colorado Shines staff attended the Denver Early Childhood Council provider appreciation event, in which 50 attendees were recognized for their participation in Colorado Shines.
- Colorado Shines staff hosted a Coach training and technical assistance meeting
- The Colorado Department of Education participated in a discussion with the Rose Community Foundation for Child and Family Development and the Colorado Children's Campaign to provide information on implementation successes of Colorado Shines, and discussed how their foundation could provide support to the Early Childhood community.
- The Early Childhood Professional Development team staged the first meeting of the Credential Appeals and Evaluation Committee; the committee shared input on changes to credential scoring in Formal Education.
- The *Transforming Colorado's Early Childhood Workforce* project, an innovative public-private partnership initiative, was launched. The project includes Early Milestones Colorado, The Office of Early Learning and School Readiness at the Colorado Department of Education (CDE), and the Office of Early Childhood at the Colorado Department of Human Services (CDHS). The work includes researching the workforce and developing the State's next generation Early Childhood Workforce and Professional Development Plan.
- Two large Kindergarten School Readiness Summer Mini-Conferences were held. Each one-day conference offered training sessions that attendees were able to select based on their specific interests and needs within a teacher track or administrator track. In total, 172 administrators and teachers attended.
- The School Readiness Team developed a draft version of the Kindergarten School Readiness Guide to Implementation and Best Practices (https://www.cde.state.co.us/schoolreadiness/kindergartenhandbook2016_17) for stakeholders to provide feedback on. The guide was developed

by the School Readiness Team to support implementation of the school readiness assessment and to provide guidance for the implementation of high-quality kindergarten programming and practices. Feedback was solicited from various stakeholders.

- The Results Matter Expansion Project coordinated a statewide Professional Development Day for all Results Matter Expansion Project and Colorado Preschool Program participants.
- The Results Matter Expansion Project and Early Childhood Professional Development teams provided support and assisted with Professional Development Information System registration at the resource table at the School Readiness' 2016 Summer Mini-Conference.

July 2016:

- Colorado Shines staff presented information at the Montessori Directors Meeting which included 12 administrators, who wanted information on how the Montessori philosophy meets the Colorado Shines standards.
- The Colorado Department of Human Services Quality and Licensing staff members provided information on Colorado Shines and new licensing training requirements to 20 members working with the Colorado Department of Public Health and Environment. This included helping them define links of their work to the Colorado Shines point structure guide and how they can support messaging of engagement to Family Child Care Homes who participate in the Child and Adult Care Food Program.
- The Credential Appeals and Evaluation Committee met to provide input on additional Qualifying Credentials, Licenses and Endorsements to be recognized by the Early Childhood Professional Credential scoring.
- The School Readiness Team provided training and professional development sessions on best practices and implementation of school readiness assessment and kindergarten entry assessment with six site visits. Team members collaborated with school districts to plan individualized and customized trainings for the fall.
- P-3 Leadership Cadre members presented at the National Association of Elementary School Principals annual conference.
- School Readiness/P-3 staff worked with the Temple Hoyne Buell Foundation and School Readiness Consulting to facilitate a P-3 track at the Colorado Association of School Executives summer leadership conference. Six sessions on a variety of early childhood topics were offered, and well attended.
- The Results Matter Child Care Specialist held a meeting with the Montelores Early Childhood Council to discuss the support needed for children moving from the Ute Mountain Ute Child Development Center to the Cortez School District.

August 2016:

- U.S. Department of Education Secretary Dr. John B. King Jr. visited Colorado to recognize the work being done with the Race to the Top Early Learning Challenge Grant, and participated in a round table with 30 early childhood stakeholders from around the State of Colorado.
- The organizational hierarchy was revised within the Professional Development Information System to support enhanced reporting for Early Childhood Councils.
- The School Readiness teams Back to School outreach included 33 site visits. The visits included training and technical assistance to support implementation of school readiness assessment for the SFY 2016-17. New training was needed in many schools and school districts due to the lack of functionality and lack of use of GOLD® the previous school year. The need for training and support also came from the changes impacting school districts as a result of the approved Memorandum of Understanding between the State Board of Education and Teaching Strategies.
- Revisions to the Kindergarten School Readiness Guide to Implementation and Best Practices were made based on stakeholder feedback. The final draft of the guide was published on the School Readiness webpage as a resource for guidance for implementation of high-quality kindergarten practices and programming.
- A Request for Proposals was released for the Ready Schools Grant Program. An informational webinar was offered regarding the Ready Schools Grant Program and a Frequently Asked Questions page was created for interested applicants. The grant was a competitive process with awards based on the quality of proposals and plan to improve kindergarten programming through developmentally appropriate practice and high-quality formative assessments. 36 letters of intent were received and 21 applications were received.

- Results Matter Expansion Project team collaborated with Qualistar Colorado to support participation of the RME cohort sites at the Developing Language with Infants and Toddler Symposium

September 2016:

- Colorado Shines staff hosted a webinar with the newly formed Coaches Advisory Committee consisting of 12 coaching leaders across the state. This group will advise the Office on coaching support needs.
- Colorado Shines staff attended the Rocky Mountain PBS Fun Fest parent engagement event with over 2,000 people. The event offers a fun day for families with activities for kids at each booth, and the opportunity to meet PBS stars like Clifford and Curious George. The Colorado Shines team engaged with families, answered questions, and handed out parent materials.
- The Colorado Department of Human Services participated in a provider and stakeholder event hosted by the Colorado Department of Public Health and Environment Early Childhood Obesity Prevention Stakeholders group. The 35 attendees were provided an overview of Colorado Shines implementation successes and the focus for the remaining time period of the grant.
- Colorado Shines staff attended the Entravision Festival with over 10,000 people at Civic Center Park in Denver. Team members engaged with families and passed our Colorado Shines parent materials at the Colorado Shines booth.
- The first two Level 5 Family Child Care Homes were recognized at an event in Glenwood Springs. The Office of Early Childhood partnered with the Rocky Mountain Early Childhood Council to host 50 people including the providers' child care families, coaches and other stakeholders.
- Colorado Shines staff attended the Cheyenne, Kiowa, Lincoln Early Childhood Council provider recognition event attended by 20 professionals who received recognition for their engagement in Colorado Shines.
- Gathered input on the Early Childhood Professional Credential from just over 1,100 survey respondents.
- A part-time Kindergarten and School Readiness Specialist was hired to support kindergarten teachers with school readiness implementation and kindergarten best practices. As a current kindergarten teacher in a school district with a four-day school week, he works with the School Readiness Team one day a week supporting teachers across the state with current, firsthand experience using developmentally appropriate practices and Teaching Strategies GOLD® in his teaching.
- The School Readiness Team continued Back to School outreach with 22 site visits. The visits included training and technical assistance to support schools and school districts implementation of school readiness assessment in the SFY 2016-17.
- The School Readiness Team hosted two after school, virtual online office hours to support teachers with the Kindergarten Entry Assessment in GOLD® and answer questions about school readiness.
- A series of regional meetings with preschool special education teachers, administrators, and specialists began in September and continued through October. School readiness/P-3 staff provided updates on P-3 systems work and on efforts to include early learning strategies in Colorado's Every Student Succeeds Act state plan.
- Results Matter Expansion participants connected with Qualistar to attend the Science is For Babies Symposium.
- Office of Early Learning and School Readiness staff supported the Office of Early Literacy at their annual fall READ conference with a resource table to share early learning materials.

October 2016:

- Colorado Shines staff attended the Colorado Association for the Education of Young Children conference, where they connected with providers, passed out provider materials and answered questions about Colorado Shines.
- Colorado Shines staff attended and presented awards to attendees of the Arapahoe Early Childhood Council Provider Recognition Event, in which 100 attendees were recognized for their engagement in Colorado Shines.
- Colorado Shines staff presented information on program engagement, data, and lessons learned regarding implementation of Colorado Shines to Department of Human Services Quality Assurance/ Quality Improvement Unit. Their interest was to learn more about the Colorado Shines program and how they could benefit from lessons learned with our implementation process.
- Colorado Shines staff hosted a question and answer webinar with Coaches, Quality Improvement Navigators, and Rating Assessors, to gain alignment with messaging as well as understanding of each role.

- Colorado Shines had a booth at the 9 Health Fair where staff connected with families and handed out parent materials.
- The Colorado Department of Human Services Child Care Quality Initiatives unit staff participated in the Triad Early Childhood Council Provider Recognition Event for the 35 providers who have engaged in Colorado Shines along with recognizing their first Level 5 program.
- Colorado Shines teamed up with the Office of Children, Youth and Families to pass out candy and parent materials to over 16,000 attendees over the course of two weeks at the Denver Zoo Boo at the Zoo event.
- The Colorado Department of Human Services hosted the annual Colorado Child Care Assistance Program Conference, in partnership with Child Care Licensing. During this conference, attendees were offered sessions about Colorado Shines implementation, engagement strategies, and how rating levels connect to tiered reimbursement.
- The Data for Accountability and Continuous Quality Improvement Committee convened to address workforce data, including the Professional Development and Information System data.
- The School Readiness Team's support included 21 site visits in September. The in-person visits continued to support school districts implementation of school readiness assessment in the SFY 2016-17. As some school districts chose to continue to utilize school readiness assessments beyond the minimum requirement for the first checkpoint, the team continued to offer support for next steps and ongoing training.
- The School Readiness Team hosted three after school, virtual online office hours to support teachers with finalizing the Kindergarten Entry Assessment in Teaching Strategies GOLD®, running reports, developing Individual School Readiness Plans, and answering questions about school readiness. Thirty-two participants joined virtually.
- The School Readiness Team began receiving requests from school districts for extensions to complete the Kindergarten Entry Assessment as their first checkpoint. Eight districts requested extensions beyond the 60 calendar day window as required by H.B. 15-1323. The requests were a result of delays in setting up kindergarten student portfolios.
- The Ready Schools Grant Program applicants were notified of award status. Of the twenty applications received, four were not approved, fourteen were approved with changes and two were fully approved. All fourteen applications requiring changes submitted the necessary changes and were approved.
- A joint informational webinar was hosted by the School Readiness Team and Teaching Strategies for the 10 school districts participating in the data reporting pilot.
- Colorado was one of three states partnering with the Center on Enhancing Early Learning Outcomes, the National Association of Early Childhood Specialists in State Departments of Education, and the U.S. Department of Education, to provide a webinar focused on what states can do to include early learning and school readiness in their Every Student Succeeds Act state plans.
- Colorado Department of Education staff collaborated with Family, School and Community Partnership to celebrate the Proclamation of *Parent Engagement Month*.
- In conjunction with Migrant Education, the Colorado Department of Education staff conducted a webinar on Culture, to support the changing demographics that providers face.

November 2016:

- Colorado Department of Human Services staff from the Quality, Licensing and Subsidy units attended a meeting with local providers and county Department of Human Services staff from Cheyenne County to discuss engagement in Colorado Shines and the Colorado Child Care Assistance Program.
- The Colorado Department of Human Services Quality and Licensing staff presented information to the 70 attendees of the Healthy Child Care Colorado - Child Care Health Consultants Conference. This included information on Colorado Shines engagement, coordination of engagement strategies, and the new licensing training requirements.
- Colorado Shines had a booth at the 9 Health Fair where staff connected with families and handed out parent materials.
- In partnership with the Early Childhood Leadership Alliance and the Quality unit at Colorado Department of Human Services, 60 attendees were provided with training on using the quality improvement data system, ecConnect. This system tracks quality improvement and coaching activities for programs participating in Race to the Top Early Learning Challenge Grant quality initiatives.
- The Quality Rating and Improvement System team hosted the first Coaches Advisory meeting.

- The Data for Accountability and Continuous Quality Improvement Committee convened to address workforce data, including PDIS data.
- Using the PDIS, the Early Childhood Professional Development Team supported the recruitment of Early Childhood Professionals to participate in *Workforce Study: A detailed survey of the current early childhood workforce in the career pipeline to gain a portrait of the current and future workforce.*
- The Colorado Department of Education and Colorado Department of Human Services gave a joint presentation to Colorado Association of School Nurses.
- The School Readiness Team continued outreach and support with 12 site visits in November. In-person visits continued to focus on customized support for school districts implementation of school readiness assessment and best practices in kindergarten.
- The School Readiness Team conducted additional outreach to school districts that were not actively utilizing a school readiness assessment to offer support and technical assistance. The team was in contact with the 18 remaining inactive school districts. As previously inactive school districts worked to implement school readiness assessment, additional requests for extensions for the first checkpoint were received.
- The Ready Schools Grant Program grantees began grant activities in their schools and district. The School Readiness Team supported grantees with grant activities.
- The Results Matter Expansion Project Team met with Denver Public Schools to support training and technical for the Colorado Preschool Program community sites.

December 2016:

- Colorado Shines staff, in partnership with Qualistar Colorado, presented information to coaches regarding the Environment Rating Scale and other tools that support program engagement. Fifty coaches attended this quarterly meeting.
- The Data for Accountability and Continuous Quality Improvement Committee reviewed the Professional Development Information System policies and procedures.
- The Colorado Transforming the Workforce initiative finalized the report Early Childhood Policy and Program Analysis. Information considered for this analysis included a review of public programs, policies, and state plans, highlighting areas of opportunities related to the compensation, recruitment, and retention of a high-quality workforce. Results from this report will inform Colorado's next Early Learning Professional Development Plan.
- Over 6,000 Early Childhood Professionals completed the Colorado Early Childhood Workforce Survey (part of the Transforming Colorado's Early Childhood Workforce) project. Responses will help Colorado state leaders and policymakers understand the challenges early childhood professionals face and update Colorado's Early Learning Professional Development Plan.
- The School Readiness Team continues to support school districts implementation of school readiness assessment, development of individual readiness plans, and best practices in kindergarten. Eleven site visits were made in December to address ongoing training needs, support school and district goals related to school readiness assessment, support Ready Schools Grant activities and provide technical assistance to teachers and administrators.
- The School Readiness Team continued conducting additional outreach to school districts that were not actively utilizing a school readiness assessment to offer support and technical assistance. The team had great results, with only five or 3% of school districts remaining inactive. As previously inactive school districts worked to implement school readiness assessment additional requests for site visits in January and extensions for the first checkpoint were received.
- As part of the data reporting pilot, Teaching Strategies extracted the pilot school districts fall checkpoint data and provided the school districts with reports created to meet the State Board approved data reporting format. Joint informational webinars were held by the School Readiness Team and Teaching Strategies.
- The Early Learning and Every Student Succeeds Act (ESSA) Stakeholders Advisory Committee began meeting. Members of the committee represent school districts, early childhood education community programs, Head Start, child advocates, higher education, early childhood funders, Colorado Department of Human Services, Office of Early Childhood, and Colorado Department of Education staff from various offices.
- The Results Matter Expansion Team met with Grand Beginnings in Grand County to discuss sustainability of the use and implementation of authentic assessment and developmentally appropriate curriculum.

- The Results Matter Expansion Team supplied the technology to the Denver Early Childhood Council for their 2016 Teaching Strategies *GOLD*® Summit.

Proposed Legislation, Policies, or Executive Orders

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

The following are the 2016 changes or proposed changes to state legislation, budgets, policies executive orders and the expected impact on the Race to the Top Early Learning Challenge Grant State Plan:

Colorado Department of Human Services Child Care Rules and Regulations

On February 1, 2016, child care center rules became effective that support the Colorado Department of Human Services' goals to increase access to quality child care and to ensure the safety of children in early care and learning settings. These new rules align with the 2014 Federal Child Care and Development Block Grant Reauthorization requirements, address the physical well-being of children, including the issue of childhood obesity, recognize the importance of children's social-emotional health, and provide expanded career pathways for early childhood professionals.

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

Passed in 2014, the intent of this legislation is to align the eligibility and authorization of care provided in the Colorado Child Care Assistance Program. Among the changes central to the legislation, Colorado is focused on improving provider reimbursement rates and raising access to quality care. The implementation of these regulations enhances the Race to the Top Early Learning Challenge Grant objectives to support an increase in care for those children at-risk across the state by aligning Colorado Child Care Assistance Program policy with the state's ongoing quality improvement efforts under the Colorado Shines Quality Rating and Improvement System and communications campaign. On July 1, 2016 Colorado implemented policies specifically in support of tiered reimbursement and tiered co-pays tied to quality rating.

Joint Budget Committee - Child Care Quality Initiatives Sustainability

The Department of Human Services received approval for \$1,552,936 in Federal Child Care Development Fund spending authority in SFY 2016-17 and 7.3 FTE to continue child care quality initiatives which include the Colorado Shines Quality Rating and Improvement System. This request annualizes to \$3,066,241 Child Care Development Fund spending authority and 14.6 FTE in SFY 2017-18.

The requested funds will support the oversight and development of the Colorado Shines Quality Rating and Improvement System framework, including coaching, rating administration, inter-rater reliability for assessor staff, ongoing training and professional development opportunities for early childhood teachers, and hosting, operating and maintenance costs for the technology systems (Colorado Shines Technology System and the Professional Development Information System).

Colorado Department of Education Educator Preparation and Licensing Rules

During the summer and fall of 2015, four-year Early Childhood Education program leaders worked on a plan to align Early Childhood Teacher Preparation programs to the Colorado Competencies for Early Childhood Educators and Administrators (CCECEA). In fall of 2015, the opportunity to propose revisions to the rules for

Educator Licensing and Preparation was made available and this group worked diligently to propose rules which closely aligned with the Colorado Competencies for Early Childhood Educators and Administrators. Those proposed changes were reviewed by the State Board of Education and approved in February of 2016. This change to the rules effectively ensures alignment with all four-year Early Childhood Teacher Preparation in the state of Colorado.

Participating State Agencies

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

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

Thanks to cross-agency alignment, 2016 hosted statewide trainings, presentations, and other opportunities that brought staff across various projects together to engage in community conversations. The cooperation extends to agency partnerships for vendor selection, development of common communications materials, and collaborative funding of projects addressing shared goals. To date, project managers have incorporated quality rating, developmental assessment, and professional development initiatives to encourage holistic conversations about change in the field of early childhood.

These partnerships become further concrete when looking at the individual grant projects. Participation, from public and private entities to advocacy organizations and individual providers, have made up essential advisory groups interacting with project decision making from state offices directly to local leaders. Partnership is an essential element to implement and adopt change on such a scale, and partnerships will continue to be a strategy moving forward to accomplish Colorado's vision for improvement.

High-Quality, Accountable Programs

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

During this reporting year of RTT-ELC implementation, has the State made progress in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards?

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

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

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

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

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

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

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

The Colorado Shines framework is based on standards in five categories related to early education and care program quality: 1) workforce qualifications and professional development; 2) family partnerships; 3) leadership, management and administration; 4) learning environment; and 5) child health. The Colorado Shines quality standards apply to all licensed child care centers, family child care homes, and district and charter-based preschool programs serving children prior to kindergarten entry. This rating system is based on an accumulation of points within the standard categories and results in a quality rating level of 1 to 5. Programs that meet current early education and care program licensing criteria will result in a Level 1 quality rating. Level 1 demonstrates that a program is licensed and in good standing. If a program chooses not to pursue higher quality levels within Colorado Shines, then it will remain at a Level 1 unless licensing compliance changes. There are no requirements that programs be rated beyond the licensing requirement of a Level 1.

Programs that wish to gain a higher rating can voluntarily apply for a higher rating (Levels 2 - 5) by providing evidence to meet the requirements for each quality level. Level 2 demonstrates that programs have taken additional steps towards building quality by completing a self-assessment related to quality indicators and meet staff training requirements. Program ratings of Levels 3 - 5 are obtained through higher levels of points across the standard categories. The Colorado Shines quality ratings require early education and care programs to initiate an assessment. Race to the Top Early Learning Challenge Grant funds fully covered program rating costs in 2016.

The Department of Human Services (Department) received approval for \$1,552,936 in federal Child Care Development Fund spending authority in SFY 2016-17 and 7.3 FTE to continue child care quality initiatives which include the Colorado Shines Quality Rating and Improvement System. This spending authority request is annualized to \$3,066,241 and 14.6 FTE in FY 2017-18. The requested funds will support the oversight and development of the Colorado Shines Quality Rating and Improvement System framework, including coaching, rating administration, inter-rater reliability for assessor staff, ongoing training and professional development opportunities for early childhood teachers, and hosting, operating and maintenance costs for the technology systems (Colorado Shines Technology System and the Professional Development Information System).

One program in Summit County, Summit Preschool, shared the following feedback for their Colorado Shines journey:

"The [Colorado Shines] Quality Rating and Improvement System and process has made some positive changes to our preschool program. The coaching process has made our teachers more aware of their teaching styles and upgraded their questioning techniques. We have redesigned our program schedule reducing the amount of time in circle activities and creating learning centers to expand learning during centers time. The three district preschool directors now come together once a month to discuss issues and plan joint programming for the preschool programs within Woodland Park School District. Policies were discussed and a manual was created clearly defining the policies and procedures of our district preschool programs. This effort has strengthened and unified our programs. The monthly collaboration meetings are continuing to expand joint programming."

The Colorado Shines technology system is integrated with various other data systems to establish a data connection between systems and avoid duplicate entry of data into multiple systems, and inherently give specific roles at the state and local level better access to data needed to effectively and efficiently perform their jobs. This system is integrated with the Professional Development Information System, Child Care Licensing System, and the ecConnect Quality Improvement Grant Management System. Functionality of the system directly supports the rating and child care resource and referral activities. Additionally, the system allows licensed child care programs to market their business to the public on the Colorado Shines website (www.coloradoshines.com).

The Professional Development and Information System and the Colorado Shines technology system are

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

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

The Colorado Department of Human Services, Office of Early Childhood is currently contracting with Deloitte to complete new builds that will impact all licensed child care providers and providers engaged with the Colorado Shines Quality Rating and Improvement System. The projects that will have a user impact include:

Enhance Colorado Shines “Program Portal”

Currently, the Colorado Shines “Program Portal” (Portal) provide licensed child care programs a centralized website to manage information, including:

- General Child Care Program Information (i.e. their Public Profile)
- Colorado Shines Application(s) and Quality Assessments
- Licensing Report of Inspection (ROI) and corresponding responses to ROIs

The Colorado Shines eligible licensed child care providers are able to access quality improvement applications and information. The system enables both licensed child care providers, and individuals interested in becoming a licensed provider, access to child care licensing and administration applications and information.

This project will enable child care providers to complete nearly every interaction with the Office of Early Childhood via the Portal. This includes:

- Enable the Portal to serve as a single location for licensed providers to manage their information, submit online forms, pay fees on-line, view the status of on-line submissions, and upload and manage child care licensing documents.
- Enable the Portal to recognize the license type of the provider, potentially allowing the interface to correspond to the license type (e.g. information or data may display differently for a child care center provider, a family child care home provider or a school-age care provider).
- Enable all provider types, including exempt providers, to log in, access information related to Child Care Licensing and Administration and Colorado Shines, and to interact with state licensing and quality improvement staff.
- Enhance the existing provider Visualforce application process to distinguish between different application types (accreditation process).
- Create a new Colorado Shines Program Portal user (e.g. corporate, regional, or district user) that can access data related to multiple child care programs based on organizational structure or ownership, such as school districts.

Child Care Licensing Workflow and Case Management

- Create on-line forms to replace paper forms utilized by Child Care Licensing and Administration (examples: license applications and continuations, background check requests, reports of inspection, professional certifications).

Replace/Enhance Office of Early Childhood Website

- Recreate Office of Early Childhood website on the Salesforce Knowledge platform using current content available at www.coloradoofficeofearlychildhood.com.
- Update the website to meet requirements resulting from the Federal 2014 Child Care and Development Block Grant Act including:
 - Publicly post information listed under the consumer education requirements.
 - Enhance the current Colorado Shines child care search functionality to display an aggregate history overview of Reports of Inspection (ROIs), as well as providers' responses to ROIs. Add resources to help consumers interpret and understand ROIs and Colorado Shines quality rating levels.
 - Optimize all webpages to be compatible with all web-browsers and mobile devices.
 - Ensure all pages are optimized to be in compliance with the American Disabilities Act.

Finally, the Child Care Quality Initiatives Unit is working with Colorado Shines local implementation partners (Early Childhood Councils, Qualistar Colorado, Child Care Resource and Referral agencies) and quality improvement coaches to support the ongoing development of resources. Information on these resources is hosted on the Colorado Shines "Provider Portal."

Race to the Top Early Learning Challenge Grant funds are leveraged to support programs pursuing high levels of quality. During 2016, Colorado assigned \$3,153,533 quality improvement funds to programs pursuing a Level 2 or higher. Thirty-three percent of these dollars (\$1,057,473) are Race to the Top Early Learning Challenge Grant funds. These investments are supporting 941 programs pursuing higher levels of quality within the Colorado Shines Quality Rating and Improvement System. The balance of quality improvement funds are state funds or federal funds from the Child Care Development Fund program. Colorado is tracking this data to understand the impact of quality investments and to inform policy decisions for quality improvement investments. Ultimately, data will be utilized to ensure that the quality investments that Colorado is able to make now and in the future are available to the highest number of programs and supporting the attainment of high-quality levels for these programs.

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

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

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

Colorado has been very successful in the implementation of Colorado Shines in the past year. In fact, there are already 4,294 programs currently participating in Colorado Shines. This rating system is embedded within the child care licensing and regulatory system. This means that all licensed programs serving children prior to kindergarten entry are required to participate. As a result, Colorado now has 100% participation from all licensed and eligible programs.

The Office of Early Childhood, Division of Early Care and Learning, Child Care Licensing Administration Unit is responsible for rating and monitoring Level 1 and Level 2 Quality Rating and Improvement System programs. Level 1 equals compliance with licensing requirements for programs holding a permanent license. The "Self-Assessment Quality Indicator" and "Quality Improvement Plan" are tools that can be utilized as self-assessment tools. These tools determine the current quality status of programs, identify areas for improvement, and establish the foundation for the quality module trainings that are required for child care program staff under Level 2. A total of 64,252 unique workforce professionals enrolled in the Level 2 courses in calendar year 2016.

Seventy-four percent of these individuals (N=47,436) completed the courses; the remaining 26% (N=16,816) are still in progress. Course titles and professional course completion counts include:

1. Colorado Shines Quality Rating and Improvement System Level 1 and Level 2 - (n=2,557)
2. Colorado Shines Quality Rating and Improvement System Levels 3-5 - (n=830)
3. Colorado Shines Quality Rating and Improvement System for Leaders - (n=1,828)
4. Introduction to the Environment Rating Scale Tools - (n=2,273)
5. Workforce Competencies - (n=737)
6. Colorado's Early Learning and Development Guidelines - (n=3,762)
7. Introduction to Social and Emotional Health and Development - (n=4,605)
8. Welcoming Children with Special Needs (n=3,449)
9. Child Health Promotion Module 1 - (n=4,332)
10. Child Health Promotion Module 2 (n=3,820)
11. Introduction to Child Assessment (n=3,920)
12. Introduction to Classroom Assessment Scoring System (CLASS) - (n=2,935)
13. Cultural Responsiveness and Family Engagement Module 1 - (n=4,265)
14. Cultural Responsiveness and Family Engagement Module 2 - (n=2,879)
15. Raising of America four part series (n = 5,244)

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

One program in Cañon City, Rocky Mountain Children's Discovery Center, shared the following story regarding their Colorado Shines journey:

"We cannot begin to express the gratitude we have for the Colorado Shines initiative. Through the Professional Development Information System we have brought a new era of professionalism to the early learning community. The training through the Professional Development Information System has encouraged many of our staff to attend trainings....we now have several staff confident enough to further their education and training. The Professional Development Information System gave our rural community a structure and easy access to training we didn't have before."

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

Colorado will use the information from the Colorado Shines validation study to inform future changes to the framework. Through the detailed and conscientious data collection efforts with Colorado Shines, data will be used to inform changes to the framework and policy and procedures for this rating system. Colorado is committed to better understanding the specific quality areas included within the framework and the need for

revisions to the quality levels as currently defined within the Colorado Shines framework.

Quality Rating and Improvement System data is currently being used to better understand the geographic dispersion of high-quality subsidized child care in Colorado. Over the past several years, the Office of Early Childhood has placed an emphasis on increasing the overall number of children utilizing child care subsidy in high-quality child care. To achieve this goal, efforts thus far have been focused on where most people live. Though this has been an efficient approach to ensure the greatest numbers of children receiving subsidies are served in a high-quality setting, it has left out some geographic regions with lower populations as well as those with fewer resources historically devoted to quality. This measure remedies that by directing a new focus on ensuring more equitable geographic dispersion of available high-quality subsidy slots. To this end, the Colorado Department of Human Services, Office of Early Childhood has set a goal to increase the percentage of Colorado communities with access to slots for Colorado Child Care Assistance Program subsidies in a high-quality facility (Levels 3 - 5) from 26% to 33%. To support the achievement of this goal, the Office of Early Childhood, in partnership with Early Childhood Councils, identified targeted communities where extra supports are being provided to engage programs in Colorado Shines and increase the number of programs in these areas scheduling a Level 3 - 5 on site assessment. Progress towards this goal is being tracked on a monthly basis and reported to the Colorado Department of Human Services Executive Management Team on a monthly basis.

Performance Measure (B)(2)(c)

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

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.										
Targets: Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	222	27%	222	27%	222	27%	412	50%	823	100%
Early Head Start and Head Start ¹	130	48%	130	48%	130	48%	136	50%	272	100%
Programs funded by IDEA, Part C	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	139	20%	139	20%	139	20%	352	50%	704	100%
Programs funded under Title I of ESEA	3	6.67%	0	0%	0	0%	7	50%	13	100%
Programs receiving CCDF funds	0	0%	0	0%	934	50%	934	50%	1,867	100%
Other 1	0	0%	0	0%	2,300	50%	4,600	100%	4,600	100%
<i>Describe:</i>	Licensed Facilities Child Care, Family Child Care, Preschool Programs									
Other 2	114	100%	114	100%	114	100%	114	100%	114	100%
<i>Describe:</i>	School Readiness Quality Improvement Program									
Other 3										
<i>Describe:</i>										

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

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

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

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

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

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

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	823	222	27%	823	202	24.8%	733	224	30.6%	781	781	100%	783	783	100%
<i>Specify:</i>	Colorado Preschool Program														
Early Head Start and Head Start ¹	272	130	48%	272	61	21.7%	259	63	24.3%	207	207	100%	202	202	100%
Programs funded by IDEA, Part C	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Programs funded by IDEA, Part B, section 619	704	139	20%	704	139	20%	624	125	20%	690	690	100%	674	674	100%
Programs funded under Title I of ESEA	45	3	6.67%	45	3	6.67%	34	4	11.8%				33	33	100%
Programs receiving CCDF funds	1,867	0	0%	2,316	245	10.6%	2,232	577	25.9%	1,367	1,367	100%	1,365	1,365	100%
Other 1	5,166	0	0%	4,801	464	9.67%	4,600	492	10.7%	4,403	4,403	100%	4,294	4,294	100%
<i>Describe:</i>	Licensed Facilities Child Care, Family Child Care, Preschool Programs														
Other 2	114	114	100%	114	114	100%	144	130	90.3%	134	134	100%	200	200	100%
<i>Describe:</i>	School Readiness Quality Improvement Program														
Other 3															
<i>Describe:</i>															

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

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

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

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

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

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

State-funded preschool

Source: Colorado Department of Education, Colorado Preschool Program (2016)

Program data, including ratings information, are self-verified for the academic year 2015-2016 using the annual census count (October 1, 2015 or November 1, 2015) as reported by local school districts (N=168, including charter schools). Data quality is reported with confidence. An additional 38 programs served CPP but were not included in this table because they were either School-age, exempt, or databases could not be matched.

Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Office (2016); HHS, Administration for Children and Families (2016)

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

Programs funded by IDEA, Part C

Source: Colorado Department of Human Services, Early Intervention (2016)

Early Intervention Services are provided, per Part C of the Individuals with Disabilities Education Act (IDEA), in "natural environments" with 97.8% of services in Colorado being provided in the home. As this percentage of home-based services has remained stable over the past several years, the department does not anticipate this changing over the next several years. There are 20 community centered boards providing statewide Early Intervention services in Colorado. This unit does not describe program sites as is consistent with the other types of Early Learning and Development "programs"; therefore, is not applicable to the purpose of this particular measurement presented herein.

Programs funded by IDEA, Part B, section 619

Source: Colorado Department of Education, Exceptional Student Services Unit (2016)

Program data, including ratings information, are self-verified for the academic year 2015-2016 using the annual census count (October 1, 2015 or November 1, 2015) as reported by local school districts (N=168, including charter schools). Data quality is reported with confidence. An additional 42 programs served preschool special education but were not included in this worksheet because they were either School-age licenses, exempt, or databases could not be matched.

Programs funded under Title I of ESEA

Source: Colorado Department of Education, Coordinator of ESEA Reporting (2016)

Colorado's Title I of ESEA reporting includes both Schoolwide (SW) and Targeted Assistance (TA) programs that serve students prior to kindergarten entry. Students who met the following conditions were considered: eligible for free/reduced meal (FRM), migrant, immigrant, foster, homeless, Individual Education Plan (IEP) or English learners (EL).

Counts included all students in SW programs, additional students entered into the Title I Interchange, and students the other TA programs estimated they would have at the time they submitted their 2015-16 consolidated application (CSPR).

Further attempts to collect and report more accurate data in the future are discussed through making concerted efforts to train the field to enter the TA Title I program Preschool (PK) students into the Title I

interchange based on regional consolidated application trainings, IMS Town Halls, CPP regional trainings, Duncan Anderson's End-of-Year (EOY) trainings, and our Title I Interchange trainings.

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

Source: Colorado Department of Human Services (2016)

Child Care Development Fund program data represents the number of licensed facilities that enrolled children less than 5 years of age, utilized child care subsidy between December 2015 to November 2016, and had a current quality rating at any point during this same time period. This does not imply that all of these facilities were rated and utilized child care at the same time. The actuals are reported with high confidence.

The assumption was made that the number of all licensed programs remains within range throughout the grant cycle. Based on Colorado's approach to include all licensed child care in Colorado Shines, the State had proposed that the target numbers in the Licensed Facilities row will be the best for capturing and monitoring progress for this performance measure. However, the amended baseline and year one data may include a few licensed programs types that are not eligible for Colorado Shines due to the quality and availability of the data at that time. Year Two data (and moving forward) included only licensed program types that are eligible for ratings; i.e., as described in the state licensing data system as 'Day Care Center', 'Preschool', 'Day Care Home', 'Day Care Home 3', 'Experienced Child Care Provider', 'Infant/Toddler Home', and 'Large Day Care Home'. Through the implementation of the Colorado Shines Quality Rating and Improvement System since Year Three or 2015, all eligible licensed programs are participating based on the types described above.

School Readiness data is retrieved from Colorado's ecConnect data system for December 2016 with School Readiness Quality Improvement Program application accepted.

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

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

The Colorado Shines Quality Rating and Improvement System launched February 2015 and embeds child care licensing as the first level of quality. All licensed programs that enroll children prior to kindergarten entry are required to participate in Colorado Shines. As such, Colorado has met the grant goal of 100% participation.

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

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

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

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

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

The primary focus moving forward will continue to be increasing the adoption rate within Level 2 and above. Colorado will leverage the strong partnerships with Early Childhood Councils and Child Care Resource and Referrals to intensify interest statewide and encourage programs to pursue higher levels of quality (Level 3 - Level 5). Additionally, licensing specialists inform and support program engagement within their annual supervisory visits.

Increasing the percentage of licensed facilities eligible for a Colorado Shines rating that have obtained at least a Level 2 quality rating is considered an access widely important goal for Colorado. An access widely important goal measures whether the department is serving the right children and families with the right services, in the right places and at the right time. The Child Care Quality Initiatives Unit within the Office of Early Childhood, Colorado Department of Human Services currently tracks provider engagement with the Colorado Shines Quality Rating and Improvement System on a monthly basis through C-Stat. C-Stat is a performance based analysis strategy that allows every Colorado Department of Human Services program to better focus on and improve performance outcomes. By identifying areas of focus, the Department determines what is working and what needs improvement. By measuring the impact of day-to-day efforts, the department is able to make more informed strategy decisions. Colorado has set a long term stretch goal of 60% for the Child Care Quality Initiatives Unit access widely important goal. Progress toward this goal at the end of 2016 was 39.5%.

Key strategies include:

- 1. Local Service Delivery Supports and Communication Supports.** Contracts are executed with Early Childhood Councils to perform quality improvement administration and estimated uptick rates to move

programs within the associated catchment area to meet the requirements for Level 2 and to pursue and achieve high-quality levels (Level 3 - Level 5). This is a targeted, statewide system building strategy that is inclusive of all thirty-one Early Childhood Councils.

2. Exploration prior to Exploitation. The Office of Early Childhood is currently reviewing the coaching readiness assessment scores and their Environment Rating Scale observation scores to determine which programs are most likely to be successful during the onsite assessment. These programs will receive targeted technical assistance to support the progress to a high-quality rating (Level 3 - Level 5).

3. Merit Awards and Quality Incentives. The Colorado Shines staff awards quality incentive funding to support program achievement for the ultimate quality rating level.

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

1. Infant and Toddler Quality and Availability Grant Program - Funds are awarded to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement. Early Childhood Councils and County Departments of Human Services jointly implement this program which is administered by the Colorado Department of Human Services.

2. School-Readiness Quality Improvement Program - Grants are made available to improve the school-readiness of children five years of age and younger who are enrolled in early care and education facilities, who ultimately attend eligible elementary schools. Early Childhood Councils implement this program which is administered by the Colorado Department of Human Services. Licensed programs participating in this quality improvement program are required to conduct ongoing quality improvement activities and pursue higher quality levels within the Colorado Shines Quality Rating and Improvement System. Quality improvement activities are noted as goals within the quality improvement plan and align with the Colorado Shines framework and point structure guide. These activities may include child assessments, family engagement, and enhanced business practices through the development of a business plan and more formalized policies and procedures.

3. Targeted Quality Improvement Program - Grants are made available to high-utilizing child care subsidy programs to better meet the goal of providing safe, stable and high-quality child care. Early Childhood Councils implement this program which is administered by the Colorado Department of Human Services. Licensed programs participating in this quality improvement program work with a Quality Improvement Navigator and Coach to support the increase in quality as measured by the Colorado Shines Quality Rating and Improvement System.

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

Kids Inc. in Denver, Colorado used their quality stipend to improve the kitchen and restrooms in their child care learning environment. This enabled the program to be able to offer more fresh fruits and vegetables for children in the program and made it easier for kids to wash their hands and decrease the spread of germs in their restrooms.

To determine progress for various quality indicators, such as quality level for licensed programs and credential level for professionals, each Early Childhood Council has access to a live dashboard within the Colorado Shines

technology system. These dashboards are utilized by Council staff to determine impact of effort and progress and slippage over time.

Early Childhood Councils have found these real time data dashboards to be helpful, and shared the following comments on this type of resource:

“The data element of Colorado Shines has really enhanced our approach to outreach and supporting local programs. We have been able to access data through the Colorado Shines system to see how a program is progressing through their rating; to see how many of the programs in our areas have earned a quality rating level, and to determine where we need to focus our outreach efforts for programs who have yet to engage.”

Early Childhood Councils are now able to utilize data to understand the quality landscape for the communities they serve and inform practice.

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

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

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

Describe the progress made in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Since the launch of Colorado's Quality Rating and Improvement System all eligible licensed programs serving children prior to kindergarten entry have a quality rating. As of December 31, 2016 there are 4,294 programs participating in Colorado Shines. Of these 1,367 programs utilize child care subsidy and serve a monthly average of 9,853 children.

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

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

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

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

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

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

One Program, Tiny Tots Summer Valley Preschool of Aurora, Colorado shared their appreciation for this support and involvement, as they earned a Level 5 rating:

"I want to add a big huge thank you to all of you who were part of us getting this high rating. I believe this is the result of a true collaboration.....our coach, Sarah, with the Arapahoe County Early Childhood Council spent many countless hours coaching us through this process and we cannot thank her enough."

Another program, a family child care home provider, Kathiren, shared her story about her quality journey:

"I first decided to engage in Colorado Shines so that I could share my experience with others in a class I was taking. Now that I have completed the process (I received a Level 4!), I can reflect on its impact and it has been an intense learning experience for me. It has reinforced my belief that quality child care can be achieved by setting standards across child care settings....I have found a framework in which I can back up what I believe and be able to explain to parents and families.....I will encourage any child care provider to get rated."

Through the Race to the Top Early Learning Challenge Grant, the Colorado Department of Human Services contracted with a communications vendor to promote awareness and engagement with Colorado Shines systems. Beginning in 2015, the campaign targeted families of children ages 0-5 years, child care providers and early childhood professionals in every county. All materials were developed in both English and Spanish languages. The campaign included:

- Paid media (television, radio, print and digital advertising)
- Earned media (placements in local newspapers, Spanish-language radio and television programs)
- Social media (Facebook and Twitter)
- Public events (e.g. statewide Rocky Mountain PBS Kids' Fun Fests or 9News Health Fairs)
- Marketing tool-kits and materials for Early Childhood Councils, child care providers and state staff to disseminate
- Websites (www.coloradoshines.com and www.coloradoshines.com/es)

The paid media efforts concluded in December 2016; however the Department will continue to promote Colorado Shines and child care provider ratings as part of the consumer education requirements of the 2014 Child Care and Development Block Grant Act. As part of this requirement, counties must now inform families eligible for the Colorado Child Care Assistance Program of their child care choices, including the availability of high-quality care. The Department will also update the Colorado Shines websites to include consumer-friendly information about each rating level, to help families understand the difference between each quality rating Level. Additionally, Child Care Resource and Referral specialists provide information connecting families to rated child care programs in their community.

In addition to these efforts, the Colorado Shines Quality Rating and Improvement System has repeatedly gained national attention. The most recent instance took place in August 2016, during a visit from U.S. Secretary of Education, Dr. John King, Jr. This visit highlighted Colorado's implementation of

the Race to the Top Early Learning Challenge Grant, including the development of the rating system, as a national model. This visit garnered attention from national and local media, including The Washington Post, The Denver Post and Colorado Public Radio.

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

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

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	473	478	562	4,600	4,600
Number of programs in Tier 1	12	11	13	3,166	2,788
Number of programs in Tier 2	68	71	83	708	906
Number of programs in Tier 3	277	284	334	286	354
Number of programs in Tier 4	109	107	126	286	455
Number of programs in Tier 5	0	0	0	66	97
Number of programs enrolled but not yet rated					

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	473	465	492	4,404	4,294
Number of programs in Tier 1	12	12	25	3,320	2,596
Number of programs in Tier 2	68	71	65	461	1,035
Number of programs in Tier 3	277	276	277	259	218
Number of programs in Tier 4	109	101	119	362	419
Number of programs in Tier 5	0	0	0	2	26
Number of programs enrolled but not yet rated					

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

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

Data Source: Colorado Shines Quality Rating and Improvement System (2016)

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

Data quality is reported with high confidence.

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

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

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

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

Increasing the percentage of licensed facilities eligible for a Colorado Shines rating that have obtained at least a Level 2 quality rating is considered an access widely important goal for Colorado. An access widely important goal measures whether the department is serving the right children and families with the right services, in the right places and at the right time. The Child Care Quality Initiatives Unit within the Colorado Department of Human Services, Office of Early Childhood currently tracks provider engagement with the Colorado Shines Quality Rating and Improvement System on a monthly basis through C-Stat. Colorado has set a performance target of 60% for the Office of Early Childhood, Child Care Quality Initiatives Unit access widely important goal by June 2017. Progress for this goal is reported monthly to the Colorado Department of Human Services Executive Management Team on a monthly basis. Data for this measure is tracked and informs targeted technical assistance offered to the Early Childhood Councils and Child Care Resource and Referral agencies supporting licensed programs at the local level.

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

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

The Colorado Department of Human Services defines the Colorado Shines Quality Rating and Improvement System highest tiers as Levels 3-5. Programs earning Levels 3-5 have met a minimum number of points in all

five standard areas of the Points Structure Guide along with an on-site assessment or have met the requirements of an Alternative Pathway that crosswalks to Levels 3 or 4.

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

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

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.										
Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	6,623	34%	6,623	34%	6,623	34%	9,545	49%	10,519	54%
Early Head Start and Head Start ¹	5,519	44%	5,519	44%	5,519	44%	9,408	75%	12,544	100%
Programs funded by IDEA, Part C	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded under Title I of ESEA	0	0%	0	0%	0	0%	0	0%	0	0%
Programs receiving CCDF funds	0	0%	0	0%	0	0%	0	0%	0	0%
Other 1										
<i>Describe:</i>										
Other 2										
<i>Describe:</i>										

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

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

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

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

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

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

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

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	19,480	6,623	34%	19,538	6,249	31.98%	20,850	5,472	26.24%	21,713	9,817	46.12%	20,402	9,551	46.81%
<i>Specify:</i>	Colorado Preschool Program														
Early Head Start and Head Start ¹	12,544	5,519	44%	14,075	2,135	17.02%	14,541	2,730	18.77%	13,277	13,078	98.5%	13,995	12,578	89.87%
Programs funded by IDEA, Part C	5,806	0	0%	5,989	0	0%	6,077	0	0%	6,775	0	0%	6,297	0	0%
Programs funded by IDEA, Part B, section 619	8,671	0	0%	8,928	0	0%	8,605	0	0%	8,489	2,918	35.59%	8,766	2,537	28.94%
Programs funded under Title I of ESEA	6,854	0	0%	2,034	0	0%	954	63	6.6%	742		0%	742	246	33.15%
Programs receiving CCDF funds	9,699	0	0%	9,753	0	0%	10,042	0	0%	9,853	3,909	39.67%	9,954	4,136	41.55%
Other 1															
<i>Describe:</i>															
Other 2															
<i>Describe:</i>															

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

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

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

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

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

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

State-funded preschool

Source: Colorado Department of Education, Colorado Preschool Program (2016)

Program data, including ratings information, are self-verified for the academic year 2015-2016 using the annual census count (October 1, 2015 or November 1, 2015) as reported by local school districts (N=168, including charter schools). Data quality is reported with confidence. An additional 38 programs served CPP but were not included in this table because they were either School-age, exempt, or databases could not be matched.

Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Office (2016)

Early Head Start and Head Start children served in programs participating in the State Colorado Shines Quality Rating and Improvement System are licensed and reported as totals, which excludes additional programs that are either unlicensed or exempt. Baseline data was reported as actual, but included duplicated counts between Early Head Start, Head Start, Migrant, and AI/AN (American Indian/American Native). Although most are served in high-quality (top tiers) programs due to Alternative Pathway crosswalks as Level 4 quality ratings, a few did not meet the standards considered to be high quality; i.e., the programs were designated non-Grantee or non-Delegate Head Start program types, and categorized as Community Child Care Partners. These were more clearly identified in 2016 as the quality assurance process revealed more non-AP programs that were previously identified as Level 4 crosswalk Alternative Pathway (AP) programs in 2015. Program data from the Program Information Reporting (PIR) and ratings information are self-verified.

Programs funded under Title I of ESEA

Source: Colorado Department of Education, Coordinator of ESEA Reporting (2016)

Colorado's Title I of ESEA reporting includes both Schoolwide (SW) and Targeted Assistance (TA) programs that serve students prior to Kindergarten entry. Students who met the following conditions were considered: eligible for free/reduced meal (FRM), migrant, immigrant, foster, homeless, Individual Education Plan (IEP) or English learners (EL).

Counts included all students in SW programs, additional students entered into the Title I Interchange, and students the other TA programs estimated they would have at the time they submitted their 2015-16 consolidated application (CSPR).

Further attempts to collect and report more accurate data in the future are discussed through making concerted efforts to train the field to enter the TA Title I program Preschool (PK) students into the Title I interchange based on regional consolidated application trainings, IMS Town Halls, CPP regional trainings, Duncan Anderson's End-of-Year (EOY) trainings, and our Title I Interchange trainings.

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

Sources: Colorado Department of Education, Exceptional Student Services Unit (2016); Colorado Department of Human Services, Early Intervention (2016); Colorado Department of Human Services (2016)

Enrollment data for children participating in preschool special education (Part B, section 619) was obtained from the October 2016 child count and matched to Colorado Shines quality rating data using the licensed number for the program serving the child. Program data, including ratings information, are self-verified for the academic year 2015-2016 using the annual census count (October 1, 2016 or November 1, 2016) as reported by local school districts (N=168, including charter schools). An additional 42 programs served preschool special education but were not included in this worksheet because they were either School-age licenses, exempt, or databases could not be matched. Data not available for Year Four on program and special education children association.

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

Child Care Development Fund data is accounted for through Colorado Child Care Assistance Program utilization, which is represented by Colorado Child Care Assistance Program payments during a care date (as opposed to payment date), during the given time period of December 2015 to November 2016. Unique counts represent all unique individuals whom utilized Colorado Child Care Assistance Program care at least once during the time period. Years three and four counts are the average monthly counts of children who utilized Colorado Child Care Assistance Program during this time period. This approach to query the data was used both to be consistent with the methodology of the application and because it better reflects the total population served throughout the year. Colorado chose not to report participation as a single point in time, although it would remove duplicate counts, it would also under-represent the number of children served throughout the year given families are constantly joining and leaving the program. The reported baseline, year one, and year two actuals for the number and percentage of children in high-quality programs receiving CCDF were 0 due to interpretation concerns of aggregated annual results applied to a dataset that is typically dynamic daily.

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

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

Since the launch of the Colorado Shines Quality Rating and Improvement System all eligible licensed programs serving children prior to kindergarten entry have a quality rating. As of December 31, 2015 there are 4,294 programs participating in Colorado Shines.

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

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

In partnership with the Colorado Department of Education, the Colorado Department of Human Services began a pilot program in Spring of 2016 to allow school districts to apply for an alternative pathway for the licensed programs governed through the State Education System. The Pilot Alternative Pathway application mirrored that of what is required for accrediting agencies with adjustments to the workforce section increasing the stringency around workforce qualifications as well as a stringency around governance assuring quality standards are maintained. The Colorado Departments of Human Services and Education worked with two large school districts (Denver and Boulder) to formulate this pilot, which was vetted through the Quality Rating and Improvement System School District Steering Committee and the Colorado Shines Steering Committee. This strategy was expected to increase the number of children attending high-quality programs who utilize the Colorado Preschool Program. As of December, 2016 the Alternative Pathway scoring committee approved the award of both of these school district programs at a quality Level 4. The pilot will be formulated into an alternate strategy for other School Districts who meet the workforce and governance requirements and be rolled out widely across the state in the spring of 2017.

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

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

As a Race to the Top Early Learning Challenge Grant recipient, Colorado's Office of Early Childhood has been working to promote smarter management, better quality, deeper understanding of children, a stronger workforce, and increased family and community engagement within a unified and comprehensive early childhood system. A key component of this work includes the development of a "second generation" quality rating and improvement system --a method used to assess, enhance, and communicate the level of quality in early care and education for all licensed providers in Colorado. In 2014, the state launched the Colorado Shines Quality Rating and Improvement System and is now conducting a validation study to ensure it is working for children, families, programs, and providers. Conducted in partnership with Child Trends, a not for profit research center, the current study aims to: (1) support Colorado's efforts to implement a tiered quality rating and improvement system that measures quality in a meaningful way; (2) utilize clear, valid, and efficient procedures for verifying program quality; and (3) provide initial insights into how the Colorado Shines framework can support children's development and readiness for school success.

This validation study is guided by national research on quality rating and improvement system validation methods. A Quality Rating and Improvement System Validation Brief sponsored by the Office of Planning, Research and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services (Zellman & Fiene, 2012) defines quality rating and improvement system validation as a "multi-step process that assesses the degree to which design decisions about program quality standards and measurement strategies are resulting in accurate and meaningful ratings." As suggested in the phrase multi-step process, validation is not a one-time event but rather a series of activities that support the continuous improvement of the system. Validation studies do not yield a "yes" or "no" answer, but rather provides detailed information used to support the continuous improvement and refinement of the quality rating and improvement system.

The 2012 Validation Brief describes four interrelated aspects of the validation: 1) examining the key concepts included in a tiered quality rating and improvement system to ensure that they reflect critical aspects of program quality ("key concepts"); 2) examining the strategies used to measure each concept in the quality rating and improvement system ("ratings process"); 3) determining the extent to which the overall program ratings accurately reflect differences in quality ("program ratings"); and 4) determining the extent to which the program ratings are associated with measures of children's development. The Colorado Shines validation study includes an approach to address the first three of these four activities.

1. Examining Key Concepts. The first approach addresses whether the quality rating and improvement system includes standards and criteria that are important components of quality and that are related to children's growth and development. This aspect of validation was completed during the development and design phase of Colorado Shines. It included an expert review, as well as a review of the research. This critical step was completed to ensure that Colorado Shines measures what is most important. The information regarding the relationship between the Colorado Shines Quality Indicators and children's growth and development has also been reviewed by Child Trends and key considerations for how Colorado Shines includes key concepts that are related to measures of child growth development will inform the third phase of this study.

Task 1: Evidence Review. Colorado Shines rating criteria was examined based on existing research evidence and professional standards to support the including of the Colorado Shines quality categories, particularly as they pertain to the promotion of positive outcomes for children. This task has been completed by Child Trends and will be included in the final report.

2. Measurement Strategies. This aspect of validation examines the soundness (i.e., validity and reliability) of the strategies used to measure the criteria that comprise the program rating (Zellman & Fiene, 2012). This

includes examining whether the strategies used to measure the quality indicators are rigorous and working as intended. Because program ratings are based on the information gathered for each indicator, it is important to ensure that the verification of each indicator is guided by clear scoring criteria and verification policies and procedures

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

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

Task 2: Analysis of Measurement Strategies. Examine the psychometric soundness (i.e., validity and reliability) of the measurement tools and processes used to assess quality. This analysis is scheduled to conclude March, 2017.

Task 2a: Rating Verification Process. Conduct interviews with Colorado Shines staff and a conduct a document review to examine the program rating verification process. This process also examines the training and inter-rater reliability of program verifiers and Quality Rating Assessors.

Task 2b: Validity of Measurement Strategies. Examine the verification criteria (i.e. measurement strategies) used to award points to programs for specified documentation and sources of evidence. Explore the use of an alternative set of rating criteria with a sample of programs to determine the most effective and efficient way to provide a valid measurement of program quality.

Task 2c: Indicator Analysis. After a sufficient number (i.e., 25) of programs have been rated at Levels 3, 4, and 5, examine the distribution of points: (1) overall; (2) by each quality category; and (3) by indicator. This analysis will also include an examination of Environmental Rating Scales (ERS) thresholds and overall level cut-offs to determine if these cut points are effectively sorting programs along meaningful differences in quality or if alternate cut-points might be recommended. These data will be disaggregated to examine distributions by program type (i.e., center and family child care homes) and by rating method (i.e., those programs that achieved a Colorado Shines rating through an alternative pathway: accredited programs/providers, Early Head Start/Head Start, and programs that previously participated in the Qualistar Rating).

3. **Program Ratings as Indicators of Quality.** The third validation approach looks closely at the quality rating and improvement system ratings and the extent to which the ratings reflect meaningful differences in quality. Addressing this question is one of the two requirements in the Race to the Top Early Learning Challenge Grant criteria and is a priority for this evaluation. It is important to address because of the “high stakes” nature of the ratings. Program ratings are “high stakes” in the sense that ratings are made public and are often tied to resources (e.g., access to technical assistance, tiered subsidy reimbursement). As such, policymakers and the public need to have confidence that the overall program ratings are meaningful and reflect quality.

Child Trends is addressing this validity question by collecting data to compare the quality of rated programs at each level using valid measures of classroom and program quality. The plan includes an approach for using these data to address the second major research question for the first phase of the validation study, the extent to which the alternative pathways accurately reflect expected differences in program quality.

Task 3: Concurrent Validity Study. Conduct observations of classroom quality in a sample of Colorado

Shines eligible centers and family child care homes at Level 2 and higher. This sample also includes programs that have achieved their Colorado Shines rating through an alternative pathway (i.e., accredited programs/providers, Early Head Start/Head Start and programs that previously participated in Qualistar) to determine if the alternative pathway process accurately reflects expected levels of quality among programs. This task is in progress and is scheduled to conclude in May, 2017. Child Trends has completed the following task related activities: 1) Hired and trained five field assessors; 2) Conducted 276 of the 345 required observations (80%); and 3) Conducted 37 Alternative Pathway Early Childhood Environment Rating Scale (ECERS)-R as well as the Early Childhood Environment Rating Scale (ECERS)-3 observations.

Colorado Shines Evaluation Study

Child Trends' approach to examining Colorado Shines implementation is informed by quality rating and improvement system evaluation studies conducted in multiple states to understand how various aspects of implementation are proceeding. The goal of this set of research tasks is to understand the experiences and perceptions of programs participating in Colorado Shines and the main groups and individuals involved with implementation (e.g., Coaches, Quality Improvement Navigators, Early Childhood Councils, and other key stakeholders). These tasks are scheduled to conclude in May, 2017. Child Trends has not yet completed the following tasks related the Colorado Shines evaluation study:

Task 4: Program Director/Provider Feedback. Child Trends will conduct surveys with program directors and providers at each level of Colorado Shines to understand: (1) their perceptions of the Colorado Shines Quality Rating and Improvement System; (2) motivations or barriers to participation; (3) perceptions of the quality improvement activities, supports, and incentives; (4) perceptions of the type, dosage, and intensity of quality improvement activities needed to support their participation in Colorado Shines; and (5) ease or difficulty in achieving specified indicators. This task is in progress and is scheduled to conclude in May, 2017.

Task 5: Feedback from Colorado Shines Coaches. Child Trends will conduct interviews with Colorado Shines Coaches to understand: (1) their experience as a coach for Colorado Shines; (2) their work with providers; (3) the training and supports they received; and (4) their perceptions of Colorado Shines and the associated Coaching Credential. This task is in progress and is scheduled to conclude in May, 2017.

Task 6: Key Stakeholder Feedback. Child Trends will conduct interviews with key Colorado Shines administrators and state partners. The goal of these interviews is to gather the perceptions of what is working well and what is not working well for Colorado Shines implementation. This task is in progress and is scheduled to conclude in May, 2017.

Task 7: Quality Improvement Supports. Child Trends will explore the types of quality improvement activities and supports that have been provided to programs. Child Trends will also examine if and how the delivery of quality improvement supports and activities may vary across the state. Quality Improvement Navigators and Early Childhood Council Coordinators will be surveyed, accompanied with an analysis of available administrative data. This task is in progress and is scheduled to conclude in May, 2017.

Tasks 4 through 7 are scheduled to conclude May, 2017. A draft report of the evaluation/validation study is expected by June, 2017.

References

Zellman, G. L. and Fiene, R. (2012). Validation of Quality Rating and Improvement Systems for early care and education and school-age care, Research-to-Policy, Research-to-Practice Brief OPRE 2012-29. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

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

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

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

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

Promoting Early Learning Outcomes

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

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

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

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

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

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

1. Items from the Guidelines correspond to items from HighScope's 2014 Child Observation Record - CORE Advantage 1.5. CORE Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope Curriculum).
2. The Guidelines are aligned with and complement the Colorado Academic Standards for preschool through third grade, which describe the trajectory of children's learning and development from birth to age eight. They include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments.
3. The Expanding Quality in the Infant and Toddler Initiative is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. One of the primary activities is the Expanding Quality in Infant Toddler Care (EQIT) 48-hour training course, conducted locally by specially trained Infant Toddler Specialists from the state Expanding Quality Initiative. This course is aligned with the Colorado Early Learning and Development Guidelines, and increases knowledge and awareness of the Guidelines for Infants and Toddlers.
4. The Guidelines are also in alignment with the Head Start Child Development and Early Learning Framework that promote positive outcomes in early childhood programs serving children 3-5 years old.
5. The Colorado Competencies for Early Educators and Administrators aligns the Colorado Early Learning Development Guidelines within the Core Competency Domain: Child Growth, Development, and Learning. This competency reinforces the paramount importance for professionals to understand a child's growth, development, and learning in order to provide experiences that foster the predictable steps and sequences of development. Knowing how children grow, develop, and learn allows early childhood educators to develop,

guide, and monitor learning experiences that address all domains of child development. Developmentally appropriate learning experiences consider a child's language and cultural background, needs, and learning styles while recognizing factors such as family characteristics and community influences.

The Colorado Early Learning and Development Guidelines website (www.earlylearningco.org) features both a Spanish and English platform. The website is a one-stop shop for parents, providers and partners seeking more information on the Colorado Early Learning and Development Guidelines. In addition to offering valuable resources in one centralized location, the website also features a "Share Your Story" section, which prompts parents, caregivers and educators to share stories on their experience using the Guidelines in hopes of inspiring others. Since the launch of the website, the English site has had 34,633 individual users, 45,971 sessions and 131,671 page views with 24.9% of all site visits attributed to returning visitors. While the Spanish language site has had 8,277 individual users, 7,601 sessions and 10,686 page views with 30.86% of all site visits attributed to returning visitors. In total, since June 2014, the English and Spanish sites combined have had over 40,000 individual users and over 142,000 page views.

Efforts are being made to increase awareness of, and engagement with, the Colorado Early Learning and Development Guidelines among parents and informal caregivers (friend, family and neighbor caregivers) of children 0-5 years old. Efforts began in July 2016 and will conclude in April 2017, and include the creation of over 30 videos that highlight actions parents or caregivers may take to encourage age-appropriate learning and development. The videos will be produced in both English and Spanish languages, for a total of more than 60 videos to be shared on the website, through social media and with the help of partner organizations. This same effort will optimize the Guidelines website to better engage parents and caregivers with the content, provide additional resources, and enhance the "Share your Story" section.

Early Childhood Councils support the dissemination of the Early Learning Development Guidelines by supporting local delivery of the Colorado Shines Quality Rating and Improvement System to programs pursuing a Level 2 or higher. The Professional Development Information System hosts the Level 2 training modules and tracks the registration and completion counts for these courses. Quality Improvement Navigators and Coaches support programs interested in attaining a Level 2 to complete the requirements for this quality level. This includes the completion of the Level 2 training modules which offer foundational information for quality practices as defined by the Colorado Shines framework. The Professional Development Information System offers a number of training modules that address the Guidelines and the important resource they are is for professionals, families, and advocates who care for and about children. During this reporting period 3,631 professionals completed the Colorado's Early Learning and Development Guidelines training module. This is an unduplicated count.

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

1. The program offers annual educational information sessions on child development and learning aligned with the Early Learning and Development Guidelines

a. The program has a curriculum that has been aligned with the domains of the Early Learning and Development Guidelines, and is age specific to the children the program serves to include: 1) physical development and health; 2) social and emotional development; 3) language and literacy development; 4) cognitive development; 5) literacy knowledge and skills; 6) logic and reasoning; 7) mathematics knowledge and skills; 8) science knowledge and skills; 9) social studies knowledge and skills; 10) creative arts expression.

b. The program has a child assessment system that has been aligned with Colorado's Early Learning and Development Guidelines.

The Colorado Shines Quality Rating and Improvement System was implemented February, 2015. Between January 1, 2015 and December 31, 2016 a total of 881 programs requested an onsite assessment to determine if the program meets the requirements for a high quality rating (Level 3 - Level 5). Of these, 160 programs utilized the Early Learning and Development Guidelines as a way to accumulate points within the child health quality indicator.

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

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

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

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

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

The data obtained through Results Matter is used to describe child progress across specific developmental and educational domains as well as through global outcomes developed by the national Early Childhood Outcomes Center, the U.S. Department of Education and the Colorado Early Learning and Development Guidelines (these Colorado guidelines are aligned with the Colorado Academic Standards for preschool through third grade and with the Head Start Child Development and Early Learning Framework). These outcomes illustrate the integrated nature of early childhood development and allow the comparison of information from programs using different assessment tools.

The Results Matter program promotes:

1. Assessment of child learning and developmental progress
2. Collection of family outcomes information
3. The use of child and family outcomes data to inform program and policy decisions

The Results Matter Expansion Project, a national model of high-quality early childhood assessment, planned to serve 3,500 children through the end of the grant cycle. The project has exceeded this target by serving an additional 1,016 children for a total of 4,516 children served (3,039 active children; in addition there are 1,477 archived children). This accomplishment was achieved through two cohorts.

Cohort 1 includes 30 programs consisting of 128 classrooms. Eligible children in Cohort 1 met the following criteria:

- Not participating in Results Matter
- Enrolled in a licensed Head Start/Early Head Start program, child care center, or family child care home that participates in the School Readiness Quality Improvement Program; and/or
- Enrolled in the Colorado Child Care Assistance Program (Colorado's child care subsidy program).

Seven Family Child Care Homes were selected for Cohort 1, two programs dropped. Twenty-three child care centers were selected for Cohort 1, two of these programs dropped.

Cohort 2 includes 50 programs consisting of 243 classrooms. The eligibility for Cohort 2 was broader and used the Race to the Top Early Learning Challenge Grant fund definition of “children with high needs” as eligibility guidelines. Children participating in Cohort 2 met one of the following criteria:

- Live in low-income families,
- Have disabilities or developmental delays,
- Are English Language Learners,
- Reside in “Indian lands”,
- Live in migrant families,
- Are experiencing homeless,
- Live in foster care,
- Are recent immigrants. Programs were required to apply and the awarded programs were grouped in one of two cohorts.

Seventeen Family Child Care Programs were selected for Cohort 2, five programs dropped. Forty-one Child Care Centers were selected for Cohort 2, three dropped. Training and technical assistance is currently being provided to 21 Cohort 1 programs and 50 Cohort 2 programs.

During the 2016 grant year the Results Matter Expansion Project supported a total of 4,516 children. In 2016, the Results Matter Expansion Project responded to statewide needs by:

- Offering a series of monthly webinars to support the use and implementation of Teaching Strategies GOLD® and current topics in the field, which started in May.
- Creating a monthly communications newsletter, Result Matter Connections, which provides current information on Teaching Strategies GOLD®, community resources, and supporting links, which started in October.
- Providing Professional Development Day focused on training in Parent/Family Engagement,
- “Making the Most of Daily Practices” and a Teaching Strategies Reports Training for Administrators.
- Delivering two day training sessions on Infant/Toddler Curriculum for the Western Slope and I-70 sites.

To determine ongoing needs to sustain the adoption and use of Teaching Strategies GOLD®, sites completed a program Self-Assessment to gauge the frequency and type of support needed by the programs. The self-assessment results are as follows:

- Family Child Care Home Providers (FCCH) based on 12 (FCCH) , 41.7 percent of the family child care home providers reported needing periodic check -in monthly, bi-monthly or quarterly. 58.3 percent are not requesting further support.
- Child Care Center (CCC) based on 38 (CCC), 68.4 percent requested needing periodic check-in bi- weekly, monthly, bi-monthly or quarterly. 31.6 percent are not requesting further support.

The Results Matter Expansion Project saw success at several programs across Colorado.

Ute Mountain Ute Child Development Center - In an effort to include the Ute Mountain in the State of Colorado's child assessment data, the Results Matter Child Care Specialist, began providing training and technical assistance to the administrators and teachers of the Child Development Center on the reservation focused on authentic assessment. Following a year of developing relationships and fostering trust, the Ute Mountain Ute Child Development Center made the decision to participate in Results Matter, a national model of high-quality early childhood assessment. Best describing these efforts was quoted by Kassy Gnas, MA, Early Childhood Mental Health Specialist, “Ongoing training and collaboration in implementing and using Teaching Strategies Gold® improved tremendously in 2015 and 2016 with the Results Matter Child Care Specialist, Brett Dabb's, direction. On-site visits allowed staff to receive one-on-one focused support and phone calls provided instant guidance when a problem occurred. Growth in using Teaching Strategies Gold® was apparent in the way the teachers used data to developed lesson plans to meet the needs of each child in their classroom. In addition, the Teaching Strategies Gold® reports were shared with families to develop a plan of action to assist in the growth of their child in the early childhood years of development. The guidance provided by Brett, through the Colorado Department of Education, allowed the Ute Mountain Ute Child Development Center a

successful start to using Teaching Strategies Gold®”.

Bethany Busy Bees Child Care Center - Bethany Busy Bees Child Care Center's administrators were recently supported in using the Teaching Strategies GOLD® reports for their Buell Grant. The “Growth Report” which examines movement and helps communicate the gains the children are making is used by programs to report to their funders. They expressed their gratitude for the program, *“Thank you tremendously for being so readily available, clear with instructions, and thoughtfully kind with us. We want to do our best. Your help makes our work successful and easier. We are so thankful knowing that you are there supporting the best workings for providers and kids.”*

Sonia Brown Family Child Care Home - Sonia called asking for support in planning both for individual children and for groups to comply with Colorado Shines. Both the specialist and coordinator visited the program to support and model an activity with the children and support the provider in using the planning section of Teaching Strategies GOLD®, this allowed for full engagement on the part of the provider.

The provider reported feeling competent in this aspect of the tool and that it seamlessly aligned with her reports to Colorado Shines. *“It gave me great pleasure to participate in the Results Matter project. A project that gave me the opportunity to appreciate the work we do with children. Growing up together with opportunities to learn, sing, count, read, rhyme, and play with our friends [is important] to have a strong foundation for the future.”*

Early Excellence - The video “Using Child Assessment Data to Achieve Positive Outcomes” was produced at Early Excellence Program of Denver. This child care center was the first site to be awarded the distinction of Colorado Shines Quality Rating and Improvement System Level 5. This video is posted on the Results Matter Video Library on October 3rd, the link to the Video Library Catalog is: <http://www.cde.state.co.us/resultsmatter/RMVideoSeries>.

The following are trends identified across the participating Results Matter Expansion program:

- Teachers are making positive connections between developmentally appropriate assessment and the Colorado Shines Quality Rating and Improvement System.
- Programs report that the Teaching Strategies GOLD® assessment system supports the Quality Rating and Improvement System seamlessly. Participating programs have received technical support to utilize the assessment results to individualize curriculum and lesson planning.
- Based on the results of Results Matter self-assessment sent out to Cohort 2 and on-going communication with Cohort 1, the programs are confident and competent in the use and implementation of Teaching Strategies GOLD®. Respondents also report that it takes on average two years to learn and use the GOLD® system .
- Teachers use the tool to develop individualized learning plans and guide their daily practices to support positive outcomes for the growth and development of their students.
- Directors use the Teaching Strategies GOLD® reports provided by the Teaching Strategies assessment tool to guide program planning and professional development opportunities.

Health Promotion (Section C(3) of Application)

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

- Establishing a progression of standards for ensuring children's health and safety;
- Ensuring that health and behavioral screening and follow-up occur; and
- Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards;
- Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- Leveraging existing resources to meet ambitious yet achievable annual targets.

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

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

***COLORADO DID NOT ADDRESS FOCUS AREAS C(3) OR C(4) IN ITS
RTT-ELC APPLICATION
PAGES 56 of 134 THROUGH 58 of 134 HAVE BEEN DELETED***

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

(Section D(1) of Application)

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

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

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

Statewide Competency Framework

The original version of Colorado Competencies for Early Childhood Educators and Administrators was approved by the Colorado Early Childhood Leadership Commission (State Advisory Board) in May, 2013. The Early Childhood Professional Development Advisory provides recommendations to the Colorado Competencies for Early Childhood Educators and Administrators (Early Childhood Competencies). Content revisions are developed with subject matter experts and the Early Childhood Professional Development Team. In the same year that the Early Childhood Leadership Commission officially adopted the Early Childhood Competencies, Colorado legislators also passed the Colorado Reading to Ensure Academic Development Act (Colorado READ Act). The READ Act focuses on K-3 literacy development, literacy assessment and individual READ plans for students reading below grade level. This legislation provided the opportunity to strengthen the Early Childhood Competencies related to literacy teaching practices. Based on input from the Office of Literacy at the Colorado Department of Education, version 2 of the Early Childhood Competencies were released. Versions 3 and 4 of the Early Childhood Competencies represent formatting and grammatical changes. Currently, the Early Childhood Competencies are in the fourth version: <http://www.cde.state.co.us/early/ecprofessionalcompetencies>. All future formatting and grammatical changes will be represented with a decimal change (version 4. 1) and all content revisions will be represented with a whole number change (version 5.0).

The Early Childhood Competencies support professionals who provide care and early learning for children birth to eight years of age and consist of eight domains: Child Growth, Development and Learning; Child Observation and Assessment; Family and Community Partnerships Guidance; Health, Safety, and Nutrition; Professional Development and Leadership; Program Planning and Development and Teaching Practices. Competencies supporting social emotional development, cultural competence and children with special needs are present in all eight domain areas. The Competencies are built on a framework of four levels. They begin with the basic knowledge and skills needed to enter the field and progress, according to degree of mastery, to advanced levels of academic preparation and a wide range of experiences. The four levels are cumulative, meaning that early childhood educators at the top level have the skills and knowledge to meet all the competencies in the lower levels. The levels are as follows:

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

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

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

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

Colorado is moving toward a common, statewide progression of credentials and degrees aligned with the Early Childhood Competencies. These efforts are occurring across multiple sectors, including ongoing professional development opportunities and formal education.

Ongoing Professional Development

Colorado has had a voluntary training approval process in effect for a number of years. However, there were no levers for requiring or incentivizing approval and very few training providers participated in the process. As a part of the Race to the Top Early Learning Challenge Grant effort, the approval process has been revised and updated to include specific and intentional connections to Early Childhood Competencies. State-approved, competency-based training is both convenient and incentivized. Approved training is readily available through the Professional Development Information System which is accessible to all early childhood professionals across the state. Within this system approved training will automatically populate the credential level of a registered individual's portfolio. Those working for programs seeking a high quality level (Level 3-5) are required to apply for their Early Childhood Professional Credential and this information is factored into the scoring for the Workforce Quality Indicator for the Colorado Shines Quality Rating and Improvement System. Finally, by aligning approved training to the Early Childhood Competencies professionals can increase competency in selected areas by choosing courses aligned to those competencies.

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

1. Online courses to support adult learning and training design.
2. Resources and supports for creating and providing approved training, including examples of high-quality training.
3. A trainer credential that is based on standard competencies.
4. A streamlined and automated competency-based training alignment and approval process for training including license required, clock hour, and continuing education unit training.

Instructional plans are required and align specific learning objectives to the Early Childhood Competencies. These plans also identify activities that support the achievement of the learning objectives.

The training alignment and approval process has been - and continues to be - a collaborative process. The input the Colorado Department of Education has received has been an invaluable part of creating and refining the requirements and specifications. Through this process Colorado is able to effectively increase the number of approved, competency-based trainings available across the state. Trainers are able to schedule training events directly within the Professional Development Information System where early childhood professionals can register for them. This functionality supports increased access for professionals statewide. Trainers are able to use the competencies to organize, identify, and advertise training, align offerings across all content areas and levels of competency to better support skill development.

Formal Education

Colorado is in the midst of an exciting transition in both the community college (two-year) and four-year college early childhood education field. In 2012, the Early Childhood Competencies were still in development. Now, alignment of postsecondary institutions to these competencies is well underway. Through 2014, postsecondary institutions that were aligned to either the Colorado Core Knowledge and Standards (Colorado's Community Colleges) or the Rules for the Administration of Education

Licensing Act of 1991 (Colorado's four-year teacher preparation programs) were considered to be "aligned" institutions. Effective 2015, however, "aligned" institutions are defined by alignment with Colorado's Competencies for Early Childhood Educators and Administrators. This shift is connected with the full implementation of Colorado's Early Learning Professional Development System Plan and the launch of the Early Childhood Professional Credential 2.0 which awards additional points for all formal education aligned with the Early Childhood Competencies, thus incentivizing institutions to complete this work quickly. Over the past two years, progress towards this goal has been divided into two important stages.

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

Community College Alignment to Competencies:

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

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

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

In summer of 2015, the Educator Licensing Unit at the Colorado Department of Education determined that the rules were in need of updating and provided the opportunity for revision of the rules in all areas of licensure. This opportunity came at an ideal time for the alignment work as a Task Force was already assembled and nearing the end of their work to provide recommendations for aligning all early childhood teacher preparation programs with the Early Childhood Competencies. As a result, the recommendations for rule revisions were based on the Early Childhood Competencies. The recommendations also included implementation of Colorado's Early Learning and Development Guidelines. Recommendations for early childhood special educators rule revisions built on the competencies and included the Council for Exceptional Children Early Childhood Special Education personnel standards. With the adoption of these rule changes in February of 2016, all four-year institutions are now required to align their courses to the Early Childhood Competencies and Council for Exceptional Children Standards Early Childhood Special Education as a part of the Colorado Department of Education/Colorado Department of Higher Education Teacher Preparation Program renewal process. The Colorado Department of Education's Educator Licensing Unit is extremely supportive of these changes to Licensure and Teacher Preparation and clearly understands the value of a unified, competency-based system.

Changing college courses is a time intensive process, especially in the realm of four-year institutions.

Aligning, approving and implementing the courses to the Early Childhood Competencies is not required in rule until the teacher preparation program undergoes the review process which is on a five year schedule. Currently all Colorado four- year Early Childhood Teacher Preparation programs are now actively engaged in the Alignment and Articulation Project. This project seeks to provide students with articulated, seamless education pathways leading toward their desired educational and career goals in early childhood education. With this work underway, it is expected that all four-year institutions offering degrees in early childhood education will be fully aligned after the grant ends. With the Early Childhood Competencies now embedded in Educator Licensing and Teacher Preparation Rules, full implementation is expected no later than fall of 2018.

Early Childhood Professional Credential

In the last two years, Colorado has redeveloped the Colorado Early Childhood Professional Credential which was originally launched in 2000. The new Early Childhood Professional Credential 2.0, now available through the Professional Development Information System, is a competency and research based credentialing system developed to recognize the expertise of a broad spectrum of professionals working with young children.

The credential is awarded based on an individualized, point-based system that considers formal education, ongoing professional development, experience, and demonstrated competencies. By recognizing these component areas in six possible levels, the credential supports a career progression from the completion of entry level training requirements to post graduate level degree completion. As recommended by the Transforming the Workforce for Children Birth through Age 8 (Institute of Medicine and National Research Council of the National Academies, 2015) report, the scoring system integrates all professional learning experiences to fully support competency development and ongoing professional practice. Additionally, the point structure considers the types of professional development that are most effective in changing professional practice. The credential can be used by professionals to meet the personnel requirements of child care licensing rules and regulations and is used to score the Workforce Quality Indicator of Levels 3-5 in the Colorado Shines Quality Rating and Improvement System.

The Early Childhood Professional Development Team is currently working with Colorado Department of Education Educator Licensing and Educator Effectiveness team to leverage the credential to strengthen connections for professionals working within the kindergarten to third grade system. Based on the Colorado Competencies for Early Childhood Educators and Administrators, the credential represents the foundational credential for all early childhood professionals.

Since 2015 evaluation of the Early Childhood Professional Credential 2.0 has been ongoing. In 2016, a Credential Appeals and Evaluation Committee was seated with members of the Early Childhood Professional Development Advisory and community members representing key sectors of the early childhood field. These representatives include teachers, administrators, evaluators, researchers, representatives from the Colorado Shines Quality Rating and Improvement System, higher education, teacher licensure, and school districts. This committee hears credential appeal requests and makes recommendations to the Early Childhood Professional Development Advisory regarding enhancements to the credentialing system. The Credential Appeals/Evaluation Committee reviewed data from appeals and stakeholder feedback as to how credential points are earned for formal education. In formal education, individuals receive points for their highest degree attained and additional points for any degrees with an early childhood focused area of study. Initially, the area of study points were only earned for degrees completed in the last 25 years. With guidance from the Colorado Department of Education Senior Policy Associate, the Credential Appeals/Evaluation Committee recommended a change in the scoring system to award points for qualifying areas of study regardless of the completion date. The Early Childhood Professional Development Advisory approved this change, and the new scoring approach was implemented in October. The Credential Appeals/Evaluation Committee also reviewed recommendations from the field to add additional options to the qualifying credentials, licenses and endorsements that earn points toward the Early Childhood Professional Credential 2.0.

The Early Childhood Professional Development Advisory approved the recommendations of the committee and added the following options: Strengths-Based Family Workers/Family Development Credential, Speech Language Pathology Assistant, Classroom Assessment Scoring System (CLASS) Affiliate Trainer, Child Development Associate, Professional Development Specialist, and a state issued Principal License. These additions were implemented in November of 2016.

Before launching the credentialing system in 2015, the Early Childhood Professional Development Team worked with Dr. Donna Bryant from the Frank Porter Graham Child Development Institute to implement an initial psychometric analysis of the scoring system. Through this partnership, Dr. Bryant analyzed over 600 responses to a credential survey focused on individuals' background and qualifications in the areas of the credential scoring system (formal education, ongoing professional development, experience and demonstrated competencies). Her analysis and recommendation informed the implementation of the initial credential scoring system. In September 2016, the Early Childhood Professional Development Team replicated the credential survey and received over 1,100 responses. Responses are currently being analyzed by Dr. Jean Williams, Early Childhood Evaluation Specialist with the Early Childhood Professional Development Team. Findings will further inform the Professional Development Information System credential scoring.

In 2016, the Early Childhood Professional Development Team worked with partners and stakeholders across the state to develop a scoring component for the Early Childhood Credential 2.0 demonstrated competencies. To begin, Clayton Early Learning conducted an in-depth literature and practice review of potential observation tools. Specifically, Clayton Early Learning explored:

- Which tools have good alignment with the domains of the Early Childhood Competencies and strong validity as measures of these competencies?
- Which tools have systems for ensuring reliability so that we can trust that the scoring is fair for all providers and across community contexts?
- Which tools are accessible across Colorado and across types of providers (school district, child care centers and family child care homes)?
- Which tools do professionals find useful and relevant for their ongoing work in early childhood education?

The team at Clayton Early Learning reviewed dozens of tools across a range of domain areas. This included tools that measure global teaching practices, tools that focus on specific instructional practices or home visitation practices along with tools that look closely at administrative and leadership practices. As part of this process, a detailed bibliography and reference tool was created for the state leadership team to access information on each tool along with strengths, limits and considerations unique to each tool. The team then selected a few tools from the bibliography to pilot as measures of demonstrated competency within the Colorado Early Childhood Credential System.

Finally, additional feedback regarding the scoring process was collected through a survey process within the Professional Development Information System. Registered professionals had the opportunity to view the Demonstrated Competencies Presentation and respond to survey questions. Ninety-two percent (92%) of survey respondents agree with the proposed scoring approach. Additionally, survey respondents shared critical feedback in the following areas:

- This scoring approach should align with the Colorado Shines Quality Rating and Improvement System.
- Statewide access to these observation tools is an area of concern.
- The Classroom Assessment Scoring System Tool is considered most valuable for informing professional practice and professional development.

Based on survey results, the Early Childhood Professional Development Advisory provided additional guidance for initial implementation of the scoring system. The Early Childhood Professional Development Team adjusted

scoring ranges to align with Colorado Shines Quality Rating and Improvement System. Strategies are being developed to increase statewide access to observation tools.

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

(Section D(2) of Application)

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

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

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

Access to Effective Professional Development Opportunities Aligned to Early Childhood Competencies

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

Articulated Career Pathway Aligned to the Early Childhood Competencies

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

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

Individuals are also able to find out more about available scholarship opportunities. Current opportunities supported by Race to the Top Early Learning Challenge Grant include early childhood scholarships available at community colleges across the state as well as Teacher Education and Compensation Helps (T.E.A.C.H) scholarships which require a partnership between individuals and their employer. The third award for the Teacher Education and Compensation Helps was distributed to support early childhood students for the 2016-2017 school year.

The Early Intervention Colorado and Preschool Special Education programs completed a second round of scholarship funding to support recruitment and retention efforts - particularly those in the rural areas of the state. In 2016, funds were awarded to three community agencies and nine specialists received incentives to support student loan repayments or academic scholarships to four-year universities. These efforts increased access to qualified specialists, as well as increased expertise within these agencies:

"We retained six speech language pathologists, hired two new speech language pathologists and had to fill our remaining needs with a purchase service speech pathologist and two speech language pathology assistants. We were able to start the school year off with all positions filled and appropriate services began the first week of school for all students." - East Central Boards of Cooperative Educational Services.

During spring of 2016, a new project was launched which targeted a wider range of early childhood professionals using incentive funding. The Colorado Department of Education's Professional Development Team and Preschool Exceptional Services Team worked together to create a credential which incorporates courses from Colorado as well as courses from the Frank Porter Graham Center in North Carolina. The project encourages teams of early childhood educators and early childhood special educators to complete the credential together and institute best practices in the programs in which they work. Courses were launched to a limited group in fall of 2016 and by the end of 2016 included 84 participants across the state. The series is now available in the Professional Development Information System to all professionals.

Tuition scholarship funding was also awarded for the 2016-2017 school year to the following public and private institutions to support early childhood alternative licensure degree programs and general early childhood degree students:

- Adams State University
- Adams State University (Stanley British Primary)
- Colorado State University
- Fort Lewis College
- Metropolitan State University of Denver
- Naropa University
- University of Colorado Colorado Springs
- University of Colorado Denver
- University of Colorado Denver (ASPIRE)
- University of Colorado Denver (Boulder Journey School)

- University of Colorado Denver (Friends Teacher Prep)
- University of Denver
- University of Northern Colorado

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

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

1. In December 2015, the Colorado Department of Human Services State Board approved a new rule package for Center Based Child Care Licensing that includes specific levels of the Early Childhood Professional Credential 2.0 as an additional option to meet personnel qualifications for all positions regulated by Child Care Licensing and Administration.
2. To reach a high level of program quality (Levels 3-5) in Colorado Shines, staff must not only register in Professional Development Information System but must be assigned a level within the Early Childhood Professional Credential 2.0. Directors, Early Childhood Teachers and Teacher Assistants and Aides must all participate and show achievement of certain Credential levels in order to attain higher scores.

In 2016, the percentage of individuals applying for an Early Childhood Professional Credential increased by 93%. A time study has informed staff changes and increased efficiencies related to the time between submission and credential assignment. The Early Childhood Professional Development Team implemented changes in the process that resulted in a faster turnaround time for credential review and assignment (three months to three weeks) and staffing changes that resulted in greater oversight and staff support for those supporting the credential review process and Professional Development Information System help desk.

The full implementation of the training alignment and approval process will gain further efficiencies for the credential review process, as clock hour professional development opportunities are approved and entered into the Professional Development Information System through this process. Participant registration and completion processes will also be managed through the Professional Development Information System, eliminating the need for individuals applying for the credential to upload training certificates and technicians to review certificates and manually calculate points toward a credential. Instead, credential points will be awarded automatically once the training is completed through the Professional Development Information System (PDIS).

Steps to Assure a Robust System of Professional Advancement

To support the implementation of a robust early childhood professional credential, an initial psychometric review of the new credential scoring structure was conducted. Findings from this review were incorporated into the initial scoring system of Credential 2.0 launched in the spring of 2016. "How-to" documents, videos, webpages, tip sheets, webinars, and presentations were created as resources to professionals and made available on the Professional Development Information System. Presentations and training materials were also provided to local implementation providers so they can assist early childhood professionals in their own communities. E-newsletters and listserv announcements are utilized to provide 'just in time' tips and knowledge about this new credential and the corresponding functionality in the system. In addition to the 'high tech' supports, a variety of 'high touch' supports are being utilized. Numerous face-to-face presentations, hands-on learning labs and help desk supports are in place so that professionals can call in and receive individualized assistance when applying for the credential in the Professional Development Information System.

The Professional Development Information System Help Desk has been a key support for professionals. Technicians field approximately 25 phone calls and 30 emails per day. The vast majority of issues are solved during the phone call or through email and those that require elevation are resolved within 24 hours. This

year, policies, procedures and processes on the help desk have been formalized and documented through the Professional Development Information System (PDIS) Policies and Procedures Manual, the Help Desk Handbook and the Professional Development Information System Training and Quality Assurance Plan. Additional resources have been developed so that users are better able to help themselves when necessary.

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

Final analysis for a Child Trends administered survey was completed in early 2016. The survey was distributed to 12,505 Professional Development Information System users between October 27, 2015 and November 25, 2015 (four weeks). Completed surveys were collected from 3,489 respondents (28% response rate). Results of the survey indicate that 98% of users are female, 76% are white and users are evenly distributed across the following age groups: 25-34 (26%), 35-44 (26%), and 45-54 (23%). Findings include:

- Most users heard about the Professional Development Information System from their program director or administrator (61%) and *"My program wanted to participate in Colorado Shines"* was most frequently reported as the number one reason to participate in the Professional Development Information System (85%).
- Thirty-five percent (35%) of users indicated that using the Professional Development Information System online platform was 'somewhat easy' and 38% of respondents indicated that they experienced technical challenges using the system.
- Almost half of the users who responded to the survey reported that they had received an Early Childhood Professional Credential.
- Respondents were mixed in their perceptions about whether the new credentialing system is easier to use than the previous 1.0 credential, with 32% indicating that it is easier and 42% indicating that the new system is harder.
- Forty-one percent (41%) reported that the new credentialing system is a more accurate reflection of their expertise.
- The majority of respondents (73%) reported that the activities included in the Professional Development Information System (PDIS) online learning modules helped them gain a clearer understanding of the module subject.

The Early Childhood Professional Development Team will continue to evaluate the credential scoring system to ensure its effectiveness. Most recently, feedback from stakeholders was gathered in a Credential Survey conducted in September, 2016. 1,100 stakeholders from across the state participated in this survey. When asked how well the credential scoring system aligns with the guiding principles of Colorado's P3 Early Learning Professional Development System Plan, 86% of respondents selected 'pretty close' or 'completely'. These guiding principles include a system that is accountable, innovative, accessible, inclusive, aligned, well-financed, and collaborative. Additionally, when asked how fair the credential scoring system is, 60.55% of respondents selected 'somewhat fair', 'fair' or 'extremely fair'. The Credential Appeals & Evaluation Committee will review results of all survey data to recommend next steps for further evaluation and potential refinements to the scoring system.

Workforce Data

One of the greatest opportunities Colorado has as a part of this project is to learn more about the Early Childhood Workforce. In the past, very little was known about the workforce, with limited data through Head Start or public schools but this is a very small portion of the overall workforce. The Professional Development Information System now has demographic and employment information for nearly 30,000 professionals in Colorado's early childhood workforce and detailed education information for those who have applied for the Early Childhood Professional Credential --nearly 9,000 individuals. Aggregate data can be provided on request for stakeholders and a vendor is working on an aggregate report that stakeholders can access themselves. The

Professional Development Information System will soon have permissions to release individual Credential information to those who need it.

Colorado applied for Partnership Eligibility Review, through the National Workforce Registry Alliance. It is an accreditation process that would strengthen data integrity, storage, privacy, and security practices and the ability to communicate quickly and efficiently to the early childhood field. If accepted, Colorado will be able to transfer data to the Alliance where it will be combined with other Partnership Eligibility Review approved data and used to promote policy that supports and advances early childhood educators.

Ambitious and Achievable Targets for Higher Education and Early Childhood Credentialing

Efforts to support the workforce to achieve credentials from Institutions of Higher Education aligned with the Early Childhood Competencies were outlined at the beginning of the Race to the Top Early Learning Challenge Grant project and all have been achieved. These include:

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

The following additional options were also included for Qualifying Credentials, Licenses & Endorsements, and developing the Demonstrated Competencies scoring component of the Early Childhood Professional Credential, the Early Childhood Professional Development Team has worked to include more specialized credentialing options within the Professional Development Information System. In 2016, functionality was created in the Professional Development Information System to configure innumerable 'manual credentials'. The Early Childhood Professional Credential is a points based system that awards credential levels based on the total points earned by an individual. However, many specialized credentials are earned through the completion of specific activities. The manual credential functionality developed in the Professional Development Information System allows Colorado to implement many future credentials. The first credentials to be configured in this system are the Colorado Trainer Credential and the Colorado Coaching Credential. Additionally, they can be configured to issue equivalencies toward the Early Childhood Professional Credential.

In 2017, the Early Childhood Professional Development team will begin awarding a Level 2 Early Childhood Professional Credential equivalency for individuals submitting a Child Development Credential from the Council for Professional Recognition and a Level 3 Early Childhood Professional Credential equivalency for individuals submitting a Colorado Department of Education Early Childhood/Early Childhood Special Education Teacher License. Changes to the credential scoring system are maintained in the Professional Development Information System Policies and Procedures Manual that is publicly available on the system.

Performance Measures (D)(2)(d)(1):

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

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

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

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

Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of "aligned" institutions and providers	30	30	30	30	30
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	404	535	767	966	827

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

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

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

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

Competency Framework and Progression of Credentials

Alignment with the Early Childhood Competencies is a large task that the postsecondary institutions are committed to undertaking. Although the four year institutions are slightly further behind in the alignment of courses to the Early Childhood Competencies, both two- and four-year institutions are working diligently. The

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

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

Performance Measures (D)(2)(d)(2):

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

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

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

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

Actuals

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	236	1.03%	846	3.7%	525	2.3%	1,329	5.8%	2,038	8.9%
<i>Specify:</i>	Early Childhood Professional Credential Level I									
Credential Type 2	63	0.28%	410	1.8%	327	1.4%	1,735	7.6%	3,571	15.6%
<i>Specify:</i>	Early Childhood Professional Credential Level II									
Credential Type 3	42	0.18%	325	1.4%	272	1.2%	991	4.3%	2,380	10.4%
<i>Specify:</i>	Early Childhood Professional Credential Level III									
Credential Type 4	79	0.35%	503	2.3%	432	1.9%	586	2.6%	1,009	4.4%
<i>Specify:</i>	Early Childhood Professional Credential Level IV									
Credential Type 5	39	0.17%	180	0.8%	151	0.66%	239	1%	392	1.7%
<i>Specify:</i>	Early Childhood Professional Credential Level V									
Credential Type 6	2	0.01%	13	0.05%	12	0.05%	58	0.25%	148	0.65%
<i>Specify:</i>	Early Childhood Professional Credential Level VI									
Credential Type 7	461	2.01%	2,277	10%	1,719	7.5%	4,938	21.5%	9,538	41.65%
<i>Specify:</i>	Early Childhood Professional Credential Total									
Credential Type 8										
<i>Specify:</i>										
Credential Type 9										
<i>Specify:</i>										
Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

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

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

Credential data is for Early Childhood Professional Credential 1.0 and 2.0 combined. It is possible for an individual to have both Credential 1.0 and a Credential 2.0. Credential 2.0 data is extracted from the Professional Development Information System, and Credential 1.0 data is extracted from a legacy database. Data reported is a point in time (December 31, 2016) and not growth figures. The Colorado Department of Education is in the process of designing reports that will allow growth reporting.

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

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

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

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

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

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

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

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

A process evaluation is included in the second phase of the Credential 2.0 review. Phase one focused on the initial psychometric evaluation of the Credential 2.0 scoring system. Phase 2 addresses the demonstrated competencies section of the Credential 2.0. A demonstrated competencies presentation module is currently available in the Professional Development Information System. By enrolling in the module, stakeholders across the state can learn about the plan for initial implementation of the demonstrated competencies scoring component of the Early Childhood Credential 2.0 and provide feedback through a module survey. Feedback gathered through this survey informs revisions to the demonstrated competencies scoring component.

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

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

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

Workforce Data

Thus far, Colorado has been focused on ensuring that the workforce is engaged and knowledgeable about Credential 2.0. Colorado maintains a focus on data collection and reporting. Public reporting of the Early Childhood Educator Workforce includes data to help answer the following broad questions:

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

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

Reports will soon be available that provide a more complete picture of how professionals are earning their credential (highest level of degree, area of study, ongoing Early Childhood coursework, ongoing training and professional development, coaching, related endorsements/licenses/credentials, experience in the field, and demonstrated competency). An additional report will highlight professional credential movement with details

on movement from one level to another as well as numbers of professionals who maintain their level or let their credential expire. By the end of 2016 Colorado will have valuable baseline data which will support ongoing workforce efforts both regionally and statewide.

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

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

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

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

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

Measuring Outcomes and Progress

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

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

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

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

Colorado's Achievement Plan for Kids (CAP4K), passed in 2008, mandated that every child in state funded preschool or kindergarten have an individual readiness plan informed by a Colorado State Board of Education approved school readiness assessment. Colorado's Achievement Plan for Kids states that school readiness includes both developmental and academic domains: physical well-being and motor development, social and emotional development, language and comprehension, cognition, and general knowledge (section 22-7-1004 (1) C.R.S). CAP4K indicates that the Colorado State Board of Education shall consider assessments that are research-based, recognized nationwide as reliable instruments for measuring school readiness, and suitable for determining the instruction and interventions students need to improve his/her readiness to succeed in school (section 22-7-1004 (2)(a) C.R.S).

In 2012, the State Board of Education voted to provide a menu of kindergarten readiness assessments. Teaching Strategies GOLD® was the first kindergarten school readiness assessment approved for kindergarten, followed by the Desired Results Developmental Profile-Kindergarten (DRDP-K), the Riverside Early Assessment of Learning (REAL) and the use of Teaching Strategies GOLD® Kindergarten Entry Assessment Survey in October 2014. In December of 2015, the state board approved a reduced item version of the Teaching Strategies GOLD® Kindergarten Entry Assessment Survey for implementation in SY 2016-17. All approved assessment tools measure at least the minimum domains required by statute and also provide additional areas for optional assessment.

The state board approved assessments that are designed to follow the Colorado's Achievement Plan for Kids requirement that school readiness assessments facilitate the systematic measurement of a student's increasing knowledge, skills, and accomplishments within the classroom context (section 22-7-1014(1)(b) C.R.S). The assessments are designed to be observation based, embedded within the context of the classroom and everyday learning activities.

Since 2013, the Colorado Department of Education has been supporting a phased-in implementation of the

school readiness requirements of Colorado's Achievement Plan for Kids. Based on the challenges of identifying assessments that meet the school readiness assessment criteria established in Colorado's Achievement Plan for Kids, school districts were advised to phase-in implementation of school readiness assessments and plans. After the expansion of the assessment menu in the fall of 2014, the 2015-16 school year marked the first year of statewide implementation of school readiness assessments, as all Colorado school districts were required to use one of the four State Board of Education approved school readiness assessment options.

The most widely adopted school readiness assessments in Colorado school districts continue to be the Teaching Strategies GOLD® and the Teaching Strategies GOLD® Kindergarten Entry Assessment Survey. These assessments are used by 163 of the 178 school districts in Colorado. As previously noted, the Riverside Early Assessment of Learning (REAL) was discontinued in December 2016. Two of the 178 school districts in Colorado used REAL for kindergarten entry assessment.

Colorado's Achievement Plan for Kids does not have requirements for the timing of the administration of school readiness assessment. House Bill 15-1323, passed in 2015, requires districts to complete initial kindergarten entry information for each child with a State Board of Education approved school readiness assessment within the first 60 calendar days of the school year. School districts individually establish their 60 day timeline directly with their school readiness assessment vendor. Schools and school districts have the option to continue using school readiness assessments throughout the year to continue progress monitoring the growth and development of their students.

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

The kindergarten school readiness initiative made progress this year through technical assistance, training, and professional development to support Colorado educator's implementation of school readiness assessment. The development of resources and a new grant program provided opportunities for improving kindergarten programing, expanding educators understanding of early learning best practices and school readiness. Progress was also made in adopting and piloting a system for reporting school readiness data in aggregate at the district and school level for kindergarten entry.

The School Readiness Team provided technical assistance, training, and professional development opportunities across the state through 230 site visits. These site visits have supported the majority of districts in becoming active in utilizing a school readiness assessment and have provided technical assistance beyond the basic training provided within the assessment system. Site visits also eased some of the frustration for teachers and administrators with the Teaching Strategies GOLD® system functionality issues in the fall of 2016. The School Readiness Team has continued to work closely with Teaching Strategies to communicate functionality issues and needs from Colorado teachers and administrators.

The School Readiness Team also provided technical assistance related to the changes in school readiness implementation. These changes were a result of the Memorandum of Understanding (MOU) between the Colorado State Board of Education and the most widely used school readiness assessment publisher, Teaching Strategies. The changes in implementation for school districts and schools included greater levels of data privacy and security and a reduced set of objectives for kindergarten entry assessment. The School Readiness Team informed schools and school districts of these changes and assisted them with adjustments to their implementation. Guidance for the parent opt-in process was also provided. This opt-in process enables the use of photos and videos for documentation. Examples of parent permission language and forms were collected from school districts that offered to share their work with other districts in the state. The virtual town hall meetings co-hosted by Teaching Strategies and the School Readiness Team included demonstrations of the new administrator feature enabled in Teaching Strategies GOLD® which allows users to turn on and off access for photos and videos as documentation. The co-hosted virtual town hall meetings also supported teachers and administrators with understanding the purpose and functionality of the reduced item set of objectives for kindergarten entry assessment in Colorado. Demonstrations were also included features for enabling additional, optional objectives.

The School Readiness Team expanded professional development to include support in not only understanding how to conduct observational assessments, but also understanding developmentally appropriate practice, child development, and how to connect school readiness data with lesson planning and intentional teaching. This type of assessment often requires a paradigm shift for many kindergarten teachers and administrators. The professional development provided also supported many teachers and administrators in finding the value of an assessment system that provides useful, reliable, high quality, real time information about the growth and development of a student in both academic and developmental domains.

In SFY 2016-17, 28 schools and school districts approach the school readiness assessments with a systems approach, in these cases the School Readiness Team is able to customize implementation support. Approximately four to five additional school districts are exploring options for systems approaches for the SFY 2017-18. System approaches have varied, but some examples include replacing teacher created assessments, allowing teachers to build a body of evidence all within the student portfolios, using the Teaching Strategies GOLD® report card for the kindergarten report card to share student growth and goals with families and engaging families in participating in goal setting for continuing growth. Some districts have cross-walked Teaching Strategies GOLD® objectives and the widely held expectations to their curriculum and/or programs making connections for teachers in what they are teaching and assessing. For some, a systems approach has strengthened connections between classroom teachers, specialist teachers, interventionists, special education teachers and service providers in many schools. Finally for some districts using GOLD® data has supported larger efforts such as improvement planning, a multi-tiered system of supports, and professional learning communities.

The School Readiness Team also offered two large scale, full-day trainings in the summer of 2016. The Kindergarten Summer Mini-Conference offered a common understanding of the intent and purpose of school readiness, reinforced connections between early learning and the P-3 alignment, the Colorado Preschool Program, Office of Literacy and Colorado's Professional Development Information System. Conference breakout sessions were offered in two tracks (teacher and administrator) and attendees were able to select sessions based on their specific needs and interests in kindergarten and school readiness. In total 172 people attended the summer conferences.

Presentations were also provided to a variety of groups throughout the year including: the Colorado Association of School Executives, the Rocky Mountain Early Childhood Conference, the Gifted and Talented State Directors, and the Association of Colorado Educational Evaluators, the Early Childhood Leadership Commission, the Early Childhood Councils Leadership Alliance, and the Special Education Advisory Committee. Colorado Department of Education partnered with the Temple Hoyne Buell Foundation to develop a P-3 track as part of the Colorado Association of School Executives (CASE) annual summer leadership conference. Presentation topics included developing a P-3 systems approach, elements of authentic assessment, updates to school readiness assessment implementation policies and program goals, kindergarten school readiness data collection and reporting, and support for early learning in the Every Student Succeeds Act (ESSA). Sessions were well attended and the Colorado Association of School Executives has requested a P-3 session for their winter conference in February 2017. Additionally, a team from the P-3 Leadership Cadre presented at the National Association of Elementary School Principals annual conference. The Colorado Department of Education connected with schools districts that were interested in developing a P-3 approach to early learning and school readiness. Interested individuals were able to participate on steering committees, provide resources, and connect their work with national resources. The Colorado Department of Education was invited to be a part of school district teams attending national P-3 institutes.

Early learning has also been a part of the Every Student Succeeds Act efforts in Colorado, has created a unique opportunity for the expansion of support for school readiness and a P-3 approach to education. Members of Colorado Department of Education's Office of Early Learning and School Readiness are part of the Colorado Department of Education team coordinating the process of drafting Colorado's Every Student Succeeds Act state plan. An early learning and Every Student Succeeds Act stakeholders advisory committee was created.

The School Readiness Team has connected in person or over the phone with 92% of school districts in Colorado actively utilizing school readiness assessments and we will continue to measure progress in the grant through

tracking site visits, technical assistance, trainings, professional development and other work with school districts and schools in Colorado.

Colorado kindergarten teachers have shared how their school's system approach to school readiness has made an impact on their classrooms, teaching and communicating with parents.

"I can't tell you how much I like Teaching Strategies GOLD®. If I were a teacher of any other grade, I would want to take Teaching Strategies GOLD® with me. I love the information I have on students as soon as they come into my classroom, and I love the growth I can show. I also really like this type of report for our report card and for parent teacher conferences as well."

"I love the developmental aspect of Teaching Strategies GOLD®. It both verifies and charges with me to keep developmental nature of our young children in mind... in every aspect of my teaching. I appreciate being able to focus on student strengths and observing them over time with each domain and checkpoint. We really grew in terms of the report card and how to roll it out."

In addition to in-person support, the School Readiness Team expanded and updated resources to promote greater understanding of school readiness and of developmentally appropriate practices in kindergarten among teachers and administrators. The School Readiness webpage was updated to ensure a better user experience and new information was added regularly. The School Readiness Team worked to update fact sheets and guidance documents to provide the most current information regarding school readiness. A new data reporting fact sheet was developed in anticipation of a statewide school readiness data collection in SFY 17-18. The School Readiness Team also developed the Kindergarten School Readiness Guide to Implementation and Best Practices to support and promote the implementation of high-quality kindergarten programming and practices, and to provide guidance for the implementation of school readiness assessment in kindergarten. An initial draft version of the guide was put out for stakeholders to provide feedback on. After feedback was reviewed and adjustments were made the final draft of the guide was published on the school readiness webpage.

The Ready Schools Grant offered opportunities to improve best practices in early learning and school readiness work. This grant funded 17 schools and local school districts across the state to enhance and improve kindergarten programming. The grant focused on the continued development of approaches to school readiness, increasing and refining kindergarten teacher knowledge of child development, and the use of best practices in early childhood pedagogy. Observation-based formative assessment practices, improving classroom environments designed to support the whole child and independent student choice during the instructional day, and alignment and implementation of systems and practices from preschool through third grade (P-3) by the inclusion of teachers from preschool, 1st, 2nd, and 3rd grade were also included grant activities.

"The work [Ready Schools grantees] are doing through this grant is important, and will help us to re-envision ourselves and our expectations for our learners. That is my hope, through this grant, to re-envision and re-inspire teachers so we can embrace [Teaching Strategies] GOLD with authenticity and purpose!"

Race to the Top Early Learning Challenge Grant funds covered the full costs for school districts to purchase student portfolios.

Progress was also made in adopting and piloting a system for reporting school readiness data in aggregate at the district and school level for kindergarten entry. A school readiness data reporting pilot was conducted with 10 school districts from across the state, representing each region. The data reporting pilot included small rural, rural, urban, and suburban districts. Through a partnership with the most widely used school readiness assessment publisher, Teaching Strategies, school districts were provided with reports created to meet the State Board approved data reporting format. District level and school level aggregate data was extracted by Teaching Strategies from the fall checkpoint data and compiled into a report for each district. Joint webinars were held by the School Readiness Team and Teaching Strategies as part of the pilot process. The approval of the school readiness data reporting format, as well as the piloting of the reports by school districts in Colorado is significant progress towards state wide school readiness data collection in SFY 2017-18.

This page is intentionally blank due to formatting issues

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

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

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

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

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

Data Tables

Commitment to early learning and development.

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

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	27,879	8.31%
Toddlers ages 1 through 2	55,274	16.47%
Preschoolers ages 3 to kindergarten entry	55,827	16.63%
Total number of children, birth to kindergarten entry, from low-income families	138,980	41.41%

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

Data Table A(1)-1 Data Notes

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

Sources: U.S. Census Bureau, American Community Survey Table B17024 and Population Estimates Table PEPSYASEX (2015)

The child population by age group data presented are based on the 2015 single year of age population estimates, which are updated annually; whereas, estimates from other alternate sources (American Community Survey or Colorado Children's Campaign) did not include annual updates or single-age categories. The numbers of children from low-income families were estimated by applying the the proportion of children living in families with incomes under 200% of the Federal Poverty Level to each age group.

Population estimates for all percentages, unless otherwise noted, are based on the 2015 Census population estimate data indicating that Colorado has 335,607 children under the age of five.

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

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

Special populations: Children who	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	15,063	4.49%
Are English learners ²	65,907	19.64%
Reside on "Indian Lands"	915	0.27%
Are migrant ³	857	0.26%
Are homeless ⁴	1,280	0.38%
Are in foster care	3,241	0.97%
Other 1 as identified by the State	28	0.01%
<i>Describe:</i>	Children birth through 2 years eligible for Part C based on parents having a developmental disability	
Other 2 as identified by the State	89,643	22.87%
<i>Describe:</i>	Children in immigrant families	

¹For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁴The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Table A(1)-2 Data Notes

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

Special populations: Children who have disabilities or developmental delays

Sources: Colorado Department of Education, Exceptional Student Services Unit (2016); Colorado Department of Human Services, Early Intervention Colorado (2016)

The number of children who have disabilities or developmental delays participating in Individuals with Disabilities Education Act Part B (section 619) and Part C programs in 2016 were 8,766 and 6,297 respectively. Part B data only includes ages three through five, while Part C data only includes ages zero to three.

Special populations: Children who are English learners

Source: U.S. Census Bureau, American Community Survey, Table B16007 (2015)

There is no data for children ages birth through age four (under five) who speak a language other than English at home. The English Language Learners count and percentage is based on the 19.64% of children ages five to 17 that speak a language other than English. Applying the same proportion (19.64%) to the total number of children birth through age four in Colorado yielded the reported data.

Special populations: Children who reside on “Indian Lands”

Source: U.S. Census Bureau, American Community Survey, Table S0101 (2015)

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

Special populations: Children who are migrant

Source: Colorado Department of Education, Coordinator of Elementary and Secondary Education Act Reporting (2016)

Number of children (from birth to kindergarten entry) in the state of Colorado who have been identified as migrant for State Fiscal Year 2015-2016; children in Kindergarten is reported as 312

Special populations: Children who are homeless

Source: Colorado Department of Education, Homeless Education Liaisons (2016)

Data represents the number of children experiencing homelessness in Colorado ages birth to kindergarten entry reported by all Colorado Public School Districts during the 2015-2016 school year. Data from BOCES subgrantees are also included. This data has not received final verification from the Colorado Department of Education nor the U.S. Department of Education. Data reported is based on initial reporting estimates.

Special populations: Children who are in foster care

Source: Colorado Department of Human Services, Adoption and Foster Care Analysis and Reporting System/ National Child Abuse and Neglect Data System (2016)

Unduplicated number of children under the age of five in foster care during Calendar Year 2016. Foster care, for purposes of this report, is defined as out-of-home care and non-certified kinship care (includes group and residential treatment settings). For 2016, changes were made to the reporting methodology, which resulted in a more accurate count.

Special populations: Children birth through two years eligible for Individuals with Disabilities Education Act Part C based on parents having a developmental disability

Source: Colorado Department of Human Services, Early Intervention (2016)

Special populations: Children in immigrant families

Source: U.S. Census Bureau, American Community Survey, Table C05009 (2015)

One or more foreign-born parent data was used to determine the number of children in immigrant families. This data includes children ages birth through five; therefore, the percentage estimate uses the total number of children of 392,013 under the age of six as the denominator.

Population estimates for all percentages, unless otherwise noted, are based on the 2015 Census population estimate data indicating that Colorado has 335,607 children under the age of five.

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

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

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	58	305	21,133	21,496
<i>Specify:</i>	Colorado Preschool Program			
<i>Data Source and Year:</i>	Colorado Department of Education, Colorado Preschool Program (2016)			
Early Head Start and Head Start¹	899	2,031	10,904	13,834
<i>Data Source and Year:</i>	Colorado Department of Human Services, Head Start State Collaboration Liaison (2016)			
Programs and services funded by IDEA Part C and Part B, section 619	568	5,729	8,766	15,063
<i>Data Source and Year:</i>	Colorado Department of Education, Exceptional Student Services Unit Colorado Department of Human Services, Early Intervention (2016)			
Programs funded under Title I of ESEA	0	0	742	742
<i>Data Source and Year:</i>	Colorado Department of Education, Coordinator of ESEA Reporting (2016)			
Programs receiving funds from the State's CCDF program	876	4,204	5,124	9,954
<i>Data Source and Year:</i>	Colorado Department of Human Services (2016)			
Other 1	1,517	2,148	0	3,665
<i>Specify:</i>	Nurse-Family Partnership			
<i>Data Source and Year:</i>	Invest in Kids, Nurse-Family Partnership (2016)			
Other 2	444	1,278	1,181	2,903
<i>Specify:</i>	Parents as Teachers			
<i>Data Source and Year:</i>	Colorado Parent and Child Foundation (2016)			
Other 3	0	0	775	775
<i>Specify:</i>	Home Instruction for Parents of Preschool Youngsters			
<i>Data Source and Year:</i>	Colorado Parent and Child Foundation (2016)			
Other 4				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 5				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

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

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other 6				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 7				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 8				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table A(1)-3a Data Notes

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

State-funded preschool (Colorado Preschool Program) children, by age, data are self-verified for the academic year 2015-2016 using the annual census count (October 1, 2015). Infants/Toddler ages determined by age as of October 1, 2015.

Early Head Start and Head Start children, by age, data include children served in unlicensed and exempt facilities and home services, in addition to licensed facilities. The children data reflects total enrollment for academic year 15-16, and may include duplicates between age groups, as reported in the Program Information Reporting (PIR).

The number of children with high needs participating in programs funded by Individuals with Disabilities Education Act (IDEA) Part C included 568 infants under age one and 5,729 toddlers ages one through two. The number of children with high needs participating in programs funded by IDEA Part B, section 619, included 8,766 preschoolers ages three through five. Both are based on the annual December 1 count.

Children, by age data, for programs funded under Title I of Elementary and Secondary Education Act includes reflects all preschool students and does not include infants or toddlers in the 2015-2016 End of Year report.

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

Nurse-Family Partnership(NFP) data is an estimate of all clients served in 2016, including some clients who are no longer in the program. Parents as Teachers (PAT) and Home Instruction for Parents of Preschool Youngsters (HIPPY) data reported by Parent Possible for State Fiscal Year 2015-2016.

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

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

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	10,973	154	667	1,765	44	652	7,241
<i>Specify:</i>	Colorado Preschool Program						
Early Head Start and Head Start¹	8,575	319	197	1,087	18	545	3,113
Early Learning and Development Programs funded by IDEA, Part C	1,745	27	181	236	7	201	3,900
Early Learning and Development Programs funded by IDEA, Part B, section 619	2,891	54	206	319	14	338	4,944
Early Learning and Development Programs funded under Title I of ESEA	503	4	9	14	3	37	323
Early Learning and Development Programs receiving funds from the State's CCDF program							
Other 1	1,812	29	98	191	5	183	1,205
<i>Describe:</i>	Nurse-Family Partnership						
Other 2	1,692	38	30	50	7	245	827
<i>Describe:</i>	Parents as Teachers						
¹ Including Migrant and Tribal Head Start located in the State.							

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

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Other 3	534	71	27	43	4	16	72
<i>Describe:</i>	Home Instruction for Parents of Preschool Youngsters						
Other 4							
<i>Describe:</i>							
Other 5							
<i>Describe:</i>							
Other 6							
<i>Describe:</i>							
Other 7							
<i>Describe:</i>							
Other 8							
<i>Describe:</i>							

Data Table A(1)-3b Data Notes

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

State-funded preschool

Sources: Colorado Department of Education, Colorado Preschool Program (2016)

State-funded preschool (Colorado Preschool Program) children, by race/ethnicity, data are self-verified for the academic year 2015-2016 using the annual census count (October 1, 2015) as reported by local school districts.

Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Office (2016)

Early Head Start and Head Start children, by race/ethnicity, data include children served in unlicensed and exempt facilities and home services, in addition to licensed facilities. These are reported data from the 2015-2016 Head Start Program Information Report (PIR) and includes American Indian/Alaska Native and Migrant Seasonal Head Start data. Figures include unknown counts of pregnant women, and 602 reported as "Other" and 155 as "Unspecified".

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

Source: Colorado Department of Human Services, Early Intervention (2016)

Data from the annual December 1 count.

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

Source: Colorado Department of Education, Exceptional Student Services Unit (2016)

Data from the annual December 1 count.

Early Learning and Development Programs funded under Title I of Elementary and Secondary Education Act (ESEA)

Source: Colorado Department of Education, Coordinator of ESEA Reporting (2016)

Not all Pre-K students were included in a race/ethnic category, as student-level data was not available for all programs.

Early Learning and Development Programs receiving funds from the State's Child Care Development Fund (CCDF) program

Source: Colorado Department of Human Services (2016)

CCDF data not available (reporting as blanks).

Nurse-Family Partnership

Source: Invest in Kids, Nurse-Family Partnership (2016)

These numbers identify clients that are currently enrolled in the program at the end of calendar year 2016. There were 142 missing race designation.

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

Source: Colorado Parent and Child Foundation (2016)

Data includes all children receiving at least 1 private visit from July 1, 2015 to June 30, 2016. 21 total unknowns reported.

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

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

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Supplemental State spending on Early Head Start and Head Start¹	0	0	0	0	0
State-funded preschool	\$67,106,863	\$67,236,788	\$74,618,543	\$83,099,166	\$86,002,476
<i>Specify:</i>	Colorado Preschool Program				
State contributions to IDEA Part C	\$17,097,261	\$19,908,423	\$19,910,756	\$19,109,480	\$21,519,362
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	0	\$22,753,114	\$24,446,257	\$26,139,321	\$28,231,264
Total State contributions to CCDF²	\$34,940,849	\$38,822,336	\$40,374,807	\$42,909,729	\$35,639,028
State match to CCDF Exceeded / Met / Not Met	Met	Met	Exceeded	Exceeded	Exceeded
<i>If exceeded, indicate amount by which match was exceeded</i>	0	0	\$4,654,041	\$8,303,236	\$2,981,317
TANF spending on Early Learning and Development Programs³	\$989,673	\$870,062	\$679,634	\$548,790	\$739,588
Other State contributions 1	0	\$2,003,669	\$2,675,834	\$1,799,741	0
<i>Specify:</i>	Early Childhood Councils				
Other State contributions 2	\$47,000	0	0	0	0
<i>Specify:</i>	Even Start Family Literacy				
Other State contributions 3	\$12,400,000	\$14,300,000	\$15,374,863	\$14,585,205	\$15,708,114
<i>Specify:</i>	Nurse Home Visitor Program				
Other State contributions 4	\$1,231,571	\$1,219,071	\$1,538,028	\$1,352,121	0
<i>Specify:</i>	Tony Grampsas Youth Services- Early Childhood				
Other State contributions 5	\$1,100,000	\$1,146,670	\$1,146,684	\$1,176,096	\$1,224,840
<i>Specify:</i>	Early Childhood Mental Health Specialists				
Other State contributions 6					
<i>Specify:</i>					

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

Funding for each Fiscal Year

Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Other State contributions 7					
<i>Specify:</i>					
Other State contributions 8					
<i>Specify:</i>					
Total State contributions:	\$134,913,217	\$168,260,133	\$185,419,430	\$199,022,885	\$189,064,672

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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

³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Data Table A(1)-4 Data Notes

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

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

State Contributions to IDEA Part C - Source: The Colorado Department of Human Services, Office of Early Childhood, State Fiscal Year 2015-16 .

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

State Contributions for the Child Care Development Fund - Source: The Colorado Department of Human Services Office of Early Childhood, State Fiscal Year 2015-16. The state match was exceeded, and the difference this year is \$2,981,317, which represents the difference between the requirement match and state contributions.

State Contributions for TANF Spending on Early Learning and Development - Source: The Colorado Department of Human Services, Office of Early Childhood, State Fiscal Year 2015-16.

State Contributions to Early Childhood Councils - Source: The Colorado Department of Human Services, Office of Early Childhood, State Fiscal Year 2015-16. The state-funded program that supports Early Childhood Councils is reported in the State Contributions for CCDF figure stated above. There was an error in reporting the match amounts in prior years and to correct for that we have reported 0 spent for ECC as that amount is already reflected in the State Contributions to CCDF.

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

State Contributions to the Nurse Home Visitor Program - Source: The Colorado Department of Human Services, Office of Early Childhood, State Fiscal Year 2015-16.

State Contributions to the Tony Grampasas Program - Source: The Colorado Department of Human Services, Office of Early Childhood, State Fiscal Year 2015-16. The Office of Early Childhood is working with other agencies to determine the amount spent on these programs for State Fiscal Year 2015-16, but this figure was not

available at the time of submission.

State Contributions to Early Childhood Mental Health Specialists - Source: The Colorado Department of Human Services, Office of Early Childhood, State Fiscal Year 2015-16.

Note: For Year 2 and Year 3, the amount by which the State Contribution to CCDF match was exceeded is counted twice, since it is included in the total state contributions figure and then added in a second time as the the amount the match was exceeded.

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

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

Total number of Children with High Needs participating in each type of Early Learning and Development Program¹					
Type of Early Learning and Development Program	Baseline	Year One	Year Two	Year Three	Year Four
State-funded preschool (<i>annual census count; e.g., October 1 count</i>)	21,160	19,538	20,850	21,713	21,496
<i>Specify:</i>	Colorado Preschool Program				
Early Head Start and Head Start² (<i>funded enrollment</i>)	12,544	14,075	14,541	13,391	13,834
Programs and services funded by IDEA Part C and Part B, section 619 (<i>annual December 1 count</i>)	0	14,917	14,682	15,264	15,063
Programs funded under Title I of ESEA (<i>total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report</i>)	0	2,034	954	0	742
Programs receiving CCDF funds (<i>average monthly served</i>)	9,699	16,329	10,042	9,853	9,954
Other 1	0	3,791	3,669	3,481	3,665
<i>Describe:</i>	Nurse-Family Partnership				
Other 2	0	1,944	2,164	1,104	2,903
<i>Describe:</i>	Parents as Teachers				
Other 3	0	823	716	320	775
<i>Describe:</i>	Home Instruction for Parents of Preschool Youngsters				
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table A(1)-5 Data Notes

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

State-funded preschool

Sources: Colorado Department of Education, Colorado Preschool Program (2016)

Early Head Start and Head Start

Source: Colorado Department of Human Services, Head Start State Collaboration Liaison (2016)

Programs and services funded by Individuals with Disabilities Education Act (IDEA) Part C and Part B, section 619

Sources: Colorado Department of Education, Exceptional Student Services Unit (2016); Colorado Department of Human Services, Early Intervention (2016)

IDEA Part C and Part B (section 619) baseline data for 2012 were not available due to programs not being able to identify and report the number of children with high needs served.

Programs funded under Title I of Elementary and Secondary Education Act (ESEA)

Source: Colorado Department of Education, Coordinator of ESEA Reporting (2016)

Colorado was unable to provide Title I Pre-Kindergarten data for Year Three, but rectified the technology issues to be able to report more accurately in Year Four.

Programs supporting children under the age of five receiving Child Care Development Fund (CCDF) funds

Source: Colorado Department of Human Services (2016)

CCDF data reflects average monthly utilization from December 2015 through November 2016.

Nurse-Family Partnership

Source: Invest in Kids, Nurse-Family Partnership (2016)

Nurse-Family Partnership baseline data for 2012 was not available due to programs not being able to identify and report the number of children with high needs served.

Parents as Teachers and Home Instruction for Parents of Preschool Youngsters

Source: Colorado Parent and Child Foundation (2016)

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

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

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

Data Table A(1)-6 Notes

Enter text to explain or clarify information as needed.

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

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	X	X	X	X	
<i>Specify:</i>	Colorado Preschool Program				
Early Head Start and Head Start¹	X	X	X	X	
Programs funded by IDEA, Part C	X	X			
Programs funded by IDEA, Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA	X	X	X	X	
Programs receiving CCDF funds	X	X	X	X	
Current Quality Rating and Improvement System requirements (Specify by tier)			X	X	
Tier 1					
Tier 2			X	X	
Tier 3			X	X	
Tier 4			X	X	
Tier 5			X	X	
State licensing requirements			X	X	
Other 1					
<i>Describe:</i>					
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
¹ Including Migrant and Tribal Head Start located in the State.					

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

Data Table A(1)-7 Notes

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

Budget and Expenditures

Budget Summary Table Narrative

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

The following represents a preliminary account of total calendar year 2016 spending and projected funds remaining allocated to the 2017 calendar year. 2017 represents the fifth and final year of the Race to the Top Early Learning Challenge Grant. The figures presented below are subject to change, at this time we do not have all final vendor invoicing for work completed in 2016. As those invoices are processed, we anticipate the total funding available in 2017 to decrease to ensure all 2016 costs are covered.

Budget Summary Table Explanation of Changes

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

Project Budget 1

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

Project Budget Narrative

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

Project 1 has spent \$5,175,355 of \$5,303,788, or 97% of the planned project budget. Currently the project has \$141,384 in committed funding, anticipating at least \$10,736 will be returned by a vendor under billing their contracts. With the committed funding added in, this project's budget is 99% spent or committed. Based on these numbers, the remaining budget falls short of what we hoped to make available for funding staff remaining on the grant during 2017. Project 1 will roll forward a total of \$102,846.17 to pay existing contracts that continue into 2017, and will identify savings from Project 3 to make whole the operations costs planned for 2017. Funds transferred from Project 3 to Project 1 will be outlined in the table under the Project 3 section of this document.

- Project 1 funds moved to 2017 within the same budget lines-\$102,846.18
- Project 1 funds moved to 2016 in different budget lines-\$97,768.78

Project Budget Explanation of Changes

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

Personnel: Colorado had higher than projected spending on personnel for support services due to the high volume of contracts managed under the grant. As the volume of contracts and invoices drops off in 2017 we expect these costs to taper off and transition to our sustainable funding. Colorado will balance the overspend in 2016 with funds originally planned for 2017 personnel, and identify Project 3 funds to transfer into 2017.

Fringe: As noted above, the higher personnel expenses also resulted in higher fringe benefits. Colorado will reduce Project 1 fringe from 2017 to cover 2016 expenses, and identify funds in Project 3 to transfer to 2017 fringe expenses.

Travel: Colorado has another busy year of travel between conferences and local engagement efforts. The overspend in 2016 will be cost savings from 2016 Supplies and Technical Assistance funds.

Supplies: Colorado ended up spending much less on supplies in 2016 than originally budgeted. These funds will be used to help balance areas of overspend within the 2016 budget. A large portion of the remaining funding was set aside to support supplies needs for our State's Early Childhood Leadership Commission, however they were able to fund much of their activity through public-private partnerships.

Contractual: Colorado will use remaining contract funding in two ways, 1) to balance 2016 overspending on our indirect cost allocation rate, and 2) shift funding forward to 2017 to cover the remaining activities within our communications vendor's contract.

Other: Similar to the above notes for Personnel and Fringe, a higher volume in contracts and invoicing also increases the Department of Human Services (DHS) Cost Allocation Plan charges to our Race to the Top Early Learning Challenge Grant. Colorado can balance to overspending in this line using savings in supplies, contracts, and Project 3 funds.

Grants/Distributions: Colorado will only roll forward a small amount to our grants line, DHS a single vendor

invoice for family engagement work not yet received. Once received, that will conclude the activities for local funding in Project 1.

Project Budget 2

Project Name: Early Learning Standards and Guidelines

Project Budget Narrative

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

Project 2 concluded at the end of 2015, there is no grant activity or grant budget to report on for the 2016 calendar year.

Project Budget Explanation of Changes

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

Project Budget 3

Project Name: Tiered Quality Rating and Improvement System

Project Budget Narrative

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

Project 3 has spent \$16,404,736 of \$25,147,170, or 65% of the planned project budget. Currently the project has \$7,070,325.94 in committed funding; anticipating that up to \$688,302.84 may be returned from vendors under billing their contracts. With committed funding included, this project's budget is 93% spent or committed. The remainder of the uncommitted funding is largely committed to supporting the CHATS Modernization project and alignment between Colorado Shines Quality Rating and Child Care Subsidy systems and policies. At most, \$4,918,124.93 will roll forward to 2017 as contractual and local funds, the majority of which will be committed to existing contracts.

- Project 3 funds moved to 2017 within the same budget lines-\$3,403,839.68
- Project 3 funds moved to 2017 in different budget lines-\$93,370.13
- Project 3 funds moved to 2016 in different budget lines -\$58,308.09

Project Budget Explanation of Changes

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

Personnel: Colorado has significant savings from the personnel line in 2016 due to a combination of position vacancy and reduced costs for staff shared across multiple business units. These savings will be used to balance overspending in other operations lines. Additionally, a portion of this savings will be transitioned to Project 1 in 2017 to cover personnel. We do not anticipate the same underspending in 2017 as the majority of staff on this project will transition to sustainable funding and our 2017 personnel line has been reduced accordingly.

Fringe: As noted above, Colorado also experienced savings on fringe benefits as a result of the lower personnel costs. All of these savings will be shifted to Project 1 in 2017 for personnel.

Travel: Colorado has heavier than anticipated travel in 2016, participating in conferences and community engagement efforts. The overspending of travel for 2016 will be covered by personnel cost savings.

Supplies: Colorado also had additional supplies costs that exceeded our budget. The additional spending will be covered by the cost savings from 2016 personnel.

Contractual: Colorado has several large IT projects under contract that continue into 2017. A small amount of \$23,863.80 will be moved over to Project 1 for supplies, personnel, and fringe, otherwise, all unspent contractual funds will roll forward into 2017 to continue to use with existing contracts. Major contracts have deadlines of either June 30th or September 30th in 2017, so we anticipate to see this roll forward spending coming in well before the end of the calendar year.

Other: Colorado had minor overspending on other expenses. These costs can also be covered with the savings from 2016 personnel.

Indirect: The indirect expenses were higher than anticipated for 2016, impacted by the number of invoices and new contracts executed that increase our grants demands of cost allocated central contracting and account

staff. Indirect overspending will be balanced using the cost savings from personnel in 2016.

Grants/Distributions: The other major roll forward of funding from 2016 to 2017 is Colorado's Quality Improvement Grants budget. A small portion of these funds will be moved into Project 1 other for 2017. The majority of these funds are already allocated to Colorado's Early Childhood Councils to award to qualifying licensed child care providers. Moving these funds forward aligns with the contract end date of June 30, 2017. All quality improvement grant funding will be awarded and spent by mid-year, after which point Colorado will repurpose any unspent funds on one-time costs.

Project Budget 4

Project Name: Developing a Great Early Childhood Education Workforce

Project Budget Narrative

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

The key focus for Developing a Great Early Childhood Education Workforce in 2017 is completing the priority enhancements to the Professional Development Information System (PDIS) which include increased functionality of the career planning tools for Early Childhood Professionals (self-assessment and PD Plans), continued focus on improving the usability experience for professionals, continued improvement of the PDIS Help Desk to support the over 30,000 registered professionals, final development of reporting functionality and system supports for manual credential scoring. The final awards of scholarships for certificate and degree completion at Colorado two and four year colleges and universities is another priority in 2017.

- Project 4 funds moved to 2017 within the same budget lines-\$896,909.76
- Project 4 funds moved to 2017 in different budget lines-\$0

Project Budget Explanation of Changes

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

Personnel: Colorado proposes to carry forward \$29,817.43 in unspent funds from CY 16 to CY 17 for personnel expenses. The carry forward amount is due to unanticipated position vacancy savings that were sustained in CY 16.

Fringe: Colorado over expended its fringe budget in CY 16 by \$40,265.26 as a result of miscalculating the hourly, part-time employee's impact to the fringe budget (e.g. FICA-Medicare, PERA). Colorado estimates that with this reduction to the fringe budget in CY 17, the State still anticipates sufficient budget to support the remaining work on this project due to position vacancy savings.

Travel: Colorado proposes to carry forward \$8,659.89 in unspent funds from CY 16 to CY 17 for travel related expenses. The carry forward of funds will support the remaining travel expenditures the State anticipates for this project in Year 5.

Supplies: Colorado proposes to carry forward \$3,124.88 in unspent funds from CY 16 to CY 17 as a result of an underspent supplies budget in CY16. The carry forward of funds will support the remaining supplies expenditures the State anticipates for this project in Year 5.

Contractual: Colorado proposes to carry forward \$193,779.22 in unspent funds from CY 16 to CY17. The carry forward of funds will support the remaining contractual expenditures the State anticipates for this project in Year 5.

Other: Colorado proposes to carry forward \$49,394.72 in unspent funds from CY 16 to CY17. The carry forward of funds will support the remaining other/operating expenditures the State anticipates for this project in Year 5.

Grants/Distributions: Colorado proposes to carry forward \$652,398.88 in unspent funds from CY 16 to CY 17 for the remaining distributions in this project. Colorado requests to roll the available funds into Year 5 to support the remaining commitments budgeted for T.E.A.C.H Early Childhood scholarships, the Foundation for Colorado

Community Colleges, and scholarships and incentives for four-year degrees. Additionally, \$231,527.51 has been reallocated from Project 5-Results Matter Expansion contractual budget in CY 17 to support these scholarships and incentives.

Project Budget 5

Project Name: Results Matter Expansion

Project Budget Narrative

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

In 2017, Colorado will sustain the results of the Results Matter Expansion project by integrating supports within the Colorado Preschool Program and Results Matter team. Colorado has prioritized the sustained funding of portfolios for Results Matter Expansion sites through the end of the project. All participating sites (Cohort 1 and Cohort 2) will receive full funding for continued use of assessment portfolios. Additionally, all sites will receive a toolkit of resources focused on the continued use of child assessment to inform instructional and program practices. Sustained support for Cohorts 1 and 2 will shift to either the Colorado Preschool Program or Results Matter team by June 30, 2017.

- Project 5 funds moved to 2017 in different budget lines-\$60,000.00
- Project 5 funds moved in 2017 to different projects-\$346,527.97

Project Budget Explanation of Changes

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

Personnel: Colorado over-expended its personnel budget in CY 16 by \$5,594.72. As a result of the over-expended budget, a reduction by \$5,594.72 has been applied to CY 17 budget for personnel. The over-expended budget was the result of higher than anticipated unemployment insurance for personnel in CY 16. Colorado estimates that a reallocation of \$60,000 from the contractual budget in CY 17 will provide sufficient resources to support the remaining personnel expenses.

Fringe: Colorado proposes to carry forward \$13,402.69 in unspent funds from CY 16 to CY 17 for fringe expenses. Additionally, Colorado proposes to reallocate \$24,476.89 in funds for CY 17 to the Project 6: Kindergarten Readiness distributions budget to support portfolio reimbursements to LEAs. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds to Project 6, the State anticipates that sufficient funding remains to support all fringe expenses in CY 17.

Travel: Colorado proposes to carry forward \$39,348.76 in unspent funds from CY 16 to CY 17 for travel expenses. Additionally, Colorado proposes to reallocate \$38,641.02 in funds for CY 17 to the Project 6: Kindergarten Readiness distributions budget to support portfolio reimbursements to LEAs. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds to Project 6, the State anticipates that sufficient funding remains to support all travel expenses in CY 17.

Supplies: Colorado proposes to carry forward \$18,809.99 in unspent funds from CY 16 to CY 17 for supplies expenses. Additionally, Colorado proposes to reallocate \$24,947.56 in funds for CY 17 to the Project 6: Kindergarten Readiness distributions budget to support portfolio reimbursements to LEAs. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds to Project 6, the State anticipates that sufficient funding remains to support all supplies expenses in CY 17.

Contractual: Colorado proposes to carry forward \$251,911.51 in unspent funds from CY 16 to CY 17 for contractual expenses. Additionally, Colorado proposes to reallocate \$60,000 to the personnel budget within

Project 5: Results Matter Expansion and \$199,563.51 to the Project 4: Workforce Development distributions budget to support scholarships and incentives in CY 17. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds within Project 5 and to the Project 4 distributions budget , the State anticipates that sufficient funding remains to support all contractual expenses in CY 17.

Other: Colorado proposes to carry forward \$41,700.07 in unspent funds from CY 16 to CY 17 for other/operating expenses. Additionally, Colorado proposes to reallocate \$26,934.50 to the Project 4: Workforce Development distributions budget to support scholarships and incentives and \$31,964.00 in funds to the Project 6: Kindergarten Readiness distributions budget to support portfolio reimbursements to LEAs. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds to the Projects 4 and 6 distributions budgets , the State anticipates that sufficient funding remains to support all other/operating expenses in CY 17.

Project Budget 6

Project Name: Kindergarten Readiness

Project Budget Narrative

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

In 2017, funding priorities will focus on sustaining school readiness assessments and final implementation of Colorado's statewide reporting system. School districts will receive a final distribution supporting the use of school readiness assessment portfolios. Professional development supports include training on best practices in kindergarten programming and training to support the use of Colorado approved School Readiness assessments. Final P-3 efforts include completion of the Ready Schools project, the P-3 Leadership Cadre, and local and statewide Every Student Succeeds Act planning and implementation efforts related to P-3.

- Project 6 funds moved to 2017 within the same budget lines-\$453,409.92
- Project 6 funds moved to 2017 in different budget lines-\$207,303.45

Project Budget Explanation of Changes

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

Personnel: Colorado proposes to carry forward \$49,076.92 in unspent funds from CY 16 to CY 17 for personnel expenses. Additionally, Colorado proposes to reallocate \$30,000.00 in funds to the trainings stipends budget, \$18,949.58 in funds to the contractual budget, and \$4,568 in funds to the distributions budget, all within Project 6, to support anticipated expenditures and commitments in CY 17. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds within Project 6, the State anticipates that sufficient funding remains to support all personnel expenses in CY 17.

Fringe: Colorado proposes to carry forward \$11,472.15 in unspent funds from CY 16 to CY 17 for fringe expenses. Additionally, Colorado proposes to reallocate \$17,936.56 in funds for CY 17 to the Project 6: Kindergarten Readiness distributions budget to support portfolio reimbursements to Local Education Agencies (LEAs). With the carry forward of CY16 unspent funds for this budget and the reallocation of funds within Project 6, the State anticipates that sufficient funding remains to support all fringe expenses in CY 17.

Travel: Colorado proposes to carry forward \$30,027.06 in unspent funds from CY 16 to CY 17 for travel expenses. Additionally, Colorado proposes to reallocate \$59,531.72 in funds for CY 17 to the Project 6: Kindergarten Readiness distributions budget to support portfolio reimbursements to LEAs. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds within Project 6, the State anticipates that sufficient funding remains to support all travel expenses in CY 17.

Supplies: Colorado proposes to carry forward \$9,881.70 in unspent funds from CY 16 to CY 17 for supplies expenses. Additionally, Colorado proposes to reallocate \$18,540.77 in funds for CY 17 to the Project 6: Kindergarten Readiness distributions budget to support portfolio reimbursements to LEAs. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds within Project 6, the State anticipates that sufficient funding remains to support all supplies expenses in CY 17.

Contractual: Colorado proposes to carry forward \$95,181.00 in unspent funds from CY 16 to CY 17 for contractual expenses. Additionally, Colorado proposes that \$18,949.58 be reallocated from cost savings in the

personnel budget within Project 6 to support the anticipated contractual commitments in CY 17.

Other: Colorado proposes to carry forward \$107,104.78 in unspent funds from CY 16 to CY 17 for other/operating expenses. Additionally, Colorado proposes to reallocate \$57,776.82 in funds for CY 17 to the Project 6: Kindergarten Readiness distributions budget to support portfolio reimbursements to LEAs. With the carry forward of CY16 unspent funds for this budget and the reallocation of funds within Project 6, the State anticipates that sufficient funding remains to support all other/operating expenses in CY 17.

Indirect: Colorado over-expended its indirect budget in CY 16 for Project 6 by \$30,120.96. As a result of the over-expended budget, a reduction by this amount has been applied to CY 17 budget for personnel. Colorado estimates that with the reduction sufficient budget remains for the anticipated indirect costs in CY 17.

Grants/Distributions: Colorado proposes to carry forward \$180,787.27 in unspent funds from CY 16 to CY 17 in the distributions budget. Additionally, Colorado proposes that \$158,353.87 be reallocated from cost savings in the personnel, fringe, travel, supplies, and other/operating budgets within Project 6 to support the anticipated distributions for CY 17.

Project Budget 7

Project Name: _____

***COLORADO'S RTT-ELC APPLICATION INCLUDED 6 PROJECTS.
PAGES 112-134 HAVE BEEN DELETED.***

RTT-ELC Summary of Actual Expenditures

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$441,605.21	\$1,288,495.26	\$2,044,106.01	\$2,295,987.68	\$6,160,683.81
2. Fringe Benefits	\$122,519.31	\$377,958.31	\$633,309.65	\$757,621.72	\$1,918,953.17
3. Travel	\$19,950.69	\$63,426.08	\$178,327.40	\$137,721.71	\$404,712.92
4. Equipment	\$68,131.13	\$6,681.99	\$0.00	\$0.00	\$74,813.12
5. Supplies	\$9,703.49	\$28,086.36	\$38,431.04	\$22,949.08	\$99,958.27
6. Contractual	\$351,756.23	\$1,510,417.88	\$4,342,410.21	\$4,292,711.23	\$10,647,045.55
7. Training Stipends	\$950.00	\$0.00	\$0.00	\$0.00	\$950.00
8. Other	\$91,676.84	\$312,771.80	\$423,877.27	\$225,777.68	\$1,071,286.39
9. Total Direct Costs (add lines 1-8)	\$1,106,292.90	\$3,587,837.68	\$7,660,461.58	\$7,732,769.10	\$20,378,403.23
10. Indirect Costs*	\$75,876.54	\$283,621.22	\$275,402.91	\$455,786.96	\$1,106,160.40
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$57,516.35	\$752,172.87	\$2,836,604.86	\$5,241,980.01	\$8,970,121.09
12. Funds set aside for participation in grantee technical assistance	\$21,698.90	\$39,955.07	\$26,848.03	\$19,225.81	\$107,727.81
13. Total Grant Funds Requested (add lines 9-12)	\$1,261,384.69	\$4,663,586.84	\$10,799,317.38	\$13,449,761.88	\$30,562,412.53
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$1,261,384.69	\$4,663,586.84	\$10,799,317.38	\$13,449,761.88	\$30,562,412.53

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

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

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

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

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

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

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

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

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$113,328.18	\$207,562.72	\$481,421.93	\$438,327.22	\$1,240,640.05
2. Fringe Benefits	\$33,159.25	\$59,607.99	\$123,754.74	\$132,412.98	\$348,934.96
3. Travel	\$2,123.78	\$298.55	\$9,595.07	\$8,918.38	\$20,935.78
4. Equipment	\$16,249.13	\$0.00	\$0.00	\$0.00	\$16,249.13
5. Supplies	\$494.80	\$2,787.59	\$19,085.97	\$5,142.19	\$27,510.55
6. Contractual	\$82,964.06	\$265,803.35	\$526,680.92	\$415,916.09	\$1,291,364.42
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$2,076.37	\$48,576.18	\$57,887.01	\$37,446.74	\$145,986.30
9. Total Direct Costs (add lines 1-8)	\$250,395.57	\$584,636.38	\$1,218,425.64	\$1,038,163.60	\$3,091,621.19
10. Indirect Costs*	\$10,519.78	\$33,064.46	\$49,255.90	\$60,506.04	\$153,346.18
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$1,760.85	\$403,245.99	\$878,980.58	\$276,723.82	\$1,560,711.24
12. Funds set aside for participation in grantee technical assistance	\$21,698.90	\$39,955.07	\$26,386.97	\$19,225.81	\$107,266.75
13. Total Grant Funds Requested (add lines 9-12)	\$284,375.10	\$1,060,901.90	\$2,173,049.09	\$1,394,619.27	\$4,912,945.36
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$284,375.10	\$1,060,901.90	\$2,173,049.09	\$1,394,619.27	\$4,912,945.36

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

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

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

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

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

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

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

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

Actual Expenditures for Project 2 - Early Childhood Standards and Guidelines

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$41,924.61	\$140,671.81	\$19,441.24	\$0.00	\$202,037.66
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$41,924.61	\$140,671.81	\$19,441.24	\$0.00	\$202,037.66
10. Indirect Costs*	\$1,141.11	\$1,733.22	\$0.00	\$0.00	\$2,874.33
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$34,610.23	\$173,982.29	\$0.00	\$208,592.52
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$43,065.72	\$177,015.26	\$193,423.53	\$0.00	\$413,504.51
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$43,065.72	\$177,015.26	\$193,423.53	\$0.00	\$413,504.51

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

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

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

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

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

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

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

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

Actual Expenditures for Project 3 - TQRIS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$52,894.00	\$367,005.83	\$417,174.52	\$506,476.09	\$1,343,550.44
2. Fringe Benefits	\$14,655.05	\$103,112.40	\$138,002.49	\$175,541.32	\$431,311.26
3. Travel	\$4,055.05	\$12,011.26	\$25,549.38	\$19,870.04	\$61,485.73
4. Equipment	\$51,882.00	\$6,681.99	\$0.00	\$0.00	\$58,563.99
5. Supplies	\$225.17	\$1,979.70	\$1,674.15	\$7,623.46	\$11,502.48
6. Contractual	\$193,359.18	\$658,815.63	\$3,372,744.81	\$3,336,131.87	\$7,561,051.49
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$2.96	\$10,202.88	\$25,998.88	\$9,021.51	\$45,226.23
9. Total Direct Costs (add lines 1-8)	\$317,073.41	\$1,159,809.69	\$3,981,144.23	\$4,054,664.29	\$9,512,691.62
10. Indirect Costs*	\$12,347.44	\$76,306.01	\$82,109.10	\$100,862.96	\$271,625.51
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$490.74	\$1,093,618.51	\$4,128,295.34	\$5,222,404.59
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$461.06	\$0.00	\$461.06
13. Total Grant Funds Requested (add lines 9-12)	\$329,420.85	\$1,236,606.44	\$5,157,332.90	\$8,283,822.59	\$15,007,182.78
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$329,420.85	\$1,236,606.44	\$5,157,332.90	\$8,283,822.59	\$15,007,182.78

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

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

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

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

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

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

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

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

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$99,039.48	\$198,124.88	\$424,901.69	\$679,481.57	\$1,449,079.94
2. Fringe Benefits	\$21,637.78	\$49,758.97	\$141,380.84	\$234,628.26	\$463,064.60
3. Travel	\$4,256.17	\$12,004.62	\$51,158.55	\$19,299.11	\$88,637.64
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$1,332.72	\$1,979.32	\$7,169.79	\$1,875.12	\$12,577.45
6. Contractual	\$1,370.00	\$366,690.00	\$269,323.35	\$457,440.78	\$1,244,574.13
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$20,959.35	\$41,699.10	\$38,450.38	\$64,272.28	\$166,545.52
9. Total Direct Costs (add lines 1-8)	\$148,595.50	\$670,256.89	\$932,384.60	\$1,456,997.12	\$3,424,479.28
10. Indirect Costs*	\$15,680.05	\$50,967.39	\$48,012.64	\$132,319.00	\$252,136.67
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$231,573.00	\$531,595.50	\$412,553.12	\$1,243,939.62
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$164,275.55	\$952,797.28	\$1,511,992.74	\$2,001,869.24	\$4,920,555.57
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$164,275.55	\$952,797.28	\$1,511,992.74	\$2,001,869.24	\$4,920,555.57

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

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

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

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

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

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

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

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

Actual Expenditures for Project 5 - Results Matter Expansion

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$111,977.68	\$351,922.00	\$410,294.31	\$337,925.72	\$1,234,426.08
2. Fringe Benefits	\$36,854.16	\$122,469.18	\$132,154.42	\$106,257.31	\$403,669.93
3. Travel	\$468.04	\$14,763.09	\$39,033.71	\$27,661.24	\$83,211.01
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$1,812.09	\$9,070.33	\$6,451.72	\$3,190.01	\$20,840.99
6. Contractual	\$3,673.38	\$10,949.78	\$104,892.89	\$65,228.49	\$184,744.54
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$20,155.21	\$187,268.71	\$225,108.37	\$40,041.93	\$475,106.32
9. Total Direct Costs (add lines 1-8)	\$174,940.56	\$696,443.09	\$917,935.42	\$580,304.70	\$2,401,998.87
10. Indirect Costs*	\$18,094.08	\$83,655.04	\$48,012.64	\$74,027.00	\$228,946.35
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$193,034.64	\$780,098.13	\$965,948.06	\$654,331.70	\$2,630,945.22
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$193,034.64	\$780,098.13	\$965,948.06	\$654,331.70	\$2,630,945.22

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

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

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

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

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

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

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

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

Actual Expenditures for Project 6 - Kindergarten Readiness

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$64,365.87	\$163,879.83	\$310,313.56	\$333,777.08	\$892,987.30
2. Fringe Benefits	\$16,213.07	\$43,009.77	\$98,017.16	\$108,781.85	\$271,972.42
3. Travel	\$9,047.65	\$24,348.56	\$52,990.69	\$61,972.94	\$150,442.76
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$5,838.71	\$12,269.42	\$4,049.41	\$5,118.30	\$27,526.80
6. Contractual	\$28,465.00	\$67,487.31	\$49,327.00	\$17,994.00	\$163,273.31
7. Training Stipends	\$950.00	\$0.00	\$0.00	\$0.00	\$950.00
8. Other	\$48,482.95	\$25,024.93	\$76,432.63	\$74,995.22	\$238,422.02
9. Total Direct Costs (add lines 1-8)	\$173,363.25	\$336,019.82	\$591,130.45	\$602,639.39	\$1,745,574.61
10. Indirect Costs*	\$18,094.08	\$37,895.10	\$48,012.63	\$88,071.96	\$197,231.36
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$55,755.50	\$82,252.91	\$158,427.98	\$424,407.73	\$734,473.12
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$247,212.83	\$456,167.83	\$797,571.06	\$1,115,119.08	\$2,677,279.09
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$247,212.83	\$456,167.83	\$797,571.06	\$1,115,119.08	\$2,677,279.09

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.