



**Child Care and Development Fund (CCDF) Plan**  
**for**  
**State/Territory**  
**Colorado**  
**FFY 2016-2018**

This Plan describes the CCDF program to be administered by the State/Territory for the period 6/1/2016 – 9/30/2018. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to them regardless of these modifications.

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**Form ACF-118 Approved OMB Number XXXX-XXXX expires XXXX**

**Table of Contents**

**Table of Contents ..... 2**

**Introduction and How to Approach Plan Development ..... 4**

**1 Define CCDF Leadership and Coordination with Relevant Systems ..... 7**

1.1 CCDF Leadership ..... 8

1.2 CCDF Policy Decision Authority ..... 10

1.3 Consultation in the Development of the CCDF Plan..... 13

1.4 Coordination with Partners to Expand Accessibility and Continuity of Care ..... 20

1.5 Optional Use of Combined Funds..... 23

1.6 Public-Private Partnerships ..... 25

1.7 Coordination with Local or Regional Child Care Resource and Referral Systems ..... 26

1.8 Disaster Preparedness and Response Plan..... 28

**2 Promote Family Engagement through Outreach and Consumer Education..... 30**

2.1 Information about Child Care Financial Assistance Program Availability and Application Process..... 32

2.2 Consumer and Provider Education Information..... 33

2.3 Website for Consumer Education..... 48

**3 Provide Stable Child Care Financial Assistance to Families ..... 52**

3.1 Eligible Children and Families ..... 52

3.2 Increasing Access for Vulnerable Children and Families ..... 62

3.3 Protection for Working Parents..... 66

3.4 Family Contribution to Payment ..... 71

**4 Ensure Equal Access to High Quality Child Care for Low-Income Children..... 73**

4.1 Parental Choice In Relation to Certificates, Grants or Contracts ..... 74

4.2 Assessing Market Rates and Child Care Costs ..... 82

4.3 Setting Payment Rates..... 87

4.4 Summary of Facts Used to Determine that Payments Rates Are Sufficient to Ensure Equal Access..... 91

4.5 Payment Practices and Timeliness of Payments ..... 93

4.6 Supply Building Strategies to Meet the Needs of Certain Populations..... 96

**5 Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings.....100**

5.1 Licensing Requirements and Standards..... 101

5.2 Monitoring and Enforcement Policies and Practices ..... 118

5.3 Criminal Background Checks ..... 126

**6 Recruit and Retain a Qualified and Effective Child Care Workforce .....133**

6.1 Training and Professional Development Requirements..... 133

6.2	Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds .....	152
6.3	Early Learning and Developmental Guidelines.....	162
<b>7</b>	<b>Support Continuous Quality Improvement .....</b>	<b>167</b>
7.1	Activities to Improve the Quality of Child Care Services.....	168
7.2	Quality Rating and Improvement System.....	172
7.3	Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers .....	177
7.4	Child Care Resource & Referral .....	184
7.5	Facilitating Compliance with State Standards .....	185
7.6	Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services .....	187
7.7	Accreditation Support.....	188
7.8	Program Standards .....	189
7.9	Other Quality Improvement Activities .....	190
<b>8</b>	<b>Ensure Grantee Program Integrity and Accountability .....</b>	<b>190</b>
8.1	Program Integrity.....	190

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## Introduction and How to Approach Plan Development

Access to stable, high quality child care and early learning experiences improves the odds of success for two generations – parents and children - who rely on child care across the country. The Child Care and Development Fund (CCDF) provides resources to State, Territory, and Tribal grantees that enable low-income parents to work or pursue education and training so that they may better support their families while at the same time promoting the learning and development of their children. The CCDF also provides funding to enhance the quality of child care for all children.

On November 19, 2014, President Obama signed the bipartisan-supported Child Care and Development Block Grant (CCDBG) Act of 2014 into law (Pub.L. 113-186) ([https://www.acf.hhs.gov/sites/default/files/occ/child\\_care\\_and\\_development\\_block\\_grant\\_mark\\_up.pdf](https://www.acf.hhs.gov/sites/default/files/occ/child_care_and_development_block_grant_mark_up.pdf)). The law reauthorizes and significantly revises the purposes of the CCDF program and requirements for State and Territory grantees. The law establishes minimum child care assistance eligibility periods, health and safety standards and training requirements for providers, monitoring, consumer information and other components that when fully implemented will strengthen child care in this country and support child and family success.

States and Territories must comply with the provisions of the Child Care and Development Block Grant (CCDBG) Act, as revised by reauthorization. The Office of Child Care (OCC) has provided interpretive guidance on the new requirements of the law through Program Instructions or responses to Frequently Asked Questions, which are available at: <http://www.acf.hhs.gov/programs/occ/ccdf-reauthorization>. Pending the issuance of implementing regulations, States and Territories are to comply with the law based on their reasonable interpretation of the requirements in the revised CCDBG statute. Further Federal clarification through guidance and regulation is forthcoming. Once final rules are issued, any States and Territories that do not fully meet the requirements of the regulations will need to revise their policies and procedures to come into compliance, and file appropriate Plan amendments related to those changes.

**CCDF Plan Overview.** The Administration for Children and Families (ACF) re-designed the CCDF Plan to assist State and Territory grantees to plan for full implementation of the law. We recognize that the CCDBG Act of 2014 includes a significant number of changes, some of which are straightforward to implement, while others are complex and will be phased-in over several years. The level of effort needed for implementation will vary across the country depending on the number of changes a State or Territory needs to make. We encourage all States and Territories to take time to think systematically and consider large-scale changes to advance a coherent vision for their child care programs and achieve the goals of the reauthorization – that is, to improve the health, safety, and quality of child care and to improve low-income working families’ access to child care assistance and care that promotes child development. Some States and Territories will need time to enact changes through their legislatures or rulemaking processes. In addition, some requirements will take time to fully operationalize. ACF will work with States and Territories to ensure that adoption and implementation of these important changes are done in a thoughtful and comprehensive manner.

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The Plan process continues to be the primary mechanism by which ACF will determine State and Territory compliance with requirements in the new law. The CCDBG Act of 2014 changed the Plan cycle from a biennial to a triennial Plan period; thus, this Plan will cover a 3-year period. (658E(b)) States and Territories are required to submit their FY 2016-2018 CCDF Plans by March 1, 2016, and approved Plans will become effective June 1, 2016. This Pre-Print will provide a tool for States and Territories to describe to ACF their implementation plans to:

1. Define CCDF Leadership and Coordination with Relevant Systems
2. Promote Family Engagement through Outreach and Consumer Education
3. Provide Stable Child Care Financial Assistance to Families
4. Ensure Equal Access to High Quality Child Care for Low-Income Children
5. Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings
6. Recruit and Retain a Qualified and Effective Child Care Workforce
7. Support Continuous Quality Improvement
8. Ensure Grantee Accountability

These organizational categories reflect key functions of an integrated system of high quality care for low-income working families. Although the Plan is divided into sections for reporting and accountability purposes, ACF encourages Lead Agencies to approach the Plan in a cross-cutting, integrated manner. The intention is that grantees and the federal government will be able to use this information to track and assess progress, determine need for technical assistance and CCDF Plan amendments, and ultimately determine compliance with specific requirements and deadlines.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The State/Territory acknowledges its responsibility to adhere to them regardless of these modifications. The Plan contains definitions where provided by law. For terminology not defined in the law, some illustrative examples may be provided. These should only be considered examples, and not requirements, for purposes of responding. If no definitions are provided, States/Territories should respond based on their own definitions for those terms.

**CCDBG Implementation Deadlines.** In some cases, the CCDBG Act of 2014 specifies a particular date when a provision is effective. Where the law does not specify a date, the new requirements became effective upon the date of enactment and States/Territories have until September 30, 2016 to implement the new statutory requirement(s). ACF has determined that when a State or Territory cannot certify compliance with a specific requirement at the time of CCDF plan submission (March 1, 2016), the grantee must provide a State/Territory-specific implementation plan for achieving compliance with such provision(s). The implementation plan must provide sufficient information to support approval of the Plan for funding.

Specifically, as part of its implementation plan, States/Territories will be asked to describe:

- Overall target completion date (no later than appropriate effective date deadline)

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- Current overall status for this section (not yet started, partially implemented, substantially implemented, other) including describing progress to date for any requirements already implemented and listing any unmet requirements that are not yet fully implemented
  - Specific steps (activities) you will take to complete implementation of the unmet requirement(s) (e.g., secure legislative or rule changes, modify agreements with coordinating agencies, etc.)
  - Timeline for implementation including projected start date and end date for each step
  - Agency/entity responsible for completing implementation of the goal/objective, and partners who will work with the responsible agency to complete implementation of the goal/objective.

We recognize that it will take multiple steps and interim activities toward complete implementation of the requirement. We have included spaces to allow respondents to outline those interim steps and associated timelines (projected start and end dates) for those interim steps to be outlined. A comprehensive summary of the topical implementation plans across sections will be generated electronically to facilitate monitoring of progress towards completion.

ACF will work with States and Territories to monitor progress towards achievement of these requirements and will conduct ongoing reviews of implementation plans until fulfillment of the requirement. Upon completion of the implementation plan, the State/Territory will submit a Plan amendment to certify fulfillment of the requirement(s). These updates and amendments can be submitted at any time prior to the effective date of the requirement. For example, States and Territories may, and are encouraged to, submit amendments to certify compliance with requirements upon completion, but no later than the effective date of the requirements (refer to the Program Instruction on Effective Dates for these deadlines <https://www.acf.hhs.gov/programs/occ/resource/pi-2015-02> and corresponding timeline of effective dates <https://www.acf.hhs.gov/programs/occ/resource/pi-2015-02-attachment-timeline-of-effective-dates-for-States-and-Territories-cdbg-act-of-2014>).

Lead Agencies can access a variety of federal technical assistance resources to support implementation of the new requirements at: <https://childcareta.acf.hhs.gov/ccdf-reauthorization>. In addition to these materials, States and Territories will continue to receive support through the Office of Child Care's Technical Assistance Network (CTAN) to assist with implementation of the new law. ACF recommends reviewing these resources prior to starting and completing each section of the Plan.

**CCDF Plan Submission.** States and Territories will submit their Plans electronically through the ACF-118 electronic submission site. The ACF-118 site will include all language and questions included in the final CCDF Plan Preprint template approved by the Office of Management and Budget. Please note that the format of the questions in the ACF-118 site may be modified from the Word version of the document to ensure compliance with Section 508 policies regarding accessibility to electronic and information technology for individuals with disabilities (see <http://www.section508.gov/> for more information). Until the final draft is approved, States and Territories may use the draft CCDF Plan preprint templates as they work to implement the new law.

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In responding to questions, States and Territories are asked to provide brief, specific summary text and/or bullet points only. Do not use tables or copy and paste charts, attachments or manuals into the Plan.

All information and materials developed to support CCDF implementation and information reported in the CCDF Plan are subject to review by ACF as part of ongoing CCDBG compliance monitoring efforts. . In cases where the CCDBG Act of 2014 did not change CCDF regulatory requirements (e.g., Public Hearing requirements), the CCDF regulations are still in effect and relevant questions are included in this Plan.

The CCDF Plan does not contain the Quality Performance Report (QPR) appendix included in previous Plans. The CCDBG Act of 2014 requires ongoing collection of some information that was included in the QPR. ACF will issue a separate information collection tool for public comment and approval linked to the CCDF Plan and updated based on the new requirements in the law.

## **1 Define CCDF Leadership and Coordination with Relevant Systems**

Implementation of the requirements of the CCDBG Act of 2014 will require leadership and coordination between the child care assistance program and other child- and family-serving agencies, services, and supports at the state and local levels. ACF recognizes that each grantee must identify the most appropriate entities and individuals to lead and participate in implementation based on the context within that State or Territory. This will include those that manage various components of CCDF-funded activities and requirements (fiscal, subsidy, health and safety monitoring, and continuous quality improvement) as well as other public and private partners.

This section collects information to help ACF understand the stakeholders convened and consulted to develop the Plan, where authority lies to make policy decisions and program changes, and who is responsible for implementing the blueprint for action the Plan describes. For example, the law requires that, at the option of the Tribes, State/Territory Lead Agencies must collaborate and coordinate with Indian tribes or tribal organizations in the State in a timely manner in the development of the CCDF Plan. ACF expects that new requirements in the law will necessitate that grantees build partnerships with other agencies and organizations to better link the children and families receiving financial assistance to information, services and resources regarding other programs for which they may be eligible, including developmental screenings for children, and other resources (also in section 2). In addition, States and Territories must describe how public-private partnerships are being used to increase the supply and quality of child care services.

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## 1.1 CCDF Leadership

The Governor of a State or Territory shall designate an agency (which may be an appropriate collaborative agency), or establish a joint inter-agency office, to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E(c)(1))

### 1.1.1 Which Lead Agency is designated to administer the CCDF program?

Identify the Lead Agency or joint inter-agency office designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals, and disallowance notifications to the designated contact identified here. (658D(a))

- Name of Lead Agency [Colorado Department of Human Services](#)
- Address of Lead Agency [1575 Sherman Street, Denver, Colorado 80203](#)
- Name and Title of the Lead Agency Official [Reggie Bicha, Executive Director](#)
- Phone Number [303 866-3475](#)
- E-Mail Address [Reggie.Bicha@state.co.us](mailto:Reggie.Bicha@state.co.us)
- Web Address for Lead Agency (if any) [www.colorado.gov](http://www.colorado.gov)

### 1.1.2 Who is the CCDF administrator?

Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, or the person with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator [Erin Mewhinney](#)

Title of CCDF Administrator [Director, Division of Early Care and Learning](#)

Address of CCDF Administrator [1575 Sherman Street, Denver, Colorado 80203](#)

Phone Number [303 866-5946](#)

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E-Mail Address [erin.mewhinney@state.co.us](mailto:erin.mewhinney@state.co.us)

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator [Tamara Schmidt](#)

Title of CCDF Co-Administrator [Colorado Child Care Assistance Program \(CCCAP\) Administrator](#)

Phone Number [303 866-4556](#)

E-Mail Address [tamara.schmidt@state.co.us](mailto:tamara.schmidt@state.co.us)

Description of the role of the Co-Administrator [Colorado Child Care Assistance Program \(CCCAP\) Administrator manages all aspects of the Colorado Child Care Assistance Program](#)

c) Primary Contact Information for the CCDF Program:

Phone Number for CCDF program information (for the public) (if any)

[303 866-5948](#)

Web Address for CCDF program (for the public) (if any)

[www.coloradoofficeofearlychildhood.com](http://www.coloradoofficeofearlychildhood.com)

Web Address for CCDF program policy manual (if any) [Licensing rules:](#)

<http://www.coloradoofficeofearlychildhood.com/#!rules-and-regulations/c86y>

[Colorado Child Care Assistance Program rules: www.sos.state.co.us, Administrative Rules, CCCAP](#)

Web Address for CCDF program administrative rules (if any) \_\_\_\_\_

1.1.3 Identify the agency/department/entity that is responsible for each of the major parts of CCDF administration and the name of the lead contact responsible for managing this portion of the Plan.

**X** Outreach and Consumer Education (section 2):

- o Agency/Department/Entity [Colorado Department of Human Services \(CDHS\), Office of Early Childhood](#)
- o Name of Lead Contact [Tamara Schmidt, Director, Colorado Child Care Assistance Program \(CCCAP\)](#)

**X** Subsidy/Financial Assistance (section 3 and section 4)

- o Agency/Department/Entity [Colorado Department of Human Services \(CDHS\), Office of Early Childhood](#)

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- Name of Lead Contact [Tamara Schmidt, Director, Colorado Child Care Assistance Program \(CCCAP\)](#)
  - X Licensing/Monitoring (section 5):
    - Agency/Department/Entity [Colorado Department of Human Services \(CDHS\), Office of Early Childhood](#)
    - Name of Lead Contact [Carin Rosa, Administrator, Licensing](#)
  - X Child Care Workforce (section 6):
    - Agency/Department/Entity [Colorado Department of Human Services \(CDHS\), Office of Early Childhood](#)
    - Name of Lead Contact [Stacey Kennedy, Director, Child Care Quality Initiatives](#)
  - X Quality Improvement (section 7):
    - Agency/Department/Entity [Colorado Department of Human Services \(CDHS\), Office of Early Childhood](#)
    - Name of Lead Contact [Stacey Kennedy, Director, Child Care Quality Initiatives](#)
  - X Grantee Accountability/Program Integrity (section 8):
    - Agency/Department/Entity [Colorado Department of Human Services \(CDHS\), Office of Early Childhood](#)
    - Name of Lead Contact [Erin Mewhinney, Director, Division of Early Care and Learning](#)

## 1.2 CCDF Policy Decision Authority

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b))

- 1.2.1 Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? In other words, identify whether CCDF program rules and policies are established by the State or Territory (even if administered or operated locally) or whether the CCDF policies or rules are established by local entities (such as counties or workforce boards) setting those policies. Check one.

All program rules and policies are set or established at the State/Territory level.

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**X** Some or all program rules and policies are set or established by local entities. If checked, indicate which entities establish the following policies. Check all that apply.

**X** Eligibility rules and policies (e.g., income limits) are set by the:

**X** State/Territory

**X** County. If checked, describe the type of eligibility policies the county can set **Counties can determine the following policies:**

1. Orientation for new applicants
2. Cooperation with Child Support Services
3. Slot contracts
4. Income eligibility levels above 165% of federal poverty levels
5. Provider rates
6. Tiered reimbursement, above their differential rates
7. Payment for registration, activity and registration fees
8. Pre-eligibility determination for county offices

Other local entity (e.g., workforce boards, early learning coalitions). If checked, identify the entity (e.g. workforce board) and describe the type of eligibility policies the local entity(ies) can set \_\_\_\_\_

Other. Describe \_\_\_\_\_

Sliding fee scale is set by the:

**X** State/Territory

County. If checked, describe the type of sliding fee scale policies the county can set \_\_\_\_\_

Other local entity (e.g., workforce boards, early learning coalitions). If checked, identify the entity (e.g. workforce board) and describe the type of sliding fee scale policies the local entity(ies) can set \_\_\_\_\_

Other. Describe \_\_\_\_\_

Payment rates are set by the:

State/Territory

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**X** County. If checked, describe the type of payment rate policies the county can set **Counties may set the following policies:**

1. The State recommends payment rates at the 75<sup>th</sup> percentile, however counties may opt out of paying at this level.
2. Counties may choose to establish tiered reimbursement rates.
3. Payment for registration, activity, and transportation fees
4. Pay higher rates for children with disabilities.
5. Payment for absences and holidays above the minimum requirements set by the State.

Other local entity (e.g., workforce boards, early learning coalitions). If checked, identify the entity (e.g. workforce board) and describe the type of payment rate policies the local entity(ies) can set \_\_\_\_\_

Other. Describe \_\_\_\_\_

Other. List and describe (e.g., quality improvement systems, payment practices) \_\_\_\_\_

1.2.2 How is the CCDF program operated in your State/Territory? In other words, which agency(ies) implement or perform these CCDF services and activities and how will the State/Territory ensure that Federal CCDF requirements are fully implemented by other governmental or nongovernmental agencies. ACF recommends minimizing differences in eligibility or other policies across counties or other jurisdictions to ease family burden and confusion. Check all that apply and describe the services performed by the entity and how the State/Territory ensures accountability that federal requirements are fully implemented by other agency(ies).

a) Who determines eligibility?

CCDF Lead Agency

TANF agency. Describe. \_\_\_\_\_

Other State/Territory agency. Describe. \_\_\_\_\_

**X** Local government agencies such as county welfare or social services departments. Describe. **The county departments of human services determine eligibility.**

Child care resource and referral agencies. Describe. \_\_\_\_\_

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Community-based organizations. Describe. \_\_\_\_\_

Other. Describe. [One county of human services contracts for eligibility services.](#)

b) Who assists parents in locating child care (consumer education)?

CCDF Lead Agency

TANF agency. Describe. \_\_\_\_\_

Other State/Territory agency. Describe. \_\_\_\_\_

Local government agencies such as county welfare or social services departments. Describe. \_\_\_\_\_

Child care resource and referral agencies. Describe. [The statewide child care resource and referral agencies provide consumer education. County departments of human services refer parents to Child Care Resource and Referral agencies for individualized consumer education and referrals. Colorado Shines Quality Rating and Improvement System rating information on specific child care programs is shared with parents.](#)

Community-based organizations. Describe. \_\_\_\_\_

Other. Describe. \_\_\_\_\_

c) Who issues payments?

CCDF Lead Agency

TANF agency. Describe. \_\_\_\_\_

Other State/Territory agency. Describe. \_\_\_\_\_

Local government agencies such as county welfare or social services departments. Describe. [County departments of human services are responsible for processing payments.](#)

Child care resource and referral agencies. Describe. \_\_\_\_\_

Community-based organizations. Describe. \_\_\_\_\_

Other. Describe. \_\_\_\_\_

### 1.3 Consultation in the Development of the CCDF Plan

The Lead Agency is responsible for developing the CCDF plan which serves as the application for a three-year implementation period. In the development of the CCDF plan, the Lead Agency shall consult with appropriate representatives of units of general

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purpose local government. (658D(b)(2)) General purpose local governments is defined by the U.S. Census at

[https://www.census.gov/newsroom/cspan/govts/20120301\\_cspan\\_govts\\_def\\_3.pdf](https://www.census.gov/newsroom/cspan/govts/20120301_cspan_govts_def_3.pdf)

The CCDBG Act of 2014 added a requirement that States consult with the State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act). 658E(c)(2)(R) In addition, States shall, at the option of an Indian tribe or tribal organization in the State, collaborate and coordinate with such Indian tribe or tribal organization in the development of the State plan in a timely manner. (658D (b)(1)(E))

- 1.3.1 Check who and describe how the Lead Agency consulted with these entities in the development of the CCDF Plan (check all that apply). For example, did the entity participate in a drafting committee, review drafts, sign off on the final version, or develop a memorandum of understanding with the Lead Agency to meet requirements to share information or services for CCDF subsidy families, or other manner of participation? This list includes entities required by law along with a list of optional CCDF Plan consultation partners that Lead Agencies potentially would consult with in their developing their CCDF Plan.

[REQUIRED] Appropriate representatives of general purpose local government, which can include counties, municipalities or townships/towns Describe Consultations were conducted with county departments of human services during statewide monthly meetings. Typically, an average of 45 out of 64 counties participate in these meetings. A total of five consultations were completed, covering the major Child Care and Development Fund requirements that will have a direct impact on the subsidy program. During the course of these consultations the counties provided valuable input and suggestions, which have been included in Colorado's implementation plans.

[REQUIRED, IF APPLICABLE] State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act). Describe Two consultations were completed with Colorado's Early Childhood Leadership Commission. The Commission's scope is to align, coordinate and improve the efficiency of programs and services for all early childhood programs in the state. During the first consultation, an overview of the major requirements in the Reauthorization was presented and discussed. The second consultation was completed with the Program Quality and Alignment Committee. During this consultation, specific recommendations were made by committee members on professional development, new health and safety pre-service training requirements and the option exempting relative legally exempt providers from annual inspections and pre-service training/orientations.

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- If checked, does the Lead Agency have official representation and a decision-making role in the State Advisory Council?

Yes

**X** No. (The Director of the Office of Early Childhood is an Ex Officio Member)

- If no State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act) exists in your State/Territory, describe how you consulted with any other state- or state-designated cross-agency body such as an advisory council, cross-agency commission, or council or cabinet related to child and family planning and policy \_\_\_\_\_

**X** [REQUIRED] Indian tribe(s) and/or tribal organization(s), at the option of individual Tribes. Describe, including which Tribe(s) you consulted with. A team from the Office of Early Childhood, traveled to southwest Colorado to meet with the Ute Mountain Ute and Southern Ute tribes. The purpose of this meeting was to strengthen the state's working relationship with the tribes on early childhood issues. Part of the agenda focused on the Child Care and Development Fund State Plan, specifically the professional development system and sharing the Professional Development Information System and training with the two tribes. Check N/A if no Indian Tribes and/or Tribal organizations in the State

**X** State/Territory agency responsible for public education. Describe A consultation was completed with five staff from the Colorado Department of Education, focusing on Part B of Individuals with Disabilities Education Act (IDEA) and the Colorado Preschool Program. The discussion focused on: 1) the need for a more comprehensive training and support approach for providers on inclusion, 2) embedding inclusion into the Colorado Shines Quality Rating and Improvement System and 3) addressing the multiple transitions children are faced with between Special Education, the Colorado Preschool Program and the child care subsidy program. A second consultation consisted of a joint planning session between the Office of Early Childhood and Department of Education professional development and infant/toddler staff, focusing on developing an implementation plan to meet Child Care and Development Fund professional development requirements.

**X** State/Territory agency/agencies responsible for programs for children with special needs, including early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool). Describe A consultation was completed with staff in the Colorado Department of Education who administer Part B of Individuals with Disabilities

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Education Act (IDEA). The discussion focused on the need for 1) a more comprehensive support and training approach for providers on inclusion, 2) embedding inclusion into the Colorado Shines Quality Rating and Improvement System, and 3) addressing the multiple transitions children are faced with between Special Education, the Colorado Preschool Program and the subsidy program. A second consultation was completed with the Early Intervention (Part C of Individuals with Disabilities Education Act (IDEA) director. Early Intervention is housed in the Office of Early Childhood. During the consultation, the discussion focused on developing consumer information on Early Intervention for Child Care and Development Fund subsidy families and integrating goals in both the Early Intervention and Child Care and Development Fund state plans to coordinate services across the programs.

State/Territory institutions for higher education, including community colleges. Describe \_\_\_\_\_

State/Territory agency responsible for child care licensing. Describe Child Care Licensing is part of the Office of Early Childhood and was an integral partner in consultations related to licensing and quality initiatives. In addition, a consultation was conducted with the Licensing Advisory Committee. The Committee provided recommendations on criminal background checks, new requirements related to monitoring and pre-licensing training for legally exempt providers.

State/Territory office/director for Head Start State collaboration. Describe The Head Start/Early Head Start collaboration director is part of the Office of Early Childhood. The consultation focused on developing a plan to increase coordination between Head Start and the Colorado Child Care Assistance Program (CCCAP) through policy development and training.

State/Territory/local agencies with Early Head Start-Child Care Partnerships grants. Describe Conducted a consultation on the Early Head-Child Care Partnership grants with the State Head Start collaboration director. Discussed the partnership models and how Colorado can integrate emerging best practices into the development of a plan to increase coordination between Head Start and the Colorado Child Care Assistance Program (CCCAP).

State/Territory agency responsible for Child and Adult Care Food Program (CACFP). Describe Conducted a consultation with the Child and Adult Care Food Program (CACFP) staff in the Colorado Department of Public Health and Environment. Discussed exploring the possibility of including non-relative legally exempt providers as participants in Child and Adult Care Food Program (CACFP), since these providers will be monitored once a year and will participate in pre-service training. Also, emphasized the importance of the ongoing commitment to

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include Title XX funds in the funding mix for the Colorado Child Care Assistance Program (CCCAP).

- State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention. Describe \_\_\_\_\_
- Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services. Describe \_\_\_\_\_
- State/Territory agency responsible for implementing the Maternal and Child Home Visitation programs grant. Describe \_\_\_\_\_
- Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT). Describe [The consultation with Healthy Communities, Colorado's Early and Periodic Screening, Diagnostic and Treatment \(EPSDT\) program, focused on capturing the number of referrals from child care providers and counties for developmental screenings. This will be accomplished through a data system which is in the planning stages.](#)
- McKinney-Vento State coordinators for Homeless Education. Describe \_\_\_\_\_
- State/Territory agency responsible for public health. Describe \_\_\_\_\_
- State/Territory agency responsible for mental health. Describe [The early childhood mental health unit is part of the Office of Early Childhood. Consultation with staff focused on the progress of licensing rules addressing expulsions and developing consumer education and best practices on early childhood social-emotional development and expulsion policies. Also discussed developing a state plan, policies and methods of disseminating consumer education.](#)
- State/Territory agency responsible for child welfare. Describe [Consultation with the child welfare staff, housed in the Colorado Department of Human Services, included the need to improve coordination between Colorado Child Care Assistance Program \(CCCAP\) staff in counties and child welfare staff related to referrals, training on child care assistance requirements, and accessing data on child welfare child care caseloads.](#)
- State/Territory liaison for military child care programs. Describe \_\_\_\_\_
- State/Territory agency responsible for employment services/workforce development. Describe \_\_\_\_\_
- State/Territory agency responsible for Temporary Assistance for Needy Families (TANF). Describe [Two consultations were conducted with Colorado Works Temporary Assistance for Needy Families \(TANF\) staff: 1\) with state staff and 2\) with county departments of human services. Both consultations included identification of issues that are important to Colorado Works Temporary Assistance for Needy](#)

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Families (TANF) families and coordination with child care. Access, quality, and meeting children's needs were identified as the top three issues for Colorado Works families. In addition, areas for improvement included: 1) transitions from Colorado Works to low-income Colorado Child Care Assistance Program (CCCAP) child care, 2) family stability, 3) automating referral and other processes, 4) streamlining verification of birth certificates, 5) conducting a review of differences in eligible activity requirements between Colorado Works and low-income Colorado Child Care Assistance Program (CCCAP).

State/community agencies serving refugee or immigrant families. Describe \_\_\_\_\_

Child care resource and referral agencies. Describe \_\_\_\_\_

Provider groups or associations. Describe **A work group was created to provide input on consumer education requirements. Participants included representatives from centers, family child care homes and school-age programs. In addition to providing in-depth recommendations on the consumer education website, the group also reviewed and provided input on consumer and provider information and other health and safety requirements.**

Worker organizations. Describe \_\_\_\_\_

Parent groups or organizations. Describe \_\_\_\_\_

Other. Describe **1) A consultation was conducted with the Early Childhood Summit. This group includes members who represent the major early childhood organizations in Colorado. The Summit focuses on early childhood policy and legislation. Members provided input and recommendations on the new requirements under the Child Care Development Fund Reauthorization. 2) A consultation was conducted with the Colorado Coalition for the Homeless on expedited enrollment and issues related to homeless families accessing child care assistance.**

1.3.2 Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan (658D(b)(1)(C)). Lead Agencies are required to hold at least one public hearing in the State/Territory with sufficient State/Territory-wide distribution of notice prior to such hearing to provide the public an opportunity to comment on the provision of child care services under the CCDF Plan. At a minimum, this description must include:

- a) Date(s) of notice of public hearing: **December 23, 2015** **Reminder - Must be at least 20 calendar days prior to the date of the public hearing.**
- b) How was the public notified about the public hearing, including how notice was accessible for people with disabilities? Please include website links if utilized to

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provide notice. 1) information was posted on the Office of Early Childhood website: [www.coloradoofficeofearlychildhood.com](http://www.coloradoofficeofearlychildhood.com) and 2) mailings were sent to child care providers, Colorado Child Care Assistance Program families, statewide child care provider organizations, other State Departments, county departments of human services, county commissioners, Resource and Referral agencies, Early Childhood Councils, Homeless advocacy organizations, Head Start, the Colorado Children's Campaign, the Early Childhood Leadership Commission.

c) Date(s) of public hearing(s): [Between January 12, 2016 and January 29, 2016](#)  
**Reminder** - Must be no earlier than September 1, 2015 which is 9 months prior to the June 1, 2016 effective date of the Plan.

d) Hearing site(s) or method(s), including how geographic regions of the State/Territory were addressed: [Five in-person public hearings were conducted in different geographic regions throughout the state and one public hearing was conducted via webinar.](#)

Describe how the content of the Plan was made available to the public in advance of the public hearing(s) [A draft of the State Plan was posted on the Office of Early Childhood website in December, 2015.](#)

e) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [Information provided by the public will be considered and integrated, as appropriate, into the State Plan.](#)

1.3.3 Describe the strategies used by the Lead Agency to make the CCDF Plan and Plan Amendments available to the public. Check all that apply and describe the strategies below, including any relevant links as examples.

Working with advisory committees. Describe [The State Plan and major Plan Amendments are made available to relevant advisory committees through ongoing participation in these committees.](#)

Working with child care resource and referral agencies. Describe [Resource and Referral agencies receive notification through ongoing communication channels with Qualistar Colorado, the statewide network office.](#)

Providing translation in other languages. Describe \_\_\_\_\_

Making available on the Lead Agency website. List the website [www.coloradoofficeofearlychildhood.com/](http://www.coloradoofficeofearlychildhood.com/)

Sharing through social media (Twitter, Facebook, Instagram, email, etc.). Describe \_\_\_\_\_

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- Providing notification to stakeholders (e.g., provider groups, parent groups). Describe \_\_\_\_\_
  - Other. Describe \_\_\_\_\_

#### 1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

The CCDBG Act of 2014 added a requirement that the Plan describe how the State/Territory will efficiently, and to the extent practicable, coordinate child care services supported by CCDF with programs operating at the Federal, State/Territory, and local levels for children in the programs listed below.

- 1.4.1 Check who and describe how your State/Territory coordinates or plans to efficiently coordinate child care services with the following programs to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services that meet the needs of working families. (658E(c)(2)(O)) Please describe the goals of this coordination, such as extending the day or year of services for families; smoothing transitions for children between programs or as they age into school, enhancing and aligning quality of services, linking comprehensive services to children in child care settings or developing supply of quality care for vulnerable populations. NOTE that this list appears similar to the list provided in 1.3.1 which focused on consultation for purposes of developing the CCDF Plan, however, this list includes entities required by law, along with a list of optional CCDF Plan coordination partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services. Check and describe all that apply.

- [REQUIRED] Programs operating at the Federal, State and local levels for children in pre-school programs (e.g., state- or locally-funded pre-k, Head Start, school-based programs, public and private preschools, programs serving preschool children receiving special education services, etc.). Describe [The consultation with the Colorado Department of Education included discussions related to children’s transitions between Special Education \(Part B\), the Colorado Preschool Program and the Colorado Child Care Assistance Program \(CCCAP\). The consultation with the Head Start Collaboration coordinator included 1\) identifying best practices in coordination and full-day care strategies based on the work of the Early Head Start-Child Care Partnership grantees, 2\) conducting training on coordination strategies for all county Child Care Assistance Programs and Head Start Grantees, and 3\) developing a guide on policies and strategies.](#)
- [REQUIRED, IF APPLICABLE] Tribal early childhood programs. Describe, including which Tribe(s) coordinating with. [As part of the consultation with the Ute Mountain Ute](#)

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and Southern Ute tribes, clarification was provided on accessing the Colorado Child Care Assistance Program (CCCAP).

- Check N/A if no Indian Tribes and/or Tribal organizations or programs in the State.

**X** [REQUIRED] Other Federal, State, local early childhood programs serving infants and toddlers with disabilities. Describe During the consultation with the Early Intervention Program (Part C), discussion centered on coordination to increase access to developmental screenings for infants and toddlers in the Colorado Child Care Assistance Program (CCCAP). The State Early Intervention Plan will include goals related to expanding coordination with the Colorado Child Care Assistance Program (CCCAP). At the county levels information will be disseminated to foster coordination and referrals between the counties and local agencies providing developmental screenings.

**X** [REQUIRED] Early childhood programs serving homeless children (as defined by the McKinney-Vento Homeless Education Assistance Act). Describe As part of the consultation with the Colorado Coalition for the Homeless, the discussion focused on providing increased access to child care and coordination between state and local organizations for homeless families throughout the state. Discussed strategies included: 1) identification and dissemination of information on homeless organizations in the state in order for counties to develop working relationships with community-based services, 2) policies on expedited enrollment for homeless families, 3) understanding the needs of homeless parents relative to engaging in job search, employment or training - a period of "stabilization" is necessary before families are ready to engage in eligible activities.

**X** [REQUIRED] Early childhood programs serving children in foster care. Describe The Office of Early Childhood has engaged in discussions with the Division of Child Welfare related to funding and policy coordination to provide foster and kinship parents with increased access to child care. Rules and policies are being developed to provide counties with guidance. In addition, county staff training has been identified as a top priority to improve the referral process between county child welfare and child care workers and to understand the requirements of both programs.

**X** State/Territory agency responsible for child care licensing. Describe Child Care Licensing is part of the Office of Early Childhood. Close coordination is an ongoing priority between the Colorado Child Care Assistance Program (CCCAP), child care licensing and quality initiatives.

**X** State/Territory agency with Head Start State collaboration grant. Describe The discussion between the Head Start Collaboration and Colorado Child Care Assistance Program staff focused on increasing coordination between head start grantees and

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county departments of human services to increase access, quality and full-day child care for dually enrolled parents. The following topics were discussed: 1) conduct training for county and Head Start grantee staff and 2) issue policy direction and best practices to programs.

- State Advisory Council authorized by the Head Start Act. Describe \_\_\_\_\_
- State/Territory/local agencies with Early Head Start-Child Care Partnerships grants. Describe \_\_\_\_\_
- McKinney-Vento State coordinators for Homeless Education or local educational agency McKinney-Vento liaisons. Describe \_\_\_\_\_
- Child care resource and referral agencies. Describe \_\_\_\_\_
- State/Territory agency responsible for public education. Describe \_\_\_\_\_
- State/Territory institutions for higher education, including community colleges. Describe \_\_\_\_\_
- State/Territory agency responsible for Child and Adult Care Food Program (CACFP). Describe \_\_\_\_\_
- State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention. Describe \_\_\_\_\_
- Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services. Describe \_\_\_\_\_
- State/Territory agency responsible for implementing the Maternal and Childhood Home Visitation programs grant. Describe \_\_\_\_\_
- Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT). Describe \_\_\_\_\_
- State/Territory agency responsible for public health. Describe \_\_\_\_\_
- State/Territory agency responsible for mental health. Describe **As part of the consultation with the early childhood mental health staff in the Office of Early Childhood, discussion focused on increasing access to mental health consultations for child care providers and families. The identified steps include: 1) promulgating licensing rules on requirements related to policies, specifically expulsion policies, 2) coordinating mental health efforts in the state to increase mental health consultations and, 3) developing information on best practices for consumers and providers.**
- State/Territory agency responsible for child welfare. Describe **Discussions with the Division Child Welfare focused on increased access to child care assistance for families on child welfare, foster parents and kinship providers. This will be achieved by developing a funding plan, joint training for county child welfare and Colorado Child Care Assistance Program (CCCAP) staff, and development of rules and policies for counties.**

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- State/Territory liaison for military child care programs. Describe \_\_\_\_\_
  - State/Territory agency responsible for employment services/workforce development. Describe \_\_\_\_\_
  - State/Territory agency responsible for Temporary Assistance for Needy Families (TANF). Describe [Discussions with the Colorado Works staff focused on access, quality, and meeting children's needs. In addition, areas for improvement included: 1\) transitions from Colorado Works to Low-Income child care, 2\) family stability, 3\) automating referral and other processes, 4\) streamlining verification of birth certificates, 5\) reviewing differences in eligible activity requirements between Colorado Works and low-income Colorado Child Care Assistance Program \(CCCAP\) child care.](#)
  - State/Territory community agencies serving refugee or immigrant families. Describe \_\_\_\_\_
  - Provider groups or associations. Describe \_\_\_\_\_
  - Worker organizations. Describe \_\_\_\_\_
  - Parent groups or organizations. Describe \_\_\_\_\_
  - Other. Describe [In a meeting with the Early Childhood Council Leadership Alliance, discussions focused on how the State and local Early Childhood Councils can coordinate Child Care Development Fund requirements at the local levels. The role of the Councils is to improve and sustain availability, accessibility, capacity and quality of early childhood services throughout the state.](#)

### **1.5 Optional Use of Combined Funds**

The CCDBG Act of 2014 added a provision that States and Territories have the option to combine funding for CCDF child care services with funding for any of the required programs listed in 1.4.1. These include programs operating at the Federal, State and local levels for children in preschool programs, tribal early childhood programs, and other early childhood programs, including those serving infants and toddlers with disabilities, homeless children, and children in foster care. (658E(c)(2)(O))(ii) Combining funds could include blending multiple funding streams, pooling funds, or layering funds together from multiple funding streams in an effort to expand and/or enhance services for children and families to allow for delivery of comprehensive high quality care that meets the needs of children and families. For example, State/Territory agencies may use multiple funding sources to offer grants or contracts to programs to deliver services; a State/Territory may allow county/local government to use coordinated funding streams; or policies may be in place that allow local programs to layer CCDF funds with additional funding sources to pay for full-day, full-year child care that meets Early Head Start/Head

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Start or State/Territory pre-kindergarten requirements in addition to State/Territory child care licensing requirements. As a reminder, per the OMB Compliance Supplement governing audits

([https://www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2014](https://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2014)),

CCDF funds may be used in collaborative efforts with Head Start (CFDA 93.600) programs to provide comprehensive child care and development services for children who are eligible for both programs. In fact, the coordination and collaboration between Head Start and the CCDF is mandated by sections 640(g)(2)(D) and (E), and 642(c) of the Head Start Act (42 USC 9835(g)(2)(D) and (E); 42 USC 9837(c)) in the provision of full working day, full calendar year comprehensive services (42 USC 9835(a)(5)(v)). In order to implement such collaborative programs, which share, for example, space, equipment or materials, grantees may blend several funding streams so that seamless services are provided.

1.5.1 Will you combine CCDF funds with the funds for any program with which you coordinate (described in 1.4.1)?

Yes. If yes, describe at a minimum:

- How do you define “combine”: [Head Start and Child Care Development Fund funding is “combined” by layering funds at the county level. County departments of human services have the ability to pay full-time rates in order to maximize access, full-day services and quality alignment for dually enrolled children.](#)
- Which funds will you combine [Head Start and Child Care Development Fund](#)
- Goal(s) of combining funds (why?) and expected outcomes, such as extending the day or year of services available (i.e., full-day, full-year programming for working families), smoothing transitions for children, enhancing and aligning quality of services, linking comprehensive services to children in child care or developing the supply of child care for vulnerable populations . [To increase access and full-day comprehensive services for dually enrolled children in Head Start and Child Care Development Fund.](#)
- Method of fund allocation (how you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?) [Local departments of human services will authorize full-day Child Care Development Fund funding for dually enrolled children.](#)
- How are the funds tracked and method of oversight. [The Child Care Automated Tracking System \(CHATS \) will track dually enrolled children in Head Start / Early Head Start and Child Care Development Fund.](#)
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No

## 1.6 Public-Private Partnerships

The CCDBG Act of 2014 adds a new provision that requires States and Territories to describe in the Plan how the State/Territory encourages partnerships among State/Territory and public agencies, tribal organizations, private entities, faith based organizations and/or community-based organizations to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services for children through age 12, such as by implementing voluntary shared services alliance models (i.e., cooperative agreement among providers to pool resources to pay for shared fixed costs and operation). (658E(c)(2)(P)) ACF expects these types of partnerships to leverage public and private resources to further the goals of reauthorization.

1.6.1 Describe the entities with whom and the levels at which the State/Territory is partnering (level – State/Territory, county/local, and/or programs), the goals of the partnerships, method of partnering. Include in your description examples of activities that have resulted from partnerships with other State/Territory and public agencies, tribal organizations, private entities, faith based organizations or community-based organizations, and how the partnerships are expected to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services.

1. Early Head Start Partnerships. Early Head Start partnership grants have been awarded to four grantees in Colorado, serving partnership programs in multiple counties throughout the state. Each partnership grantee has identified their own goals and methods of reaching the overarching goals of improving quality, leveraging resources and increasing the number of early learning placements for infants and toddlers. The partnerships include both family child care homes and centers. Most partnerships expect to exceed the 25% minimum grant requirement for shared enrollees with the Colorado Child Care Assistance Program (CCCAP). It's anticipated that the partnerships will develop best practices for dually enrolled children, increase infant and toddler capacity and support high quality environments for children.

2. Colorado has been partnering with Early Learning Ventures (ELV) to determine needs, identify priorities and support providers who participate in the Shared Services Alliance. Through this partnership, the providers in Early Learning Ventures (ELV) attained level 3 and 4 ratings in the Colorado Shines Quality Rating and Improvement System. In addition these programs piloted the Provider Self-Service Portal (PSSP), which is a web-based system designed for providers to access real-time information on child care authorizations, payment histories, fiscal agreements and other information relevant to providers.

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## 1.7 Coordination with Local or Regional Child Care Resource and Referral Systems

States and Territories may use funds to establish or support a system of local or regional child care resource and referral organizations (CCR&R) that is coordinated, to the extent determined by the State/Territory, by a statewide public or private non-profit, community-based or regionally based, lead child care resource and referral organization (also see section 7.4). If they do, the law identifies specific requirements for that entity or system receiving CCDF funds. (658E(c)(3)(B)(iii)) These include:

- Provide families with information on a full range of child care options (including faith-based, community-based child care centers and family child care homes, nontraditional hours and emergency child care centers) in their local area or region
- To the extent practicable, work directly with families who receive child care assistance to offer the families support and assistance in making an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory
- Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities
- Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory
- As appropriate, coordinate their activities with the activities of the Lead Agency and/or local agencies that administer CCDF.

Nothing in statute prohibits States from using CCR&R agencies to conduct or provide additional services beyond those required by statute above.

### 1.7.1 Does the State/Territory fund a system of local or regional CCR&R organizations?

- Yes. The State/Territory funds a CCR&R system. See also related follow-up questions in Section 7.1 and 7.4. If yes,

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Describe the State/Territory's written agreement or contract with the CCR&R, what services are provided through the CCR&R, and any other activities for which the State partners with the CCR&Rs.

To ensure efficient and effective delivery of child care information and resources to families and programs, Colorado utilizes a regional resource and referral network. These agencies are responsible for the following:

1. Provide families with information on a full range of child care options in their local area or region, including enhanced referrals to families with unique needs, children with special health and behavioral concerns, and provide additional resources for families at risk to ensure families have the information to make informed choices regarding the services that best suit their needs.
2. Work directly with families who receive child care assistance to offer the families support and assistance in making an informed decision about child care option in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the Colorado Shines Quality Rating and Improvement System.
3. Collect data and provide information on the coordination of services and supports including services provided through the Individuals with Disabilities Education Act (IDEA) for children with disabilities and enter such information within the Colorado Shines Data System.
4. Recruit new licensed providers, particularly in areas of the state that have been identified as child care deserts.
5. Collect data and provide information on the supply of and demand for child care services in local areas of the State and enter such information within the Colorado Shines Data System.
6. Work to develop partnerships with public agencies and private entities, including faith-based and community based child care providers, to increase the supply and quality of child care services in Colorado.
7. Provide technical assistance and resources to eligible child care programs, through bi-annual contact, to ensure optimal awareness and engagement in statewide initiatives, such as the Colorado Shines Quality Rating and Improvement System, Professional Development Information System and Colorado Child Care Assistance Program (CCCAP).
8. Coordinate their activities with the activities of the Lead Agency and/or local agencies that administer the Child Care and Development Fund.
9. Adhere to the requirements of the Colorado Child Care Disaster Plan.

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- No. The State/Territory does not fund a CCR&R system and has no plans to establish. Use section 7.4 to describe plans, if any, to establish a CCR&R system.

## 1.8 Disaster Preparedness and Response Plan

The CCDBG Act of 2014 added a requirement that States and Territories must include a Statewide Child Care Disaster Plan for coordination of activities with the State/Territory human services agency, emergency management agency, child care licensing agency, State/Territory local resource and referral agencies, and the State Advisory Council (SAC) or other state-designated cross-agency body if there is no SAC. (658E(c)(2)(U)) The Statewide Child Care Disaster Plan must include:

- Guidelines for continuing CCDF assistance and child care services after a disaster, which may include provision of temporary child care, and temporary operating standards for child care after a disaster.
- Requirements that child care providers receiving CCDF have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.
- Requirements that child care providers receiving CCDF have in place procedures for staff and volunteer emergency preparedness training and practice drills.

### 1.8.1 Describe the status of State/Territory's Statewide Child Care Disaster Plan.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. If applicable, describe additional ways the State/Territory addresses the needs of children receiving CCDF before, during and after a disaster or emergency, not already incorporated into the Statewide Child Care Disaster Plan. If available, please provide a link to the disaster plan \_\_\_\_\_

**X** Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses here will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016)  
[September 30, 2016](#)

- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

Substantially Implemented:

1. Guidelines for continuing Child Care and Development Fund assistance and child care services after a disaster, which may include provision of temporary child care, and temporary operating standards for child care after a disaster.
2. Requirements that child care providers have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.
3. Requirements that child care providers have in place procedures for staff and volunteer emergency preparedness training and practice drills.

- Unmet requirement - Identify the requirement(s) to be implemented

1. Continuity of operations in General Regulations
2. Ensure that there is a provision for child care within the CDHS and State emergency preparedness plan.

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity Kathi Wagoner , Adminstrator, Licensing
  - Partners – Who is the responsible agency partnering to complete implementation of this activity Colorado Department of Human Services Office of Emergency Management and Colorado Homeland Security
  1. Start Date: 8/15 Determine Met requirements: Guidelines for continuing Child Care and Development Fund assistance and child care services after a disaster, which may include provision of temporary child care, and temporary operating standards for child care after a disaster. Requirements that child care providers have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families,

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accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions and child care providers have in place procedures for staff and volunteer emergency preparedness training and practice drills. End Date 8/15

2. Start Date: 8/15 Determine unmet requirements: continuity of operations is not part of Disaster Regulations in General Rules and Regulations; ensuring child care is part of Colorado Department of Human Services and State emergency plan. End Date 9/30/16
3. Start Date: 10/15 Meet with Colorado Department of Human Services Emergency and Safety Manager to ensure child care is part of Colorado Department of Human Services and State disaster plan. End Date 10/15
4. Start Date: 10/15 Colorado Department of Human Services Emergency Manager meet with representative from Colorado Homeland Security/Emergency Manger. End Date 9/30/16
5. Start Date: 10/15 Follow up from Homeland Security meeting to ensure Child Care is part of Colorado Department of Human Services and State Emergency Plan. End Date 12/15
6. Start Date: 11/15 Draft rule language for continuity of operations language to existing disaster regulations in General Rules. End Date 11/15
7. Start Date: 3/16 Present draft continuity of operations regulation to State Board. End Date 4/16
8. Start Date: 6/16 Implement continuity of operations regulations. End Date 9/30/16
9. Start Date: 6/16 Child Care facilities develop continuity of operations plan. End Date 9/30/16

## **2 Promote Family Engagement through Outreach and Consumer Education**

Parents are their children’s most important teacher and advocate. State and Territory child care systems interact with parents in multiple ways, therefore presenting many opportunities to engage and inform families. Child care providers can serve as convenient and trusted sources of information for parents and family members on child development and community supports and services. State/Territory and local child care assistance systems should be designed to promote seamless linkages to useful information and other child- and family-services, such as during subsidy intake and redetermination processes and when parents utilize child care resource and referral or QRIS agencies. Outreach and

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consumer education is an ongoing process and is expected to cover the entire age span covered by CCDF from birth through age 12.

The CCDBG Act of 2014 includes key purposes that address the role of parents as child care consumers who need information to make informed choices regarding the services that best suit their needs. A new purpose of CCDBG is to “promote involvement by parents and family members in the development of their children in child care settings.” States and Territories have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care sites that will support their role as their children’s teacher and advocate. Key new provisions include:

1. The plan must certify that States and Territories will collect and disseminate consumer and provider education information to CCDF parents, providers, and the general public, including information about:

- a) the availability of child care assistance,
  - b) the quality of child care providers (if available),
  - c) Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children’s Health Insurance Program (SCHIP)) for which families may also qualify.
  - d) Individuals with Disabilities Education Act (IDEA) programs and services,
  - e) Research and best practices in child development, and
  - f) State/Territory policies regarding social- emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on the expulsion of preschool-aged children (children from birth to five for purposes of this requirement) from early childhood programs receiving Child Care Development Fund.
- o Information related to the health and safety of children in child care settings. The plan must certify that the State/Territory will make public certain information about the results of health and safety monitoring (described in section 5) using a website that is consumer-friendly and in an easily accessible format, including:
- a) Provider-specific information: 1) results of monitoring and inspection reports, including those due to major substantiated complaints; 2) last date of inspection; and 3) information on corrective actions taken (if applicable).

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- b) Information about: 1) the annual number of deaths; 2) the annual number of serious injuries; and 3) annual number of incidences of substantiated child abuse in child care settings.
  - c) State/Territory processes for: 1) licensing child care providers; 2) conducting background checks and the offenses that would keep a provider from being allowed to care for children; and 3) conducting monitoring and inspections of child care providers.

## **2.1 Information about Child Care Financial Assistance Program Availability and Application Process**

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care assistance services. (658E(c)(2)(E)(i)(1))

### **2.1.1 Describe how the State/Territory informs families of availability of services.**

- a) How does the State/Territory identify populations and areas of potentially eligible families (e.g., using available federal, State/Territory and local needs assessments to identify potentially eligible families?).

The State identifies potentially eligible families by:

- o In many counties, families applying for other public assistance programs such as Colorado Works (TANF) or food assistance are referred and/or screened for child care assistance.
  - o Some counties promote availability of services with media campaigns or through their working relationships with other community-based organizations.
  - o A web-based universal application (Program Eligibility and Application Kit (PEAK)) was implemented for numerous public assistance programs, including child care assistance. When families complete the initial eligibility screening application they are also assessed for other public assistance programs and may follow up with those services that would benefit them.
- b) What partners help with outreach? For example, child care resource and referral agencies, home visitors, pediatricians, faith-based services, State/Territory or local agencies and organizations or other familiar and safe access points serving vulnerable or low-income populations. .

The Resource and Referral Agencies and Early Childhood Councils play an important role in outreach and referral efforts at the community levels in the following ways:

- 1) Early Childhood Councils were established through legislation to foster a comprehensive system of early childhood services in their communities. Their

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charge is to improve access, quality, coordination and equity through partnerships. Council members, including county departments of human services, work together to determine and address needs in communities such as conducting outreach and improving access to services for Colorado Child Care Assistance Program (CCCAP) families 2) Resource and Referral agencies also help with outreach by directing potentially eligible families to county departments of human services for child care assistance.

- c) What outreach strategies does the Lead Agency use (e.g., media campaigns, State/Territory website, or other electronic outreach)? The Lead Agency does not conduct statewide outreach efforts; outreach is conducted at the local levels. The State’s website contains information on child care assistance, licensing and quality initiatives targeting the public, families and child care providers. The Lead Agency will develop statewide resources on homeless organizations to enable counties in increasing outreach and resources to homeless families.

2.1.2 How can parents apply for services? Check all that apply.

- Electronically via online application, mobile app or email. Provide link <https://coloradopeak.secure.force.com/>
- In-person interview or orientation. Describe agencies where these may occur Parents may apply at county departments of human services for child care assistance services. It is a county option to require an in-person interview or orientation.
- Phone
- Mail
- At the child care site
- At a child care resource and referral agency
- Through kiosks or online portals at related State/Territory/local agency or organization serving low-income populations. Describe Some county departments of human services provide Program Eligibility and Application Kit (PEAK) (universal application) kiosks for families to apply for multiple programs through the universal application.
- Through a coordinated application process (e.g., application is linked to other benefits program to allow parents to apply for several programs at one time). Describe The Program Eligibility and Application Kit (PEAK) application screens for multiple programs during the initial screening application stage.
- Other strategies. Describe \_\_\_\_\_

## 2.2 Consumer and Provider Education Information

The CCDBG Act of 2014 added a purpose of the child care program “to promote involvement by parents and family members in the development of their children in child care settings.” (658A(b)(3)) The consumer education requirements address multiple

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topics that parents and family members need in order to make informed choices and act as their most important teacher and advocate. Lead agencies must certify that they will collect and disseminate the following information through resource and referral agencies or other means. (658E(c)(2)(E))

2.2.1 The State/Territory certifies that it collects and disseminates the following information to parents, providers and the general public:

- Information about the availability of the full diversity of child care services that will promote informed child care choices,
- Availability of child care assistance,
- Quality of child care providers (if available),
- Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children's Health Insurance Program (SCHIP)) for which families may also qualify,
- Individuals with Disabilities Education Act (IDEA) programs and services,
- Research and best practices in child development, including all domains of early childhood development, including social and emotional development, cognitive, and physical health and development (particularly healthy eating and physical activity), and meaningful parent and family engagement,
- State/Territory policies regarding the social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children (children from birth to five for purposes of this requirement)) in early childhood programs receiving CCDF.
- Yes. The State/Territory certifies as of March 1, 2016 that it collects and disseminates the above information to parents, providers and the general public. Describe using 2.2.2 through 2.2.7 below.

**X** No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

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- Overall Target Completion Date (no later than September 30, 2016)  
[September 30, 2016](#)
  - Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
    - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

#### Partially Implemented

1) Other programs and Individuals with Disabilities Education Act (IDEA) programs and services: Consumer informational descriptions completed for Temporary Aid for Needy Families (TANF), Head Start and Early Head Start, Low Income Energy Assistance Program (LEAP), Supplemental Nutrition Assistance Program (SNAP), Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), Colorado Adult and Child Food Program (CACFP), Medicaid, State Children’s Health Insurance Program (CHP+), Part C, Part B and Early and Periodic Screening, Diagnostic and Treatment (EPSDT). These descriptions will be posted on the state’s website, with links to other programs, and converted into informational brochures for county departments of human services to discuss with Colorado Child Care Assistance Program (CCCAP) applicants.

2) Research and best practices in child development. Definition and scope completed for: 1. best practices in child development, including social and emotional development, 2. early childhood cognitive development, 3. meaningful parent and family engagement, 4. physical health and development (particularly healthy eating and physical activity). Current website information will be expanded to include additional information on these four topics.

3) Policies regarding the social-emotional behavioral health of children. A work group was convened and recommendations incorporated into development of Colorado’s policies and consumer education information. Information will include policies on expulsion of preschool children, positive behavioral intervention, best practices and research highlights.

#### Substantially implemented:

These requirements are fully implemented:

- 1) Information about the availability of the full diversity of child care services that will promote informed child care choices
- 2) Availability of child care assistance

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### 3) Quality of child care providers

- Unmet requirement - Identify the requirement(s) to be implemented

By 9/30/2016 the following requirements will be fully implemented: 1) Other programs and Individuals with Disabilities Education Act (IDEA) programs and services, 2) Policies regarding the social-emotional behavioral health of children, 3) Research and best practices in child development.

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity [Tamara Schmidt, Colorado Child Care Assistance Program \(CCCAP\) Administrator](#)
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_
1. Start date: 6/15 Determine scope of requirements; identify partners.  
Partners: Office of Informational Technology, county departments of Human Services, Department of Public Health and Environment, mental health, Early Intervention (Part C), Medicaid, and Department of Education, Head Start, Colorado Works (TANF), food assistance, Low Income Energy Assistance Program (LEAP). End Date 9/15
  2. Start date: 9/15 Draft Colorado Child Care Assistance (CCCAP) rules.  
Partners: county departments of human services. End Date 12/15
  3. Start date: 9/15 Draft Other Program descriptions and Individuals with Disabilities Education Act (IDEA) programs for website and brochures. End date 11/15
  4. Start date: 9/15 Identify changes to the Child Care Automated Tracking System (CHATS). Partners: Child Care Automated Tracking System (CHATS) team. End date 12/15
  5. Start date: 9/15. Develop licensing rules on expulsions. End date 12/15
  6. Start date: 9/15. Develop information and best practices on social-emotional research and best practices. Convene workgroup on social emotional plan for Colorado. Partners: statewide and local community organizations, Department of Education, early childhood programs, foundations. End date 12/15

7. Start date: 9/15. Submit child care center licensing rules to State Board / promulgation of rules. End date 3/16
8. Start date: 1/16. Develop information on Colorado Shines website on childhood development, including social emotional development, research and best practices; post on website. End date 9/16.
9. Start date: 1/16. Submit Colorado Child Care Assistance Program (CCCAP) rules to State Board / promulgation of rules. End date 7/16
10. Start date: 1/16. Development of requirements in Child Care Automated Tracking System (CHATS) and testing. Partners: Child Care Automated Tracking System (CHATS) and state Colorado Child Care Assistance Program (CCCAP) team; county departments of human services. End date 8/16.
11. Start date: 8/16. County training on rules and Child Care Automated Tracking System (CHATS) changes implemented. End date 9/30/2016

2.2.2 Describe how the State/Territory makes information available about the full diversity of child care services that will promote informed child care choices, including consumer-friendly strategies such as materials that are culturally responsive and in multiple languages as needed that reflect the literacy levels of consumers, and are easy to access, including accessible to persons with disabilities.

a) Describe how the State/Territory makes information about the full diversity of child care services available to 1) parents of eligible children, 2) providers and 3) the general public \_\_\_\_\_

1) The state website contains information on the diversity of services and types of child care programs available to parents, providers and the general public. 2) Resource and referral agencies inform parents of the different types of child care options available to parents of eligible children. 3) County departments of human services post information on child care services on their websites.

b) Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.) Information on the different types of child care services/child care programs are posted on state and county website and communicated by Resource and Referral Agencies to parents of eligible children and the public.

c) Describe who you partner with to make information about the full diversity of child care choices available The Lead Agency partners with county departments of human services, the Resource and Referral network, Early Childhood Councils and other state agencies such as the Department of Education and Department of Public Health and Environment.

2.2.3 Describe how the State/Territory makes information about the quality (such as through a quality rating and improvement system, if available, nationally-recognized accreditation, or other means) of child care services available to the public, including

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consumer-friendly strategies such as messages that are designed to engage intended audiences and are easy to understand

- a) Describe how the State/Territory makes information about child care quality available to parents of eligible children, providers and the general public  
Colorado deploys a multi-pronged approach to communicate the need for and value of quality early care and education to parents of eligible children, providers and the general public.

Parents and families of young children receive information about programs that have been quality rated. The Colorado Shines website, [www.coloradoshines.com](http://www.coloradoshines.com), targets parents and families of young children to help them search for quality-rated providers for their young children and promote the benefits of quality early care and education. This resource offers messages with easy-to-understand plain language, including defining what is meant by “quality” child care and education. Quality levels achieved by child care programs are posted on this website which contains a child care facility search for parents and the public. The website also provides parents and families with information to help them support their child’s learning and development.

Communication targeting providers offers information about the Colorado Shines quality rating process, how it works, and what the benefits to them are, such as financial incentives and professional development. Ongoing communications occur to inform providers about the process and offers information and materials that can be used by the provider to promote their quality rating to their community and to the families they serve and seek to serve. Providers are able to add content to their profile on the Colorado Shines website to market their business.

Communication to the public intends to raise the awareness and understanding of the value of early care and learning in improving education and creating long term economic benefits, the investments being made in Colorado to raise the quality of child care, and to report on the progress of Colorado Shines in increasing the number of children attending higher quality programs.

- b) Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.)

Colorado provides information about the Colorado Shines Quality Rating and Improvement System utilizing multiple methods: website, direct communications with e-newsletters and mail, written materials (e.g., brochures, flyers, and pamphlets), mass media, and social media. An earned-media strategy is utilized to establish ongoing communication with reporters covering education, parenting, and children’s issues in the state.

- c) Describe who you partner with to make information about child care quality available

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The Lead agency leverages a statewide help desk, licensing specialists, quality rating assessors and local delivery system partners who routinely interact with early care and education providers (local agencies providing child care resource and referral services and supports, Early Childhood Councils, quality improvement coaches), county department of human services, the state advisory council (Early Childhood Leadership Commission ), and other statewide early childhood organizations to assist in the communications about Colorado Shines.

2.2.4 Describe how the State/Territory shares information with eligible parents about other available human service programs. For example, does the State/Territory share information about these other programs through linkages from the online application, universal applications, through intake process/front line workers, providers, child care resource and referral agencies or other trusted advisors such as home visitors, pediatricians, faith-based services, etc.? At a minimum, include in your description how you provide information to eligible parents, what you provide and by what methods, and which partners you work with to provide information about other available service programs.

a) Temporary Assistance for Needy Families (TANF) The Universal Application - Program Eligibility and Application Kit (PEAK) - screens applicants for Temporary Aid for Needy Families (TANF) eligibility and families are able to complete Temporary Assistance for Needy Families (TANF) applications on-line. At the local level, a number of county departments of human services screen and/or provide Colorado Child Care Assistance Program (CCCAP) applicants with information on TANF.

b) Head Start and Early Head Start Programs The Universal Application -Program Eligibility and Application Kit (PEAK) - screens applicants for Head Start and Early Head Start Programs and families are able to complete Head Start applications on-line.

c) Low Income Home Energy Assistance Program (LIHEAP) The Universal Application -Program Eligibility and Application Kit (PEAK) - screens applicants for Low Income Energy Assistance Program (LEAP).

d) Supplemental Nutrition Assistance Programs (SNAP- formerly known as Food Stamps) The Universal Application -Program Eligibility and Application Kit (PEAK) - screens applicants for the Colorado Food Assistance Program and families are able to complete Supplemental Nutrition Assistance Programs (SNAP) applications on-line. At the local level, a number of county departments of human services screen and/or provide Colorado Child Care Assistance Program (CCCAP) applicants with information on the food assistance program.

- e) Women, Infants, and Children Program (WIC) [The Universal Application \(PEAK\)](#) screens applicants for Special Supplemental Nutrition Program for Women, Infants, and Children (WIC),
- f) Child and Adult Care Food Program (CACFP) [Information is coordinated between the Child and Adult Care Food Program \(CACFP\) program in the Department of Public Health and Environment and the Office of Early Childhood, Department of Human Services and will be posted on the Office of Early Childhood website.](#)
- g) Medicaid [Families are able to apply for Medicaid through the Universal Application - Program Eligibility and Application Kit \(PEAK\).](#)
- h) Children's Health Insurance Program (CHIP) [The Universal Application - Program Eligibility and Application Kit \(PEAK\) - screens applicants and families are able to apply for the CHP+ program in Colorado.](#)
- i) Individuals with Disabilities Education Act (IDEA) [The Universal Application - Program Eligibility and Application Kit \(PEAK\) - screens applicants for Part C and Part B.](#)
- j) Other State/Federally Funded Child Care Programs (e.g., state pre-kindergarten) [\[redacted\]](#)
- k) Other early childhood programs (e.g., Maternal, Infant, and Early Childhood Home Visiting program) [The Office of Early Childhood website includes information on: SafeCare Colorado, Maternal Infant and Early Childhood Home, Nurse Home Visitor Program, Colorado Community Response, Family Resource Center Program, Promoting Safe and Stable Families, Early Childhood Mental Health Specialists. In addition, the Universal Application - Program Eligibility and Application Kit \(PEAK\) - screens applicants for Healthy Steps \(a home visitation health program for children 0-3 years old\), School Nutrition Services, Home Instruction for Parents of Preschool Youngsters, Health Insurance Exchange, and Parents as Teachers. Applicants are screened, and are able to apply for the Nurse-Family Partnership program on Program Eligibility and Application Kit \(PEAK\).](#)

2.2.5 Describe how the State/Territory shares information with providers (where applicable) to link families to these other available human service programs. For example, does the State/Territory provide information to providers through CCR&R outreach, as a condition of their contract or voucher agreement, through community-based hub agencies that partner with subsidy providers, county/local collaboration, through quality rating and improvements systems, etc.?

- a) Temporary Assistance for Needy Families (TANF) [Information will be shared on the Office of Early Childhood website.](#)

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- b) Head Start and Early Head Start Programs [Information will be shared on the Office of Early Childhood website.](#)
  - c) Low Income Home Energy Assistance Program (LIHEAP) [Information will be shared on the Office of Early Childhood website.](#)
  - d) Supplemental Nutrition Assistance Programs (SNAP- formerly known as Food Stamps) [Information will be shared on the Office of Early Childhood website.](#)
  - e) Women, Infants, and Children Program (WIC) [Information will be shared on the Office of Early Childhood website.](#)
  - f) Child and Adult Care Food Program(CACFP) [Information is shared between the Child and Adult Care Food Program\(CACFP\) program in the Department of Public Health and Environment and the Office of Early Childhood on the status of providers participating in Child and Adult Care Food Program\(CACFP\). Information will be shared on the Office of Early Childhood website.](#)
  - g) Medicaid [Information will be shared on the Office of Early Childhood website.](#)
  - h) Children's Health Insurance Program (CHIP) [Information will be shared on the Office of Early Childhood website.](#)
  - i) Individuals with Disabilities Education Act (IDEA) [Information will be shared on the Office of Early Childhood website.](#)
  - j) Other State/Federally Funded Child Care Programs (example-State Pre-K) [Information will be shared on the Office of Early Childhood website.](#)
  - k) Other early childhood programs (e.g., Maternal, Infant, and Early Childhood Home Visiting program) [The Office of Early Childhood website includes information on: SafeCare Colorado, Maternal Infant and Early Childhood Home, Nurse Home Visitor Program, Colorado Community Response, Family Resource Center Program, Promoting Safe and Stable Families and Early Childhood Mental Health Specialists.](#)

2.2.6 Describe how the State/Territory makes available information to parents of eligible children, the general public, and where applicable, providers (see also section 6) about research and best practices in child development, including all domains of early childhood development, including social and emotional development, cognitive, and physical health and development (particularly healthy eating and physical activity), and meaningful parent and family engagement. (658E(c)(2)(E)(VI))

- Describe how the State/Territory makes information about research and best practices in child development available to parents of eligible children, providers and the general public [The Colorado Shines website, www.coloradoshines.com, focuses on the quality rating and improvement system, provides resources, and addresses](#)

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the importance of quality. This website includes a family section that outlines resources available to families to be engaged in and support their child's development and early learning. This section directly links to the website, [www.earlylearningco.org](http://www.earlylearningco.org), the central resource for parents, providers and partners to learn more about the Colorado Early Learning and Development Guidelines in English and Spanish. The Colorado Early Learning and Development Guidelines describe the path of children's learning and development from birth to eight years old. They are designed so that everyone who cares for young children can play an important part in giving Colorado's children a strong start. The Guidelines are based on research and bring together widely accepted strategies to help children develop successfully. Links to national organizations, such as ZERO to THREE and the National Association for the Education of Young Children (NAEYC), are included on the Colorado Shines website.

- Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.) The website [www.earlylearningco.org](http://www.earlylearningco.org) offers resources that offer practical tips and points of reference that anyone can use to help children grow and learn. These resources are utilized and distributed by early learning partners across the state.
- Describe who you partner with to make information about research and best practices in child development available Early mental health specialists, local agencies offering child care resource and referral services and supports, Early Childhood Councils.

2.2.7 Describe how information on the State/Territory's policies regarding the social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children (from birth to five for purposes of this requirement), in early childhood programs receiving CCDF is collected and disseminated to 1) parents, 2) providers and 3) the general. (658E(c)(2)(E)(i)(VII))

- a) Describe how the State/Territory makes information regarding social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention support models, available to parents of eligible children, providers and the general public. At minimum, describe **what** you provide (e.g., early childhood mental health consultation services to child care programs) and **how** (i.e., methods such as written materials, direct communication, etc.) for each group:
  - i. Parents: Information is made available to county departments of human services, local agencies offering child care resource and referral services and supports, Early Childhood Councils, and posted on the Colorado Shines Quality Rating and Improvement System website ([www.coloradoshines.com](http://www.coloradoshines.com)), Colorado Early Learning and Development Guidelines website ([www.earlylearningco.org](http://www.earlylearningco.org)), and the Office of Early Childhood website ([www.coloradoofficeofearlychildhood.com](http://www.coloradoofficeofearlychildhood.com)). The

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Professional Development Information System offers training modules that address the social-emotional/behavioral and early childhood mental health of young children and the important resource it is for professionals, families, and advocates who care for and about children. Information on early mental health specialists, located throughout the state, is available on the Office of Early Childhood website.

ii. **Providers:** Information is posted on the Colorado Shines Quality Rating and Improvement System website ([www.coloradoshines.com](http://www.coloradoshines.com)), Colorado Early Learning and Development Guidelines website ([www.earlylearningco.org](http://www.earlylearningco.org)), and the Office of Early Childhood website ([www.coloradoofficeofearlychildhood.com](http://www.coloradoofficeofearlychildhood.com)). The Professional Development Information System offers training modules that address the social-emotional/behavioral and early childhood mental health of young children and the important resource it is for professionals, families, and advocates who care for and about children. Information on early mental health specialists, located throughout the state, is available on the Office of Early Childhood website.

iii. **General public:** Information is made available to county departments of human services, local agencies offering child care resource and referral services and supports, Early Childhood Councils, and posted on the Colorado Shines Quality Rating and Improvement System website ([www.coloradoshines.com](http://www.coloradoshines.com)), Colorado Early Learning and Development Guidelines website ([www.earlylearningco.org](http://www.earlylearningco.org)), and the Office of Early Childhood website ([www.coloradoofficeofearlychildhood.com](http://www.coloradoofficeofearlychildhood.com)). The Professional Development Information System offers training modules that address the social-emotional/behavioral and early childhood mental health of young children and the important resource it is for professionals, families, and advocates who care for and about children.

b) Describe any partners used to make information regarding social-emotional/behavioral and early childhood mental health of young children available. The Early Childhood Mental Health unit in the Office of Early Childhood compiled information on best practices and research for parents, providers and the general public.

c) Does the State have a written policy regarding preventing expulsion of:

- Preschool-aged children (from birth to five) in early childhood programs receiving child care assistance?

Yes. If yes, describe how the State/Territory makes information about that policy available to 1) parents, 2) providers and 3) the

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general public (what you provide, how you provide and any partners used) and provide a link [The early mental health staff in the Office of Early Childhood develop information on best practices and research for parents, providers and the general public. Information can be found at www.coloradoofficeofearlychildhood.com](#)

No.

- School-age children from programs receiving child care assistance?

Yes. If yes, describe how the State/Territory makes information about that policy available to 1) parents, 2) providers and 3) the general public (what you provide, how you provide and any partners used) and provide a link \_\_\_\_\_

No.

#### 2.2.8 Coordination with Other Partners to Increase Access to Developmental Screenings

The State/Territory must develop and describe procedures for providing information on and referring families to existing developmental screening resources and services. (658E(c)(2)E(ii)) At a minimum, the State/Territory must establish procedures to provide information to families and child care providers on: (1) Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.) and developmental screening services available under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.); and (2) a description of how a family or child care provider receiving CCDF may utilize the resources and services to obtain developmental screenings for children receiving CCDF who may be at risk for cognitive or other developmental delays, which may include social, emotional, physical, or linguistic delays. Describe the status of the State/Territory's procedures for providing information on and referring families to existing developmental screening services.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency policy citation(s) \_\_\_\_\_ and:

a) Describe procedures, including timelines for when infants, toddlers and preschoolers should be screened \_\_\_\_\_

b) Describe how CCDF families or child care providers receiving CCDF may utilize the resources and services to obtain developmental screenings for CCDF children at risk for cognitive or other developmental delays \_\_\_\_\_

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**X** Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016)  
[September 30, 2016](#)
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable

Partially Implemented

1. Colorado Child Care Assistance Program (CCCAP) Application is being revised to capture information on families referred to developmental screenings

2. Developing a method to distribute information to counties and providers on referring families to these programs

3. Developing policy for counties on the requirement for a procedure on referrals

- Unmet requirement - Identify the requirement(s) to be implemented

1. Implement a policy requiring counties to make referrals to these Programs

2. Capture referral information in the automated system

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

- Projected start date for each activity \_\_\_\_\_

- Projected end date for each activity \_\_\_\_\_

- Agency – Who is responsible for complete implementation of this activity [Tamara Schmidt, Colorado Child Care Assistance Program \(CCCAP\) Administrator](#)

- Partners – Who is the responsible agency partnering with to complete implementation of this activity

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1. Start date: 6/15. Discuss requirements with Early Intervention, Part C; Special Education, Part B; and Early and Periodic Screening, Diagnostic and Treatment (EPSDT) programs. Partners: Office of Early Childhood, Division of Community and Family Services; Department of Education; Medicaid programs. End date 11/15
  2. Start date 11/15. Seek input from county departments of human services on the referral process. End date 11/15
  3. Start date: 10/15. Draft Colorado Child Care Assistance Program (CCCAP) rules requiring counties to develop a referral process to developmental screening resources in their communities. End date 12/15
  4. Start date: 10/15. Make changes to the Colorado Child Care Assistance Program (CCCAP) application. End date 12/15
  5. Start date: 10/15. Identify changes to the Child Care Automated System (CHATS). End date 12/15
  6. Start date: 12/15. Rules submitted to the State Board. End date 7/16.
  7. Start date: 01/16. Development of automated system changes and testing. End date 9/16.
  8. Start date: 08/16. County training. End date 9/30/2016

2.2.9 Describe how the State/Territory meets the requirement to maintain a record of substantiated parental complaints. (658E(c)(2)(C))

- a) How does the State/Territory define substantiated parental complaint  
A substantiated parental complaint is defined as: the investigating party has found a preponderance of evidence to support the complaint.
- b) How does the State/Territory maintain a record of substantiated parental complaints about providers (e.g., how long are records maintained and in what format) Substantiated complaints on licensed providers and legally exempt providers for illegal care or child abuse reasons are retained in the Division of Early Care and Learning on an imaging system and do not have an expiration date on maintenance. Substantiated complaints on legally exempt providers are conducted by county departments of human services in coordination with Licensing, in the Division of Early Care and Learning, when complaints are related to illegal care or child abuse. For parental complaints

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related to legally exempt providers not related to illegal care or child abuse, maintenance of complaints is based on county policy.

c) How does the State/Territory make substantiated parental complaints available to the public on request [Substantiated complaints on licensed programs are made available to the public through a Colorado Open Records Act \(CORA\) request.](#)

d) Describe how the State/Territory defines and maintains complaints from others about providers [The same process and maintenance defined in a\) through c\) above applies to complaints from others about providers.](#)

2.2.10 How will the Lead Agency or partners provide outreach and services to eligible families for whom English is not their first language?

Check the strategies, if any, that your State/Territory has chosen to implement.

Application in other languages (application document, brochures, provider notices)

Informational materials in non-English languages

Training and technical assistance in non-English languages

Website in non-English languages

Lead Agency accepts applications at local community-based locations

Bilingual caseworkers or translators available

Bilingual outreach workers

Partnerships with community-based organizations

Other [Services for families for whom English is not their first language is determined on a county level. Counties report the following services are available, though not all counties provide these services: 1\) Application in other languages, 2\) Informational materials, 3\) Training and technical assistance, 4\) Website information in non-English languages, 5\) Bilingual outreach workers, 6\) Bilingual caseworkers or translators available, 7\) Partnerships with community-based organizations, 8\) Call-in translations on language lines.](#)

None

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2.2.11 If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State/Territory has the ability to have translation/interpretation in all primary and secondary languages [Spanish is the most common language used to provide information and services in other languages.](#)

2.2.12 Describe how the Lead Agency or partners provide outreach and services to eligible persons with disabilities [Local county offices provide resource information to eligible persons with disabilities as they are identified. Some local county departments of human services have developed relationships with local Early Intervention organizations \(Part C\) for purposes of referrals into the Colorado Child Care Assistance Program. Also, the Early Childhood Councils across the state are responsible for fostering comprehensive, coordinated systems for all early childhood services which include children with disabilities. In some Council communities focus has been placed on children with disabilities and increased access to services, such as child care assistance.](#)

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### 2.3 Website for Consumer Education

The CCDBG Act of 2014 added a requirement that States and Territories have a website describing the State/Territory processes for licensing and monitoring child care providers, processes for conducting criminal background checks as required by law (see section 5.3), and offenses that prevent individuals from being child care providers, and aggregate information on the number of deaths, serious injuries and child abuse in child care settings.

The State/Territory also must make public certain information about the results of such monitoring as required by law for both licensed and unlicensed providers receiving CCDF (see section 5.2) on a website in a way that is consumer-friendly and in an easily accessible format. (658E(c)(2)(D)) In order for a website to be a useful tool for parents, it should be easy to navigate, with a minimum number of clicks, and in plain language. States and Territories must post the results of the monitoring and inspection reports on the website no later than November 19, 2017. All other components of the website must be completed no later than September 30, 2016.

2.3.1 Describe the status of State/Territory's consumer education website.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Provide the link to the website  and describe how the consumer education website meets the requirements to:

- 
- a) Share provider-specific information about health and safety, licensing or regulatory requirements met by the provider (including the last date of inspection, and any history of violations). Describe
  - b) Include a description of health and safety requirements and licensing or regulatory requirements for child care providers
  - c) Include a description of the processes for licensing, background checks, monitoring, and offenses that prevent individuals from being providers
  - d) Provide information about the number of deaths, number of serious injuries as defined by the State/Territory and the number of incidences of substantiated child abuse in child care settings. Describe
  - e) Describe how the website is consumer-friendly, for example, allowing multiple ways to search for providers, defining terms such as exempt care and corrective action plans, presents the results of monitoring inspections in plain language, providing frequently asked questions, is accessible in multiple languages upon request and to persons with disabilities through multiple formats, differentiating between violations based on risk to children, and easy to locate and navigate

**X** Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date. Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016 for all components of the website except posting the results of the monitoring on the website which is November 19, 2017) [09/30/2016; 11/19/2017 for posting results of monitoring](#)
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, in progress, partially completed, substantially completed, other)

- 
- Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable

Partially Implemented:

- a) Licensing and regulatory requirements for child care providers; includes last date of inspection and summary of licensing inspections and investigations.
- b) Licensing and regulatory requirements for providers.
- c) Process for licensing and background checks.
- d) Multiple ways to search for providers and definition of terms.

- Unmet Requirement(s) – Identify the requirement(s) to be implemented

- a) Providing online reports of inspection and responses
- b) Description of Health and Safety requirements
- c) Posting background offenses that prohibit obtaining a license or working in licensed facility
- d) Annual aggregate information on number of deaths, number of serious injuries, number of incidences of substantiated child abuse in the child care setting
- e) Results of inspections in multiple languages upon request; differentiating between violations based on risk to children; share provider specific information about health and safety, licensing or regulatory requirements met by the provider and description of health and safety requirements

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

- Projected start date for each activity \_\_\_\_\_
- Projected end date for each activity \_\_\_\_\_
- Agency – Who is responsible for complete implementation of this activity [Kathi Wagoner, Administrator, Licensing](#)
- Partners – Who is the responsible agency partnering with to complete implementation of this activity [Consumer Education workgroup consisting of members from the Early Childhood Education Association of Colorado, a parent, Colorado Association of Family Child Care, Qualistar, School Age Child Care and the Family](#)

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Development Center, Office of Early Childhood  
Communication Team, Office of Information Technology.

1. Start Date: 7/15 Determine met requirements: a) Licensing and regulatory requirements for child care providers; last date of inspection; b) Licensing and regulatory requirements for providers; c) Process for licensing and background checks; d) Multiple ways to search for providers, defining terms. End Date 9/2015.
2. Start Date: 7/15 Determine unmet requirements: a) Providing online reports of inspection and responses; b) Description of Health and Safety requirements; c) Background offenses that prohibit obtaining a license or working in a licensed facility; d) Annual aggregate information on number of deaths, number of serious injuries, number of incidences of substantiated child abuse in the child care setting; e) Results of inspections in multiple languages upon request; differentiating between violations based on risk to children; share provider specific information about health and safety, licensing or regulatory requirements met by the provider and description of health and safety requirements. End Date 9/15.
3. Start Date: 7/15 Work group recommendations on requirements. End Date 9/15.
4. Start Date: 7/15 Coordinate web development with OEC systems coordinator and web content staff. End Date 11/19/17.
5. Start Date: 11/15 Develop survey for child care providers regarding website. End Date 1/16.
6. Start Date: 10/15 Produce report on # of deaths, serious injuries and # of substantiated child abuse incidences in child care settings. End Date 6/30/16.
7. Start Date: 10/15 Identify health and safety requirements for website. End Date 6/30/16.
8. Start Date: 10/15 Identify the process for licensing, background checks, monitoring offenses that prevent working in child care programs. End Date 6/30/16.

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9. Start Date: 10/15 Identify partners to obtain information regarding the number of deaths, serious injuries, and substantiated child abuse in child care programs. End Date 6/30/16.
  10. Start Date: 6/16 Review and approve website content. End Date 7/16.
  11. Start Date: 7/16 Enter content into web-site. End Date 8/16.
  12. Start Date: 8/16 Provider Training. End Date: 9/30/16.
  13. Start Date: 9/16 Develop Consumer-friendly content for website including results of monitoring visits, violations, last date of monitoring (due 11/19/17); Health and safety requirements (9/30/16); Processes for licensing, background checks, monitoring, offenses that prevent working in child care programs (9/30/16); # of deaths, serious injuries, substantiated child abuse (9/30/16). End Date 11/19/17.

### **3 Provide Stable Child Care Financial Assistance to Families**

The expanded purposes of CCDBG highlight the opportunities States and Territories have to “deliver high-quality, coordinated early childhood care and education services to maximize parents’ options and support parents trying to achieve independence from public assistance”; and “to improve child care and development of participating children.” (658A(b)) Young children learn in the context of their relationships with adults, including their child care teacher or provider. The unintentional consequence of child care assistance that is linked to adult work and school obligation is that child care arrangements – and the opportunity for children to form trusting relationships with teachers – are often interrupted and unstable. Child care financial assistance policies that make it easier to get and keep assistance support continuity of care and relationships between the child and child care provider and enable parents to stay employed or complete training/education. Child care support that extends until families are able to pay the full cost of care themselves promotes longer lasting economic stability for families. CCDF funds may support families until they reach 85% of State Median Income (SMI).

The CCDBG Act of 2014 included requirements to establish minimum 12-month eligibility and redetermination periods, requiring that States and Territories have a process to

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account for irregular fluctuations in earnings, a policy ensuring that families' work schedules are not disrupted by program requirements, policies to provide for job search of not less than three (3) months, and to describe policies for graduated phase-out of assistance. The definition of an eligible child includes that a family's assets may not exceed \$1,000,000 (as certified by a member of such family). Procedures for enrollment of homeless children and children in foster care if served pending completion of documentation are also now required. There is nothing in statute to prohibit States from establishing policies that extend eligibility beyond 12 months or establish other similar policies to align program requirements that allow children enrolled in Head Start, Early Head Start, state or local pre-kindergarten and other collaborative programs to finish the program year and to promote continuity for families receiving services through multiple benefits programs.

### 3.1 Eligible Children and Families

At the point in time when eligibility is determined, children must (1) be under the age of 13, (2) reside with a family whose income does not exceed 85 percent of the State's median income for a family of the same size, and whose family assets do not exceed \$1,000,000 (as certified by a member of such family); and who (3)(a) resides with a parent or parents who are working or attending a job training or educational program; or (b) is receiving, or needs to receive, protective services and resides with a parent or parents not described in (3a.). (658P(4))

#### 3.1.1 Eligibility Criteria Based upon Child's Age

a) The CCDF program serves children from 1 week (weeks/months/years) to 13 years (through age 12).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B)), 658P(3))

Yes, and the upper age is up to 19 years (may not equal or exceed age 19).

Provide the Lead Agency definition of physical or mental incapacity – “Disabled child” means a child who has a physical or mental disability and is incapable of caring for himself or herself or who is under court supervision and who has additional care needs identified by an Individual Health Care Plan (IHCP), Individual Education Plan (IEP), physician's/professional's statement, or child welfare treatment plan. The additional care needs identified will require additional care by a provider based on a fee for service and/or require care for a child who is age thirteen (13) up to the nineteenth (19th) birthday.

No.

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c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B))

Yes, and the upper age is up to 19 years (may not equal or exceed age 19)

No.

3.1.2 How does the Lead Agency define the following eligibility terms?

- a) residing with – “residing with” means physically located with the eligible adult caretaker(s).
- b) in loco parentis – “In loco parentis” means a person who is assuming the parental obligations for a minor, including protecting his/her rights and/or a person who is standing in the role of the parent of a minor without having gone through the formal adoption process. Parental obligations include, but are not limited to, attending parent teacher conferences, regularly picking up and dropping children at child care, and regularly taking the child to doctor appointments

3.1.3 Eligibility Criteria Based on Reason for Care

a) How does the Lead Agency define “working, attending job training and education” for the purposes of eligibility at the point of determination? Provide a brief description below, including allowable activities and if a minimum number of hours is required by State/Territory (not a federal requirement).

- working Employment means holding a part time or full time job for which wages, salary, in-kind income or commissions are received.
- attending job training Training includes vocational/technical job skills training when offered as secondary education which result in a diploma or certificate. Parents are eligible for a minimum of two years. In addition, up to twelve months of assistance is allowable for high school equivalency examination, high school diploma, English and a Second Language or adult basic education.
- attending education Education program means a regionally accredited post-secondary training program for a Bachelor’s degree or less. Parents are eligible for a minimum of two years. Attending an education program is limited to the parent’s first Bachelor’s degree or less and must include coursework that leads to a degree.

b) Does the Lead Agency allow parents to qualify for CCDF assistance on the basis of education and training participation alone (without additional minimum work requirements)?

Yes.

No. If no, describe additional requirements \_\_\_\_\_

c) Does the Lead Agency provide child care to children in protective services?

Yes. If yes, how does the Lead Agency define “protective services” for the purposes of eligibility? Provide a brief description below.

1) Definition of protective services – \_\_\_\_\_

2) Does the Lead Agency waive the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services on a case-by-case basis? (658E(c)(5))

Yes.

No.

**Note** – If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for purposes of CCDF these children are considered to be in protective services and should be included in the protective services definition above.

No

#### 3.1.4 Eligibility Criteria Based on Family Income

a) How does the Lead Agency define “income” for the purposes of eligibility at the point of determination?

- Definition of income – **Income includes gross taxable wages, unearned income, and in-kind income.**

b) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the current SMI. Complete columns (e) and (f) with the maximum “exit” eligibility level if applicable and below the federal limit of 85% of current SMI. Note – If the income eligibility limits are not statewide, check here **X**. Describe how many jurisdictions set their own income eligibility limits: **64 counties set their own limits.** Fill in the chart based on the most populous area of the state.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	(c) (IF APPLICABLE) \$/month Maximum "Entry" Income Level if lower than 85% Current SMI	(d) (IF APPLICABLE) % of SMI [Divide (c) by (a), multiply by 100] Income Level if lower than 85% Current SMI	(e) (IF APPLICABLE) \$/month Maximum "Exit" Income Level if lower than 85% Current SMI	(f) (IF APPLICABLE) % of SMI [Divide (e) by (a), multiply by 100] Income Level if lower than 85% Current SMI
1	0	0				
2	\$1,328	\$4,139				
3	\$1,674	\$5,112				
4	\$2,021	\$6,086				
5	\$2,368	\$7,059				

**Reminder** - Income limits must be provided in terms of current State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. Federal [poverty guidelines](http://aspe.hhs.gov/poverty/index.cfm) are available at <http://aspe.hhs.gov/poverty/index.cfm> .

c) SMI Source and year **Source: Published in the Federal Register at [www.federalregister.gov](http://www.federalregister.gov) for FFY 2016.**

d) These eligibility limits in column (c) became or will become effective on **N/A**

e) Provide the link to the income eligibility limits The county income eligibility levels can be found at the Office of Early Childhood website: <http://www.coloradoofficeofearlychildhood.com/#!child-care-assistance-program/cu2m>

### 3.1.5 Graduated Phase-Out of Assistance

The CCDBG Act of 2014 added a provision that requires States and Territories to provide for a graduated phase-out of assistance for families whose income has increased at the time of re-determination, but remains below the federal threshold of 85% of State median income.

Providing a graduated phase-out supports long-term family economic stability by allowing for wage growth and a tapered transition out of the child care subsidy program. (658E

(c)(2)(N)(iv)) This might be achieved through policies such as establishing a second income eligibility threshold at redetermination (e.g., establishing a different eligibility threshold for families first applying for assistance and those already receiving assistance, sometimes called and "exit threshold") or by granting a sustained period of continued assistance to the family before termination.

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Describe the status of the State/Territory's policy regarding graduated phase-out of assistance.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency's policy citation(s) and describe the policies and procedures for graduated phase-out **At the time of redetermination families who are engaged in eligible activities, whose household income exceeds the exit income eligibility levels set by the county, but remains below the 85% of State Median Income, must continue to receive Colorado Child Care Assistance Program (CCCAP) subsidy for no less than ninety (90) calendar days. Counties have the option of extending Colorado Child Care Assistance Program (CCCAP) subsidy benefits up to six months.**

Not implemented. The State must provide a State-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste tables here. Your responses here will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) \_\_\_\_\_
- Overall Status – Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s)– Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
  - Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
- Tasks/Activities – What steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_

- 
- Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_

### 3.1.6 Fluctuation in Earnings

The CCDBG Act of 2014 added a requirement that the Plan shall demonstrate how the State/Territory's (or designated local entity) processes for initial determination and redetermination take into account irregular fluctuations in earnings. (658E(c)(2)(N)(i)(II))

Note – this change requires that States and Territories have policies to account for the fact that some parents with seasonal or other types of work schedules may have irregular earnings over the course of a year, including changes that temporarily exceed 85% of SMI. States and Territories should have procedures to guide how eligibility and copayments are set in a manner to take such circumstances into account. For example, averaging family income over a period of time to broaden the scope of income verification to be more reflective of annual income rather than tied to a limited time frame that may have seasonal irregularities.

Describe the status of the State/Territory's policy related to the fluctuation in earnings requirement.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency's policy citation(s) and describe the circumstances that cover irregular fluctuations of earnings pursuant to this requirement **Irregular income can be averaged over a period of time up to twelve months. Irregular income is defined as income that does not provide an accurate indication of anticipated income. Examples include: 1) contract employment, where annual income is based on a period shorter than a year, 2) self-employment income, including income from rental property, 3) monthly earnings fluctuate, 4) income sources where amounts can be anticipated to change, such as Social Security cost-of-living increases.**

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) \_\_\_\_\_
- Overall Status – Describe the State/Territory's overall status toward complete implementation for this requirement(s)-(not

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yet started, partially implemented, substantially implemented, other) \_\_\_\_\_

Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_

o Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

o Projected start date for each activity \_\_\_\_\_

o Projected end date for each activity \_\_\_\_\_

o Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_

o Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_

3.1.7 Describe how the Lead Agency documents, verifies and maintains applicant information.

Check the information that the Lead Agency documents documents and include in the description what information is required and how often. There are no federal requirements for specific documentation or verification procedures.

**X** Applicant identity. Describe **When a primary adult caretaker is declaring the identity of his/her child due to the child not having identification as part of the application, a picture ID of the primary adult caretaker or teen parent is needed to verify the adult caretaker's identity. Verification documents are maintained in the client's file. This is verified once at the time of application.**

Applicant's relationship to the child. Describe \_\_\_\_\_

**X** Child's information for determining eligibility (e.g., identity, age, etc.). Describe **All children who have had an application made on their behalf for or are receiving child care assistance must verify that they are U.S. citizens or qualified aliens and provide proof of identity. Verification documents are maintained in the client's file. This is verified once at the time of application.**

**X** Work. Describe **Verification of employment includes completion of a county form, or a signed statement from the employer or employer's authorized designee, stating employment begin date, hourly wage or gross salary amount, work schedule, payment frequency, date of first paycheck and verifiable employer contact information. Verification documents are maintained in the client's file. This is verified**

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once at the time of application, once at re-determination, and if the family reports a change.

Job training or Educational program. Describe Verification of job training or education is based on the applicant's schedule of eligible activity. Verification documents are maintained in the client's file. This is verified once at the time of application, once at re-determination, and if the family reports a change.

Family income. Describe Employment pay stubs or employer's verbal verification is acceptable if parents have not received their first pay stub. For all other countable non-employment related income, source documentation is required. Income that is verbally verified by the employer is noted in the Child Care Automated Tracking System (CHATS) used by counties. Verification documents are maintained in the client's file. This is verified once at the time of application, once at re-determination, and if the family reports a change.

Household composition. Describe \_\_\_\_\_

Applicant residence. Describe County residency verification is required. Applicants and recipients must live in the county where the applicant is applying for child care assistance. Verification documents are maintained in the client's file. This is verified once at the time of application, once at re-determination, and if the family reports a change.

Other. Describe Counties may require a copy of current immunization records. Verification documents are maintained in the client's file. Adult caretakers must provide current immunization records for children who receive child care from qualified providers not related to the child(ren), where care is provided outside of the child's home and the children are not school age. This is verified once at the time of application and once at re-determination.

**Reminder** – Lead Agencies are reminded that, for purposes of implementing the citizenship verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who is the primary beneficiary of the child care benefit, is relevant for eligibility purposes (ACYF-PI-CC-98-08). States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing in loco parentis, or other household members have not provided information regarding their immigration status. In addition, verification of child citizen status is not required when the child is served in a program meeting Early Head Start/Head Start standards, such as in Early Head Start – Child Care Partnerships, or public educational standards which may include pre-k settings (<http://www.acf.hhs.gov/programs/occ/resource/pi-2008-01>).

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3.1.8 Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

Time limit for making eligibility determinations. Describe length of time [County departments of human services must make a decision to approve or deny an application within fifteen calendar days of the date the applicant completed the application.](#)

Track and monitor the eligibility determination process [The monthly quality assurance audits monitor timeliness of the time limit imposed on county departments of human services for completing applications.](#)

Other. Describe \_\_\_\_\_

None

3.1.9 Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement

Per CCDF regulations, Lead Agencies are required to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age (98.16(9) and 98.33(b)). This requirement did not change under the reauthorization, however Lead Agencies may wish to re-examine those definitions in light of new purposes articulated in Reauthorization and to promote alignment across programs. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State/Territory TANF agency in accordance with section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency [Colorado Works Division, Colorado Department of Human Services.](#)

b) Provide the following definitions established by the TANF agency.

- "appropriate child care" [Care and supervision that maintains the health and safety of the child while encouraging growth and development. Appropriate](#)

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care should strive to meet the developmental physical, mental and emotional needs of the child, as defined by the county.

- "reasonable distance" Distance between the child's home and the child care setting or the parent's place of employment and the child care setting that, when traveled using transportation resources available to the family, still allows the family to perform basic daily routines.
- "unsuitability of informal child care" Care provided in a legally exempt setting that endangers the health or safety of the child or that hinders the growth and development of the child, as defined by the county in the county Colorado Works and Child Care Assistance Plan.
- "affordable child care arrangements" Care for which the cost to the parent does not exceed 14% of the family's earned income, and as may be further defined in the county Colorado Works and Child Care Assistance Plan.

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

In writing

Verbally

Other. Describe \_\_\_\_\_

List the citation to this TANF policy [Department of Human Services, Income Maintenance \(Volume 3\), Colorado Works Program, 9 CCR 2503-6](#)

3.1.10 The Lead Agency certifies that it will require a family member to certify that the family assets do not exceed \$1,000,000. A check-off on the application is sufficient.

Yes. The Lead Agency certifies that it will require families to certify that the family assets do not exceed \$1,000,000 no later than September 30, 2016.

### 3.2 Increasing Access for Vulnerable Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. This did not change under reauthorization. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level).  
(658E(c)(3)(B))

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3.2.1 Describe how the Lead Agency will prioritize or target child care services for the following children and families (658E(c)(3)(B)), including definitions, any time limits, grace periods or priority rules in the description:

- a. Provide definition of “Children with special needs” : A child who has a physical or mental disability and is incapable of caring for himself or herself or who is under court supervision and who has additional care needs identified by an Individual Health Care Plan (IHCP), Individual Education Plan (IEP), physician’s/professional’s statement, or child welfare treatment plan. and describe how services are prioritized The additional care needs identified will require additional care by a provider based on a fee for service and/or require care for a child who is age thirteen (13) up to the nineteenth (19th) birthday. County departments of human services may pay higher rates for children with special needs.
- b. Provide definition of “Families with very low incomes” Families with incomes under 130% of poverty, including Temporary Assistance for Needy Families (TANF) families and describe how services are prioritized County departments of human services with wait lists may prioritize Temporary Assistance for Needy Families (TANF) families or families transitioning into Low-Income Colorado Child Care Assistance Program (CCCAP) for enrollment.
- c. Describe how services for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF are prioritized (Section 418(b)(2) of the Social Security Act) Families transitioning from Colorado Works into Low-Income Colorado Child Care Assistance Program (CCCAP) do not complete Colorado Child Care Assistance Program (CCCAP) applications. Eligibility re-determinations are completed within six months of enrollment into the Low-Income Colorado Child Care Assistance Program (CCCAP).

3.2.2 Improving Access for Homeless Children and Families.

The CCDBG Act of 2014 places greater emphasis on serving homeless children and families. Stable access to high-quality child care provides tremendous benefits to all children, especially our most vulnerable children. Children and families who experience homelessness face many challenges. Improving access to child care can buffer children and families from the challenges and risks associated with homelessness by supporting children’s learning and development in safe, stable and nurturing environments. Under the new law, States and Territories are required to use CCDF funds to 1) allow homeless children to receive CCDF assistance after an initial eligibility determination but before providing required documentation (including

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documentation related to immunizations); 2) providing training and technical assistance to child care providers on identifying and serving homeless children and families (addressed in Section 6); and 3) conduct specific outreach to homeless families. (658E(c)(3))

States and Territories also must establish a grace period that allows homeless children and children in foster care (if served by the Lead Agency) to receive CCDF assistance while their families are taking the necessary actions to comply with immunization and other health and safety requirements as described in Section 5. This flexibility will make it significantly easier for these vulnerable families to access child care services. This language is consistent with current requirements established through CCDF regulations in 1998, which required a grace period in which children can receive services while families take the necessary actions to comply with the immunization requirements. (658E(c)(2)(I)(i)(II)) ACF recommends States and Territories consult the definition of homeless in the McKinney-Vento Act (section 725 of subtitle VII-B) as you implement the requirements of this section as that definition is consistent with the required CCDF administrative data reporting requirements.

Describe the status of the State/Territory's procedures to enroll and provide outreach to homeless families and establish a grace period for children in foster care, if served, for meeting immunization requirements

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe the following:
- a. Procedures to increase access to CCDF subsidies for homeless children and families, including the grace period to comply with immunization and health and safety requirements \_\_\_\_\_
  - b. Procedures to conduct outreach to homeless families to improve access to child care services \_\_\_\_\_
  - c. Procedures to provide a grace period to comply with immunization and other health and safety requirements to expedite enrollment for children who are in foster care if served by the Lead Agency to improve access to child care services \_\_\_\_\_

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016)  
September 30, 2016
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

Partially Implemented

1. Colorado Child Care Assistance Program (CCCAP) regulations have been submitted to State Board for review and public hearing
2. An expedited enrollment policy has been developed

- Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_

1. Rules have not been promulgated
2. Child Care Automated Tracking System (CHATS) changes not fully implemented
3. County staff training not completed

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

- Projected start date for each activity \_\_\_\_\_

- Projected end date for each activity \_\_\_\_\_

- Agency – Who is responsible for complete implementation of this activity activity Tamara Schmidt, Administrator, Colorado Child Care Assistance Program (CCCAP)

- Partners – Who is the responsible agency partnering with to complete implementation of this

1. Start Date: 4/15. Define requirements; meet with the Homeless Coalition to get input on requirements. Partner: Colorado Homeless Coalition. End Date 5/16
  2. Start Date: 6/15. Present requirements and get input from county departments of human services. Partners: county department of human services. End Date 10/15
- Start Date: 8/15. Make changes to the Colorado Child Care Assistance Program (CCCAP) application and re-determination. End date 12/15

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- Start Date: 11/15. Draft Colorado Child Care Assistance Program (CCCAP) rules, submit to State Board for review and public hearings. End Date 7/16 (effective date)
  - Start Date: 10/15. Identify CHATS (Child Care Automated Tracking System) requirements, development and testing. Partners: CHATS team, county department of human services. End Date 9/16
  - Start Date: 6/16. Development outreach materials for counties and providers. End Date 8/16
  - Start Date: 8/16. County staff training. End Date 9/30/2016.

### 3.3 Protection for Working Parents

#### 3.3.1 Twelve-Month Eligibility

The CCDBG Act of 2014 establishes a minimum 12-month eligibility and redetermination period for CCDF families. States and Territories are required to demonstrate in the Plan that no later than September 30, 2016 each child who receives assistance will be considered to meet all eligibility requirements for such assistance and will receive such assistance, for a minimum of 12 months before the State/Territory redetermines the eligibility of the child, regardless of changes in income (as long as income does not exceed the federal threshold of 85% of State median income) or temporary changes in participation in work, training, or education activities. (658E(c)(2)(N)(i) & (ii))

Note that this change means a State/Territory may not terminate CCDF assistance during the 12-month period if a family has an increase in income that exceeds the State's income eligibility threshold, but not the federal threshold of 85% SMI.

In addition, this change means the State/Territory may not terminate assistance prior to the end of the 12-month period if family experiences a temporary job loss or temporary change in participation in a training or education activity. Examples of temporary changes include but are not limited to: absence from employment due to maternity or extended medical leave, changes in seasonal work schedule, or if a parent enrolled in training or educational program is temporarily not attending class between semesters.

Describe the status of the State/Territory's establishment of 12-month eligibility and redetermination periods for CCDF families.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency's policy citation(s) and describe circumstances considered temporary changes in work, education or training that are not subject to termination

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**X** Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016)

[September 30, 2016](#)

- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_

- Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

[Fully Implemented](#)

- Statute and rule in place: minimum 12-month eligibility/redetermination periods

[Partially Implemented](#)

1. Statutory change initiated to clarify that 1) Child Care Development Fund assistance may not terminate during the 12-month period if family has an increase in income that exceeds State’s eligibility levels, but not 85% of the SMI, 2) clarification that if a family experiences a temporary job loss or change in participating in a training or education activity, the State cannot terminate assistance prior to the end of the 12-month period.
2. Colorado Child Care Assistance Program regulations submitted for State Board review and public hearing
3. Child Care Automated Tracking System (CHATS) changes identified and development started
4. Definition of temporary changes identified

- Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_

1. Statute change in progress to clarify/strengthen language
2. Colorado Child Care Assistance Program (CCCAP) rules not finalized
3. Child Care Automated Tracking System (CHATS) changes not fully implemented

- Tasks/Activities – What specific steps will you take to implement the requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

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- Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this [activity Tamara Schmidt, Administrator, Colorado Child Care Assistance Program](#)
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity

1. Start Date: 5/15. Seek interpretation from Attorney General’s Office on statute change. End date 7/15.

2. Start Date: 7/15. Develop/request statute change. End Date 1/16.

3. Start Date: 6/25. Input from county departments. Partners: County departments of human services. End date 10/15.

4. Start Date: 9/15. Draft Colorado Child Care Assistance Program (CCCAP) rules; submit to State Board for review and public hearings, rules finalized. End Date 7/16.

5. Start Date: 9/15. Define Child Care Automated Tracking System (CHATS) changes, development and testing of changes. Partners: CHATS team, county departments of human services. End date 9/30/2016.

6. Start Date: 9/16. County training. Partners: county department of human services. End Date 9/30/2016.

### 3.3.2 State and Territory option to terminate assistance prior to 12 months

The CCDBG Act of 2014 provides States and Territories the option – but does not require them – to terminate assistance prior to re-determination at 12 months if a parent loses employment or if he or she stops attending a job training or education program (i.e., if the parent experiences a non-temporary change in their status as working, or participating in a training or education program). However, prior to terminating the subsidy, the State/Territory must provide a period of continued child care assistance of at least 3 months to allow parents to engage in job search, resume work, or to attend an education or training program as soon as possible. (658E(c)(2)(N)(iii)) Nothing in the statute prohibits the State/Territory from starting a new 12-month eligibility and redetermination period if families are eligible at the end of their job search, training or education attendance period.

Note that unless the State allows a minimum 3-month job search period – the State/Territory may not exercise the option to terminate assistance based on a parent’s non-temporary job loss or cessation of attendance at a job training or educational program prior to the end of the minimum 12-month eligibility and re-determination period. The statute does not specify any documentation that States/Territories must

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require parents to submit regarding activities during periods of job search or finding training or education program requirements for this period.

Does the State/Territory terminate assistance prior to 12 months due to a parent's non-temporary loss of work or cessation of attendance at a job training or education program?

Yes, the State/Territory terminates assistance prior to 12 months due to parent's loss of work or cessation of attendance at a job training or education program ONLY. List the Lead Agency's policy citation(s) and describe the circumstances considered to be non-temporary job, education or training loss and provide the duration allowed for job search or resuming attendance in training or education programs [The definition of non-temporary job, education or training loss is defined as not participating in one of these activity for over three months.](#)

No, the State/Territory does not allow this option.

### 3.3.3 Prevent Disruption of Work

The CCDBG Act of 2014 added a requirement that States and Territories must describe in the Plan the procedures and policies in place to ensure that parents (especially parents in families receiving assistance under TANF) are not required to unduly disrupt their employment, education or job training activities in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility for assistance. (658E(c)(2)(N)(ii)) Examples include implementing re-determination strategies to verify income and employment electronically as opposed to more onerous practices such as asking parents and families to come to the subsidy office for an in-person visit, or aligning eligibility with other early care and education or public benefits programs to collect information centrally. The process by which States and Territories collect eligibility documentation represents a potential barrier to services, particularly when documentation can only be provided in-person during standard work hours. States and Territories can offer a variety of family-friendly mechanisms for submitting documentation for eligibility determinations and/or re-determination.

Describe the status of the State/Territory's redetermination procedures and policies to ensure that parents (especially parents receiving TANF) do not have their employment, education or job training unduly disrupted in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency's policy citation(s) and describe the policies and procedures for not unduly disrupting employment [The following rules support policies that](#)

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minimize disruptions for parents participating in employment, training, job search or education:

1. Redetermination forms are mailed to families at least 45 calendar days prior to the redetermination due date. The redetermination form, a shorter version of the initial Colorado Child Care Assistance Program (CCCAP) application, includes key eligibility information relevant to income, eligibility activity status, household composition and residence.
  2. Temporary Assistance for Needy Families (TANF) families who are transitioning from Temporary Assistance for Needy Families (TANF) to Low-Income Colorado Child Care Assistance Program (CCCAP) do not complete a Colorado Child Care Assistance Program (CCCAP) application at transition time. County departments of human services establish redetermination dates within 6 months of the date a Low-Income Colorado Child Care Assistance Program (CCCAP) case is opened.
  3. Counties are encouraged to verify citizenship, identity status and other eligibility requirements using available information from other sources.
  4. Counties are required to act within 5 business days on referrals from Colorado Works (TANF) to initiate child care assistance.
- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.
    - Overall Target Completion Date (no later than September 30, 2016) \_\_\_\_\_
    - Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
    - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
      - Unmet requirement - Identify the requirement(s) to be fully implemented \_\_\_\_\_
      - Tasks/Activities – What specific steps will you take to implement the requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

- Projected start date for each activity \_\_\_\_\_
- Projected end date for each activity \_\_\_\_\_
- Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_
- Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_

### 3.4 Family Contribution to Payment

The statute requires Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care that is not a barrier to families receiving CCDF. (658E(c)(5) In addition to income and size of the family, the Lead Agency may use other factors when determining family contributions/co-payments. The sliding fee scale is subject to review by ACF as part of ongoing monitoring efforts to CCDBG compliance.

3.4.1 Provide the CCDF copayments in the chart below according to family size for one child in care. Note – If the sliding fee scale is not statewide, check here  and describe how many jurisdictions set their own sliding fee scale \_\_\_\_\_. Fill in the chart based on the most populous area of the State.

Family Size	(a) Lowest "Entry" Income Level Where Copayment First Applied	(b) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(c) What is the percent of income for (b) ?	(d) Highest "Entry" Income Level Before No Longer Eligible	(e) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(f) What is the percent of income for (e)?
1	165%		12%			25%
2	165%	262.80	12%		1034.75	25%
3	165%	331.44	12%		1278.00	25%
4	165%	400.08	12%		1521.50	25%
5	165%	468.72	12%		1764.75	25%

- a) What is the effective date of the sliding fee scale(s)? [December 1, 2014](#)
- b) Provide the link to the sliding fee scale [www.sos.state.co.us](http://www.sos.state.co.us), Administrative Rules, Colorado Child Care Assistance Program (CCAP), Section 3.905 B. 9.

3.4.2 How will the family's contribution be calculated and to whom will it be applied? Check all that apply.

- Fee is a dollar amount and
  - Fee is per child with the same fee for each child
  - Fee is per child and discounted fee for two or more children
  - Fee is per child up to a maximum per family
  - No additional fee charged after certain number of children
  - Fee is per family

**X** Fee is a percent of income and

- Fee is per child with the same percentage applied for each child
- Fee is per child and discounted percentage applied for two or more children
- Fee is per child up to a maximum per family
- No additional percentage applied charged after certain number of children
- Fee is per family
- Contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1). Describe \_\_\_\_\_

**X** Other. Describe **Fee is per family, with an additional dollar amount for each child beyond the first child in the family.**

3.4.3 Will the Lead Agency use other factors in addition to income and family size to determine each family's copayment? (658E(c)(3)(B))

- Yes, and describe those additional factors using the checkboxes below.
  - X** Number of hours the child is in care
  - Lower copayments for higher quality of care as defined by the State/Territory

**X** Other. Describe other factors. **1) When all children are in part-time care, the parental fee is assessed at 55% of the fee. Part-time care is defined as an average of less than 13 full-time equivalent units of care per month. 2) A tiered reduced co-pay is applied for children attending high quality care, which is defined as child care programs that have attained a Colorado Shines quality rating of Level 3, 4, or 5.**

- No.

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3.4.4 The Lead Agency may waive contributions/co-payments from families whose incomes are at or below the poverty level for a family of the same size (98.42(c)). Will the Lead Agency waive family contributions/co-payments for families whose incomes are at or below the poverty level?

Yes, the Lead Agency waives family contributions/co-payments for families with income at or below the poverty level for families of the same size. The poverty level used by the Lead Agency for a family size of 3 is \$\_\_\_\_\_.

No, the Lead Agency does not waive family contributions/co-payments.

3.4.5 How will the Lead Agency ensure the family contribution/co-payment, based on a sliding fee scale, is affordable and not a barrier to families receiving CCDF? Check all that apply.

Limits the maximum co-payment per family. Describe \_\_\_\_\_

Limits combined amount of copayment for all children to a percentage of family income. List the percentage of the copayment limit and describe \_\_\_\_\_

Minimizes the abrupt termination of assistance before a family can afford the full cost of care (“the cliff effect”) as part of the graduated phase-out of assistance discussed in 3.1.5. Describe \_\_\_\_\_

Does not allow providers to charge families the difference between the maximum payment rate (addressed in section 4) and their private pay rate in addition to the copayment they are paying. Describe \_\_\_\_\_

Covers all fees (such as registration, supplies, field trips) to minimize the additional fees charged to the families by the provider. Describe \_\_\_\_\_

Other. Describe [Fees may be reduced to five dollars for hardship reasons for up to six months per hardship award.](#)

#### **4 Ensure Equal Access to High Quality Child Care for Low-Income Children**

The 2014 reauthorization of the CCDBG Act is designed to help States and Territories advance improvements to the quality of child care in order to promote the healthy social-emotional, cognitive and physical development of participating children. Ensuring that low-income and vulnerable children can access high-quality care (and remain enrolled to school entry and beyond) is an equally important purpose of CCDBG. Payment levels and policies have a major impact on access.

The CCDBG Act of 2014 revises the requirement for a market rate survey (MRS) so that: (1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child. Also, a State/Territory may

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develop and conduct an alternative methodology for setting payment rates, such as a cost estimation model, to take into account the cost of meeting quality requirements.

To provide stability of funding and encourage more child care providers to participate in the subsidy program, the State/Territory's payment practices for CCDF child care providers must reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory, such as paying for supplies, field trips, registration fees. In addition, to the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking provider payments from a child's occasional absence due to holidays or unforeseen circumstances such as illness or closures due to emergency.

The CCDBG Act of 2014 added a provision that the State/Territory must also develop and implement strategies to increase the supply and improve the quality of child care services for: (1) children in underserved areas; (2) infants and toddlers; (3) children with disabilities (the CCDBG Act of 2014 added a new definition of child with disability (658(P)(3)); and (4) children who receive care during non-traditional hours. With respect to investments to increase access to programs providing high-quality child care and development services, the State/Territory must give priority to children of families in areas that have significant concentrations of poverty and unemployment and that do not have such programs. (658 E(c)(2)(M))

#### **4.1 Parental Choice In Relation to Certificates, Grants or Contracts**

The parent(s) of each eligible child who receive(s) or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate.

(658E(c)(2)(A)) This did not change under the CCDBG Act of 2014.

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4.1.1 Describe how the parent of each eligible child is advised that the Lead Agency offers the option of selecting a provider that has a grant or contract or receiving a child care certificate (658E(c)(2)(A)(i), 658P(2)) Families who have not already selected a provider when applying for child care assistance are referred to a Child Care Resource and Referral agency for consumer education and referrals. Referral choices are driven by the family's needs; if a family's choice coincides with a child care program that has an active contract with the county, the local agency providing child care resource and referral services will inform the family .

4.1.2 Describe how the parent is informed of the option to choose from a variety of child care categories – such as private, not-for-profit, faith-based providers (if using a certificate), centers, family child care homes, or in-home providers. (658E(c)(2)(A)(i), 658P(2), 658Q)) Check all that apply.

- Certificate form provides information about the choice of providers, including high quality providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials on choosing child care
- Referral to child care resource and referral agencies
- Co-located resource and referral in eligibility offices
- Verbal communication at the time of application
- Community outreach, workshops or other in-person activities
- Other. Describe [Information is posted on state and county websites.](#)

4.1.3 Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1))) **Note:** Do not check “yes” if every provider is simply required to sign an agreement in order to be paid in the certificate program.

- Yes. If yes, **describe:**
  - the type(s) of child care services available through grants or contracts  
**Colorado Child Care Assistance Program** - Under the Colorado Child Care Assistance Program (CCCAP) counties have an option of developing contracts for slots with licensed child care programs, including centers and child care homes. Contracts for slots serve the purpose of increasing supply and quality and serving vulnerable and underserved families.  
**Infant and Toddler Quality and Availability Grant Program** - Funds are awarded to improve quality in infant and toddler care, provide

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tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement.

- the entities who receive contracts (e.g., shared services alliances, child care resource and referral agencies, family child care networks, community based agencies, child care providers, etc.)

**Colorado Child Care Assistance Program** - At this time contracts for slots are developed directly between county departments of human services and licensed child care programs.

**Infant and Toddler Quality and Availability Grant Program** - Early Childhood Councils and county departments of human services jointly apply for moneys through the grant program which is administered by the Colorado Department of Human Services.

- the process for accessing grants or contracts

**Colorado Child Care Assistance Program** - County departments of human services develop processes at the local level to identify, recruit and establish contracts for slots through their contracting and procurement policies which also meet State procurement policies. The State provides guidance and regulations that address key requirements counties must follow when contracting for slots.

**Infant and Toddler Quality and Availability Grant Program** –

The Colorado Department of Human Services issues a request for proposal for the grant program, including notification of available moneys to Early Childhood Councils and county departments, eligibility criteria, proposal requirements, and award criteria. An applicant to the grant program is eligible for a grant award if: 1) The application is made jointly between an Early Childhood Council and a county department; 2) The Early Childhood programs to which the grant moneys will be distributed have contracts with the Colorado Child Care Assistance Program; 3) The application demonstrates a need and provides a plan to improve quality and increase the capacity for early childhood programs. The early childhood programs may be home-based or center-based; 4) The application provides a plan detailing how it will provide tiered reimbursement; and 5) It meets any other criteria set forth in the application process.

- the range of providers available through grants or contracts

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**Colorado Child Care Assistance Program** - County departments of human services may contract with licensed centers, school-age programs, infant/toddler programs, or family child care homes.

**Infant and Toddler Quality and Availability Grant Program** - The Early Childhood programs to which the grant moneys will be distributed have contracts with the Colorado Child Care Assistance Program. The early childhood programs may be home-based or center-based.

- how rates for contracted slots are set through grants and contracts  
**Colorado Child Care Assistance Program** - Rates are set by county departments of human services by evaluating their established county rates, provider rates and through negotiations with providers.

**Infant and Toddler Quality and Availability Grant Program** - Tiered reimbursement rates are set by the awarded grantees.

- how the State/Territory determines which entities to contract with for increasing supply and/or improving quality

**Colorado Child Care Assistance Program** - State regulations identify suggested target populations for purposes of increasing supply and improving quality. Counties determine entities they contract with based on the supply/quality needs in their communities.

**Infant and Toddler Quality and Availability Grant Program** - The Colorado Department of Human Services is the state administrator for the Infant and Toddler Quality and Availability Grant Program and awards grants through a request for proposal process following State of Colorado Procurement Rules.

- if contracts are offered statewide and/or locally

**Colorado Child Care Assistance Program** - Contracts may be offered by county department of human services as a county option.

**Infant and Toddler Quality and Availability Grant Program** - The Colorado Department of Human Services awards contracts based on the recommendation of the evaluation committee. The contracts are awarded based on the catchment area noted within the successful proposals.

No. If no, skip to 4.1.4.

- b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following (check all that apply):

Increase the supply of specific types of care with grants or contracts for:

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Programs to serve children with disabilities

Programs to serve infants and toddlers

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

Programs to serve school-age children

Programs to serve children needing non-traditional hour care

Programs to serve homeless children

Programs to serve children in underserved areas

Programs that serve children with diverse linguistic or cultural backgrounds

Programs that serve specific geographic areas

Urban

Rural

Colorado implements a micro grant program to increase the supply of licensed child care programs in noted child care deserts in the state. Colorado quantified the disparity in child care services in Colorado communities by identifying child care deserts. A child care desert, for purposes of this study, is defined as a community that does not have sufficient licensed capacity to serve children under the age of five in a given geographic area. Communities are represented by County Subdivisions, which are the "primary divisions of counties and equivalent entities". They are "delineated by the Census Bureau in cooperation with state, tribal, and local officials for statistical purposes", and "based on a place, county, or well-known local name that identifies its location" (US Census Bureau, 2012). Licensed capacity data are the total number of all age ranges licensed to facilities defined by Centers and Homes service types, and does not include School-Age. Desert/disparity ranges are calculated by taking the ratio of the total licensed capacity and the total population under

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the age of 5 at each community. The distribution is then classified and grouped based on the quantiles method.

The micro grant program aims to increase access to child care in a child care desert community by providing startup funding for community based providers, including equipment, education and developmental materials; and access to training, coaching, and educational opportunities. The combination of financial and technical assistance allows providers to increase their capacity, while operating revenue-producing, sustainable businesses. Through coaching and access to existing quality initiatives, providers are encouraged to increase their quality rating level within the Colorado Shines Quality Rating and Improvement System.

Other. Describe \_\_\_\_\_

**X** Improve the quality of child care programs with grants or contracts for:

Programs providing comprehensive services, such as integrated child care in Head Start, Early Head Start, summer or other programs

Programs meeting higher quality standards, such as higher rated QRIS programs, accreditation or state pre-k programs that meet higher quality standards

Programs that provide financial incentives to teaching staff linked to higher education and qualifications link increased education requirements to higher compensation

Programs to serve children with disabilities or special needs

**X** Programs to serve infants and toddlers

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

Programs to serve school-age children

Programs to serve children needing non-traditional hour care

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Programs to serve homeless children

Programs to serve children in underserved areas

Colorado implements a micro grant program to increase the supply of licensed child care programs in noted child care deserts in the state. Colorado quantified the disparity in child care services in Colorado communities by identifying child care deserts. A child care desert, for purposes of this study, is defined as a community that does not have sufficient licensed capacity to serve children under the age of five in a given geographic area. Communities are represented by County Subdivisions, which are the "primary divisions of counties and equivalent entities". They are "delineated by the Census Bureau in cooperation with state, tribal, and local officials for statistical purposes", and "based on a place, county, or well-known local name that identifies its location" (US Census Bureau, 2012). Licensed capacity data are the total number of all age ranges licensed to facilities defined by Centers and Homes service types, and does not include School-Age. Desert/disparity ranges are calculated by taking the ratio of the total licensed capacity and the total population under the age of 5 at each community. The distribution is then classified and grouped based on the quantiles method.

The micro grant program aims to increase access to child care in a child care desert community by providing startup funding for community based providers, including equipment, education and developmental materials; and access to training, coaching, and educational opportunities. The combination of financial and technical assistance allows providers to increase their capacity, while operating revenue-producing, sustainable businesses. Through coaching and access to existing quality initiatives, providers are encouraged to increase their quality rating level within the Colorado Shines Quality Rating and Improvement System.

Programs that serve children with diverse linguistic or cultural backgrounds

Programs that serve specific geographic areas

Urban

Rural

Other. Describe

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**School-Readiness Quality Improvement Program** - Grants are made available to improve the school-readiness of children five years of age and younger who are enrolled in early care and education facilities, who ultimately attend eligible elementary schools. An eligible elementary school means a public elementary school that: (I)(A) For the school year immediately preceding submission of the early childhood care and education council’s application for funding, has an overall academic performance rating of “low” or “unsatisfactory, pursuant to section 22-7-604, C.R.S.; or (B) For the school year immediately preceding submission of the early childhood care and education council’s application for funding, has been assigned an academic improvement rating of “decline” or “significant decline”, as described in section 22-7-604, C.R.S., and, for the same school year, has an overall academic performance rating of “average”, pursuant to section 22-7-604, C.R.S.; and (II) As of the date on which the early childhood care and education council applies for funding through the program, is receiving moneys pursuant to Title I of the federal “Elementary and Secondary Act of 1965”, 20 U.S.C. Sec. 6301 Et Seq.

**Colorado Child Care Assistance Quality Improvement Program** - Grants are made available to high utilizing child care subsidy programs to better meet the goal of providing safe, stable and high quality child care.

**Race to the Top Early Learning Challenge Quality Improvement Initiative** - Quality incentive credits are allocated based program type (center/home), number of classrooms, and program quality level. Quality incentives are issued as coaching credits to provide in-person, intensive support offered by subject matter experts to enhance particular aspects of quality. Flexible credits are also offered to purchase non-consumable materials for the child care learning environment or to compensate for professional development (qualifying Early Childhood Education college coursework, conferences, or trainings).

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4.1.4 The Lead Agency certifies policies and procedures are in place that afford parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B)) This requirement did not change under the CCDBG Act of 2014. Describe the policies and procedures for unlimited access [The provider contract \(Fiscal Agreement\) between a provider and a county requires providers to allow unlimited access to parents. Unlimited access is also addressed as a requirement in Child Care Licensing regulations.](#)

4.1.5 The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. Will the Lead Agency limit the use of in-home care in any way?

Yes. If checked, what limits will the Lead Agency set on the use of in-home care?

Check all that apply.

Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act. Describe \_\_\_\_\_

Restricted based on provider meeting a minimum age requirement. Describe \_\_\_\_\_

Restricted based on hours of care (certain number of hours, non-traditional work hours). Describe \_\_\_\_\_

Restricted to care by relatives. Describe \_\_\_\_\_

Restricted to care for children with special needs or medical condition. Describe \_\_\_\_\_

Restricted to in-home providers that meet some basic health and safety requirements. Describe \_\_\_\_\_

Other. Describe \_\_\_\_\_

No

## 4.2 Assessing Market Rates and Child Care Costs

The new law revises the provisions for a market rate survey (MRS) so that: (1) it must be statistically valid and reliable; and (2) it must reflect variations in the price to parents of child care services by geographic area, type of provider, and age of child (658E(c)(4)(B)). A State/Territory has the option to develop and use a statistically valid and reliable alternative methodology for setting payment rates, such as a cost estimation model. Any payment rates established using an alternative methodology or market rate survey must be reviewed and approved by ACF as part of the CCDF Plan review process. Because the alternative methodology

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is a new basis for setting payment rates, we highly recommend any State or Territory considering an alternative methodology to submit a description of its proposed approach to the ACF Regional Office in advance of the Plan submittal in order to avoid delays with Plan approval.

The MRS or alternative methodology must be developed and conducted no earlier than two years before the date of submission of the Plan (instead of two years before the effective date of the Plan, as previously required for the MRS).

The State must consult with the State Advisory Council (SAC) or other state- or state-designated cross-agency body if there is no SAC, local child care program administrators, local child care resource and referral agencies, and other appropriate entities prior to developing and conducting the MRS or alternative methodology.

The State/Territory must prepare a detailed report containing the results of the MRS or alternative methodology. The State must make the report with these results widely available no later than 30 days after completion of the report, including posting the results on the Internet in an easily interpretable and understandable form.

The State/Territory must set CCDF subsidy payment rates in accordance with the results of the current MRS or alternative methodology. When setting payment rates, the law requires States and Territories to take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered reimbursement or other methods) and without, **to the extent practicable**, reducing the number of families receiving CCDF relative to the number served as of November 2014. In taking the cost of providing quality into consideration, it is important to consider such key factors as what it takes to support increased stability and reduced provider turnover when setting payment rates.

4.2.1 Developing and Conducting a Market Rate Survey (MRS) and/or an Alternative Methodology. Did the State/Territory conduct a statistically and valid and reliable MRS, alternative methodology or both between July 1, 2013 and March 1, 2016?

- MRS
- Alternative Methodology. Describe \_\_\_\_\_
- Both. Describe \_\_\_\_\_
- Other. Describe \_\_\_\_\_

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4.2.2 Describe how the State consulted with the State Advisory Council (SAC) or other state- or state-designated cross-agency body if there is no SAC, local child care program administrators, local child care resource and referral agencies, and other appropriate entities which could include worker organizations prior to developing and conducting the MRS or alternative methodology. [The Department and the Department's University Partners conducted a variety of community and stakeholder outreach efforts to attain buy-in and feedback on the MRS, including:](#)

- Interviews with Early Childhood Councils
- Interviews with child care providers
- Discussion with Early Childhood Education Association
- Discussion with Colorado Association of Family Child Care
- Discussion with Qualistar
- Direct outreach at the Colorado Association for Education of Young Children, and CCCAP Conferences
- Several email blasts and letters to child care providers
- Postings on Office of Early Childhood's website

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4.2.3 Describe how the market rate survey or alternative methodology is statistically valid and reliable. To be considered valid and reliable, the MRS or alternative methodology must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variation, and analyze data in a manner that captures other relevant differences. For example, market rate surveys can use administrative data such as child care resource and referral data if they are representative of the market. If an alternative methodology such as cost modeling is used, demonstrate that the methodology used reliable models that estimated the cost of delivering services in center- and home-based settings at each level of quality defined by the State/Territory. [The Colorado Market Rate Survey was designed to be representative at both the State and the County-level, and by provider type. To do so, a sampling plan was devised that classified each provider by provider type \(Center, Homes, Preschools and School Age\) for each County. This resulted in 256 possible strata.](#)

[A weighted stratified random sample was then produced. With this methodology, when strata had four or fewer providers, all providers were included in the sample. When a strata had five or more providers, a stratified random sample was produced, with probability of selection proportional to the size of the provider-i.e., providers serving more children were more likely to be selected, though all providers had a chance of selection. This was done in an attempt to maximize the precision of weighted estimates.](#)

[Each provider in the sample was then contacted in a variety of ways: \(1\) a letter was sent informing them they had been selected, followed by \(2\) a reminder letter, a \(3\) postcard, \(4\) two emails and \(5\) a phone call for the survey itself. These communications were in Spanish for primarily Spanish-speaking providers. The survey itself was piloted prior to dissemination, and data quality was maintained through weekly reviews of the data by the Department's University partners.](#)

[These data were collected based on the ways each unique provider charges, and then converted into the equivalent of the Colorado Child Care Assistance Program \(CCCAP\) reimbursement which is based on Part-time or Full-time distinctions. Additionally, providers were weighted to account for both selection and response differentials, such that non-response/selection in particular strata did not artificially impact rates.](#)

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Once collected, these data were provided by (1) County and (2) by cluster. County rates were provided for each Strata for which there were sufficient providers to maintain confidentiality. Additionally, rates were provided by clusters based on the 2013 Cost of Living Index (COLI) compiled by the Colorado State Demographer. This index is based on a market basket of goods and services that includes housing, transportation, food, health care, and other goods. The Colorado State Demography Office has categorized counties into five categories on the COLI: Very High (>10% above benchmark), High (5-10% above benchmark), Mid-range (within 5% of benchmark), Low (5-10% below benchmark), Very low (>10% below benchmark). These five categories are strongly correlated with Colorado child care prices ( $p < 0.001$  for all categories) and thus, were deemed to be a good proxy for market price clusters.

4.2.4 Describe how the market rate survey reflects variations in the price of child care services by:

- a) Geographic area (e.g., statewide or local markets) Colorado's Market Rate Survey provides rates by County and by clusters based on the 2013 Cost of Living Index (COLI) compiled by the Colorado State Demographer.
- b) Type of provider Colorado's Market Rate Survey provides rates by four provider types: (1) Centers, (2) Homes, (3) Preschools and (4) School-age.
- c) Age of child Colorado's Market Rate survey provides rates by eight age ranges: (1) 0-6 months, (2) 6-12 months, (3) 12-18 months, (4) 18-24 months, (5) 24-30 months, (6) 30-36 months, (7) 36 months - 5 years, and (8) 5 - 12 years
- d) Describe any other key variations examined by the market rate survey, such as quality level. In addition to geography, provider type and age, the Colorado Market Rate Survey examined variation in cost of living, full vs part-time facilities and a comparison of market rates to reimbursement rates by provider type, child age and county.

4.2.5 Describe the process used by the State/Territory to prepare a detailed report containing the results and make the report widely available to the public.

- a) Date of completion of the market rate survey or alternative methodology (must be no earlier than July 1, 2013 and no later than March 1, 2016) Colorado's Market Rate Survey is currently going through the Department's Clearance process and thus is not yet complete. However, the Department anticipates the Market Rate Survey will be finalized and distributed before March 1, 2016.

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- b) Date report containing results was made widely available, no later than 30 days after the completion of the report [The Department anticipates the Market Rate Survey will be distributed within 30 days of completion.](#)
  - c) How the report containing results was made widely available and provide the link where the report is posted if available [The Department is in the process of developing a dissemination plan for the Market Rate Survey to ensure stakeholders have ready access to the survey.](#)

### 4.3 Setting Payment Rates

4.3.1 Provide the base payment rates and percentiles (based on current MRS or alternative methodology) for the following categories. The ages and types of care listed below are meant to provide a snapshot of categories on which rates may be based and are not intended to be comprehensive of all categories that may exist in your State/Territory or reflective of the terms that your State/Territory may use for particular ages. Please use the most populous geographic region (serving highest number of children). Note – If the payment rates are not set by the State/Territory, check here  Describe how many jurisdictions set their own payment rates [64](#).

- a) Infant (6 months), full-time licensed center care in most populous geographic region
  - Rate [\\$44.50](#) per [day](#) unit of time (e.g., hourly, daily, weekly, monthly, etc.)
  - Percentile \_\_\_\_\_
- b) Infant (6 months), full-time licensed FCC care in most populous geographic region
  - Rate [\\$34.00](#) per [day](#) unit of time (e.g., hourly, daily, weekly, monthly, etc.)
  - Percentile \_\_\_\_\_
- c) Toddler (18 months), full-time licensed center care in most populous geographic region
  - Rate [\\$40.25](#) per [day](#) unit of time (e.g., hourly, daily, weekly, monthly, etc.)
  - Percentile \_\_\_\_\_
- d) Toddler (18 months), full-time licensed FCC care in most populous geographic region
  - Rate [\\$31.75](#) per [day](#) unit of time (e.g., hourly, daily, weekly, monthly, etc.)
  - Percentile \_\_\_\_\_

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- e) Preschooler (4 years), full-time licensed center care in most populous geographic region
    - Rate [\\$32.75](#) per [day](#) unit of time (e.g., hourly, daily, weekly, monthly, etc.)
    - Percentile \_\_\_\_\_
  - f) Preschooler (4 years), full-time licensed FCC care in most populous geographic region
    - Rate [\\$28.50](#) per [day](#) unit of time (e.g., hourly, daily, weekly, monthly, etc.)
    - Percentile \_\_\_\_\_
  - g) School-age child (6 years), full-time licensed center care in most populous geographic region
    - Rate [\\$32.75](#) per [day](#) unit of time (e.g., hourly, daily, weekly, monthly, etc.)
    - Percentile \_\_\_\_\_
  - h) School-age child (6 years), full-time licensed FCC care in most populous geographic region
    - Rate [\\$28.50](#) per [day](#) unit of time (e.g., hourly, daily, weekly, monthly, etc.)
    - Percentile \_\_\_\_\_
  - i) Describe the calculation/definition of full-time care [Full time is defined as five \(5\) hours, zero \(0\) minutes, and one \(1\) second through twelve \(12\) hours, zero \(0\) minutes, and zero \(0\) seconds.](#)
  - j) Provide the effective date of the payment rates [January 1, 2015](#)
  - k) Provide the link to the payment rates [In Colorado sixty-four counties set their own rates. Information on payment rates is over 100 pages in length and is not posted on the website due to ongoing changes in rates and abbreviations denoting categories of care and other rate related information that is difficult to understand. Upon request, Colorado can produce the rates report.](#)

4.3.2 States and Territories may choose to set base payment rates that differ because they take into consideration such factors as 1) geographic location, 2) age of child, 3) needs of children (special needs, protective services, etc.), 4) non-traditional hours of care, or 5) quality of care. In other words, base rates for infants may be set at a higher level than for school-age care because the cost of providing infant care tends to be higher than school-age care. In addition to these rates that differ tied to market variations in prices, States and Territories can choose to establish tiered rates or add-ons on top of these variable base rates as a way to increase payment rates for targeted needs (i.e., higher rate for special needs children as both an incentive for providers to serve children with

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special needs and as a way to cover the higher costs to the provider to provide care for special needs children).

Check which types of tiered payment or rate add-on, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates, amount or percentage of the tiered rate/add-on, and indicate if the rates were set based on the MRS or another process.

Tiered rate/rate add-on for non-traditional hours. Describe [County departments of human services may opt to pay higher rates for care during non-traditional hours.](#)

Tiered rate/rate add-on for children with special needs as defined by the State/Territory. Describe [County departments of human services may opt to pay higher rates for children with special needs.](#)

Tiered rate/rate add-on for infants and toddlers (do not check if you have a different base rate for infants/toddlers with no separate bonus or add-on). Describe [County departments of human services may opt to pay higher rates for infant/toddler care.](#)

Tiered rate/rate add-on for programs meeting higher quality as defined by the State/Territory. Describe [County departments may opt to pay higher rates to programs participating in the Colorado Shines Quality Rating and Improvement System based on the quality level achieved by child care programs. Seven counties implemented tiered rates for programs meeting higher quality levels in Colorado Shines.](#)

Tiered rate/rate add-on for programs serving homeless children. Describe \_\_\_\_\_

Other tiered rate/rate add-on beyond the base rate. Describe [1\) A tiered rate for paid absences and holidays is established based on child care programs' ratings in the Colorado Shines Quality Rating and Improvement System as follows: Level 1 - no fewer than 6 paid absences or holidays per year; Level 2 - no fewer than 10 paid absences or holidays per year; Levels 3, 4, or 5 - no fewer than 15 paid absences or holidays per year. 2\) a tiered reimbursement policy will be implemented by the state in late 2016 for providers that serve children in the Colorado Child Care Assistance Program \(CCCAP\).](#)

None.

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- 4.3.3 Describe how the State/Territory set payment rates for child care services in accordance with the results of the most recent market rate survey or alternative methodology. The State recommends counties set rates at the 75<sup>th</sup> percentile of rates established in the market rate survey. Counties, however can opt out of paying rates at the 75<sup>th</sup> percentile by meeting the following conditions: 1) notify the state of their rates, 2) consult with local Early Childhood Councils and Child Care Resource and Referral agencies on the proposed county rates and provide opportunities for comments and discussion, 3) consult with child care providers in the county and provide opportunities for comments and discussion, 4) approval of rates by the State.
- 4.3.4 In setting payment rates, how did the State/Territory take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered payment or other methods) and without, to the extent practicable, reducing the number of families receiving CCDF relative to the number of families served as of November 2014. For example, providing tiered payment with a sufficient differential to support higher quality, considering the cost of quality using a cost estimation model or other method, or examining the participation rate of high-quality providers in the subsidy system (e.g., using indicators from a quality rating system, accreditation or other state-defined indicators of quality) and adjusting payment rates if necessary.

The State has recommended that counties pay at the 75<sup>th</sup> percentile of market rates for many years. However, given the devolved county-driven structure in Colorado, counties have flexibility in determining their rates, payments policies, eligibility levels and other eligibility policies.

HB14-1317, legislation which passed in 2014, focuses on increasing access to affordable high quality care, improving child care rates, and fostering healthy child development and school readiness coupled with promoting self sufficiency for families. The legislation introduced the following provisions supporting rates and quality care: 1) A parent fee formula with tiered reduced co-pays for children attending high quality care, 2) Minimum payments for absences and holidays based on child care programs' ratings in the Colorado Shines Quality Rating and Improvement System, 3) Conditions counties have to meet to opt out of setting rates at the 75<sup>th</sup> percentile of the market rate survey, 4) Counties must include tiered reimbursement rates established by the State, to become effective in late 2016, and, 5) A provision for developing contract for slots by county departments of human services.

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#### 4.4 Summary of Facts Used to Determine that Payments Rates Are Sufficient to Ensure Equal Access

The CCDF plan shall provide a summary of data and facts relied on by the State/Territory to certify that payment rates are sufficient to ensure equal access. (658E (c)(4)(A)) Equal access is not limited to a single percentile alone but is inclusive of various metrics or benchmarks that would offer children receiving CCDF access to the same services (type of care, quality of care) as children not receiving CCDF.

4.4.1 What data and facts did the State use to determine equal access (i.e., what is your metric or benchmark of equal access – such as percentile that rates cover or proportion of costs covered)? Check all that apply and describe.

Payment rates are set at the 75<sup>th</sup> percentile or higher of the most recent survey. Describe \_\_\_\_\_

Using tiered rates/differential rates as described in 4.3.3 to increase access for targeted needs.

Rates based on data on the cost to the provider of providing care meeting certain standards. Describe In addition to the Market Rate Survey, the State will provide suggested rates to counties based on a Cost Modeling developed by national experts with support from the Federal Office of Child Care. The approach creates a hypothetical budget at each level of CO Shines based on the required quality standards and likely cost to meet those standards. The cost model can also be adjusted to take into consideration regional or local differences in wages and other program costs.

Data on the size of the difference (in terms of dollars) between payment rates and the 75<sup>th</sup> percentile in the most recent survey, if rates are below the 75<sup>th</sup> percentile. Describe \_\_\_\_\_

Data on the proportion of children receiving subsidy being served by high-quality providers. Describe Data is collected on the percentage of Colorado Child Care Assistance Program (CCCAP) children under five years old who attend high quality child care programs (rated at Levels 3, 4 or 5 by the Colorado Shines Quality Rating and Improvement System), as compared to Colorado Child Care Assistance Program (CCCAP) children in programs rated at Levels 1 or 2.

Data on where children are being served showing access to the full range of providers. Describe \_\_\_\_\_

Feedback from parents, including parent survey or parent complaints. Describe

Other. Describe \_\_\_\_\_

4.4.2 Does the State/Territory certify that payment rates are sufficient to ensure equal access either based on the current MRS or alternative methodology?

Yes. The State/Territory certifies that payment rates are sufficient to ensure equal access by March 1, 2016.. Provide the State/Territory definition of how its payment rates are sufficient to ensure equal access \_\_\_\_\_

**X** No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016)  
[September 30, 2016](#)
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  1. Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

**Partially Implemented**

1. **Develop a multi-year plan to address equal access based on payment rates and policies**
2. **Develop/implement rules to strengthen the State’s process in approving county-set rates**

- Unmet requirement - Identify the requirement(s) to be implemented

1. **Rules and policies not implemented**

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

- 
- Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity [Erin Mewhinney, Director, Division of Early Care and Learning](#)
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity
1. Start Date: 10/15. Analyze rate information from the completed market rate survey, identify the 75<sup>th</sup> percentile of market rates and distribute information to county departments of human services. End date 12/15.
  2. Start Date: 11/15. Define what equal access means in Colorado: 1) criteria, 2) benchmarks for counties, and 3) alternative rate setting methodologies counties may employ, such as cost modeling. Partners: Early Childhood Leadership Commission, national experts, county departments of human services. End date 1/16.
  3. Start Date: 12/15. Determine how the State will review and approve county 75<sup>th</sup> percentile opt-out requests; Counties submit rate changes. End date 2/16.
  4. Start Date: 2/16. State reviews/approval of county rates. End date: 6/16.
  5. Start Date: 5/16. Develop proposed statute changes. End date 7/16.
  6. Start Date: 6/16. Counties come into compliance with State approved rate setting policies. End date 9/30/2016.

#### **4.5 Payment Practices and Timeliness of Payments**

The CCDBG Act of 2014 added a provision that requires States and Territories to describe in the Plan how the State/Territory's payment practices for CCDF child care providers reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory —so as to provide stability of funding and encourage more child care providers to participate in the subsidy program. To the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences due to holidays or unforeseen circumstances such as illness. (658E(c)(2)(S))

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4.5.1 Describe the status of State/Territory's payment practices for CCDF child care providers that reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe using 4.5.2 through 4.5.3 below.

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) \_\_\_\_\_
- Overall Status – Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
  - Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_

4.5.2 Describe how the payment practices to child care providers who serve CCDF-assisted children reflect generally accepted payment practices of other child care providers in the State/Territory to ensure stability of funding to encourage more child care providers to serve children who receive CCDF assistance. Check all that apply and describe. The Lead Agency ...

- 
- Pays prospectively prior to the delivery of services. Describe \_\_\_\_\_
  - Pays within no more than 21 days of billing for services. Describe [The Child Care Automated Tracking System \(CHATS\) generates weekly payments, ensuring providers are paid no later than 21 days of submitting payment information](#)
  - Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by paying based on enrollment instead of attendance. Describe including the State/Territory's definition of occasional absences. [County departments of human services may enter into contract for slots agreements with licensed child care providers. The purpose of these contracts is to negotiate a guaranteed payment, based on full-time or part-time monthly units, regardless of occasional absences.](#)
  - Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child attends at least a certain percent of authorized time. Specify percent and describe \_\_\_\_\_
  - Supports fixed costs of providing child care services by delinking provider
  - Pays on a full-time or part-time basis (rather than smaller increments such as hourly) [All payments are based on full-time or part-time units.](#)
  - Pays for standard and customary fees that the provider charges private-paying parents (e.g., registration fees, deposits, supplies, field trips, etc.) [County departments of human services may pay licensed providers for registration, activity and transportation fees that are customarily charged to private-paying parents.](#)
  - Provides prompt notice to providers regarding any changes to the family's eligibility status that may impact payment [The Provider Self Service Portal \(PSSP\) is a web-based system specifically designed for providers to access up-to-date eligibility, authorization and payment status for Child Care and Development Fund families. This user friendly system has become a valuable tool for both providers and county departments of human services.](#)
  - Has a timely appeal and resolution process for payment inaccuracies and disputes. Describe \_\_\_\_\_
  - Other. Describe \_\_\_\_\_
  - For those options not checked above, explain why these options are not generally accepted payment practices in your State/Territory \_\_\_\_\_

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4.5.3 Check and describe the strategies the State/Territory will use to ensure the timeliness of payments.

Policy on length of time for making payments. Describe length of time \_\_\_\_\_

Track and monitor the payment process \_\_\_\_\_

Use of electronic tools (e.g., automated billing, direct deposit, etc.) Describe Colorado Child Care Assistance Program (CCCAP) families use Point of Service Devices (POS) located in child care programs, to record children's attendance by swiping them in and out with a swipe card. The attendance information is recorded in an automated billing system. Payment is made through the automated system unless there is a reason a county needed to manually bill for services in which case County departments of human services review the billings and authorize the payment. All Colorado Child Care Assistance Program (CCCAP) providers receive payments through direct deposits or on their EBT cards.

Other. Describe \_\_\_\_\_

**4.6 Supply Building Strategies to Meet the Needs of Certain Populations**

The CCDBG Act of 2014 added a provision that the State/Territory will develop and implement strategies to increase the supply and improve the quality of child care services for children in underserved areas, infants and toddlers, children with disabilities, and children who receive care during non-traditional hours. (658 E(c)(2)(M))

4.6.1 Has the State/Territory conducted data analysis of existing and growing supply needs?

Yes. Describe data sources

Colorado quantified the disparity in child care services in Colorado communities by identifying child care deserts. A child care desert, for purposes of this study, is defined as a community that does not have sufficient licensed capacity to serve children under the age of five in a given geographic area. Communities are represented by County Subdivisions, which are the "primary divisions of counties and equivalent entities". They are "delineated by the Census Bureau in cooperation with state, tribal, and local officials for statistical purposes", and "based on a place, county, or well-known local name that identifies its location" (US Census Bureau, 2012). Licensed capacity data are the total number of all age ranges licensed to facilities defined by Centers and Homes service types, and does not include School-Age. Desert/disparity ranges are calculated by taking the ratio of the

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total licensed capacity and the total population under the age of 5 at each community. The distribution is then classified and grouped based on the quantiles method.

- No. If no, how does the State/Territory determine most critical supply needs? \_\_\_\_\_

4.6.2 Describe what method(s) is used to increase supply and improve quality for:

a) Infants and toddlers (check all that apply)

Grants and contracts (as discussed in 4.1.3)

**Infant and Toddler Quality and Availability Grant Program** - The goal is to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement. Early Childhood Councils and County Department of Human Services jointly apply for moneys through the grant program which is administered by the Colorado Department of Human Services.

**Expanding Quality in Infant Toddler Care Initiative (EQ)** - The EQ Initiative provides a statewide system of training and technical assistance to increase the quality and availability of infant toddler care throughout the state. The Expanding Quality in Infant Toddler Care 48-hour course of training was developed specifically to support Colorado's infant toddler workforce. Individuals who complete the Expanding Quality in Infant Toddler Care Train-the-Trainer training become locally based EQ Infant Toddler Specialists who provide training and technical assistance, including on-site coaching, to infant/toddler child care providers. Individuals completing the 48-hour Expanding Quality in Infant Toddler Care training meet the infant/toddler portion of Colorado Child Care Licensing training requirements for Early Childhood Teachers, Center Director qualifications, Family Child Care Homes, Infant/Toddler Homes and Experienced Family Childcare Homes. Ongoing training and technical assistance is provided to the EQ Infant Toddler Specialists.

Family child care networks

Start-up funding

Colorado implemented a micro grant program to increase the supply of licensed child care programs in noted child care deserts in the state.

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The micro grant program aims to increase access to child care in a child care desert community by providing startup funding for community based providers, including equipment, education and developmental materials; and access to training, coaching, and educational opportunities. The combination of financial and technical assistance allows providers to increase their capacity, while operating revenue-producing, sustainable businesses. Through coaching and access to existing quality initiatives, providers are encouraged to increase their quality rating level within the Colorado Shines Quality Rating and Improvement System.

- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other. Describe \_\_\_\_\_

b) Children with disabilities (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other. Describe \_\_\_\_\_

c) Children who receive care during non-traditional hours (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other. Describe \_\_\_\_\_

d) Homeless children (check all that apply)

- Grants and contracts (as discussed in 4.1.3)

- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)

Other. Describe \_\_\_\_\_

4.6.3 The CCDBG Act of 2014 requires States to describe the procedures and process it uses, in terms of the investments made to increase access to programs providing high quality child care and development services, to give priority for those investments to children in families in areas that have significant concentrations of poverty and unemployment and that do not have such high-quality programs. (658E(c)(2)(Q)) Describe the status of State/Territory's process and procedures to give priority for investments to children and families from areas with high concentrations of poverty and unemployment that do not have high-quality programs.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe \_\_\_\_\_

**X** Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016)  
[September 30, 2016](#)
- Overall Status – Describe the State/Territory's overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

**Partially implemented**

1. **Completed an analysis identifying high areas of unemployment and poverty that do not contain high quality child care programs.**

- Unmet requirement - Identify the requirement(s) to be implemented
  1. Determine how the State will align / target quality investments with the identified areas of high need in the state.
- Tasks/Activities – What specific steps will you take to implement the requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity [Erin Mewhinney, Director, Division of Early Care and Learning](#)
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity
    1. Start Date: 10/15. Office of Early Childhood planning session to identify scope of requirement. End Date: 12/15
    2. Start Date: 11/14. Develop plan to align/target quality investments in areas of high poverty and unemployment. End Date: 2/16

## 5 Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings

The CCDBG Act of 2014 makes child care safer by defining minimum health and safety requirements for child care providers. This includes both the standards that must be established and the pre-service/orientation and ongoing minimum training required. States and Territories must also explain why exemptions to any of the licensing standards do not endanger the health and safety of CCDF children in license-exempt care. States and Territories are required to have standards for CCDF providers regarding group size limits and appropriate child-to-provider ratios based on the age of children in child care.

Pre-licensure and annual unannounced inspections of licensed CCDF providers and annual inspections of license-exempt CCDF providers are now required. The CCDBG Act of 2014 requires States and Territories to establish qualifications and training for licensing inspectors and appropriate inspector-to-provider ratios. It also requires States and Territories to conduct criminal background checks for all child care staff members, including staff members who don't care directly for children but have unsupervised access to children and lists specific disqualifying crimes. States and Territories must certify that all child care providers comply with child abuse reporting requirements of Child Abuse

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Prevention and Treatment Act (CAPTA), mandatory reporting of known and suspected instances of child abuse and neglect).

## 5.1 Licensing Requirements and Standards

Each State/Territory is required to certify it has in effect licensing requirements applicable to all child care services provided within the State/Territory (not restricted to providers receiving CCDF), and to provide a detailed description of such requirements and how such requirements are effectively enforced. (658E(c)(2)(F) Nothing in the statute prohibits the State/Territory from exempting child care providers from licensing requirements. But, if the State/Territory exempts any child care providers from State/Territory licensing requirements, the CCDBG Act of 2014 requires States and Territories to describe how such licensing exemptions do not endanger the health, safety, and development of children receiving CCDF who are cared for by the license-exempt providers. (658E(c)(2)(F)(ii))

- 5.1.1 The State/Territory certifies that it has licensing requirements applicable to all child care services provided within the State. (658(c)(2)(F)) This requirement did not change under the CCDBG Act of 2014. List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

**Child Care Center** is a facility that is maintained for the whole or part day for the care of five or more children who are eighteen years of age or younger and who are not related to the owner, operator or manager, with or without compensation. This term includes, but is not limited to, day care centers, preschool, school age child care centers, before and after school programs, nursery schools, kindergartens, day camps, summer camps and centers for developmentally disabled children.

**Exempt Family Child Care Home Provider** means a family child care home provider who is exempt from certain provisions of licensing requirements.

**Family Child Care Home** means a facility for care of children in a place of residence of a family or person for the person for the purpose of providing less than twenty four hour care for children under the age of eighteen years who are not related to the provider. "Family child care home" may include infant toddler child care homes, large child care homes and experienced child care homes.

- 5.1.2 Does your State/Territory exempt any child care providers that can receive CCDF from its licensing requirements?

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**X** Yes. Describe which types of providers that can receive CCDF are exempt from licensing and how such exemptions do not endanger children who receive CCDF services from license-exempt providers **Legally exempt relative providers are exempt from most licensing requirements, but not fingerprint based criminal background checks, child abuse registry and sexual abuse registry checks. All legally exempt providers, both relatives and non-relatives, who provide child care in their homes or the homes of relative children, sign a Self-Assurance form that addresses 1) building and physical premises safety and 2) health and safety training. The self-assurance form also contains a requirement for non-relatives related to the prevention and control of infectious disease. Relative providers are exempt from meeting this requirement. Parents are responsible for monitoring providers to the requirements in the Self-Assurance form.**

**By October 2016, non-relative exempt providers will be monitored on-site annually by child care licensing staff and will complete pre-service training, as per the requirements under the Child Care and Development Fund Reauthorization. The monitoring tool is an abbreviated version of the tool used for licensing programs, and is based on standards from Caring for Our Children.**

No

5.1.3 Describe the status of the State/Territory's development and implementation of child care standards for providers receiving CCDF that address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting. (658E(c)(2)(H))

- X** Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe using 5.1.4 and 5.1.5 below.
- Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.
  - o Overall Target Completion Date (no later than September 30, 2016)

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- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
    - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
    - Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
      - Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
        - Projected start date for each activity \_\_\_\_\_
        - Projected end date for each activity \_\_\_\_\_
        - Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_
        - Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_

5.1.4 Describe how the State/Territory child care standards for providers receiving CCDF address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting. (658E(c)(2)(H))

a) Licensed Center-Based Care

1. Infant
  - State/Territory age definition 6 weeks to 18 months
  - Ratio 1:5
  - Group size 10
2. Toddler
  - State/Territory age definition 12 months to 36 months
  - Ratio 1:5 for 1-2 year olds, 1:7 for 2-3 year olds
  - Group size 10 for 1-2 year olds, 14 for 2-3 year olds
3. Preschool
  - State/Territory age definition 2 ½ years to 5 years
  - Ratio 1:8 for 2 ½-3 years; 1:10 for 3 years-4 years; 1:12 4 years-5 years

- Group size 16 for ages 2 ½-3 years; 20 for 3 years-4 years; 24 for 4 years-5 years

4. School-Age

- State/Territory age definition 5 years to 18 years
- Ratio 1:15
- Group size 30

5. If any of the responses above are different for exempt child care centers, describe

6. Describe, if applicable, ratios and group sizes for centers with mixed age groups

Mixed ages 2 ½ to 6 ratio is 1:10, group size 20

b) Licensed Group Child Care Homes:

1. Infant

- State/Territory age definition birth to 12 months
- Ratio 1:2 (no more than 2 children under the age of 2 years)
- Group size 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years

2. Toddler

- State/Territory age definition 1-2 years
- Ratio 1:2 (no more than 2 children under the age of 2 years)
- Group size 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years.

3. Preschool

- State/Territory age definition 2-5 years
- Ratio 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years
- Group size 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years

4. School-Age

- State/Territory age definition 5 to 18 years
- Ratio 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years.
- Group size 8 children with one provider, 12 children with 2 providers with no more than 2 children under the age of 2 years.

5. Describe the maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in

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the child-to-provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day: 7-12 children birth to 18 years, no more than two children under the age of 2 years. There must be a second provider when 9 or more children are present, including related children under the age of 12 years.

6. If any of the responses above are different for exempt group child care homes, describe: Children related to the provider and children from one unrelated family

N/A. State/Territory does not have group child care homes.

c) Licensed Family Child Care:

1. Describe the ratios 6 children with no more than under 2 years and 2 additional school age children during non school times with one provider, including related children under the age of 12 years, group size 6-8, the threshold for when licensing is required when caring for children from more than one unrelated family, maximum number of children that are allowed in the home at any one time 6 plus 2 before and after school children during non school times, including related children under the age of 12 years, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size capacity includes all related children under 12 years, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day 2 under 2 and 2 additional school age children during non school times.

2. If any of the responses above are different for exempt family child care home providers, describe Children related to the provider and children from one unrelated family

d) Any other eligible CCDF provider categories:

Describe the ratios Three under Two Family Child Care License allows care for six children from birth to 18 years with no more than 3 children under the age of two years, including related children less than 12 years. This license type may not have the additional 2 school age children during non school times. This license type may switch between the regular license capacities and the three under two capacities.

Infant Toddler Family Child Care Home: Allows for care of children between birth and three years of age, including related children. If there is one provider, there may be a maximum of 4 children with no more than 2 children under 12 months.

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If there are two equally qualified providers, there may be 8 children between birth and three with no more than four under the age of 12 months.

Experience Child Care Provider is a licensed child care home where care is approved for no more than nine children of different age combinations, including related children under the age of 10 years.

group size Three under Two license 1:6; Infant Toddler 1:4; Experience Child Care Provider 1:9 , the threshold for when licensing is required: children who are directly related to the provider (biological and stepchildren, niEarly Childhood Education, nephew, grandchildren) and when caring for children from more than one unrelated family, maximum number of children that are allowed in the home at any one time Three under Two license 6 children ; Infant Toddler 4 children with one provider, 8 eight with two providers; Experience Child Care Provider 9 children , if the State/Territory requires related children to be included in the child-to-provider ratio or group size Related children under the age of 12 years are included for all license types except for the Experience Child Care Provider related children are counted under the age of 10 years., or the limits on infants and toddlers or additional school-age children that are allowed for part of the day: 2 additional school age children may be in care during non school times except for no children over the age of 3 years in an infant toddler toddler home; the Three under Two license does not allow for additional school age children in care.

5.1.5 Describe how the State/Territory child care standards address required qualifications for providers appropriate to each type of setting, including the minimum age allowed, minimum education level, any specific content required related to the age of children. (658E(c)(2)(H))

a) Licensed Center-Based Care:

1. Infant lead teacher: Verified training and experience in one of the following:
  - 1) A registered nurse, licensed to practice in Colorado, with a minimum of 6 months of experience in the care of infants,
  - 2) A licensed practical nurse, licensed to practice in Colorado, with twelve (12) months of experience in the care of infants,
  - 3) An adult who holds a certificate in infant and toddler care from an accredited college or university with completion of a minimum of 30 semester hours in the development and care of infants and toddlers in a group setting,
  - 4) An adult who is currently certified as a Child Development Associate (CDA) or,
  - 5) Certified Child Care Professional (CCP) and has completed the Department approved expanding quality in infant and toddler

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development course of training by May 31, 2012 and assistant teacher qualifications The infant nursery staff aide must be at least eighteen (18) years old, must have completed eight (8) hours of orientation, at the infant nursery and must work under the direct supervision of an infant early childhood teacher.

2. **Toddler lead teacher** A variety of credentials meet this requirement, including: (a) bachelor's degree in Early Childhood Education; or Elementary Education; or Special Education; or Family and Child Development; or Child Psychology, or (b) a bachelor's degree in any other area must have two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance strategies with at least 9 months of verified experience, or (c) completion of two years of college education with two (2) three-semester hour early childhood education courses with one course being either introduction to early childhood education or guidance strategies with at least 6 months of verified experience and , (d) completion of 12 semester hours in specific courses (see list above) with 9 months of verified experience in care, (d) completion of a vocational sequence in child growth and development plus 12 months verified experience, or (e) current certification as a Child Development Associate or Certified Child Care Professional, or (f) completion of specific department approved course of training plus verified experience, or (g) twenty-four months of verified experience plus a current Colorado Level I credential OR two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance: and assistant teacher qualifications Staff aides must be at least 16 years of age, must work directly under the supervision of the director or a toddler Early Childhood Teacher, and must have completed 8 hours of orientation at the toddler nursery.
3. **Preschool lead teacher** A variety of credentials meet this requirement, including: (a) bachelor's degree in Early Childhood Education; or Elementary Education; or Special Education; or Family and Child Development; or Child Psychology, or (b) a bachelor's degree in any other area must have two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance strategies with at least 9 months of verified experience, or (c) completion of two years of college education with two (2) three-semester hour early childhood education courses with one course being either introduction to early childhood education or guidance strategies with at least 6 months of verified

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experience and , (d) completion of 12 semester hours in specific courses (see list above) with 9 months of verified experience in care, (d) completion of a vocational sequence in child growth and development plus 12 months verified experience, or (e) current certification as a Child Development Associate or Certified Child Care Professional, or (f) completion of specific department approved course of training plus verified experience, or (g) twenty-four months of verified experience plus a current Colorado Level I credential OR two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance. and assistant teacher qualifications Staff aides must be at least 16 years of age and must work directly under the supervision of the director or an early childhood teacher.

4. School-Age lead teacher in a Child Care Center a School Age lead teacher may be qualified by a variety of credentials meet this requirement, including: (a) bachelor's degree in Early Childhood Education; or Elementary Education; or Special Education; or Family and Child Development; or Child Psychology, or (b) a bachelor's degree in any other area must have two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance strategies with at least 9 months of verified experience, or (c) completion of two years of college education with two (2) three-semester hour early childhood education courses with one course being either introduction to early childhood education or guidance strategies with at least 6 months of verified experience and , (d) completion of 12 semester hours in specific courses (see list above) with 9 months of verified experience in care, (d) completion of a vocational sequence in child growth and development plus 12 months verified experience, or (e) current certification as a Child Development Associate or Certified Child Care Professional, or (f) completion of specific department approved course of training plus verified experience, or (g) twenty-four months of verified experience plus a current Colorado Level I credential OR two (2) three semester hour early childhood education courses with one course being either introduction to early childhood education or guidance. In a School Age Child Care Center, the qualifications include the Program leaders must be at least eighteen (18) years of age and demonstrate an ability to work with children. Program leaders must have at least three (3) months of full-time or equivalent part-time satisfactory and verifiable experience with school-age children and assistant teacher qualifications:

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Staff aides must be at least 16 years of age and must work directly under the supervision of the director or an early childhood teacher.

5. Director qualifications All directors must complete the following specific coursework: (a) Introduction to early childhood professions, and (b) Introduction to early childhood lab techniques, and (c) Early childhood guidance strategies for children, and (d) Early childhood health, nutrition and safety, and (e) Administration of early childhood care and education programs, and (f) Administration: human relations for early childhood professions or introduction to business, and (g) Early childhood curriculum development, and (h) Early childhood growth and development, i) the Exceptional Child and j) Infant toddler theory and practice.

b) Licensed Group Child Care Homes:

1. Infant lead teacher N/A and assistant qualifications N/A
2. Toddler lead teacher N/A and assistant qualifications N/A
3. Preschool lead teacher N/A and assistant qualifications N/A
4. School-Age lead teacher N/A and assistant qualifications N/A

Large Family Child Care Home Provider: The licensee must be at least eighteen (18) years of age, the primary provider, and must reside in the large child care home. The primary provider at a large child care home must meet one of the following: 1) A minimum of three (3) years of documented satisfactory experience in the group care of children under the age of six (6) years or as a licensed home provider in Colorado. Equal experience operating as an approved military child care home is accepted; or, 2) A minimum of two (2) years of college education from a regionally accredited college or university, with at least one (1) college course in early childhood education, plus one (1) year of documented satisfactory experience in the group care of children as: A licensed home provider in Colorado; or A military licensed child care home; or, A Colorado certified family foster home; or, A staff member in a licensed child care center. 3) Current certification as a Child Development Associate (CDA); or, Completion prior to licensing of the State Department approved Expanding Quality Infant/Toddler course; and, A minimum of two (2) years of experience as a licensed child care provider holding a permanent license in Colorado immediately before becoming a licensee of a large child care home; or, A minimum of two (2) years of full-time experience in a licensed program. The group care shall have been with children who are under the age of six (6) years.

- N/A. State/Territory does not have group child care homes.

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c) Licensed Family Child Care home provider qualifications Primary providers and/or substitutes must be at least eighteen (18) years of age. Aides must be at least sixteen (16) years of age. Aides and volunteers shall work under the direct supervision of a primary provider at all times. Completion of 15 hours pre-licensing training, first aid, CPR, Standard Precautions and Medication Administration is required. The primary provider must be the resident of the home.

d) Other eligible CCDF provider qualifications Three under two license: 1) The licensee has held a permanent license to operate a family child care home for at least two (2) years in Colorado immediately prior to the issuance of the license that would authorize the care of three (3) children under two (2) years of age; and 2) The licensee has completed the State Department approved Expanding Quality Infant/Toddler course of training; and 3) In the past two years, the licensee has had no substantiated complaints with a severity level of one (1) to three (3), consistent or willful substantiated rule violations of ratio, supervision, safety, or injury to a child observed during any licensing visit, or adverse licensing action.

Infant Toddler License: For an infant/toddler home with one (1) provider, that provider must be at least twenty-one (21) years of age. For an infant/toddler home with two (2) providers, one (1) provider must be at least twenty-one (21) years of age and the second equally qualified provider must be at least eighteen (18) years of age. Each provider must have completed one (1) year of supervised experience caring for children who are younger than three (3) years old. The provider must be able to submit to the State Department official written verification of the required experience. The experience may have been obtained as: A Colorado licensed family child care home; or, A military licensed child care home; or A provider, in a family foster home certified for children younger than three (3) years of age; or, An employee in a licensed child care center in an infant and/or toddler program.

Experience Child Care Provider: Have been a licensed family child care home provider in Colorado for at least the last six (6) consecutive years; equal experience operating as a licensed military family child care home is acceptable; and Have completed ninety (90) clock hours of training within the preceding six (6) years, including the State Department approved infant/toddler course. The ninety (90) hours of training does not include licensing training universal precautions, First Aid and CPR, and medication administration training; and, Have had no adverse licensing action taken against the provider's license in the preceding two (2) years; and Comply with local zoning restrictions.

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5.1.6 The CCDBG Act of 2014 added a new provision specifying that States and Territories must 1) establish health and safety requirements for providers serving children receiving CCDF assistance relating to matters included in the topics listed below, and 2) have pre-service or orientation training requirements, appropriate to the provider setting, that address these health and safety topics. (658E(c)(2)(I)(i)) This requirement is applicable to all child care providers receiving CCDF regardless of licensing status (licensed or license-exempt). The only exception to this requirement is for providers who are caring for their own relatives, as States have the option of exempting relatives from some or all CCDF health and safety requirements. When establishing these requirements, States are encouraged to consider the age of children and type of child care setting to ensure that they are appropriate to the health and safety needs of the children from birth through age 12 and the providers who care for them.

- a) The State/Territory certifies that it has health and safety requirements for providers receiving CCDF in the following areas:
- Prevention and control of infectious diseases (including immunization)
  - Prevention of sudden infant death syndrome and use of safe sleeping practices
  - Administration of medication, consistent with standards for parental consent
  - Prevention of and response to emergencies due to food and allergic reactions
  - Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
  - Prevention of shaken baby syndrome and abusive head trauma
  - Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
  - Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
  - Precautions in transporting children (if applicable)
  - First aid and cardiopulmonary resuscitation (CPR) certification
- Yes. The State/Territory certifies that it has health and safety requirements for CCDF providers in these areas n as of March 1, 2016. Provide a citation and a link if available.

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**X** No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) [September 30, 2016](#)
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

Substantially met:

1. Prevention and control of infectious diseases (including immunization)
2. Prevention of sudden infant death syndrome and use of safe sleeping practices
3. Administration of medication, consistent with standards for parental consent
4. Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a)(1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
5. Precautions in transporting children (if applicable)
6. First aid and cardiopulmonary resuscitation (CPR) certification

- Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
  1. Prevention of and response to emergencies due to food and allergic reactions
  2. Building and physical premises safety, including identification of and protection from hazards that can

- 
- cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
  - 3. Prevention of shaken baby syndrome and abusive head trauma
  - 4. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
  - Tasks/Activities – What specific steps will you take to implement the requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
    - Projected start date for each activity \_\_\_\_\_
    - Projected end date for each activity \_\_\_\_\_
    - Agency – Who is responsible for complete implementation of this activity [Carin Rosa, Administrator, Licensing](#)
    - Partners – Who is the responsible agency partnering with to complete implementation of this activity [Colorado Department of Education, Colorado County Department of Human Services, Child and Adult Care Food Program](#)
      1. Start Date: 8/15 Review current licensing regulations for requirements in the 10 health and safety areas. End Date 11/15.
      2. Start Date: 8/15 Present requirements to counties at monthly Colorado Child Care Assistance Program (CCCAP) / Child Care Automated Tracking System (CHATS) user meetings. End Date 10/15.
      3. Start Date: 9/15 Develop draft Child Care Center regulations to ensure 10 health and safety areas are included. End Date 10/15.
      4. Start Date: 11/15 Draft Colorado Child Care Assistance Program (CCCAP) regulations to identify health and safety requirements for exempt providers; submit rules to State Board for review and public hearings. End Date 7/16 (effective date)
      5. Start Date: 11/15 Present proposed Child Care Center regulations to State Board. End Date 12/15.
      6. Start Date: 2/16 Implement new Child Care Center Regulations. End date 9/30/16.

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7. Start Date: 11/15 Identify changes to Family Child Care Home and school age regulations to ensure 10 health and safety areas are included. End date 11/15.
  8. Start Date: 12/15 Develop draft Family Child Care Home and School Age Child Care Center regulations to ensure 10 health and safety areas are included. End Date 12/30/15.
  9. Start Date: 2/16 Implement new Child Care Center Regulations. End date 9/30/16.
  10. Start Date: 4/16 Present proposed Family Child Care Home and School Age Child Care Center regulations to State Board. End Date 5/16.
  11. Start Date: 7/16: Implement new Child Care Center Regulations. End date 9/30/16.

b) The State/Territory certifies that it has pre-service (prior to initial service) or orientation (period from when service started) and ongoing training requirements, appropriate to the provider setting that address each of the requirements relating to the topic areas listed above. ACF expects these trainings will be part of a broader systematic approach and progression of professional development (as described in Section 6) within a State/Territory that will result in opportunities for child care providers to accumulate knowledge, competencies and credits toward eventual completion of a professional certification or higher education. The law does not specify a specific number of training or education hours but States and Territories are encouraged to consult with *Caring for our Children Basics* for best practices and recommended time needed to address these training requirements.

- Yes. The State/Territory certifies that it has pre-service or orientation and ongoing training requirements appropriate to the provider setting that address each of the requirements relating to the topics listed above as of March 1, 2016. Describe, including at a minimum 1) how the state/territory defines preservice or orientation period, 2) the minimum number of annual preservice or orientation hours required to meet these health, and safety requirements, and 3) ongoing training or education hours required to meet these health and safety requirements \_\_\_\_\_
- No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or

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regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) [September 30, 2016](#)
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

[Partially Implemented](#)

1. Colorado currently requires all applicants for Family Child Care Homes to complete a pre-licensing training that currently requires the following topics: Healthy and safe Environments/Universal Precautions, 4 hour Medication Administration Training, First Aid/CPR Certification, child growth and development, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, professionalism and social/emotional development.

- Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_

1. Colorado currently requires all applicants for Family Child Care Homes to complete a pre-licensing training that currently requires the following topics: Healthy and safe Environments / Universal Precautions, 4 hour Medication Administration Training, First Aid/CPR Certification, child growth and development, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, professionalism and social/emotional development. Child Care Centers, Preschool and School Age Child Care currently do not have pre-service requirements.

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or

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rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

- Projected start date for each activity \_\_\_\_\_
- Projected end date for each activity \_\_\_\_\_
- Agency – Who is responsible for complete implementation of this activity [Carin Rosa, Administrator, Licensing](#)
- Partners – Who is the responsible agency partnering with to complete implementation of this activity Colorado [Department of Human Services, Child and Adult Care Food Program, Colorado Department of Public Health and Environment, Colorado Department of Education, Professional Development Team.](#)

1. Start Date: 9/15 Review e-learning content to match Face to Face trainings. End Date 1/16.
2. Start Date: 9/15 Develop online training modules in the ten pre-service topic areas. End Date 3/16.
3. Start Date: 12/15 Coordinate changes with current Pre-licensing vendors to develop face to face courses. End Date 1/16.
4. Start Date: 8/15 Develop draft Colorado Child Care Assistance Program (CCCAP) regulations to include pre-service training requirements for exempt providers. End Date 10/15.
5. Start Date: 11/15 Incorporate training into trainer/training approval process, align with credentials, upload training to Professional Development Information System (PDIS). End Date 4/16.
6. Start Date: 8/16 Training and information dissemination on new requirements to Counties and licensed child care providers. End Date 9/30/16.

5.1.7 Does the State/Territory have health and safety requirements for any of the following optional areas?

- Nutrition (including age appropriate feeding). Describe: [The new child care center regulations include limiting the amount of sugary drinks allowed. All](#)

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other regulations address meeting the child's daily nutritional needs. Colorado has regulations which address the proper feeding of infants and toddlers.

- X Access to physical activity. Describe: Children must have the opportunity for daily gross motor activities.
- X Screen time. Describe: The new child care center regulations limit the amount of screen time children may have including television, computers and other electronic devices.
- X Caring for children with special needs. Describe: All child care facilities must meet ADA compliance, the new child care center regulations specifically address children with social and emotional needs.
- X Recognition and reporting of child abuse and neglect. Describe Colorado has regulations requiring annual training regarding recognizing and reporting child abused and neglect.
- X Other subject areas determined by the State/Territory to be necessary to promote child development or to protect children's health and safety. Describe: Family Child Care homes are required to complete annual training including child growth and development, healthy and safe environments, developmentally appropriate practices, guidance and social emotional development.

5.1.8 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, (98.41(A)(ii)(A)) from CCDF health and from which requirements (all or some) requirements. Does the State/Territory exempt relatives from the requirement to receive pre-service or orientation health and safety training on any or all of the listed topics? Note this exception applies if the individual cares ONLY for relative children.

X Yes, all relatives are exempt from all health and safety training requirements. If the State/Territory exempts all relatives from the CCDF health and safety training requirements, describe how the State ensures the health and safety of children in relative care.

Yes, some relatives are exempt from health and safety training requirements. If the State/Territory exempts some relatives from the CCDF health and safety training requirements, describe which relatives are exempt from which requirements (all or some) and

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include how the State/Territory ensures the health and safety of children in relative care. \_\_\_\_\_

No, relatives are not exempt from CCDF health and safety training requirements.

## 5.2 Monitoring and Enforcement Policies and Practices

5.2.1 The State/Territory certifies that the State/Territory has in effect policies and practices to ensure that providers for children receiving assistance and their facilities comply with applicable State or local licensing and health and safety requirements. (658E(c)(2)(J))

- Yes. The State/Territory certifies that it has policies and practices to ensure compliance with applicable licensing and health and safety requirements for providers receiving CCDF and their facilities as of March 1, 2016. List the policy citation [C.R.S. 26-6-108](#)
- No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.
- Overall Target Completion Date (no later than September 30, 2016) \_\_\_\_\_
  - Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
    - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
    - Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
  - Tasks/Activities – What specific steps will you take to implement the requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
    - Projected start date for each activity \_\_\_\_\_
    - Projected end date for each activity \_\_\_\_\_

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- Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_

5.2.2 The CCDBG Act of 2014 added the following provisions for enforcement of licensing which must be in effect no later than November 19, 2016 for all providers who serve children receiving CCDF (with the option to exempt relatives). While the law does not specify strategies to meet these requirements, States and Territories could consider implementing a differential monitoring approach as long as the full complement of licensing and CCDF health and safety standards was representative and the frequency was at least annually.

- a) **Licensing Inspectors** - It will have policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements. (658E(c)(2)(K)(i)(I))

**X** Yes. The State/Territory certifies that as of March 1, 2016 it has policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements. List the policy citation and describe the qualifications, including at a minimum how inspector qualifications address training related to the language and cultural diversity of the providers, and how qualifications address being appropriate to the age of children in care and type of provider setting: **At a minimum, all licensing specialists are required to have a Bachelor's degree in Early Childhood Education or related field and have experience working in a child care program. All licensing staff are trained to all of the child care rules and regulations, Standard Operating Procedures, consistent application of regulations and other topics through a series of module trainings. Once a module has been completed, the specialist shadows other seasoned licensing staff to experience hands on learning in the field. The trainings include Mandated Child Abuse reporting, identifying safety hazards, and recognition of health requirements.**

- No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.
- Overall Target Completion Date (no later than November 19, 2016) \_\_\_\_\_
  - Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
    - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
    - Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
    - Tasks/Activities – What specific steps will you take to implement the requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
      - Projected start date for each activity \_\_\_\_\_
      - Projected end date for each activity \_\_\_\_\_
      - Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_
      - Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_
- b) **Inspections for Licensed CCDF Providers** - It will require licensing inspectors to perform inspections, with not less than one prelicensure inspection, for compliance with health, safety, and fire standards, of each such child care provider and facility in the State/Territory. It will require licensing inspectors to perform not less than annually, one unannounced inspection of licensed CCDF providers for compliance with all child care licensing standards, which shall include an inspection for compliance with health, safety, and fire standards (inspectors may inspect for compliance with all 3 standards at the same time. (658E(c)(2)(K)(i)(II))

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- Yes. The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for licensed CCDF providers. List the policy citation and describe the inspection requirements including the frequency of announced and unannounced visits \_\_\_\_\_
- No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.
- Overall Target Completion Date (no later than November 19, 2016) [November 19, 2016](#)
  - Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
    - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
    - [Partially Implemented:](#)
      - [All applicants for a child care license receive a scheduled Pre-licensing Inspection](#)
      - Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
      - [Annual inspections for all licensed providers](#)
    - Tasks/Activities – What specific steps will you take to implement the requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
      - Projected start date for each activity \_\_\_\_\_
      - Projected end date for each activity \_\_\_\_\_
      - Agency – Who is responsible for complete implementation of this activity [Carin Rosa, Administrator, Licensing](#)
      - Partners – Who is the responsible agency partnering with to complete implementation of this activity: [County Departments of Human Services](#)

1. Start Date: 5/2015 Licensing inspectors working to ensure all providers are on a yearly inspection cycle. End Date: 9/30/16.
2. Start Date: 6/15 Initial implementation meeting to define general steps and timelines. End Date 6/15.
3. Start Date: 6/15 Consultation with Licensing Advisory Committee. End Date 6/15.
4. Start Date: 7/15 Develop the implementation logistics. End Date: 8/15
5. Start Date: 10/15 Define Trails changes. End Date: 11/2015
6. Start Date: 10/15 Trails updates. End Date: 7/2016

**c) Inspections for License-Exempt CCDF Providers (except those serving relatives)** – It will have policies and practices that require licensing inspectors (or qualified monitors designated by the lead agency) of child care providers and facilities to perform an annual monitoring visit of each license-exempt CCDF provider (unless the provider is described in section (658P(6)(B)). (658E(c)(2)(K)(ii)(IV))

Yes. The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for license-exempt CCDF providers. List the policy citation and describe the annual monitoring visit requirements: \_\_\_\_\_

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- o Overall Target Completion Date (no later than November 19, 2016) November 19, 2016
- o Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other)

\_\_\_\_\_

- o Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_  
Partially Implemented

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- 1. A monitoring tool for legally exempt providers has been developed
  - 2. Licensing and CCCAP rules drafted and submitted through approval process
  - Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
    - 1. Pre-licensing and Annual inspections for legally-exempt providers
    - Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
      - Projected start date for each activity \_\_\_\_\_
      - Projected end date for each activity \_\_\_\_\_
      - Agency – Who is responsible for complete implementation of this activity [Carin Rosa, Administrator, Licensing](#)
      - Partners – Who is the responsible agency partnering with to complete implementation of this activity
        - 1. Start Date: 6/15 Consultation with Licensing Advisory Committee. End Date 6/15.
        - 2. Start Date: 5/15 Develop tool for Exempt provider inspections. End Date 6/15.
        - 3. Start Date: 7/15 Develop the implementation logistics. End Date 8/15
        - 4. Start Date: 9/15 Define CHATS changes. End Date 11/15
        - 5. Start Date: 10/15 Define Trails changes. End Date 11/15
        - 6. Start Date: 10/15 CHATS updates. End Date 7/16.
        - 7. Start Date: 10/15 Trails updates. End Date: 7/16
        - 8. Start Date: 6/16 Train Licensing Inspectors on Exempt provider inspection tool. End Date 10/30/16.
- **Ratio of Licensing Inspectors** – It will have policies and practices that require the ratio of licensing inspectors to such child care providers and facilities in the State/Territory to be maintained at a level sufficient to enable the State to conduct inspections of such child care providers and facilities on a timely basis in accordance with Federal, State, and local law. (658E(c)(2)(K)(i)(III))
  - X Yes. The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding the ratio of licensing inspectors to such child care providers and facilities in the State/Territory. List the policy citation and list

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the State/Territory ratio of licensing inspectors: [Department of Human Services, Child Care Facility Licensing, 12 CCR 2509-8, Section 7.701.53](#)

- No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.
- Overall Target Completion Date (no later than November 19, 2016) \_\_\_\_\_
  - Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
  - Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
    - Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
    - Projected start date for each activity \_\_\_\_\_
    - Projected end date for each activity \_\_\_\_\_
    - Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_
    - Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_

e) **Child Abuse and Neglect Reporting** – That child abuse reporting requirements are in place and comply with section of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5106a(b)(2)(B)(i)) (658E(c)(2)(L))

- Yes. Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency’s policy citation(s)

[Department of Human Services, Child Care Facility Licensing, 12 CCR 2509-8, section 7.701.53](#)

- No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.
  - Overall Target Completion Date (no later than November 19, 2016) \_\_\_\_\_
  - Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
    - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_
    - Unmet requirement - Identify the requirement(s) to be implemented
      - Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
      - Projected start date for each activity \_\_\_\_\_
      - Projected end date for each activity \_\_\_\_\_
      - Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_
      - Partners – Who is the responsible agency partnering with to complete implementation of this activity \_\_\_\_\_

5.2.3 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, (98.41(A)(ii)(A)) from inspection requirements. Note this exception only applies if the individual cares ONLY for relative children. Does the State/Territory exempt relatives from inspection requirements listed in 5.2.2?

- Yes, all relatives are exempt from all inspection requirements. If the State/Territory exempts all relatives from the inspection requirements,

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describe how the State ensures the health and safety of children in relative care. [Relative providers sign a Self Assurance form containing health and safety requirements providers must meet.](#)

- Yes, some relatives are exempt from inspection requirements. If the State/Territory exempts some relatives from the inspection requirements, describe which relatives are exempt and include how the State/Territory ensures the health and safety of children in relative care. \_\_\_\_\_
- No, relatives are not exempt from inspection requirements.

### 5.3 Criminal Background Checks

The CCDBG Act of 2014 added new requirements for States and Territories receiving CCDF funds to conduct criminal background checks on child care staff members and prospective staff members of child care providers. States and Territories have requirements, policies, and procedures in place to conduct criminal background checks for staff members of child care providers (other than relatives) that are licensed, regulated or registered under State/Territory law or receive CCDF funds. Background check requirements apply to any staff member who is employed by a child care provider for compensation or whose activities involve the care or supervision of children or unsupervised access to children. For family child care homes, this includes the caregiver requesting a check of him/herself, as well as other adults in the household that may have unsupervised access to children. These provisions must be in place no later than September 30, 2017.

The CCDBG Act of 2014 specifies what a comprehensive criminal background check includes and a child care provider must submit a request to the appropriate State/Territory agency for a criminal background check for each child care staff member, including prospective child care staff members at least once every 5 years. A criminal background check must include a search of: State criminal and sex offender registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years; State child abuse and neglect registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years, National Crime Information Center (run by the FBI); FBI fingerprint check using Next Generation Identification ; and National Sex Offender Registry.

Child care staff members cannot be employed by a provider receiving CCDF if they refuse a background check; make materially false statements in connection with the background check; are registered or required to be registered on the State or National Sex Offender Registry; have been convicted of a felony consisting of: murder, child

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abuse or neglect, crimes against children, spousal abuse, crime involving rape or sexual assault, kidnapping, arson, physical assault or battery, or subject to an individual review, at the State's option, a drug-related offense committed during the preceding 5 years; or have been convicted of a violent misdemeanor committed as an adult against a child.

Timeliness of background checks - The State/Territory must conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request. The State/Territory shall provide the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information. If the staff member is ineligible, the State/Territory will provide information about each disqualifying crime to the staff member.

Fees for background checks – Fees that a State/Territory may charge for the costs of processing applications and administering a criminal background check may not exceed actual costs to the State/Territory for processing and administration.

Transparency – The State/Territory must ensure that policies and procedures for conducting criminal background checks are published on the State/Territory's consumer education website (also see section 2.3) or other publicly available venue.

Appeals process – The State/Territory shall have a process for a child care staff member to appeal the results of their background check to challenge the accuracy and completeness.

Privacy considerations - Lead Agency may not publicly release the results of individual background checks. They may release aggregated data by crime as long as the data does not include personally identifiable information.

5.3.1 Describe the status of the State/Territory's requirements, policies, and procedures for criminal background checks for child care staff members and child care providers.

- Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the policy citation within the Lead Agency's rules \_\_\_\_\_ and describe the policies and procedures for criminal background checks using 5.3.2 through 5.3.9 below.
- Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2017). Please provide brief text responses and descriptions only. Do not cut and

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paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2017) [September 30, 2017](#)
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s)-(not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

Substantially Implemented:

Colorado has the following in place:

1. Child care staff cannot be employed by a provider if they refuse a background check, make materially false statements in connection with the background check, have been convicted of a felony consisting of: murder, child abuse or neglect, crimes against children, spousal abuse, crime involving rape or sexual assault, kidnapping, arson, physical assault, or subject to an individual review, at the State’s option, a drug-related offense committed during the prEarly Childhood Educationing 5 years, have been convicted of a violent misdemeanor committed as an adult against a child.
2. Fingerprint based background checks (CBI and FBI) must be completed at time of application for family child care home and all residents under the age of 18 and within the first five (5) days of employment in all other licensed child care programs. Child abuse and neglect background checks are completed at the time of application for all residents of a family child care home and within the first ten (10) days of employment in all other licensed child care programs.
3. Notification of the results of all background checks are received by the Background Investigation Unit and licensees are notified of any disqualifications.
4. Fees do not exceed the cost of processing and administration.
5. The results of all background checks are confidential and are not released, except as aggregated data, upon the request through the Colorado Open Records Act.

Partially Implemented:

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1. Fingerprint based background checks are run through a flagged system through CBI (Colorado Bureau of Investigation). New arrests/ convictions are immediately available to CBI and the Department through weekly downloads.
  2. Fingerprint based background checks are sent to FBI at the time of application or employment.
  3. Weekly CBI sex offender registry downloads are processed for Colorado providers.
  4. Child abuse/neglect background checks are completed at the time of application or employment for Colorado providers.
  5. Background check policies and procedures are posted on website, specific disqualifiers are not currently posted.
- Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_
    1. Fingerprint based background check for each State where the staff member resided for past 5 years.
    2. National Sex Offender registry.
    3. Search of abuse/neglect registry for each State where the staff member resided for past 5 years.
    4. Publishing process for challenging accuracy of background checks.
  - Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity [Carin Rosa, Administrator, Licensing](#)
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity [Colorado Bureau of Investigation, Office of Early Childhood Background Investigation Unit, Child Welfare](#)
1. Start Date: 7/15 Determine the requirements that are met by Colorado: Child Care staff cannot be employed by a provider if: 1) They refuse a background check, make materially false statements in

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connection with the background check, 2) Have been convicted of offenses identified in the requirements, 3) Fingerprint based background check requirements, 4) Child abuse and neglect background checks 5) Fees do not exceed the cost of processing and administration, 6) Results of all background checks are confidential and is not released, except as aggregated data. End Date 8/15

2. Start Date: 7/15 Determine Partially Implemented Requirements.

1) State Fingerprint based background checks are run through a flagged system through CBI. New arrests/convictions are immediately available to CBI and the Department through weekly downloads. Fingerprint based background checks sent to FBI at the time of application or employment. 2) Weekly CBI sex offender registry downloads for Colorado providers. 3) Child abuse/neglect background checks at the time of application or employment for Colorado providers. 4) Background check policies and procedures are posted on website, specific disqualifiers are not currently posted. End Date 8/15.

3. Start Date: 7/15 Determine Unmet Requirements: 1) Fingerprint based background check for each State where the staff member resided for past 5 years, 2) National Sex Offender registry, 3) Search of abuse/neglect registry for each State where the staff member resided for past 5 years, 4) Publish process for challenging accuracy of background checks. End Date 8/15.

4. Start Date: 12/15 Identify the number of background checks that will need to be completed for existing child care staff End Date 2/2016

5. Start Date: 12/15 Identify the number of potential new staff needed to process background checks to meet the new requirements. End Date 2/2016.

6. Start Date: 5/16 Identify possible legislation needed for background checks. End Date 6/16.

7. Start Date: 1/16 Identify changes needed to the Colorado Child Care Licensing System (CCCLS). End Date: 3/16.

8. Start Date: 1/16 Identify changes to CHATS. End Date 3/16.

9. Start Date: 4/16 Meet with CBI. End Date 4/16.

10. Start Date: 4/16 Meet with Office of Early Childhood Background Investigation Unit. End Date: 4/30/16.

11. Start Date: Draft changes to General Rules 10/16. End Date 11/16.

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12. Start Date: 2/17 Present proposed general rules to State Board.  
End Date 4/17.

13. Start Date: 6/17 Implement new General rules. End Date: 10/17.

5.3.2 Describe the process and procedures for conducting background checks in a timely manner, including which agency/entity is responsible and how the Lead Agency ensures that background checks performed by a 3<sup>rd</sup> party meet the requirements, protecting the privacy of child care staff members, and providing opportunities for applicants to appeal the results of background checks. Currently Colorado requires that all fingerprint based background checks are submitted to the Colorado Bureau of Investigation (CBI) within the first 5 days of employment or upon receipt of application for family child care home. Colorado Bureau of Investigation (CBI) has the ability to process fingerprint cards electronically and the child abuse and neglect background checks, by statute must be completed within 10 days from the date Background Investigation Unit (BIU) receives the request.

5.3.3 Describe how the State/Territory is assisting other States process background checks, including any agencies/entities responsible for responding to requests from other states This process is being developed

5.3.4 Does the State/Territory have a review process for individuals disqualified due to a felony drug offense to determine if that individual is still eligible for employment?

Yes. Describe Under Colorado Statute 26-6-104(7)(d.5) the department shall not issue a license for a felony drug related offense within the previous five years preceding the date of application for a license (this would include the annual continuation notice) and under Colorado Statute 26-6-108(2)(C.5) the department may deny, revoke, suspend or make probationary the license for any licensee who has been convicted of an unlawful use of a controlled substance, unlawful distribution, manufacturing, dispensing, sale, or possession of a controlled substance or unlawful offenses relating to marijuana or marijuana concentrate.

No

5.3.5 Does the State/Territory disqualify child care staff members based on their conviction for other crimes not specifically listed in 5.3?

Yes. Describe. Under Colorado Statute 26-6-104(7) The Department shall not issue a license or shall deny, revoke, suspend the application/license for 1) a conviction of child abuse, 2) a crime of violence, 3) any felony offense involving

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unlawful sexual behavior, 4) any felony offense that includes domestic violence, 5) any felony involving physical assault, battery, a pattern of misdemeanor convictions or any offense in any other state, the elements which are substantially similar to the elements of any one of the offenses listed above. Under Colorado Statute 26-6-108(2) The department may deny, revoke, suspend or make probationary the license for any licensee who has been convicted 1) of child abuse, 2) convicted of third degree assault 3) any misdemeanor, the underlying factual basis of which has been found to include an act of domestic violence, 4) use of any controlled substance including alcohol and marijuana, 5) furnish or make any false statements or report to the department, 6) substantial evidence of an act of child abuse, 7) refuse to submit to an investigation or inspection by the department or authorized representative of the department, 8) be charged with an act of child abuse or unlawful sexual offense. The department may deny or revoke any entity if the entity cultivates marijuana.

No

5.3.6 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, (98.41(A)(ii)(A)) from background check requirements. Note this exception only applies if the individual cares ONLY for relative children. Does your State/Territory exempt relatives from background checks?

Yes, all relatives are exempt from all background check requirements.

Yes, some relatives are exempt from the background check requirements. If the State/Territory exempts some relatives from background check requirements, describe which relatives are exempt from which requirements (some or all). \_\_\_\_\_

No, relatives are not exempt from background checks.

5.3.7 Describe how the State/Territory ensures that fees charged for completing the background checks do not exceed the actual cost of processing and administration, regardless of whether conducted by the State/Territory or a 3<sup>rd</sup> party vendor or contractor. Lead Agencies can report that no fees are charged if applicable. Colorado statute 19-1-307(2.5) requires that all Child Abuse and Neglect background checks do not exceed the actual cost of processing and administration and the fees are adjusted as needed.

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5.3.8 Describe how background check policies and procedures are published on the State/Territory consumer education website or made publicly available on another venue [The Child abuse and neglect background check process is described on the Office of Early Childhood website \[www.coloradoofficeofearlychildhood.com\]\(http://www.coloradoofficeofearlychildhood.com\)](#)

5.3.9 Does the Lead Agency release aggregated data by crime?

Yes. List types of crime included in the aggregated data [Only crimes that meet statutory requirements would be released including but not limited to: crimes of violence, domestic violence, drug charges, convictions of child abuse, assault, sexual assault, and murder.](#)

No

## 6 Recruit and Retain a Qualified and Effective Child Care Workforce

Teacher-child interactions and relationships, intentional strategies to engage children and their parents, and use of curriculum and assessment to inform practices with children are key components of high quality child care. These require a competent, skilled, and stable workforce. Research has shown that specialized training and education, positive and well-organized work environments and adequate compensation promote teacher recruitment, stability, diversity of the early childhood workforce, and effectiveness with young children in child care. In addition, professional development strategies that emphasize on-site mentoring and coaching of teachers have emerged as promising to change practices with children and families. Professional development, whether training, on-site coaching and mentoring, registered apprenticeship, or higher education coursework, should reflect the research and best practices of child development in all domains and cultural competence.

The CCDBG Act of 2014 requires States and Territories to establish professional development and training requirements in key areas such as health and safety, early learning guidelines, responding to challenging behavior and engaging families. States and Territories are required to offer ongoing annual training and to establish a progression of professional development opportunities to improve knowledge and skills of CCDF providers. (658E(c)(2)(G)) An example of how a State/Territory might address this is to establish a system or framework of professional development that includes professional standards, a “career ladder” that allows an individual to build knowledge and skills in a cumulative manner from introductory training to advance level education, including obtaining credentials and post-secondary degrees. Professional development should be designed in a manner that aligns to competencies and qualifications that reflect working with children of different ages, English language learners, children with disabilities and the differentiated roles in all settings, such as teachers, teacher assistants, and directors. Training and education supporting professional development is also one of the options States and Territories have for investing their CCDF quality funds. (658G(b)(1)) ACF

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encourages States and Territories to collaborate and coordinate with other early childhood educator professional development resources, such as Race to the Top Early Learning Challenge grants, quality funds available through the Preschool Development grants, and funds available through Head Start and Early Head Start, to the extent practicable. Responsive, well-qualified adult caregivers are one of the most important factors in children’s development and learning in child care settings. ACF strongly encourages States and Territories to link CCDF health and safety trainings (see Section 5) and child development trainings and education to this broader professional development framework as the foundation for building a knowledgeable early childhood education workforce. Questions related to requirements for recruiting and retaining a qualified and effective child care workforce have been consolidated into Section 6.

### **6.1 Training and Professional Development Requirements**

The CCDBG Act of 2014 added a requirement that the State/Territory develop training and professional development requirements designed to enable child care providers to promote the social, emotional, physical and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF across the entire age span from birth through age 12. (658E(c)(2)(G)) Training and professional development should be accessible and appropriate across settings and types of providers, including family child care home providers and child care center staff.

The State/Territory also must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and improve the quality of child care services. (658E(c)(2)(V))

For purposes of this section, the term professional development is inclusive of credit bearing coursework, postsecondary degree programs, and technical assistance (targeted assistance such as mentoring, coaching or consultation) activities. Health and safety topics that require renewal of a credential or certification should be considered continuing education unit trainings.

- 6.1.1 Describe the status of the State/Territory’s professional development system or framework, including training and professional development requirements to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce.

The Lead Agency assures that the State/Territory’s training and professional development requirements:

- a) Provide ongoing training and professional development that is accessible for the diversity of providers in the State/Territory; provide for a progression of

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professional development reflecting research and best practice to meet the developmental needs of participating infants, toddlers, preschool, and school-age children and that is aligned to foundational and specialized competencies (including different ages of children, English language learners, and children with disabilities); and improve the quality and stability of the child care workforce (such as supports an individual to build on entry- and mid-level training and education (which may include higher education) to attain a higher level credential or professional certification and retention in the child care program).

- b) Are developed in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care or other state or state-designated cross-agency body if there is no SAC that addresses training, professional development and education of child care providers and staff.
- c) Incorporate knowledge and application of the State/Territory's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporate social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2)
- d) Are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF
- e) Appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups, English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe using 6.1.2 through 6.1.6 below.

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- o Overall Target Completion Date (no later than September 30, 2016)  
[September 30, 2016](#)

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- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
    - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

Partially implemented

1. a) Provide ongoing training and professional development that is accessible for the diversity of providers in the State; provide for a progression of professional development reflecting research and best practice to meet the developmental needs of participating infants, toddlers, preschool children, children through age eight, and that is aligned to foundational and specialized competencies and improve the quality and stability of the child care workforce (such as supports an individual to build on entry- and mid-level training and education (which may include higher education) to attain a higher level credential or professional certification and retention in the child care program).

Substantially implemented:

1. b) Are developed in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care.
2. c) Incorporate knowledge and application of early learning and developmental guidelines, health and safety standards, and incorporate social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models.
3. d) Are accessible to providers supported through Indian tribes or tribal organizations receiving Child Care and Development Fund support.
4. e) Are appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups, English language learners, children with disabilities, and Native Americans.

- Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_

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a) Provide ongoing training and professional development that is accessible for the diversity of providers in the State; provide for a progression of professional development reflecting research and best practice to meet the developmental needs of participating children ages 9 to 13 years old.

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity [Stacey Kennedy, Director, Child Care Quality Initiatives](#)
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity
    1. Start Date: 10/15 Conduct environmental scan to determine what professional development resources are in place for children 9-13 years old. Partners: school-age organizations. End date 11/15
    2. Start Date: 11/15 With input from partners, draft an implementation plan to include professional development for providers caring for children 9 to 13 years old. Partners: school age organizations, higher education institutes. End date 6/16
    3. Start Date: 6/16. Finalize implementation plan with fiscal impact. End date 9/30/16
    4. Start Date: 6/16. Finalize implementation plan with fiscal impact. End date 9/30/16

6.1.2 Describe how the State/Territory provides ongoing training and professional development that is accessible for the diversity of providers in the State/Territory, provides for a progression of professional development reflecting research and best practice to meet the developmental needs of participating infants, toddlers, preschool and school-age children and that is aligned to foundational and specialized competencies (including different ages of children, English language learners, and children with disabilities) and improves the quality and stability of the child care workforce. Use the checkboxes below to identify and describe the elements of the progression of professional development. Check all that apply..

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**X State/Territory professional standards and competencies.** Describe The Early Childhood Competencies Framework was approved by the Colorado Early Childhood Leadership Commission in May, 2013. A published version is available at: <http://www.cde.state.co.us/early/competencies>.

The Competencies consist of eight domains: Child Growth, Development and Learning, Child Observation and Assessment, Family and Community Partnerships Guidance, Health, Safety, and Nutrition, Professional Development and Leadership, Program Planning and Development, and Teaching Practices. Competencies supporting social-emotional development, cultural competence and children with special needs are present in all eight domain areas.

The Competencies are built on a framework of four levels. They begin with the basic knowledge and skills needed to enter the field and progress, according to degree of mastery, to advanced levels of academic preparation and a wide range of experiences. The four levels are cumulative, meaning that early childhood educators at the top level have the skills and knowledge to meet all the competencies in the lower levels. The levels are as follows:

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

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

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

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

Key Uses for the Competencies include:

**Early Childhood Professionals** use the competencies to complete self-assessments to identify strength and growth areas, create an individual professional development plan and to make informed decisions about a career in early childhood.

**Program Administrators** use the competencies to clarify and communicate knowledge required of staff, Identify training and staff development needs, formulate staff development plans, assess current staff strengths and identify

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knowledge gaps for the purpose of recruiting additional staff with higher or different levels of competency and link level of competency to compensation level.

**Training Providers** use the competencies to organize, identify, and advertise training, align offerings across all content areas and levels of competency to better support skill development.

**State and Local Agencies** use the competencies to develop policy, initiatives, and funding that will increase the level of competency of early childhood professionals, guide the development of policies related to teacher licensure, Colorado Shines Quality Rating and Improvement System, higher education articulation, professional development and supports for educators working in a variety of settings and to develop and implement a credentialing system that supports authentic evaluation of and acquisition of the competencies.

**Early Childhood Advocates** use the competencies to educate parents, policymakers, and the general public about the degree of knowledge and skill required for professional competency, the areas of professional practice in early childhood, and the need for competent professionals; reinforce the concept of professionalism in the early childhood field and to support public and private investments, incentives, and initiatives that encourage and facilitate professional competency.

**X Career ladder or lattice. Describe:** In the last two years, Colorado has redeveloped the Colorado Early Childhood Professional Credential that had been available since 2000. The new Early Childhood Professional Credential 2.0, now available through the Professional Development Information System, is a competency and research based credentialing system developed to recognize the expertise of a broad spectrum of professionals working with young children. The credential is awarded based on an individualized points based system that includes components focused on Formal Education, Ongoing Professional Development, Experience, and Demonstrated Competencies. By recognizing these component areas in six possible levels, the credential supports professionals' career progression from the completion of entry level training requirements to post graduate level degree completion. As recommended by the *Transforming the Workforce for Children Birth through Age 8* (Institute of Medicine and National Research Council of the National Academies, 2015) report, the scoring system integrates all professional learning experiences to fully support competency development and ongoing professional practice. Additionally, the point structure is based on the research evidence of the types

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of professional development that are most effective in changing professional practice.

The credential can be used by professionals to meet personnel requirements of child care licensing rules and regulations and is used to score the Workforce component of Levels 3-5 in Colorado Shines Quality Rating and Improvement System. The Early Childhood Professional Development Team at the Colorado Department of Education is currently working with Colorado Department of Education Educator Licensing and Educator Effectiveness teams to use the credential to strengthen connections for professionals working within birth to grade 3 systems. Based on the Colorado Competencies for Early Childhood Educators and Administrators, the credential represents the foundational credential appropriate for all early childhood professionals. Currently, Colorado also has a specialized Coaching Credential that builds on the Early Childhood Professional Credential 2.0 and will add a Trainer Credential within the next year. In our previous credentialing system, Colorado had an Infant Toddler endorsement and a Social Emotional Credential. These specialized credentials will also be redeveloped in the next year to build on the foundational Early Childhood Professional Credential. All of these credentials will be available online through the Professional Development Information System which facilitates ongoing evaluation of the credentials and the ability for further refinements to the credentialing approaches.

**X** Articulation agreements between two- and four-year postsecondary early childhood education or degree programs. Describe In 1986, the Colorado State Legislature removed degrees in teacher education as an option for students; all students must major in an “academic” area and receive their teacher licensure and/or endorsement in addition to that major. In 2004, a limited formalized transfer agreement between two- and four- year postsecondary Early Childhood Education programs in Colorado was established. This agreement required an Early Childhood Education degree from a two-year program which transferred to a four-year elementary education teacher preparation program but it accepted only a few courses in Early Childhood Education. In 2012, in response to recommendations provided by Race to the Top – Early Learning Challenge Fund evaluators, the State Legislature approved a four-year Early Childhood Education degree. The articulation agreement was updated in 2015 to reflect the additional “elective” courses accepted by institution; this list includes a number of Early Childhood Education courses which vary by institution.

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Early Childhood Education articulation in Colorado has been problematic as there has been no single set of standards for courses that were used by both two- and four-year programs. Four-year programs were reluctant to accept courses from two-year programs; they were concerned that these transfer students would be lacking foundational knowledge for the upper level coursework and had no way of determining a student's background knowledge and skills upon entry.

In 2013, Colorado's Early Childhood Learning Commission approved Colorado's Early Childhood Competencies for Educators and Administrators, effectively paving the way for a single set of standards that could be used across the field of early childhood. During the summer of 2014, the two-year programs reviewed their coursework and mapped them to the Early Childhood Competencies. As Colorado has a Common Course Numbering System for Community Colleges, this was a relatively simple task. They also identified gaps that existed and made a plan to work on these the following summer. In fall of 2014 and spring of 2015, the four-year programs began to look at how they might use the Early Childhood Competencies to guide their work on Early Childhood degrees. As they began to identify the appropriate competency levels for their work, the Colorado Department of Education Office of Educator Preparation opened up Educator Preparation and Licensing Rules for recommendations and alignment. This provided an exceptional opportunity for the four-year programs to recommend changes to the rules that aligned directly with the Early Childhood Competencies. A workgroup was assembled and the work was completed and approved for submission to the Colorado State Board of Education in November of 2015. Approval is expected in the early spring of 2016.

The alignment work undertaken by both two- and four-year programs provides the foundation for a new articulation agreement which will assure that students transferring from two- to four-year programs will have the foundational knowledge necessary for success. The Colorado Department of Higher Education will be supporting two- and four-year programs as they craft the new agreement.

**X** Community-based training approved by a state regulatory body to meet licensing or regulatory requirements. Describe\_Currently, community-based training is approved by licensing based on alignment with Colorado's Core Knowledge and Standards or, in the case of first aid, CPR, and medications administration, by meeting requirements for approved vendor. To meet Core Knowledge and Standards requirements, the trainer must identify how many

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hours of training are associated with which domains. Licensing specialists visiting an Early Childhood Program verify that this information is on an individual's training certificate and then accept it as clock hours for licensing. To meet the approved vendor requirements, a vendor must provide evidence they have successfully completed a national certification (i.e., Red Cross certification) in the area in which they will be approved.

As Colorado began to work towards strengthening its system of professional development, the Early Childhood Professional Development Team at the Colorado Department of Education met with the Child Care Licensing and Administration at the Colorado Department of Human Services and they are working together to align their goals to benefit professionals across the state. As a part of the Race to the Top-Early Learning Challenge fund work, an automated training approval process will be made available in the Professional Development Information System. This will serve as the application portal for both State-Approved trainings and Community-Based trainings for licensing requirements. Those vendors who require specific approval, as well as the specific licensing-required trainings, will be referred to Child Care Licensing for approval, but the application will be the same application as the one used for State-approved trainings (see below).

**X** Workforce data, including recruitment, retention, registries or other documentation, and compensation information. Describe The Professional Development Information System has a registry component that collects information on demographics, employment (including compensation and employment start and end dates), education, training, credential level, competency level, and professional development planning details. Since the Professional Development Information System has been active for less than one year, baseline data is still being collected for many elements.

**X** Advisory structure that provides recommendations for the development, revision, and implementation of the professional development system or framework. Describe Colorado's Early Childhood Professional Development Advisory Board is a 35 member group appointed by Colorado's Early Childhood Leadership Commission, the State Advisory Council. The Early Childhood Professional Development Advisory Board provides oversight and guidance to the continued development of Colorado's Early Childhood Professional Development System. The Early Childhood Professional Development Advisory Board is charged with guiding the implementation of Colorado's Early Learning Professional Development System plan, approved by the Early Childhood

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Leadership Commission in May, 2010.

<https://ecpd.costartstrong.org/ets/companies/08c38354-7b3d-4abd-b1ca8309d9c5b000/UserFiles/COComprehensiveP3PDSsystemsPlan.pdf>

Task Forces convene to develop system components in Early Childhood Competencies, Credentialing, Professional Development Information System, and Trainer and Training Approval. Membership includes representatives from two-and-four-year higher education programs, the Department of Higher Education, the Community College Systems Office, State Level Educator Licensing, alternative teacher preparation programs, Early Intervention, Preschool Special Education, Colorado Preschool Program, Child Care Licensing, Colorado Shines Quality Rating and Improvement System, Early Childhood Training Professionals, Coaching and Quality Improvement Providers, Early Childhood Councils, Child Care Resource and Referral representatives, and Family, Friend, and Neighbor programs.

**X** Continuing education unit trainings and credit-bearing professional development. Describe Over the past 15 years, the Expanding Quality in Infant Toddler Care Initiative has promoted collaborations between local trainers and community colleges to support participants of community Expanding Quality in Infant Toddler Care trainings to also receive college credit. Using a list of recommended 'bridge assignments' created by the Expanding Quality Initiative, college faculty are encouraged to assign some coursework for participants to complete in addition to the 48 training hours. Through this process, participants can receive a grade and three college credits for completing the community based training.

Through connections with the Colorado Department of Education Educator Licensing office, Continuing Education Units required to maintain a Teaching License can be used toward an Early Childhood Professional Credential and training hours completed to meet Colorado Shines Quality Rating and Improvement System Level 2 requirements can be used to meet the Continuing Education Units requirements for the Colorado Department of Education Teaching License.

The Colorado Community College System currently has a system wide initiative to enhance opportunities for students to receive credit for prior learning. The Early Childhood Faculty Coalition has created a subcommittee to explore these opportunities specifically for students in early childhood programs.

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**X** State-approved trainings. Describe Colorado has had a voluntary training approval process in effect for a number of years. However, there were no requirements in place that led to needing approval and very few training providers took part in the process. As a part of the work within Colorado's Race to the Top Early Learning Challenge grant, state-approved competency-based training has been identified as being required for Early Childhood Professional Credential points and credentials have been identified as the major factor in Workforce scoring for a Level 3-5 in Colorado's Quality Rating and Improvement System, Colorado Shines. Colorado is using a phased-in approach for requiring this approved training as the capacity for creating and providing approved training across the state is limited, but will increase as other supports are put into place. These supports include:

- An Adult Learning course
- An Instructional Design course
- Resources and supports for those wishing to create and provide approved training
- Examples of high-quality training which can be delivered by credentialed Trainers
- A streamlined and automated competency-based training approval process.

One of the major goals of the Early Childhood Professional Development Team for 2016 is to exponentially increase the number of approved, competency-based trainings available across the state, covering a wide variety of topics and available in a selection of formats. Additionally, the team will provide training for opportunities within the Professional Development Information System to schedule training events. This should result in a marked increase in available state-approved competency-based training and support the move to accepting only state-approved training for Early Childhood Profe

- Inclusion in state and/or regional workforce and economic development plans. Describe \_\_\_\_\_
- Other. Describe \_\_\_\_\_

6.1.3 Describe how the State/Territory developed its training and professional development requirements in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care (if applicable) or other state or state-designated cross-agency body if there is no SAC The Early Childhood Competencies Framework was approved by the State Advisory Council, the Colorado Early Childhood Leadership Commission, in May,

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2013. A published version is available at:  
<http://www.cde.state.co.us/early/eccompetencies>.

Colorado's Early Childhood Professional Development Advisory Board is a 35 member group appointed by Colorado's Early Childhood Leadership Commission, the State Advisory Council. The Early Childhood Professional Development Advisory Board (structure detailed in 6.1.2) meets regularly with the Early Childhood Program Quality and Alignment (ECPQA) committee (part of the Early Childhood Leadership Commission Committee structure) to provide guidance to the continued development of Colorado's Early Childhood Professional Development System and input on critical decisions. Advisory members are charged with providing an annual progress update and guiding the implementation of Colorado's Early Learning Professional Development System plan, approved by the Early Childhood Leadership Commission. With 75% of Colorado's 2010 Early Learning PD System plan accomplished, the Early Childhood Professional Development Advisory is currently creating an updated plan. The revised plan will align with the state Child Care and Development Fund plan, Colorado's refreshed Early Childhood Framework, and recommendations from the *Transforming the Workforce for Children Birth through Age 8* (IOM/NRC, 2015). The Early Childhood Leadership Commission will approve the update of Colorado's Early Learning Professional Development Plan in 2016.

- 6.1.4 Describe how the State/Territory incorporates knowledge and application of the State's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) into its training and professional development requirements (see Information Memorandum on Children's Social Emotional and Behavioral Health <http://www.acf.hhs.gov/programs/occ/resource/im-2015-01> ) \_\_\_\_\_

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

1. Items from the Colorado Early Learning and Development Guidelines correspond to items from High Scope's 2014 Child Observation Record – COR Advantage 1.5. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs

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- (including, but not limited to, those using the High Scope Curriculum).
2. The Colorado Early Learning and Development Guidelines are aligned with and complement the Colorado Academic Standards for preschool through third grade, which describe the trajectory of children’s learning and development from birth to age eight. They include a broad description of children’s growth to ensure a holistic approach to creating positive early childhood environments.
  3. The Expanding Quality in Infant and Toddler Initiative is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. The Expanding Quality in Infant Toddler Care 48-hour course is aligned by increasing knowledge and awareness of the Colorado’s Early Learning and Development Guidelines for Infants and Toddlers. Expanding Quality Infant Toddler Specialists receive additional training on Colorado’s Early Learning and Development Guidelines.
  4. Colorado’s Early Learning and Development Guidelines are also in alignment with the Head Start Child Development and Early Learning Framework that promotes positive outcomes in early childhood programs serving children 3-5 years old.
  5. The Colorado Shines Quality Rating and Improvement System Points Structure Guide include a number of ways that a program can utilize Colorado’s Early Learning and Development Guidelines as a way to accumulate points.
    - a. The program offers annual educational information sessions on child development and learning aligned with the Early Learning and Development Guidelines
    - b. The program has a curriculum that has been aligned with the domains of Colorado’s Early Learning and Development Guidelines, and is age specific to the children the program serves to include: 1) physical development and health; 2) social and emotional development; 3) language and literacy development; 4) cognitive development; 5) literacy knowledge and skills; 6) logic and reasoning; 7) mathematics knowledge and skills; 8) science knowledge and skills; 9) social studies knowledge and skills; 10) creative arts expression.
    - c. The program has a child assessment system that has been aligned with Colorado’s Early Learning and Development Guidelines.
  6. The Colorado Competencies for Early Educators and Administrators aligns the Guidelines within the Core Competency Domain: Child Growth, Development, and Learning. This competency reinforces the importance

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in understanding a child's growth, development, and learning in order for a professional to provide experiences that foster the predictable steps and sequences of development. Developmentally appropriate learning experiences consider a child's language and cultural background, needs, and learning preferences, while recognizing factors such as family characteristics and community influences.

7. The Professional Development Information System offers a number of training modules that address Colorado's Early Learning and Development Guidelines and the important resource it is for professionals, families, and advocates who care for and about children.

Colorado incorporates knowledge and application of the State's health and safety standards (as described in section 5) by requiring training in a Licensing department-approved Standard Precautions course which meets OSHA requirements; annual training in review and maintenance of child immunization records, safe sleep environments and health, safety and nutrition. New child care center regulations also limit the amount of screen time, limit the amount of sugary drinks, and clearly define the gross motor activities which must be provided on a daily basis. Colorado also requires training in emergency preparedness for all child care providers, including preparing and maintaining an emergency management guide specific to that facility/area. Required training modules will be made available to all child care providers through the Professional Development Information System in an E-learning format.

Colorado incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) by requiring that three of the 15 continuing Early Childhood training clock hours be focused on social emotional topics. These topics include, but are not limited to, early brain development, the importance of developmental screening and monitoring for social emotional health, toxic stress and resiliency, and working effectively with a mental health consultant. Numerous other modules are being developed that are designed specifically to enhance the skills of child care providers to support social emotional health and wellbeing for children in child care.

The 48 hours of training organized into the 16 modules of the Expanding Quality in Infant Toddler Care training implemented by the Expanding Quality for Infant Toddler Care (EQ) Initiative addresses all of these components for infant toddler professionals. Expanding Quality in Infant Toddler Care is required for family child care providers seeking a specialized family child care home license and is one of the options for

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professionals to meet licensing requirements for Infant Nursery Supervisor, Early Childhood Teacher and director positions. Online E-learning courses offered through the Professional Development Information System and required for staff to complete in order for programs to achieve a Level 2 Colorado Shines Rating also address each of these areas through the following modules:

- Child Health Promotion 1 & 2
- Colorado Early Learning and Development Guidelines
- Social and Emotional Health and Development

In addition to these specific training opportunities, the Professional Development Information System allows professionals to complete a Competencies Self-Assessment to identify their professional development needs in these areas and to create an individual professional development plan to address them.

- 6.1.5 Describe how the State’s training and professional development requirements are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF (as applicable)

Colorado’s new online Professional Development Information System contains a Learning Management System making training widely available. As training is approved and added to the system – including training required by licensing as well as continuing Early Childhood training clock hours – the online modules will be available across the state. In addition, many of the online modules are being re-formatted as face-to-face learning experiences offered by a qualified trainer. Early Childhood Councils and Colorado School Districts will have these available to them to support Early Childhood Professionals associated with Indian tribes and tribal organizations.

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6.1.6 Describe how the State/Territory’s training and professional development requirements are appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children), English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

In Colorado, there are no additional requirements for professionals who work with children whose families receive the child care subsidy. There are, however, additional requirements related to professionals who work with infants and toddlers. The Early Childhood Professional Credential 2.0 (our state’s career ladder) incentivizes professional development related to children with high needs (children whose first language is not English, children with disabilities, children experiencing homelessness, children living on tribal lands, etc.). The Credential 2.0 is a major component of the Colorado Shines Quality Rating and Improvement System.

6.1.7 Describe the strategies the State/Territory uses to recruit and retain providers who will serve eligible children. Check all that apply and describe.

Financial assistance for attaining credentials and post-secondary degrees. Describe Quality Improvement funding is available for programs to support staff in completing training, certificates, courses, and degrees that enhance Early Childhood professionals’ credentials. Direct Child Care and Development Fund funding for Teacher Education Assistance for College and Higher Education (TEACH) scholarships is supplemented with additional Race to the Top- Early Learning Challenge funding through end of the grant period. Matching funds may be provided by local community college foundations for certificate or degree programs in Early Childhood. Race to the Top funding provides the initial investment in scholarships through the end of the grant period.

- Financial incentives linked to education attainment and retention. Describe \_\_\_\_\_
- Registered apprenticeship programs. Describe \_\_\_\_\_
- Outreach to high school (including career and technical) students. Describe \_\_\_\_\_
- Policies for paid sick leave. Describe \_\_\_\_\_
- Policies for paid annual leave. Describe \_\_\_\_\_
- Policies for health care benefits. Describe \_\_\_\_\_
- Policies for retirement benefits. Describe \_\_\_\_\_
- Support for providers’ mental health (such as training in reflective practices and stress reduction techniques, health and mental health consultation services). Describe \_\_\_\_\_

Other. Describe The Expanding Quality in Infant Toddler Care course of training embeds reflective practices throughout. In addition, reflective consultation is offered to the Infant Toddler Specialists who teach and coach within the Expanding Quality

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Initiative. The Coaching Network provides Reflective Supervision supports to early childhood coaches in local communities. In 2016, a Reflective Supervision Training of Trainers will be hosted to increase capacity to provide these supports across the state.

6.1.8 Describe how the State/Territory will recruit providers for whom English is not their first language, or who will serve and be available for families for whom English is not their first language. Spanish is the largest language need in Colorado and efforts are focused on assuring support in this language. Recruitment and retention of those providers whose first language is Spanish will be supported in several ways:

- A full-time Spanish language Help Desk employee for Colorado Shines and the Professional Development Information System
- Colorado Shines Level 2 courses translated into Spanish
- Early Childhood Competency Self-Assessment translated into Spanish
- All participant materials for the Expanding Quality for Infant Toddler Care (EQIT) training are available in Spanish and provided to local communities at no cost.
- The acquisition of additional online modules will be an ongoing strategy that are in Spanish as well as translate strategically chosen modules for Spanish.
- Colorado Shines resource materials for both parents and providers are translated into Spanish

6.1.9 How will the Lead Agency overcome language barriers to serve providers for whom English is not their first language? Check the strategies, if any, that your State/Territory has chosen to implement.

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce

There are also plans to find additional online modules that are in Spanish as well as translate strategically chosen modules for Spanish. One of the face-to-face training offerings that is available across the state is Expanding Quality in Infant and Toddler

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Care and Education (EQIT). Additional face-to-face Spanish language offerings will be supported as well.

All participant materials for the Expanding Quality for Infant Toddler Care (EQIT) training are available in Spanish and provided to local communities at no cost. Additionally, the Denver Early Childhood Council offers Expanding Quality in Infant Toddler Care courses in Spanish. A Spanish version of the Competencies Self-Assessment is available on the Professional Development Information System and the Level 2 Courses offered through the Professional Development Information System are currently being translated to be made available for completion in Spanish. The Early Childhood Professional Development Team at the Colorado Department of Education also recently added a bilingual Professional Development Information System Technician who can provide Help Desk support in Spanish.

Other \_\_\_\_\_

None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State has the ability to have translation/interpretation in all primary and secondary languages \_\_\_\_\_

6.1.10 The State/Territory must use CCDF for activities to improve the quality or availability of child care, including training and technical assistance to providers on identifying and serving homeless children and families. (658E(c)(3)(B)(i) Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

Yes. The State certifies that no later than March 1, 2016 it will provide training and technical assistance to providers on identifying and serving homeless children and their families. Describe that training and technical assistance for providers \_\_\_\_\_

No. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016) [September 30, 2016](#)
- Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

**Partially implemented**

1. Identified best practices for providers on technical assistance and training

2. Development of in-person and online training in progress

- Unmet requirement - Identify the requirement(s) to be implemented \_\_\_\_\_

1. Development of in-person and online training in progress

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity [Stacey Kennedy, Director, Child Care Quality Initiatives](#)
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity
    1. Start date: 9/15 Develop training and technical assistance plan including best practices for online training. End date: 3/16
    2. Start date: 10/15 Develop online training. End date: 3/16
    3. Start date: 9/15 Develop in-person training. End date: 7/16
    4. Start date: 1/16 Incorporate training into the Professional Development Information System, including a tracking system of providers who completed training. Partners: Colorado department of Education, Professional Development office. End date: 9/30/16

**6.2 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds**

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States and Territories may use the quality set-aside discussed in detail in section 7 to support the training and professional development of the child care workforce.

6.2.1 Does the State/Territory fund the training and professional development of the child care workforce?

Yes. If yes,

- a) Describe the measures relevant to this use of funds that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory.

The knowledge and skills of early childhood program staff provides the foundation for high-quality early childhood programming. As a result, early childhood educators need specialized knowledge, skills, practices, and dispositions in order to be effective in promoting positive outcomes for young children. The Professional Development Information System is designed to track the training and education of early childhood educators, provide online professional development, and assist early childhood professionals in attaining additional professional development, training, and education. Early childhood professionals who enter their information into the Professional Development Information System are also assigned to an Early Childhood Professional Credential Level. The credential system provides a common system for all Colorado early childhood professionals to document and quantify their professional growth and accomplishments.

The launch of the web-based Professional Development Information System, the revised Colorado Early Childhood Professional Credential 2.0, and its integration into Colorado Shines presents an opportune time to examine some early implementation evaluation questions related to this system. Research questions will focus on the following areas:

- Professional Development Information System User Profiles, Experiences, and Perceptions
- Credential Levels and Career Pathways
- Career Pathways and Professional Development

The research study related to the evaluation of Professional Development Information System users is scheduled to conclude by the end of 2017.

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b) Indicate which funds will be used for this activity (check all that apply)

CCDF funds. Describe \_\_\_\_\_

Other funds. Describe [Race to the Top Early Learning Challenge Grant Funds](#)

c) Check which content is included in training and professional development activities. Check all that apply.

Promoting the social, emotional, physical, and cognitive development of children, including those related to nutrition and physical activity, using scientifically-based, developmentally-appropriate and age-appropriate strategies as required in 6.1.1c. Describe [Professional development in the Professional Development Information System will be competency-based approved training. The training-approval process requires that specific Early Childhood Competencies are identified as resulting from completion of a professional development activity. The Early Childhood Competencies themselves are supported by Competencies and Standards for Early Childhood at both the national and state level. Information from nationally recognized organizations such as the National Association for Education of Young Children \(NAEYC\), the Teacher Education Accreditation Council \(TEAC\), and National Council for Accreditation of Teacher Education \(NCATE\) was included as a part of the original creation of the Early Childhood Competencies. Information from these organizations – as well as the competencies and standards from a variety of states – were also included in this process. All of these are developmentally-appropriate and age appropriate. Additionally, they are based on the science of child development and learning.](#)

[The 48 hour Expanding Quality in Infant Toddler Care training includes three hours modules in focused specifically on the social, emotional, physical and cognitive development of infants and toddlers as well as a six hours module focused specifically on Health, Safety and Nutrition. This curriculum was developed using a strong foundation of research on brain development and child development through age three.](#)

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The Colorado Shines Quality Rating and Improvement System E-learning Courses cover some social-emotional and child health and development content.

**X** Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social -emotional development and early childhood mental health and reduce challenging behaviors, including reducing expulsions of preschool-aged children from birth to five for such behaviors (see also Section 2). Describe [The Professional Development Information System](#) can be utilized by a variety of training providers. For example, the Preschool Special Education Team has created a series of trainings that focus on positive social-emotional development, multi-tiered support systems and supporting parents and families. Colorado's Pyramid Plus training is in the course catalog with links for more information. When a professional completes the Pyramid Plus training they not only receive training hours toward the credential but extra points as well; trainings with a focus on children with high needs are incentivized in the Colorado Early Childhood credentialing system. In addition, the Colorado Shines Level 2 online and face-to-face courses include an introductory course that addresses behavioral interventions and classroom strategies to promote social -emotional development and guidance.

The Expanding Quality in Infant Toddler Care Initiative embeds relationship based strategies for working with infants and toddlers that support social/emotional development and infant mental health throughout in each of the 16 modules of the curriculum. Additionally, the module titles "Making a Difference with Relationship Based Care" focuses directly on age appropriate behavior management and challenging behaviors.

**X** Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development. Describe

The Colorado Shines Level 2 Required Courses include content to address Cultural Responsiveness and Family Engagement. As trends

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are identified in the program assessment scores in these areas additional training and technical assistance will be developed.

The Expanding Quality in Infant Toddler Care curriculum includes a three hour module dedicated to partnering with families. Through this module, participants explore the benefits of engaging families as well as specific strategies to accomplish this. Additionally, the Expanding Quality in Infant Toddler Care curriculum includes a three hour module focused on cultural responsiveness where participants explore their own cultural backgrounds, how to uncover cultural bias and respond to differing cultures in a respectful and responsive manner.

- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State/Territory Early Learning and Development Standards. Describe \_\_\_\_\_
- On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development. Describe \_\_\_\_\_
- Using data to guide program evaluation to ensure continuous improvement. Describe [The Professional Development Information System](#) will provide data for program directors and regional professional development providers to target training to specific competency gaps. Aggregate data from competency self-assessment and credentialing will be available on demand to guide decisions for ongoing professional development at the program and regional level and will allow these organizations to work strategically to close those gaps.

The Colorado Shines Technology Solution captures program assessment scores for each of the quality indicators. These data will be reviewed to determine trends for low performance to inform the development training and technical assistance.

- Caring for children of families in geographic areas with significant concentrations of poverty and unemployment. Describe [The Professional Development Information System](#) can be utilized by a variety of training providers. Approved trainings

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are included in the course catalog with links for more information. Upon completion of a course, the professional not only receives training hours toward the credential but extra points as well; trainings with a focus on children with high needs are incentivized in the Colorado Early Childhood credentialing system by awarding additional credential points (above the clock hours points) for each full day (six hours) training completed that focuses on children with “high needs”. The Colorado Shines Level 2 Required Courses include content to address “Welcoming Children with Special Needs” as an introduction to inclusion and Universal design. For the purpose of the credential, trainings that would earn these additional “high needs” points would be focused on the following: Special Education/Needs, Inclusion, Disabilities, Developmental Delays, English /Dual Language Learners, Poverty/Low Income, Social/Emotional, Cultural Competence, Infants/Toddlers, Differentiation, Tribal/Indian population, Migrant populations, Foster Care, and Homelessness.

**X** Caring for and supporting the development of children with disabilities and developmental delays. Describe. The Professional Development Information System can be utilized by a variety of training providers. Approved trainings, are included in the course catalog with links for more information. Upon completion of a course, the professional not only receives training hours toward the credential but extra points as well; trainings with a focus on children with high needs are incentivized in the Colorado Early Childhood credentialing system by awarding additional credential points (above the clock hours points) for each full day (six hours) training completed that focuses on children with “high needs”. For the purpose of the credential, trainings that would earn these additional “high needs” points would be focused on the following: Special Education/Needs, Inclusion, Disabilities, Developmental Delays, English /Dual Language Learners, Poverty/Low Income, Social/Emotional, Cultural Competence, Infants/Toddlers, Differentiation, Tribal/Indian population, Migrant populations, Foster Care, and Homelessness.

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A series of trainings has been developed by the Preschool Special Education staff that focus on positive social-emotional development, multi-tiered support systems and supporting parents and families.

In addition to including experiences for participants to learn about developmental delays in modules focused on each of the developmental domains in the Expanding Quality in Infant Toddler Care curriculum, the training includes a 3 hour module focused on Welcoming Children with Special Needs.

The Colorado Shines Level 2 E-learning Courses contain content related to welcoming children with special needs.

Supporting positive development of school-age children.

Describe \_\_\_\_\_

Other. Describe \_\_\_\_\_

d) Check how the State/Territory connects child care providers with available Federal and State/Territory financial aid, or other resources for pursuing postsecondary education relevant for the early childhood and school-age workforce. Check all that apply.

Coaches, mentors, consultants, or other specialists available to support access to postsecondary training including financial aid and academic counseling

Professional Development Information System can act as a first level of advising for a professional as they develop an Individual Professional Development Plan. As they identify their goals they will be able access recommendations and resources to help them complete their goals. This includes options for coursework, training, scholarships and work experiences. The professional can refine their Plan individually or they can work with a coach, mentor or educational administrator to create details for the Plan.

State/Territory-wide, coordinated, and easily accessible clearinghouse (i.e. online calendar or listing of opportunities) of relevant postsecondary education opportunities

The Professional Development Plan in Professional Development Information System identifies opportunities around the state for degrees and certificates from postsecondary education

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institutions. The individual can choose a goal of an academic degree or an academic certificate and will be connected to information about these opportunities. In the upcoming Professional Development Information System enhancements, the individual will be able to sort and filter by educational institution allowing them to select specific institutions and specific degree levels.

Financial awards (such as scholarships, grants, loans, reimbursement for expenses) from State/Territory for completion of postsecondary education

Professional Development Information System is a resource for students across the state to locate scholarships for Early Childhood Education. It includes a separate page with links to all organizations who have been identified as offering specific Early Childhood Education scholarship opportunities. Additionally, within the Individual Professional Development Plan, scholarships are included as resources for students wanting to complete formal education requirements. By clicking on the specific resource the professional can directly connect to the scholarship organization's website for more information.

The Professional Development Information System has a web page dedicated to scholarship opportunities in Colorado.

Other. Describe \_\_\_\_\_

No

6.2.2 Does the State/Territory require a specific number of annual training hours for child care providers caring for children receiving CCDF subsidies and in particular content areas? States and Territories are encouraged to consult with *Caring for our Children* for best practices and recommended time needed to address training hour requirements.

Yes. If yes, describe:

a) Licensed Center-Based Care

- 1) Number of pre-service or orientation hours and any required areas/content **Eight (8) hours orientation for infant program staff.**
- 2) Number of on-going hours and any required areas/content **Fifteen (15) hours annual training in the following competency areas: child growth and development, healthy and safe environment,**

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developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, and professionalism.

b) Licensed Group Child Care Homes

- 1) Number of pre-service or orientation hours and any required areas/content Fifteen (15) hours pre-service training including Child growth and development, Healthy and safe environment, Developmentally appropriate practices, Guidance, Family relationships, Cultural and individual diversity, Professionalism, Social emotional development, Medication administration, First aid, CPR, Standard Precautions.
- 2) Number of on-going hours and any required areas/content Fifteen (15) hours annually including Child growth and development, Healthy and safe environment, Developmentally appropriate practices, Guidance, Family relationships, Cultural and individual diversity, Professionalism, Social emotional development. Medication administration and Standard Precautions count towards the annual training the year that they are renewed.

c) Licensed Family Child Care Provider

- 1) Number of pre-service or orientation hours and any required areas/content Fifteen (15) hours pre-service training including child growth and development, healthy and safe environment, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, professionalism, social emotional development, medication administration, first aid, CPR, standard Precautions
- 2) Number of on-going hours and any required areas/content Fifteen (15) hours annually including child growth and development, healthy and safe environment, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, professionalism, social emotional development, medication administration and standard precautions count towards the annual training the year that they are renewed.

d) Any other eligible CCDF provider

- 1) Number of pre- hours and any required areas/content Fifteen (15) hours pre service training including child growth and development, healthy and safe environment, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, professionalism, social emotional development, medication administration and standard precautions.

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- 2) Number of on-going hours and any required areas/content **Fifteen (15) hours annually including child growth and development, healthy and safe environment, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, professionalism, social emotional development, medication administration and standard precautions count towards the annual training the year that they are renewed.**

No

6.2.3 Describe the status of the State/Territory's policies and practices to strengthen provider's business practices.

Fully implemented as of March 1, 2016. Describe the State strategies including training, education, and technical assistance to strengthen provider's business practices. This may include, but is not limited to, such practices related to fiscal management, budgeting, record-keeping, hiring, developing, and retaining qualified staff, risk management, community relationships, marketing and public relations, and parent-provider communications, including who delivers the training, education and/or technical assistance \_\_\_\_\_

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

- Overall Target Completion Date (no later than September 30, 2016)  
**September 30, 2016**
- Overall Status – Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_
  - Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_  
**Not yet started.**
  - Unmet requirement - Identify the requirement(s) to be implemented
    - 1. **Identification of additional business training development**

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2. Development of training  
3. Implementation of training

- Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_
  - Projected start date for each activity \_\_\_\_\_
  - Projected end date for each activity \_\_\_\_\_
  - Agency – Who is responsible for complete implementation of this activity [Stacey Kennedy, Director, Child Care Quality Initiatives](#)
  - Partners – Who is the responsible agency partnering with to complete implementation of this activity
    1. Start Date: 1/16 Identification of additional trainings needed to strengthen provider’s business practices. Partners - Colorado Department of Education, Professional Development office. End date 2/16
    2. Start Date: 3/16 development of online trainings. Partners - Colorado Department of Education. End date 6/16
    3. Start Date: 6/16 Incorporate tracking of training completion, trainer and training approval and upload training into the Professional Development Information System. Partners - Colorado Department of Education. End date 9/30/16.

### 6.3 Early Learning and Developmental Guidelines

The CCDBG Act of 2014 added a requirement that the State/Territory will develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, or birth-to-five), describing what such children should know and be able to do, and covering the essential domains of early childhood development for use State/Territory wide by child care providers. (658E(c)(2)(T)) At the option of the State/Territory, early learning and development guidelines for out-of-school time may be developed. States and Territories may use the quality set-aside as discussed in section 7 to improve on the development or implementation of early learning and development guidelines.

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6.3.1 Describe the status of the State/Territory’s early learning and development guidelines appropriate for children from birth to kindergarten entry.

The State/Territory assures that the early learning and development guidelines are:

- Research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with entry to kindergarten
- Implemented in consultation with the State educational agency and the State Advisory Council (SAC) or other state or state-designated cross-agency body if there is no SAC
- Updated as determined by the State. List the date or frequency \_\_\_\_\_

Fully implemented and meeting all Federal requirements outlined above as of March 1, 2016. List the Lead Agency’s policy citation(s) and describe using 6.3.2 through 6.3.4 below

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

○ Overall Target Completion Date (no later than September 30, 2016)

\_\_\_\_\_

○ Overall Status – Describe the State/Territory’s overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) \_\_\_\_\_

○ Implemented requirement(s) – Identify any requirement(s) implemented to date if applicable \_\_\_\_\_

○ Unmet requirement - Identify the requirement(s) to be implemented

○ Tasks/Activities – What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.) \_\_\_\_\_

○ Projected start date for each activity \_\_\_\_\_

○ Projected end date for each activity \_\_\_\_\_

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- Agency – Who is responsible for complete implementation of this activity \_\_\_\_\_
  - Partners – Who is the responsible agency partnering with to complete implement this activity \_\_\_\_\_

6.3.2 Check for which age group(s) the State/Territory has established early learning and development guidelines:

**X** Birth-to-three. Provide a link <http://earlylearningco.org/>

**X** Three-to-Five. Provide a link <http://earlylearningco.org/>

**X** Birth-to-Five. Provide a link <http://earlylearningco.org/>

**X** Five and older (check if State/Territory has standards for five and older that complement academic but cover child development areas not covered by k-12 academic standards). Describe and provide a link [This section of the Colorado Early Learning and Development Guidelines for children in kindergarten through third grade \(ages 5-8\)](#) provides users with information about how foundational skills and knowledge established during the first 5 years of life develop children’s capacities to meet more specific learning expectations in grade school. Children’s learning in the first few years of school builds on their cognitive, physical, social, and emotional development at earlier ages and forms a basis for later learning. As children transition from preschool to kindergarten, the domains of learning that organize children’s abilities for ages 3 to 5 in the Guidelines shifts to the Colorado Academic Standards. This change in the organizational domains used in the guidelines reflects the growing emphasis on academics as children age; however, social, emotional, and cognitive development remain a key aspect of teaching and learning for children in kindergarten through third grade, and so the development of the whole child is articulated in the guidelines. Colorado academic standards content areas include Comprehensive Health & physical Education, World languages, reading, Writing & Communicating, mathematics, science, social studies, music, dance, visual arts, and drama. Collectively these areas reflect the growing breadth and depth of a child’s academic experiences, but they also encompass all the aspects important in the development of the whole child.

This comprehensive approach to the holistic development of school-age children is reflected in the social and emotional wellness standards, which are part of the Colorado Standards for Comprehensive Health and physical education. Additionally, important student dispositions and habits of mind are reflected in the standards’ set of 21st Century skills, which include self direction, information, literacy, critical thinking and reasoning, information literacy, invention, and collaboration.

In addition to descriptions about child learning and development, the Colorado academic standards articulate Concept Connections. Concept Connections are cognitive skills and themes that are emphasized in each grade across multiple content areas. The

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ideas in the Concept Connections reoccur as children learn and engage with subject-area content throughout the school year.

The Colorado Academic Standards' content areas are each presented with descriptions of the preschool domains and sub domains that support learning in that content area in kindergarten through third grade. Such information should be useful for both K-3 teachers and preschool providers alike, allowing them to better understand the developmental trajectory of children's skills and knowledge. Additionally, parents and caregivers who interact with young children will be able to use this information to understand the overall goals for children's education and development, as well as important ways that they can support those skills.

<http://earlylearningco.org/>

Other. Describe \_\_\_\_\_

6.3.3 Does the State/Territory use CCDF quality funds to improve on the development or implementation of early learning and development guidelines by providing technical assistance to child care providers to enhance children's cognitive, physical, social and emotional development and support children's overall well-being?

Yes, the State/Territory has a system of technical assistance operating State/Territory-wide

Yes, the State/Territory has a system of technical assistance operating as a pilot or in a few localities but not State/Territory-wide

No, but the State/Territory is in the development phase

No, the State/Territory has no plans for development

a) If yes, check all that apply to the technical assistance and describe.

Child care providers are supported in developing and implementing curriculum/learning activities based on the State's/Territory's early learning and development guidelines. Describe [The Colorado Shines Quality Rating and Improvement System](#) has adopted the Practice Based Coaching Model to support quality improvement coaching. Through this model, the coach supports professionals to set goals specific to their practice in supporting children's learning and development. Along with the Early Childhood Competencies for Educators and Administrator, the Colorado Early Learning and Developmental Guidelines are important tools to target the focus of the coaching model.

[Colorado's Early Learning and Development Guidelines](#) are infused within several modules of the Expanding Quality in Infant Toddler Care 48-hour course of

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training. Additionally, the Expanding Quality RELATE Coaching provided in connection to the Expanding Quality in Infant Toddler Care Curriculum supports professionals to reflect directly on their practices to support infant and toddler development.

The technical assistance is linked to the State's/Territory's quality rating and improvement system. Describe [Colorado Shines Quality Rating and Improvement System Coaching](#) is connected directly to the state Quality Rating and Improvement System system. All programs who earn a Level 2 in the Colorado Shines rating system are provided access to coaching.

Child care providers working with infants and/or toddlers have access to the technical assistance for implementing early learning and development guidelines. Describe [Expanding Quality RELATE Coaching](#) is offered to all participants in the [Expanding Quality in Infant Toddler Care training](#). This coaching model is specific to infant toddler development.

Child care providers working with preschool-age children have access to the technical assistance for implementing early learning and development guidelines. Describe \_\_\_\_\_

Child care providers working with school-age children have access to the technical assistance for implementing early learning and development guidelines. Describe \_\_\_\_\_

b) Indicate which funds are used for this activity (check all that apply)

CCDF funds. Describe [Infant-toddler set-aside, quality expansion set-aside](#)

Other funds. Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) [State general fund, Race to the Top Early Learning Challenge Grant](#)

6.3.4 Check here  to demonstrate that State/Territory assures that CCDF funds will not be used to develop or implement an assessment for children that: (658E(c)(2)(T)(ii)(I))

- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF program
- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider
- Will be used as the primary or sole method for assessing effectiveness of child care programs

- 
- Will be used to deny children eligibility to participate in the CCDF program

## **7 Support Continuous Quality Improvement**

Lead Agencies are required to reserve and use a portion of their Child Care and Development Block Grant funds for activities designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care. Support for continuous quality improvement is expected to cover the entire age span of children supported by CCDF, from birth through age 12. States/Territories may provide these quality improvement activities directly, or through grants or contracts with local child care resource and referral organizations or other appropriate entities. The activities should be in alignment with a State/Territory-wide assessment of the State's/Territory's needs to carry out such services and care. These quality investments can align with, support and help sustain additional quality efforts developed under Race to the Top Early Learning Challenge grants, Early Head Start/Head Start partnerships and other funding efforts.

States and Territories will report on these quality improvement investments through CCDF in three ways: 1) ACF will collect annual data on how much CCDF funding is spent on quality activities using the expenditure report (ACF-696); 2) In the Plan, States and Territories will describe the types of activities supported by quality investments over the three-year period; and 3) For each three-year Plan period, States and Territories will submit a separate annual report that will show the measures used by the State/Territory to evaluate its progress in improving the quality of child care programs and services in the State/Territory.

The CCDBG Act of 2014 requires States and Territories to use the quality set-aside to fund at least one of the following 10 activities:

- 1) Supporting the training and professional development of the child care workforce (as described in Section 6)
- 2) Improving on the development or implementation of early learning and development guidelines (as described in Section 6)
- 3) Developing, implementing, or enhancing a tiered quality rating system for child care providers and services
- 4) Improving the supply and quality of child care programs and services for infants and toddlers
- 5) Establishing or expanding a Statewide system of child care resource and referral services (as described Section 1)

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- 6) Supporting compliance with State/Territory requirements for licensing, inspection, monitoring, training, and health and safety (as described in Section 5)
  - 7) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children
  - 8) Supporting providers in the voluntary pursuit of accreditation
  - 9) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
  - 10) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible.

Throughout this Plan, States and Territories will describe the types of quality improvement activities where CCDF investments are being made, including but not limited to, the quality set-aside funds. We recognize that for some areas, States and Territories may leverage other funds to support the quality improvement goals, which we encourage and support. For example, activities related to early learning and development guidelines may be supported by a combination of CCDF and education funding. States and Territories continue to have such flexibility.

## **7.1 Activities to Improve the Quality of Child Care Services**

- 7.1.1 What are your overarching goals for quality improvement? Please describe how the State/Territory selected these goals, including any data or the State/Territory-wide assessment of needs that identified the needs for quality improvement services

Colorado's overarching goals for quality improvement for child care services are outlined within the Colorado Shines Quality Rating and Improvement System framework. The Colorado Shines Quality Rating and Improvement System (QRIS) is a tool for assessing, enhancing, and communicating the level of quality in early care and education. This system provides a structure for rating all licensed early childhood programs in Colorado for quality using a common set of research-based standards, and significantly, for incentivizing and supporting programs to raise their quality over time. Colorado Shines offers a unifying set of standards that can help assure all children, including those with high needs, receive high-quality services.

In February of 2010, the Colorado Department of Human Services convened a team representing 35 organizations to propose recommendations for a new rating system. The first draft of recommendations were finalized and shared with stakeholders in November 2010. The work continued with a smaller group of stakeholders and early childhood experts, culminating in an open and competitive request for proposal to

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develop the Colorado Shines Quality Rating and Improvement System framework. The specific standards applied through the various levels of Colorado Shines are based on research about program quality and positive child development outcomes.

Colorado Shines includes five standard areas that research has shown are related to program quality: Workforce and Professional Development; Family Partnerships; Leadership, Management and Administration; Learning Environment; and Child Health. In addition to accumulating the total number of points required for each rating Levels 3-5, programs must meet minimum levels of quality as measured by the appropriate Early Childhood Environment Rating Scale (ERS).

7.1.2 Check and describe which of the following specified quality improvement activities the State/Territory is investing in:

Developing, implementing or enhancing a tiered quality rating system. If checked, respond to 7.2.

Indicate which funds will be used for this activity (check all that apply)

CCDF funds. Describe CCDF funds (e.g., quality set-aside, including whether designated infant- and toddler set aside, etc.) funds are being used along with other CCDF funds: **CCDF funds allocated to county departments of human services for the Colorado Child Care Assistance Program (CCCAP)**

Other funds. Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) **State General Fund**

**Infant and Toddler Quality and Availability Grant Program - Funds are awarded to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement**

Improving the supply and quality of child care services for infants and toddlers. If checked, respond to 7.3.

Indicate which funds will be used for this activity (check all that apply)

CCDF funds. Describe CCDF funds (e.g., quality set-aside, including whether designated infant- and toddler set aside, etc.) funds are

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being used along with other CCDF funds: [Infant and toddler set-aside](#), [quality set-aside](#)

**Expanding Quality in Infant Toddler Care Initiative (EQ)** - The EQ Initiative provides a statewide system of training and technical assistance to increase the quality and availability of infant toddler care throughout the state. The Expanding Quality in Infant Toddler Care 48-hour course of training was developed specifically to support Colorado's infant toddler workforce. Individuals who complete the Expanding Quality in Infant Toddler Care Train-the-Trainer training become locally based EQ Infant Toddler Specialists who provide training and technical assistance, including on-site coaching, to infant/toddler child care providers. Individuals completing the 48-hour Expanding Quality in Infant Toddler Care training meet the infant/toddler portion of Colorado Child Care Licensing training requirements for Early Childhood Teachers, Center Director qualifications, Family Child Care Homes, Infant/Toddler Homes and Experienced Family Childcare Homes. Ongoing training and technical assistance is provided to the EQ Infant Toddler Specialists.

#### **Quality set-aside**

**Micro Grant Program** - Colorado implements a micro grant program to increase the supply of licensed child care programs in noted child care deserts in the state.

The micro grant program aims to increase access to child care in a child care desert community by providing startup funding for community based providers, including equipment, education and developmental materials; and access to training, coaching, and educational opportunities. The combination of financial and technical assistance allows providers to increase their capacity, while operating revenue-producing, sustainable businesses. Through coaching and access to existing quality initiatives, providers are encouraged to increase their quality rating level within the Colorado Shines Quality Rating and Improvement System.

- Other funds.** Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) [Race to the Top Early Learning Challenge Grant and State General Fund](#)
- Establishing or expanding a statewide system of CCR&R services** as discussed in 1.7. If checked, respond to 7.4.
  - Indicate which funds will be used for this activity (check all that apply)

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CCDF funds. Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.) [Quality set-aside funds](#)

Other funds. Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) \_\_\_\_\_

Facilitating compliance with State/Territory requirements for inspection, monitoring, training, and health and safety standards (as described in Section 5). If checked, respond to 7.5.

Indicate which funds will be used for this activity (check all that apply)

CCDF funds. Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.) [Quality set-aside funds](#)

Other funds. Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) [State General Fund: The Colorado legislature funded an additional 17 new contract child care licensing inspectors in 2014.](#)

[State funds are used to further support licensing and quality activities through the background investigation unit, which is funded by the state's Child Care Licensing Cash Fund.](#)

Evaluating and assessing the quality and effectiveness of child care services within the State/Territory. If checked, respond to 7.6.

Indicate which funds will be used for this activity (check all that apply)

CCDF funds. Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.) [Quality set-aside funds](#)

Other funds. Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) [Race to the Top Early Learning Challenge Grant funds, State General Fund](#)

Supporting accreditation. If checked, respond to 7.7.

Indicate which funds will be used for this activity (check all that apply)

CCDF funds. Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.) \_\_\_\_\_

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- Other funds. Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) \_\_\_\_\_

Supporting State/Territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development. If checked, respond to 7.8.

- Indicate which funds will be used for this activity (check all that apply)

CCDF funds. Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.) [Quality set-aside, infant-toddler set-aside](#)

- Other funds. Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) \_\_\_\_\_

- Other activities determined by the State/Territory to improve the quality of child care services, and for which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or entry into kindergarten is possible. If checked, respond to 7.9.

- Indicate which funds will be used for this activity (check all that apply)

- CCDF funds. Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.) \_\_\_\_\_

- Other funds. Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.) \_\_\_\_\_

## 7.2 Quality Rating and Improvement System

7.2.1 Does your State/Territory have a quality rating and improvement system (QRIS)?

Yes, the State/Territory has a QRIS operating State/Territory-wide. Describe how the QRIS is administered (e.g., state or locally administered such as through CCR&Rs) and provide a link, if available [The Colorado Shines Quality Rating and Improvement System \(http://coloradoshines.force.com/ColoradoShines\)](http://coloradoshines.force.com/ColoradoShines), is administered by the Office of Early Childhood with contract supports for the rating assessments, assessor inter-rater reliability, and the local delivery supports. The assessor vendor manages the scheduling, on-site assessments, documentation gathering, and scoring of the Colorado Shines Quality Rating. The inter rater-reliability vendor provides services for Quality Rating Assessors to maintain reliability with the Environment Rating Scale

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tools, used within the Colorado Shines Quality Assessment. Local delivery system partners provide outreach, coaching, training and supports to programs who are preparing for a Colorado Shines quality rating.

- Yes, the State/Territory has a QRIS operating as a pilot, in a few localities, or only a few levels but not fully operating State/Territory-wide. Provide a link, if available
- No, but the State/Territory is in the development phase
- No, the State/Territory has no plans for development

a) If yes, check all that apply to your QRIS.

- Participation is voluntary
- Participation is mandatory for providers serving children receiving subsidy. If checked, describe the relationship between QRIS participation and subsidy (minimum rating required, participation at any level, etc.) [Licensed programs that serve children receiving subsidy prior to kindergarten entry must participate in the Colorado Shines Quality Rating and Improvement System at Level 1.](#)
- Participation is required for all providers
- Includes nationally-recognized accreditation as a way to meet/achieve QRIS rating levels
- Supports and assesses the quality of child care providers in the State/Territory
- Builds on State/Territory licensing standards and other State/Territory regulatory standards for such providers
- Embeds licensing into the QRIS. Describe [The Colorado Shines Quality Rating and Improvement System is embedded in licensing. Licensing specialists play a critical role in levels 1 and levels 2. Each licensing specialist receives ongoing training and support regarding the goals of the Colorado Shines initiatives and their role in supporting programs in getting involved in moving through the higher quality levels of the statewide rating system. The licensing specialist, during the monitoring visit, conducts a \*Level 2 Program Quality Assessment\* to support programs meeting Level 2 requirements. Additionally each specialist is trained as a customer support representative connecting the program to resources, such as the Colorado Shines website, help desk, and connecting with the Early Childhood Council Quality Improvement Navigator. Colorado licensing specialists are considered one of many quality ambassadors for the Colorado Shines Quality Rating and Improvement System. Licensing specialists also provide important feedback to those not interfacing with programs as often, providing communication to the state and local](#)

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staff regarding technical assistance that is needed to support the attainment of quality standards.

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

Designed to improve the quality of different types of child care providers and services

Describes the safety of child care facilities

Addresses the business practices of programs

Builds the capacity of State/Territory early childhood programs and communities to promote parents' and families' understanding of the State/Territory's early childhood system and the ratings of the programs in which the child is enrolled

Provides, to the maximum extent practicable, financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services. If checked, please describe how these financial options link to responses in Section 4.3 related to higher payment rates tied to quality \_\_\_\_\_

Can be used to track trends in whether children receiving subsidy are utilizing rated care settings and level of rating

b) If yes, which types of settings or distinctive approaches to early childhood education and care participate in the State's/Territory's QRIS? Check all that apply.

Licensed child care centers

- 
- Licensed family child care homes
  - License-exempt providers
  - Early Head Start programs
  - Head Start programs
  - State pre-kindergarten or preschool program
  - Local district supported pre-kindergarten programs
  - Programs serving infants and toddlers
  - Programs serving school-age children
  - Faith-based settings
  - Other. Describe. **Only programs that are licensed and serve children prior to kindergarten entry are required to participate in the Colorado Shines Quality Rating and Improvement System.**

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

Programs that wish to gain a higher rating can voluntarily apply for a higher rating (Levels 2 - 5) by providing evidence to meet the level requirements. Level 2 demonstrates that providers have taken additional steps towards building quality by completing a self-assessment related to quality indicators and meet staff training requirements. Program ratings of levels 3 - 5 are obtained through higher levels of points across the standards categories. Colorado Shines high quality ratings require early education and care programs to initiate an on-site assessment. High quality ratings must be renewed every three years, but programs may opt to re-rate sooner in an attempt to attain a higher rating.

This provides the State with longitudinal data at the aggregate rating level (i.e., Levels 1-5), as well as the construct level (i.e., the five categories). As such, the State is able to see movement across rating levels, and within rating levels, over time (though this analysis will be limited to changes over the course of the three year cycles, unless a facility chooses to re-rate sooner). The State is also able to attach this movement to particular facilities, which will allow for analysis of correlations between quality improvement efforts, and any corresponding movements in ratings over-time, as well as patterns in quality improvement by facility type, and geographic location. Together, these analyses will allow the State to better understand the impact of our quality improvement efforts, and to adjust course as appropriate.

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### 7.3 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

7.3.1 What activities are being implemented by the State/Territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers? Check all that apply and describe.

Establishing or expanding high-quality community or neighborhood-based family and child development centers, which may serve as resources to child care providers in order to improve the quality of early childhood services provided to infants and toddlers from low-income families and to help eligible child care providers improve their capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families. Describe \_\_\_\_\_

Establishing or expanding the operation of community or neighborhood-based family child care networks. Describe \_\_\_\_\_

Providing training and professional development to promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers. Describe [The Colorado Early Learning and Development Guidelines describe the path of children's learning and development from birth to eight years old. They are designed so that everyone who cares for young children can play an important part in giving Colorado's children a strong start. The guidelines are based on research and bring together widely accepted strategies to help children develop successfully. Experts from across Colorado have woven together their knowledge about these important years. As a result, the guidelines are aligned with and help connect existing programs to create a coordinated approach to learning and development. These guidelines are incorporated across all early learning system elements. These Guidelines are the foundation of a number training modules that are made available on the Professional Development Information System. These trainings are an important resource for professionals who care for and about children.](#)

[The Colorado Competencies for Early Educators and Administrators aligns the](#)

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Guidelines within the Core Competency Domain: Child Growth, Development, and Learning. This competency reinforces the paramount importance for professionals to understand a child's growth, development, and learning in order to provide experiences that foster the predictable steps and sequences of development. Knowing how children grow, develop, and learn allows early childhood educators to develop, guide, and monitor learning experiences that address all domains of child development. Developmentally appropriate learning experiences consider a child's language and cultural background, needs, and learning styles while recognizing factors such as family characteristics and community influences. The training approval process crosswalks trainings to the Competencies, reinforcing these important foundational resources as drivers for training content moving forward.

The Expanding Quality in Infant and Toddler Initiative is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. One of the primary activities is the Expanding Quality in Infant Toddler Care 48-hour course of training, conducted locally with support from the state EQ Initiative. These courses are aligned with the Colorado Early Learning and Development Guidelines. The Expanding Quality in Infant Toddler Care course increases knowledge and awareness of Colorado's Early Learning and Development Guidelines for Infants and Toddlers. In addition, the EQ Infant Toddler Specialists receive additional training on the Early Learning and Development Guidelines, Colorado's early learning standards.

Finally, Colorado incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) by requiring that 3 of the 15 continuing Early Childhood training clock hours be focused on social emotional topics. These topics include but are not limited to brain development, the importance of screening for social emotional health, toxic stress and resiliency, and working effectively with a mental health consultant. Numerous other modules are being developed that are designed specifically to enhance the skills of child care providers to support social emotional health and wellbeing for children in child care.

**X** Providing financial incentives (including the use of grants and contracts as discussed in section 4) to increase the supply and quality of infant-toddler care. Describe

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## Infant and toddler set aside funds

- **Expanding Quality in Infant Toddler Care Initiative (EQ)** - The EQ Initiative provides a statewide system of training and technical assistance to increase the quality and availability of infant toddler care throughout the state. The Expanding Quality in Infant Toddler Care 48-hour course of training was developed specifically to support Colorado's infant toddler workforce. Individuals who complete the Expanding Quality in Infant Toddler Care Train-the-Trainer training become locally based EQ Infant Toddler Specialists who provide training and technical assistance, including on-site coaching, to infant/toddler child care providers. Individuals completing the 48-hour Expanding Quality in Infant Toddler Care training meet the infant/toddler portion of Colorado Child Care Licensing training requirements for Early Childhood Teachers, Center Director qualifications, Family Child Care Homes, Infant/Toddler Homes and Experienced Family Childcare Homes. Ongoing training and technical assistance is provided to the EQ Infant Toddler Specialists.

## Quality set-aside

- **Micro Grant Program** - Colorado implements a micro grant program to increase the supply of licensed child care programs in noted child care deserts in the state. The micro grant program aims to increase access to child care in a child care desert community by providing startup funding for community based providers, including equipment, education and developmental materials; and access to training, coaching, and educational opportunities. The combination of financial and technical assistance allows providers to increase their capacity, while operating revenue-producing, sustainable businesses. Through coaching and access to existing quality initiatives, providers are encouraged to increase their quality rating level within the Colorado Shines Quality Rating and Improvement System.
- **School-Readiness Quality Improvement Program** - Grants are made available to improve the school-readiness of children five years of age and younger who are enrolled in early care and education facilities, who ultimately attend eligible elementary schools. An eligible elementary school means a public elementary school that: (I)(A) For the school year immediately prior to submission of the early childhood care and education council's application for funding, has an overall academic performance rating of "low" or "unsatisfactory, pursuant to section 22-7-604, C.R.S.; or (B) For the school year immediately prior to submission of the early childhood care and education council's application for funding, has been assigned an academic improvement rating of "decline" or significant decline", as described in section 22-7-604, C.R.S., and, for the same school year, has an overall academic performance rating of "average", pursuant to section 22-7-604, C.R.S.; and (II) As of the date on which the early childhood care and

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education council applies for funding through the program, is receiving moneys pursuant to Title I of the federal “Elementary and Secondary Act of 1965”, 20 U.S.C. Sec. 6301 Et Seq.

- **Early Childhood Councils** - a statewide system of early childhood councils to improve and sustain the quality, accessibility, capacity, and affordability of early childhood services across the state.

#### **Race to the Top Early Learning Challenge Grant**

- **Race to the Top Early Learning Challenge Quality Improvement Initiative** - Quality incentive credits are allocated based program type (center/ home), number of classrooms, and program quality level. Quality incentives are issued as coaching credits to provide in-person, intensive support offered by subject matter experts to enhance particular aspects of quality. Flexible credits are also offered to purchase non-consumable materials for the child care learning environment or to compensate for professional development (qualifying Early Childhood Education college coursework, conferences, or trainings).

#### **State General Fund**

- **Colorado Child Care Assistance Quality Improvement Program** - Grants are made available to high utilizing child care subsidy programs to better meet the goal of providing safe, stable and high quality child care.
- **Infant and Toddler Quality and Availability Grant Program** - Funds are awarded to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement.

X Providing coaching and/or technical assistance on this age group’s unique needs from Statewide networks of qualified infant-toddler specialists. Describe The Expanding Quality in Infant and Toddler Initiative is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. One of the primary activities is the EQIT 48-hour course of training, conducted locally with support from the state EQ Initiative. These courses are aligned with the Colorado Early Learning and Development Guidelines. The Expanding Quality in Infant and Toddler course increases knowledge and awareness of Colorado’s Early Learning and Development Guidelines for Infants and Toddlers. In addition, the EQ Infant Toddler Specialists receive additional training on the Early Learning and Development Guidelines, Colorado’s early learning standards.

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The Colorado endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health (IMH-E<sup>®</sup>) is an overlay onto a person's professional credentials that recognizes achievement of knowledge and training in the area of infant and early childhood mental health. The Endorsement is one of the first and most comprehensive efforts in the country to identify best practice competencies at multiple levels and across disciplines and to offer a pathway for professional development in the infant, early childhood and family field. The Endorsement materials provide potential candidates with a process for developing a professional development plan, and suggests a ladder of steps for required and supplementary training and experiences to adequately prepare one for work in the infant and family field. Targeted and ongoing training for the professionals from the multiple disciplines that work with infants and young children and their families is essential to ensure that professionals understand infant and early childhood mental health and are equipped to promote positive practices to support these children, prevent problems when risk is identified, and intervene when necessary.

Colorado Shines offers a coaching model that supports all five quality standards for this statewide Quality Rating and Improvement System. This model incorporates Practice Based Coaching which focuses on planning and goal setting, focused observation, reflection and sharing teaching practices. Coaches are required to hold a coaching credential to coach within this framework.

- Coordinating with early intervention specialists who provide services for infants and toddlers with disabilities under part C of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1431 et seq.) Describe \_\_\_\_\_
- Developing infant and toddler components within the State's/Territory's QRIS. Describe [The Colorado Shines Quality Rating and Improvement System](http://coloradoshines.force.com/ColoradoShines/resource/1431015934000/ColoShinesQRISPDF) supports licensed early childhood programs to improve quality in 5 standard areas including learning environments that use age specific tools. Infant and Toddler classrooms are assessed using the Infant Toddler Environment Rating Scale. Additionally, Colorado Shines adds points for programs that use the Infant and Toddler Classroom Assessment Scoring System (CLASS) assessments, age appropriate curriculum, primary caregiving and continuity of care practices. The point structure guide can be found at:  
<http://coloradoshines.force.com/ColoradoShines/resource/1431015934000/ColoShinesQRISPDF>.

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- X Developing infant and toddler components within the State/Territory's child care licensing regulations. Describe Colorado recently revised their Colorado rules and regulations governing childcare programs can be found at: [http://media.wix.com/ugd/97dde5\\_e5267bdc8efb45f194dc45cfe7350858.pdf](http://media.wix.com/ugd/97dde5_e5267bdc8efb45f194dc45cfe7350858.pdf). These new rules strengthen supports for the safety and wellbeing of all children, including specific components of safe sleep regulations for infants and toddlers, and continue to include components to address staffing, meal patterns, ratios, and space requirements
  - X Developing infant and toddler components within the early learning and development guidelines. Describe The Colorado Early Learning and Development Guidelines describe the path of children's learning and development from birth to eight years old. They are designed so that everyone who cares for young children can play an important part in giving Colorado's children a strong start. The guidelines are based on research and bring together widely accepted strategies to help children develop successfully. Experts from across Colorado have woven together their knowledge about these important years. As a result, the guidelines are aligned with and help connect existing programs to create a coordinated approach to learning and development. These guidelines are incorporated across all early learning system elements.
  - X Improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care. Describe Parents and families of young children receive information about programs that have been quality rated. The Colorado Shines website, [www.coloradoshines.com](http://www.coloradoshines.com), targets parents and families of young children to help them search for quality-rated providers for their young children and promote the benefits of quality early care and education. This resource offers messages with easy-to-understand plain language, including defining what is meant by "quality" child care and education. Quality levels achieved by child care programs are posted on this website which contains a child care facility search for parents and the public. The website also provides parents and families with information to help them support their child's learning and development.

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- X Carrying out other activities determined by the State/Territory to improve the quality of infant and toddler care provided in the State/Territory, and for which there is evidence that the activities will lead to improved infant and toddler health and safety, infant and toddler cognitive and physical development, or infant and toddler well-being. Describe

**Infant and Toddler Quality and Availability Grant Program** - The goal is to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, and increase the number of low-income infants and toddlers served through high-quality early childhood programs, as well as promote voluntary parental involvement. Early Childhood Councils and County Department of Human Services jointly apply for moneys through the grant program which is administered by the Colorado Department of Human Services.

**Expanding Quality in Infant Toddler Care Initiative (EQ)** - The EQ Initiative provides a statewide system of training and technical assistance to increase the quality and availability of infant toddler care throughout the state. The Expanding Quality in Infant Toddler Care 48-hour course of training was developed specifically to support Colorado's infant toddler workforce.

- Other. Describe \_\_\_\_\_

Describe the measures relevant to this activity that the State/Territory will use to evaluate the State's progress in improving the quality of child care programs and services in the State/Territory Territory. Data identifying progress against program goals is determined by cross-tabulating program participation in Colorado Shines, by "Early Learning and Development Program" type and quality level. Additionally, these data will be analyzed by geographic location, and the population characteristics of these locations. This will allow the State to identify not only supply of quality infant/toddler care, but how that supply relates to the potential demand, operationalized by the infant/toddler population in a given geography.

Colorado will also use the information from the Colorado Shines validation study to inform future changes to program counts for each quality level. The Colorado Shines framework is new and through detailed and conscientious data collection, the Office of Early Childhood will make data-driven changes, rather than reactionary changes to the framework and performance metrics. Colorado is committed to better understanding

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the specific quality areas included within the framework and the need for revisions to the quality levels as currently defined within the Colorado Shines framework.

#### 7.4 Child Care Resource & Referral

7.4.1 Describe the status of the child care resource and referral system (as discussed in Section 1.7)

State/Territory has a CCR&R system operating State/Territory-wide. Describe how the CCR&R system is operated, including how many agencies and if there is a statewide network and how the system is coordinated and if it is voluntary [The Department designed and developed the statewide Child Care Resource and Referral System to assist in promoting availability, accessibility, and quality of child care services in Colorado. The Department has the authority to designate, and enter into a contract with, a private or public entity responsible for administering the system.](#)

The Office of Early Childhood was established in 2012 to better align and coordinate early childhood programs, services, and systems. To this end, the Department designates the Office of Early Childhood, Division of Early Care and Learning, as the public entity responsible for the administration and oversight of the statewide Child Care Resource and Referral system effective January 1, 2016. There are 17 agencies supporting the Child Care Resource and Referral statewide effort. Participation in the Child Care Resource and Referral statewide effort is mandatory to fulfill the agencies' functions.

- State/Territory has a CCR&R system operating in a few localities but not fully operating State/Territory-wide. Describe \_\_\_\_\_
- State/Territory is in the development phase

7.4.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory [Data identifying progress against Child Care Resource and Referral activity is determined by cross-tabulating referral activity by referral type and the number of children under the age of five receiving child care subsidy being served in a high quality program \(Level 3 - Level 5\). Additionally, these data will be analyzed against the population characteristics of the Resource and Referral service areas to better understand the impact CCRR's are having, relative to the populations they serve.](#)

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## 7.5 Facilitating Compliance with State Standards

- 7.5.1 What strategies does your State/Territory fund with CCDF quality funds to facilitate child care providers' compliance with State/Territory requirements for inspection, monitoring, training, and health and safety, and with State/Territory licensing standards? Describe Colorado funds several strategies to facilitate child care providers' compliance with the requirements for inspection, monitoring, training, and the health and safety licensing standards. Strategies align with the Colorado Shines Quality Rating and Improvement System framework and include monitoring, professional development, child health and mental health consultative supports, and quality improvement supports.

All licensed facilities are inspected by licensing staff periodically in what is called a "Supervisory Inspection." Supervisory inspections entail monitoring programs for compliance with licensing regulations, including verifying staff qualifications, children's records and a thorough inspection of the physical plant and outdoor play areas. These inspections also include providing technical assistance, as needed on a program by program basis. Licensing inspectors also verify and provide technical assistance for Colorado Shines Level 2 requirements.

Through the Adverse Licensing Action process, child care facilities are offered coaching, mentoring and technical assistance through the local Early Childhood Council and child care licensing. These programs are also monitored on a monthly basis.

Trainings to address the health and safety licensing standards are available through the Professional Development Information System. This system aligns course competencies with performance-based competencies for early childhood educators and administrators. The framework consists of eight domains: Child Growth, Development and Learning; Child Observation and Assessment; Family and Community Partnerships Guidance; Health, Safety, and Nutrition; Professional Development and Leadership; Program Planning and Development and Teaching Practices. Competencies supporting social/emotional development, cultural competence and children with special needs are present in all eight domain areas.

Child health and mental health consultative supports are provided to enhance the skills of child care professionals to support the health and safety licensing standards and intervention model best practices. Colorado incorporates social-emotional/behavioral

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and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2) by requiring that 3 of the 15 continuing Early Childhood training clock hours be focused on social emotional topics. These topics include but are not limited to brain development, the importance of screening for social emotional health, toxic stress and resiliency, and working effectively with a mental health consultant. Numerous other modules are being developed that are designed specifically to enhance the skills of child care providers to support social emotional health and wellbeing for children in child care.

Early Childhood Councils support the local delivery supports for the Colorado Shines Quality Rating and Improvement System to support programs to increase or maintain quality through the implementation of quality improvement programs. This includes program level support from Quality Improvement Navigators and Coaches. Quality funds are allocated based on program type (center/ home), number of classrooms, and program quality level. These stipends support the provision of coaching to include in-person, intensive support offered by subject matter experts to enhance particular aspects of quality, non-consumable materials for the child care learning environment, or to compensate for professional development (qualifying Early Childhood Education college coursework, conferences, or trainings).

- 7.5.2 Describe the measures relevant to this activity that the State will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory. The State utilizes data on complaints and violations at the facility level to identify facilities that are not compliant with licensing rules and regulations. Facilities that are perpetually non-compliant, or have egregious violations, are placed in adverse action which involves increased monitoring and attention.

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## 7.6 Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services

- 7.6.1 One of the purposes of the CCDBG Act of 2014 is to increase the number and percentage of low-income children in high-quality child care settings. Describe how the State/Territory measures the quality and effectiveness of child care programs and services offered in the State/Territory, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the State/Territory evaluates **that** such programs positively impact children **The State of Colorado uses the Colorado Shines Quality Rating and Improvement System as a primary measure of the quality and effectiveness of child care programs to offer high quality child care settings to children with high needs. Within the Quality Rating framework, programs are evaluated in five standard areas as well as the use of standardized tools of measurement. These tools include the Environment Rating Scales: ITERS - R and ECERS-R. Based on quality assessments, a quality improvement plan is prepared which then prioritizes quality investments into the program. Quality Investments are tracked by program license number and used to understand both the individual program's needs as well as trends across the state. Programs are awarded for the use of the CLASS tool within the points structure which provides additional support to teachers who work directly with the children and families. Teachers' professional development is supported through e-learning courses offered fee free, and available through Colorado's Professional Development Information System. Programs are encouraged and awarded for engaging families in meaningful ways such as, offering parenting classes on child development. Additionally, programs are awarded through the point structure to conduct child assessments, such as Teaching Strategies Gold, Ages and Stages Questionnaire, or other assessment tools.**
- 7.6.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory. **Programs that participate in a Colorado Shines quality rating at levels 3-5 will continue to be evaluated every three years and the state will be able to see score changes within the five component areas indicating program progress to improving quality. Additionally, a program's quality improvement plan will be informed by their onsite assessment and monitored by coaches and quality navigators who provide the programs with on-going quality incentives and supports.**

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Further, the State has established a Wildly Important Goal (WIG) of 39% of children under five years old who receive CCCAP subsidies, are in a high-quality early learning environment. This goal expressly targets low income families, and seeks to increase the portion that receive care within high quality environments. Progress toward this goal is monitored on a weekly basis, and strategies to achieve it are modified accordingly. This is also reported to the Department's top leadership on a monthly basis as part of the Department's performance management system called C-Stat.

## 7.7 Accreditation Support

7.7.1 Does the State/Territory support child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality?

Yes, the State/Territory has supports operating State/Territory-wide. Describe the supports for all types of accreditation the State/Territory provides to child care centers and family child care homes to achieve accreditation [The Colorado Shines Quality Rating and Improvement System](#) honors those programs that choose accreditation for meeting their quality goals. Colorado Shines works directly with accrediting bodies who submit an application for crosswalk recognition:

[http://coloradoshines.force.com/ColoradoShines/website\\_program\\_menu?p=Resources](http://coloradoshines.force.com/ColoradoShines/website_program_menu?p=Resources)

Programs that hold these accepted accreditations receive a letter of recognition that outlines next steps to retain their quality rating level under Colorado Shines framework. These programs have access to quality incentives to continue to support their quality improvement goals. In addition, these programs are connected to their Early Childhood Council for support navigating the Colorado Shines processes.

- Yes, the State/Territory has supports operating as a pilot or in a few localities but not State/Territory-wide. Describe \_\_\_\_\_
- No, but the State/Territory is in the development phase
- No, the State/Territory has no plans for development

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7.7.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory Child Trends was awarded the evaluation contract for the Colorado Shines Quality Rating and Improvement System through an open and competitive process. Since the award, Child Trends has focused on the following primary objectives:

1. Understand the implementation status of Colorado Shines.
2. Review the scope of work proposed for the study and make adjustments as needed to key activities and timeline based on implementation status.
3. Narrow in on the Office of Early Childhood's preferences for consultation activities.
4. Begin an evidence review of Colorado Shines constructs and indicators.
5. Document the process and partners involved in implementing Colorado Shines.

The Colorado Department of Human Services, Office of Early Childhood is pursuing options to collect data for the validation study in the early part of 2016. Data collection among Level 1 and 2 providers and among selected Alternative Pathways Programs (i.e., Head Start and accredited center-based care) will occur in the early part of 2016. Child Trends will conclude the evaluation effort by the end of 2017.

## 7.8 Program Standards

7.8.1 What other State/Territory or local efforts, if any, is the State/Territory supporting to develop or adopt high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development? Please describe The Colorado Shines Quality Rating and Improvement System framework includes a standard area for Child Health Promotion, which includes standards that support screenings for health and development, and providing medical resources. Other focus areas include the promotion of physical activity on safe play spaces, nutrition education, and hands on gardening (farm to table) experiences. The Colorado Shines point structure additionally awards points to programs who employ or contract with a Mental Health Consultant: [http://coloradoshines.force.com/ColoradoShines/resource/1431015934000/ColoShines\\_QRISPDF](http://coloradoshines.force.com/ColoradoShines/resource/1431015934000/ColoShines_QRISPDF)

7.8.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory The Colorado Shines Quality Rating and Improvement System has established supports to programs that help with identifying resources that support the evidence of these activities:

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[http://coloradoshines.force.com/ColoradoShines/resource/1447804277000/Evidence\\_document\\_center](http://coloradoshines.force.com/ColoradoShines/resource/1447804277000/Evidence_document_center) This resource guide supports programs to understand how creating policies and putting new practices in place support gains in quality programming. These data are tracked at the facility level, as are health and safety data related to licensing rules.

## **7.9 Other Quality Improvement Activities**

7.9.1 List and describe any other activities the State/Territory provides to improve the quality of child care services and describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving provider preparedness, child safety, child well-being, or entry into kindergarten. \_\_\_\_\_

## **8 Ensure Grantee Program Integrity and Accountability**

Under CCDF, program integrity and accountability activities are grounded in the State/Territory's policies for implementing the CCDF program. For error rate activities, reviews are based on the State/Territory's own CCDF policies. The CCDBG Act of 2014 made sweeping changes to the program requirements. With these changes, the State/Territory has an opportunity to change their own policies to reduce the burden for participants and staff as they build in safeguards to maintain program integrity. For example, the new law focuses on eligibility requirements at the time of eligibility determination and allows for a minimum 12-month period of eligibility before redetermination, which lessens the need for participants to continually provide documentation. This, in turn, relieves the State/Territory from the burden of constantly "checking" on participants which can open the door for miscalculations, lost paperwork, and other errors.

Lead Agencies are required to have accountability measures in place to ensure integrity and to identify fraud or other program violations. These accountability measures should address administrative error, including unintentional agency error, as well as program violations, both unintentional and intentional. Violations may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

### **8.1 Program Integrity**

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8.1.1 Describe how the State/Territory ensures that their definitions for violations have been modified, and program integrity procedures revised to reflect new requirements. The new Child Care and Development Fund requirements are established through changes in the Child Care Assistance Program (CCCAP) regulations. Upon promulgation of rules through the State Board of Human Services review and public hearings, the Child Care Assistance Program (CCCAP) training staff conducts training for Child Care Assistance Program (CCCAP) staff at the county departments of human services. The training is delivered in several venues, both on-line and in-person. Training is further re-enforced at monthly meetings attended by Child Care Assistance Program (CCCAP) staff from sixty four counties.

The Quality Assurance Division has established an on-going system of monitoring counties in key eligibility, authorization and payment regulations. Quality Assurance staff attend the monthly Child Care Assistance Program (CCCAP) meetings, providing information on their findings relative to common errors. State Child Care Assistance Program (CCCAP) staffs, together with Quality Assurance staff identify training topics based on common errors and violations. Training to these topics is conducted during the monthly meetings or via webinars.

In addition, Child Care Assistance Program (CCCAP) training staff conducts training for county staff throughout the year on all the CCCAP regulations.

8.1.2 Describe how the State/Territory ensures that all staff are informed and trained regarding changes made to its policies and procedures to reflect new CCDF requirements. Check all that apply.

- Issue policy change notices
- Issue new policy manual
- Staff training
  - Orientations
  - Onsite training
  - Online training
- Regular check-ins to monitor implementation of the new policies. Describe \_\_\_\_\_
- Other. Describe \_\_\_\_\_

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8.1.3 Describe the processes the Lead Agency will use to monitor all sub-recipients, including those described in Section 1, such as licensing agencies, child care resource and referral agencies, and others with a role in administering CCDF. The Lead Agency is responsible for ensuring effective internal controls over the administration of CCDF funds. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements

Colorado contracts with sub-recipients for child care licensing and quality initiatives. The Division of Early Care and Learning follows State of Colorado and Department of Human Services procurement rules and guidelines in developing and monitoring contracts. These guidelines include requirements and stipulations for different types of procurement options such as Requests for Proposals, Requests for Qualified Offerers, sole source, interagency agreements, memoranda of understanding, or purchase of service agreements.

The development and content of the appropriate procurement mechanism is determined by the Colorado Procurement Code and is approved by the Colorado Department of Human Services Contracts Management Unit. Division of Early Care and Learning staff work closely with Contracts in developing all contracts or agreements.

All subcontractors must certify that federal regulations and state guidelines are followed. Contracts include specific contractor work plans that stipulate performance indicators, outcome measures, status of services, deliverables and benchmarks in quarterly/semi-annual progress reports.

Oversight of CCDF funds by state program staff begins during the contract development process. Program and fiscal staff review budgets to ensure costs support the work that is being done, and that all proposed costs are allowable expenditures based on State and federal fiscal rules. Invoices submitted by contractors are also reviewed for allowable expenditures.

The county departments of human services are considered sub-recipients for purposes of implementing and monitoring all aspects of the Colorado Child Care Assistance Program (CCCAP). The Division of Early Care and Learning is responsible for monitoring counties' expenditures and adherence to Child Care Assistance Program (CCCAP) rules and policies. Counties must complete County Plans, identifying their individual county policies related to county-options such as eligibility levels and payment rates. The Division of Early Care and Learning approves County Plans. The Quality Assurance Division conducts reviews of Child Care Assistance Program (CCCAP) case files and payments information for compliance with federal and state rules. The Division of Early Care and Learning works closely with Quality Assurance staff to ensure

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the most current rules are applied in the reviews and the results of reviews are assessed to identify areas of concern.

**Definition:** “Subrecipient means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency (2 CFR 200.93). Two CFR Part 200, Subpart A provides additional information on contractors (which may be referred to as “vendors”). The description of monitoring must include, but is not limited to, a description of the written agreements used, a schedule for completing the tasks, a budget which itemizes categorical expenditures consistent with CCDF requirements and indicators or measures to assess performance. Additional items for discussion may include: fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, and monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified.”

8.1.4 Describe the activities the Lead Agency has in place to identify program violations and administrative error to ensure program integrity using the series of questions below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to areas identified through the Error Rate Review process. Lead Agencies are required to have processes in place to identify fraud or other program violations.

a) Check which activities the Lead Agency has chosen to conduct to identify unintentional or intentional program violations.

- Share/match data from other programs (e.g., TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))
- Run system reports that flag errors (include types). Describe \_\_\_\_\_
- Review of enrollment documents, attendance or billing records
- Conduct supervisory staff reviews or quality assurance reviews
- Audit provider records
- Train staff on policy and/or audits
- Other. Describe \_\_\_\_\_
- None. Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines \_\_\_\_\_

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b) Check which activities the Lead Agency has chosen to conduct to identify administrative error.

- Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))
- Run system reports that flag errors (include types). Describe \_\_\_\_\_
- Review of enrollment documents, attendance or billing records
- Conduct supervisory staff reviews or quality assurance reviews
- Audit provider records
- Train staff on policy and/or audits
- Other. Describe \_\_\_\_\_
- None. Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines \_\_\_\_\_

8.1.5 Which activities (or describe under "Other") the Lead Agency will use to investigate and collect improper payments due to program violations or administrative error as defined in your State/Territory? The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud.

a) Check which activities (or describe under "Other") the Lead Agency will use for unintentional program violations?

- Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount **\$50.00**
- Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)
- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments. Describe \_\_\_\_\_
- Other. Describe \_\_\_\_\_

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- None. Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to unintentional program violations, including action steps and completion timelines \_\_\_\_\_
- b) Check which activities the Lead Agency will use for intentional program violations or fraud?
- Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount \_\_\_\_\_
- Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement)
- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments. Describe composition of unit below
- Other. Describe \_\_\_\_\_
- None. Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to fraud, including action steps and completion timelines \_\_\_\_\_
- c) Check which activities the Lead Agency will use for administrative error?
- Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount \_\_\_\_\_
- Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement)
- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments. Describe composition of unit below
- Other. Describe Colorado does not require recoveries for administrative errors. Identified administrative errors are addressed through training and technical assistance.
- None. Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to administrative error, including action steps and completion timelines \_\_\_\_\_

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8.1.6 What type of sanction will the Lead Agency place on clients and providers to help reduce improper payments due to program violations? The Lead Agency is required to impose sanctions on clients and providers in response to fraud.

**X** Disqualify client. If checked, please describe, including a description of the appeal process for clients who are disqualified. **Clients who have committed fraud are disqualified from child care assistance for the following periods: 12 months for the first offense, 24 months for the second offense and permanently for the third offense. Clients are given appeal rights through a formal hearing process. If clients disagree with the action taken, they have a right to:**

- A local level dispute resolution
- Clients are encouraged to talk to their county child care workers and workers' supervisors before requesting a local level dispute
- If dissatisfied with the outcome of the local level dispute, clients may request a state level fair hearing before an administrative law judge
- If a client doesn't want a local level dispute, they can request a state level hearing before an administrative law judge
- Clients may request judicial review of the final agency decision following the state level fair hearing in district court after exhausting all administrative appeal rights
- If a client has been receiving child care assistance they may request continued assistance until the dispute is resolved or the final agency decision is issued

**X** Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified. **Providers who have committed fraud or Intentional Program Violations are disqualified from providing CCCAP services for the following periods: 12 months for the first offense, 24 months for the second offense and permanently for the third offense. A provider may request an informal conference if they dispute the termination of a Fiscal Agreement (contractual agreement between a provider and county department of human services). The informal conference is conducted by the relevant county department of human services.**

- Prosecute criminally
- Other. Describe \_\_\_\_\_