

## **PROJECT DESCRIPTION**

### **INTRODUCTION**

Colorado has a long history of caring about the health and well-being of its youngest citizens. Over the course of nearly three decades, Colorado has pursued a public policy agenda that has increasingly improved the access to and the quality of early childhood supports and services. While priorities have been influenced over time by research and best practice, innovations from the field, political will and state leadership, the commitment of partners across the state to ensure Colorado is a great place to raise children has never wavered.

Under the leadership of the current administration, early childhood issues have experienced a heightened level of visibility and policy action. While many significant gains have been achieved –and will be discussed in the following narrative—Colorado still has much work to do in order to ensure the coordinated, effective, and sustainable infrastructure necessary to guarantee all young children are healthy and ready to thrive in school and life. The creation of a high-level Early Childhood Leadership Commission and the activities that are outlined in this application, are critical to ensure Colorado has an early childhood system that ensures quality, access, capacity and accountability.

Early childhood leaders and stakeholders across Colorado are in unified agreement that the early childhood system encompass a comprehensive approach that includes early learning, family support and parent education, social and emotional and mental health consultation, and physical and oral health. Additionally, Colorado has long focused its early childhood system efforts on the target population of children birth to age eight and their families and defined early

childhood partners to include public and private, state and local partners across the four early childhood service sectors. The *Early Childhood Colorado Framework* (Page 21) is embraced as the overarching and unifying vision that guides and directs early childhood efforts across Colorado and will be the foundation for the work of the Early Childhood Leadership Commission, as well.

## **1. NEED FOR ASSISTANCE**

To understand the plan proposed in this application, it is necessary to describe Colorado's current context including demographics and economic, educational, health, financial, and organizational needs. The compilation of this information led to the identification of current strengths and opportunities, gaps and needs.

### ***Demographics***

Colorado is the 8<sup>th</sup> largest state occupying 104,100 square miles and is comprised of 64 counties and 178 school districts. The state is split physically and, in many ways, politically and socially, east to west by the Rocky Mountains into the Front Range and the Western Slope. All but one of the largest population centers exist on the Front Range. The majority of children live in the more urban and suburban areas: 84 percent of the state's children live in the eleven largest counties.

Colorado communities are geographically, economically, culturally and linguistically diverse. With an estimated population in 2008 of 5,011,326 and the total number of children in 2009 reaching 1.25 million the development of an effective early childhood system is imperative to the economic well-being of our state. The ethnic diversity of children ages 5 to 17 is 60 percent non-Hispanic White, 29 percent Hispanic, 4 percent Black, 2 percent Asian, 3 percent two or more races and 1 percent American Indian. In Colorado, 19 percent of children ages 5 to 17 speak a

language other than English at home.<sup>1</sup> Figures are not immediately available for the birth to 5 populations. However, it is known that since 1990, the number of children born each year to Hispanic families has increased steadily each year (more than 30 percent in 2005). Developing an early childhood system that meets the diverse needs of all Colorado families is a complex and challenging task.

### ***Economic Need***

Colorado, like every other state in the nation, is dealing with the current economic situation and significant cuts in state budgets. The economic strain felt across the country has hit Colorado equally as hard. The employment sectors shedding jobs and the sharp drop in consumer spending has caused a deep contraction in the state's economy. Colorado's unemployment rate rose slightly in January 2010 to 7.4 percent, up from 7.3 percent in December 2009. In 2009, Colorado lost 106,100 jobs.

The impact of the economic downturn is nowhere more evident than in families with young children. The Colorado Children's Campaign reported in 2009 that the state's number of children living in poverty grew 73 percent from 2000 to 2006 — the nation's highest rate of growth. This increase occurred despite the fact that the total number of children in the state grew by only six percent. In less than a decade 87,000 more Colorado kids are living in poverty and that number doesn't include the more recent months since the nationwide recession really took hold. The greatest increase in children living in poverty is among those living in extreme poverty which equates to \$11,025 a year for a family of four. The majority of families living in extreme poverty are families with children under the age of five.<sup>2</sup>

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<sup>1</sup> *American Community Survey, 2009*

<sup>2</sup> *2009 KidsCount in Colorado!, Colorado Children's Campaign.*

Many children under the age of six live in a household where both parents work, or if they have only one parent, that parent is in the labor force. A total of 62 percent of young children in Colorado live in such families, where access to high-quality child care is of paramount importance.<sup>3</sup> The research clearly states that access to high quality care for low income children is essential for school readiness. However in Colorado, the Child Care Assistance Program is only able to serve about 12 percent of the potentially eligible children.<sup>4</sup>

### ***Educational Needs***

Research has shown that one of the most significant impacts of quality early childhood education is increased graduation rate. At-risk students who attended high quality early care and education programs have a 31% better chance of completing high school than those students who didn't have preschool.<sup>5</sup> Colorado is not the worst or the best in terms of graduation rate with an overall 2009 graduation rate of 74.6 percent. The disturbing factor though is the huge disparity across racial lines. Graduation rate for minority students was 61.3 percent for the class of 2009; 64.3 percent for Black students and 57.8 percent for Hispanic students.<sup>6</sup>

Even though virtually every sector acknowledges this fact and purports to advocate for investment in early childhood focused supports and services, the fact remains that Colorado continues to fall short in reaching this goal. According to the Colorado Preschool Program 2010 Legislative Report, the Colorado Preschool Program (CPP) is authorized to serve 20,160 children or 23% of those who are eligible. CPP primarily serves four-year-olds but three-year-olds with three or more risk factors may participate. A limited number of “slots” (5 percent statewide) may be used to fund a child to participate in a full-day program. While Head Start fills part of the gap

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<sup>3</sup> *Ibid.*

<sup>4</sup> *Colorado Early Childhood Cost Model 2007.*

<sup>5</sup> *High/Scope Perry Preschool Program..*

<sup>6</sup> *Colorado Department of Education, January 2010.*

for children in the low income categories, Early Head Start in Colorado is only serving 2 percent of eligible children and Head Start is serving approximately 60 percent of eligible children.<sup>7</sup> Among kindergartners, 39 percent attend full-day programs in public schools, a figure far below the national average of 59 percent.<sup>8</sup> This data point raises concern as research has shown that full-day kindergarten programs benefit children academically, developmentally, and socially.<sup>9</sup> On a positive note, many of the neediest of children are being served in the Colorado Preschool Program. In 2008-09, 78.8 percent of children served were eligible for free or reduced priced lunch and 27 percent had parents with only a high school diploma or equivalent.

Colorado lags behind national benchmarks in policies that promote access to and quality of early care and education. For example, because child care subsidy reimbursement is established at the county level, Colorado does not uniformly meet the recommended reimbursement rate of the 7<sup>th</sup> percentile of market rate nor do state child care regulations meet the nationally supported adult-child ratios.<sup>10</sup>

### ***Health and Social Needs***

Colorado has many children for whom a healthy start in life may be compromised by low birth weight. Nine percent of infants weigh five and a half pounds or less at birth, a statistic that does not improve from year to year, and one that has long kept Colorado in a group of ten states with the highest low birth weight rates.<sup>11</sup> Low birth weight infants are more likely to have developmental and neurological disabilities.

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<sup>7</sup> Head Start State Collaboration Office, *Strategic Plan, 2009*.

<sup>8</sup> 2009 KidsCount in Colorado!, *Colorado Children's Campaign*.

<sup>9</sup> *The Full Story on Full Day: An Analysis of Full-Day Kindergarten in Washington State*, Economic Opportunity Institute, July 2007.

<sup>10</sup> *Colorado Early Childhood Profile*, National Center for Children in Poverty. December 2009.

<sup>11</sup> *Colorado Department of Public Health and Environment, 2006*.

As it is throughout the country, access to health care is an issue for children in Colorado. Parents of 11 percent of children age 1-14 reported to the Colorado Child Health Survey in 2007 that they did not have health insurance. Furthermore, for children in the half of Colorado counties considered Primary Care Health Professional Shortage Areas, having insurance coverage did not equate to having access to care, since providers may not have been available. Among uninsured children, 23 percent were eligible for Medicaid or Child Health Plan Plus but were not enrolled.<sup>12</sup>

A total of 62 percent of children had a personal doctor or nurse - a proxy indicator of children receiving care consistent with a medical home approach - leaving nearly 4 in 10 children without such a resource.<sup>13</sup> In addition, a total of 28 percent of parents reported concerns about their child's social, emotional, or behavioral development. Among this group, nearly two-thirds (64 percent) had not received counseling or treatment for their problems. In 2008-09, Colorado Preschool programs reported that 28.6 percent of CPP children who qualified had "poor social skills" as one of their eligibility factors.<sup>14</sup> Early identification of developmental concerns and linkage to appropriate services and supports is essential for young children in order to promote healthy development and avoid gaps in school readiness. Yet, only 44.2 percent of parents reported that health care providers asked them to fill out a survey about the development, communication, or social behavior of their child that was birth to 6 years of age.<sup>15</sup>

### ***Financial Needs***

Colorado's public investments targeted at birth to 5-year olds, lag behind other states and funding is spread across at least 23 public funding streams. Additionally, these funding streams

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<sup>12</sup> 2009 KidsCount in Colorado!, Colorado Children's Campaign.

<sup>13</sup> Colorado Department of Public Health and Environment, *Child Health Survey, 2007*.

<sup>14</sup> Colorado Preschool Program, *2010 Legislative Report*.

<sup>15</sup> 2008 Child Health Survey, Colorado Department of Public Health and Environment.

are administered through, at a minimum, five different state departments with multiple divisions or units within each department having a role in early childhood supports and services. A 2007 study of funding for Colorado’s Early Childhood System found that \$541 million in state and federal funding was going to support the wellbeing of young children. Even though the number seems large, this figure is but a pittance compared to public funding for school-age children -- \$8,700 per public school student versus \$1,130 per child under the age of five years. It is important to note that while the per pupil allowance for K- 12 is strictly education dollars and is available for every child who attends public school, the per child allocation in early childhood encompasses all early childhood serving sectors – health, mental health, early learning, and family support - and is only available to a fraction of the children. The study focused on state and federal public funds, and admittedly did not cover every publically-funded program in the state, nor did it map the county and municipal funds utilized.

Table 1 presents the funding totals and average per child allocation as highlighted by the study and is based on 2007 data, prior to the expansion of the Colorado Preschool Program, Full-Day Kindergarten, Child Health Plan+ and Early Head Start and Head Start.

**Table 1.**

<b>Sector</b>	<b>Total 2007 Funding</b>	<b>Average Per Child Funding</b>
Early Childhood Education	\$232,827,194	\$545
Mental Health	\$ 10,197,825	\$24
Family Support	\$ 53,164,500	\$111*
Health	\$239,110,899	\$499*
Early Childhood Councils	\$ 6,132,618	\$13*
<b>Total System Funding</b>	<b>\$541,433,036</b>	<b>\$1,130</b>

(\* Includes pregnant mothers)

The table below briefly summarizes the data compiled in the 2007 study and is the most recent and comprehensive documentation of the diverse state and federally-funded programs serving young children in Colorado.

**Table 2. Major state and federally-funded programs for young children as of 2007 study.**

Category	Program Name	Program Purpose	Number of Children Served	Funding Level	Gap
Early Childhood Education	<i>Colorado Preschool and Kindergarten Program (CPKP)</i>	The state's early childhood education program serving children at risk for school failure. Administered by local school districts and allows children to attend part- or full day preschool and full-day kindergarten programs.	16,000	\$54.5mm	23% of eligible children are served
	<i>Colorado Child Care Assistance Program (CCCAP)</i>	Provides child care assistance to low income working parents. Monies often provide services that complement programs like CPKP.	26,100	\$66,276,381	12% of all children birth through 5 years of age, under 300% FPL
	<i>Head Start</i>	Provides services to three, four, and five year old children living in families at or below the federal poverty line	10,000 (approx.)	\$53mm	\$160mm needed to serve all children under 100% of poverty
	<i>Preschool Special Education Services</i>	Serves three to five year olds who are eligible for special education services through Part B of the Individuals With Disabilities Act.	10,939	\$34,686,180	
	<i>ECE Professional Development</i>	Makes funds available to train early care and education professionals		\$900,000	\$150mm needed to train enough professionals to serve all children currently in early care and education

Category	Program Name	Program Purpose	Number of Children Served	Funding Level	Gap
Health	<i>Children's Health Insurance Program (CHIP+)</i>	Serves children who are 205% of the federal poverty level and not qualified for Medicaid.	14,000 (approx.) children birth through age five	\$108mm	
	<i>Medicaid</i>	Serves children ages birth through five and to pregnant mothers who are under 133% federal poverty level	81,000 children birth through five years of age 15,500 pregnant mothers	\$26.9 mm \$16.8 mm	Universal health care program would cost additional \$245mm
	<i>WIC and Maternal and Child Health Block Grant</i>	Safeguards the health of low-income women, infants, and young children		\$44.3mm	
Family Support	<i>Early Head Start</i>	Provides services to pregnant women and children birth through two years old living in families at or below the federal poverty line	1,100 children	\$15.1mm.	Less than 1% of all children birth through 2 years are served
	<i>Parent Education and Home Visitation</i>	Provides services to children birth through five years and includes Bright Beginnings, Parents As Teachers (PAT), Home Instruction for Parents of Preschool Youngsters(HIPPY) and Nurse Family Partnership	19,000 children and their families	\$26mm	Serves 7% of families with children age birth through 5 years
Mental Health	<i>Mental Health Consultation</i>	Funds Master's-level clinicians to deliver services through early care and education programs to staff and parents and children		\$1.2mm	
	<i>Mental Health Assessment and Treatment</i>	provides services such as assessment and treatment services for young children with more severe mental health needs	3000	\$9mm	\$146 mm. needed to provides services to all young children with severe mental health needs

The Public Funding for Colorado’s Early Childhood System report sheds light on the nature of state and federal public funding for the state’s young children birth through five. While the state is home to nearly 500,000 young children in that age range, the study further points out that Colorado ranks in the middle or towards the bottom of the fifty states on indicators of child welfare. For example, Colorado ranks 36<sup>th</sup> among states in average state per-child spending on preschool education<sup>16</sup> and 44<sup>th</sup> among the 50 states in the percentage of children who are insured. While this particular report paints a compelling picture about the public funding available to support young children living in at-risk situations, it does not include investments made by local county and municipal government nor includes private investments supporting the healthy development of young children. Further, the report does not include funding for the cohort of children in the six to eight year old range.

### ***Institutional/Governance Needs***

As noted above, there are multiple public funding streams and state departments and divisions that fund programs for young children; each with its own unique policies, rules, and procedures. It takes time, energy, and desperately needed resources for community programs and families to negotiate Colorado’s existing early childhood system. It has been a policy goal for several decades to better align and integrated the organizational structure of the early childhood system in Colorado in order to make early childhood supports and services more accessible and available in communities across the state.

In December 2008, the Center for Law and Social Policy (CLASP) interviewed key stakeholders inside and outside of Colorado state government about the components of a new state-level “Early Childhood Advisory Council.” Through these interviews, CLASP identified

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<sup>16</sup> The State of Preschool 2008- State Preschool Yearbook. National Institute for Early Education Research. [www.nieer.org](http://www.nieer.org).

more than a dozen councils and committees the interviewees had participated in over time. Stakeholders identified many positive outcomes from this work, but also identified some key gaps and challenges. Many made the same observation: most of the collaborative entities that they had been involved with had little or no power to make real policy change; no authority to act independently or to influence agencies to act; and were stocked with very well-meaning and thoughtful experts who had no ability on their own to move a new agenda forward. The Early Childhood Leadership Commission is the remedy for this challenge.

Perhaps the most important finding was that although stakeholders in Colorado are frustrated with the amount of time they spend on early childhood planning activities, they are excited by the opportunity presented by a new initiative that comes with a charge for action. Interviewees expressed their support for the creation of a high-level collaborative body and were willing to dedicate significant resources of time, data, research, analysis and expertise.

Several high-level initiatives focusing on specific components or functions within a comprehensive early childhood system are in place and provide a springboard for the work of the Early Childhood Leadership Commission. At the same time, the Commission provides a long-needed avenue for a powerful, comprehensive mechanism by which the policy and financing recommendations of these entities can be integrated and assured of action. A brief description of each of these formally established bodies follows.

- **The Governor’s P-20 Education Coordinating Council (P-20 Council)**, whose membership includes policymakers, education leaders, and business and community leaders, has been a source of recommendations for educational alignment to the Governor. The **P-3 Subcommittee** of the P-20 Council’s recommendations have resulted in increased funding for state preschool and full day Kindergarten, the development of a

brief on P-3 Successful Practices, and development of a School Readiness Description and P-3 model content standards.

- The **Early Childhood and School Readiness Legislative Commission** established by legislation (HB 09-1343) focuses on improving current policies related to young children and school readiness. The Commission is comprised of ten legislators and their purpose is to improve policy related to early childhood and school readiness, including the areas of health, mental health, parental involvement, family support, child care and early learning. The Commission met monthly between July and November 2009 and received presentations and testimony from early childhood stakeholders. In 2010, the Commission put forward five bills that improve early childhood policy. Four bills have passed through the legislative process and include establishing a grant program to counties to incentivize child care providers to improve quality, a task force to study and make recommendations on the feasibility of a universal application process, a scholarship program for early childhood educators who are pursuing an Associates' degree, and improving the alignment and continuity of services for children in the Child Care Assistance Program and Head Start.
- In 2007 the Colorado General Assembly expanded the system of **local early childhood councils** statewide (HB 07-1062) and established the **Early Childhood Councils Advisory Team** (ECCAT). Local early childhood councils are responsible for identifying and addressing barriers to a comprehensive early childhood system encompassing early learning, family support, mental health, and health and required to have representation from parents, Head Start, special education, early intervention, public preschool, child care, family support, health and mental health. Local early childhood

councils conduct an annual community assessment, develop a strategic plan, and a professional development plan for their local communities. Thirty councils now cover 55 of 64 counties in Colorado. The mission of ECCAT, a team comprised of cross-sector state and local partners, is to advise the Colorado Department of Human Services on the creation, support and improvement of policies and resources affecting the statewide system of early childhood councils in their capacity to function effectively and efficiently. Finally, each council coordinator is a member of the **Early Childhood Council Leadership Alliance (ECCLA)**, a coalition dedicated to providing leadership, innovation, influence and local perspectives to ensure Colorado has a high quality early childhood system

- House Bill 09-1285 established the **Government Data Advisory Board (GDAB)** and created an Education Data Subcommittee to make recommendations for the creation of a statewide comprehensive P-20 Education Data System. The GDAB is located in the Office of Information Technology and includes appointees of the Governor, representatives from data gathering and management units at the local level and higher education, and information technology experts from the following Colorado departments: Education, Higher Education, Human Services, Health Care Policy and Financing, Labor and Employment, Public Safety, Corrections, and Revenue.
- The **Prevention Leadership Council** was established in 2000 through HB00-1342 to address prevention, intervention, and treatment issues for birth – 21 years of age and is comprised of state agency personnel. The Council promotes interagency coordination and collaboration and improves processes and efficiencies across five state agencies.

The relationship of the entities described above with the Early Childhood Leadership Commission is depicted in Attachment B. In addition to these entities established by either legislative action or executive order, there are a number of other collaborations and partnerships actively engaged in improving the coordination and collaboration of various aspects of Colorado's early childhood system. The focus of these partnerships include but are not limited to, expanding access to health insurance and medical homes, strengthening the statewide home visitation infrastructure, developing and supporting early learning policy, increasing access to child immunizations, developing and supporting the infrastructure to facilitate family leadership, identifying strategies to engage and leverage business partners in early childhood efforts, and coordinating public and private funding targeted towards young children and their families. Members of these collaborations and partnerships meet quarterly as a broad Early Childhood State Partnership to ensure coordination and alignment of efforts as well as identify opportunities for integration. This broad state partnership will be an invaluable resource to the Early Childhood Leadership Commission in informing, supporting, and carrying out its work.

There is no dearth of interest and commitment to creating and maintaining a comprehensive system of early childhood supports and services for the young children in Colorado. What is needed is a unifying structure, with policy and decision making ability, that is accountable across all state systems and integrates early childhood efforts into a coherent, extremely effective organizational structure. The Early Childhood Leadership Commission is designed to address this need.

## Summary of Needs to be Addressed

While Colorado has been a pioneer and leader in many efforts related to early childhood, it has not exerted the public and political will necessary to institutionalize, sustain and take these efforts to scale. The infrastructure and resources to ensure an effective, coordinated, and comprehensive early childhood system that ensures a healthy and supportive start during the early years still does not exist. The Early Childhood Leadership Commission begins its work addressing the following identified needs:

- 1) **Public and political understanding** of, and support for, comprehensive early childhood issues is necessary in order to build support for an adequately funded comprehensive early childhood system including both infrastructure and service delivery.
- 2) Early childhood professionals need the **knowledge, skills, and supports** to work effectively with and on behalf of families and children.
- 3) **Financing** is a foundational systems element and includes needed attention to both the alignment of existing funding resources as well as the generation of new funding resources.
- 4) Sound **accountability systems**, built from reliable data structures, that are shared across the various relevant program and service delivery systems for young children are essential to ensure federal and state investments have a positive impact on young children being ready for school and ready for life.
- 5) In order to maximize efficiencies, coordination, and impact across the system, an understanding of and strategies to address real and perceived **policy** barriers are needed.

- 6) To assure coordination, sustainability, and accountability of a comprehensive cross-sector system, both formal and informal **organizational structures** and agreements are necessary.

## **2. PRINCIPAL GOALS**

In the face of the current challenges and needs, aggressive steps must be taken to secure the future for the young children of Colorado. The Governor has already taken a first and important step by establishing a high-level and high-functioning Early Childhood Leadership Commission in February, 2010 (See Attachment C for Executive Order). Membership on the Commission includes six state department appointees working directly under the executive directors, business leaders, a superintendent, public and private colleges, providers of early childhood services including mental health, health, early intervention child care and Head Start.

The purpose of the Commission is to convene the leadership from the public and private sector at both the state and local level to coordinate, plan, and align efforts; provide a visible and viable forum for the public to bring their ideas and concerns regarding the comprehensive early childhood system; identify and address system-wide gaps and overlaps in service delivery and/or infrastructure; ensure common data are collected and disseminated in an on-going, accurate, and systematic way; create cross-agency and system-wide budgets; identify barriers to integrating federal and state funding and standards; and oversee the system's overall performance, initiating policy change to improve cross-agency and cross-organization concerted efforts.

The mission of the Commission is to ensure a comprehensive, high-quality, and sustainable early childhood system that supports the vision of **all** young children being valued,

healthy, and thriving. A set of guiding principles has been established to serve as the litmus test of the Commission's work. In all instances, the work of the Early Childhood Commission will

- Focus on children from birth to age 8;
- Use data to inform decisions;
- Focus on results;
- Advance high-quality standards;
- Be child-focused and family-centered;
- Recognize and respond to variations in cultures, languages, and abilities;
- Build on strengths of communities and families;
- Promote partnerships across all sectors;
- Act at state, local, and statewide levels.

The work of the Commission is intended to impact three major target groups: young children, families and professionals. Specifically, young children will have access to high quality early care and learning supports and environments and comprehensive health care. Families will have opportunities for meaningful community and parenting supports. Early childhood professionals will have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

In keeping with the vision of all Colorado young children being valued, healthy, and thriving, several results-based indicators have been established as measures of the impact of the work of the Commission. These indicators may be revised in the early months of the Commission's existence. At this writing these include:

- Increased number of children who live in safe, stable, and supportive families;

- Increased number of children meeting developmental milestone (ie. Physical, social, emotional, communication/language and cognitive) to promote school readiness;
- Decreased gaps in school readiness and academic achievement between populations of children;
- Increased number of children who receive a medical home approach;
- Increased parent engagement and leadership at program, community, and policy levels.

In a global sense, the EC Leadership Commission’s work will also lead to outcomes related to access, quality, and equity. Access outcomes include what all children and families should be able to access. Quality outcomes underscore what research and practice indicate – access alone doesn’t provide the desired outcomes, quality is essential. Finally, specific populations must be targeted with resources and services to overcome achievement gaps, disparities in health status, and the geographic and socioeconomic diversities in Colorado.

To that end, the Early Childhood Leadership Commission has established the following goals.

**Goal 1. Increase public-private and federal-state-local coordination and alignment of early childhood services, supports, and infrastructure to improve outcomes for young children.**

**Goal 2. Create a unified, interagency early childhood data system that measures progress and informs planning, policy development, and funding of early childhood supports, services, and infrastructure.**

**Goal 3. Improve the quality, access and capacity of early childhood services across all child-serving sectors.**

### **3. CURRENT STATUS OF COLORADO’S EARLY CHILDHOOD SYSTEM**

The *Early Childhood Colorado Framework* provides a unifying vision that supports state and local comprehensive early childhood systems work. The *Framework* was developed in 2008. Over 20 logic models, strategic plans, and blueprints that had previously been developed by a wide of range of Colorado early childhood initiatives served as building blocks for the information included in the overarching *Framework*. Since its release, early childhood stakeholders have used the *Early Childhood Colorado Framework* to help identify needs, guide planning and decision making, and build partnerships. Colorado early childhood partners recognize that efforts must be taken to better coordinate, connect, align, and integrate resources in order for Colorado to realize the vision that “All children are valued, healthy, and thriving.” No one entity, organization, department, or collaborative partnership can accomplish it independently. The Early Childhood Leadership Commission will use the *Framework* as the foundation for its work and provide the overarching organizational structure to identify and address policy, funding, and accountability issues raised by stakeholders striving to achieve the outcomes identified within the *Framework*.

The following is a discussion of the current status of the early childhood system, guided by the vision and outcomes within the *Early Childhood Colorado Framework*, in Colorado and includes formal state and local leadership structures as well as infrastructure and quality building initiatives.

**Executive Branch:** Colorado Governor Bill Ritter and Lt. Governor Barbara O'Brien serve as champions on education, health, and human services and specifically recognize that assuring young children and families get off to a solid start will have positive impact in the long term. Shortly after taking office in 2007, an early childhood team was created in the Lt. Governor's Office that includes the Early Childhood Comprehensive Systems grant, the Head Start State Collaboration Office, and the Early Childhood Councils Advisory Team which supports coordinated leadership for early childhood systems building efforts. The Lt. Governor's Early Childhood Team collaborates with the Colorado Departments of Education, Higher Education, Human Services, Public Health and Environment and Health Care Policy & Financing to align crucial early childhood efforts in the state. The concept and charge for the EC Leadership Commission was developed by the Lt. Governor's Office in collaboration with leadership in each department. The current systems building initiatives housed in the Lt. Governor's Office will have strong connections to and coordinate with the EC Leadership Commission.

**Legislative Branch:** The Early Childhood and School Readiness Legislative Commission was created by HB 09-1343 as a legislative oversight committee and is comprised of ten members of the state legislature. The Legislative Commission has identified and introduced five bills related to early childhood in the 2010 legislative session and will work in close partnership with the EC Leadership Commission to develop and move state policy that supports improved outcomes for young children and their families.

**Local Early Childhood Systems:** Colorado’s system of Early Childhood Councils was created through HB 07-1062 as the local infrastructure for comprehensive early childhood systems building efforts. Currently there are 30 councils representing 55 of Colorado’s 64 counties. The early childhood councils are funded through the Department of Human Services Child Care Development Block Grant and are managed by the Colorado Department of Education. Local Early Childhood Councils are charged with convening cross sector partners to identify, plan, and address systems development to address the needs of young children and families within communities. Local councils use the *Early Childhood Colorado Framework* to communicate, organize, and promote their work. HB 07-1062 mandates local education agency, special education, Head Start, parents, health and family support representation on the Councils.

Additionally, HB 07-1062 created the **Early Childhood Councils Advisory Team** (ECCAT). The ECCAT was created to provide a formal collaborative structure at the state-level to support and advance the statewide system of local early childhood councils. The majority of ECCAT members are nominated by a local early childhood council, other members represent state-level partners, thus providing a mechanism for strong state and local systems connection. The EC Leadership Commission will work closely with the ECCAT to ensure a coordinated and well informed state-local effort.

**Organizational Structure:** Young children and their families access supports and services from a variety of programs and providers who in turn are funded through a variety of mechanisms with variation in standards, funding, and accountability requirements. When the organizations and agencies administering these programs work in a concerted effort, the result is more effective and efficient service delivery to children and families. Over the past 10 years, Colorado has studied the need for, and purpose of, a more formalized organizational or

governance structure to better coordinate the various programs and funding streams targeting young children. However, Colorado has not yet identified a formal solution to this policy issue.

Colorado has, however, made significant gains in cross-agency and cross-sector partners working together toward the common vision and outcomes outlined in the *Early Childhood Colorado Framework*. To that end, over 75 state-level early childhood partners engaged in the development of a *Framework in Action State Plan* (Attachment C). The purpose of the state-level plan is to capture, integrate and guide various state efforts and initiatives, as well as promote shared leadership, ownership, and action towards systemic improvements and enhancements across the sectors of a comprehensive early childhood system. Using a results-based approach, the *Framework in Action* planning process was designed to: identify focal points around which to organize state-level work, focus and coordinate activities among the many partners, communicate cross-sector priorities, and ensure public accountability for results.

**Early Childhood Cost Modeling:** Financing is another foundational element of an early childhood system and includes efforts to identify, acquire, leverage, and maximize resources. Actions needed at the state-level include both the alignment of existing funding resources to maximize impact as well as the generation of new funding streams. Colorado developed an interactive Early Childhood Cost Model in 2007. This cost model is designed to inform ongoing discussions and decisions around the development of comprehensive early childhood supports, services, and infrastructure. The Cost Model tool will be used by the EC Leadership Commission to inform their work.

**Accountability Measures:** The EC Leadership Commission will work to promote a results-based approach and to do so, will adopt key indicators to track and measure progress over time.

There are several foundational pieces of work that the EC Leadership Commission will review to support this effort including the Colorado School Readiness Indicators Project and the indicators identified in the *Framework in Action State Plan*. These indicators will inform the interagency data system efforts as well as help identify the scope of the required statewide needs assessment.

**Quality Enhancement Initiatives:** The following early childhood quality enhancement initiatives are currently underway and the EC Leadership Commission will provide critical support, direction and decision-making:

- *State Early Learning Standards:* In 2008, the Governor and the Legislature worked together to pass the Colorado Achievement Plan for Kids (CAP4K), Colorado’s landmark educational framework. The promise of CAP4K is simple: align Colorado’s education system from pre-school through college to focus on the readiness of all students at key transition points, and prepare all students to be ready by entrance and ready by exit for postsecondary education and the skilled workforce. Through statewide collaboration, the Colorado Board of Education adopted a description for school readiness as well as new state preschool through 12<sup>th</sup> grade **standards** for 13 content areas that are benchmarked to the model national and international systems. The preschool through 3<sup>rd</sup> grade core content standards provide a foundation for early care and education programs. Implementation of the preschool content standards in all early learning settings is critical to helping Colorado close the achievement gap and increase student achievement. The EC Leadership Commission will support this work.

- *School Readiness Assessment:* The Colorado Department of Education is currently developing a school readiness assessment that all school districts will administer in the fall of 2013 that aligns with the preschool standards and the school readiness description.
- *Child Outcomes:* Results Matter, Colorado's early care and education child outcomes system, provides a strong foundation in Colorado for authentic, continuous, developmentally appropriate child assessment that captures developmental progress over time and informs program decision-making. Currently Results Matter tracks outcome data for approximately 44,000 children which includes all children enrolled in special education, Early Intervention the Colorado Preschool Program, Head Start and Early Head Start. Some child care programs also participate in the Results Matter system.
- *Professional Development:* Colorado has made efforts to institutionalize and support wider dissemination of educational and training opportunities through the Colorado Office of Professional Development and most recently through the newly formed Pyramid Plus, Center for Social and Emotional Competence and Inclusion. Yet, Colorado Head Start programs, child care centers and school districts still have difficulty finding qualified and effective staff that can meet the diverse needs of the children they serve. To better coordinate and accelerate these efforts, the P-3 Subcommittee of the Governor's P-20 Education Coordinating Council created a Professional Development Task Force to develop a comprehensive three-year plan to create an integrated, well-aligned, and adequately financed professional development system for early care and learning professionals. The Task Force consists of 33 members, representing a broad range of stakeholders involved with the professional preparation, development and support of early learning teachers who work with children birth to 8 years of age. The Task Force has four work groups who will help develop

the plan: 1) Effective Teachers and Leaders, 2) Recruitment and Retention, 3) Financing and Policy, and 4) Accountability. The plan will be presented to the EC Leadership Commission.

- *Quality Rating Improvement System:* Colorado was a national pioneer in developing a quality rating and improvement system for early care and education programs. Participation in the Qualistar Rating™ is voluntary and funding is limited, therefore, only 32 percent of licensed child care centers and 2.5 percent of family child care homes currently have a rating. Efforts are underway to identify what the next generation of a comprehensive Quality Rating and Improvement System (QRIS) will be for Colorado. The Colorado Department of Human Service, Division of Child Care has pulled together a committee to look at the following key elements of a QRIS: governance and infrastructure; standards and accountability; provider supports and financial incentives; public and private awareness; and financing and sustainability. Questions to be addressed include, but are not limited to, how is the QRIS linked to or integrated with child care licensing? How does Colorado set standards for and better link and integrate ongoing quality improvement supports such as coaching and professional development? How does Colorado take the QRIS to scale and reach more programs? The EC Leadership Commission will identify opportunities and address barriers to implementing the new system.
- *Medical Home Initiative:* In 2007, the Colorado General Assembly developed a state goal of increasing the number of children who receive care consistent with a medical home approach. There are a variety of initiatives focused on increasing access to and quality of a medical home with leadership provided by two state departments: the Colorado Department of Public Health and Environment (CDPHE) and the Department of Health Care Policy and Financing (HCPF). In Colorado, the essential quality components of a medical home

approach include accessible, family-centered, compassionate, continuous, comprehensive, coordinated, and culturally responsive care. It is a concept of quality health care that builds from a team approach to coordinated health care services; partnership between families and providers; comprehensive medical, mental and oral health care; and the belief that families should be included in determining care and treatment options through mutual discussion and collaborative decision-making.<sup>i</sup>

**Data Systems:** A seamless, cross-systems and sector data system is necessary for policy makers and partners to track, plan, and make decisions using the same high-quality information. Since taking office in 2007, the Governor's Office in the State of Colorado has set a groundbreaking and progressive agenda for information sharing and information technology management in the State of Colorado. It is recognized by both the Governor and the Legislature that in order to more effectively serve citizens, improve the efficiency and effectiveness of state government, and improve policy making, a strong infrastructure for information sharing is required. To emphasize the high priority of information sharing, the Legislature has passed a series of bills over the past few years to address these issues.

The Lt. Governor's Office and the EC Leadership Commission will partner with the Governor's Office of Information Technology (OIT) and the Government Data Advisory Board (GDAB) on the interagency early childhood data system. The Governor's Office of Information Technology (OIT) sits squarely in the middle of all State Information Technology programs, and has been designated via legislation to oversee and govern all policies, processes, standards and architecture related to enterprise information sharing initiatives. Senate Bill 08-155, the IT Consolidation bill, puts control of all information technology (IT) systems, resources, and budget under OIT's control. OIT is authorized to set standards, policies, and guidelines for how those IT

assets operate, communicate and are managed. The GDAB is a legislated mandated, governor-appointed, multi-agency central governance authority, comprised of representatives of twelve State agencies, local governments, non-governmental organizations and research institutes, and a wide variety of education stakeholders. The GDAB's mission is to provide guidance and recommendations on how the State should govern and manage data and data management systems to improve the efficiency and effectiveness of State government, citizen service delivery and policymaking.

There are several data efforts underway, coordinated by GDAB, that are relevant to and will be informed by the EC Leadership Commission. These initiatives include the Education Data Subcommittee's work focused on the creation of a statewide comprehensive P-20 Education Data System, the creation of a GDAB subcommittee to study and make recommendations regarding the feasibility of an early childhood universal application process, and efforts to develop unique child and teacher identifiers to correctly track children across the various early childhood services they receive in order to link child outcomes to programs in order to inform planning and decision making.

## **SECTION B. APPROACH**

### **1. PLAN OF ACTION**

The EC Leadership Commission has created a strategic plan that builds upon the work of the last two decades and accelerates the efforts of the current early childhood system as it relates to the development of a coordinated, aligned and financed early childhood system focused on improved outcomes for children and families.

Goals, Objectives, Timelines and Projected Accomplishments

**Goal 1. Increase public-private and federal-state-local coordination and alignment of early childhood services, supports, and infrastructure to improve outcomes for young children.**

Objective	Time line	Projections of Accomplishments
<b>1A.</b> Identify opportunities to maximize the use of state and federal funds across all child-serving sectors and explore strategic approaches to increase funding for early childhood supports, services and infrastructure.	Throughout 2010 and 2011	<ul style="list-style-type: none"> <li>• Early Childhood Cost Model updated</li> <li>• Annual comprehensive Children’s Budget</li> </ul>
<b>1B.</b> Promote the advancement of an accountable and sustainable statewide early childhood system through formalized governance.	By December 2011	<ul style="list-style-type: none"> <li>• Recommendations for a sustainable early childhood governance model presented to the Governor and legislature</li> </ul>
<b>1C.</b> Support the implementation of the <i>Framework in Action State Plan</i> .	Throughout 2010 and 2012	<ul style="list-style-type: none"> <li>• Annual <i>Framework in Action State Plan</i> progress report developed</li> </ul>
<b>1D.</b> Develop an effective working relationship with the Early Childhood Councils Advisory Team (ECCAT) to strengthen state and local early childhood systems building.	Throughout 2010 and 2011	<ul style="list-style-type: none"> <li>• ECCAT recommendations are implemented</li> <li>• Sustainable funding stream(s) identified to support the system of local councils</li> </ul>
<b>1E.</b> Develop a Business/Economic Development Leadership Team.	By March 2011	<ul style="list-style-type: none"> <li>• A high-functioning statewide business and economic development leadership team is established</li> </ul>

The work under **Goal 1** builds off of several existing initiatives previously discussed which act as accelerators including: the 2008 Early Childhood Cost Model, reports from previous collaborative efforts to study and recommend formal early childhood governance structures in Colorado, the recently completed *Framework in Action State Plan* and the functioning Early Childhood Councils Advisory Team. The objective around business and economic development will be supported by Executives Partnering to Invest in Children (EPIC), a recently organized

coalition of business leaders who believe early education is a top public policy priority. In addition to the business leaders, EPIC is a partnership of nonprofits and foundations actively involved in early childhood issues with several members of EPIC also seated on the EC Leadership Commission.

**Goal 2. Create a unified, interagency early childhood data system that measures progress and informs planning, policy development, and funding of early childhood supports, services and infrastructure.**

Objective	Timeline	Projection of Accomplishments
<b>2A.</b> Develop and agree on a shared vision, mission, and desired outcome for an early childhood interagency data system.	By December 2010	<ul style="list-style-type: none"> <li>• Vision and mission statements are developed</li> <li>• Program goals and objectives defined</li> </ul>
<b>2B.</b> Identify data sets to inform decision making and performance.	By June 2011	<ul style="list-style-type: none"> <li>• Systems architecture inventory completed</li> <li>• Business process workflows, compliance inventory, and data strategy document developed</li> </ul>
<b>2C.</b> Identify and address data system infrastructure needs.	By September 2011	<ul style="list-style-type: none"> <li>• Complete a baseline system architectural diagram and capability and solutions mapping.</li> </ul>
<b>2D.</b> Conduct fiscal analysis and impact of data system.	By April 2011	<ul style="list-style-type: none"> <li>• Budget summary and justification</li> </ul>
<b>2E.</b> Establish the data system and develop a governance model, policies and processes for data sharing.	By December 2011	<ul style="list-style-type: none"> <li>• Integrated data system</li> <li>• Program governance plan</li> <li>• Change management strategy</li> <li>• Program and system policies and processes aligned to GDAB policies and processes</li> </ul>
<b>2F.</b> Audit and assess data system performance.	By June 2012 and June 2013	<ul style="list-style-type: none"> <li>• Annual Audit Report</li> </ul>

The work under **Goal 2** will build from current work by the Office of Information and Technology and the Government Data Advisory Board. The work of the EC Leadership Commission will support the interagency data efforts already underway while acknowledging and creating strategies to address the unique, multi-systems data needs focused on young children and propel the work forward for that targeted age-group.

**Goal 3. Improve the quality, access and capacity of early childhood services across all child-serving sectors.**

Objective	Timeline	Projection of Accomplishments
<b>3A.</b> Adopt cross-agency and cross-sector early childhood indicators of well-being.	By December, 2010	<ul style="list-style-type: none"> <li>• Annual report on indicators of child wellbeing in relation to progress of <i>Framework in Action State Plan</i></li> </ul>
<b>3B.</b> Complete a statewide needs assessment on the quality and availability of early learning and development programs and supportive services, including transition and continuity in K-3.	By July 2011	<ul style="list-style-type: none"> <li>• Statewide Community Assessment Report is disseminated to key stakeholders</li> </ul>
<b>3C.</b> Support the implementation of a sustainable, comprehensive statewide professional development system for early childhood educators.	By December 2011	<ul style="list-style-type: none"> <li>• Definition of highly effective ECE teacher</li> <li>• Accountability system that rewards and recognizes early educators</li> <li>• Increased number of qualified early childhood professionals</li> </ul>
<b>3D.</b> Make recommendations for alignment of state policies across child-serving sectors with current research and best practices.	Ongoing	<ul style="list-style-type: none"> <li>• Comprehensive early childhood policy agenda developed</li> </ul>
<b>3E.</b> Promote advancement of efforts related to quality improvement of early childhood supports and services (e.g.	Throughout 2011 and 2012	<ul style="list-style-type: none"> <li>• Annual Results Accountability Report</li> </ul>

Objective	Timeline	Projection of Accomplishments
Quality Rating Improvement system, Medical Home, mental health consultation).		
<b>3F:</b> Develop an Infant and Toddler policy agenda with recommendations for financial investments.	By 2012	<ul style="list-style-type: none"> <li>• A comprehensive infant and toddler policy agenda</li> </ul>

Work under **Goal 3** will be accelerated by the three-year plan currently being developed by the P-3 Professional Development Task Force, the Improving Head Start for School Readiness Act which includes increased requirements for staff qualifications and requires Head Start grantees to implement a state’s early learning standards. This goal will also be supported by the work of the Child Care Division in their efforts to improve and expand the use of the quality rating and improvement system. Plans for the statewide needs assessment will be discussed later in this proposal.

## 2. TIMELINE

ACTIVITIES	WHOM	YEAR 1				YEAR 2				YEAR 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Goal 1. Increase public-private and federal-state-local coordination and alignment of early childhood services, supports, and infrastructure to improve outcomes for young children.</b>													
<b><i>Objective 1A. Identify opportunities to maximize the use of state and federal funds across all child-serving sectors and recommend strategic approaches to increase funding for early childhood supports, services and infrastructure</i></b>													
Update the Early Childhood Cost Model	Consultant												
Analyze use of existing state and federal early childhood funding streams identifying gaps, overlaps, and barriers to integration of funds	Commission												
Develop strategies for effective use of existing federal and state funds.	Commission												
Develop strategies to attract, accept, and administer new funds targeted to early childhood supports, services and infrastructure	Commission and Staff												
Promote policy, funding, and rule changes that support improved outcomes for young children	Commission												
Provide input on the development of relevant state plans (e.g. Child Care Development fund, Maternal and Child Health block Grant, Title 1)	Commission												
<b><i>Objective 1B: Promote the advancement of an accountable and sustainable statewide early childhood system through formalized governance.</i></b>													
Create a vision, mission, and goals for a state-level governance system	Commission												
Develop and analyze different models for an early childhood system	Commission Staff												
Identify potential funding stream(s) to support the state-level governance structure	Commission Staff												

ACTIVITIES	WHOM	YEAR 1				YEAR 2				YEAR 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Develop a transparent, accountable and sustainable finance system for the system of local early childhood councils	Commission												
Make recommendations to the Governor and the Early Childhood Readiness Commission	Commission												
<b>Objective 1C: Support the implementation of the Framework in Action State Plan.</b>													
Set priorities for implementation	Commission												
Identify and address barriers to plan implementation.	Commission												
Prioritize data needs as it relates to the <i>Framework in Action Plan</i>	Commission Staff												
Promote policy and rule changes that support results-based accountability	Commission												
<b>Objective 1D: Develop an effective collaboration with the Early Childhood Councils Advisory Team (ECCAT) to strengthen state and local early childhood systems building.</b>													
Develop policies and procedures that outline the roles and responsibilities of ECCAT and the EC Leadership Commission	Commission Staff												
Review ECCAT recommendations and identify barriers and opportunities for implementation	Commission												
Support the regular evaluation of the system of local early childhood councils	Commission Staff												
<b>Objective 1E: Develop a Business/Economic Development Leadership Team</b>													
Establish a working partnership with the Executives Investing In Partnerships for Children (EPIC)	Commission Staff & Commission												
Conduct outreach with business leaders	Commission Director												

ACTIVITIES	WHOM	YEAR 1				YEAR 2				YEAR 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Goal 2. Create a unified, interagency early childhood data system that measures progress and informs planning, policy development, and funding of early childhood supports, services and infrastructure</b>													
<b><i>Objective 2A. Develop and agree on a shared vision, mission, and desired outcome for an early childhood interagency data system.</i></b>													
Review existing relevant work through GDAB and HB1654.	Commission and Staff												
Define the overarching purpose of an interagency early childhood data system.	Commission												
<b><i>Objective 2B. Identify data sets to inform decision making and performance</i></b>													
Inventory systems, data and infrastructure of participating agencies' systems.	OIT and Commission Staff												
Explore integration of relevant data sets generated by private partners.	OIT and Department IT												
Perform gap analysis of existing versus needed data.	Commission Staff												
Determine who needs information through developing business process workflow.	Analyst												
Determine strategy for capturing missing data elements.	Commission												
Perform regulatory and compliancy review to ensure privacy and confidentiality.	OIT												
<b><i>Objective 2C. Identify and address data system infrastructure needs</i></b>													
Use inventoried data to baseline "as-is" data systems status.	Commission Staff												
Review state enterprise architecture and data management standards, policies, and guidelines to inform the "to-be" data system.	Business/Technology Consultant												

ACTIVITIES	WHOM	YEAR 1				YEAR 2				YEAR 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Develop architecture design based on business/program requirements, enterprise standards, and needs to maximize the existing state data sharing infrastructure.	Business/Tec h n o l o g y  A n a l y s t												
<b><i>Objective 2D. Conduct fiscal analysis and impact of data system</i></b>													
Develop data system budget estimate, to include personnel.	Commission D i r e c t o r												
Perform a cost-benefits analysis and fiscal impact study.	Business/Tec h n o l o g y  A n a l y s t												
Determine funding and sustainability strategy.	Commission D i r e c t o r												
<b><i>Objective 2E. Establish the integrated data system and develop policies and processes for data sharing</i></b>													
Identify data system program “home”.	Commission												
Develop data system governance committee model.	Commission												
Adopt GDAB policies and procedures where appropriate.	Commission												
Develop new policies and procedures where not addressed by GDAB.	Commission D i r e c t o r  a n d  O I T												
<b><i>Objective 2F. Audit and assess data system performance</i></b>													
Conduct periodic audits to ensure compliance with protocols, procedures, and statutes.	OIT												
Conduct regular internal and external assessments to identify opportunities for improvement.	Consultant												
<b>Goal 3. Improve the quality, access and capacity of early childhood services across all child-serving sectors</b>													
<b><i>Objective 3A. Adopt cross-agency and cross-sector early childhood indicators of well-being.</i></b>													
Review existing cross-sector approaches to results based accountability.	Commission S t a f f												

ACTIVITIES	WHOM	YEAR 1				YEAR 2				YEAR 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Adopt a set of indicators to monitor population-based outcomes for young children and their families.	Commission												
Determine a mechanism to monitor and evaluate the indicators over time.	Commission Staff												
<b>Objective 3B. Complete a statewide needs assessment on the quality and availability of early learning and development programs and supportive services, including the transition and continuity into K-3</b>													
Establish a needs assessment advisory committee and hire a consultant.	Commission												
Determine and implement a methodology for the statewide needs assessment.	Commission Staff and Consultant												
Publish and share the completed report with the governor's office, legislators, key early childhood and business leaders.													
<b>Objective 3C. Support the implementation of a sustainable, comprehensive statewide professional development system for early childhood educators</b>													
Set priorities for implementation of plan	Commission												
Address policy and funding barriers to implementation.	Commission												
Establish a mechanism to monitor the Early Childhood Professional Development Plan	Commission												
<b>Objective 3D. Make recommendations for alignment of state policies across child-serving sectors with current research and best practices</b>													
Complete an updated policy audit of current state early childhood related policies.	Commission Staff												
Identify benchmarks for quality early childhood policies	Commission												
Develop and make recommendations to the appropriate	Commission												

ACTIVITIES	WHOM	YEAR 1				YEAR 2				YEAR 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
policy-making body that address identified gaps in policies and procedures.													
Develop strategies, policies and incentives that support adherence to high fidelity in implementation of research or evidence-based programming.	Commission												
<b><i>Objective 3E. Promote advancement of efforts related to quality improvement of early childhood supports and services (e.g. Quality Rating Improvement system, Medical Home, mental health consultation).</i></b>													
Identify and address barriers to implementing Colorado’s quality improvement plans related to early childhood.	Commission Staff												
Provide strategies for connecting and funding quality improvement initiatives across sectors.	Commission												
Develop recommendations to address identified interagency barriers to implementing Colorado’s early learning standards in a variety of early learning programs and environments.	Commission												
Identify incentives for early learning programs to implement Colorado’s early learning standards.	Commission and Staff												
<b><i>Objective 3F: Develop an Infant and Toddler policy agenda with recommendations for financial investments</i></b>													
Support the development of birth-age 3 early learning standards that are aligned with the Colorado P-3 content standards.	Commission												

### 3. EARLY CHILDHOOD LEADERSHIP COMMISSION MEMBERSHIP

In February 2010, Governor Ritter signed an Executive Order (EO 2010-002) that created Colorado’s Early Childhood Leadership Commission to accomplish the work set forth in this document. The Executive Order is included at the end of this section.

Subsequently, the Governor appointed the members of the EC Leadership Commission in early March. Membership is consistent with the requirements of The Head Start Act, Section 642B(b)(1)(C); representative of the health, mental health, early learning, and family support sectors; and reflective of the ethnic, cultural, geographic and political diversities of Colorado.

The members and their affiliations are:

<b>Commission Members</b>	<b>Affiliation</b>	<b>Focus Area</b>	<b>County of Residence</b>
Gregory Anderson	Dean, Morgridge College of Education, University of Denver	Higher Education	Arapahoe
Greg Anton	Partner, Anton Collins Mitchell	Business	Jefferson
Tom Boasberg	Superintendent, Denver Public Schools	K-12 Education	Boulder
Charlotte Brantley	President & CEO, Clayton Early Learning	Head Start	Jefferson
Brad Busse	President and COO, RBC Daniels	Business	Denver
Micheline Casey	Governor’s Office of Information Technology	Governor’s Office	Gilpin
Jeanette Cornier	Assistant Commissioner, Colorado Department of Education	K-12 Education	Denver
Larry Curry	LCSW, The Curry Center	Faith based/Family support	Douglas
Charlie Forster	President & CEO, Collegiate Peaks Bank	Business	Chaffee
Elizabeth Groginsky	Director, Head Start State Collaboration, Office of the Lieutenant Governor	Head Start Collaboration	Gilpin
Pat Hamill	Chairman & CEO, Oakwood Homes	Business	Denver
Anna Jo Haynes	President Emeritus, Mile High Montessori	Head Start/Child Care	Denver

<b>Commission Members</b>	<b>Affiliation</b>	<b>Focus Area</b>	<b>County of Residence</b>
Suzanne Helburn	Professor Emeritus, University of Colorado Denver	Economist	Boulder
Elsa Holguin	Senior Program Office, Rose Community Foundation	Philanthropy	Denver
Gretchen Holland	Family Leader	Parent	Larimer
Joel Jones	Durango Chamber of Commerce	Business	LaPlata
George Kennedy	Deputy Executive Director, Children, Youth and Families, Colorado Department of Human Services	Child Welfare/Child Care/Juvenile Justice	Douglas
Cynthia Lindquist	Chair of Early Childhood Education, Special Education, Reading and Educational Technology, Metropolitan State College of Denver	Higher Education	Jefferson
Fernando Martinez	Executive Director, San Luis Valley Community Health Center	Mental Health	Costilla
Jose Mondragon	Department Head, Pueblo County Department of Social Services	Human Services	Pueblo
Fernando Pineda-Reyes	Family Leader	Parent	Denver
Kim Poast	Deputy Director, Colorado Department of Higher Education	Higher Education	Denver
Diane Price	President & CEO, Child Nursery Centers	Child Care	El Paso
Sherry Price	Director, Children and Family Services, Mesa Developmental Services	Children with special needs	Mesa
Gina Robinson	Program Administrator, Colorado Department of Health Care Policy and Financing	Medicaid, E.P.S.D.T	Jefferson
Steve Romero	Director, Morgan County Department of Human Services	Human Services	Morgan
Karen Trierweiler,	Director, Center for Health Families & Communities, Colorado Depart of Public Health and Environment	Maternal and Child Health	Arapahoe
Chris Watney	President, Colorado Children's Campaign	Advocacy	Denver
Larry Wolk, M.D.	Founder and Executive Director, Rocky Mountain Youth Clinics	Health	Arapahoe

The Governor appointed three chairs to provide leadership on the commission and they represent the public, private, and business sectors. Biographical sketches of the chairs follow:

Elizabeth Groginsky is Director of Head Start State Collaboration in the Office of Lieutenant Governor Barbara O'Brien. Elizabeth has nearly 13 years of experience in early childhood including research and evaluation, direct service, administration and policy. Before joining the Lt. Governor's Office, Ms. Groginsky was Assistant Director of Adams County's Community & Economic Opportunity Department where she directed the work of the Early Childhood Partnership of Adams County, one of Colorado's 30 local early childhood councils. Ms. Groginsky served as Director of Adams County Head Start for 4 ½ years and advanced the program from a low-quality, unlicensed part-day program to a high quality, licensed program that provided full-day, full-year, part-day and home based services.

Pat Hamill is the CEO, President and Founder of Oakwood Homes. Mr. Hamill co-founded the Foundation for Educational Excellence and the 21st Century High Tech Academy in Green Valley Ranch and Montbello. This facility, which serves youth in the area, provides technology-enhanced instruction and state-of-the art curriculum to over 450 high-performing students. Mr. Hamill serves as a board member for the Boys and Girls Club of Metro Denver, where his creation of "Home for Good" has raised over \$700,000 for the Club. Mr. Hamill also serves as a Trustee of the University of Denver, Vice Chairman of the Metro Football Stadium District, and Chairman of the Colorado Open Golf Foundation.

Anna-Jo Haynes is President Emeritus of Mile High Montessori Early Learning Centers, which operates eight centers in Denver's inner city for children from families with limited resources. Ms. Haynes is a long time advocate for children and their families and in that capacity served as the chair for Denver Public Schools/City of Denver Early Childhood Council, appointed by the

Superintendent and the Mayor. Ms. Haynes was also the founding chairperson of the Colorado Children's Campaign and past president of the Woman's Foundation of Colorado.

The EC Leadership Commission held its first meeting March 30, 2010. The newly seated Commission unanimously approved this federal grant proposal that will support their work and efforts to establish a statewide system to improve outcomes for all of Colorado's young children birth through eight years of age. The Strategic Plan was sent to more than 700 stakeholders across the state one week prior to the meeting with instructions on how to submit oral and written comments to the plan. No oral comments were made at the meeting and the EC Commission received one written comment from a local home visitation program. The EC Leadership Commission has a full day meeting scheduled the end of June 2010 to establish its operating principles, organizational structures and priorities. See Attachment C for the Governor's Executive Order.

#### **4. PLAN FOR CONDUCTING NEEDS ASSESSMENTS**

The EC Leadership Commission will establish an advisory committee to fully define the scope, purpose, and parameters of the statewide needs assessment. A consultant with expertise in conducting community assessments will be hired to facilitate the process, develop and implement the methodology, and produce a final report. Existing assessment and evaluation information will be used to the maximum extent possible to answer the questions posed for the needs assessment. Examples of such information include, but are not limited to, local early childhood council assessments and evaluations, State Head Start Collaboration Office assessments, resource mapping and reporting completed through the implementation of the *Framework in Action State Plan*, and assessments completed by state agencies that focus on children birth to eight years. It is anticipated that there will be mechanisms developed to solicit

statewide stakeholder ideas and concerns as part of the needs assessment. Planning for the needs assessment will occur during the second and third quarter of the first year of the project and the assessment itself will be conducted through the second quarter of the second year. A final report will be released during the second half of the second year.

## **5. PLAN FOR EC LEADERSHIP COMMISSION MEETINGS AND PUBLIC INPUT**

The EC Leadership Commission will meet a minimum of four (4) times annually and one of the meetings will be a strategic planning meeting. All meetings will be properly posted and noticed and will be open to the public with time for public comment. The commission will begin to identify organizational structures and operating principles at the full day June 2010 meeting. Additionally, it is anticipated that several existing collaborative early childhood structures (e.g. the Early Childhood State Partnership, the Early Childhood Councils Advisory Team, the Early Childhood and School Readiness Commission) will provide support and structures for any subcommittees or task forces to include stakeholders outside of the identified commission membership.

## **6. KEY ENTITIES**

Several entities will be central in informing and supporting the work of the Early Childhood Leadership Commission. As a Governor's Office initiative, the Administration will be responsible for the management and support of the commission. During the current administration, leadership and staffing will be provided by the **Office of the Lt. Governor** as the lead on early childhood issues. This strategic placement will ensure alignment and support from other comprehensive early childhood systems initiative housed within that office including the Director of the Early Childhood Comprehensive Systems grant, the Director of Head Start State

Collaboration, and the Director of the Early Childhood Councils Advisory Team. Each of the six state agencies seated on the commission will be key partners in the development of the interagency data system as well as identifying and addressing barriers to improved access, quality, and equity of early childhood programs and services. Executive Directors in each of these agencies has demonstrated commitment to the EC Leadership Commission by selecting a high-level decision maker to participate on the commission. A brief description of the early childhood focused services and programs administered and overseen by each of these state agencies follows.

The **Colorado Department of Human Services (CDHS)** administers Child Welfare, Part C Early Intervention, Behavioral Health and child care licensing; all relevant to the early childhood population. A significant funding source administered by CDHS is the Child Care Development Block Grant that supports both the Child Care Assistance Program as well as many child care quality improvement initiatives. These quality improvement initiatives include fiscal and administrative support for the statewide system of local early childhood councils, a school readiness project that supports quality improvement of child care centers in neighborhoods with low performing schools, and contracts for professional development systems, targeted strategies to improve the quality of infant toddler care, child care resource and referral, and the quality rating improvement system.

The **Colorado Department of Education (CDE)** provides management and evaluation support for the statewide system of local early childhood councils, teacher licensure, special education supports, and standards and assessments development and support. CDE administers the Colorado Preschool Program and the Results Matter system of early childhood assessment.

Additionally, CDE is the lead agency responsible for the implementation of the Colorado Achievement Plan for Kids.

The **Colorado Department of Public Health and the Environment** (CDPHE) administers the Title V Maternal and Child Health block grant that includes the children with special health care needs program, Medical Home Initiative, prenatal supports, and early childhood initiatives. Additionally, CDPHE manages the Community Based Child Abuse Prevention grant, oral health initiatives, the Special Supplemental Nutrition Program for Women, Infants, and Children, the Colorado Child Care and Adult Care Food Program and child care health and sanitation regulations that all include children birth to eight as target audiences. Two significant state funded programs are housed in CDPHE including the Colorado Nurse Home Visitor program and the Tony Grampas Youth Services program. Finally, CDPHE houses technical assistance for local early childhood councils to integrate child health strategies into early childhood systems work.

The **Colorado Department of Health Care Policy and Financing** (HCPF) administers Colorado's Medicaid and Child Health Plan Plus programs. HCPF provides leadership in promoting and ensuring a medical home approach for children on these public health insurance programs.

The **Colorado Department of Higher Education** provides oversight for the approval and accreditation of teacher preparation programs.

The Governor's **Office of Information Technology** (OIT) is designed to increase the effectiveness of government through the use of shared information and technology. As discussed previously, OIT will be a key lead partner in the development of an interagency data system that

will support informed planning and decision-making around supports, services and infrastructure targeting children birth to eight years.

There are several other key entities the EC Leadership Commission will partner with to ensure a well-informed policy agenda as well as actions needed to carry out the agenda. These entities have been discussed earlier in this application and include the **Early Childhood Councils Advisory Team**, the **Early Childhood and School Readiness Legislative Commission**, and the **Executives Partnering to Invest in Children**. Finally, the broad **Early Childhood State Partnership** that includes over seventy-five public and private, state-level stakeholders who are committed to improving outcomes for Colorado’s young children, is ready to support the work of the commission. As the commission further defines its operating structures, this broad partnership will act as a resource pool for activities, task forces, and background work needed to fulfill the commission’s plan.

## **7. SUSTAINABILITY OF COLORADO’S EARLY CHILDHOOD SYSTEM**

From the standpoint of infrastructure, foundational work already completed, and cross-sector buy-in, there has never been a better time to make substantial investments in fully developing Colorado’s early childhood system. Policymakers, agency heads, business leaders, philanthropists, and practitioners embrace the value and importance of the earliest years of a child’s life. Over the past twenty-five years, public funding at the federal, state, and local levels have steadily increased to the point that more than a half billion dollars are targeted toward the health and well-being of young children in this state.

On the other hand, economic conditions in Colorado and across the nation make this a difficult time to create or increase funding streams for early childhood services. The Colorado General Assembly is faced with continuing paring back of state services as they struggle to balance a

budget strained by loss of tax revenue in the recession. Governor Ritter's decision to not seek a second term certainly adds a complex dimension. The loss of Lt. Governor O'Brien as the state's leader on the subject of early childhood comes at a crucial time of solidifying systems work. Changes in the executive leadership will ensue as a result of change in the political leadership. These are daunting, but not insurmountable, challenges.

The creation of the Early Childhood Leadership Commission is a heartening action during this time of economic instability. Members of the EC Leadership Commission represent a power base in multiple arenas. The chairs of the Commission are strong advocates and tireless leaders with a deep commitment to the shared vision. While the cabinet level leaders in state government will undoubtedly change by the end of the year, a strategic decision was made to seat deputy directors of the participating departments on the Commission. In most cases, these individuals are part of the state personnel system and not political appointees. They will bring continuity to the Commission's work in the face of a new administration establishing itself in 2011.

Recognizing the increased importance of the EC Leadership Commission during a political transition in Colorado, the Senate President of the Colorado General Assembly approved late bill status for legislation to codify the commission. Senate Bill 195 passed the Senate and the House and is on the way to the Governor for signature. Senate Bill 195 will do the following:

- Establish the EC Leadership Commission as part of the Governor's Office.
- Describe the process for the commission to make recommendations annually to the Governor and the joint Education and Health and Human Services Committees of the general assembly.

- Require the commission to make recommendations considering the creation of a sustainable, state-level oversight and coordination structure for early childhood in Colorado.
- Describe the collaboration between the commission and the Early Childhood Councils Advisory Team and other Boards and Commissions in statute or assigned by the legislature that are dealing with issues impacting children birth to age 8.

Undoubtedly, the power of the Commission as a whole with strong representation from the business community, local government, and the foundation community is the best mechanism for sustaining the early childhood system. Collectively, they, in conjunction with the legislature, influence virtually all of the state’s resources directed toward young children.

Throughout the 3-year grant period, existing funding streams that support comprehensive early childhood systems efforts (e.g. Early Childhood Comprehensive Systems grant, Head Start State Collaboration grant, Early Childhood Councils Advisory Team funding,) will be explored along with potential new revenue streams to identify leverage points to sustain the efforts of the Early Childhood Leadership Commission.

## **SECTION C. STAFF AND POSITION DATA**

### **1. CURRENT STAFFING SUPPORT**

Upon award of this grant, permanent staff will be hired to support the work of the EC Leadership Commission. In the meantime, the commission is being supported by staff in the Lt. Governor’s Office and includes the following:

**Bruce Atchison, Chief of Staff, Office of Lieutenant Governor Barbara O’Brien– Mr.**

Atchison has worked on behalf of children and families for 30 years. He is a child advocate with an emphasis on early childhood care and education and family support. Currently, Mr. Atchison

is responsible for operations and policy recommendations specific to early childhood education, K-12 reform initiatives, children's health initiatives, aerospace, American Indian affairs, the Governor's Commission on Community Service and other special projects. Prior to working in the current administration Bruce was the Executive Vice President of the Colorado Children's Campaign and the Campaign's lobbyist. Bruce also served in Governor Romer's administration serving as the Head Start-State Collaboration Director and working on policy issues for children and families. He has over 10 years of classroom teaching experience and holds degrees in fine arts, education (with a K-12 certification) and early childhood special education.

**Jodi Hardin, Early Childhood Systems Specialist, Office of Lieutenant Governor**

**Barbara O'Brien and the Colorado Department of Public Health and Environment-** As a member of the Early Childhood Team in the Lt. Governor's Office, Ms. Hardin is responsible for the oversight of Colorado's Early Childhood Comprehensive Systems grant which includes promoting the vision of and action towards a comprehensive early childhood system highlighted in the *Early Childhood Colorado Framework* encompassing health, mental health, early learning, and family support and parent education. Prior to this position, Ms. Hardin provided leadership and program management for two community programs focused on improving outcomes for children with special needs and their families. Ms. Hardin received a Masters in Public Health from the University of North Carolina, Chapel Hill.

**Jenna Stock, Executive Assistant, Executive Assistant, Office of Lt. Governor Barbara**

**O'Brien** – Ms. Stock has provided organizational support and assistance for Lt. Governor O'Brien for more than a year and has a strong passion for community engagement and governmental leadership. She has previously served as a Board Member for the Denver Metro Chamber Leadership Foundation's Colorado Leadership Alliance Scholars Board, is a graduate

of the Chancellor's Scholars and Leaders Program, and was a finalist for the Undergraduate Student of the Year. Ms. Stock has her Bachelors in Communications from the University of Colorado and is currently finishing her Masters in Public Administration.

## **2. JOB DESCRIPTIONS**

Staffing of the commission includes a full time Executive Director, and Project Manager, and a half time Administrative Assistant. Following are short descriptions for the positions that will be hired upon award of this grant. Biographical sketches of each hired position will be sent once appointed.

**Executive Director of EC Leadership Commission** – The Executive Director will be instrumental in establishing the conditions and supports needed to guarantee success of the Early Childhood Leadership Commission. This position will provide leadership and cultivate partnerships across state and federal agencies, as well as the private and non-profit sectors, to ensure progress towards a comprehensive system of services, supports, and infrastructure necessary to ensure positive outcomes for children birth to 8 years. With guidance from EC Leadership Commission chairs, the Executive Director will develop, implement, and monitor plans related to the commission actions and recommendations including policies and initiatives that promote access, quality, and equity across the early childhood system. This position will serve as an expert with a comprehensive understanding of issues related to early childhood healthy development, and will be responsible for analyzing and discerning policy challenges and opportunities as they relate to young children and their families in Colorado.

**Project Manager** – The Project Manager will work under the guidance and direction of the Executive Director to coordinate and monitor all EC Leadership Commission projects and activities. This position will work with key partners to implement the interagency data initiative,

professional development plan, and needs assessment process. The Project Manager will coordinate commission publications and reports as well as provide staff support and organization for any subcommittees and contracts.

**Administrative Assistant** – The Administrative Assistant will provide administrative support for all commission related meetings, travel, communications, and office organization.

### **3. CONSULTANTS**

Upon award of this grant and per the timeline of commission activities, the following consultant positions will be released and reviewed per Colorado state protocols. The State of Colorado has a detailed and strictly controlled process for executing contracts with outside entities. The rules and laws governing contracting with the State can be found both in the State’s Fiscal Rules as well as on the State of Colorado – Office of the State Controller, “Office of Contracts Administration” page:

[http://www.colorado.gov/dpa/dfp/sco/contracts/Contract\\_Administration/WebPages/CMS\\_Main\\_Page.htm](http://www.colorado.gov/dpa/dfp/sco/contracts/Contract_Administration/WebPages/CMS_Main_Page.htm). This page has a FAQ section which helps explain some of the contracting process.

**Business Systems Analyst** -- This consultant position will be hired to survey the needs, interests, and gaps in technology and expertise needed to design and build a data system for early childhood data management. The consultant will work with the EC Leadership Commission staff, the Office of Information Technology, and the Executive Directors of the partnering departments to design and implement the infrastructure.

**Needs Assessment Consultant** – The EC Leadership Commission will contract with a community needs assessment consultant to conduct the required periodic needs assessment. This individual will work with the advisory committee established to define and guide the needs

assessment and be responsible for facilitating an inclusive process to gather multiple stakeholder perspectives, building from existing needs assessments and evaluations. This process may include but is not limited to, providing public hearings, conducting focus groups, interviewing key constituents, compiling and analyzing current data from public and private agencies and organizations, and surveying representatives of providers and users of the developing early childhood system.

**Cost Model Update Consultant** – This individual or organization will update the 2007 Colorado Early Childhood Cost Model Tool to incorporate current data and make any adjustments needed as identified by the commission. The update will correct and enhance needed features. Consultation will also include meeting with the Commission and working with staff and commission members, as indicated.

## **SECTION D. ORGANIZATIONAL PROFILES**

### **1. MANAGEMENT OF EARLY CHILDHOOD LEADERSHIP COUNCIL**

Given the multiple state agencies, non-profit organizations, statewide associations, and others involved in this work, it is important that the EC Leadership Commission be led from a neutral location that promotes high visibility and action. Based on the experience of other states, when one department or one organization becomes responsible for collaborative work, it can bias the underlying values and principles that guide the work. To maintain neutrality and dedication to all four early childhood sectors – health, mental health, early learning, and family support - and to effectively engage and align the work of many partners, this will be a Governor’s initiative with the current Office of the Lieutenant Governor responsible for convening and managing the commission during the initial phase of the project.

## 2. GOVERNOR DESIGNATION

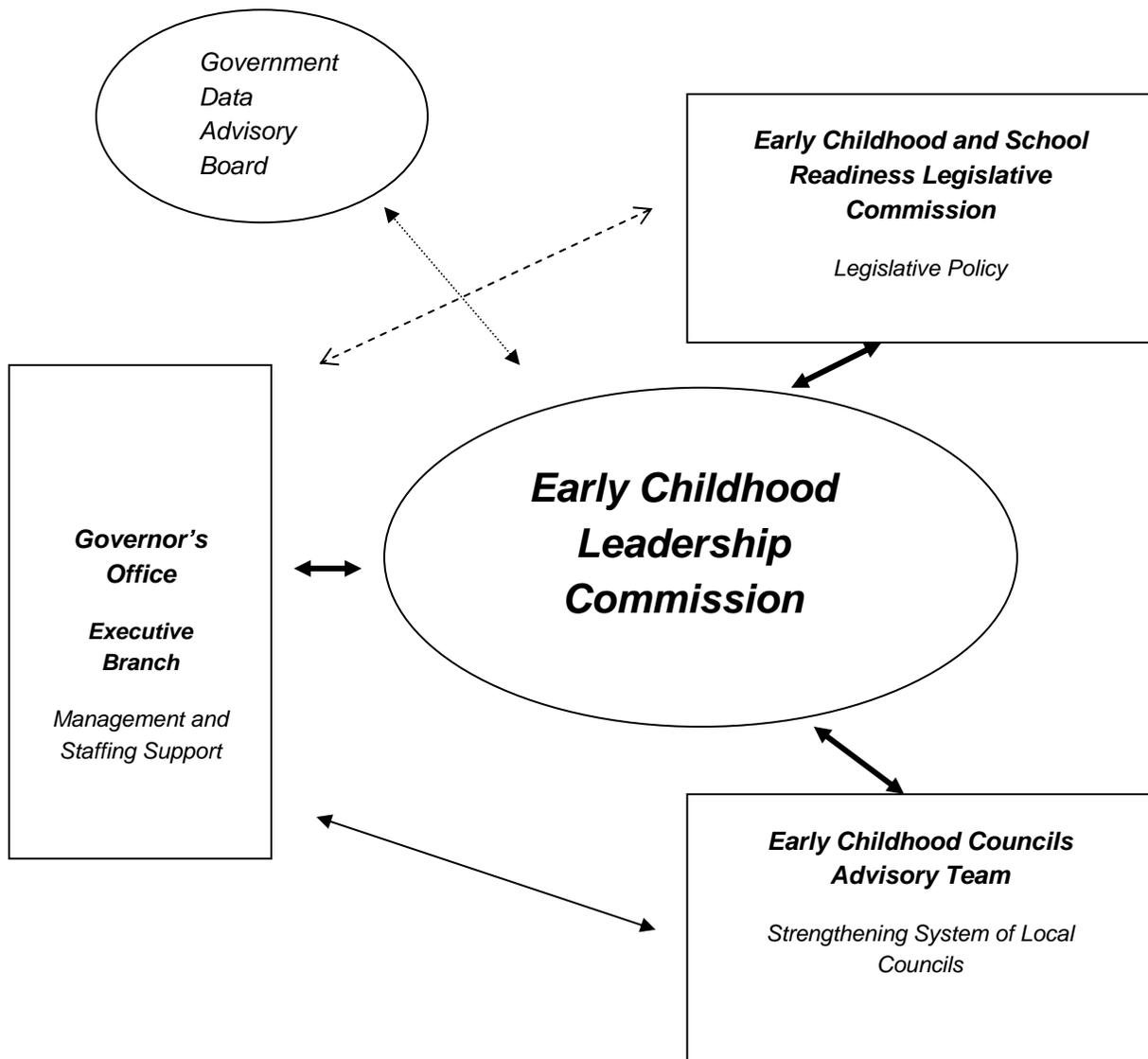
See the Cover Letter from Governor Ritter designating the Lt. Governor's Office to coordinate the activities of the Early Childhood Leadership Commission.

## 3. ORGANIZATIONAL CHART

The diagram below depicts the organizational relationships between the Early Childhood

### **Early Childhood Leadership Commission**

*Relationships between Key Entities*



## **SECTION E. THIRD PARTY AGREEMENTS**

At the time of grant submission, there are no formal third party agreements between the grantee and contractors. Upon award, scopes of work and contractual agreements will be completed as per Colorado state requirements. Those agreements, once completed, will be sent to the Administration for Children and Families.

## **SECTION F. BUDGET AND BUDGET JUSTIFICATION**

The three-year line item budget which includes non-federal sources is Attachment A of this document.

### **1. THREE YEAR BUDGET NARRATIVE**

Colorado is eligible to apply for \$1,329,635 in Federal funds to support the work of the Early Childhood Leadership Commission over the next three years. The grant requires a [REDACTED] match which equals [REDACTED]. The match includes state investments in early childhood, cash, and in-kind donations of goods and services. The total budget is \$4,432,116 for three years.

**PERSONNEL - \$574,535 (Year 1- \$187,000; Year 2 - \$191,425; Year 3 - \$196,110)**

*Commission Director- 1.0 FTE @ [REDACTED] annually*

The Director provides leadership for the Early Childhood Leadership Commission including the development and implementation of the Commission's plan, building and sustaining partnerships, identifying and addressing policy issues, monitoring achievement of outcomes, and oversight for all grant activities and Commission staff. An annual increase of 2.5 percent is budgeted each year for a cost of living increase. This raise will be contingent

upon state guidelines and actions of the Governor and the Joint Budget Committee concerning cost of living increases and may vary year to year.

*Project Manager –1.0 FTE @ [REDACTED]*

The Project Manager will be responsible for managing all of the Commission’s projects such as data initiatives, implementation of professional development plans, needs assessments, publications, and reports. The Project Manager will also provide staff support and organization for any Commission subcommittees and contractors. An annual increase of 2.5 percent is budgeted for a cost of living increase. This raise will be contingent upon state guidelines and actions of the Governor and the Joint Budget Committee concerning cost of living increases and may vary year to year.

*Administrative Assistant - .5 FTE @ [REDACTED]*

The Administrative Assistant will provide administrative support to the Commission and all its activities including meeting and travel support, developing materials, and organizational support for the Director and Manager. An annual increase of 2.5 percent is budgeted each year for a cost of living increase. This raise will be contingent upon state guidelines and actions of the Governor and the Joint Budget Committee concerning cost of living increases and may vary year to year.

**FRINGE - \$143,634 (Year 1 - \$46,750; Year 2 - \$47,856; Year 3 - \$49,028)**

Fringe is estimated at 25% of the salary of the Commission Director, Project Manager and Administrative Assistant. This includes unemployment insurance, PERA, health insurance, sick and vacation leave.

**TRAVEL - \$68,400 (\$22,800 each year of the grant)**

*Out of State- \$6,000 annually*

The EC Leadership Commission Director and two other Commission members/staff will attend a meeting sponsored by the Administration for Children and Families in Washington, DC as outlined in the grant guidance. The expenses include airfare, per diem, lodging and transportation costs for three days.

Per diem: 4 days - \$64.00 full day/\$48.00 travel day x 3	\$224
Airfare	\$1,350
Lodging – 4 nights - \$300/night x 3	\$3,600
Miscellaneous expenses	\$826

*In State – \$16,800 annually*

The ECLC will meet quarterly in Denver with travel reimbursement provided for Commission members. At least four Commission members will need to fly to the meetings and at least 5 members will require mileage reimbursement. The travel costs will also include per diem and lodging for these Commissioners. Additionally, Commission members will participate in subcommittee meetings and the Commission Director will travel around the state to meet with local community stakeholders and Commission members.

Mileage, airfare and lodging for 4 Commission meetings	\$10,000
Mileage for subcommittee and community meetings	\$6,800

**SUPPLIES: \$75,100 (Year 1 - \$53,300; Year 2 - \$10,900; Year 3 - \$10,900)**

Supplies include the start-up purchase of desktop and laptop computers, printers, telephones, office furniture, software, and meeting supplies to support the work of the Commission and staff.

*Desktop Computers - \$2,100*

This includes desktop computers for the Commission Director, the Project Manager and the Administrative Assistant. **This is a one-time expense.**

*Laptop Computers - \$3,000*

This includes a laptop computer for the Commission Director and one laptop to be shared by the Project Manager and the Administrative Assistance. The laptops will be used to take minutes at Commission and subcommittee meetings, to make presentations at community meetings and used by staff when traveling or working remotely. **This is a one-time expense.**

*Office Furniture - \$5,920*

This includes the purchase of desks, chairs, filing cabinets and bookshelves for the Commission Director, Project Manager and Administrative Assistant. Other furniture includes a conference room table and chairs and storage cabinet. **This is a one-time expense**

*Printers - \$1,000*

This includes the purchase of one color printer to be shared by the Commission staff and the purchase of two desktop printers for the Commission Director and Project Manager. **This is a one-time expense.**

*Office Supplies - \$4,000 annually*

This includes paper, pens, cartridges, toner, flip charts, markers and other miscellaneous supplies to support a three person office.

*Telephone Expenses - \$3,300 annually*

Phone expenses include land lines for the Commission Director, Project Manager and Administrative Assistant and a Blackberry for the Commission Director and Project manager.

*Meeting Expenses - \$6,000 annually*

Meeting expenses includes renting space, materials, and printing for at least 4 Commission meetings and 15 subcommittee meetings annually.

*Software Licenses - \$40,000*

Troux software Licenses are required to build and implement the Early Childhood Data System. Each license is \$10,000. Four of the six participating Departments do not currently have these licenses. **This is a one-time expense.**

**CONTRACTUAL: \$157,000 (Year 1: \$85,000; Year 2: \$47,000; Year 3: \$25,000)**

*Business/Technology Systems Analyst (Year 1 - \$40,000; Year 2 - \$20,000)*

A Business/Technology Systems Analyst consultant will be hired to survey the needs, interests, and gaps in technology and expertise needed to design and build a data system for Early Childhood data management. The consultant will work with the ECLC staff, the Office of Information Technology, and the Executive Directors of the partnering departments to design and implement the infrastructure.

*EC Leadership Commission Strategic Planning - \$5,000 annually*

Each year Commission members will participate in a facilitated retreat. A facilitator will be used to allow Commission staff to fully participate. The purpose of the retreat is to clarify vision, mission and goals; review progress on goals and objectives and develop, review and make corrections to the Commission's strategic plan.

*Community Assessment/Annual Report (Year 1 - \$40,000; Year 2 - \$22,000; Year 3 - \$20,000)*

The EC Leadership Commission will hire a consultant who will work with a subcommittee of the Commission to develop an approach and methodology to conducting a statewide community assessment as outlined in the grant guidance. The community assessment process will be completed in Year 1 and updated in Year 2 and 3 of the grant. The results will be compiled in an annual report and disseminated to the EC Leadership Commission, the Governor, the Legislature, business leaders, the Early Childhood Funding Collaborative, State Departments, the Early Childhood Council Leadership Alliance, the Early Childhood Council Advisory Team, and other interested stakeholders.

**OTHER COSTS: \$310,966 (Year 1 - \$114,432; Year 2 - \$99,432; Year 3 - \$97,102)**

*Administrative costs - \$4,432 annually*

This amount equals 1% of the federal funds received and will be used to support administrative costs associated with the American Recovery and Reinvestment Act funds and other administrative costs related to personnel, payment processing and contract development.

*Interagency Data Support – (Year 1 - \$60,000; Year 2 - \$50,000; Year 3 - \$45,000)*

The Commission's work will necessitate increased work within each department engaged in providing services and financing to young children and their families. This is especially true in the area of data management. Currently, a request regarding data on young children, may take 60 – 90 days to be filled. In order to make the data system effective, it is imperative that each department have additional resources to do this work.

*Implementation of Commission's Strategic Plan (Year 1 - \$50,000; Year 2 - \$45,000; Year 3 \$47,670)*

The Commission will set priorities in each of the goal areas of the strategic plan. These funds will be used to support the activities for the priority areas identified by the Commission; specifically related to data systems, implementation of the Professional Development Plan and implementation of work identified in the Framework in Action.

**NON FEDERAL RESOURCES:**

*Current State Investments in Early Childhood Services - \$2,704,887*

These investments include the Colorado Preschool Program and the Tony Grampsas Youth Services fund.

*In-Kind (donated goods and services) - \$387,594*

In-Kind includes donated office space; .02 FTE of Executive Directors from five of the departments; .05 from the Director of the Office of Information Technology and .20 from

the Chief Data Officer; and Commission member and ECCAT members time to participate in meetings and subcommittees.

*Private Donations - \$10,000*

Funds provided by members of the Early Childhood Funding Collaborative will support food and other meetings expenses for the Commission in the first year.

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