

Child Care and Development Fund (CCDF) Plan  
For

Colorado  
FFY 2014-2015

**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)

Effective Date: 01-OCT-13

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

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

Name and Title of the Lead Agency'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:**

Effective Date: 01-OCT-13

Name of CCDF Administrator: [David Collins](#)  
Title of CCDF Administrator: [Director, Division of Early Care and Learning](#)  
Address of CCDF Administrator: [1575 Sherman Street, Denver, Colorado 80203](#)  
Phone Number: [303 866-5946](#)  
Fax Number: [303 866-4453](#)  
E-Mail Address: [David.Collins@state.co.us](mailto:David.Collins@state.co.us)  
Phone Number for CCDF program information  
(for the public) (if any): [303 866-5948](#)  
Web Address for CCDF program  
(for the public) (if any): [www.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): [www.Colorado.gov/cdhs/childcare](http://www.Colorado.gov/cdhs/childcare)

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

Name of CCDF Co-Administrator: [Kisha Russell](#)  
Title of CCDF Co-Administrator: [CCCAP Administrator](#)  
Address of CCDF Co-Administrator: [1575 Sherman Street, Denver, Colorado 80203](#)  
Phone Number: [303 866 4556](#)  
Fax Number: [303 866 4453](#)  
E-Mail Address: [Kisha.Russell@state.co.us](mailto:Kisha.Russell@state.co.us)  
Description of the role of the Co-Administrator:

[The CCCAP Administrator manages all aspects of the Colorado Child Care Assistance Program.](#)

**1.2 Estimated Funding**

**1.2.1 What is your expected level of funding for the first year of the FY 2014 - FY 2015 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, 2013 through September 30, 2014. (§98.13(a)).

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FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [\\$67,247,475](#)  
Federal TANF Transfer to CCDF: \$ [\\$2,000,000](#)  
Direct Federal TANF Spending on Child Care: \$ [\\$250,000](#)  
State CCDF Maintenance-of-Effort Funds: \$ [\\$8,985,900](#)  
State Matching Funds: \$ [\\$28,433,488](#)

**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 FY2014 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

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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:

Public funds include State General Funds and County funds.

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

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 18<sup>th</sup>St, Denver Co 80211, Leslie Hannon

If known, identify the estimated amount of private donated funds the Lead Agency will receive: \$2,400,000

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%): 6.3%

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

N/A

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: [\\$1,800,000](#)  
Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

N/A

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%): [N/A](#)

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:

N/A

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: [N/A](#)

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

N/A

**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 2014 - 2015. Note: Funding estimate is limited to FY 2014** 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.

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Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
<p>Infant/Toddler Targeted Fund</p> <p>1,221,650</p>	<p>1. Expanding Quality Infant/Toddler (EQIT)</p>	<p>1. To coordinate and provide statewide training, coaching, and technical assistance for the infant toddler specialist network. Prepare EQIT instructors to teach a 48-hour course in local communities.</p>	<p>1. 800 infant toddler caregivers complete the 48-hour EQIT course. 400 participate in EQ RELATE on-site coaching. Includes 10 days of EQ professional development each year with an enrollment of 160 attendees who implement newly developed skills and best practices. Technical assistance is provided to 6 Touchpoints teams in local communities, and one Touchpoints training is offered statewide.</p>
<p>School-Age/Child Care Resource and Referral Targeted Funds</p> <p>784,000</p>	<p>Resource and Referral</p>	<p>The lead agency contracts with Qualistar to manage 17 CCR&amp;R agencies. The agencies help families find child care, and provide professional development training and resources for providers.</p>	<p>The creation of a new and improved online Child Care Search produced a 199% increase in the number of online referrals within the first three months. Both on-line and phone referrals are expected to increase from the current numbers - more than 6,000 phone referrals and over 10,000 online referrals.</p>

Quality Expansion  
 Targeted Funds  
 2,729,862

1. QRIS
2. Office of Professional Development
3. Early Childhood Councils

1. The Lead Agency contracts with Qualistar to provide rating and improvement services for the School Readiness Quality Improvement Program. The programs serve high needs children. Programs receive a Quality Performance Profile and consultation and may receive coaching and other incentives to address areas for improvement.

2. The Office provides professional development through distance learning courses, early childhood credentials, manages an early childhood registry for trainers and providers, and just recently developed a Competency Framework.

3. Thirty one community councils covering most counties in Colorado, work at local levels to coordinate, increase and improve education, health, social / emotional, and parenting opportunities. Councils are charged to:

- a) combine and leverage state, local and federal funding to create a seamless early childhood system
- b) ensure collaboration among public and private stakeholders
- c) be responsive to the needs of working parents
- d) include program components consistent with quality services.

Expanding Quality in Infant/Toddler Care operates in all councils; the School Readiness Quality Improvement Programs operate in half the Councils.

1. The number of programs is anticipated to remain the same as in previous years. It has varied between 100 and 170 per year.

2. The Learning Management System (registry) will be developed over the next two years with requirements for mandatory participation for programs in QRIS.

The Early Childhood Educator and Administrator competencies will be integrated into the career lattice and credentials. The competencies will address the Early Learning Guidelines.

3. A legislatively mandated report is due in October 2013. This report will address a) overall program performance and council progress and effectiveness, b) efficiency and effectiveness of the Colorado Department of Human Services in meeting the needs of the councils, c) evaluation of the feasibility of combining the available funding sources, d) evaluation of the barriers to delivery of quality early childhood services, e) evaluation of the impact of waivers issued.

Quality Funds (not including Targeted Funds)

5,874,998

1. T.E.A.C.H. Scholarships
2. Healthy Child Care Colorado (HCCC)
3. Early Childhood Councils
4. School Readiness Quality Improvement Program
5. Center for Social Emotional Inclusion
6. Child Care Licensing

1. The Lead Agency contracts with Qualistar to provide scholarships for college classes. The purpose is to increase the knowledge base of the early childhood field, increase compensation of professionals and reduce staff turnover through a partnership with TEACH Early Childhood staff, scholarship recipients, child care centers, family child care providers and community and state colleges and universities.

2. The Lead Agency contracts with Qualistar for managing child care health consultants in child care centers. This includes tracking, training, providing technical assistance and support to the consultants. The project administers the medication administration training and tracking system.

3. Thirty one community councils covering most counties in Colorado, work at local levels to coordinate, increase and improve education, health, social / emotional, and parenting opportunities. Councils are charged to:

- a) combine and leverage state, local and federal funding to create a seamless early childhood system
- b) ensure collaboration among public and private stakeholders
- c) be responsive to the needs of working parents
- d) include program components consistent with quality services.

Expanding Quality in Infant/Toddler Care operates in all councils; the School Readiness Quality Improvement Programs operate in half the Councils.

4. The purpose of the program is to improve the school readiness of children, by improving the quality of the programs children

1. Retention in the child care programs employing TEACH recipients is 95%. Teachers participating in TEACH tend to have a better understanding of child development and are more sensitive and responsive to the needs of young children. TEACH recipients have an average GPA of 3.5.

Approximately 100 licensed child care centers and homes will be awarded scholarships.

2. During FFY 2014 an estimated 100 consultants will be served; impacting an estimated 10,000 children. Technical assistance on phone or e-mail will serve an estimated 480 child care providers.

HCCC developed core competencies for nurse consultants in FFY 2013 and will work to incorporate these competencies into rule.

3. A legislatively mandated report is due in October 2013. This report will address 1) overall program performance and council progress and effectiveness, 2) efficiency and effectiveness of the Colorado Department of Human Services in meeting the needs of the councils, 3) evaluation of the feasibility of combining the available funding sources, 4) evaluation of the barriers to delivery of quality early childhood services, 5) evaluation of the impact of waivers issued.

4. The expected results include:

- a) Increase children's readiness to learn
- b) Data reporting on quality improvement activities, professional

	<p>attend, five years of age or younger, who are attending child care programs where 50% or more of the children are from low-income families. In addition, the programs must be located in neighborhoods with elementary schools that are required to implement an improvement / turnaround plan due to low performance.</p> <p>This program operates in 14 Early Childhood Councils, includes 126 programs, and impacts over 7,600 children.</p> <p>5. The Pyramid Plus program is based on two national models - The Pyramid Model Approach promotes social and emotional development of infants and young children, and the Special Quest Birth-Five approach to early childhood inclusion.</p> <p>The purpose is to:</p> <p>a) Provide a system to prepare, support and certify high quality trainers, coaches and sites in the Pyramid Plus Approach</p> <p>b) Provide training, technical assistance (TA) and resources to programs and communities throughout Colorado</p> <p>c) Facilitate state policy and systems development to plan for sustainability and state-wide scale-up</p> <p>The program includes: Training to certify trainers and coaches resulting in a certificate</p> <p>Four Demonstration Sites</p> <p>Children from Head Start, Early Head Start, Colorado Preschool Program and CCCAP are included.</p> <p>6. The Lead Agency is responsible for inspecting, licensing and monitoring child care facilities throughout the state. Facilities include child care centers, family child care homes,</p>	<p>development, track school readiness and school performance</p> <p>c) Increase numbers of higher quality programs through QRIS ratings</p> <p>d) Increase family and community partnerships</p> <p>e) Increase provider professional development opportunities</p> <p>f) Increase provider accountability and sufficiency</p> <p>Increase awareness and implementation of quality practices</p> <p>5. In the upcoming year, the project will certify at least 5 new coaches and 5 new trainers statewide. Technical assistance will be provided to four demonstration programs. Other training and technical assistance will include: 1) at least one state-wide and 3 community trainings, 2) webinars, 3) work with Early Childhood Councils, family home providers, and R&amp;Rs, 4) support certified trainers in outreach efforts to provide parent trainings, 5) provide advanced level of professional development offerings in an administrative leadership track.</p> <p>6. The long term outcome of licensing is to develop user friendly licensing system that supports, monitors and enhances early care and education for children in Colorado.</p> <p>The lead agency believes there is a need to balance accessibility and quality of care when regulating child care facilities.</p> <p>In the new QRIS system licensing will equate to level one in QRIS. Family child care home rules have been revised to include licensing standards at a Level 3 in ERS. Center rules are</p>
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		preschools, and school-age programs.	being revised to include Level 3 ERS standards as well. The inclusion of minimum quality indicators, together with health and safety standards will provide a foundation for the redesigned QRIS.
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### 1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

Note: This question is to obtain information on whether the Lead Agency retains decision making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities

Does the State maintain decisions at the State level, or are funds distributed to locals that have some decisions on how funds are spent.

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- No, the Lead Agency will not distribute any quality funds directly to local entities
- Yes, all quality funds will be distributed to local entities
- Yes, the Lead Agency will distribute a portion of quality funds directly to local entities. Estimated amount or percentage to be distributed to localities

\$4,800,000

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.

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Describe:

The Colorado Department of Human Services (CDHS), Division of Early Care and Learning is responsible for the supervision of 64 Colorado counties and their administration of the Colorado Child Care Assistance Program (CCCAP). Annual allocations are made to counties for TANF and Low-Income CCCAP. Every two years counties must report to the State, utilizing their approved county plans, on the administration of their funding and agree to comply with both state and federal regulations.

The Colorado Board of Human Services adopts regulations that must be adhered to by the counties. Under the CCCAP regulations counties have flexibility to set county-specific policies that do not conflict with state or federal regulations.

The Division of Early Care and Learning contracts other agencies to provide CCDF-funded services. The Division oversees and maintains ongoing contact with the contractors. Contractors are required to submit monthly billings based on their approved budgets and contract stipulations. Also, contractors are required to submit quarterly or semi-annual programmatic progress reports and annual reports describing accomplishments and outcomes.

All agencies providing CCDF-funded services must certify that federal regulations and Lead Agency guidelines are followed and that these same requirements will be included in any sub-contracts. All contracts include the CCDF Final Rule as a contract exhibit. Also, contracts include specific contractor work plans that stipulate performance indicators, outcome measures, products, deliverables, and standards to be followed in performing the work. The performance indicators and outcomes all tie directly to the purpose of CCDF – increasing the quality, availability and affordability of child care. Contractors must report on their contract performance indicators, outcome measures, status of products, deliverables and benchmarks in the quarterly/semi-annual progress reports, annual reports and applications for contract renewal, where appropriate.

The Division 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 Early Care and Learning 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.

**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.

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Describe:

State CCCAP staff monitor counties through on-going reviews of county policies to ensure program compliance. 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. County Departments of Human Services also have their own audit requirements which include the CCCAP program. In addition, state CCCAP staff provides both program training and technical assistance to county child care staff, supervisors and administrators.

The Division of Early Care and Learning staff meets regularly with counties and contractors and participate in routine committee meetings, conferences, forums and oversees sub-contractor decisions as needed.

On an annual basis, the Division reviews contractor performance, funding availability and alternative procurement methods (such as reviewing justification for sole source contracts and assessing the possibility of converting one-year contracts to three-year contracts), including the possibility of using competitive award processes prior to deciding whether or not new competition or current contract renewal actions 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.

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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 to address provider fiscal agreements, provider billings, attendance records, client case reviews, and caseworker practices in case management. This will be accomplished through the use of exception reports and data mining to determine anomalies and errors. In addition the Lead Agency is in the process of developing the federal error report review tools and anticipates combining this audit with state audit requirements.

**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	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input checked="" 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: Colorado Department of Human Services has an Audit Division that assists in identification and investigations of improper authorizations and payments. The unit creates Red flag reports utilizing information and software resources.	<input type="checkbox"/>	<input checked="" 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-recipients or their sub-contractors will establish recovery for all amounts above the minimum threshold that are founded through Unintentional Program Violation (UPV). Intention Program Violation (IPV), and/or fraud within the Child Care Automated Tracking System (CHATS) will remain in the system until full recovery amounts are satisfied.

**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?**

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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 of 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. If clients disagree with an action taken, they have a right to:

- A local level dispute resolution.
- Clients are encouraged to talk to their county child care workers and workers' supervisors before requesting a local level dispute.
- If dissatisfied with the outcome of the local level dispute, clients may request a state level fair hearing before an administrative law judge.
- If a client doesn't want a local level dispute they can request a state level hearing before an administrative law judge.
- Request judicial review of the final agency decision following the state level fair hearing in district court after exhausting all administrative appeal rights.
- If a client has been receiving child care assistance they may request continued assistance until the dispute is resolved or the final agency decision is issued.

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 CCCAP services for the following periods: 12 months for the first offense, 24 months for the second offense and permanently for the third offense. A provider may request an informal

conference if s/he disputes the termination of a Fiscal Agreement through disqualification or otherwise. The informal conference is conducted by the county Department of Human Services that issued the fiscal agreement.

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

N/A here

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<b>Activities identified in ACF-402</b>	<b>Cause/Type of Error (if known)</b>	<b>Actions Taken or Planned</b>	<b>Completion Date (Actual or planned) (if known)</b>
Case worker training related to file management	Missing required number of pay stubs or pay stubs not provided within required timeframe	Monthly CHATS Navigation and CHATS Audit trainings were conducted through June 2012. During the last year two webinar classes for new CCCAP county workers have been implemented (to partially replace in-person trainings). Within the next two years the full CHATS Navigation and CHATS Audit trainings will be resumed for new and ongoing county staff.	Beginning March 2014 reinstitute monthly trainings to be conducted over the next two years

<p>Case worker training related to eligibility determination</p>	<ol style="list-style-type: none"> <li>1. Insufficient information on the client's schedule of eligible activity</li> <li>2. Caseworker calculation error of client income</li> <li>3. Caseworker calculation error of parent fee</li> </ol>	<p>Monthly CHATS Navigation and CHATS Audit trainings were conducted through June 2012. During the last year two webinar classes for new CCCAP county workers were developed and implemented (to partially replace in-person trainings). Within the next two years the full CHATS Navigation and CHATS Audit trainings will be resumed for new and ongoing county staff.</p> <p>Shortly after implementation of the new CHATS system, the major issue connected to errors in Parental Fees was partially addressed. However, an additional CHATS build is necessary to fully correct this issue.</p>	<p>Beginning March 2014 reinstitute monthly trainings to be conducted over the next two years</p>
<p>Supervisor training related to case reviews at the county level to identify and reduce errors</p>	<ol style="list-style-type: none"> <li>1. Missing required number of pay stubs or pay stubs not provided within required timeframe</li> <li>2. Insufficient information on the client's schedule of eligible activity</li> <li>3. Caseworker calculation error of client income</li> <li>4. Caseworker calculation error of parent fee</li> </ol>	<p>Supervisors will participate in CHATS Navigation and CHATS Audit trainings when they are resumed.</p>	<p>Beginning March 2014 reinstitute monthly trainings to be conducted over the next two years</p>
<p>Case worker training related to entering data in CHATS</p>	<ol style="list-style-type: none"> <li>1. Insufficient information on the client's schedule of eligible activity</li> <li>2. Caseworker calculation error of client income</li> <li>3. Caseworker calculation error of parent fee</li> </ol>	<p>Monthly CHATS Navigation and CHATS Audit trainings were conducted through June 2012. During the last year two webinar classes for new CCCAP county workers were developed and implemented (to partially replace in-person trainings). Within the next two years the full CHATS Navigation and CHATS Audit trainings will be resumed for new and ongoing county staff.</p>	<p>Beginning March 2014 reinstitute monthly trainings to be conducted over the next two years</p>



Automated system builds that will preclude case workers from making errors related to Parent Fee calculations and determination of family income	Caseworker calculation error of parent fee and family income	1. CHATS Navigation and CHATS Audit trainings will be resumed for new and ongoing county staff. 2. A CHATS build will be implemented to address the parent fee and family income issues.	Within the next two years
Rewrite of the application and re-determination forms to clarify required fields for clients and case-workers.	Some of the questions on the application and re-determination forms were not clear to parents and/or case-workers	In October 2011 the CCCAP application was amended to add clarifying language for parents. In addition the re-determination forms began to be generated by CHATS. However, the application and re-determination forms will be revised again to further simplify and clarify the content in both forms.	Within the next two years

#### **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)).**

<b>Agency/Entity</b>	<b>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</b>
<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>The Lead Agency consulted with representatives from local human service agencies through the five public hearings and two public hearing webinars. In addition, the Lead Agency consulted with an ongoing county committee that is developing recommendations on rule changes to the subsidy program.</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>The Lead Agency consulted with the Colorado Department of Education on the Expanding Quality in Infant/Toddler, Office of Professional Development, and Early Learning Guidelines. Consultations included development of goals and mechanisms for tracking progress of goals. Also the Lead Agency consulted with CDE on data and tracking reporting for the QPR and ACF-801 reports. Consultations included four in-person meetings and multiple phone and e-mail follow-ups.</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>The lead agency consulted with the Early Intervention and other early childhood programs such as Mental Health on the State Plan. As a result of this consultation, a goal was identified and incorporated into the State Plan which targets children with special needs. Increased outreach to families and training for child care providers will be developed to expand access to children with special needs.</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>The Lead Agency consulted with the Lieutenant Governor's Office on Head Start / Child Care subsidy program collaboration. This included discussions on developing promising models for braided programs and providing policy direction to county departments of human services and Head Start programs.</p>
<input checked="" type="checkbox"/> <p>Statewide Advisory Council authorized by the Head Start Act</p>	<p>The Lead Agency consulted with the Early Childhood Leadership Commission by presenting the State Plan at a sub-committee meeting and receiving input. Commission members made recommendations on the new QRIS re-design and voiced support for addressing continuity of care for subsidy children.</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>The Lead Agency consulted with other community based and statewide agencies through public hearings and webinars including school-age, health, public schools, municipal programs, and mental health representatives. Also consulted with Qualistar Colorado specifically on QRIS and on reporting requirements for the Quality Performance Reports and new data elements for the ACF-801.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>The Lead Agency consulted with CACFP through the public hearings and webinars.</p>

<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	The Lead Agency consulted with the visitation program through the public hearings and webinars.		
<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)	The Lead Agency consulted with public health agencies through the public hearings and webinars.		
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	The Lead Agency consulted with Child Welfare on joint child welfare / child care policies for Protective Services. Discussions include the need to expand child welfare child care through CCDF funding (currently child welfare funding is used for protective services related child care).		
<input checked="" type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	The Lead Agency consulted with military child care through the public hearings and webinars. The military child care representative has been an active participant in the QRIS re-design team and the QRIS military pilot development.		
<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)	The Lead Agency is consulting with TANF on joint TANF / child care policies for TANF families. New TANF policies expand eligibility reporting requirements to every six months which will support continuity of care for children.		
<table border="1" style="width: 100%;"> <tr> <td data-bbox="49 1308 427 1697"> <input checked="" type="checkbox"/> </td> <td data-bbox="427 1308 794 1697">           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	The Lead Agency consulted with two Colorado Tribes on the State Plan through an in-person meeting. During this meeting the structure of Colorado's public hearings was discussed, and one of the Tribes expressed interest in using Colorado's State Plan overview and input handout for purposes of conducting their public hearings.
<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	The Lead Agency consulted with BUILD on QRIS. Colorado participated in the BUILD Learning Table technical assistance which addressed developing coaching and technical assistance supports for programs participating in quality improvement systems.		

<input checked="" type="checkbox"/> <p>Provider groups, associations or labor organizations</p>	<p>The Lead Agency consulted with the Summit (a multi-organization group) on the State Plan. Membership includes the Colorado Alliance for Quality School-Age Programs, Colorado Association of Family Child Care, Colorado Head Start Association, Colorado PTA, Early Childhood Education Association of Colorado, Colorado Association for the Education of Young Children, Colorado Parent and Child Foundation, Colorado Children's Campaign, Early Childhood Council Leadership Alliance and Qualistar. The Summit reserved 3 hours on their agenda to review the components of the State Plan and make multiple specific recommendations on each section of the Plan.</p>
<input checked="" type="checkbox"/> <p>Parent groups or organizations</p>	<p>The Lead Agency consulted with parents through the public hearings and webinars. Several parents provided recommendations and feedback on how to improve the Colorado Child Care Assistance Program. Key recommendations included streamlining/simplifying eligibility and ongoing processes and building more flexibility into policies to support continuity of care for children and support parents in maintaining their work or training activities.</p>
<input checked="" type="checkbox"/> <p>Local community organization, and institutions (child care resource and referral, Red Cross)</p>	<p>The Lead Agency consulted with local R&amp;Rs and Early Childhood Councils on the State Plan through the public hearings and webinars. The public hearings were hosted by the Early Childhood Councils and R&amp;Rs and were well represented at the five on-site hearings.</p>
<input checked="" type="checkbox"/> <p>Other</p>	<p>The Lead Agency consulted with the Licensing Advisory Committee. Review of the State Plan was part of the agenda during a Committee meeting. Committee members made recommendations primarily on the Licensing goals listed in the Health and Safety section of the Plan.</p>

**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:

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: [04/07/2013](#)  
**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? [Newspaper public notices, widespread distribution on public hearing dates to counties and numerous statewide and local community](#)

organizations c) Date(s) of public hearing(s): 04/29/2013

**Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

d) Hearing site(s) Jefferson County (Denver metro on 4/29), Fort Collins (4/30), Fort Morgan (5/6), Pueblo (5/7), Grand Junction (5/13).

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? Handout with summary of all sections of the Plan; current Plan and draft summary of new Plan. Draft summary of Plan on web-site before public hearings; draft State Plan on website by end of May.

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? Input was incorporated into draft plan and will be included in planning and goals discussions over the next two years. A document summarizing all input from public hearings, consultations, and webinars was developed.

**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.

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In addition to increasing the number of public hearings from one to five, held two webinars for interested stakeholders who couldn't attend the in-person hearings. Public hearings were held in the evenings. Consultations were also conducted with early childhood organizations to gather input on the plan.

## **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))

Note: Descriptions of how governments are organized for each State are provided at: [http://www2.census.gov/govs/cog/all\\_ind\\_st\\_descr.pdf](http://www2.census.gov/govs/cog/all_ind_st_descr.pdf).

**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)).**

Effective Date: 01-OCT-13

<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>
<p>Representatives of general purpose local government</p> <p>This may include, but is not limited to:</p> <p><input checked="" type="checkbox"/> representatives from counties and municipalities, local education representatives, or local public health agencies.</p>	<p>The Lead Agency will coordinate with county departments of human services on subsidy program rules and policies. Two ongoing committees are established to: 1) make recommendations on rule changes, 2) provide input on subsidy program policies related to the automated system and operation of the subsidy program.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>Expected results: develop jointly agreed upon rules and policies and develop a work plan and priorities over the next two years.</p>

<p>State/Territory agency responsible for public education <b>(required)</b></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>The Lead Agency will coordinate with the Colorado Department of Education to deliver services under the Office of Professional Development, the Early Learning Guidelines, and the Expanding Quality in Infant/Toddler programs.</p>	<p>Expected results: to meet the goals of Office of Professional Development, expand training on the Early Learning Guidelines to early childhood programs, and increase the supply of trained infant/toddler teachers.</p>
<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>The Lead Agency will coordinate with local Head Start programs on dually enrolled Head Start / Low-Income subsidy policies.</p>	<p>Expected results: 1) maximize full-day, full-year services for dually enrolled families and 2) develop policies to increase utilization of Head Start/Child Care re-determination and other joint eligibility practices.</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>The Lead Agency will coordinate with the Colorado Department of Public Health and Environment and the Center for Social Emotional Inclusion.</p>	<p>Expected results: to fully develop standards in the QRIS program related to Health Promotion and Social-Emotional development.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p>The Lead Agency will reach out to the Department of Labor and Employment</p>	<p>Expected results: to explore and identify coordination strategies between Workforce Centers and the Colorado Child Care Assistance Program.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies <b>(required)</b></p>	<p>The Lead Agency works closely with TANF on policies that impact child care assistance for TANF families. A current example includes changes in TANF to 6 month reporting requirements (instead of every month).</p>	<p>Expected results: the 6 month reporting requirements will positively impact continuity of child care for TANF families.</p>



<p>Indian Tribes/Tribal Organizations (required)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>N/A: No such entities exist within the boundaries of the State</p>	<p>The Lead Agency met with the two Indian Tribes to discuss possible areas of coordination. Several areas were identified for coordination.</p>	<p>The Lead Agency shared the state's parental fee schedule and is continuing to engage with the Southern Ute tribe in reviewing their fee schedule and possible improvements. Both the Southern Ute and Ute Mountain Ute tribes were also interested in using the Lead Agency's draft Plan handout for purposes of their public hearings.</p>
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**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**

<p><input checked="" type="checkbox"/></p> <p>State/Territory agency with the Head Start Collaboration grant</p>	<p>The Lead Agency met with the Head Start Collaboration contact on dually enrolled Head Start/CCCAP eligibility and policies.</p>	<p>Joint discussions to examine promoting policies and/or rules on joint Head Start/CCCAP families related to eligibility and redetermination processes.</p>
<p><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC)</p> <p>N/A: State/Territory does not participate in RTT-ELC</p>	<p>The Lead Agency and the Colorado Department of Education are responsible for many of the initiatives under RTT-ELC.</p>	<p>The RTT-ELC strategic plan outlines comprehensive deliverables that will be managed by an overall grant manager in the areas of QRIS, Kindergarten Readiness, Professional and Workforce, and Outcomes.</p>
<p><input type="checkbox"/></p> <p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</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>The Lead Agency coordinates with the Division of Community and Family Support under the Office of Early Childhood. A joint goal has been identified to increase access for special needs children in CCCAP.</p>	<p>A strategic plan will be developed to increase access to CCCAP for special needs children and also a plan to train child care providers.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>Legislation was passed in May 2013, under the Alignment of Child Development Programs, to relocate several boards and programs from the Colorado Department of Public Health and Environment to the Department of Human Services. One of the programs is the Nurse Home Visitation Program. This provides an opportunity for the Lead Agency to closely coordinate child care and nurse home visitation programs.</p>	<p>The expected result is to increase coordination and integration of nurse visitation programs through the Early Childhood Councils, in early childhood programs, and throughout quality improvement initiatives.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>The lead agency will coordinate with Child Welfare in the areas of child welfare child care and child abuse prevention.</p>	<p>The expected results include more seamless transitions in child care for children between Child Welfare and Low-Income CCCAP and increased training and awareness for child care providers on child abuse recognition and reporting.</p>

<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	The Lead Agency will coordinate with the military child care programs liaison on the Department of Defense Quality Child Care Standards Pilot Program.	The expected result is to pilot the newly designed QRIS in the Department of Defense Quality Child Care Standards Pilot Program.
<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	The Lead Agency is participating in BUILD's Technical Assistance Learning Table series.	The expected result is that the Lead Agency will develop a strategic plan for Technical Assistance (coaching, mentoring, technical assistance) to support the newly designed QRIS system.
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	The Lead Agency will coordinate with local Early Childhood Councils and Resource and Referral and Referral agencies to increase consumer education efforts at the local levels.	The expected result is to increase and coordinate consumer education efforts.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	The Lead Agency will coordinate with statewide provider groups representing child care centers, family child care homes and school-age associations.	The expected result is ongoing collaborations in developing and implementing licensing, quality and CCCAP initiatives and policies.
<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.

Effective Date: 01-OCT-13

Yes. If yes,

a)

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

The Office of the Lieutenant Governor

b)

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

Birth to 8 years old.

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/LtGovGarcia/CBON/1251592929261>

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.

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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 is named the Early Childhood Leadership Commission and is housed in the Office of the Lieutenant Governor. The age groups are birth to 8 years old. The Executive Director of the Colorado Department of Human Services is a co-chair of the 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))**

Effective Date: 01-OCT-13

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) work together to determine needs, identify priorities, and support providers who participate in an ELV Shared Services Alliance. ELV supports providers in attaining and maintaining quality through an operational infrastructure that focuses on organizational efficacy in business and administrative practices. The programs participating in ELV attained 3 and 4 level quality ratings. ELV providers will be the first programs to pilot the newly developed Provider Self-Service Portal (PSSP), which is a web-based system connected to the Child Care Automated Tracking System. PSSP contains information on child care authorizations, payment histories, fiscal agreements and other information relevant to providers.

The expected result from this partnership is development and enhancement of ELV Alliance business tools, resources and other technology. ELV will also continue to provide training and technical assistance for coaches/mentors and providers.

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

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

Effective Date: 01-OCT-13

**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:**

Though Colorado does not have a Child Care Emergency Preparedness and Response Plan that covers each of these elements, it does have a variety of documents, policies and procedures that meet this need:

(1) Family Child Care Homes are required to develop policies for emergency situation. This plan must include, but is not 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.

**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.**

Effective Date: 01-OCT-13

- 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

Restoring or 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.

Effective Date: 01-OCT-13

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

State/Territory

Local entity.

If checked, identify the type of policies the local entity(ies) can set

Counties establish the following eligibility rules and policies: 1) income eligibility levels, 2) identify training/education as an optional activity, 3) require child support enforcement as a condition for receiving child care assistance, 4) county option to extend income eligibility levels beyond the county limit, but below 85% of the state median income, for up to a period of six months.

Other.

Describe:

Sliding fee scale is set by the:

State/Territory

Local entity.

If checked, identify the type of policies the local entity(ies) can set

The sliding fee scale is set by the state, however counties can reduce parental fees for hardship reasons on a case-by-case basis. One or two teen parent households who are in middle/junior high, high school, GED, or a vocational/technical training activity when offered as secondary education and for whom payment of a parental fee produces a hardship may have their fee waived entirely if at or below 100%

FPL.

Other.

Describe:

Payment rates are set by the:

State/Territory

Local entity.

If checked, identify the type of policies the local entity(ies) can set

Payment rates are set by the counties as follows: 1) counties set rates for all types of child care programs, 2) counties set payment policies on absences, transportation and registration fees, 3) counties can set higher rates for special needs children on a case-by-case basis.

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.

Effective Date: 01-OCT-13

**Implementation of CCDF Services/Activities**

**Agency (Check all that apply)**

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

**Implementation of CCDF Services/Activities**

**Who determines eligibility?**

**Note:** If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

**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 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.

Effective Date: 01-OCT-13

- 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/1251583639415>

- 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.

Effective Date: 01-OCT-13

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

(provide website):

- By Email
- Through a State/Territory Agency
- Through an organization contracted by the State/Territory
- 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 in their communities.**

Effective Date: 01-OCT-13

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 parents to CCR&Rs to promote informed choices. Local CCR&Rs provide individualized consumer education by phone and generate referrals for parents based on their needs. In addition, CCR&Rs provide information on the quality rating levels of programs and distribute written materials on selecting child care. Parents can also review summaries of licensing files on the internet through the Colorado Child Care Facility Search.

**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.**

Effective Date: 01-OCT-13

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 supports the promotion of higher quality care through the quality rating and improvement system in Colorado. All child care programs in the School Readiness Quality Improvement Program are required to be rated and engaged in a quality improvement plan. These programs are located in school districts with low performing schools. In addition, county departments of human services can opt to implement tiered reimbursement. Denver, the largest county in Colorado, has operated a tiered reimbursement component for many years; an additional four counties also provide tiered reimbursement. New legislation enacted in July 2013 focuses on increasing capacity in quality infant/toddler programs. Grantees who are selected to participate in this initiative must commit to implementing tiered reimbursement and providing quality improvement supports. Also, the Early Childhood Councils promote quality child care through a variety of quality incentives that are customized to meet the needs of child care programs in local communities.

**2.2.5. Describe how the Lead Agency promotes access to the CCDF subsidy program?** Check the strategies that will be implemented by your State/Territory.

Effective Date: 01-OCT-13

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

Email/online communication

Other.

Describe:

Using a simplified eligibility determination process such as:

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: [TANF](#)

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 for job search](#)

(Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).

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.

Effective Date: 01-OCT-13

Provide CCDF assistance during periods of job search.

Length of time: [30 days of job search to support parents in obtaining employment.](#)

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 and Early Head Start and Low-Income child care assistance re-determination periods are aligned.](#)

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

Describe:

[Re-determinations are conducted every 12 months to support continuity of care for children and streamline eligibility requirements for parents.](#)

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

Describe:

[Re-determinations for dually eligible Head Start / Low-Income families may be longer than 12 months, as determined by the time of entry as a dually eligible family. For example, if the Head Start family has been participating for 6 months in Head Start before becoming dually eligible with Low-Income, a re-determination isn't conducted until 18 months later.](#)

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

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

Describe:

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 option of implementing a two-tiered income eligibility level that extends eligibility to a higher exit income level. In addition, the Lead Agency is encouraging counties to participate in a pilot program that addresses the cliff effect. In this pilot, counties can extend eligibility for two years for families who exceed individual county income eligibility limits (up to 85% of the State's Median 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.

Effective Date: 01-OCT-13

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

Informational materials in non-English languages

Training and technical assistance in non-English languages

Website in non-English languages

Lead Agency accepts applications at local community-based locations

Bilingual caseworkers or translators available

Outreach Worker

Other.

Describe:

None

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

Spanish

**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.**

Effective Date: 01-OCT-13

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- Other.

None

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

Spanish

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

Effective Date: 01-OCT-13

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:

<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 and also serves the purpose of attesting to the child's identity.
<input checked="" type="checkbox"/> Household composition	Adult caretakers self-declare household composition. If the self-declaration is questionable, county investigators verify the information.
<input checked="" type="checkbox"/> Applicant's relationship to the child	An applicant must be identified as related to the child either by the child's documentation or legal guardianship verification.

<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Age and citizenship or qualified alien status is verified by a birth certificate or qualified alien documentation. Age appropriate immunization verification is required.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Three months of pay stubs are required for employment verification. If newly employed, an employment verification letter is required. An official school schedule is required of applicants who are in training or educational programs.
<input checked="" type="checkbox"/> Income	Three months of pay stubs or employment verification letter for new employment is required.
<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?**

Effective Date: 01-OCT-13

Time limit for making eligibility determinations.

Describe length of time A decision to approve or deny an application is made within 15 calendar days of a completed application.

Track and monitor the eligibility determination process

Other.

Describe

None

**2.2.11. Are the policies, strategies or processes provided in questions 2.2.1 through 2.2.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))**

Effective Date: 01-OCT-13

Yes.

If yes, describe:

TANF families do not complete a Low-Income child care application. The completed TANF Single Purpose Application is used for child care eligibility. TANF workers send a referral for child care assistance to child care staff for families in need of child care – this initiates the entry into child care assistance. When a TANF family is no longer eligible for TANF benefits due to employment or training, a signed Statement of Responsibility Form is the only required form to initiate eligibility in Low-Income child care for 12 months.



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.

Effective Date: 01-OCT-13

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

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

In writing

Verbally

Other.

Describe:

## 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?

Effective Date: 01-OCT-13

*residing with -*

Low-Income cases: a child who needs child care and is residing 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 is providing financial support to the household in which the child resides.

*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

Effective Date: 01-OCT-13

a) The Lead Agency serves children from 1 week weeks to up to 13 years (may not equal or exceed 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 [up to 19 years](#) (may not equal or exceed age 19).  
Provide the Lead Agency definition of *physical or mental incapacity* -

1) A developmental disability which is attributed to mental retardation, cerebral palsy, epilepsy, autism, or a neurological impairment and is verified by a professional. 2) A physical handicap, substantiated by a medical professional or the county, which puts extra and exhausting demands on parents, 3) A psychological disorder that is documented by a psychologist, psychiatrist, or qualified mental health professional, 4) 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 **up to 19 years old** (may not equal or exceed age 19).

No.

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

Effective Date: 01-OCT-13

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-* defined as 1) earning income in a full-time, part-time, temporary or self-employment basis, 2) job search for up to 30 days in a consecutive 12-month period is included 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*– 1) enrollment in an educational institution or participation in a job training program such as on-the-job training, work experience, employer sponsored training, 2) high school diploma, ESL, brush up basic skills or GED programs for up to 12 months, 3) post-secondary education includes a certificate program or up to the first Bachelor's Degree for a maximum of 48 months.

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

Effective Date: 01-OCT-13

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 -*

*income*— eligibility for child care subsidies is based on income and 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 or deduct from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude or deduct, 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
- Unrelated members of household
- All members of household except for parents/legal guardians
- Other.

Describe:

1) income of the parents of teen parents is excluded, 2) earned income and SSI for children under age 18 is excluded (does not apply to teen parents).

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 2013 poverty guidelines are available at <http://aspe.hhs.gov/poverty/13poverty.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	0	0		
2	4617	3924		
3	5703	4848		
4	6790	5772		
5	7876	6695		

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 2013 and SMI Source [http://www.acf.hhs.gov/sites/default/files/ocs/fy\\_2012\\_smi.pdf](http://www.acf.hhs.gov/sites/default/files/ocs/fy_2012_smi.pdf)

g) These eligibility limits in column (c) became or will become effective on:  
10/1/2012

### 2.3.6. Eligibility Re-determination

Effective Date: 01-OCT-13

Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care <http://www.acf.hhs.gov/programs/occ/resource/im2011-06>)

Yes

No. If no, what is the re-determination period in place for most families?

6 months

24 months

Other.

Describe:

Length of eligibility varies by county or other jurisdiction.

Describe:

**b) Does the Lead Agency coordinate or align re-determination periods with other programs?**

Yes. If yes, **check programs that the Lead Agency aligns eligibility periods with and describe the redetermination period for each.**

Head Start and/or Early Head Start Programs.

Re-determination period: every 12 months after the first redetermination period. The first redetermination period for Head Start/Low-Income dually enrolled families can be longer than 12 months (e.g., if the Head Start family is six months into a 12 month period, the first dually enrolled redetermination doesn't occur until 18 months)

Pre-kindergarten programs.

Re-determination period:

TANF.

Re-determination period: TANF will be conducting redeterminations every 6 months (instead of monthly)

SNAP.

Re-determination period:

Medicaid.

Re-determination period:

SCHIP.

SCHIP.

Re-determination period:

Other.

Describe:

No.

c) Describe under what circumstances, if any, a family's eligibility would be reviewed prior to redetermination. For example, regularly scheduled interim assessments, or a requirement for families to report changes.

1. Parents must report a change in income if it exceeds 85% of SMI within 10 days.
2. Parents must report if they are no longer in an eligible activity within 4 weeks.



d) Describe any action(s) the State/Territory would take in response to any change in a family's eligibility circumstances prior to re-determination

1. If income exceeds 85% of SMI or parent is no longer in an eligible activity, the case is closed.
2. If the parent's income increases or decreases the parental fee is changed accordingly.
3. If household income exceeds a county's income eligibility ceiling but is below 85% of SMI, the county has an option to extend assistance for up to 6 months.

e) Describe how these policies are implemented in a family-friendly manner that promotes access and continuity of care for children. (See Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06> ).

The purpose of the dually enrolled Head Start/Low-Income application and re-determination process was established to create a seamless entry and ongoing eligibility process for families. Head Start applications are used for purposes of determining dual eligibility and the first re-determination is aligned with the timelines for Head Start families. The intent of the 12-month re-determination for all families (except TANF) was established to minimize reporting requirements that would disrupt continuity of care. Establishing a county-option of extending child care assistance to families for 6 months who exceed a county's income eligibility level, yet fall below the 85% of SMI, is intended to help transition families from subsidy to private pay. Alignment with TANF's new 6-month re-determinations will simplify reporting for families, impact on TANF and Low-Income staff in counties, and support continuity of care for families.

f) 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 with a signature that all information is true and correct.

No.

### 2.3.7. Waiting Lists

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

Effective Date: 01-OCT-13

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:

Based on county subsidy allocations, counties determine the need for establishing wait lists. Teen parents and families with income below 130% of poverty (including TANF families) who are placed on a wait list have first priority in being removed from the list as openings are available.

Other.

Describe:

### 2.3.8. Appeal Process for Eligibility Determinations

Effective Date: 01-OCT-13

Describe the process for families to appeal eligibility determinations:

Counties or designated staff or contractors must advise adult caretakers or Teen Parent applicants in writing at the time of application and in a 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.

The process includes:

- Clients have a right to a local level dispute resolution if requested before the effective date of the proposed action. Counties will schedule the local conference.
- Clients are encouraged to talk to their child care workers and/or county supervisor first before requesting a local level dispute conference.
- If dissatisfied with the outcome of the local level dispute resolution, clients may request a state level fair hearing before an administrative law judge if requested in writing no later than 10 calendar days

after the local dispute resolution decision

- Clients can bypass the local level dispute resolution and request a state level hearing before an administrative law judge no later than 90 days after date of notice of action
- Judicial review of the final agency decision (based on the state level hearing) can be requested in district court.
- Child care assistance may be requested until the dispute is resolved.
- Throughout the appeal process, clients have the right to be represented or assisted by legal counsel, a relative, friend or spokesperson of their 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.** Will the attached sliding fee scale be used in all parts of the State/Territory?

Effective Date: 01-OCT-13

Yes.

Effective Date: 10/1/2012

No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b**, etc.

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

Effective Date: 01-OCT-13

State Median Income,

Year:

Federal Poverty Level,

Year: 2012

Income source and year varies by geographic region.

Describe income source and year:

Other.

Describe income source and year:

**2.4.3. 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))

Effective Date: 01-OCT-13

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

Fee is per child up to a maximum per family

No additional fee charged after certain number of children

Fee is 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:

Fee is a percent of income and based on family size, plus additional dollar amounts for each additional child after the first child.

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

N/A

**2.4.4. 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:

Parents using part-time care pay 55% of the full fee. Part time is defined as under 13 full-time units per month; part-time units are defined as under 5 hours per day; full-time units are over 5 hours per day.

No.

**2.4.5. 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).

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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:

1) counties may reduce fees based on hardship reasons, but not less than \$5/month, 2) fees for teen parents in school with hardship reasons can be waived completely, 3) fees for TANF families in non-employment activities are waived completely.

## **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*.

Effective Date: 01-OCT-13

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
<p>Children with special needs</p> <p><b>Provide the Lead Agency definition of Children with Special Needs:</b></p> <p>A child of a teen parent who is in school to obtain a high school diploma or GED is defined as a child with special needs.</p>	<p><input checked="" type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <input type="text"/> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <input type="text"/> <p><input type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care</p> <p><input type="checkbox"/> Prioritizes quality funds for providers serving these children</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe:</p> <p>1) if the teen parent is living at home with her parents, her parents' income is not included in household income, 2) all counties must serve teen parents who are in school, 3) If a teen parent is placed on a waiting list, they will be prioritized when openings are available.</p>

<p>Children in families with very low incomes</p> <p><b>Provide the Lead Agency definition of Children in Families with Very Low Incomes:</b></p> <p>Families with incomes under 130% of poverty, including TANF families</p>	<p><input checked="" type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p> <p>Families with incomes under 130% of poverty, including TANF families</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <p><input type="text"/></p> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <p><input type="text"/></p> <p><input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input checked="" type="checkbox"/> Other.</p> <p>Describe:</p> <p>If a family with very low income is placed on a wait list, they will be prioritized when openings are available.</p>
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**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.

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- 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:

TANF families who transition from TANF to Low-Income do not have to complete a Low-Income application, only a Client Responsibilities form. A county option provides the ability for counties to retain families on child care assistance even if they exceed the county income eligibility levels but are below 85% of the SMI. This option may help families stay employed and not become at risk of applying for 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.

Effective Date: 01-OCT-13

## Term(s) - Definition(s)

Describe:

N / A

## 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

Effective Date: 01-OCT-13

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:

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



- 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 identified by number of units in full time and/or part time combinations. Also variable schedules and authorized days of the week are identified.*

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

*100%*

## 2.6.2. Child Care Services Available through Grants or Contracts

Effective Date: 01-OCT-13

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:

No. If no, skip to 2.6.3

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:

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

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

**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.

Effective Date: 01-OCT-13

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

Describe:

[Licensed providers are required to include information on unlimited access to parents as part of child care 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?

Effective Date: 01-OCT-13

- 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:

N/A

**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)**

Effective Date: 01-OCT-13

Substantiated complaints on licensed providers are retained in the Division of Early Care and Learning's imaging system. The public has access to this information through the electronic licensing histories maintained for all facilities. This information is also distributed to local child care resource and referral agencies.

Substantiated complaints on exempt providers are completed by county departments of human services in coordination with the Division of Early Care and Learning. Substantiated complaint files are maintained at the Division 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. Attach a copy of your payment rates as Attachment 2.7.1. Will the attached payment rates be used in all parts of the State/Territory?**

Effective Date: 01-OCT-13

- Yes. Effective Date: 6/1/2013

No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.1a, 2.7.1b, etc.** , etc.

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

Effective Date: 01-OCT-13

Policy on length of time for making payments.

Describe length of time: The standard payment process is completed through the Point of Service mechanism requiring parents to swipe their cards when children arrive and depart child care. This is an automated process that feeds the Child Care Automated Tracking System and payments are typically deposited in providers' banks on a monthly basis. Also a weekly payroll capacity exists in the system. Counties pay providers monthly for services provided in the previous month for payments that could not be paid through the Point of Service (POS) records. 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 (the provider note screen in the automated system).

Track and monitor the payment process

Other.

Describe:

None

## 2.7.3. 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 CCDF-ACF-PI-2009-02 <http://www.acf.hhs.gov/programs/occ/resource/pi-2009-02> for more information on the MRS deadline).

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 06/2013

b) Provide a **summary of the results** of the survey.

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.

Qualistar Colorado conducts the market rate survey every two years. Resource and Referral Agencies contact licensed homes, centers, and school-age programs to collect market rate data over the course of six months previous to releasing the Market Rate Survey data and analyses. The NACCRRAware database is utilized to collect and complete the survey. Rates are entered as full time weekly rates and grouped based on county designation categories: Levels 1 through 5. The categories are connected to demographic data that is built into child care county allocations formula. The final response rate was 91.8%. Response rates based on types of programs: Centers - 86.7%; Homes – 98.2%; School-Age – 74.9%. All records with incomplete data were not included in the final response rate.

In 2013 the county designation levels were changed to reflect levels 1-5 as opposed to A-D. Counties are assigned to their level based upon demographic data pertinent to Child Care allocations. Therefore each level of counties share similarities to one another. The previous MRS grouped counties into levels based on population and whether their median reimbursement rate was higher or lower than the other categories. With the new designation levels the state recommended provider reimbursements rates now include an additional tier for reimbursements that is reflective of counties' cost of living.

Also new for the 2013 MRS is the addition of average rates at each county designation level.

**2.7.4. Describe the payment rate ceilings in relation to the current MRS using the tables below.**

Effective Date: 01-OCT-13

<b>2.7.4a - Highest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	\$1,392	\$1,394	N/A
Full-Time Licensed Center Preschool (59 months)	\$1,149	\$1,221	N/A
Full-Time Licensed Center School-Age (84 months)	\$955	\$1,221	N/A

<b>2.7.4b - Lowest Rate Area (Centers)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed Center Infants (11 months)	\$541	\$390	1 <sup>st</sup> percentile
Full-Time Licensed Center Preschool (59 months)	\$538	\$368	2 <sup>nd</sup> percentile

Full-Time Licensed Center School-Age (84 months)	\$539	\$368	1 <sup>st</sup> percentile
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<b>2.7.4c - Highest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	\$974	\$1,307	N/A
Full-Time Licensed FCC Preschool (59 months)	\$909	\$1,199	N/A
Full-Time Licensed FCC School-Age (84 months)	\$866	\$1,199	N/A

<b>2.7.4d - Lowest Rate Area (FCC)</b>	<b>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</b>	<b>(b) Monthly Maximum Payment Rate Ceiling</b>	<b>(c) Percentile if lower than 75th percentile of most recent survey</b>
Full-Time Licensed FCC Infants (11 months)	\$541	\$325	3 <sup>rd</sup> percentile
Full-Time Licensed FCC Preschool (59 months)	\$498	\$303	3 <sup>rd</sup> percentile
Full-Time Licensed FCC School-Age (84 months)	\$487	\$303	5 <sup>th</sup> percentile

**2.7.5. How are payment rate ceilings for license-exempt providers set?**

Effective Date: 01-OCT-13

a) Describe how license-exempt center payment rates are set:

Qualistar Colorado conducts a market rate survey every two years. Utilizing the information in the survey the 75th percentile of all rates is calculated to reach the State Recommended Provider Reimbursement Rates in each county designation category. While the State recommends all provider reimbursement rates be set at the 75th percentile, under Colorado's welfare reform legislation, county departments of social/human services have the flexibility to set their own rates. Therefore, the State Recommended Provider Reimbursement Rates are for informational and reference purposes to be used by counties as guidance to provide equal access.

b) Describe how license-exempt family child care home payment rates are set:

Qualistar Colorado conducts a market rate survey every two years. Utilizing the information in the survey the 75th percentile of all rates is calculated to reach the State Recommended Provider Reimbursement Rates in each county designation category. While the State recommends all provider reimbursement rates be set at the 75th percentile, under Colorado's welfare reform legislation, county departments of social/human services have the flexibility to set their own rates. Therefore, the State Recommended Provider Reimbursement Rates are for informational and reference purposes to be used by counties as guidance to provide equal access.

c) Describe how license-exempt group family child care home payment rates are set:

Qualistar Colorado conducts a market rate survey every two years. Utilizing the information in the survey the 75th percentile of all rates is calculated to reach the State Recommended Provider Reimbursement Rates in each county designation category. While the State recommends all provider reimbursement rates be set at the 75th percentile, under Colorado's welfare reform legislation, county departments of social/human services have the flexibility to set their own rates. Therefore, the State Recommended Provider Reimbursement Rates are for informational and reference purposes to be used by counties as guidance to provide equal access.

d) Describe how in-home care payment rates are set:

Qualistar Colorado conducts a market rate survey every two years. Utilizing the information in the survey the 75th percentile of all rates is calculated to reach the State Recommended Provider Reimbursement Rates in each county designation category. While the State recommends all provider reimbursement rates be set at the 75th percentile, under Colorado's welfare reform legislation, county departments of social/human services have the flexibility to set their own rates. Therefore, the State Recommended Provider Reimbursement Rates are for informational and reference purposes to be used by counties as guidance to provide equal access. Although the market rate survey does not specifically address in-home care, counties still have the option of utilizing the survey in order to understand the overall market when setting rates for this provider type.

**2.7.6. 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. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

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Differential rate for nontraditional hours.

Describe:

N/A

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



Describe:

N/A

Differential rate for infants and toddlers.

Describe:

N/A

Differential rate for school-age programs.

Describe:

N/A

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

Describe:

N/A

Other differential rate.

Describe:

County departments of human services have the option to pay differential rates for non-traditional hours, children with special needs (disabilities), tiered reimbursement, and differential rates for infants, toddlers, school-age programs.

None.

**Reminder** - 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. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06> ), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

**2.7.7. What policies does the Lead Agency have regarding any additional fees that providers may charge CCDF parents? The Lead Agency...**

Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate

Pays for provider fees (e.g., registration, meals, supplies).

Describe:

Policies vary across region, counties and or geographic areas.

Describe:

County departments of human services determine registration, transportation and activity fees. Providers may charge parents the following additional fees if agreed upon by the parents: 1) additional absences above what the county pays, 2) fees for voluntary activities, 3) late fees for picking up their children after the agreed upon time, 4) other incidental fees. Providers cannot charge subsidy parents more than private pay parents.

Other.

Describe:

### **2.7.8 What specific policies and practices does the Lead Agency have regarding the following:**

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a) Number of absent days allowed. Describe

County departments of human services set the number of paid absent days.

b) Paying based on enrollment. Describe

No payments are made based on enrollment; Care is authorized based on hours and days that parent schedule determines hence payment is based on care utilized.

c) Paying on the same schedule that providers charge private pay families (e.g., hourly, weekly, monthly). Describe

Providers are typically paid once a month, though counties have the option of paying weekly.

d) Using electronic tools(automated billing, direct deposit, EBT cards, etc.) to make provider payments. Describe

Providers are paid through direct deposit, based on cards swiped by parents at Point of Service machines.

### **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))

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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 enter into a fiscal agreement with all provider types (centers, family child care homes, group child care homes, 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)):

Rates set by counties range above and below the rates identified in the Market Rate Survey. The State recommends provider reimbursement rates that are equal to the 75th percentile per county designation category (groupings of counties that are similar in demographics and economy). However since counties are given the flexibility to set their own rates, many counties chose to conduct their own market survey that is specific to their individual county as opposed to their designation category. Therefore some counties (particularly small rural counties) within a specified category may have rates that are significantly below the 75th percentile for their category, but still be at or above the 75th percentile for their county. Furthermore counties are required to receive approval from the State prior to updating the statewide automated tracking system (CHATS) and updating provider fiscal agreements with reimbursement rate changes.

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

The parental fee schedule is considered affordable for all parents by keeping the fees at or below 10% of income for over 90% of families at or below 130% of poverty. The fees increase gradually above

130% of poverty up to 14% for those families at the highest income levels.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access, including how the quality of child care providers is taken into account when setting rates and whether any other methodologies (e.g., cost estimation models) are used in setting payment rates

The State currently allows flexibility within its rules for counties to exercise various options in regards to setting provider reimbursement rates. Some options include:

- Providing tiered reimbursement rates for child care providers based on quality ratings as approved by the county
- Providing higher reimbursement rates for child care providers that provide alternative care such as: nights and weekends and disability care

Additionally the state spends approximately \$13 million on quality programs that ultimately funnel down to providers such as: TEACH Scholarships, SRQIP, and Early Childhood Councils.

**2.8 Goals for the next Biennium** - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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).

**Note** -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

**Goal #1:**

Review continuity of care practices, regulations, policies and evaluate areas for improvement.

**Goal #2:**

Increase educational and instructional materials for parents and providers.

**Goal #3:**

Implement the Provider Self-Service Portal web-based system.

**Goal #4:**

Develop revisions to CCCAP rules.

**Goal #5:**

Conduct a review of CCCAP to determine if the program is meeting the needs of families. A sub-goal is to increase access to CCCAP for children with special needs through outreach and training for families and providers.

**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. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. 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. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

**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.

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 as defined by the State/Territory. 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)) (658E(c)(2)(F), §98.41).

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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.

The licensing requirements serve as the CCDF **safety** requirements for licensed providers of all facility types including physical facility and equipment requirements, staff education and experience, background checks and policies and record requirements.

The licensing standards also include **health** requirements that apply only to the license types not under the jurisdiction of the local health departments, such as the family child care home.

Providers exempt from licensing (exempt family child care homes/qualified providers) providing CCDF services meet the CCDF health and safety requirements through a self-assurance form that contains a list of health and safety assurances and is attested to by the legally exempt provider.

c) Do the State/Territory's licensing requirements serve as the CCDF health and safety requirements?

	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
		<input type="checkbox"/>  N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/>  N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, for some providers in this category	Describe Most centers in Colorado are required to be licensed. Licensing requirements serve as the CCDF <b>safety</b> requirements for non-exempt Center-Based Child Care. Non-exempt Center's <b>health</b> requirements are met through local health department regulations. <b>Exempt</b> Centers meet the health and safety requirements through their fiscal agreement.	Describe Most group home child care programs are required to be licensed. Licensing requirements serve as the CCDF <b>health and safety</b> requirements for Large Child Care Home providers.	Describe Licensing requirements serve as the CCDF <b>health and safety</b> requirements for non-exempt Family Child care providers. <b>Exempt</b> homes with qualified providers meet the health and safety requirements through their fiscal agreement.	Describe N/A
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Describe	Describe	Describe	Describe

d) 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. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC**

does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	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.	Describe which types of center-based settings are subject to licensing in your State/Territory All childcare centers not otherwise exempt (see adjacent) are required to be licensed in Colorado.	Describe which types of center-based settings are exempt from licensing in your State/Territory. Colorado statute exempts the following center-based settings from licensing: (a) Special schools or classes operated primarily for religious instruction or for a single skill-building purpose; (b) A child care facility which is approved, certified, or licensed by any other state agency, or by a federal government department or agency, which has standards for operation of the facility and inspects or monitors the facility; (c) Facilities operated in connection with a church or business where children are cared for fewer than three hours in any twenty-four-hour period; (d) Occasional care of children that has no apparent pattern; (e) Juvenile courts; (f) Nursing homes which have children as residents.



<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <input type="checkbox"/>	<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 settings are subject to licensing</p> <p>All Group Home Child Care providers (termed Large Family Child Care Home in Colorado) with two or more unrelated children at any given time are required to be licensed.</p>	<p>Describe which types of group homes are exempt from licensing:</p> <p>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.</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.</p> <p><b>Reminder</b> - Do not respond 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 subject to licensing</p> <p>All Family Child Care providers (termed Family Child Care Home in Colorado) with two or more unrelated children at any given time are required to be licensed.</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>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 a family child care home in Colorado.</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.	<input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.  Describe which in-home providers are subject to licensing	Describe which types of in-home child care providers are exempt from licensing
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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/CFOC3> 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:**

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

\*American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011) *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs. 3rd Edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available online: <http://nrckids.org/CFOC3>

For each indicator, check all requirements for licensing that apply, if any.				
Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
		<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)

Do the licensing requirements include **child:staff ratios and group sizes?**

If yes, provide the ratio for age specified.

<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.	<input type="checkbox"/> Yes, Child: staff ratio requirement.
Infant ratio (11 months): 5:1	Infant ratio (11 months): Second staff member required when 9th child arrives	List ratio requirement by age group: 8:1	List ratio requirement by age group:
Toddler ratio (35 months): 5:1	Toddler ratio (35 months): Second staff member required when 9th child arrives.	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.
Preschool ratio (59 months): 12:1	Preschool ratio (59 months): Second staff member required when 9th child arrives.	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
<input type="checkbox"/> No ratio requirements.	Preschool ratio (59 months): Second staff member required when 9th child arrives.	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
<input checked="" type="checkbox"/> Yes,	Preschool ratio (59 months): Second staff member required when 9th child arrives.	<input checked="" type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> Yes, Group size requirement.
Group size requirement Infant group size (11 months): 10	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> List ratio requirement by age group: 8 (6 with no more than 2 under 2 years old plus two additional school-age children)	<input type="checkbox"/> List ratio requirement by age group:
Toddler group size (35 months): 10	<input checked="" type="checkbox"/> Yes,	<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.
Preschool group size (59 months): 24	<input checked="" type="checkbox"/> Yes,	<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.
<input type="checkbox"/> No group size requirements.	Group size requirement Infant group size (11 months): No more than 2 under 2  Toddler group size (35 months): No more than 12 total	<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.

		<p>Preschool group size (59 months): No more than 12 total</p> <hr/> <p><input type="checkbox"/> No group size requirements.</p>		
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Do the licensing requirements identify specific experience and educational **credentials for child care directors?**

High school/GED

Child Development Associate (CDA)

State/ Territory Credential

Associate's degree

Bachelor's degree

No credential required for licensing

Other:

High school/GED

Child Development Associate (CDA)

State/ Territory Credential

Associate's degree

Bachelor's degree

No credential required for licensing

Other:

High school/GED

Child Development Associate (CDA)

State/ Territory Credential

Associate's degree

Bachelor's degree

No credential required for licensing

Other:

High school/GED

Child Development Associate (CDA)

State/ Territory Credential

Associate's degree

Bachelor's degree

No credential required for licensing

Other:

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

The primary provider at a large child care home must meet one of the following: (a) at least three years of documented satisfactory experience in the group care of children under the age of six, or (b) A minimum of two years of college education from a regionally accredited college or university, with at least one college course in early childhood education, plus one year of documented satisfactory experience in the group care of children as: (1) A licensed home provider in Colorado or, (2) A military licensed child care home or, (3) A Colorado certified family foster home or, (4) A staff member in a licensed child care center or, (c) current certification as a Child Development Associate (CDA) or, (d) completion prior to licensing of

The licensee and primary provider at a family child care home must meet one of the following: (a) completion of a state department approved fifteen (15) clock hour pre-licensing course of training that includes nine (9) core knowledge standards, or (b) Individuals who are currently director qualified or have a two (2) or four(4) year degree in early childhood education from a regionally accredited college or university are exempt from pre-licensing training, except for the one and one-half (1 ½) hours of universal precautions training and the section of the pre-licensing training that covers the business requirements for operation of a home. All providers must be currently certified in first aid and CPR and have passed a state department approved course of

		<p>the State Department approved Expanding Quality Infant/Toddler course; and, one of the following: (1) A minimum of two years of experience as a licensed child care provider holding a permanent license in Colorado immediately before becoming a licensee of a large child care home or, (2) A minimum of two years of full-time experience in a licensed program. The group care shall have been with children who are under (no space for the text)</p>	<p>training in medication administration and one and one-half (1 ½) hours of universal precautions training.</p>	
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Do the licensing requirements identify specific 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 checked="" type="checkbox"/>	No credential required for licensing	<input checked="" 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:



A variety of credentials meet this requirement, including: (a) bachelor's degree in Early Childhood Education; or Elementary Education; or Special Education; or Family and Child Development; or Child Psychology, or (b) a bachelor's degree in any other area must have two (2) three-semester hour early childhood education courses with one course being either introduction to early childhood education or guidance strategies with at least 9 months of verified experience, or (c) completion of two years of college education with two (2) three-semester hour early childhood education courses with one course being either introduction to early childhood education or guidance strategies with at

least 6 months of verified experience and , (d) completion of 12 semester hours in specific courses (see list above) with 9 months of verified experience in care, (d) completion of a vocational sequence in child growth and development plus 12 months verified experience, or (e) current certification as a Child Development Associate or Certified Child Care Professional, or (f) completion of specific department approved course of training plus verified experience, or (g) twenty-four months of verified experience plus a current Colorado Level I credential OR two (2) three-semester hour early childhood education courses with one course being either introduction to early childhood education or guidance

	<a href="#">strategies.</a>			
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 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"/> At least 24 training hours per year after first year
	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement
	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:
	15 hours	15 hours	15 hours	

f) Do you expect the licensing requirements for child care providers to change in FY2014-2015?

Yes.

Describe:

Child care center rules will likely be updated to reflect Colorado's move toward QRIS: The Next Generation. For example, a potential rule change would be to embed quality rating into the licensing system such that QRIS ratings achieved by child care facilities will be indicated on the child care license issued to child care centers, homes, and school-age programs.

No.

### 3.1.2 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 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 3.1.2a through 3.1.2e 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?

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- 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"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input checked="" type="checkbox"/> Other.	<input checked="" type="checkbox"/> Other.
	Describe: The Initial (pre-license) visit is the only scheduled visit, and any visit at the request from the facility to change the status of the license. All other visits are unannounced.	Describe: Colorado conducts supervisory visits on a risk-based frequency basis, such that facilities with more serious violations of the licensing standards are visited more frequently.

<input checked="" type="checkbox"/> Group Home Child Care  <input type="checkbox"/> N/A. Check if your State/Territory does not have 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: The Initial (pre-license) visit is a scheduled visit, and any visit at the request from the facility to change the status of the license. All other visits are unannounced.	<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: Colorado conducts supervisory visits on a risk-based frequency basis, such that facilities with more serious violations of the licensing standards are visited more frequently. Time between visits ranges from between 1 and 36 months, with most facilities visited once every 2 years. All visits based on the risk-based frequency determination are unannounced.
<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: The Initial (pre-license) visit is a scheduled visit, and any visit at the request from the facility to change the status of the license. All other visits are unannounced.	<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: Colorado conducts supervisory visits on a risk-based frequency basis, such that facilities with more serious violations of the licensing standards are visited more frequently. Time between visits ranges from between 1 and 36 months, with most facilities visited once every 2 years. All visits based on the risk-based frequency determination are unannounced.

<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	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.

Licensing Procedures	Describe 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.	<input checked="" type="checkbox"/> Yes.
	Describe: College coursework is required for directors and teachers of child care centers and Department approved pre-licensing training is required for licensed family child care homes.
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other.
	Describe:

The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.



An on-site inspection is conducted.



Programs self-certify.

Describe:



No procedures in place.



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: Colorado follows the Administrative Procedures Act to provide due process in all legal actions, which includes administrative law hearings when appropriate.
<input type="checkbox"/>	No.
<input type="checkbox"/>	Other.
	Describe:

c ) 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
- No.

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
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<input checked="" type="checkbox"/> <b>Center-Based Child Care</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">Whenever an employee is arrested for a crime.</a>	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">Fingerprinted employees and operators are entered into a flagging system, which alerts licensing staff whenever a future arrest is made. This process continues until a Name Removal Form is completed.</a>	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
	<input checked="" type="checkbox"/> Check if State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <a href="#">Fingerprinted employees and operators are entered into a flagging system, which alerts licensing staff whenever a future arrest is made. This process continues until a Name Removal Form is completed.</a>	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
	<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 type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
	<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.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
		<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
		<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
		<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
		<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>
		<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other. <a href="#">All employees of the licensee.</a>

		<p>Describe:</p> <p><input checked="" type="checkbox"/></p> <p>Initial Entrance into the System</p> <p><input type="checkbox"/></p> <p>Checks Conducted Annually</p> <p><input checked="" type="checkbox"/></p> <p>Other.</p> <p>Describe:</p> <p>Weekly all sex offender registrant addresses are compared to the addresses of all licensed facilities to determine if a new registration of a sex offender matches a licensed child care facility address.</p>	<p><input checked="" type="checkbox"/></p> <p>Teaching staff</p> <p><input checked="" type="checkbox"/></p> <p>Non-teaching staff</p> <p><input checked="" type="checkbox"/></p> <p>Volunteers</p> <p><input checked="" type="checkbox"/></p> <p>Other.</p> <p>All employees of the licensee.</p>
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<input checked="" type="checkbox"/> <b>Group Child Care Homes</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
<input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Other.	All residents 18 years old and older
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	Describe: Whenever a resident is arrested for a crime.	
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Other.	All residents 18 years old and older.
		Describe: Fingerprinted residents and providers are entered into a flagging system, which alerts licensing staff whenever a future arrest is made. This process continues until a Name Removal Form is completed.	
		<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	All residents 18 years old and older.
		Describe:	

		<input checked="" type="checkbox"/> Initial Entrance into the System	
		<input type="checkbox"/> Checks Conducted Annually	
		<input checked="" type="checkbox"/> Other.	
		Describe: Weekly all sex offender registrant addresses are compared to the addresses of all licensed facilities to determine if a new registration of a sex offender matches a licensed child care facility address.	

<input checked="" type="checkbox"/> <b>Family Child Care Homes</b>	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input checked="" type="checkbox"/> Other.	All residents 18 years old and older
		Describe: Whenever a resident is arrested for a crime.	
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
	<input checked="" type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Other.	All residents 18 years old and older
		Describe: Fingerprinted residents and providers are entered into a flagging system, which alerts licensing staff whenever a future arrest is made. This process continues until a Name Removal Form is completed.	
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Provider
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other.	All residents 18 years old and older
		Describe:	
<input checked="" type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Provider	
	<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Non-provider residents of the home.	
	<input type="checkbox"/> Other.	All residents 18 years old and older	
	Describe:		



Initial Entrance into  
the System



Checks Conducted  
Annually



Other.

Describe:

Weekly all sex offender  
registrant addresses are  
compared to the  
addresses of all  
licensed facilities to  
determine if a new  
registration of a sex  
offender matches a  
licensed child care  
facility address.

<input type="checkbox"/> <b>In-Home Child Care Providers</b>	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
<input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Other.	
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	Describe:	<input type="checkbox"/> Provider
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
	<input type="checkbox"/> Sex Offender Registry	Describe:	<input type="checkbox"/> Provider
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
		Describe:	<input type="checkbox"/> Provider
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
		Describe:	



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d) Please **provide a brief overview** of the State/Territory's process for conducting background checks for child care. In this brief overview, include the following:

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d -1) The cost associated with each type of background check conducted:

Initial background checks in Child Care Centers cost \$33.00 per individual for the child abuse check, \$17.50 for the Colorado Bureau of Investigation fingerprint criminal background check, and \$22.00 for the Federal Bureau of Investigation criminal background check. Background checks for individuals transferring between facilities who were previously finger printed costs \$26.00 (CBI \$2.00; FBI \$24.00).

d-2) Who pays for background checks:

The cost of background checks are the responsibility of the employee, employer or licensee.

d-3) What types of violations would make providers ineligible for CCDF? Describe:

Violations that would make providers ineligible for CCDF include:

- Child abuse
- Crimes of violence
- Any felony offenses involving unlawful sexual behavior
- Any felony, the underlying factual basis of which has been found by the court on the record to include an act of domestic violence
- Any felony involving physical assault, battery, or a drug-related/alcohol-related offense within the five years preceding the date of application for a license or certificate
- A pattern of misdemeanor convictions

d-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe:

Providers can appeal any decision made base on background checks if the application of the rule or regulations related to background checks is optional (i.e. not required by law) AND (1) places an undue hardship to individual children, families or the community OR (2) was an overly stringent application of the rule or regulation. If the agency decision results in a negative licensing action the licensee can appeal the agency decision through the Administrative Court System and ultimately appeal to the state supreme court.

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? Describe (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?

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Yes.

Describe:

If a facility is issued a probationary license parents are notified of the reason for the issuance by the Department by sending a letter to each individual parent/guardian. Limited data regarding licensed child care facilities including inspection dates and findings of complaint and child abuse investigations is available on line. For a copy of the complete report a request must be made to this Department and the document(s) can be sent electronically, faxed, mailed or a person can come into the Department to view the optically imaged record.

No

### **3.1.3. 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)



Check if the Lead Agency certifies that 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))

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 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 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 type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input 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"/>

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>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>	<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 type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input 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)). Note: While Lead Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). 'On-going' would be some type of routine occurrence (e.g., maintain qualifications each year).

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	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.
	CPR	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.
	Medication Administration Policies and Practices	4 hours training to receive certification for any staff delegated by nurse to administer medication.	Recertification is required every 3 years.
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	All staff instructed in use of safe sleeping equipment and proper sleeping position.	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	3 college semester credit hours in nutrition and safety required for Directors. All staff receives food preparation training.	N/A
	Physical Activities	Included in 3 college credit hours in either Child Development or guidance Strategies.	N/A

	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	1 1/2 hours training required for all staff.	Retraining required every 3 years.
	Recognition and mandatory reporting of suspected child abuse and neglect	All staff must sign a statement of understanding that they are mandated to report child abuse.	N/A
	Emergency preparedness and planning response procedures	Part of 3 credit hour safety and nutrition class for directors. All staff is instructed in safety preparedness training.	All staff must conduct safety drills regularly and receive instruction on preparation and procedures.
	Management of common childhood illnesses, including food intolerances and allergies	N/A	N/A
	Transportation and child passenger safety (if applicable)	All staff who transport must complete safety training and have a current driver's license.	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	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.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	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	Required for all staff.	N/A
	Behavior management	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.

	<p>Other</p> <p>Describe:  Additional Training requirements include:  Hygiene, sanitation, and food preparation, healthy and safe environment, family relationships, cultural and individual diversity, professionalism and licensing rules.</p>	<p>Training required includes hygiene, sanitation, and food preparation.</p>	<p>Training required includes healthy and safe environment, family relationships, cultural and individual diversity, professionalism and licensing rules.</p>
<b>Group Home Child Care</b>	First Aid	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.
	CPR	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.
	Medication Administration Policies and Practices	4 hours training to receive certification for any staff delegated by nurse to administer medication.	Recertification is required every 3 years.
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	All staff instructed in use of safe sleeping equipment and proper sleeping position.	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	Included in pre-licensing training.	N/A
	Physical Activities	Included in pre-licensing training.	N/A



	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	1 ½ hours training required for all staff.	Retrain every 3 years.
	Recognition and mandatory reporting of suspected child abuse and neglect	All staff must sign statement of understanding that they are mandated to report child abuse.	N/A
	Emergency preparedness and planning response procedures	Included in pre-licensing training.	Included in 15 hours of required on-going training.
	Management of common childhood illnesses, including food intolerances and allergies	N/A	N/A
	Transportation and child passenger safety (if applicable)	Must have appropriate policies and procedures addressing transportation of children.	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Included in 15 hours of pre-licensing training	Included in 15 hours of required on-going training.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Included in 15 hours of pre-licensing training	Included in 15 hours of pre-licensing training
	Supervision of children	Included in 15 hours of pre-licensing training	Included in 15 hours of required on-going training.
	Behavior management	Included in 15 hours of pre-licensing training	Included in 15 hours of required on-going training.

	<p>Other</p> <p>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.</p>	N/A	N/A
<b>Family Child Care Providers</b>	First Aid	Current certification required.	Current certification maintained.
	CPR	Current certification required.	Current certification maintained.
	Medication Administration Policies and Practices	4 hours of training required.	Recertification every 3 years.
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	All staff instructed in use of safe sleeping equipment and proper sleeping position.	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A

	Age appropriate nutrition, feeding, including support for breastfeeding	1 ½ hours training required for all staff.	Retrain every 3 years.
	Physical Activities	Included in 15 hours of required pre-licensing training.	N/A
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	1 ½ hours training required for all staff.	Retrain every 3 years.
	Recognition and mandatory reporting of suspected child abuse and neglect	All staff must sign statement of understanding that they are mandated to report child abuse.	N/A
	Emergency preparedness and planning response procedures	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Management of common childhood illnesses, including food intolerances and allergies	1 ½ hours training required for all staff.	Retrain every 3 years.
	Transportation and child passenger safety (if applicable)	Must have appropriate policies and procedures addressing transportation of children.	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.

	Supervision of children	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Behavior management	Included in 15 hours of required pre-licensing training.	Included in 15 hours of required on-going training.
	Other: Describe: N/A	N/A	N/A
<b>In - Home Child Care</b>	First Aid	Self-Attestation of First Aid is required prior to entering into fiscal agreement to provide services.	N/A
	CPR	Self-Attestation prior to entering into fiscal agreement to provide services.	N/A
	Medication Administration Policies and Practices	N/A	N/A
	Poison Prevention and Safety	N/A	N/A
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	N/A	N/A
	Shaken Baby Syndrome and abusive head trauma prevention	N/A	N/A
	Age appropriate nutrition, feeding, including support for breastfeeding	N/A	N/A
	Physical Activities	N/A	N/A
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	N/A	N/A
	Recognition and mandatory reporting of suspected child abuse and neglect	N/A	N/A

	Emergency preparedness and planning response procedures	N/A	N/A
	Management of common childhood illnesses, including food intolerances and allergies	N/A	N/A
	Transportation and child passenger safety (if applicable)	N/A	N/A
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	N/A	N/A
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	N/A	N/A
	Supervision of children	N/A	N/A
	Behavior management	N/A	N/A
	Other	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:

**3.1.4 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 in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements. Legally-exempt providers sign a Self-Assurance form that addresses (1) building and physical premises safety-parents are responsible for monitoring, and (2) health and safety training-parents are responsible for monitoring. Additionally, 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 (3) 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.

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced)

Colorado does not conduct on-site visits with legally exempt qualified providers.

b) Describe whether the Lead Agency uses background checks

Colorado conducts fingerprint based criminal background checks and child abuse registry checks with legally exempt qualified providers including in-home providers.

c) Does the Lead Agency permit providers to self-certify compliance with applicable health and safety standards?

Yes. If yes, what documentation, if any, is required?

Describe:

Self-certified compliance for legally-exempt providers is documented with a Self-Assurance form. The form is included with the fiscal agreement which must be completed prior to a provider being authorized.

No

d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements

N/A related to legally exempt providers.

Check if the Lead Agency certifies that 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))

**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

Yes.

Describe

No

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

c) Does the State/Territory use developmental screening and referral tools?

Yes. If Yes, provide the name of the tool(s)

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)).

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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 in child care as defined by the State/Territory.

Describe (optional):

Number of 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?

Every licensing inspection produces a report of inspection documenting non-compliance with the licensing standards. The licensee must respond with a report of compliance stating how the violations were corrected. If a facility does not maintain compliance with the licensing standards the Department will pursue more stringent sanctions against the licensee including but not limited to fines, demotion of the license to probationary status or revocation of the license.

The Colorado Department of Human Services (CDHS) is evaluating licensing and health and safety through a performance based analysis and management strategy called C-Stat. C-Stat consists of specific performance measures tied to programmatic outcomes and key processes. Though subject to change, these measures currently include:

- Timeliness of supervisory visits
  - Timeliness of response to complaints
  - Proportion of facilities rated, and proportion rated in the upper tiers
- Additionally, C-Stat performance measures under construction include:

- Number and severity of injuries at licensed facilities
- Number of serious violations committed

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.

The Colorado Department of Human Services (CDHS) evaluates licensing and health and safety through a performance based analysis and management strategy called C-Stat. C-Stat consists of specific performance measures tied to programmatic outcomes and key processes (listed above). Data are collected on an ongoing basis, and are reported monthly to the executive leadership of CDHS. By measuring the impact of day-to-day efforts, CDHS is able to make informed management decisions in the short term. Additionally, by retaining these measures over time, CDHS is able to identify long term impact through movement on specific outcomes.

### 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 and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section of 3.1. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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?)

**Note** -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

#### Goal #1:

Goal 1 – Implement QRIS Next Generation

Goal 2 - Revise child care center rules to support QRIS Next Generation

Goal 3- Implement technological efficiencies related to report of inspections

Goal 4 -Create a web-based system for reporting children's injuries

### NEW!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link <http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures> to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon



in Section 3.2 through 3.4 order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

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

For purposes of this section, voluntary early learning guidelines (also referred to as early learning and development standards) include the expectations for what children should know (content) and be able to do (skills) at different levels of development. These standards provide guidelines, articulate developmental milestones, and set expectations for the healthy growth and development of young children. The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These early learning guidelines are voluntary because States/Territories are not required 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.

Effective Date: 01-OCT-13


- 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/schoolreadiness/download/pdf/COEarlyLearningDevelopmentGuidelines.pdf>

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

The Lieutenant Governor's office is the overall lead.

 **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.

Effective Date: 01-OCT-13

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy knowledge and skills	<input checked="" 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: 1) Cognitive Development (birth to three) 2) Prevention and Management (3 to 5) 3) World Languages (5 and older)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe: For Birth to 4 months, Colorado does not identify ELG domains but rather describes the development and needs of newborns and appropriate parent or caregiver actions.	<input checked="" 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 checked="" type="checkbox"/>	<input 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.

Effective Date: 01-OCT-13

- 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 and development standards 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.

Effective Date: 01-OCT-13

- Cross-walked to align with Head Start Child Development and Early Learning 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:

Cross-walked with Special Education standards and statewide assessments that are used for child outcome measurements and reports.

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 within pre-kindergarten and/or 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.

Effective Date: 01-OCT-13

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:

Children funded by the Colorado Preschool Program or Preschool Special Education dollars (IDEA 619) are required to be a part of "Results Matter", Colorado's child outcome assessment system. Results Matter is administered by the Colorado Department of Education and uses the Teaching Strategies GOLD system. This is an observation based system with three checkpoints a year.

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

Yes.

Describe:

Teaching Strategies GOLD documents observations as part of everyday practice. The results are used to develop an individual readiness plan for each child and to inform practice.

No

Other.

Describe:

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

Yes.

Describe:

Individual child reports are shared regularly with parents. In the TS GOLD system parents can also enter observations for their child.

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 within pre-kindergarten and/or as they enter kindergarten?

Yes.

Describe:

Teaching Strategies GOLD is currently being used in publically funded preschools. In the fall of 2013 Colorado will begin using this assessment system in kindergarten.

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

Yes.

Describe:

Teaching Strategies GOLD covers academic and developmental domains including: Social-Emotional, Cognitive, Physical Development, Language, Mathematics, Science and Technology, Social Studies and the Arts.

No

Other.  
Describe:

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

All children.

Describe:

Samples of children.

Describe:

Other.

Describe:

All children funded by the Colorado Preschool Program or Preschool Special Education participate. By the fall of 2014 all kindergarten students will also participate. Although not mandatory, Colorado also has children in Head Start Programs and community based child care programs participate in this assessment system.

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

Yes.

Describe:

The information has been used this way for several years in programs for children birth to age 5. Starting with the 2013-14 school year, Kindergarten will also use the information to target program quality and develop individual readiness plans for each child.

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:

[The Colorado Department of Education is in the process of developing this link.](#)

No

Not applicable. State does not have an SLDS.

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

Effective Date: 01-OCT-13

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:

[The initial training on Early Learning Guidelines has not begun yet. It is anticipated that data will be made available to the Lead Agency once the training begins.](#)

None.

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

Performance measures have not been identified at this point; it's anticipated the Lead Agency will have access to the measures and data as the training and implementation progresses.

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.

At this time evaluation plans have not been developed.

### **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?

Effective Date: 01-OCT-13

**Goal #1:**

Implement voluntary ELG training through Early Childhood Councils.

**Goal #2:**

Coordinate training and implementation of Early Learning Guidelines with early childhood programs and quality initiatives.

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

Effective Date: 01-OCT-13

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.

The primary responsibility for administering program quality improvement activities is with the Colorado Department of Human Services, Division of Early Care and Learning. However, the Division partners

with contractors, organizations, stakeholders and the Department of Education to develop and implement multiple initiatives in Colorado's quality improvement system.

The Office of Professional Development and Expanding Quality Infant/Toddler Quality initiatives are administered at the Department of Education through a contractual agreement with the Division. Qualistar Colorado, a non-profit organization, administers the QRIS program, CCR&R system, Healthy Child Care Colorado, and T.E.A.C.H. Scholarships through a contractual agreement with the Division. A contract with the Pyramid Plus project at the Center for Social Emotional Inclusion (University of Colorado Denver) certifies trainers and coaches to increase social emotional and inclusive practices in early childhood programs.

At the local community levels, the Early Childhood Councils, School Readiness Quality Improvement Programs and local CCR&R agencies work together to weave quality services together customized to their communities' needs.

In the last six months, the Department of Human Services formed an Office of Early Childhood with the intent of co-locating many of the Department's early childhood programs. This has created an opportunity to develop close collaborative working relationships between Child Care (including child care assistance, quality, and licensing) Early Intervention, Early Childhood Councils, Promoting Safe and Stable Families, and Early Childhood Mental Health Consultation. In May 2013 new the legislature enacted the Alignment of Child Development Programs legislation which will move additional programs from the Colorado Department of Public Health and Environment to the Office of Early Childhood: 1) Nurse Home Visitor Program, 2) Tony Grampas Youth Services Program, 3) Colorado Children's Trust Fund and its Board, and 4) Family Resource Center Program. The legislation also reauthorizes the Early Childhood Leadership Commission until September 1, 2018 and moves it from the Office of the Lieutenant Governor to the Office of Early Childhood.

Many stakeholders contribute to planning and developing efforts connected to quality improvement activities, including the Early Childhood Leadership Commission, Office of the Lieutenant Governor, Head Start State Collaboration, Clayton Early Learning, Colorado Department of Public Health and Environment, The Colorado Trust, Early Childhood Coalition, The Temple Hoyne Buell Foundation, Qualistar Colorado, Colorado Head Start Association, Colorado Children's Campaign, Colorado Association for the Education of Young Children, the Early Childhood Summit. These stakeholders and many more developed the Early Childhood Colorado Framework, followed by the Framework in Action State Plan. Many of the same stakeholders were also involved in the Race to the Top application which built upon the work of the Early Childhood Leadership Commission and the framework for early childhood developed in 2008.

### 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.

Effective Date: 01-OCT-13

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:

In Colorado's current QRIS system, child care programs must be in compliance with licensing regulations and not under adverse licensing actions. A re-designed QRIS system is currently in the implementation planning phase which strengthens the link between Licensing and QRIS. In the new system, licensed programs will be the first tier in QRIS. In addition, a rated licensed will be developed.

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:


In Colorado's re-designed QRIS, alternative pathways have been recommended for programs that meet Federal Head Start Performance Standards and programs that meet national accreditation standards. These programs will equate to a Level 4 rating (out of a total of 5 levels).

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.

Effective Date: 01-OCT-13

 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"/>
<input type="checkbox"/> Other. Describe:	<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:

Through the [Expanding Quality in Infant Toddler Care](#), locally based training teams train providers to become infant/toddler supervisors. The Early Childhood Councils assess and coordinate customized quality improvement supports for the programs in their local areas, such as the [School Readiness Quality Improvement sites](#).

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

Yes.

Describe:

Technical assistance begins at the entry point into QRIS through "Getting Ready for Ratings". Once rated, improvement plans are developed with programs. Currently, CCDF funding for QRIS is limited to the School Readiness Quality Improvement sites. Qualistar Colorado also rates all the Denver Preschool Program sites, but this effort is not funded by CCDF.

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.

Effective Date: 01-OCT-13

 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 improving / 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.

Effective Date: 01-OCT-13

 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. Ratings are completed annually for provisional, 1 and 2 star programs; biennially for 3 and 4 star programs depending on program type and funding. This frequency is specific to CCDF funded School Readiness Quality Improvement sites.	<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 checked="" 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. Qualistar Colorado developed a Family Partnership assessment which is used when programs are rated either annually or biennially.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other.  Describe: 	<input type="checkbox"/>	<input 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:

In the re-designed QRIS, Licensing will equate to Level One. Family child care home licensing regulations were revised several years ago to include standards at the ERS level 3. Child care center regulations are currently being revised to include ERS level 3 standards. Licensing staff will be responsible for monitoring Levels One and Two.


Also, in the new QRIS, an alternative pathway has been created for Head Start programs that meet Federal Performance Standards and programs attaining national accreditation. These programs will be rated at a Level 4 in QRIS.

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.

Effective Date: 01-OCT-13

 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.

Some local Early Childhood Councils have developed printed outreach and informational materials on quality child care in Spanish for parents and providers. Also, a website and printed outreach and informational materials have been developed by the CCR&Rs. Qualistar Colorado's materials and forms are translated into Spanish and some of the raters are Spanish speaking.

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

Effective Date: 01-OCT-13

 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 voluntary for all programs except for SRQIP and the Denver Preschool Program. Voluntary participation is on a fee-for-service basis.



Participation is mandatory for:

School Readiness Quality Improvement Program sites (SRQIP), funded by CCDF, are required to be rated by legislation. The Denver Preschool Program (DPP) sites, not funded by CCDF, are required to be rated by the DPP program.

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:

 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:**

Effective Date: 01-OCT-13

Family, friend and neighbor providers are able to enroll in the Expanding Quality in Infant Toddler Care training and technical assistance activities.

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

Effective Date: 01-OCT-13

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(optional)

[Qualistar Colorado produces reports on quality levels.](#)



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

Describe(optional)

[Data is provided by Qualistar Colorado.](#)



Program scores on program assessment instruments.

List instruments:

Describe(optional)



Classroom scores on program assessment instruments.

List instruments:

Describe(optional)

Qualifications for teachers or caregivers within each program.

Describe(optional)

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

Describe(optional)

[The number of CCCAP children in licensed programs is currently being developed.](#)

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(optional)

- [1. This data is currently being developed.](#)
- [2. Data is available for School Readiness Quality Improvement programs](#)

Other.

Describe:

None.

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

Performance measures apply to School Readiness Quality Improvement programs: All programs receiving a provisional, 1, or 2 star rating must increase their rating scores in order to continue in the program. Programs receiving a 3 or 4 star rating 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.

A report on the School Readiness Quality Improvement Program is conducted every three years to evaluate the school-readiness of children in quality-rated programs. The Program is currently identifying key data indicators to demonstrate the impact of the program. Under the Pyramid Plus program, four demonstration sites are providing data to the Center for Social Emotion Inclusion on the effects of adopting the Pyramid Plus approach.

### **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?

Effective Date: 01-OCT-13

#### **Goal #1:**

1. Implement the re-designed QRIS program in 2014
2. Develop an evaluation plan for the re-designed QRIS
3. Increase the number of Colorado Child Care Assistance Program children in QRIS rated programs

## **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

Effective Date: 01-OCT-13

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.

The Colorado Department of Human Services, Division of Early Care and Learning administers professional development activities. The Office of Professional Development is housed in the Colorado Department of Education. Planning for activities is shared among a large number of state-level and local early childhood stakeholders: the Early Childhood Professional Development Team, Colorado Department of Education, Early Childhood Leadership Commission, Office of the Lieutenant Governor, Colorado Department of Public Health and Environment, The Colorado Trust, The Temple Hoyne Buell Foundation, 31 local Early Childhood councils, the Early Childhood Summit, Qualistar Colorado, Colorado Head Start Association, and 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.

Effective Date: 01-OCT-13



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:

If yes, insert web addresses, where possible: <http://netnewsdesk.com/resources/375/File/ECC-OPD/PDF/about/CKSBook.pdf>

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, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, 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 Early Childhood Educator and Administrator Competencies.

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 to early childhood teachers, grades K-2 teachers, administrators of early childhood programs, family child care homes.

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 to directors, educational coordinators, and principals of grades K-2.

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

Describe:

Competencies apply only to coaches and trainers as technical assistance providers. The Colorado coaching Consortium has developed competencies for coaches.

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.**

Insert web addresses, where possible: [www.ColoradoOPD.org](http://www.ColoradoOPD.org)

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 includes 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:

Colorado was awarded the Race to the Top Early Learning Challenge Fund grant that will require early childhood professionals working in centers, family child care homes, and those that receive public funds and licensed to participate in a professional registry.

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 system.

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. Early childhood includes infants, toddlers and preschoolers.

Effective Date: 01-OCT-13




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. The Colorado Department of Higher Education has recently granted four year institutions permission to offer a bachelor's degree in early childhood.

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 Early Childhood Professional Development Team will conduct a statewide training needs assessment for 2013-14.

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

Standards set by State/Territory departments of education

Standards set by national teacher preparation accrediting agencies

Other.

Describe:

Eleven of the sixteen community college early childhood education programs are accredited through National Association for the Education of Young Children program for community colleges.

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 Early Childhood Professional Development Team with Qualistar has a voluntary process to approve trainings. This process will be part of the QRIS for 2013-14.

Trainer approval process.

Describe:

The Early Childhood Professional Development Team with Qualistar has a voluntary process to approve trainings. This process will be part of the QRIS for 2013-14.

Training and/or technical assistance evaluations.

Describe:

Colorado will be developing a system to evaluate trainings as part of the Early Learning Challenge Fund.

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.

Effective Date: 01-OCT-13

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

No.

Insert web addresses, where possible: [www.ColoradoOPD.org](http://www.ColoradoOPD.org) and <http://earlychildhoodcolorado.org>

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

Scholarships.  
Describe:

TEACH Scholarships, administered by Qualistar Colorado, are available for early childhood education professionals to earn credentials and degrees in the field. Requirements for applicants and child care centers include: 1) applicants are employed at a center at least 20 hours per week, 2) applicants are pursuing an undergraduate Early Childhood degree or credential, Early Childhood Teacher Qualification, or Director Qualification, 3) recipients pay a portion of the tuition costs, complete all courses, and remain at the sponsoring center for six months to one year, 4) center programs pay a portion of tuition costs, provide a bonus upon the recipient's successful completion of courses, and provide three hours of paid release time per week for recipients to attend classes.

Free training and education.  
Describe:

Expanding Quality in Infant/Toddler, administered by the Colorado of Education, provides 48 hours of free infant/toddler supervisor training. In addition, some Resource and Referral agencies and Early Childhood Councils provide free training in their communities. In June 2013, free training was provided to programs across the state for the I Am Moving I Am Learning initiative.

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: Early Childhood Professional Development Team, some Early Learning 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 the School Readiness Quality Improvement Project, Qualistar Colorado, some Early Childhood councils, Pyramid Plus, Expanding Quality Infant/Toddler initiative, and Clayton Early Learning. The University of Colorado at Denver has developed a certificate program for early childhood coaches using the coaching competencies

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.


Effective Date: 01-OCT-13

 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. The Early Learning Challenge Fund plan has incentives for early childhood professionals. There will be a process developed on how to determine the best use of

incentives.

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)).

Effective Date: 01-OCT-13

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 Division of Early Care and Learning approval regarding their qualifications to be directors. Individual records are maintained by the Division (Lead Agency).

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 maintains data on the number of scholarships awarded.

Number of individuals receiving bonuses or other financial rewards or incentives.

Describe (optional):

Qualistar Colorado maintains data on the number of bonuses or other financial rewards awarded through TEACH scholarships.

Number of credentials and degrees conferred annually.

Describe (optional):

The voluntary credentialing program at the Early Childhood Professional Development Team tracks all credentials for which it is responsible. Also, the number of individuals successfully completing the Expanding Quality Infant Toddler course is tracked 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. The Early Learning Challenge fund includes funding for a mandatory registry which will track 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. The Early Learning Challenge fund includes funding for a mandatory registry which will track workforce data.

Administrators in centers (including educational coordinators, directors).

Describe:

Director qualifications are tracked by the Lead Agency. The Early Learning Challenge fund includes funding for a mandatory registry which will track workforce data.

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

Describe:

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

Describe:

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 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 Early Learning Challenge fund includes funding for evaluation of work force data and systems development.

### 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 and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

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?

**Note** -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

**Goal #1:**

Goal 1 – Colorado’s Competencies for Early Childhood Educators and Administrators will be approved by the Early Childhood Leadership Commission. 100% of Colorado’s community colleges and the Training Approval System of Colorado (TASC) will align their course competencies with competencies for early childhood educators and administrators.

Goal 2 – Build the workforce registry/learning management system.

Goal 3 – Expand the coaching network.

Goal 4 - Implement incentives policies to promote competency development.