

**Child Care and Development Fund (CCDF) Plan**

**For**

**State/Territory:**

**Colorado**

**FFY 2012-2013**

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. 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 herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations 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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Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

**Form ACF-118 Approved OMB Number 0970-0114 expires 12/31/2013**

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For

Colorado  
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**PART 1  
ADMINISTRATION**

**1.1 Contact Information**

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), 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)

**1.1.1 Who is the Lead Agency designated to administer the CCDF program?** Identify the Lead Agency and Lead Agency's Chief Executive Officer 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), §98.10)

Name of Lead Agency: [Colorado Department of Human Services](#)

Address of Lead Agency: [1575 Sherman Street, Denver CO 80203](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Reggie Bicha, Executive Director](#)

Phone Number: [303-866-3475](#)

Fax Number: [\(303\) 866-4214](#)

E-Mail Address: [Reggie.Bicha@state.co.us](mailto:Reggie.Bicha@state.co.us)

Web Address for Lead Agency (if any): <http://www.colorado.gov/CDHS>

**1.1.2 Who is the CCDF administrator?** Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, 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.** (§§98.16(a) and (c)(1))

**a) Contact Information for CCDF Administrator:**

Name of CCDF Administrator: [Rosemarie Allen](#)

Title of CCDF Administrator: [Director](#)

Address of CCDF Administrator: [Colorado Department of Human Services, Division of Child Care, 1575 Sherman St, 1st Flr, Denver, CO 80203](#)

Phone Number: [303-866-5943](#)

Fax Number: [303-866-4453](#)

E-Mail Address: [Rosemarie.Allen@state.co.us](mailto:Rosemarie.Allen@state.co.us)

Web Address for Lead Agency (if any): [www.Colorado.gov/CDHS](http://www.Colorado.gov/CDHS)

Phone Number for CCDF program information

(for the public) (if any): [303-866-5948](tel:303-866-5948)

Web Address for CCDF program

(for the public) (if any): [www.Colorado.gov/cdhs/childcare](http://www.Colorado.gov/cdhs/childcare)

Web Address for CCDF program policy manual

(if any): [N/A](#)

Web Address for CCDF program administrative rules

(if any): [N/A](#)

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

Name of CCDF Co-Administrator: [Leslie Bulicz](#)

Title of CCDF Co-Administrator: [Associate Director](#)

Address of CCDF Co-Administrator: [Colorado Department of Human Services, Division of Child Care, 1575 Sherman St, 1st Flr, Denver, CO 80203](#)

Phone Number: [303-866-4556](tel:303-866-4556)

Fax Number: [303-866-4453](tel:303-866-4453)

E-Mail Address: [Leslie.Bulicz@state.co.us](mailto:Leslie.Bulicz@state.co.us)

Description of the role of the Co-Administrator:

[The Co-Administrator is responsible for the management of the CCDF grant and grant award.](#)

## **1.2 Estimated Funding**

### **1.2.1 What is your expected level of funding for the first year of the FY 2012 - FY 2013 plan period?**

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [\\$65,841,210](#)

Federal TANF Transfer to CCDF: \$ [\\$ 15,000,000](#)

Direct Federal TANF Spending on Child Care: \$ [\\$4,000,000](#)

State CCDF Maintenance-of-Effort Funds: \$ [\\$8,985,901](#)

State Matching Funds: \$ [\\$ 28,143,186](#)

**Reminder** - Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2012 funds have been liquidated.

State Maintenance-of-Effort funds are not subject to this limitation.

**1.2.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.**

Territories not required to meet CCDF Matching and MOE requirements should mark  N/A here

**Note:**The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.  
If checked, identify source of funds:

*State general funds, county public funds*

If known, identify the estimated amount of public funds the Lead Agency will receive:

Private Donated Funds to meet the CCDF Matching Fund requirement. Only private received by the designated entities or by the Lead Agency may be counted for match purposes. ( 98.53(f))

If checked, are those funds:

donated directly to the State?

donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact and type:

*Mile High United Way, 2505 18th St, Denver CO, 80211, Leslie Hannon, non-profit*

If known, identify the estimated amount of private donated funds the Lead Agency will receive: **\$ 1,000,000**

State expenditures for Pre-K programs to meet the CCDF Matching Funds requirement.

If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures ( not to exceed 30%): **6%**

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: **\$ 1,680,000**

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

*The availability of state-funded pre-k through a separate lead agency extends the child care assistance funding that would otherwise have been used for those same hours of care for eligible children to meet the needs of working parents.*

State expenditures for Pre-K programs to meet the CCDF Maintenance of Effort (MOE) requirements.

If checked,

The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%):

If percentage is more than 10% of the MOE fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement:

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

**1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012.** In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

<b>Activity</b>	<b>Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)</b>	<b>Purpose</b>	<b>Projected Impact and Anticipated Results</b>
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1. Office of Professional Development	1. \$235,000 (Targeted Funds)	1. Provide professional development via distance learning courses, early childhood credentials, and create early childhood registries for trainers and early childhood providers	1. Increased number of providers with an early childhood credential. Increased access to early childhood professional development courses and resources. Increased efficiency in coordinating training and trainer approval. Increased enrollment in early childhood classes through Colorado Community Colleges OnLine
2. Expanding Quality Infant/Toddler	2. \$560,000 (Targeted Funds)		
3. Early Childhood Councils		2. Coordinate and train local teams of trainers to provide a 48 hour course of training to enable participants to receive certification as Infant/Toddler Supervisors	
4. Basic Resource and Referral System	3. \$3,357,000 (Targeted Funds Included)		
5. TEACH Scholarships	4. \$784,000 (Targeted Funds Included)		
6. Healthy Child Care Colorado		3. Thirty (30) communities representing 55 counties are working with numerous other partners to design and implement a high quality early childhood system. Councils are charged multiple tasks including: "Combine and leverage state, local and federal funding sources to create a seamless early childhood system of care; "Ensure collaboration among public and private stakeholders; "Be responsive to the needs of working parents; "Include program components consistent with quality services. Early Childhood Councils also engage in initiative work that relates to infant/toddler issues at the local level.	2. Estimated 900 participants complete training each year. Research and evaluation conducted to determine effectiveness and impact on child outcomes
7. School Readiness Quality Improvement Program	5. \$120,000 (Targeted Funds)		
8. Center for Social Emotional Inclusion			3. Early Childhood Councils continue developing as locally-based systems of early childhood across 4 early childhood domains. This is demonstrated via increased collaboration, increased leveraging of resources, higher local capacity to plan and implement high quality early childhood services. Associated outcomes are currently focused on systems development.
9. Child Care Licensing	6. \$46,000 (Targeted Funds)		
	7. \$2,228,000		
	8. \$250,000 (Targeted Funds)		4. Estimated 40,000 web-based referrals per year; 3,000 phone referrals per year.
	9. \$2,850,000		
		4. Provides child care resource and referral services to Colorado families through a network of 17 local resource and referral agencies located around Colorado. Also works with child care providers to increase the number of providers, the quality of care, professionalism, and staff retention.	5. Estimated 30 scholarships provided each year.
		5. Provides scholarship	6. Training and consultation services provided to at least 75 contacts per month.
			7. Impacts approximately 5,600 children in 175 participating child care facilities each year, with

		<p>funds to child care providers for up to 12 hours of college-credit early childhood education coursework to increase staff salaries, quality of care, professionalism, and staff retention.</p> <hr/> <p>6. Designed to provide a financially stable and sustainable statewide system of trained health consultants available to the local child care community. Services also structured to increase local community awareness and to grow existing health consultation system to include the state public health system as well as private nurse consultants. Addresses health and safety concerns and their impact on the delivery of quality child care environments.</p> <hr/> <p>7. The purpose of the program is to improve the school readiness of children, five (5) years of age or younger, who are cared for at child care facilities where 50% or more of the children served are from low-income families. The child care facilities must also be located in neighborhoods with elementary schools that are required to implement a priority improvement or turnaround plan as described in 22-11-405 or 22-11-406, C.R.S., respectively, or is subject to restructuring pursuant to 22-11-210 C.R.S. Authority for the Program was established by House Bill 02-1297, enacted as Sections 26-6.5-106, C.R.S.</p> <hr/> <p>8. The Colorado Department of Human Services through its Division of Behavioral</p>	<p>expected results of -</p> <ul style="list-style-type: none"> <li>§ Increase young childrens readiness to learn (physical well being, cognition &amp; general knowledge, language development, social &amp; emotional development, approaches to learning,)</li> <li>§ Increased data reporting and use (inform quality improvement activities, professional development, track school readiness/child outcomes, and school performance)</li> <li>§ Increased # of quality rated and nationally accredited ECE programs</li> <li>§ Increased family partnerships/engagement</li> <li>§ Increased community partnerships/engagement</li> <li>§ Increased provider education &amp; professional development opportunities</li> <li>§ Increased awareness and implementation of quality practices</li> <li>§ Increased provider accountability and sufficiency</li> </ul> <hr/> <p>8. Train 50 trainers per year on the two models; Train and support at least 20 coaches each year to provide services to child care providers; Collect and analyze data from all participating program sites - 1) Child outcome data that demonstrate the effects of Pyramid practices used over time, including the ASQ-SE and the Behavior Incidence Report. These data are used by the Center and sites to track their progress toward reducing problem behaviors and reducing the percentage of children at risk for social emotional concerns, 2) Data systems that demonstrate the fidelity with which sites are implementing the key</p>
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		<p>Health, in partnership with the Divisions of Child Care and Development Disabilities, has developed a center that provides a centralized point of contact, coordination, and technical support for early childhood social-emotional services to families. The primary work of the center is based on two national models:</p> <ul style="list-style-type: none"> <li>-The Pyramid Model Approach for Promoting Social and Emotional Development of Infants and Young Children; and,</li> <li>-The SpecialQuest Birth-Five Approach to Early Childhood Inclusion.</li> </ul> <hr/> <p>9. The Lead Agency is responsible for inspecting, licensing, and monitoring child care facilities throughout the state, including child care homes and centers, preschool and school-age child care programs.</p>	<p>elements of Pyramid Plus, including the Benchmarks of Quality, Teaching Pyramid Observational Tool, and Quality Program indicators. These data are used to guide coaching and to ultimately determine when sites meet certification criteria, 3) Social validity data by which individual providers at sites provide Center staff with feedback on the general usefulness and practicality of services provided. Center staff use these data to modify consultative practices as needed.</p> <hr/> <p>9. The long term outcome of the licensing program is to develop a user friendly licensing system that supports, monitors and enhances early care and education for children in Colorado, birth to twelve years old.</p> <p>The lead agency acknowledges that there is a need to balance accessibility and quality of care when regulating child care facilities. It is the intent of the agency that those who regulate and those who are regulated work together to meet the needs of the children, their families and the child care industry.</p> <p>Goal: Increase user understanding and minimum levels of quality through rewriting and restructuring of the current rules and regulations the use of Level 3 Environmental Rating scales as a minimum level of quality.</p>
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**1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?**

- No, the Lead Agency will manage all quality funds directly
- Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities

\$4,854,000 (64%)

Yes, all quality funds will be distributed to local entities

Other.

Describe:

### **1.3 CCDF Program Integrity and Accountability**

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

**1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place.** The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

Describe:

*The Colorado Department of Human Services (CDHS), Division of Child Care is responsible for supervision of the 64 Colorado counties and their administration of the Colorado Child Care Assistance Program (CCCAP). Under the CCCAP umbrella, CCDF funds are used to provide direct services. Annually, CCDF funds along with state funds are allocated to counties for TANF and low-income child care. Every two years counties must report to the State utilizing the approved county plan for the administration of those funds and agree to comply with both state and federal laws and regulations.*

*The Colorado Board of Human Services adopts regulations to which the counties must adhere in the administration of the child care program. Under these regulations, counties are given flexibility to set county-specific policies that do not conflict with state or federal regulations.*

*The Division of Child Care contracts with, oversees and maintains ongoing contacts with other agencies providing CCDF-funded service. All agencies providing the CCDF-funded services are required to submit monthly billings based on their approved budgets and contract stipulations. All of these agencies are also required to submit quarterly or semi-annual programmatic progress reports and annual programmatic summary reports describing accomplishments and outcomes of the activities included within their contracts.*

*All agencies providing CCDF-funded services must certify that federal regulations and Lead Agency guidelines are followed as part of the contract signature and approval process and that these same requirements will be included in any sub-contracts. All contracts for CCDF-funded services include the Child Care and Development Fund Final Rule as a contract exhibit. All of these contracts also include*

*specific contractor work plans that stipulate performance indicators, outcome measures, products, deliverables, and standards to be followed in performing the contractual work. The performance indicators and outcomes all tie directly to the purpose of the CCDF - increasing the quality, availability and/or affordability of child care. Contractors must report on their contract performance indicators, outcome measures, status of products, deliverables and benchmarks in their quarterly/semi-annual progress reports, annual reports and applications for contract renewal, where appropriate.*

*The Division of Child Care follows State of Colorado and Department of Human Services procurement rules and guidelines in developing and monitoring contracts for CCDF-funded services. These guidelines include requirements and stipulations on when and how competitive processes through Request for Proposals (RFPs) or Requests for Qualified Offerers must occur. They also specify when sole source procurements may be made and for how long a sole source procurement may be used, along with specifications on when interagency agreements, memoranda of understanding, purchase of service agreements and other procurement methods may be used.*

*The content of Division of Child Care contracts, interagency agreements, memoranda of understanding and Purchase of Services agreements is determined by the Colorado Procurement Code as implemented by the Colorado Department of Human Services Contracts Management Unit. In addition to requiring contractors to adhere to the stipulations in the CCDF Final Rules, all contracts and interagency agreements include the following:*

- ▷ Contractor work plan—activities, timelines, products, performance measures, responsibilities for performing work; contractor reporting and billing/payment procedures;*
- ▷ Procedures for discussing and resolving problems that occur between the State and the contractor;*
- ▷ Requirements that all federal and state rules and regulations applicable to the contract be complied with;*
- ▷ Procedures for making contract and budget changes; contract extension and termination procedures;*
- ▷ A line item budget and budget narrative; compensation and maximum payable specifications; and*
- ▷ Designated contract representatives in the contracting agencies.*

*State general provisions included in contracts contain specific requirements related to:*

- ▷ Federal funds contingency;*
- ▷ Independent contractor requirements;*
- ▷ Contract beneficiary;*
- ▷ Contractor insurance requirements;*
- ▷ Contractor license/approval and insurance requirements;*
- ▷ Records maintenance, confidentiality, retention and availability;*
- ▷ Requirements;*
- ▷ Performance monitoring;*
- ▷ Audit requirements;*
- ▷ Conflicts of interest;*
- ▷ Required conformance with all applicable federal and state laws and regulations, including discrimination and lobbying restrictions;*
- ▷ Assignment, delegation and subcontracting requirements;*
- ▷ Litigation, dispute resolution, remedies, and severability;*
- ▷ Integration of understandings;*
- ▷ Proprietary information;*
- ▷ Discrimination complaints;*
- ▷ Press releases;*
- ▷ Debarment certifications;*
- ▷ Prohibition against software piracy;*
- ▷ Rights in data and copyright (federal reserved rights); and*
- ▷ Exhibits-interpretation, venue, and vendor offset requirements.*

*Special Provisions required by State Fiscal Rule 3-1 are included in all contracts and include:*

- ▷ State Controller approval requirements;*
- ▷ Fund availability after the current fiscal year;*
- ▷ Bond requirements;*
- ▷ Indemnification;*
- ▷ Discrimination and affirmative action requirements; and*
- ▷ Colorado labor preference.*

**1.3.2. Describe the processes the Lead Agency will use to monitor all sub-recipients.** 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. (98.11 (a) (3))

**Definition:** A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** ([http://www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2010](http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010)). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

Describe:

*State CCCAP staff monitor counties through on-going review of county policies to ensure program compliance, throughout the year.*

*CDHS auditors periodically audit county human service programs including CCCAP. These audits include financial and case reviews. Irregularities are reported and corrective action may result. In addition, state CCCAP staff provides both program training and technical assistance to county child care staff, supervisors and administrators.*

*The Division of Child Care meets with these agencies providing CCDF-services monthly as needed and is involved in routine committee meetings, conferences, forums and sub-contractor selection decisions as needed to monitor the work being completed by these agencies.*

*The Division of Child Care annually reviews contractor performance, funding availability and alternative procurement methods, including the possibility of using competitive award processes, prior to deciding whether or not new competition or contract renewal are in the best interests of the State and federal government.*

**1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart 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 (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	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))	<input type="checkbox"/>	<input type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input type="checkbox"/>	<input type="checkbox"/>
Run system reports that flag errors (include types)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input type="checkbox"/>	<input type="checkbox"/>
Conduct supervisory staff reviews	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

**For any option the Lead Agency checked in the chart above other than none, please describe:**

*The Lead Agency will follow the monitor/compliance plan developed to address provider fiscal agreement, provider billing, attendance records, client case reviews, and caseworker practices in case management. This work is accomplished through the use of exception reports and data mining to determine anomalies and errors.*

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:

**1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error?** Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and 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 (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$50.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Establish a unit to investigate and collect improper payments. Describe composition of unit:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For any option the Lead Agency checked in the chart above other than none, please describe:**

*Sub-recipient, or their sub-contractor, will establish recovery for all amounts above minimum threshold that have been found through Unintentional Program Violation (UPV), Intentional Program Violation (IPV), and/or fraud within the Childcare Automated Tracking System (CHATS) and to remain in system until full recovery satisfaction.*

**1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?**

- None
- Disqualify client.

If checked, please describe, including a description of the appeal process for clients who are disqualified

*Clients who are determined to have committed Fraud or Intentional Program Violations are disqualified from child care assistance in Colorado for the following periods. 12 months for the first offense, 24 months for the second offense and permanently for the third offense. The rules related to client disqualification can be found at 9 CCR 2503-1 3: Income Maintenance, 3.917, 3.918.*

*Clients are given appeal rights through the formal hearing process as described in legal notice on case-specific correspondence and included here.*

**RIGHT OF APPEAL AND FAIR HEARING**

- If you disagree with an action taken in regards to child care benefits, you have a right to:*
- " A local level dispute resolution conference which must be requested before the effective date of the proposed action;*
  - " If you are dissatisfied with the outcome of the local dispute resolution conference, you may request a state level fair hearing before an administrative law judge if the written request for a hearing is mailed or deliver to the Office of Administrative Courts no later than 10 calendar days after the local level conference decision is mailed or delivered by the county;*
  - " If you do not want to have a local/county conference to resolve the dispute, you may request a state level hearing before an administrative law judge, if the issue is appealable, and if your written request is mailed or delivered to the Office of Administrative Courts no later than 90 calendar days from the date of the notice of action;*
  - " You may request judicial review of the final agency decision following the state level fair hearing in district court, after exhausting all administrative appeal rights; and*
  - " If you have been receiving child care assistance, you may request continued assistance until the dispute is resolved or until the final agency decision is issued, if the request for a local conference and/or*

state level hearing is made before the effective date of the proposed action being appealed. You should be aware that the state and county are required to attempt to collect or get repayment of all benefits provided to you for which you were not eligible.

If you request a local conference, the county will schedule that conference. At your conference, you will be given an opportunity to present your case. The person(s) reviewing your case will not be the same person responsible for the action in dispute.

Before you decide to request a local dispute resolution conference, we encourage you to talk with your county child care worker, and then the worker's supervisor. Often your questions and concerns can be settled by talking to county staff that is responsible for making the change in your child care subsidies.

If you want to request a state level fair hearing, your request must be sent or delivered to:

1. Office of Administrative Courts, 633 17th Street, Suite 1300, Denver Colorado 80202
2. In the letter you need to say that you want to appeal the county's action and why you want to appeal that action. If you need help doing this you can ask anyone you like to help you, talk to a legal aid office or attorney, or ask your child care worker to help you.
3. When your letter is received, you will get a letter from the Office of Administrative Courts explaining what will be done and the date for the appeal hearing. It will also explain who can come with you, who can present testimony and other information about the hearing.

Throughout the appeal process, you have the right to be represented or assisted by legal counsel, a relative, a friend or a spokesperson of your choosing.

Disqualify provider.

If checked, please describe, including a description of the appeal process for providers who are disqualified

*Providers who are determined to have committed Fraud or Intentional Program Violations are disqualified from providing Colorado Child Care Assistance Program services for the following periods. 12 months for the first offense, 24 months for the second offense and permanently for the third offense. The rules related to provider disqualification can be found at 9 CCR 2503-1 3: Income Maintenance, 3.917, 3.918.*

*A provider may request an informal conference if s/he disputes the termination of a Fiscal Agreement through disqualification or otherwise.*

- *Providers may request a conference in writing within 15 days of the dates of the date of the action.*
- *Provider request should be addressed to the county director of the county Department of Social/Human Services responsible for the action.*

*The purpose of the conference will be limited to discussion of termination of Agreement pursuant to 9 CCR 2503-1 at Section 3.905, (D).*

Prosecute criminally

Other.

Describe.

**1.3.6 Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below. Territories not required to complete the**



Error Rate Review should mark

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
<p>Actions that will be taken to correct the causes of improper authorizations for payment identified during the case record review process in order to reduce errors in the future include -</p> <ul style="list-style-type: none"> <li>-Case worker training related to file management</li> <li>-Case worker training related to determining eligibility</li> <li>-Supervisor training related to case review at county level to identify errors and to reduce errors</li> <li>-Case worker training related to entering data into CHATS</li> <li>-Automated system builds that will preclude case workers from making errors related to Parent Fee calculation, Determination of income</li> <li>-Rewrite of Application and Redetermination forms for clarity to clients and caseworkers as to what are required fields</li> </ul>		<p>Actions Taken (started and ongoing) -</p> <ul style="list-style-type: none"> <li>· Case worker training related to determining eligibility</li> <li>· Case worker training related to entering data into CHATS</li> <li>· Automated system builds that will decrease case workers from making errors related to Parent Fee calculation, Determination of income</li> <li>· Rewrite of Application and Redetermination forms for clarity to clients and caseworkers as to what are required fields</li> </ul> <p>Actions Planned</p> <ul style="list-style-type: none"> <li>· Case worker training related to file management</li> <li>· Supervisor training related to case review at county level to identify errors and to reduce errors</li> </ul>	

**1.4 Consultation in the Development of the CCDF Plan**

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

**Definition:** *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

**1.4.1 Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).**

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
---------------	--

<input checked="" type="checkbox"/> <p><b>Representatives of general purpose local government (required)</b></p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p><i>The Lead Agency consulted with general purpose local government through holding a community forum and using a Request for Input format solicited by email.</i></p>
<p><b>For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.</b></p>	
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p><i>The Lead Agency consulted with the Colorado Department of Education on appropriate plan sections related to quality initiatives and early learning guidelines.</i></p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p><i>The Lead Agency consulted with the Lead Agency division responsible for programs for children with special needs through holding a community forum and using a Request for Input format solicited by email.</i></p>
<input type="checkbox"/> <p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	
<input checked="" type="checkbox"/> <p>State/Territory agency with the Head Start Collaboration grant</p>	<p><i>The Lead Agency consulted with the Lieutenant Governor's Office through holding a community forum and using a Request for Input format solicited by email.</i></p>
<input checked="" type="checkbox"/> <p>Statewide Advisory Council authorized by the Head Start Act</p>	<p><i>The Lead Agency consulted with the Early Childhood Leadership Council through holding a community forum and using a Request for Input format solicited by email.</i></p>
<input checked="" type="checkbox"/> <p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services</p>	<p><i>The Lead Agency consulted with private agencies providing early childhood and school-age/youth-serving developmental services through holding a community forum and using a Request for Input format solicited by email.</i></p>

<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	<i>The Lead Agency consulted with the Colorado Department of Public Health and Environment through holding a community forum and using a Request for Input format solicited by email.</i>		
<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	<i>The Lead Agency consulted with the Colorado Department of Public Health and Environment through holding a community forum and using a Request for Input format solicited by email.</i>		
<input checked="" type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	<i>The Lead Agency consulted with the Colorado Department of Public Health and Environment through holding a community forum and using a Request for Input format solicited by email.</i>		
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	<i>The Lead Agency consulted with the Lead Agency division responsible for child welfare through holding a community forum and using a Request for Input format solicited by email.</i>		
<input checked="" type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	<i>The Lead Agency consulted with the liaison for military child care programs through holding a community forum and using a Request for Input format solicited by email.</i>		
<input type="checkbox"/> State/Territory agency responsible for employment services/workforce development			
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	<i>The Lead Agency consulted with the Lead Agency division responsible for TANF through holding a community forum and using a Request for Input format solicited by email.</i>		
<table border="1" style="width: 100%;"> <tr> <td data-bbox="57 1357 424 1731" style="width: 25%;"><input checked="" type="checkbox"/></td> <td data-bbox="432 1357 794 1731">           Indian Tribes/Tribal Organizations   <input type="checkbox"/>            N/A: No such entities exist within the boundaries of the State         </td> </tr> </table>	<input checked="" type="checkbox"/>	Indian Tribes/Tribal Organizations  <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State	<i>The Lead Agency consulted with the Ute Mountain Ute and Southern Ute tribes through holding a community forum and using a Request for Input format solicited by email.</i>
<input checked="" type="checkbox"/>	Indian Tribes/Tribal Organizations  <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State		
<input checked="" type="checkbox"/> Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	<i>The Lead Agency consulted with private agencies/entities through holding a community forum and using a Request for Input format solicited by email.</i>		
<input checked="" type="checkbox"/> Provider groups, associations or labor organizations	<i>The Lead Agency consulted with provider groups/associations through holding a community forum and using a Request for Input format solicited by email.</i>		

<input checked="" type="checkbox"/> Parent groups or organizations	<i>The Lead Agency consulted with parent groups/organizations through holding a community forum and using a Request for Input format solicited by email.</i>
<input checked="" type="checkbox"/> Local community organizations (child care resource and referral, Red Cross)	<i>The Lead Agency consulted with local community organizations through holding a community forum and using a Request for Input format solicited by email.</i>
<input type="checkbox"/> Other	

**1.4.2. 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), §§98.14(C)). At a minimum, the description should include:

a) Date(s) of notice of public hearing: [05/29/2011](#)

**Reminder** - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? [Public notice](#); [CCR&R](#), [Early Childhood Councils](#); [Child Care email listserv](#); [Colorado Early Childhood Summit](#) c) Date(s) of public hearing(s): [06/20/2011](#)

**Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).

d) Hearing site(s) [Arapahoe County DHS, 14980 E Alameda Drive, Aurora, CO 80012](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [Request through email](#); [link to draft document on Division of Child Care website](#)

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [Information from the public hearing resulted in clarification of the plan and inclusion of descriptions of work in process in the State.](#)

**1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing.** For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

**1.4.3. Describe:**

*The public hearing was held at time to accommodate the provider and parent community. The Lead Agency also used technology for input from a wide stakeholder base representing the entire state.*

## **1.5. Coordination Activities to Support the Implementation of CCDF Services**

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services

**Definition** - *Coordination* involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

**1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).**

<b>Agency/Entity (check all that apply)</b>	<b>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</b>	<b>Describe the goals or results you are expecting from the coordination</b>
<input checked="" type="checkbox"/> <p>Representatives of general purpose local government <b>(required)</b></p> <p>This may include, but is not limited to:  representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p><i>The Lead Agency will coordinate with county departments of human/social services to deliver the direct service program to eligible clients.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is to maximize service to clients based on allocation of funds and county policies.</i></p>

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education <b>(required)</b> This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p><i>The Lead Agency will coordinate with the Colorado Department of Education to deliver services to Early Childhood Councils and infant/toddler provider training; with the Colorado Community Colleges, Colorado Commission on Higher Education, and the Early Childhood Coalition to deliver professional development to providers.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is the maturity of the early childhood system; increased supply of trained infant/toddler providers; increased availability and accessibility of early childhood classes through the state with rigor and content to closely match with the field of early childhood and to meet licensing standards, and seamless transition of early childhood professionals from two-year to four-year institutions.</i></p>
<input checked="" type="checkbox"/> <p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services <b>(required)</b></p>	<p><i>The Lead Agency will coordinate with Head Start Grantees through counties contracting for child care assistance services.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is to maximize full-day, full-year services for families accessing both child care and Head Start.</i></p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health <b>(required)</b></p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p><i>The Lead Agency will coordinate with Colorado Department of Public Health and Environment to coordinate the work of the ECCS grant strategies.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is the maturity of the early childhood system through shared goals/outcomes related to child development across state systems and funding streams.</i></p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p><i>The Lead Agency will coordinate with Colorado Department of Human Services, Colorado Works to coordinate work through the Work Support Strategies grant.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is a coordinated approach to clients accessing cross-program benefits.</i></p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) <b>(required)</b></p>	<p><i>The Lead Agency will coordinate with Colorado Department of Human Services, Colorado Works for intersystem referral for child care assistance services for TANF clients.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is a coordinated approach to supplying child care services to TANF clients when identified as a need in the individual responsibility contract.</i></p>
<input checked="" type="checkbox"/>	<p>Indian Tribes/Tribal Organizations (required)</p> <p><input type="checkbox"/></p> <p>N/A: No such entities exist within the boundaries of the State</p>	<p><i>The Lead Agency will coordinate with Ute Mountain Ute and Southern Ute tribes through county level coordination of child care assistance services to families; and through coordination with the Division of Child Care licensing functions.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is expanded child care capacity and quality; blended funds with the tribal Head Start programs, as appropriate; and an increased number of licensed child care providers.</i></p>

**For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery**

<input type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)		
<input type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant		
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	<i>The Lead Agency will coordinate with the Early Childhood Leadership Council (ECLC), Office of the Lieutenant Governor to coordinate early childhood and school-age program objectives, working to streamline the delivery of services.</i>	<i>The result(s) expected by the Lead Agency related to this coordination is increased coordination of early care and education services across the early childhood spectrum through shared quality, learning guidelines, and professional development efforts.</i>
<input type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)		



<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p><i>The Lead Agency coordinates with Early Childhood Colorado to ensure that children birth-3 with special needs have access to licensed child care facilities; and fund training for early childhood professionals on inclusion of children with special needs.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is increased enrollment of children with special needs in licensed child care facilities.</i></p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p><i>The Lead Agency will coordinate with the CO Dept. of Public Health and Environment for the home visitation program. The Maternal, Infant and Early Childhood Home Visitation Grant is represented in the work of the Early Childhood Councils Management Team. The strategy is to coordinate technical assistance at the state level for Home Visitation pilot sites located within local Early Childhood Councils.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is increased coordination and integration of technical assistance efforts to local participating Early Childhood Councils and inclusion of home visitors in the early childhood professional development registry.</i></p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p><i>The Lead Agency will coordinate with the Lead Agency division responsible for child welfare to train on child abuse prevention, require child abuse reporting, monitor/investigate child abuse referrals, and implement the Strengthening Families model to prevent child abuse.</i></p>	<p><i>The result(s) expected by the Lead Agency related to this coordination is decreased child abuse incidences of enrolled families in the Strengthening Families model.</i></p>

<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	<i>The Lead Agency will coordinate with military child care programs liaison for the Department of Defense Quality Child Care Standards Pilot Program. The objective of the program is to allow military personnel to use their federal child care benefits and any other stipends to access off-base child care facilities that meet the quality standard established by the federal Department of Defense. There will be ongoing and regular communication with the military liaison about relevant objectives and strategies associated with the implementation of this program.</i>	<i>The result(s) expected by the Lead Agency related to this coordination is to identify opportunities for coordinated technical assistance and support being provided by partners. Newly designed QRIS will be piloted using the DOD/Child Care standards to evaluate the effectiveness of the higher standards and the quality rating and improvement system for licensure, monitoring and provider support.</i>
<input type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21		
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	<i>The Lead Agency will coordinate with local community organizations, such as the Early Childhood Councils and child care resource and referral, to identify opportunities to integrate existing consumer information efforts at the local level.</i>	<i>The result(s) expected by the Lead Agency related to this coordination is to ensure that duplication is minimized or eliminated in the provision of consumer information currently provided by local early childhood entities; e.g., resource &amp; referral agencies, local Early Childhood Councils.</i>
<input type="checkbox"/>	Provider groups, associations or labor organizations		
<input type="checkbox"/>	Parent groups or organizations		
<input type="checkbox"/>	Other		

**1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan?** Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):  
Office of the Lieutenant Governor

b)

Describe the age groups addressed by the plan(s):

[Birth to age 8](#)

c)

Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

Yes

No

d)

Provide a web address for the plan(s), if available:

[http://www.colorado.gov/cs/Satellite?c=Document\\_C&childpagename=LtGovGarcia%2FDocument\\_C%2FCBONAddLinkView&cid=1251592947520&pagename=CBONWrapper](http://www.colorado.gov/cs/Satellite?c=Document_C&childpagename=LtGovGarcia%2FDocument_C%2FCBONAddLinkView&cid=1251592947520&pagename=CBONWrapper)

No

**1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs?** (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency

*The State Advisory Council, named the Early Childhood Leadership Commission, is housed in the Office of the Lieutenant Governor. The age groups addressed by the commission are birth to age 8. The Lead Agency serves as a participant on the Early Childhood Leadership Commission.*

Local Coordination/Council

If yes, describe entity, age groups and the role of the Lead Agency

Other

Describe

None

**1.5.4 Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))**

Yes .

If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership:

*The Lead Agency and Early Learning Ventures (ELV) will continue to work together to determine needs, identify priorities, and support providers who participate in an ELV Shared Services Alliance in attaining and maintaining quality, with specific attention to the operational infrastructure and organization efficacy around business and administrative practices of 3 and 4 star rated programs.*

*The ongoing goals and results expected from the public-private partnership are to support the development and enhancement of ELV Alliance business tools, resources, and other technology. ELV will continue to provide training and technical assistance for coaches/mentors and providers related to the aforesaid objectives.*

No

**1.6. Child Care Emergency Preparedness and Response Plan**

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at:

[http://www.acf.hhs.gov/programs/ccb/law/state\\_topic\\_emergency.htm](http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm)

**1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.**

**Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

**Developed.** A plan has been developed as of **[insert date]:** and put into operation as of **[insert date]:** , if available. Provide a web address for this plan, if available:

**Other.**  
**Describe:**

*As of 6/30/2009 A Reference Guide for the Children, Youth & Family Services Team was establish for the Continuity of Operations/Pandemic Plan. An emergency wavier process was established for licensed child care providers, in order to continue to operate under safe adverse conditions. Requirements in "General Rules for Child Care Facilities" also require licensed providers to adhere to local agencies for disaster preparedness. The State of Colorado's Division of Emergency Management has local Emergency Managers in each county to assist in a disaster. They will assist in the coordination of federal, state and county services. They also provide assessment, planning, and recovery preparedness training on an on-going basis.*

*As of 1/1/2010 Family Child Care Homes are required to develop policies and procedures addressing emergency preparedness. At a minimum a home must have a written plan and emergency response procedures that explain, the life saving procedures that will be followed, and how the home will function during a fire, severe weather, look-down, reverse evacuation, or shelter-in-place emergency situation. The plan must include, but not be limited to:*

- 1. Prompt notification of parents or guardians.*
- 2. When local authorities will be notified.*
- 3. How emergency transportation will be provided.*
- 4. Emergency Response and Drill Procedures (All drills must be held at varying times and all adults and children present in the home must participate in all drills. Fire drills must be conducted monthly. The following drills must be held a minimum of two (2) times per year).*

**1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan. Check which elements, if any, the Lead Agency includes in the plan.**

Planning for continuation of services to CCDF families

Coordination with other State/Territory agencies and key partners

Emergency preparedness regulatory requirements for child care providers

Provision of temporary child care services after a disaster

Rebuilding child care facilities and infrastructure after a disaster

None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

**2.1 Administration of the Program**

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), §98.11(a))

**2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level?** Identify the level at which the following CCDF program rules and policies are established.

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

- State/Territory
- Local entity.

If checked, provide the name(s) of the local entity:

*County Depts of Human/Social Services*

- Other.
- Describe:

Sliding fee scale is set by the:

- State/Territory
- Local entity.

If checked, provide the name(s) of the local entity:

- Other.
- Describe:

Payment rates are set by the:

- State/Territory
- Local entity.

If checked, provide the name(s) of the local entity:

*County Depts of Human/Social Services*

Other.  
Describe:

**2.1.2. How is the CCDF program operated in your State/Territory?** In the table below, identify which agency(ies) performs these CCDF services and activities.

<b>Implementation of CCDF Services/Activities</b>
<b>Who determines eligibility?</b>
<b>Note:</b> If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:
<i>For families receiving TANF benefits, child care eligibility is determined by TANF caseworker based on child care need.</i>

**Agency (Check all that apply)**

- CCDF Lead Agency
- TANF agency
- Other State/Territory agency.

Describe:

- Local government agencies such as county welfare or social services departments
- Child care resource and referral agencies
- Community-based organizations
- Other.

Describe:

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

**Agency (Check all that apply)**

- CCDF Lead Agency
- TANF agency
- Other State/Territory agency.

Describe:

- Local government agencies such as county welfare or social services departments
- Child care resource and referral agencies
- Community-based organizations
- Other.

Describe:
-----------



**Who issues payments?**

**Agency (Check all that apply)**

- CCDF Lead Agency
- TANF agency
- Other State/Territory agency.

Describe:

- Local government agencies such as county welfare or social services departments
- Child care resource and referral agencies
- Community-based organizations
- Other.

Describe:

**Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)**

*Payments are issued to providers and are distributed electronically.*

**Other. List and describe:**

**2.2. Family Outreach 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 services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

**2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a))** Check all agencies and strategies that will be used in your State/Territory.

- CCDF Lead Agency
- TANF offices
- Other government offices
- Child care resource and referral agencies
- Contractors
- Community-based organizations
- Public schools
- Internet

(provide website): <http://www.colorado.gov/cs/Satellite/CDHS-ChildYouthFam/CBON/1251579373540>

- Promotional materials
- Community outreach meetings, workshops or other in-person meetings

- Radio and/or television
- Print media
- Other.

Describe:

**2.2.2. How can parents apply for CCDF services?** Check all application methods that your State/Territory has chosen to implement.

- In person interview or orientation
- By mail
- By Phone/Fax
- Through the Internet

(provide website): <https://chats.state.co.us/ClientSelfService/CCAT/CMHOM.aspx>

- By Email
- Other.

Describe:

**2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers.**

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

*County offices refer consumers to CCR&R for informed decision making; CCR&R provide individual counseling with parents by phone; contract with CCR&R entity for internet access to information on provider information including quality rating levels; and through CCR&R dissemination of print materials related to informed decisions.*

**2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.**

For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

*The Lead Agency will support child care programs to increase the likelihood for CCDF-served children receive higher quality care through the development of a State QRIS for all providers with upward movement in system; tiered reimbursement (county option); and quality initiatives at local level to increase quality in licensed and license-exempt facilities.*

### **2.2.5. How will the Lead Agency promote access to the CCDF subsidy program?**

Check the strategies that will be implemented by your State/Territory.

- Provide access to program office/workers such as by:
- Providing extended office hours
- Accepting applications at multiple office locations
- Providing a toll-free number for clients
- Other.

Describe:

- Using a simplified eligibility determination process such as by:
- Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
- Developing a single application for multiple programs
- Developing web-based and/or phone-based application procedures
- Coordinating eligibility policies across programs.

List the program names:

- Streamlining verification procedures, such as linking to other program data systems
- Providing information multi-lingually
- Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time: *30 days of care provided during job search as eligible activity*

Other.  
Describe:

Other.  
Describe:

None

**2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families.** Check the strategies, if any, that your State/Territory has chosen to implement.

Provide CCDF assistance during periods of job search.

Length of time: [30 days of child care services](#)

Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

Synchronize review date across programs

List programs:

[Head Start/Early Head Start and child care assistance redetermination periods are aligned.](#)

Longer eligibility re-determination periods (e.g., 1 year).

Describe:

[Redetermination periods are for 12 months with minimal change reporting.](#)

Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs.

Describe:

Extend periods of eligibility for school-age children under age 13 to cover the school year.

Describe:

Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment

Targeted case management to help families find and keep stable child care arrangements

Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year

Other.

Describe:

*Counties have the ability to implement a two-tiered income eligibility model with a higher exit income level.*

None

**2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English proficiency?** Check the strategies, if any, that your State/Territory has chosen to implement.

- Application in other languages
- 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
- Other.

Describe:

None

**(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered :**

**2.2.8. How will the Lead Agency overcome language barriers with providers?** 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
- Other.

Describe:

None

**(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered:**

**2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))**

Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available: [www.Colorado.gov/CDHS/CCDF](http://www.Colorado.gov/CDHS/CCDF)

<b>The Lead Agency requires documentation of:</b>	<b>Describe how the Lead Agency documents and verifies applicant information:</b>
<input checked="" type="checkbox"/> Applicant identity	The applicant provides a picture identification that is used for their identity but also for attestation authority for the child's identity.
<input checked="" type="checkbox"/> Household composition	Adult caretakers declare their household composition and if it is in question the counties have investigators verify it.
<input checked="" type="checkbox"/> Applicant's relationship to the child	Applicant must be identified as related to the child on child documentation or legal guardianship paperwork.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Age and citizenship/qualified alien status through birth certificate/qualified alien documentation. Age appropriate immunization verification required.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	For work the adult caretaker provides three months of pay stubs or an employment verification letter if it is new employment. For Job training or Educational program the adult caretaker provides an official school schedule.
<input checked="" type="checkbox"/> Income	The adult caretaker provides three months of pay stubs or employment verification for anticipated income.
<input type="checkbox"/> Other. Describe:	

**2.2.10. 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 [Decision to approve or deny an application will be made within 15 calendar days of the date the application is complete.](#)

Track and monitor the eligibility determination process

Other.

Describe

None

**2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))**

Yes.

If yes, describe:

*TANF recipients do not complete a separate application for child care; the Single Purpose Application that recipients completed to receive TANF assistance is used for child care eligibility also. A referral for child care assistance is completed by the TANF case manager and sent to Child Care staff for Child Care Assistance to be provided. When a TANF recipient's case closes due to over income or being in training, a signed Statement of Responsibility Form is the only required form to receive child care for up to six months after leaving the TANF program.*

No.

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

The regulations at §98.33(b) require the Lead Agency 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. 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 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 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 care should strive to meet the developmental, physical, mental and emotional needs of the child, as defined by the county in the](#)
- "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 familys 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:

### **2.3. Eligibility Criteria for Child Care**

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

#### **2.3.1. How does the Lead Agency define the following eligibility terms?**

*residing with -*

Low Income Cases – A child who resides with a parent (or parents) who meets eligibility guidelines and is either a biological parent, relative caretaker, legally appointed guardian, or an unrelated individual who is acting in the role of a parent and providing financial support to the household of the child

TANF cases - A child who is a member of the TANF assistance unit

Teen Parent Cases - A child of a teen parent who is in school to obtain their high school diploma

*in loco parentis -*

*An unrelated individual who is taking the place of a parent and has obtained an affidavit from the child's biological parent or legal guardian which identifies the unrelated individual as the child's primary caretaker.*



### 2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from 6 weeks to the day before 13th birthday, 12 years (maximum age under age 13).

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), §98.20(a)(1)(ii))

Yes, and the upper age is [day before 19th birthday](#)  
Provide the Lead Agency definition of *physical or mental incapacity* -

[A developmental disability which is attributed to mental retardation, cerebral palsy, epilepsy, autism, or a neurological impairment and is verified by a professional.](#)

[A physical handicap, substantiated by a medical professional or the County, which puts extra and exhausting demands on parents.](#)

[A psychological disorder that is documented by a psychologist, psychiatrist, or qualified mental health professional.](#)

[A severe behavioral problem that places exhaustive demands on parents and is verified by a professional or the County.](#)

No.

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), §98.20(a)(1)(ii))

Yes, and the upper age is

No.

### 2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define "working" for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

**Reminder** - Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))  
*working-*

[Working for the purposes of eligibility is defined as - Earning income in a full time, part time, temporary or self-employment basis. Job search for up to 30 days in a consecutive 12-month period is included under the work definition for Low-Income families, but not for TANF families.](#)

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

Yes.

If yes, how does the Lead Agency define "attending job training or educational program" for the purposes of eligibility? Provide a narrative description below.

**Reminder** - Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

*attending job training or educational program -*

· Attending job training or educational program for the purposes of eligibility is defined as - Enrollment in an educational institution or participation in a job training program such as on-the-job training, work experience, employer sponsored training. Educational programs included high school diploma, ESL, brush up basic skills or GED, and up to 48 months for post-secondary education that can include a certificate program or up to the first Bachelor's Degree. For TANF participants, job training and educational programs are considered work activities.

No.

#### 2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

Yes.

If yes, how does the Lead Agency define "protective services" for the purposes of eligibility? Provide a narrative description below.

**Reminder** - Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

**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 CCDF purposes these children are considered to be in protective services and should be included in this definition.

*protective services*

No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income

eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

- Yes,  
 No.

### 2.3.5. Income Eligibility Criteria

a) How does the Lead Agency define "income" for the purposes of eligibility? Provide the Lead Agency's definition of "income" for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

*income -*

For purposes of eligibility, income is determined by measuring the countable family income and size against eligibility guidelines.

b) Which of the following sources of income, if any, will the Lead Agency exclude from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude, if any.

- Adoption subsidies
- Foster care payments
- Alimony received or paid
- Child support received
- Child support paid
- Federal nutrition programs
- Federal tax credits
- State/Territory tax credits
- Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- Medical expenses or health insurance related expenses
- Military housing or other allotment/bonuses
- Scholarships, education loans, grants, income from work study
- Social Security Income
- Supplemental Security Income (SSI)
- Veteran's benefits
- Unemployment Insurance
- Temporary Assistance for Needy Families (TANF)
- Worker Compensation
- Other types of income not listed above:

None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- Children under age 18
- Children age 18 and over - still attending school
- Teen parents living with parents
- Unrelated members of household
- All members of household except for parents/legal guardians
- Other.

Describe:

Earned income and SSI for children under age 18; adults in household not acting in parental role; for teen parent households living in parent(s) home – the parents' income

None

d) 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 SMI.

**Reminder** - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	N/A	N/A		
2	4562	3878		
3	5636	4791		
4	6709	5703		
5	7784	6616		

e) Will the Lead Agency have "tiered eligibility" (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

Yes.

If yes, provide the requested information from the table in 2.3.5d and **describe below:**

**Note:** This information can be included in the table below.

No.

Family Size	(a)  100% of State Median Income (SMI) (\$/month)	(b)  85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c)  \$/month	(d)  % of SMI[Divide (c) by (a), multiply by 100]
1				
2				
3				
4				
5				

f) SMI Year 2011 and SMI Source [http://www.acf.hhs.gov/programs/ocs/liheap/guidance/information\\_memoranda/im10-09\\_ab.html](http://www.acf.hhs.gov/programs/ocs/liheap/guidance/information_memoranda/im10-09_ab.html)

g) These eligibility limits in column (c) became or will become effective on:  
April 13, 2011

### 2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

- 6 months  
 12 months  
 24 months  
 Other.

Describe:

Length of eligibility varies by county or other jurisdiction.

Describe:

b) Is the re-determination period the same for all CCDF eligible families?

Yes.

No. If no, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**

Families enrolled in Head Start and/or Early Head Start Programs.

Re-determination period:

Families enrolled in pre-kindergarten programs.

Re-determination period:

Families receiving TANF.

Re-determination period: [Based on individual responsibility agreement of TANF client](#)

Families who are very-low income, but not receiving TANF.

Re-determination period:

Other.

Describe:

c) Does the Lead Agency use a simplified process at re-determination?

Yes.

If yes, describe:

*[Redetermination forms are prepopulated with current data. Clients make changes, if applicable, and attest that all information is true and correct and time of signing.](#)*

No.

### 2.3.7. Waiting Lists

**Describe the Lead Agency's waiting list status. Select ONE of these options.**

Lead Agency currently does not have a waiting list and:

All eligible families *who apply* will be served under State/Territory eligibility rules

- Not all eligible families *who apply* will be served under State/Territory eligibility rules

Lead Agency has an active waiting list for:

- Any eligible family who applies when they cannot be served at the time of application
- Only certain eligible families.

Describe those families:

- Waiting lists are a county/local decision.

Describe:

*Counties determine the need for wait list, the policies of whom will be exempt from a wait list (such as TANF families, teen parents), what families must do to stay current on a wait list, and policies of moving families from wait list when space is available in the program.*

- Other.

Describe:

### **2.3.8. Appeal Process for Eligibility Determinations**

Describe the process for families to appeal eligibility determinations:

*Counties' or designee(s)' staff shall advise adult caretakers OR TEEN PARENT(S) in writing at the time of application and in the notice of adverse action of their right to a county dispute resolution conference or state level fair hearing. Clients are given appeal rights through the formal hearing process as described in legal notice on case-specific correspondence and included here.*

#### RIGHT OF APPEAL AND FAIR HEARING

*If you disagree with an action taken in regards to child care benefits, you have a right to:*

*" A local level dispute resolution conference which must be requested before the effective date of the proposed action;*

*" If you are dissatisfied with the outcome of the local dispute resolution conference, you may request a state level fair hearing before an administrative law judge if the written request for a hearing is mailed or deliver to the Office of Administrative Courts no later than 10 calendar days after the local level conference decision is mailed or delivered by the county;*

*" If you do not want to have a local/county conference to resolve the dispute, you may request a state level hearing before an administrative law judge, if the issue is appealable, and if your written request is mailed or delivered to the Office of Administrative Courts no later than 90 calendar days from the date of the notice of action;*

*" You may request judicial review of the final agency decision following the state level fair hearing in district court, after exhausting all administrative appeal rights; and*

“ If you have been receiving child care assistance, you may request continued assistance until the dispute is resolved or until the final agency decision is issued, if the request for a local conference and/or state level hearing is made before the effective date of the proposed action being appealed. You should be aware that the state and county are required to attempt to collect or get repayment of all benefits provided to you for which you were not eligible.

If you request a local conference, the county will schedule that conference. At your conference, you will be given an opportunity to present your case. The person(s) reviewing your case will not be the same person responsible for the action in dispute.

Before you decide to request a local dispute resolution conference, we encourage you to talk with your county child care worker, and then the worker’s supervisor. Often your questions and concerns can be settled by talking to county staff that is responsible for making the change in your child care subsidies.

If you want to request a state level fair hearing, your request must be sent or delivered to:

1. Office of Administrative Courts, 633 17th Street, Suite 1300, Denver Colorado 80202
2. In the letter you need to say that you want to appeal the county’s action and why you want to appeal that action. If you need help doing this you can ask anyone you like to help you, talk to a legal aid office or attorney, or ask your child care worker to help you.
3. When your letter is received, you will get a letter from the Office of Administrative Courts explaining what will be done and the date for the appeal hearing. It will also explain who can come with you, who can present testimony and other information about the hearing.

Throughout the appeal process, you have the right to be represented or assisted by legal counsel, a relative, a friend or a spokesperson of your choosing.

## **2.4. Sliding Fee Scale and Family Contribution**

The statute and regulations require 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 (658E(c)(3)(B) §98.42).

### **2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.**

The attached sliding fee scale was or will be effective as of: [April 2011](#)

### **2.4.2. Will the attached sliding fee scale provided as Attachment 2.4.1. be used in all parts of the State/Territory?**

- Yes  
 No.

If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b**, etc.



**2.4.3. What income source and year will be used in creating the sliding fee scale?**  
(658E(c)(3)(B)) Check only one option.

State Median Income,

Year:

Federal Poverty Level,

Year: 2011

Income source and year varies by geographic region.

Describe income source and year:

Other.

Describe income source and year:

**2.4.4. How will the family's contribution be calculated and to whom will it be applied?** Check all that the Lead Agency has chosen to use. (§98.42(b))

Fee as 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

No additional fee charged after certain number of children

Fee per family

Fee as 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

No additional percentage applied charged after certain number of children

Fee per family

Contribution schedule varies by geographic area.

Describe:

Other.

Describe:

**If the Lead Agency checked more than one of the options above, describe:**

**2.4.5. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))**

Yes,  
and describe those additional factors:

*A reduced fee can be assessed for a family as a hardship for a short period of time based on lack of stability in income source at entrance into program.*

No.

**2.4.6. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select ONE of these options.**

**Reminder** - Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of "protective services" (as defined in 2.3.4.a).

ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is:

SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:

The Lead Agency waives the fee for the following families:

**2.5. Prioritizing Services for Eligible 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. 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), §98.44)

**2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes?** (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

Children with special needs

**Provide the Lead Agency definition of *Children with Special Needs*:**

The Lead Agency definition of Children with Special Needs is a child of a teen parent who is in school to obtain their high school diploma.

Describe:

A child of a teen parent will not be added to a wait list.

Children in families with very low incomes

**Provide the Lead Agency definition of *Children in Families with Very Low Incomes*:**

Families with very low incomes are those whose income are at or below 130% of the federal poverty level.

Describe:

A family with very low income, if put onto a wait list, will be removed as priority at the time space becomes available.

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules

Children with special needs	<input type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Yes. The time limit is: <input type="text"/> <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Different eligibility thresholds. Describe: <input type="text" value="A teen parent household is eligible for training as an eligible activity in all counties."/> <input type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. Describe: <input type="text" value="A teen parent household is eligible for training as an eligible activity in all counties."/>
Children in families with very low incomes	<input type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Yes. The time limit is: <input type="text"/> <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text"/> <input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input checked="" type="checkbox"/> Other. Describe: <input type="text" value="A family with very low income, if put onto a wait list, will be removed as priority at the time space becomes available."/>

**2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of 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?** (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance 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.

- Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
- Waive fees (co-payments) for some or all TANF families who are below poverty level
- Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and

contractors)

Other.

Describe:

*(a) TANF families, families transitioning off TANF, and families with income under 130% of the federal poverty guidelines are statutorily identified as populations to be served, subject to appropriation.*

*(b) Child care assistance is not time limited to ensure adequate support for families transitioning off TANF into employment. Regulations are in place to provide an automatic transition for TANF families with incomes below a county's eligibility ceiling. A low-income application does not need to be completed for a family to transition from TANF to Low-Income Child Care.*

*(c) Child Care is a supportive service provided to families to assist them in work related activities and is not allowed if the parent is not participating in an activity leading toward self-sufficiency. Individual counties may set eligibility limits up to 85% of state median income, as well as transition families beyond the county set limit up to six months after they become ineligible, but not to exceed the 85% of SMI. This may provide a buffer of the real cost of child care for a period that will lower the risk of becoming dependent on TANF.*

### **2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b))**

Reminder - Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

#### **Term(s) - Definition(s)**

Describe:

*There are no other eligibility conditions, priority rules and definitions that will be established by the Lead Agency.*

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

The parent(s) of each eligible child who receives 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), §98.15(a))

### **2.6.1. Child Care Certificates**

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- Before parent has selected a provider
- After parent has selected a provider
- Other.

Describe:

*A child care certificate is issued after a parent has selected a provider and has been determined eligible.*

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

- Certificate form provides information about choice of providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials (flyers, forms, brochures)
- Referral to child care resource and referral agencies
- Verbal communication at the time of application
- Public Services Announcement
- Agency

Website:

- Community outreach meetings, workshops, other in person activities
- Multiple points of communication throughout the eligibility and renew process
- Other.

Describe:

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

- Authorized provider(s)
- Authorized payment rate(s)
- Authorized hours
- Co-payment amount
- Authorization period
- Other.

Describe:

*Authorized days of care with unit type (full-time, part-time, etc.) identified, notes on variable schedule*

d) What is the estimated proportion of services that will be available for child care services through certificates?

## 2.6.2. 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), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **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, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts:

*Counties may contract for slots with any licensed facility and do so through a fiscal agreement. Parents access contracted care through the identified provider on the child care certificate. Parents are not aware if it is a contracted, or non-contracted, slot used by their child(ren).*

No.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

Increase the supply of specific types of care

Programs to serve children with special needs

Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs

Programs to serve infant/toddler

School-age programs

Center-based providers

Family child care providers

Group-home providers

Programs that serve specific geographic areas

Urban

Rural

Other.

Describe:

Support programs in providing higher quality services

- Support programs in providing comprehensive services
- Serve underserved families.

Specify:

Other.  
Describe:

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

Yes.

No,

and **identify** the localities (political subdivisions) and services that are not offered:

*Contracts are on a county-option basis. They are used sparingly; are not used in urban settings unless used to increase care for children with special needs.*

d) How are payment rates for child care services provided through grants/contracts determined?

*County unit rate by age of child(ren)/type of care; less than 100% of care provided based on utilization patterns*

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts?

*0.01%*

**2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31))** Check the strategies that will be implemented by your State/Territory.

- Signed declaration
- Parent Application
- Parent Orientation
- Provider Agreement
- Provider Orientation



Other.  
Describe:

*Licensed providers are required to include accessibility information in their parent information packets as part of licensing regulations.*

**2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?**

- No
- Yes. If checked, what limits will the Lead Agency set on the use of in-home care?  
Check all limits the Lead Agency will establish.
- Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
- Restricted based on provider meeting a minimum age requirement
- Restricted based on hours of care (certain number of hours, non-traditional work hours)
- Restricted to care by relatives
- Restricted to care for children with special needs or medical condition
- Restricted to in-home providers that meet some basic health and safety requirements
- Other.

Describe:

**2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)**

*Substantiated complaints on licensed providers are retained in the Division of Child Care imaging system, which contains the files of all licensed child care facilities. The public has access to this information in the electronic licensing histories maintained for all facilities, which can be distributed to local child care resource and referral agencies. These histories contain information on all licensing functions.*

*Substantiated complaints concerning exempt family child care home providers (those not required to be licensed and providing services to subsidized families) are completed by county departments of human services in coordination with the Division of Child Care. Substantiated complaints are kept in the Division of Child Care and made available to the public and counties upon request.*

## 2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

### 2.7.1. Provide a copy of your payment rates as Attachment 2.7.1.

The attached payment rates were or will be effective as of: [June 2011](#)

### 2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?

Yes.

No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

### 2.7.3. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

Policy on length of time for making payments.

Describe length of time: [As stated in rule, CCR 3.913\(Y\), Counties shall pay providers monthly for services provided the previous month THAT COULD NOT BE PAID THROUGH THE POINT OF SERVICE \(POS\) RECORDS, based on county payroll policies. If payment is delayed for any reason, the county shall notify the provider\(s\) in a timely manner and document the circumstances on the state-prescribed system \(provider note screen\).](#)

Track and monitor the payment process

Other.

Describe:

None

### 2.7.4. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 06/2011

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey as **Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

**2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?**

Yes

No.

If no, list the MRS year that the payment rate ceiling is based upon: [The state used the current MRS \(June 2011\) to set State recommended guidelines for use by counties. The State does not set payment rates.](#)

**2.7.6. At what percentile of the most recent local MRS are or will payment rates be set?** Provide the percentile for your payment rate ceiling in relation to the most recent survey and **describe**:

**Note:** Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

*Colorado sets the state recommended guideline at the average 75<sup>th</sup> percentile of the Market Rate Survey, by like-county designator, type of provider and age of child. Counties utilize this information as a reference to set rates based on local conditions. The state mandated rate ceiling is that regardless of county-set reimbursement rates, no provider may be paid above that provider's market rate. County rates for licensed care types range widely from the 75<sup>th</sup> percentile identified for county-types, including rates that exceed the 75<sup>th</sup> percentile.*

**2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children**

**receiving CCDF subsidies?** Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

Differential rate for nontraditional hours.

Describe:

*The State does not establish rates, but counties in Colorado may use differential rates to promote access to specific care types, such as nontraditional hours.*

Differential rate for children with special needs as defined by the State/Territory.

Describe:

Differential rate for infants and toddlers.

Describe:

*The State does not establish rates, but counties in Colorado may use differential rates to promote access to specific care types, such as infant/toddler care.*

Differential rate for school-age programs.

Describe:

*The State does not establish rates, but counties in Colorado may use differential rates to promote access to specific care types, such as before and/or after school care.*

Differential rate for higher quality as defined by the State/Territory.

Describe:

*The State does not establish rates, but counties in Colorado may use a tiered reimbursement rate system to promote higher quality. The county determines what criteria are used to determine quality, such as accreditation or quality rating.*

Other differential rate.

Describe:

*The State does not establish rates, but counties in Colorado may use differential rates to promote access to specific care types, such as care provided for children with disabilities.*

None.

### **2.7.8. Will the Lead Agency allow providers to charge parents any additional fees?**

Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

- Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate
- Providers are allowed to charge registration fees
- Providers are allowed to charge for transportation fees
- Providers are allowed to charge for meals.
- Providers are allowed to charge additional incidental fees such as field trips or supplies
- Policies vary across region, counties and or geographic areas.

Describe:

- No, providers may not charge parents any additional fees
- Other.

Describe:

*Provider's if they have notified parents as part of parent agreement between the provider and parent may: Charge additional absences above what the county pays; when the parent chooses to take their child for days or times not authorized the provider can charge the parents as private pay clients; if the parent opts to include their child in voluntary activities the parent can be charged for those activities; parents can be charged fees if they are late picking up their child; and any other incidental fees that are charged to private pay families also. All of these additional fees must be charged equally among private pay and CCCAP families.*

- None

**2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.**

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)):

*Counties may contract with all provider types (center, family child care homes, group child care homes (large family child care homes in Colorado) and in-home care), in order to ensure equal access for families. Each provider type is used throughout the State.*

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)):

*Current rates set by counties range above and below the prices identified in the Market Rate Survey. These rates are adequate, demonstrated by the fact that every provider type accepts the rates throughout the State.*

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)):

*The adopted parental fee schedule (included in its entirety as Attachment 2.4.1) is considered affordable for families as it keeps the fee at or below 10% of income for over 87% of families (those living at or below 130% of federal poverty guideline) on child care assistance, and then for those families whose income is above 130% of the federal poverty guideline it graduates up to 14% of income to mitigate the cliff effect to some extent, though it doesn't ever reach the total cost of market rate for these families.*

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access:

*Counties may contract with qualified providers (exempt family child care home providers and individuals caring for children related to them).*

## **2.7.10 Goals for the next Biennium -**

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices):

*Continuity of care for children – enforce reduced change reporting on eligibility criteria and 12 month redetermination period  
Improving outreach to parents and providers – develop materials/public announcement campaign to aid parents in identifying providers of quality child care when making choice  
Building or expanding information technology systems – build provider self-service component into automated system for timely and easy access to information on children authorized into their care.*

## PART 3

### Health and Safety and Quality Improvement Activities

#### **3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)**

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

##### **3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing**

Lead Agencies shall certify that they have in effect licensing requirements applicable to

child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

**Definition:** Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

Yes.

No.

Please identify the State or local (if applicable) entity/agency responsible for licensing:

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

*The licensing standards include health requirements for only those license types not under the jurisdiction of the local health department such as the family child care home. The licensing standards include safety requirements for all facility types to include physical facility and equipment requirements, staff education and experience and background checks as well as policies and record requirements. The licensing requirements serve as the CCDF health and safety requirements for licensed providers. Provider exempt from licensing (exempt family child care homes/qualified providers) providing CCDF services meet the CCDF health and safety requirements through an alternative process established through a fiscal agreement.*

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?



<p>Center-Based Child Care</p>	<p>Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs</p> <p><i>The statute allows for an exemption from licensing for religious instruction or single skill building programs, such as soccer camp.</i></p>
<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <p><input type="checkbox"/></p>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes are exempt from licensing:</p> <p><i>Any residence where child care is provided by the person residing in the home to relatives and/or only one family of children would be exempt in what is termed a large family child care home in Colorado.</i></p>
<p>Family Child Care</p>	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. <b>Reminder</b> - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p><i>Any residence where child care is provided by the person residing in the home to relatives and/or only one family of children would be exempt in what is termed a family child care home in Colorado.</i></p>

In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. <b>Reminder</b> - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: <i>Any residence where care is provided by a nanny for the children who reside in the home.</i>
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**Note:** In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**



d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care\*.

\*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: <http://nrckids.org/stepping>

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
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Do the licensing requirements include **child:staff ratios and group sizes?** If yes, specify age group, where appropriate:

<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input type="checkbox"/> Child:staff ratio requirement:
6 weeks-1 year old 5:1, 1-2 year olds 5:1, 2-2½ year olds 7:1, 2½-3 year olds 8:1, 3-4 year olds 10:1, 4-5 year olds 12:1, 5 and older 15:1	8:1, 9-12:2	8:1	
<input checked="" type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> Group size requirement:  Maximum group size is: 12 children with no more than 2 under 2 years of age.	<input checked="" type="checkbox"/> Group size requirement:  Maximum group size is: 6 children with no more than 2 under 2 years old plus an additional 2 school-age children	<input type="checkbox"/> Group size requirement:
<input checked="" type="checkbox"/> Maximum group size is: 10 for 6 weeks to 1 year old, 10 for 1-2 year olds, 14 for 2-2½ year olds, 16 for 2½-3 year olds, 20 for 3-4 year olds, 30 for 5 years and older.	<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.	<input checked="" type="checkbox"/> No requirements.
<input type="checkbox"/> No requirements.			

Do the licensing requirements identify specific experience and educational **credentials for child care directors?**

<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:
	Combination of early childhood education coursework and experience						

Do the licensing requirements identify specific experience and educational **credentials for child care teachers?**

<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:
	Combination of early childhood education coursework and experience						

Do the licensing requirements specify that directors and caregivers must attain a specific number of <b>training hours per year</b> ?	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year	<input type="checkbox"/>	At least 30 training hours required in first year	
	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year	<input type="checkbox"/>	At least 24 training hours per year after first year	
	<input type="checkbox"/>	No training requirement	<input type="checkbox"/>	No training requirement	<input checked="" type="checkbox"/>	No training requirement	
	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Other:
		15 hours		15 hours			

e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

Yes.

Describe: *Child care center rules have been updated to include quality indicators based on the Environmental Rating Scales. The draft rules are currently being presented at community meetings for feedback. Final adoption is expected for January 2012.*

No.

### 3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

<b>For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.</b>				
<b>The Lead Agency requires:</b>	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Provider immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe:				

b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

<b>The Lead Agency requires:</b>	<b>Center-based child care providers</b>	<b>Family child care home providers</b>	<b>Group home child care providers</b>	<b>In-home child care providers</b>
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

<b>CCDF Categories of Care</b>	<b>Health and safety training requirements</b>	Pre-Service	On-Going
<b>Child Care Centers</b>	CPR (Child Care Centers)	Current certification required for at least one staff with the children at all times.	Current certification required for at least one staff with the children at all times.
	First Aid (Child Care Centers)	Current certification required for at least one staff with the children at all times.	Current certification required for at least one staff with the children at all times.
	Training on infectious diseases (Child Care Centers)	1-½ hours training required for all staff.	Retrain every 3 years.

	SIDS prevention (i.e., safe sleep) (Child Care Centers)	All staff instructed in use of safe sleeping equipment and proper sleeping position.	N/A
	Medication administration (Child Care Centers)	4 hours training to receive certification for any staff delegated by nurse to administer medication.	Recertification every 3 years.
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	All staff must sign statement of understanding that they are mandated to report child abuse.	N/A
	Child development (Child Care Centers)	Teachers and Directors must complete 3 college credit hours in either Child Development or Guidance Strategies.	Included in 15 hours annual training for all staff.
	Supervision of children (Child Care Centers)	Required for all staff.	N/A
	Behavior management (Child Care Centers)	Teachers and Directors must complete 3 college credit hours in either Child Development or Guidance Strategies.	Included in 15 hours annual training for all staff.
	Nutrition (Child Care Centers)	3 college semester credit hours in nutrition and safety required for Directors. All staff receives food preparation training.	N/A
	Breastfeeding (Child Care Centers)	Included in 3 credit hour safety and nutrition class.	N/A
	Physical activity (Child Care Centers)	Included in 3 college credit hours in either Child Development or Guidance Strategies.	N/A
	Working with children with special needs or disabilities (Child Care Centers)	Included in 3 college credit hours in either Child Development or Guidance Strategies.	Child Health Care Consultant trains each staff to each child's individual care plan.

	Emergency preparedness and response (Child Care Centers)	Part of 3 credit hour safety and nutrition class for directors. All staff are instructed in safety preparedness training.	All staff must conduct safety drills regularly and receive instruction on preparation and procedures.
	Other. (Child Care Centers) Describe: Additional Training requirements - Hygiene, sanitation, and food preparation, healthy and safe environment, family relationships, cultural and individual diversity, professionalism and licensing rules.	Training required includes hygiene, sanitation, and food preparation.	Training required includes; healthy and safe environment, family relationships, cultural and individual diversity, professionalism and licensing rules.
<b>Group Home Child Care</b>	CPR (Group Home Child Care)	Current certification.	Current certification maintained.
	First Aid (Group Home Child Care)	Current certification.	Current certification maintained.
	Training on infectious diseases (Group Home Child Care)	1-½ hours training.	Retrain every 3 years.
	SIDS prevention (i.e., safe sleep) (Group Home Child Care)	All staff instructed in use of safe sleeping equipment and proper sleeping position.	N/A
	Medication administration (Group Home Child Care)	4 hours training.	Recertification every 3 years.
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	All staff must sign statement of understanding.	N/A
	Child development (Group Home Child Care)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Supervision of children (Group Home Child Care)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Behavior management (Group Home Child Care)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.

	Nutrition (Group Home Child Care)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Breastfeeding (Group Home Child Care)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Physical activity (Group Home Child Care)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Working with children with special needs or disabilities (Group Home Child Care)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Emergency preparedness and response (Group Home Child Care)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Other. (Group Home Child Care) Describe: To qualify to apply for a large family child care home license the applicant must meet one of the following: (1) licensed for 3 years; (2) Two years of college with one class in early childhood education and one year experience in group care of children; (3) Child Development Associate certification; (4) Completion of the department approved Expanding Quality Infant/Toddler class and two years of experience in group care of children or as a licensed caregiver.	To qualify to apply for a large family child care home license the applicant must meet one of the following: (1) licensed for 3 years; (2) Two years of college with one class in early childhood education and one year experience in group care of children; (3) Child Development Associate certification; (4) Completion of the department approved Expanding Quality Infant/Toddler class and two years of experience in group care of children or as a licensed caregiver.	N/A
<b>Family Child Care Providers</b>	CPR (Family Child Care Providers)	Current certification.	Current certification maintained.
	First Aid (Family Child Care Providers)	Current certification.	Current certification maintained.

	Training on infectious diseases (Family Child Care Providers)	1-½ hours training.	Retrain every 3 years.
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	All staff instructed in use of safe sleeping equipment and proper sleeping position.	N/A
	Medication administration (Family Child Care Providers)	4 hours training.	Recertification every 3 years.
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	All staff must sign statement of understanding.	N/A
	Child development (Family Child Care Providers)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Supervision of children (Family Child Care Providers)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Behavior management (Family Child Care Providers)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Nutrition (Family Child Care Providers)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Breastfeeding (Family Child Care Providers)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Physical activity (Family Child Care Providers)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Working with children with special needs or disabilities (Family Child Care Providers)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Emergency preparedness and response (Family Child Care Providers)	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Other. (Family Child Care Providers)	N/A	N/A
	Describe: N/A		

<b>In-Home Child Care Providers</b>	CPR (In-Home Child Care Providers)	Self-Attestation prior to entering into fiscal agreement to provide services.	N/A
	First Aid (In-Home Child Care Providers)	Self-Attestation prior to entering into fiscal agreement to provide services.	N/A
	Training on infectious diseases (In-Home Child Care Providers)	N/A	N/A
	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	N/A	N/A
	Medication administration (In-Home Child Care Providers)	N/A	N/A
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	N/A	N/A
	Child development (In-Home Child Care Providers)	N/A	N/A
	Supervision of children (In-Home Child Care Providers)	N/A	N/A
	Behavior management (In-Home Child Care Providers)	N/A	N/A
	Nutrition (In-Home Child Care Providers)	N/A	N/A
	Breastfeeding (In-Home Child Care Providers)	N/A	N/A
	Physical activity (In-Home Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (In-Home Child Care Providers)	N/A	N/A
	Emergency preparedness and response (In-Home Child Care Providers)	N/A	N/A

	Other. (In-Home Child Care Providers)	N/A	N/A
	Describe: N/A		

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii)(A))

- All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- Relative providers are subject to certain requirements.

Describe the different requirements:

*Providers and parents sign a Self-Assurance form that addresses health and safety training and building and physical premises safety. Parents are responsible for monitoring.*

e) Provide a web address for the State/Territory's health and safety requirements, if available:

<http://nrckids.org/STATES/CO/colorado.htm>

### 3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

**Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below.** This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- Yes. If "Yes" please refer to the chart below and check all that apply.  
 No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <a href="#">Initial (pre-license) visit is a routine announced visit.</a>	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
<input checked="" type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: <a href="#">Initial (pre-license) visit is a routine announced visit.</a>	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:



<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Initial (pre-license) visit is a routine announced visit.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input checked="" type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

Yes. If "Yes" please refer to the chart below and check all that apply.

No.

<b>Licensing Procedures</b>	<b>Describe</b> which procedures are used by the State/Territory for enforcement of the licensing requirements.
-----------------------------	---

The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.



Yes.

Describe:

*Pre-licensing training required for licensed family child care homes*



No.



Other.

Describe:

Licensing staff has procedures in place to address violations found in an inspection.



Providers are required to submit plans to correct violations cited during inspections.



Licensing staff approve the plans of correction submitted by providers.



Licensing staff verify correction of violation.



Licensing staff provide technical assistance regarding how to comply with a regulation.



No procedures in place.



Other.

Describe:

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.



Provisional or probationary license



License revocation or non-renewal



Injunctions through court



Emergency or immediate closure not through court action



Fines for regulatory violations



No procedures in place.



Other.

Describe:

The State/Territory has procedures in place to respond to illegally operating child care facilities.



Cease and desist action



Injunction



Emergency or immediate closure not through court action



Fines



No procedures in place.



Other.

Describe:

The State/Territory has procedures in place for providers to appeal licensing enforcement actions.

<input checked="" type="checkbox"/>	Yes.
	Describe: <i>Follow the administrative procedures act for due process</i>
<input type="checkbox"/>	No.
<input type="checkbox"/>	Other.
	Describe:

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF:

*A violation that would result in a closed license would make a provider ineligible to participate in CCDF.*

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

Yes.

If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory's process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

*Convictions for violations described fully in CRS 26-6-104(7) (such as child abuse; crime of violence; felony involving unlawful sexual behavior; felony including domestic violence; felony involving physical assault, battery, or a drug-related offense; pattern of misdemeanor convictions) preclude a provider from receiving public funds for child care assistance services. Fees associated with background checks are the responsibility of the provider, though some counties underwrite these fees for exempt-from-licensing providers. Providers have the right to cure if they dispute the findings of the fingerprint based background check.*

No.

CCDF Categories of Care	Types of Background Check	Frequency
-------------------------	---------------------------	-----------

<input checked="" type="checkbox"/> <b>Center-Based Child Care</b>  Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers: All employees of the licensee	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>Entered into a fingerprint based flagging system designed to alert licensing whenever someone is arrested</i>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>At time of any change of employment</i>
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:

**Group Child Care Homes**

Who is subject to background checks for group homes? For example, provider, non-provider residents of the home:

All employees and residents of the home 18 years and older

Child Abuse Registry

State/Territory Criminal Background

FBI Criminal Background (e.g., fingerprint)

Sex Offender Registry

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:  
*Entered into a flagging system designed to alert licensing whenever someone is arrested*

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:  
*Only if not resident of Colorado for past 2 years*

Initial Entrance into the System

Checks Conducted Annually

Other.

Describe:

<input type="checkbox"/> <b>Family Child Care Homes</b> Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home: Employees and residents of the home 18 years and older	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>Employees and residents of the home 18 years and older</i>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>If not a resident of Colorado for the past 2 years</i>
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:

<input checked="" type="checkbox"/> <b>In-Home Child Care Providers</b> Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home: provider	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>Entered into a flagging system designed to alert licensing whenever someone is arrested</i>
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <i>If not a resident of Colorado for the past 2 years</i>
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? (658E(c)(2)(E), §98.40(a)(2)):



N/A

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

Yes.

Describe:

*On line information regarding licensed child care facilities including inspection information*

No.

**3.1.4 Describe the State/Territory's policies for effective enforcement of the CCDF health and safety requirements.** For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements.

*Legally-exempt providers caring for children from counties that do not collect immunization information as a part of the eligibility process are required to maintain immunization information on the children in their care, and sign a Self-Assurance form that addresses the prevention and control of infectious disease. Relatives (in accordance with the State Agency Letter CC-99-4-A) caring for related children are exempt from this requirement.*

*Legally exempt providers and parents sign a Self-Assurance form that addresses building and physical premises safety. Parents are responsible for monitoring.*

*Providers and parents sign a Self-Assurance form that addresses health and safety training. Parents are responsible for monitoring.*

**3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs?** Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

Yes.

Describe

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

Yes.

Describe

No

Other.

Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

Yes.

Describe

No

Other.

Describe

No

Other.

Describe

### 3.1.6 Data & Performance Measures on Licensing and Health and Safety

**Compliance** - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

Number of licensed programs.

Describe (optional):

Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

Number of programs whose licenses were suspended or revoked due to non-compliance.

Describe (optional):

Number of injuries and fatalities in child care as defined by the State/Territory.

Describe (optional):

Number of monitoring visits received by programs.

Describe (optional):

Caseload of licensing staff.

Describe (optional):

Number of programs revoked from CCDF due to non-compliance with health and

safety requirements.

Describe (optional):

Other.

Describe:

None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

None

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

None

**3.1.7 Goals for the next Biennium** - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

*All licensing rules will be updated to include quality indicators based on the Environmental Rating Scales. The licensing rules will serve as the foundation for the newly developed QRIS, which will also include more frequent licensing visits and improved technical assistance.*

## **3.2 Establishing Voluntary Early Learning Guidelines (Component #2)**

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning*

*guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

**3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.**

- Birth-to-three
- Three-to-five
- Five years and older
- None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:

<http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html> ,

<http://preview.cde.state.co.us/resultsmatter/download/buildingblocksdraft6july07.pdf>

Which State/Territory agency is the lead for the early learning guidelines?

Colorado Department of Education

**3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.**

<b>Domains</b>	<b>Birth-to-Three ELGs</b>	<b>Three-to-Five ELGs</b>	<b>Five and Older ELGs</b>
Physical development and health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social and emotional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Approaches to learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Language development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
List any domains not covered in the above:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3.2.3 To whom are the early learning guidelines disseminated and in what manner?** Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system?** Check which ways, if any, the State/Territory incorporates its early

learning guidelines into other parts of the child care system.

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- To develop State-/Territory -approved curricula
- Other.

List:

None.

**3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system?** Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- Cross-walked to align with Head Start Outcomes Framework
- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other.

List:

*Special Education standards and statewide assessments being used for child outcome measurement and reporting*

None.

**3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.** In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how

often assessments are conducted, and c) what assessment tools are used.

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

Yes.

Describe:

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

Yes.

Describe:

No

Other.

Describe:

b-2) If yes, is information on child's progress reported to parents?

Yes.

Describe:

No

Other.

Describe:

No

Other.

Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children as they enter kindergarten?

Yes.

Describe:



c-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

Yes.

Describe:

No

Other.

Describe:

c-2) If yes, are the tools used on all children or samples of children?

All children.

Describe:

Samples of children.

Describe:

Other.

Describe:

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

Yes.

Describe:

No

Other.

Describe:

No

Other.

Describe:

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

Yes.

Describe:

*Colorado is in the process of designing a school readiness assessment process and developing the state longitudinal data system (SLDS). The two will be aligned/connected as the work moves forward.*

No

Not applicable. State does not have an SLDS.

### 3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

Number/percentage of child care providers trained on ELG's for preschool aged children.

Describe (optional):

Number/percentage of child care providers trained on ELG's for infants and toddlers.

Describe (optional):

Number of programs using ELG's in planning for their work.

Describe (optional):

Number of parents trained on or served in family support programs that use ELG's.

Describe (optional):

Other.

Describe:

None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

[None](#)

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

[None](#)

### **3.2.8 Goals for the next Biennium -**

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

*The Early Childhood Leadership Commission has contracted to crosswalk all existing guidelines and standards. The expectation once all are crosswalked is that the State will develop early learning guidelines from birth through five that will align fully with K-12 guidelines. These guidelines will be multi-domain and will interface/align throughout the early childhood system. The new design will encompass existing work and any identified gaps through the crosswalk work. The early learning and developmental guidelines will describe what children should know and be able to do along the birth to eight continuum of development up to kindergarten and beyond. The guidelines will assure a holistic approach to supporting children's learning and development including approaches to learning, physical and motor development, social-emotional development, and other cognitive skills such as language, literacy and numerical knowledge.*

### **3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)** (Click for additional instructions)

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

*Primary responsibility for administering current program quality improvement activities falls to the Colorado Department of Human Services, Division of Child Care (DCC). However, DCC partners and shares administration of quality improvement activities very closely with the Colorado Department of Education (CDE) via a contractual relationship.*

*Planning for current program quality improvement activities is shared among a large number of state-level and local early childhood stakeholders. These stakeholders include, but are not limited to, the Early Childhood Leadership Commission, Office of the Lieutenant Governor, Head Start State Collaboration Director, Early Childhood Leadership Alliance, Clayton Early Learning, Colorado Office of Professional Development, Colorado Department of Public Health and Environment, The Colorado Trust, Early Childhood Coalition, The Temple Hoyne Buell Foundation, 30 local Early Childhood Councils, the Early Childhood Summit, Qualistar Colorado, Colorado Head Start Association, Marsico Institute for Early*

### 3.3.1 Element 1 - Program Standards

**Definition** - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- Ratios and group size
  - Health, nutrition and safety
  - Learning environment and curriculum
  - Staff/Provider qualifications and professional development
  - Teacher/providers-child relationships
  - Teacher/provider instructional practices
  - Family partnerships and family strengthening
  - Community relationships
  - Administration and management
  - Developmental screenings
  - Child assessment for the purposes of individualizing instruction and/or targeting program improvement
  - Cultural competence
  - Other.
- Describe:

None. If checked, **skip to 3.3.2.**

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- Children with special needs as defined by your State/Territory
- Infants and toddlers
- School-age children
- Children who are dual language learners
- None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- Licensing is a pre-requisite for participation
- Licensing is the first tier of the quality levels
- State/Territory license is a "rated" license.
- Other.

Describe:

*Licensed facilities are required to develop a quality improvement plan based on these standards as a condition of adverse licensing. Furthermore, as Colorado develops the next generation of QRIS, licensing will become the first level of a mandatory rated licensed.*

Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

- Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- Other.

Describe:

None.

### 3.3.2 Element 2 - Supports to Programs to Improve Quality

**Definition** - For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, **skip to 3.3.3.**

None. skip to 3.3.3.

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- Program improvement plans
  - Technical assistance on the use of program assessment tools
  - Other.
- Describe:

Locally-based training teams to train providers on becoming infant/toddler supervisors. Technical assistance coordinator and state liaisons to assist local Early Childhood Councils develop and implement local early childhood systems.

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

Yes.

Describe:

*Currently, this effort is tied to a specific program, the School Readiness Quality Improvement Program (SRQIP). The quality rating associated with this program includes an improvement plan to move forward on the continuum of quality. Additional work has been done resulting in recommendations to institute and integrate QRIS standards into both the licensing standards and the child care facilities statewide. Those recommendations have yet to be implemented within the State.*

No

Other.

Describe:

### 3.3.3 Element 3 - Financial Incentives and Supports

**Definition** - For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, **skip to 3.3.4.**

None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Grants to programs to meet or maintain licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:  	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.3.4 - Element 4 - Quality Assurance and Monitoring

**Definition** - For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

None. **skip to 3.3.5.**



Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <i>Assessments are done annually for 0,1, and 2 Star facilities; biannually for 3 and 4 Star facilities depending on program type and funding.</i>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS)  Describe, including frequency of assessments. 	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: <i>Qualistar Colorado's Four Star Quality Rating is currently provided to child care facilities participating in the School Readiness Quality Improvement Program. Assessments are done annually for 0,1, and 2 Star facilities; biannually for 3 and 4 Star facilities.</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- Include QRIS or other quality reviews as part of licensing enforcement
- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review

Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review

Other.

Describe:

*Work has been done resulting in recommendations to institute and integrate QRIS standards into both the licensing standards and the child care facilities statewide. The recommendations include a rated license with all licensed facilities being required to meet 1<sup>st</sup> tier standards in order to be licensed.*

None.

### 3.3.5 - Element 5 - Outreach and Consumer Education

**Definition** - For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

Yes. If yes, how is it used?

Resource and referral/consumer education services use with parents seeking care

Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting

Searchable database on the web

Voluntarily, visibly posted in programs

Mandatory to post visibly in programs

Used in marketing and public awareness campaigns

Other.

Describe:

No. If no, **skip to 3.3.6.**

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.



Print



Radio



Television



Web



Telephone



Social Marketing



Other.

Describe:



None.

c) Describe any targeted outreach for culturally and linguistically diverse families.

*A number of local Early Childhood Councils have developed printed outreach and informational materials on the subject of quality child care targeted to monolingual Spanish speaking parents and child care providers. In addition, through the resource and referral contract, a website, as well as printed outreach and informational materials, is provided to parents and providers that address quality in Spanish. The current Qualistar Colorado QRIS system has all materials and forms in Spanish and Raters that are Spanish speaking.*

### 3.3.6. Quality Rating and Improvement System (QRIS)

a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5,** does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

Participation is voluntary for:

Participation is mandatory for:

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

State/Territory is in the development phase

State/Territory has no plans for development

Other.

Describe:

The State currently makes a proprietary quality improvement rating (Qualistar Star Rating System) available to child care facilities that participate in the School Readiness Quality Improvement Program. The proprietary system is available to licensed facilities statewide on a fee-for-service basis.

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

Child care centers

Group child care homes

Family child care homes

In-home child care

License exempt providers

Early Head Start programs

Head Start programs

Pre-kindergarten programs

School-age programs

Other.

Describe:

**3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above,**

**please describe:**

*Colorado does not have quality improvement strategies for targeted groups of providers that are not described in responses to questions in section 3.3 above.*

**3.3.8 Data & Performance Measures on Program Quality** (Click for additional instructions)

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:



Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe:

*Data is available on quality ratings for child care facilities rated through Qualistar Colorado's Quality Rating, including those that participate in the School Readiness Quality Improvement program.*



Number of programs that move program quality levels annually (up or down).

Describe:

*Data about movement of facilities' quality rating is available for child care facilities rated through Qualistar Colorado's Quality Rating, including those that participate in the School Readiness Quality Improvement program.*



Program scores on program assessment instruments.

List instruments:

Qualistar Rating

Describe:

*Facilities rated through Qualistar Colorado's Quality Rating, including those that participate in the School Readiness Quality Improvement Program.*



Classroom scores on program assessment instruments.

List instruments:

Describe:



Qualifications for teachers or caregivers within each program.

Describe:

*Data is available on the number of individuals meeting Director qualifications; receiving Early Childhood Credential; and/or Infant/Toddler Supervisor qualifications.*



Number/Percentage of children receiving CCDF assistance in licensed care.

Describe:

*Data is available on the number of children receiving CCDF assistance via the automated data system for the Colorado Child Care Assistance Program.*



Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory



Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe:

*Data is available on the number of facilities participating in the School Readiness Quality Improvement Program as a subset of the total same license-type provider population.*



Other.

Describe:



None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

*Current performance measures for program quality are limited to the School Readiness Quality Improvement participants. All participating facilities receiving a provisional (0), 1, or 2 star rating must increase their rating score in order to continue in the program. Participating facilities receiving 3 or 4 star ratings must maintain their rating in order to continue to participate in the program.*

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

*The State's plan for evaluation related to program quality include an annual, formative analysis of School Readiness Quality Improvement Program by staff of trends, effective strategies, and best practices to ensure that grantees and participating child care facilities can continue to meet required improvement benchmarks.*

### **3.3.9 Goals for the next Biennium -**

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

*The Lead Agency's goals for the upcoming biennium include:*

*Institute a pilot program based on the development of the State QRIS;*

*Redesign the existing Quality Initiatives program based on a unified, strategic vision that encompasses four central tenets of long-term, sustainable investment in effective early childhood practice and services:*

- Systems Development;*
- Professional Development and Support;*
- Consumer Information and Support;and,*
- Quality Improvement.*

*The redesign will incorporate the four domains of early childhood and will necessarily require the active and ongoing participation of both local and state-level stakeholders to ensure increases in effectiveness, efficiency and equity are achieved in each of the four areas identified above.*

## **3.4 Pathways to Excellence for the Workforce - Professional Development Systems and Workforce Initiatives (Component #4)**

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care



system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

*Responsibility for administering current professional development activities falls to the Colorado Department of Human Services, Division of Child Care (DCC). Planning for current professional development activities is shared among a large number of state-level and local early childhood stakeholders. These stakeholders include, but are not limited to, the Colorado Office of Professional Development, Colorado Department of Education, Early Childhood Leadership Commission, Office of the Lieutenant Governor, Early Childhood Leadership Alliance, Colorado Department of Public Health and Environment, the Colorado Trust, The Temple Hoyne Buell Foundation, 30 local Early Childhood Councils, the Early Childhood Summit, Qualistar Colorado, Colorado Head Start Association, Marsico Institute for Early Learning and Literacy, The Center for Social Emotional Inclusion.*

### 3.4.1 Workforce Element 1 - Core Knowledge and Competencies

**Definition** - For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

Yes

No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

Other.

Describe:

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- Child growth, development and learning
- Health, nutrition, and safety
- Learning environment and curriculum
- Interactions with children
- Family and community relationships
- Professionalism and leadership
- Observation and assessment
- Program planning and management
- Diversity
- Other.

Describe:

None.

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required for the career lattice or credential
- To correspond to the early learning guidelines
- To define curriculum and degree requirements at institutions of higher education
- Other.

Describe:

None.

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- Cross-walked with the Child Development Associate (CDA) competencies

Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)

Cross-walked with apprenticeship competencies

Other.

Describe:

*The Colorado Department of Education Effective Teacher and Principal Standards align with the CKC.*

None.

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

*Competencies apply only to teachers in centers.*

Providers working directly with children in family child care homes, including aides and assistants.

Describe:

*Competencies apply to the family child care home provider only.*

Administrators in centers (including educational coordinators, directors).

Describe:

*Administration competencies apply only to directors in centers.*

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

*Competencies apply only to coaches and trainers as technical assistance providers.*

Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

*CCR&R staff are trained to meet national (NACCRRA) standards for the provision of resource and referral services and early childhood faculty.*

Other.  
Describe:

None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

Birth-to-three  
 Three-to-five  
 Five and older  
 Other.  
Describe:

None.

### 3.4.2 Workforce Element 2 - Career Pathways

**Definition** - For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

Yes.

Describe:

*Colorado has a voluntary early childhood credentialing system and a broader career pathway across early childhood domains.*

No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

b) Check for which roles, if any, the career pathway (or lattice) include qualifications, specializations or credentials.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

*The career pathway for staff working with children directly in centers include extensive indices of child- and family-related professional careers. Educational requirements and salary ranges are available at the website cited at 3.4.2.a.*

Providers working directly with children in family child care homes, including aides and assistants.

Describe:

*Extensive indices of child- and family-related professional careers including educational requirements and salary ranges are available at the website cited at 3.4.2.a.*

Administrators in centers (including educational coordinators, directors).

Describe:

*Extensive indices of child- and family-related professional careers including educational requirements and salary ranges are available at the website cited at 3.4.2.a.*

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

*Extensive indices of child- and family-related professional careers including educational requirements and salary ranges are available at the website cited at 3.4.2.a.*

Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

*Extensive indices of child- and family-related professional careers including educational requirements and salary ranges are available at the website cited at 3.4.2.a.*

Other.

Describe:

*The career pathways include other early childhood domains such as nurse home visitors, developmental interventionist, and parent educators.*

None.

c) Does the career pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

Infants and toddlers

Preschoolers

School-age children

Dual language learners

Children with disabilities, children with developmental delays, and children with other special needs

Other.

Describe:

None.

d) In what ways, if any, is the career pathway (or lattice) used?

Voluntary guide and planning resource

Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13

Required placement for all practitioners working in programs that receive public funds to serve children birth to 13

Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)

Required placement for participation in scholarship and/or other incentive and support programs

Required placement for participation in the QRIS or other quality improvement system

Other.

Describe:

None.

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

Yes.

If yes, describe:

*Individuals' qualifications, professional development, and work experience are verified prior to placement on the career pathway as part of the voluntary credential.*

No.

### 3.4.3 Workforce Element 3 - Professional Development Capacity

**Definition** - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

Yes.

If yes, describe:

*Colorado currently has an Associate of Arts degree in early childhood education and an interdisciplinary degree at four year institutions.*

No.

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

Yes.

If yes, describe:

*The Colorado Office of Professional Development has conducted statewide training needs assessments and completed a trainer survey.*

No.

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

- Standards set by the institution
  - Standards set by the State/Territory higher education board
  - Standards set by program accreditors
  - Other.
- Describe:

None.

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

- Training approval process.
- Describe:

*The Colorado Office of Professional Development has a voluntary process to to approve trainings.*

- Trainer approval process.
- Describe:

*The Colorado Office of Professional Development has a voluntary process to to approve trainers. Approximately 300 trainers have been approved to date.*

- Training and/or technical assistance evaluations.
- Describe:

Other.

Describe:

None.

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

- Yes.

If yes, describe:



*Colorado has statewide articulation agreements between all community and 4 year colleges.*

No.

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

Yes.

If yes, describe:

No.

### 3.4.4 Workforce Element 4 - Access to Professional Development

**Definition** - For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

Yes. If yes, for which sectors?

Child care

Head Start/Early Head Start

Pre-Kindergarten

Public schools

Early intervention/special education

Other.

Describe:

No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop

such clearinghouses to promote access to professional development opportunities.

Yes.

If yes, describe:

*The Colorado Office of Professional Development and the Early Childhood Colorado Information Clearinghouse are two sites that offer information about professional development opportunities.*

No.

<http://coloradoofficeofprofessionaldevelopment.org/index.cfm?PID=1332&ID=5454,20143,0;>  
<http://earlychildhoodcolorado.org/>

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

Scholarships.

Describe:

*The State provides TEACH Scholarships to promote access to training and education activities.*

Free training and education.

Describe:

*The State provides Expanding Quality in Infant/Toddler (48 hour I/T supervisor training) to promote access to training and education activities.*

Reimbursement for training and education expenses.

Describe:

Grants.

Describe:

Loans.

Describe:

Loan forgiveness programs.

Describe:

Substitute pools.

Describe:

Release time.

Describe:

Other.

Describe:

None.

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

Yes.

If yes, describe:

*The State has a limited number of advisors in some programs; e.g., Colorado Office of Professional Development, some Early Childhood Councils, Qualistar Colorado, community colleges ,and four year institutions of higher education.*

No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

Yes.

If yes, describe:

*The State has a limited number of coaches and mentors through some programs: School Readiness Quality Improvement Project, Qualistar Colorado, some Early Childhood Councils, Pyramid Plus Center, Expanding Quality Infant/Toddler initiative, Clayton Early Learning.*

No.

### 3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

**Conditions Definition** - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

Yes.

If yes, describe:

No.

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

Yes.

If yes, describe:

*Recipients of TEACH Scholarships earn an increase in hourly wage by their employer upon successful completion of accredited courses.*

No.

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

Yes.

If yes, describe:

No.

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

Yes.

If yes, describe:

No.

**3.4.6 Data & Performance Measures on the Child Care Workforce** - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

Data on the size of the child care workforce.

Describe (optional):

Data on the demographic characteristics of practitioners or providers working directly with children.

Describe (optional):

Records of individual teachers or caregivers and their qualifications.

Describe (optional):

*Directors of child care facilities must receive DCC approval regarding their qualifications to be directors. Records are maintained by the DCC on these individuals.*

Retention rates.

Describe (optional):

Records of individual professional development specialists and their qualifications.  
Describe (optional):

Qualifications of teachers or caregivers linked to the programs in which they teach.  
Describe (optional):

Number of scholarships awarded .  
Describe (optional):

*Qualistar Colorado has access to the number of TEACH Scholarships awarded.*

Number of individuals receiving bonuses or other financial rewards or incentives.  
Describe (optional):

*Qualistar Colorado has access to the number of individuals receiving bonuses or other financial rewards or incentives through the TEACH Scholarships program.*

Number of credentials and degrees conferred annually.  
Describe (optional):

*The voluntary credentialing program at the Colorado Office of Professional development tracks all credentials for which it is responsible. Also, the number of individuals successfully completing the Expanding Quality Infant Toddler course are tracked and compiled by the Colorado Department of Education.*

Data on T/TA completion or attrition rates.  
Describe (optional):

Data on degree completion or attrition rates.  
Describe (optional):

Other.  
Describe:

None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

**Definition** - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers.  
Describe:

*Staff working directly with children in centers may participate in the voluntary Credentialing system which tracks workforce data.*

Providers working directly with children in family child care homes, including aides and assistants.  
Describe:

*Staff working directly with children in family child care homes may participate in the voluntary Credentialing system which tracks workforce data.*

Administrators in centers (including educational coordinators, directors).  
Describe:

*Director qualifications are tracked by the Lead Agency.*

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

*Education and training staff may participate in the voluntary Trainer approval system which tracks workforce data.*

Other.

Describe:

None.

b-2) Does the workforce data system apply to:

all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

all practitioners working in programs that receive public funds to serve children birth to age 13?

No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

*The Office of Professional Development has aligned its data sets with the National Registry Alliance (TNRA) and is in the process of completing a Partnership eligibility portfolio based on best practices around professional development systems.*

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

*The Lead Agency does not have funds available to commit to evaluation of the workforce and professional development system.*

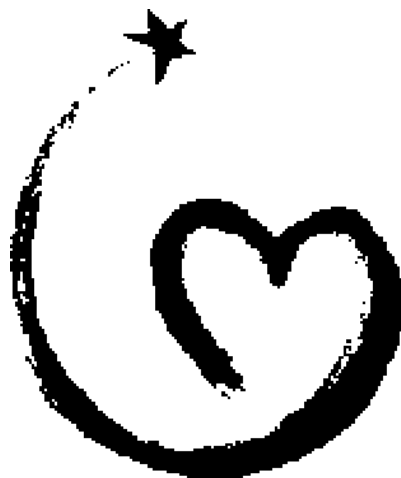


### 3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

*The Lead Agency has the following goals for the upcoming biennium:*

- Develop an inclusive workforce registry to collect and systematically analyze data about Colorado's early learning professionals through the establishment of a unique identifier for professionals working in licensed early care and education facilities;*
- Increase the recruitment and retention of effective and diverse early learning professionals through improving work conditions, compensation and benefits; providing support for emerging leaders and conducting targeted recruitment campaigns.*



**Child Care and Development Fund (CCDF) Plan**

**For**

**State/Territory:**

**Colorado**

**FFY 2012-2013**

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. 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 herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations 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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Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

**Form ACF-118 Approved OMB Number 0970-0114 expires 12/31/2013**

## AMENDMENTS LOG

### CHILD CARE AND DEVELOPMENT FUND PLAN FOR: COLORADO FOR THE PERIOD: 10/1/11 – 9/30/12

Lead Agencies are required to request approval from Administration for Children and Families (ACF) whenever a “substantial” change in the Lead Agency’s approved CCDF plan occurs. Please refer to the ACF Program Instruction regarding CCDF Plan amendments for more information  
<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-01/pi2009-01.htm>

Plan amendments must be submitted to ACF within 60 days of the effective date of the change. Under the regulation, the plan amendment must be approved no later than the 90th day following the date on which the amendment is received by ACF unless the Lead Agency and ACF mutually agree in writing to extend the period. (§98.18 (b)).

ACF encourages Lead Agencies to contact the Child Care program staff in the appropriate ACF Regional Office to discuss any proposed amendment as early as possible.

#### **Instructions for Submitting Amendments:**

Complete the first 3 columns of the Amendment Log and send a copy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.

ACF will complete column 4 and returns a photocopy of the Log to the grantee following its review and approval of the amendment. The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

**Note:** This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF



**Child Care and Development Fund (CCDF) Plan**

**For**

**State/Territory:**

**Colorado**

**FFY 2012-2013**

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. 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 herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations 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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## Appendix 1

### Quality Performance Report

The purpose of this annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State's and Territory's progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State's and Territory's annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
- Assist with program accountability and compliance efforts tied to quality investments.

This report collects data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2012-2013:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

Lead Agencies are asked to provide the status on the State/Territory's progress in meetings its goals as reported in the FY 2012-2013 CCDF Plan, and provide data on the results of those activities. Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. At a minimum, Lead Agencies are expected to report on their progress toward meeting the goals articulated in the CCDF Plan for this Biennium. Lead Agencies may provide narrative updates in the data sections, including any plans for reporting data in the future, if actual data is not currently available.

This annual report will be submitted to ACF no later than December 31, 2012 and the first submittal will reflect the period October 1, 2011 through September 30, 2012.

#### **Ensuring the Health and Safety of Children (Component #1)**

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2012.

##### **A1.1 Progress on Overall Goals**

**Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below.** You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with

specific examples or numeric targets where possible ( e.g., revised licensing regulation to include elements related to SIDS prevention, Lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

**Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care ([www.nrckids.org](http://www.nrckids.org).)**

**A1.2 Key Data**

**A1.2.1 Number of licensed programs**

- a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012? \_\_\_\_\_ or  Data not available
- b) How many licensed home-based programs operated in the State/Territory as of September 30, 2012? \_\_\_\_\_ or  Data not available
- c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child’s own home) operating in the State/Territory are subject to licensing regulations?
  - Yes. If yes, include the number/percentage of programs and describe \_\_\_\_\_
  - No

**A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year?**

- a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year? \_\_\_\_\_ What was the average number of visits? \_\_\_\_\_
- b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year? \_\_\_\_\_ What was the average number of visits? \_\_\_\_\_
- c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year? \_\_\_\_\_ What was the average number of visits? \_\_\_\_\_
- Data not available

**A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year?**

	Suspended	Revoked
Licensed Centers		
Licensed Homes		
<input type="checkbox"/> Data not available		

**A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?**

- Child Care Centers \_\_\_\_\_
- Group Child Care Homes \_\_\_\_\_
- Family Child Care Homes \_\_\_\_\_
- In-Home Providers \_\_\_\_\_
- Data not available

**A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? \_\_\_\_\_**

**A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year?** Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). \_\_\_\_\_

**A1.2.6 How many fatalities occurred in child care as of the end of the last year?** Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). \_\_\_\_\_

**Establishing Early Learning Guidelines (Component #2)**

**A2.1 Progress on Overall Goals**

**A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?**

- Yes. Describe \_\_\_\_\_
- No

**A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress.** You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELG’s, Aligned the ELG’s with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

**A2.2 Key Data**

**A2.2.1 How many programs were trained on early learning guidelines (ELG’s) or standards over the last fiscal year?**

Provider Categories	Birth to Three ELG’s	Three-to-Five ELG’s	Five and Older ELG’s
How many center-based programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and	_____	_____	_____

<b>Provider Categories</b>	<b>Birth to Three ELG's</b>	<b>Three-to-Five ELG's</b>	<b>Five and Older ELG's</b>
toddlers, preschoolers, school-age children)			
How many family child care programs were trained on ELG's over the past year?	_____	_____	_____
How many children are served in program implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many legally exempt providers were trained on ELG's over the past year?	_____	_____	_____
How many children are served in programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
<input type="checkbox"/> Data not available			

**Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)**

**A3.1 Progress on Overall Goals**

**A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress.** You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2012-2013 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>

**A3.2 Key Data**

**A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?**

- Health and safety \_\_\_\_\_
  - Infant and toddler care \_\_\_\_\_
  - School-age care \_\_\_\_\_
  - Inclusion \_\_\_\_\_
  - Teaching dual language learners \_\_\_\_\_
  - Understanding developmental screenings and/or observational assessment tools for program improvement purposes \_\_\_\_\_
  - Mental health \_\_\_\_\_
  - Business management practices \_\_\_\_\_
- Data not available

**A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year?**

- a) One-time, grants, awards or bonuses:
  - Child Care Centers \_\_\_\_\_



Family Child Care Homes \_\_\_\_\_  
 Data not available

b) On-going or Periodic quality stipends:  
Child Care Centers \_\_\_\_\_  
Family Child Care Homes \_\_\_\_\_  
 Data not available

**A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?** When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS \_\_\_\_\_ or Other Quality Improvement System \_\_\_\_\_  
Family Child Care Homes QRIS \_\_\_\_\_ or Other Quality Improvement System \_\_\_\_\_  
License-Exempt Providers QRIS \_\_\_\_\_ or Other Quality Improvement System \_\_\_\_\_  
 Data not available

**A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?** If quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers \_\_\_\_\_  
Family Child Care Homes \_\_\_\_\_  
License-Exempt Providers \_\_\_\_\_  
 Data not available

**A3.2.5 How many programs are at each level of quality?** Describe metric if other than QRIS, such as accreditation.

Child Care Centers \_\_\_\_\_  
Family Child Care Homes \_\_\_\_\_  
License-Exempt Providers \_\_\_\_\_  
 Data not available

**A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year?** What percentage are in high quality care as defined by the State/Territory? **Note.** If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs \_\_\_\_\_  
Percentage of CCDF children served in high quality care \_\_\_\_\_ (May define with assessment scores, accreditation, or other metric, if no QRIS.)  
 Data not available

**Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)**

**A4.1 Progress on Overall Goals**

**A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress.** You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

<b>Goals Described in FY 2012-2013 CCDF Plan</b>	<b>Describe Progress – Include Examples and Numeric Targets where Possible</b>
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**A4.2 Key Data**

**A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year?**

	<b>Child Care Center Teachers</b>	<b>Family Child Care Providers</b>
Child Development Associate (CDA)		
State/Territory Credential		
Associate's degree		
Bachelor's degree		
Graduate/Advanced degree		
<input type="checkbox"/> Data not available		

**A4.2.2 How many teachers/caregivers were included in the State/Territory's professional development registry during the last fiscal year?**

- Staff in child care centers \_\_\_\_\_
- Family child care home providers \_\_\_\_\_
- License-exempt practitioners \_\_\_\_\_
- Data not available

**A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?**

- Staff in child care centers \_\_\_\_\_
- Family child care home providers \_\_\_\_\_
- License-exempt practitioners \_\_\_\_\_
- Data not available

**A4.2.4 How many credentials and degrees were awarded during the last fiscal year? If possible, list the type of credential or degree and in what type of setting the practitioner worked.**

<b>Setting</b>	<b>Type of Credential</b>	<b>Type of Degree</b>
Staff in child care centers	List and provide number	List and provide number
Family child care home providers	List and provide number	List and provide number
License-exempt practitioners	List and provide number	List and provide number
<input type="checkbox"/> Data not available		

**A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.**

<b>Setting</b>	<b>Type of Technical Assistance</b>
Staff in child care centers	List and provide number
Family child care home providers	List and provide number
License-exempt practitioners	List and provide number

Data not available

**A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year?**

- Scholarships. How many teachers received? \_\_\_\_\_
- Reimbursement for Training Expenses. How many teachers received? \_\_\_\_\_
- Loans. How many teachers received? \_\_\_\_\_
- Wage supplements. How many teachers received? \_\_\_\_\_
- Other. Describe  \_\_\_\_\_
- Data not available



**Child Care and Development Fund (CCDF) Plan**

**For**

**State/Territory:**

**Colorado**

**FFY 2012-2013**

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. 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 herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations 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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Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

**Form ACF-118 Approved OMB Number 0970-0114 expires 12/31/2013**

## APPENDIX 2

### CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

- 1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:**  
<http://www.hhs.gov/forms/HHS690.pdf>
- 2. Certification regarding debarment:**  
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>
- 3. Definitions for use with certification of debarment:**  
<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>
- 4. HHS certification regarding drug-free workplace requirements:**  
<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>
- 5. Certification of Compliance with the Pro-Children Act of 1994:**  
<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>
- 6. Certification regarding lobbying:**  
<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.