ECLC

Early Childhood Leadership Commission

February 22, 2018

HCPF: 303 East 17th Avenue, 11th floor
Conference Room, Denver, CO

Welcome

Business Meeting

Business Meeting

- Approve December 14, 2017 Meeting Minutes

Legislative Updates

Legislative Updates

- Colorado Department of Human Services
    - Office of Early Childhood (Mary Anne Snyder)
- Colorado Department of Education (Melissa Colsman)
- Colorado Department of Public Health and Environment (Erin Ulric)
- Colorado Department of Health Care Policy and Financing (Tom Massey)

Legislative Updates

- Other Early Childhood Legislative Updates (Bill Jaeger, Colorado Children's Campaign)

Business Meeting

Business Meeting

- Early Childhood Statewide Vision and Priorities (Kristina Heyl)
- Child Care Development Fund Plan – Consultation with State Advisory Council (Stacey Kennedy, Erin Mewhinney, Brett Reeder and Kathi Wagoner)

Colorado Child Development Fund State Plan

Early Childhood Leadership Commission
February 22, 2018

Child Care Development Block Grant (CCDBG) Overview

Health and Safety
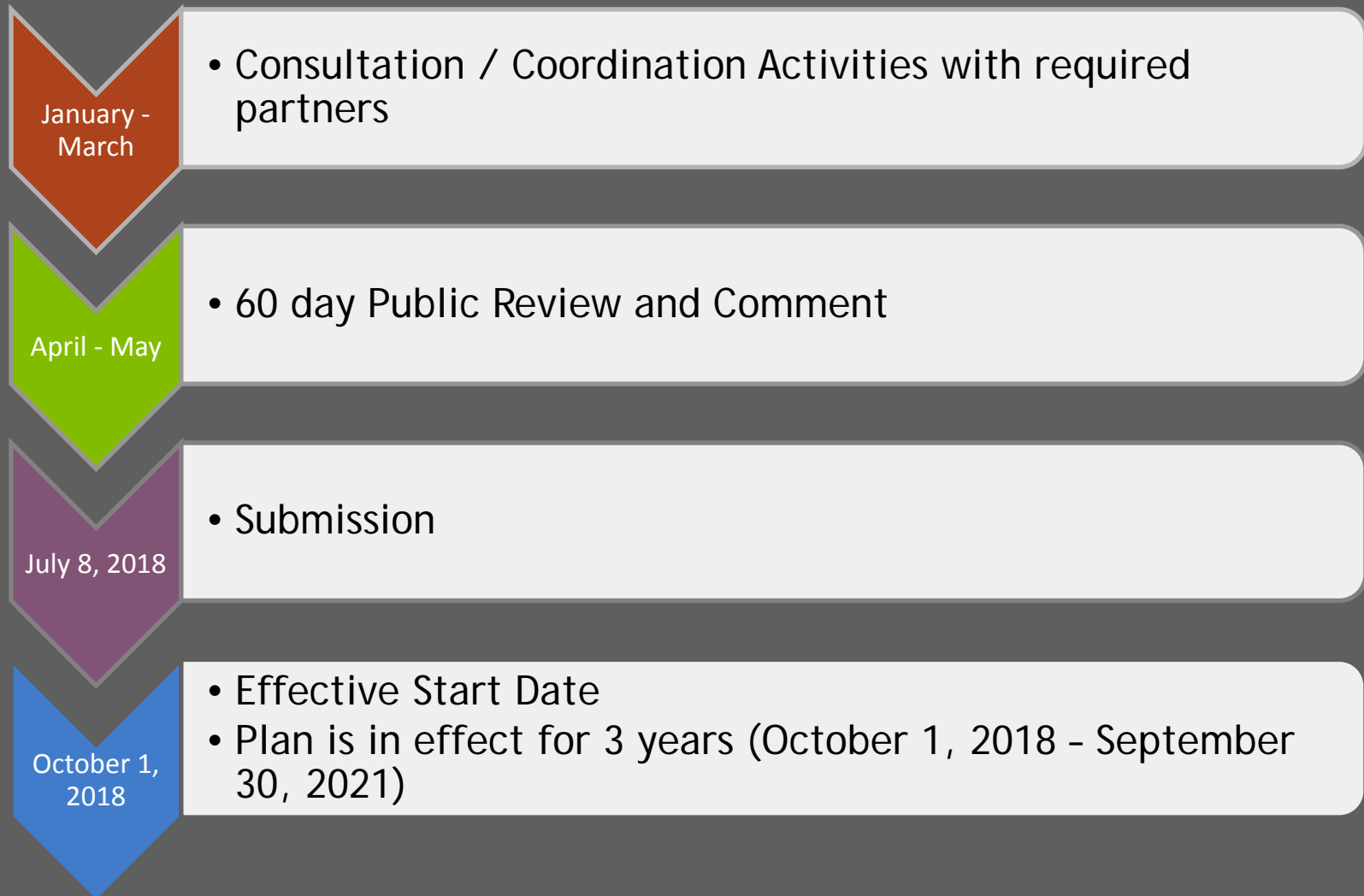
Stable Child Care

Quality Improvement

Consumer/ Provider Education

Priority, Access and Supply Building

Equal Access

State Plan Timeline

January - March
- Consultation / Coordination Activities with required partners

April - May
- 60 day Public Review and Comment

July 8, 2018
- Submission

October 1, 2018
- Effective Start Date
- Plan is in effect for 3 years (October 1, 2018 – September 30, 2021)

Consultation in Plan Development

Consultation involves meeting with or otherwise obtaining input from an appropriate agency in the development of the state or territory CCDF Plan.

➢ The ECLC as the State Advisory Council (SAC) Local Government (Sub-PAC)

➢ Indian tribes or tribal organizations within the state

➢ Local government

Coordination with Partners to Expand Accessibility and Continuity of Care

Local Government

Indian tribes and/or tribal organizations

Early Intervention Colorado and Preschool Special Education

Public Health

Department of Labor & Employment

Colorado Preschool Program

Child Care Licensing

Child and Adult Care Food Program

After School Network

Temporary Assistance for Needy Families (TANF)

Medicaid and Children's Health Insurance Program (CHIP)

Mental Health

Child Care Resource and Referral Agencies, child care consumer education organizations, and professional development

Agency responsible for emergency management and response

14

Overview of Consultative Topic Areas for the ECLC

- ➢ Early Learning and Development Guidelines
- ➢ Professional Development Framework
- ➢ Market Rate Survey
- ➢ Child Care Disaster Plan

Early Learning and Development Guidelines
and
Professional Development Framework
Stacey Kennedy, Director, Childhood Quality Initiatives

Colorado Early Learning & Development Guidelines

- Early Childhood Communication Collaborative
  - Consumer education communication strategies
- Program Quality and Alignment Committee
 - Process to update and refresh

Professional Development Framework

Endorsements

- Colorado's Early Learning Professional Development System Plan

- Early Childhood Competencies

- Early Childhood Workforce 2020 Plan

Program Quality and Alignment – Early Childhood Professional Development Advisory develops recommendations to guide continuous improvement processes for professionals working with young children.

COLORADO'S
Early Childhood Workforce | 2020 PLAN
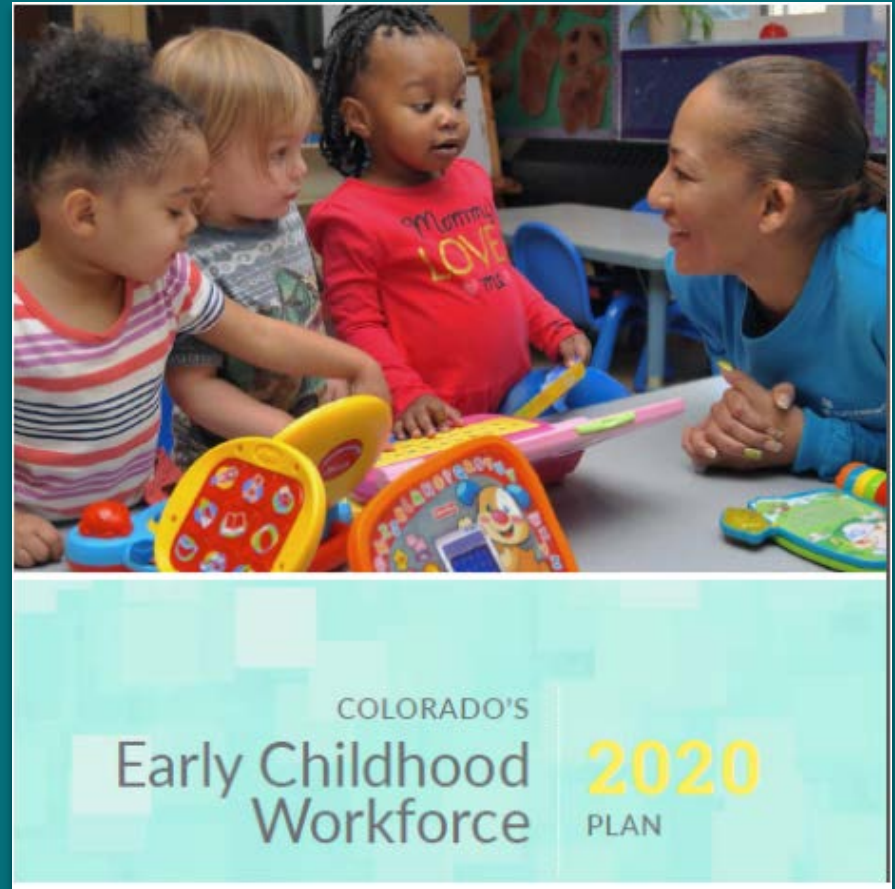
Market Rate Survey
Brett Reeder, Director, Director of Strategic Operations

Equal Access

Payment Rates – Market Rate Survey

Payment Practices

Supports Parental Choice and Full Range of Providers

Affordable Co-pays

Base rates support health, safety and quality; cost of higher care is factored into rates

Market Rate Survey

What is a MRS?
Cost vs Price

➢ **Cost** = What it costs providers to provide care

➢ **Price** = What providers charge for child care

The Market Rate Survey attempts to **identify the total price providers charge** for care – **regardless of who pays** for the care.

Market Rate Survey

What is a MRS?
Dimensions of a Market

➢ **Provider Type** – The price of care varies depending on whether it is provided by a home or a center based facility.

➢ **Child Age** – The price of care varies by the age of the child, with care generally more expensive for younger children.

➢ **Location** – Child care is a place based service, and the price of care varies substantially by the community in which it is provided.

As these dimensions highlight, **there are various child care markets** in Colorado, NOT a single child care market.

22

Market Rate Survey

Use of this MRS

- **Understanding Market**

- **CCCAP Rates** – CCCAP rates are set using the MRS in an effort to provide *equal access to high quality care*

- **CCCAP Allocation** – The current allocation formula uses the MRS to account for differences in the price of care by county.

23

Market Rate Survey

Current MRS

- **Four Survey Types**
  - **Homes**
  - **Centers**
  - **Preschools**
  - **School Age**

- **Phone and Web-based**

- **Census effort, followed by targeted effort**

24

Market Rate Survey

Consultation on Next MRS

- ➢ **Appropriate Body**

- ➢ **Depth of Consultation**

- ➢ **Timing**

25

Child Care Disaster Plan
Kathi Wagoner, Licensing Administrator

Child Care Disaster Plan

CCDBG Reauthorization

The 2014 Reauthorization of the Child Care Development Block Grant (CCDBG) includes federal requirements for emergency preparedness.

Requires a Disaster Preparedness Course and a plan for the following:

Evacuation, Lockdown and Shelter-in-Place

Active Shooter Response

Environmental Disasters

Requirements can be found in the "General Rules for Child Care Facilities, 7.701"

Engagement

CDHS

Emergency Manager

Colorado Division of Homeland Security and Emergency Management

State Hazard Mitigation Team

Division of Emergency Management

Division of Emergency Management

CDPHE

Disaster Behavioral Health Services

Community Health and Safety Inclusion Coordinator

Division of Environmental Health and Sustainability

Enhance quality of child care and workforce

Resources and Referral Agencies

Licensing Advisory Council

Emergency Waivers

USED IN THE FOLLOWING CASES:

Unexpected Events Prohibit Normal Operations

Unforeseen Circumstances negatively impact health, safety and well-being

TYPES OF EMERGENCIES:

Natural Disasters

Outbreak of Infectious Disease

Mold Remediation

Emergency Waivers

➢ During an emergency, the Department may work with the local fire and health departments

➢ The Department relies on local and state health departments to coordinate efforts during large scale emergencies
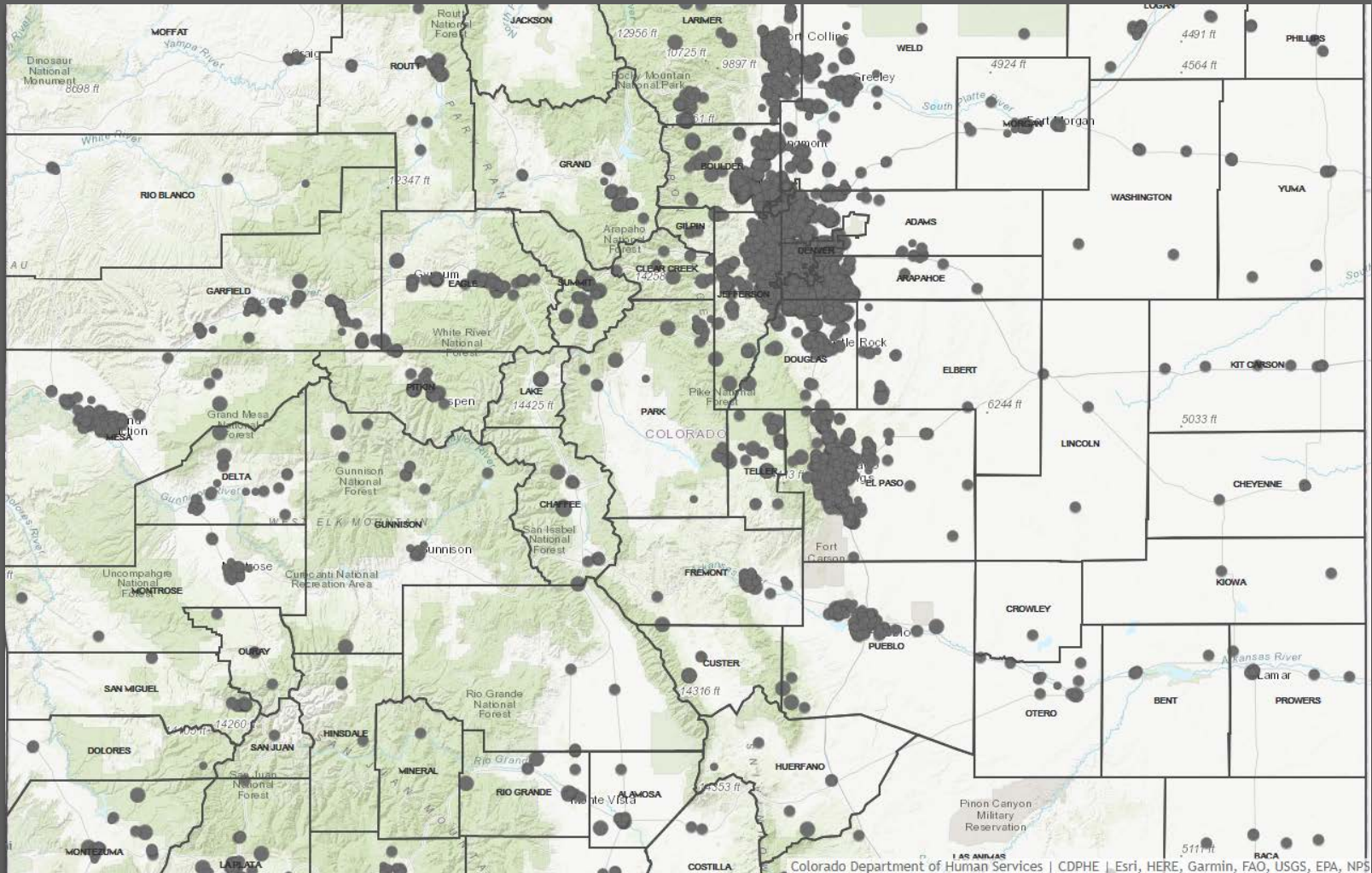
Licensed Childcare Providers (CDHS)

This map indicates the location and capacity of licensed child care providers as defined by CDHS. This database was last updated in 2017

Disaster Preparedness Plan

Consultation on Next Disaster Preparedness Plan

➢ **Appropriate Body**

➢ **Depth of Consultation**

➢ **Timing**

Questions?

Contact us

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Division of Early Care and Learning
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303.866.5946

Stacey Kennedy, Director
Child Care Quality Initiatives
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Thank You

www.ColoradoOfficeOfEarlyChildhood.com

Public Comment

- Each speaker may take up to five (5) minutes to make his or her comments. This time constraint may be modified by the ECLC co-Chairs.

- Any opinions, advice, statements, services, offers, or other information or content expressed or made available by stakeholders or members of the public during public comment does not constitute or imply its endorsement, recommendation, or favoring by the ECLC.

New Business

New Business

- Pregnant and Parenting Teens and Youth Grant (Julie Becker)

Data Subcommittee
Charlotte Brantley and Susan Steele

Program Quality and Alignment Subcommittee
Letty Bass, Anna Jo Haynes and Melissa Colsman

Early Childhood Framework Website

Transforming the
Early Childhood Workforce
in Colorado

Early Childhood Workforce Innovation Grants
February 22, 2018

www.Coloradoecworkforce.org

Transforming the Early Childhood Workforce in Colorado Initiative

An Innovative,

Public-Private Partnership

Transforming the
Early Childhood Workforce
in Colorado

The Goal

Increase recruitment, retention, and compensation of an effective, qualified early childhood workforce

We believe we have the capacity in Colorado to impact this goal, with our Initiative Partners and local grantees

In Colorado

Testing Solutions

We are looking for communities to address recruitment, retention, and compensation by testing innovative, breakthrough solutions.

Emphasis on:

- Readiness: Partners, Projects, and Communities

- Systems improvement or change for sustainability

- Using information and data for rapid, iterative cycles of improvement

Transforming the
Early Childhood Workforce
in Colorado

Summary Information

The Request for Proposals and other information can be found at
www.coloradoecworkforce.org

Due Date for Proposals	**March 23, 2018 @ 5:00pm** *(Intention to Apply due 2/21)*
Grant Awards for This Round	Various sized grants to meet project needs; we encourage proposals for grants of all sizes; not to exceed $250,000
Maximum Funding	In this initial round, the maximum amount of funding for all grants is $630,000
Project Period	One year: May 1, 2018 – April 30, 2019

Transforming the
Early Childhood Workforce
in Colorado

Resources

Website: www.coloradoecworkforce.org

- Request for Proposals

- Webinar Recording and FAQ

- Resources:

    - Workforce Survey, including state briefs and regional reports

    - Economic Sector Analysis

    - EC Workforce 2020 Plan

Questions: cchadwick@earlymilestones.org

Transforming the
Early Childhood Workforce
in Colorado

Next Meeting:
April 26, 2018

Clayton Early Learning – Main Auditorium
3801 M.L.K. Jr Blvd; Denver, CO 80205

ECLC
Early Childhood Leadership Commission

2018 Legislative Session Early Childhood Summary of Policy Items
Updated February 22, 2018
Contact: Bill Jaeger, 720-552-0002, bill@coloradokids.org

Early Care & Education

1. HB 18-1004 [Coleman & Wilson/Tate & Kefalas] Reauthorization of the Child Care Contribution Tax Credit
    a. Continues the CCCTC until January 1, 2025 a 50% refundable tax credit available to individuals and businesses that contribute to child care, after-school programming, youth-serving organizations, youth shelters, residential treatment centers access, affordability, and quality in Colorado.
    b. Fiscal impact: Continuation of an existing credit so no new fiscal impact (current fiscal impact ~$25 million in credits claimed for supporting child care)
2. HB 18-1208 [Duran & Winter/Martinez Humenik] Expansion of the child care expenses tax credit
    a. Extends the child care expenses tax credit from those earning less than $60,000 per year to those earning less than $150,000 and, for all eligible taxpayers, the size of the tax credit that can be claimed from the current level of 10%-50% (depending on income) to 80% for all taxpayers
    b. Fiscal impact: Estimated to reduce state tax collections by $14M
3. SB 18-162 [Martinez Humenik, Merrifield, Priola/Buckner & Wilson, Pettersen] Increasing access to substitute child care teachers (ECSRLC bill)
    a. Authorizes CDHS to license entities to hire and place substitute early childhood educators
    b. Fiscal impact: None
4. HB 18-1134 [Pettersen & Wilson, Buckner/Merrifeild & Martinez Humenik, Priola] Colorado Preschool Program (CPP) eligibility standards apply to kindergarten children who are funded with Early Childhood At-Risk Enhancement (ECARE) program slots (ECSRLC bill)
    a. Requires that children who receive funding through the ECARE program so that they can access a full-day of kindergarten must meet the CPP eligibility requirements (as is current policy for ECARE slots used to support access to preschool).
    b. Fiscal impact: None
5. SB 18-099 [Merrifield & Priola, Martinez Humenik/Pettersen & Wilson, Buckner] Align child care quality improvement initiatives to be more efficient and follow best practices (ECSRLC bill)
    a. Revises the School Readiness Quality Improvement (SRQIP) and Infant-Toddler Quality and Availability (ITQA) grant programs to align with recent quality improvement initiatives
    b. Fiscal impact: None
6. HB 18-1232 [Young/Coram & Kerr] Creating a new public school funding formula, triggered by passage of a ballot measure to increase PreK-12th grade funding
    a. Includes universal preK for 4-year-olds (and any 5 year-olds not yet in kindergarten) and full-day kindergarten; retains CPP statute regarding contracting with community-based providers and 3-year-old eligibility for CPP
7. SB 18-004 [Kerr] Retain TABOR cap surplus revenue to invest in full-day kindergarten
    a. Status: Postponed indefinitely
8. HB 18-1088 [Wilson] Funding for full-day Kindergarten
    a. Status: Awaiting hearing in House Education
9. Budget: Address Colorado Child Care Assistance Program Funding needs
    a. Fiscal impact: Governor's budget includes a 1% provider rate increase for all community-based providers within Human Services. This equates to about a $950,000 increase for CCCAP.
    b. Supplemental: $7.25M total funds for CCCAP ($1.5M County Match, $1.5M TANF reserve, $4.25M CCDF) [http://leg.colorado.gov/sites/default/files/jbc_staff_comebacks-01-30-18.pdf]

      c.   Possible legislation to change how funds are allocated/determined for each county
10. Budget: Training and certification of the early care and education workforce in response to the recommendations of the HB 17-1003 Teacher Shortage Plan legislation
      a.   Fiscal impact: $1,000,000 included in the Governor's budget for the early care and education workforce. See CDHS Budget Amendment 06 from 2018-19 Supplemental (one-time).

Physical, Mental, and Behavioral Health
11. Budget: CDE's budget request includes $2M in additional funding the EARSS program (from $7.7 to $9.7M)
12. Budget: Governor's budget includes $625,000 for the Incredible Years program, a two-generation, evidence-based parenting and child development program to support access for 2,000 more families
13. HB 18-1006 [Hamner & Liston/Moreno & Gardner] Expand newborn screenings to include items not currently covered such as comprehensive hearing and some metabolic screening
14. HB 18-1064 [Michaelson Jenet] Training Program Prevention Child Sexual Abuse
      a.   Amends the ECE credentialing statute & expands use of the Children's Trust Fund
      b.   Fiscal impact: $274,000 at full implementation

Early Childhood Systems
15. SB 18-163 [Martinez Humenik & Merrifield, Priola/Pettersen & Wilson, Buckner] Reauthorization of the ECSRLC (ECSRLC bill)
      a.   Extends the ECSRLC repeal date from July 1, 2018 until July 1, 2023
      b.   Fiscal impact: $33,000
16. HB 18-1044 [Kraft-Tharp/Priola] Updating Colorado Children's Trust Fund Act

Family Engagement & Support
17. HB 17-1001 [Winter & Gray/Donovon] Paid Family Leave

Likely Ballot Measures
1. Transportation Sales Tax
2. PreK-12th grade education funding
3. Earned Income Tax Credit expansion (two-step income tax)

Colorado's Achievement Plan for Kids (CAP4K)
2018 Annual Legislative Report

Submitted to:
**House Education Committee and Senate Education Committee of the
Colorado General Assembly**

By:
Colorado Department of Education

February 2018

Colorado Department of Education
Student Learning Division
201 E. Colfax Ave., Denver, CO 80203

Table of Contents

Overview

Senate Bill 08-212, also known as Colorado's Achievement Plan for Kids (CAP4K), passed in 2008. The law called for a revision of Colorado's preschool through high school standards and the state assessment system with a focus on postsecondary and workforce readiness for Colorado's students. The goal of CAP4K is to ensure an aligned preschool through postsecondary education system that provides Colorado students with the knowledge and skills needed to be successful in college and careers.

Pursuant to section 22-7-1019 (2) C.R.S., the Colorado Department of Education (CDE) is required to provide annual reports related to the provisions of CAP4K, including the results achieved through the implementation of school readiness, the preschool through elementary and secondary education standards, and postsecondary workforce readiness.

Kindergarten School Readiness

Background

CAP4K requires the Colorado State Board of Education and school districts to implement several provisions designed to support and ensure each child's readiness for success in school. CAP4K requires the State Board of Education to (1) define school readiness, (2) adopt assessments appropriate for determining students' levels of school readiness, and (3) adopt a system for reporting population-level results. Colorado school districts are required to ensure all children in publicly funded kindergarten programs receive an individual school readiness plan that is informed by a State Board approved school readiness assessment.

School readiness describes the status and ongoing progress a child makes within the domains of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge. By monitoring each child's progress in these areas, teachers, parents, schools, and caregivers can provide needed support to ensure each child's success in school. Information gathered from kindergarten school readiness assessments should be used for supportive and instructional purposes. According to CAP4K,

Kindergarten School Readiness Description

"School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content."

Source: Adopted by the Colorado State Board of Education (April 2017).

results from the kindergarten school readiness assessment cannot be used to deny a student admission or progression to kindergarten or first grade.

The State Board of Education voted to offer districts a menu of school readiness assessments, and the menu includes four options for Colorado School Districts: (1) Teaching Strategies GOLD®, (2) Teaching Strategies GOLD® Kindergarten Entry Assessment Survey (an abbreviated version of GOLD), (3) Desired Results Developmental Profile for Kindergarten, and (4) HighScope Child Observation Record (COR). Since 2013, CDE has been supporting a phased-in implementation of the school readiness requirements of CAP4K. This has been necessary to allow assessment publishers to catch up to national demand for quality kindergarten school readiness assessments.

Implementation Status
CDE Support to Colorado School Districts
The 2015-16 school year was the first year of full implementation of the kindergarten school readiness initiative. As noted in the 2016 CAP4K report, CDE worked to address implementation issues that Colorado school districts experienced with the school readiness initiative, primarily due to functionality issues with the most widely used assessment system. System functionality improved for the 2016-17 school year, allowing kindergarten teachers to implement the assessment system. Another upgrade to the GOLD system occurred in 2017 which again created technology challenges for users of the assessment tool. CDE continues to work with Teaching Strategies to improve customer experience.

Through Colorado's Race to the Top Early Learning Challenge (ELC) grant which ended in December 2017, CDE was able to support the implementation of school readiness assessments through two full-time staff members. These consultants provide technical assistance and training to Colorado school districts with the kindergarten school readiness initiative. Specific training has been provided to school districts in the use of approved kindergarten school readiness assessments, design and use of individual school readiness plans, and high quality kindergarten instructional practice. The department has also been able to work as an intermediary between Colorado school districts and the publisher of the most commonly used kindergarten school readiness assessment, Teaching Strategies GOLD® to support districts through functionality issues with the assessment.

Adoption of a Kindergarten School Readiness Reporting System
In March 2016, the Colorado State Board of Education approved the data reporting elements for kindergarten school readiness required by CAP4K (section 22-7-1014 (2)(b) C.R.S.). Specifically, CAP4K requires the State Board of Education to "adopt a system for reporting population-level results that provide baseline data for measuring overall change and improvement in students' skills and knowledge over time." Further, CDE must produce an annual progress report to the Colorado General Assembly to include the levels of kindergarten school readiness on a statewide basis and disaggregated by school district, school, free or reduced-cost lunch eligibility status, gender, and ethnicity, and "by any other characteristic deemed by the department to be meaningful."
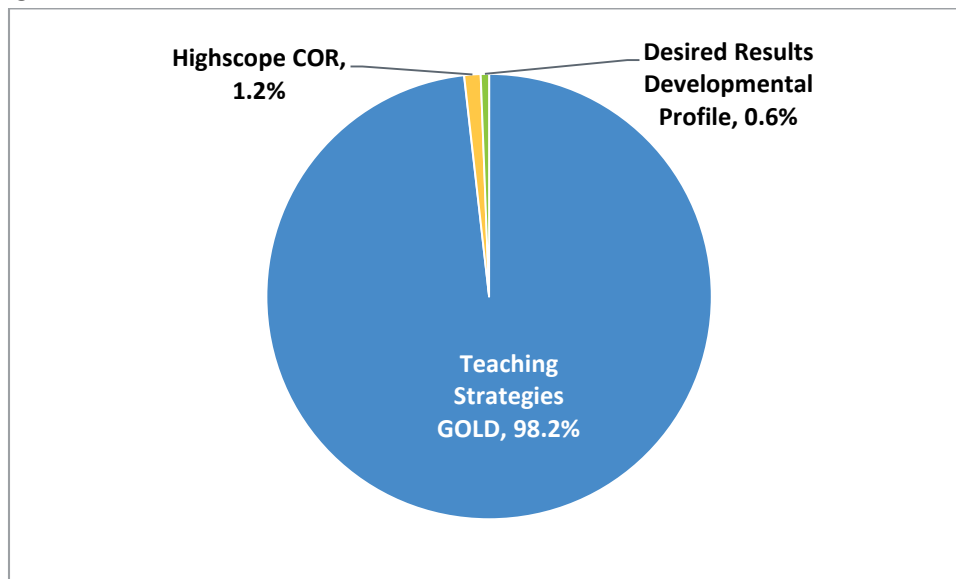
Each approved kindergarten school readiness assessment provides information on whether a kindergartner is meeting age expectations in each of the required school readiness domains:

- physical well-being and motor development,
- social and emotional development,
- language and comprehension development,
- cognition, and
- general knowledge.

For reporting purposes, the general knowledge domain consists of math and literacy, such that six domains are reported to the state.

The first year of implementation of the reporting system occurred in the 2017-18 school year. Data reported to the state came from the initial school readiness assessment window, which is the first 60 calendar days of the school year. Data included in this report comes from one of the following approved assessment tools: Teaching Strategies GOLD®, HighScope Child Observation Record (COR), and the Desired Results Developmental Profile for Kindergarten 2015 (DRDP-K 2015). Teaching Strategies GOLD® was used by 98.2 percent of districts throughout the state. HighScope COR was used by 1.2 percent of districts, and DRDP-K 2015 was used by 0.6 percent (Figure 1). Data from districts and charter schools with waivers for use of a State Board approved kindergarten school readiness assessment have been excluded from this report.

Figure 1. Kindergarten School Readiness Assessment Used in Colorado School Districts

The kindergarten school readiness reporting system adopted by the State Board of Education requires districts to submit only aggregate kindergarten school readiness information without specifying specific domains of readiness (i.e., physical well-being and motor development, social and emotional development, language and

comprehension development, cognition, of math and literacy). Instead, districts submit aggregate information on the number of domains in which students demonstrate readiness. For example, if a student met kindergarten entry expectations in all domains except cognition, the district would report this information as meeting 5 of 6 domains. In contrast, if a student was only meeting kindergarten entry expectations in physical well-being and motor development, the district would report this information as meeting 1 of 6 domains.

Kindergarten School Readiness Findings
The following results were gathered from the 2017 reporting window. As illustrated in Figure 2, nearly two-thirds (65.96%) of Colorado's kindergartners meet 5 or 6 of the school readiness domains.

Figure 2: Percentage of Colorado Kindergartners Meeting School Readiness Domains

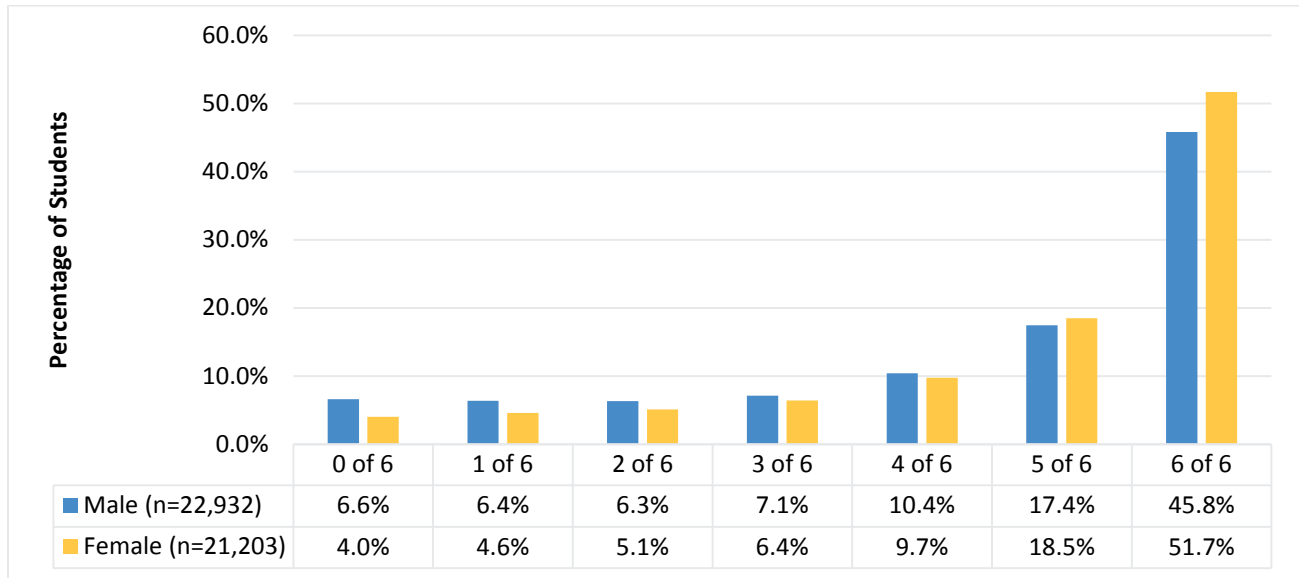|	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Percentage of Kindergartners Meeting School Readiness Domains	5.3%	5.5%	5.7%	6.8%	10.1%	17.9%	48.6%

N = 44,135
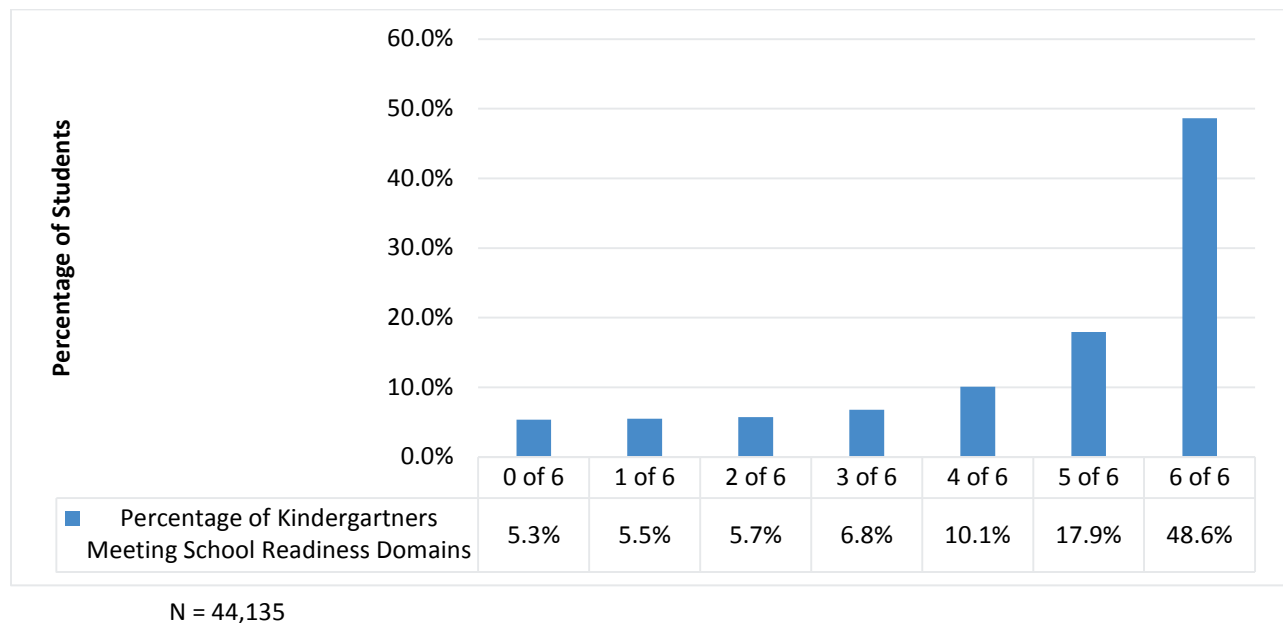
Disaggregation of kindergarten school readiness information by gender, free or reduced-lunch status, and race and ethnicity can be found in the following figures.

Kindergarten School Readiness By Gender: Readiness data by gender (Figure 3) indicate a higher percentage of males compared to females meeting four or fewer domains (36.8 percent compared with 29.8 percent), with a higher percentage of females meeting five or six domains in comparison to males (70.2 percent compared with 63.2 percent).
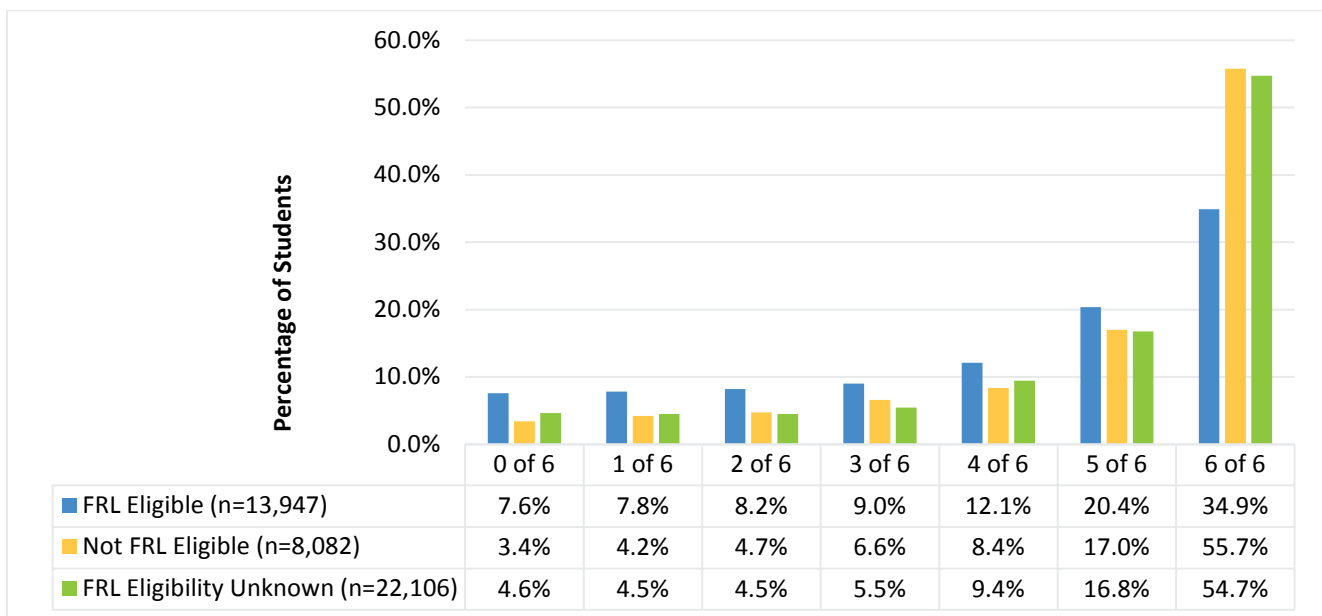
Figure 3: Percentage of Colorado Kindergartners by Gender Meeting School Readiness Domains

	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
■ Male (n=22,932)	6.6%	6.4%	6.3%	7.1%	10.4%	17.4%	45.8%
■ Female (n=21,203)	4.0%	4.6%	5.1%	6.4%	9.7%	18.5%	51.7%

Kindergarten School Readiness by Free or Reduced Lunch Eligibility: Readiness data by free or reduced lunch qualification (Figure 4) indicates that more than half of students who do not qualify for free or reduced price lunches (FRL) meet expectations in all six domains. This is in comparison to students who do qualify for free or reduced price lunches (FRL), where more than half meet expectations in either five or six domains.

Figure 4: Percentage of Free or Reduced Lunch Eligible Colorado Kindergartners Meeting School Readiness Domains

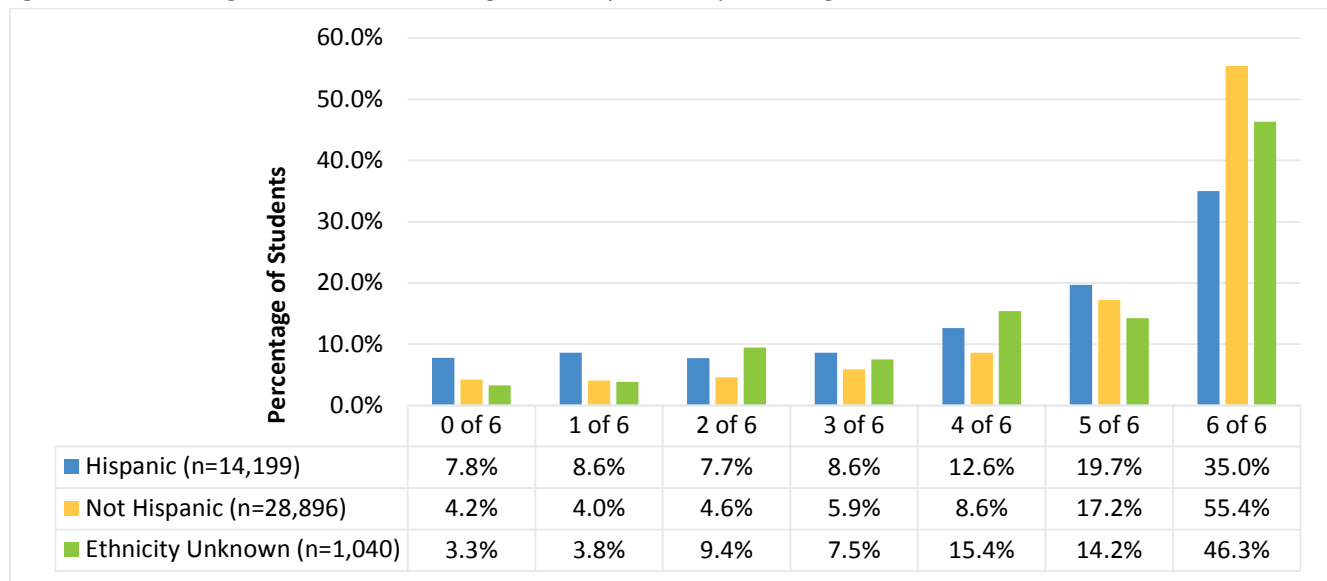|	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
■ FRL Eligible (n=13,947)	7.6%	7.8%	8.2%	9.0%	12.1%	20.4%	34.9%
■ Not FRL Eligible (n=8,082)	3.4%	4.2%	4.7%	6.6%	8.4%	17.0%	55.7%
■ FRL Eligibility Unknown (n=22,106)	4.6%	4.5%	4.5%	5.5%	9.4%	16.8%	54.7%

Kindergarten School Readiness by Ethnicity and Race: Readiness data by ethnicity (Figure 5) indicates that there are differences in the number of domains in which students meet age expectations according to ethnicity. As shown below, more than half of students who are not Hispanic met expectations in all six domains. In comparison, more than half of students who are Hispanic met expectations in either five or six domains.

Figure 5: Percentage of Colorado Kindergartners by Ethnicity Meeting School Readiness Domains

	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
■ Hispanic (n=14,199)	7.8%	8.6%	7.7%	8.6%	12.6%	19.7%	35.0%
■ Not Hispanic (n=28,896)	4.2%	4.0%	4.6%	5.9%	8.6%	17.2%	55.4%
■ Ethnicity Unknown (n=1,040)	3.3%	3.8%	9.4%	7.5%	15.4%	14.2%	46.3%

Readiness data by race shown in Table 1 indicates that the distribution of students across the number of domains is fairly consistent across different race groupings.

Table 1: Percentage of Colorado Kindergartners by Race Meeting School Readiness Domains

Subgroup	Total Student Count	Domain Count						
		0 of 6	*1 of 6*	*2 of 6*	*3 of 6*	*4 of 6*	*5 of 6*	*6 of 6*
American Indian/Alaska Native	2,023	6.87%	7.37%	8.40%	8.30%	13.89%	21.55%	33.61%
Asian	1,199	6.17%	5.42%	5.17%	7.67%	9.84%	18.52%	47.21%
Black	2,112	7.58%	6.77%	6.30%	7.81%	12.50%	22.44%	36.60%
Native Hawaiian or Other Pacific Islander	130	5.38%	6.92%	9.23%	6.92%	10.00%	17.69%	43.85%
Two or More Races	2,230	5.20%	4.71%	4.62%	6.05%	9.60%	17.44%	52.38%
White	31,848	4.88%	5.03%	5.34%	6.41%	9.38%	17.33%	51.64%
Race Unknown	4,593	6.68%	7.75%	7.53%	8.47%	12.39%	18.64%	38.54%

The 2017-18 school year was the first year in which kindergarten school readiness data was collected by CDE, and it will serve as the baseline for the state.

The Colorado Academic Standards

Background

CAP4K required the State Board of Education to adopt standards that identify the knowledge and skills a student should acquire as the student progresses from preschool through elementary and secondary education pursuant to C.R.S. 22-7-1005 (1). In 2009, CDE initiated a year-long process of revising academic standards in all 10 content areas (comprehensive health and physical education; dance; drama and theatre arts; music; visual arts; mathematics; reading, writing, and communicating; science; social studies; and world languages) and English language proficiency. Following a year-long standards revision process, the Colorado State Board of Education adopted the Colorado Academic Standards (CAS) in December 2009, creating Colorado's first fully aligned academic expectations for preschool through high school students.

In 2009, the Council for Chief State School Officers and the National Governor's Association initiated the development of the Common Core State Standards. The state-led effort to develop the Common Core State Standards in mathematics and English language arts began as the CAS were being developed. Colorado was among six states asked to provide feedback on the Common Core State Standards in the development process. Based on the close alignment found in studies commissioned by CDE, the State Board of Education adopted the Common Core State Standards in mathematics and English language arts in August 2010. Upon this adoption, the CAS for reading, writing and communicating and mathematics were reissued in 2010.

Colorado's standards for mathematics and reading, writing and communicating incorporate the entirety of the Common Core State Standards while maintaining the unique aspects of the CAS, including 21st century skills, prepared graduate competencies, personal financial literacy (pursuant to C.R.S. 22-7-406), research, and poetry. And, as always has been the case, districts maintain autonomy to adopt their own standards that meet or exceed the state standards and are required to develop their own curriculum aligned to the standards. Teachers retain the ability to design their instruction in ways that support students in meeting the standards.

Implementation Status

Colorado school districts began transitioning to the CAS in 2010. The first year of full implementation of the standards occurred in the 2013-14 school year.

CAP4K requires a review and revision of the CAS by July 2018 and every six years thereafter. CDE has been committed to facilitating an inclusive, open, and transparent review and revision process for the CAS. The department created an opportunity for all Coloradans to provide specific feedback on each and every aspect of the CAS through an online feedback system that was open from November 2016 through April 2017. Table 2

shows the number of comments received by subject area and the number of respondents who provided those comments.

Table 2: Number of Comments Received by Content Area

Content Area	Number of Respondents	Total Number of Comments
Comprehensive Health and Physical Education	56	606
Dance	4	5
Drama and Theatre Arts	3	11
Mathematics	26	165
Music	19	238
Reading, Writing & Communicating	47	377
Science	36	302
Social Studies	106	610
Visual Arts	19	277
World Languages	14	879
Total	330	3470

In addition to engaging the public in feedback, CDE commissioned benchmarking reports for each content area to ensure, as required by CAP4K, that Colorado's standards are comparable in scope, relevance, and rigor to the highest national and international standards (pursuant to section 22-7-1005(3)(f) C.R.S.).

Through June 2018, CDE is engaging 13 committees to review and provide revision recommendations for the 10 content areas within the CAS (separating the review of the comprehensive health and physical education standards into two committees) as well as to develop voluntary secondary standards for computer science as required by House Bill 16-1198. The review and revision committees drew from public comments submitted through the online feedback system and benchmarking reports to make initial revision recommendations.

After the committees developed initial revision recommendations for the CAS, the department reopened the online standards feedback system from October through December 2017 to provide the public an opportunity to review and provide comments on proposed revisions. This second opportunity to provide feedback resulted in a significant increase in participation as shown in Table 3.

Table 3: Comparison of Feedback System Participation by Content Area between First Round (Nov. 2016 – Apr. 2017) and Second Round (Oct. 2017 – Dec. 2017)

Content Area	Number of 1st Round Respondents	Number of 2nd Round Respondents	Total Number of 1st Round Comments	Total Number of 2nd Round Comments
Comprehensive Health	56	32	606	705
Computer Science	N/A*	15		142
Dance	4	9	5	270
Drama and Theatre Arts	3	8	11	311
Mathematics	26	74	165	1,905
Music	19	35	238	1,208
Physical Education	N/A**	36	N/A**	806
Reading, Writing & Communicating	47	70	377	2,214
Science	36	147	302	4,631
Social Studies	106	79	610	1,461
Visual Arts	19	70	277	3,347
World Languages	14	70	879	8,083
Total	330	1,597	3,470	25,083

*The first round of comments generated feedback on the existing CAS. Computer science standards had not yet been drafted.

**First round comments for physical education were included with comprehensive health.

In addition to the online system used in the first public feedback process, the review and revision committees created resources to assist the public in their review process, consisting of feedback summary documents and complete lists of the proposed revisions. The complete lists are spreadsheets that include comparisons of previous language and rationales. These resources were made available through the CDE standards review and revision webpage.

Following the release of the initial revision recommendations, the review and revision committees made public presentations regarding the proposed revisions to the Colorado State Board of Education from November 2017 through January 2018.

Based on feedback from the public and the State Board of Education, the review and revision committees will be making their final recommendations in the first half of 2018 for presentation and consideration by the State Board of Education.

Colorado's Statewide Assessment System

Background

CAP4K called for the development of an aligned assessment system to measure student learning of Colorado's new, more rigorous academic standards. The Colorado Measures of Academic Success (CMAS) in science and social studies were administered for the first time in 2014 with ELA and math added in 2015. CMAS was administered in 2017 to measure student mastery of the standards in English language arts (grades 3-9), mathematics (grades 3-9), science (grades 5, 8 and 11), and social studies (sampled in grades 4 and 7). Spring 2017 was the second administration of the PSAT 10 and first administration of SAT in 11th grade. Per legislation for 9th graders, the PSAT will be administered instead of the CMAS assessments starting in spring 2018.

Table 4: Colorado Measures of Academic Success (CMAS)

ENGLISH LANGUAGE ARTS	Grades 3 through 9		SCIENCE	Grades 5, 8 and 11
MATH	Grades 3 through 9		PSAT	Grade 10
SOCIAL STUDIES	Grades 4 and 7 To be done on a sampling basis with schools participating once every three years.		SAT	Grade 11

Implementation Status

CMAS: English language arts, math, science and social studies achievement results and participation rates for spring 2017 are available at the following location: http://www.cde.state.co.us/assessment/cmas-dataandresults.

PSAT and SAT results and participation rates for spring 2017 are available at the following locations:

http://www.cde.state.co.us/assessment/psatdata and
http://www.cde.state.co.us/assessment/cosatdataandresults.

Postsecondary and Workforce Readiness

Background

CDE and the Colorado Department of Higher Education (CDHE) worked together to develop a description of Postsecondary and Workforce Readiness (PWR). As required in Colorado law, every six years the Colorado State Board of Education and Colorado Commission on Higher Education are required to review the PWR description and adopt any appropriate revisions.

After extensive educator, community and business input, the updated PWR description was jointly adopted by the State Board of Education and the Colorado Commission on Higher Education in winter 2016. This description serves as the basis for the state's alignment efforts including the Colorado Academic Standards, new assessments and informing student demonstrations of skills and knowledge required to be ready for college and a career upon earning a high school diploma.

Implementation Status

In alignment with the PWR description for Colorado, CDE and DHE measure several factors that reflect levels of PWR for students beyond high school, including, graduation rates, dropout rates, college entrance scores, participation in concurrent enrollment courses during high school, matriculation and persistence rates to and through postsecondary education, remediation rates for students who enter college at a Colorado public institution of higher education, and implementation of Colorado's graduation guidelines. State data is summarized below; district and school-level information can be accessed at www.cde.state.co.us/schoolview and http://highered.colorado.gov/Data/Tools.html.

Postsecondary and Workforce Readiness Description

"Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."

Source: Adopted by the Colorado State Board of Education and Colorado Commission on Higher Education (winter 2016).

Graduation Rates
The four-year high school graduation rate for the Class of 2017 is 79 percent, which signifies a 0.1 percentage point improvement compared to the previous year. The Class of 2017 had 858 more graduates than the Class of 2016. The state's four-year graduation rate has increased 6.6 percentage points since 2010. Extended year rates for high school students taking five, six and seven years to graduate also show improvement in 2016-17. See the state's graduation data dashboard for more information, http://www.cde.state.co.us/cdereval/gradcurrent. The dashboard features longitudinal data by student groups, schools and districts.

The 2016-17 dropout rate for Colorado is 2.3 percent. This represents an all-time low in the state's dropout rate among students in grades 7 through 12. Colorado's statewide dropout rate has reduced by half over the past decade. Details on the dropout rate are available on the CDE website, http://www.cde.state.co.us/cdereval/dropoutcurrent.

Concurrent Enrollment
Concurrent enrollment is the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary education courses. This program includes, but is not limited to, academic or career and technical education courses at a Colorado institution of higher education. During the 2015-16 academic year, approximately 33 percent or nearly 38,000 Colorado 11th and 12th grade students in a public high school participated in concurrent enrollment. This reflected a participation increase of 6 percent over the prior year. More than 93 percent of concurrent enrollment students passed all their courses, which is a three percentage point increase from the prior year. Students who participated in dual enrollment programs in high school had

higher first-year credit hour accumulation, grade point averages, and retention rates in college. Participation in dual enrollment is associated with a 23 percent increase in the likelihood of enrolling in college and a 10 percent decrease in the need for remediation, holding gender, income, race/ethnicity, and SAT/ACT scores constant.

Graduation Guidelines
CDE is also implementing graduation guidelines as established under House Bill 07-1118 and Senate Bill 08-256, requiring the development of statewide high school graduation guidelines that local school boards must meet or exceed. The purpose of graduation guidelines is to articulate Colorado's shared expectations for the meaning of a high school diploma and to outline the minimum components, expectations, and responsibilities of local districts and the state to support students in attaining their high school diploma. The graduation guidelines take effect for ninth-graders in fall 2017, or the high school graduating class of 2021, and align with the description of postsecondary workforce readiness and postsecondary entrance requirements.

Additionally, SB17-272 updated the implementation of the PWR Endorsed Diploma, which grants Colorado high school graduates with the endorsement entry into a moderately selective Colorado public institution of higher education or priority for a selective Colorado public institution of higher education. CDE and CDHE will convene a work group during spring 2018 to update the criteria as well as present to the State Board of Education and Colorado Commission on Higher Education for their approval. In partnership with CDE's Office of Standards and Instructional Support, the PWR-essential skills that assist students in reflecting readiness for next steps beyond high school have been updated and will be included in the revisions to the Colorado's Academic Standards.

Admissions and Remedial Education Policy Review and Revision

Background
Colorado Achievement Plan for Kids and subsequent state law (§23-1-113 C.R.S.) required the Colorado Commission on Higher Education (the Commission) to review and revise the admission standards policy (CCHE policy I, F) and the remedial education policy (CCHE policy I, E) by December 15, 2013. Statute required the Commission to align the admissions standards policy with the state's description of postsecondary and workforce readiness and graduation guidelines. After extensive institution and community input, the Commission approved revisions to the admission policy in November 2014.

Admission Standards Policy
The key elements of the new Admission Standards policy directly support the shift in focus in Colorado from enrollment to student success. The changes seek to align postsecondary admissions expectations with high school graduation guidelines. Further, the policy increases flexibility for institutions to determine their own specific admissions requirements and increases the number of tools they may use to do so. The policy presupposes that institutions will develop admissions requirements and admit students whom they are best able to serve reflecting their statutory role and mission.

As required by the new policy, institutions submitted their proposed admission standards which were approved by the Commission in December 2014. The admissions standards includes the mid 50 percent range of

assessment scores and GPA for each institution's previously admitted student class, as well as academic rigor details. The Commission is charged with ensuring that each institution's standards are consistent with the institution's role and mission and those institutions with the same selectivity have comparable standards. Institutions' assessment score standards must meet or exceed college-ready standards, unless an institution shows that it is able to support the student adequately.

The new admission standards policy is effective for all students seeking admission for fall 2019 and thereafter. The Department of Higher Education has worked with College in Colorado to develop a new web based admission tool which clearly explains admission standards at each institution. The online tool is found at this link: www.coadmissionstool.org

Remedial Education Policy

Colorado's remedial education policy provides criteria to be used by all public higher education institutions in the state in identifying students who need remedial courses in English and mathematics. The policy lays out standards whereby institutions may offer remedial courses.

The new Remedial Education policy aligns with postsecondary expectations and with high school graduation guidelines. The goal of the policy is to improve the effectiveness of remedial placement and education, and to increase the number of credentials received by Colorado high school graduates, especially by those from underrepresented backgrounds. The policy increases institution flexibility by giving more placement options, including allowing institutions to place students into college level courses along with Supplemental Academic Instruction. The new policy also increases the number of assessment options to use in placement. Assessment options have been expanded from including ACT/ SAT college entrance exam scores and the Accuplacer tests, to also including GED and the two new high school equivalency exams (TASC and HiSET), PARCC and Smarter Balanced scores. Additional assessment options for placement are also being reviewed.